Regular Meeting

Wednesday, November 18, 2026 7:00 PM
High School Cafeteria, 1100 West Main Street, Stroudsburg, PA 18360

1. **MEETING OPENING**

A. Call to Order and Roll Call
B. Pledge of Allegiance
C. Notice of Executive Session, if any
2. **PUBLIC COMMENT**
3. **TREASURER'S REPORT**
4. **APPROVAL OF MINUTES**
5. **EDUCATIONAL PROGRAM**
A. Course Curricula
1. Newcomer 5
2. Newcomer 6
3. Newcomer 7
4. AP Calculus AB
5. Principles of Engineering H
B. Field Trips
C. Expulsion Waiver
6. **BOARD POLICY & PROCEDURES**
A. First Reading
B. Second Reading and Adoption
1. Second Reading and Adoption
7. **PERSONNEL**
8. **FINANCE**
9. **SUPPORT, FACILITIES & OPERATIONS**
A. Energy Services Company
B. Hamilton Sewage System
C. Boiler Repairs
D. Rifle Range Agreement
E. 2027-2028 Act 1 Index Resolution
10. **REPORTS**
A. Superintendent
B. Solicitor
C. Student Representatives
D. Business Operations
E. Committees
F. MCTI
G. CIU20
H. Letters & Communication
11. **Public Comment - Any Topic**
12. **Adjournment**

STROUDSBURG AREA SCHOOL DISTRICT

Treasurer's Report

October 2026

Account	9/30/26 Balance	Receipts	Disbursements	Internal Transfers	10/31/26 Balance
Operating:					
PNC, General Acct.	$ 13,793,858.25	$ 32,339,425.97	$ (2,309,318.40)	$ (38,884,405.20)	$ 4,939,560.62
PSDLAF, General Acct.	16,266,960.50	11,797,294.07	(277,999.83)	32,000,000.00	59,786,254.74
PNC, Payroll Acct.	805,198.95	4,142.99	(5,061,758.38)	5,146,083.07	893,666.63
Totals	**30,866,017.70**	**44,140,863.03**	**(7,649,076.61)**	**(1,738,322.13)**	**65,619,481.99**
Restricted:					
PSDLAF, 2014 Capital Reserve Acct.	16,311,319.41	35,030.88	-	-	16,346,350.29
PSDLAF, Cafeteria Acct.	2,440,698.87	257,137.50	(250,000.00)	-	2,447,836.37
PNC, Cafeteria Acct.	535,486.43	40,652.14	(235,839.89)	250,000.00	590,298.68
Totals	**19,287,504.71**	**332,820.52**	**(485,839.89)**	**250,000.00**	**19,384,485.34**
District Total	**$ 50,153,522.41**	**$ 44,473,683.55**	**$ (8,134,916.50)**	**$ (1,488,322.13)**	**$ 85,003,967.33**

STROUDSBURG AREA SCHOOL DISTRICT
MINUTES OF OCTOBER 21, 2026 MEETING

MEETING OPENING

A Regular meeting of the Stroudsburg Area School District Board was held on Wednesday, October 21, 2026, in the cafeteria of Stroudsburg High School. President DeRosa called the meeting to order at 7:00 P.M. The meeting was held in person and via ZOOM.

Board members present: Cindy Blake, Meghan Brenneman, Erin DeRosa, John Gerkhardt, Kathleen Kilker, Joseline Kraemer, Alex Smith, and Tiffany Pozza.

Board members absent: Marilyn DeVries

Non-voting members present: Dr. Cosmas Curry, Superintendent, Owen Balcik, Student Representative, and Morgan Callendar, MCTI Co-Representative.

PUBLIC COMMENT

No Public Comment

ACTION ITEMS

1. **Treasurer's Report**: On a motion by Kraemer with a second by Brenneman, the Board approved the September Treasurer's Reports as presented. Roll call vote: Kilker-yes; Kraemer-yes; Smith-yes. Pozza-yes; Blake-yes; Brenneman-yes; DeRosa-yes; and Gerkhardt-yes. 8 – 0, motion carried.

2. **Minutes:** On a motion by Gerkhardt with a second by Blake, the Board approved the minutes of the September 16, 2026 by voice vote.

3. **Educational Programs – Items 6A, 6B, and 6D:** On a motion by Brenneman with a second by Gerkhardt, the Board approved the following items 6A, 6B, and 6D as presented. Roll call vote: Kraemer-yes; Smith-yes. Pozza-yes; Blake-yes; Brenneman-yes; DeRosa-yes; Gerkhardt-yes; and Kilker-yes. 8 – 0, motion carried

   6A. Course Curricula: The Board approved the following course curricula, as presented.

   6A1. Creative Writing
   6A2. Studies of Science Fiction Literature

   6B. Field Trips: The Board approved the Field Trip requests, as presented.

   6D. Expulsion Waiver: The Board approved the following Expulsion Waiver, as presented
   Student #***79
   Student #***20
   Student #***82
   Student #***57

4. **Educational Programs – Item 6C:** On a motion by Gerkhardt with a second by Brenneman, the Board approved 6C, as presented. Roll call vote: Smith-yes; Pozza-yes; Blake-yes; Brenneman-yes; DeRosa-yes; Gerkhardt-yes; Kilker-yes; and Kraemer-abstained. 7 – 0 – 1, motion carried

   6D. Memorandum of Understanding with Commonwealth University: The Board approved the Memorandum of Understanding with Commonwealth University for Dual Enrollment Services, as presented.

5. **First Reading:** On a motion by Gerkhardt with a second by Pozza, the Board approved the first reading of the following policies by voice vote.

   - Policy 102 – Academic Standards
   - Policy 105 – Curriculum
   - Policy 246 – Student Wellness

- Policy 331 – Job Related Expenses

6. **Second Reading and Adoption:** On a motion by Brenneman with a second by Gerkhardt, the Board approved the second reading and adoption of the following policy. Roll call vote: Pozza-yes; Blake-yes; Brenneman-yes; DeRosa-yes; Gerkhardt-yes; Kilker-yes; Kraemer-yes; and Smith-yes. 8 – 0, motion carried
    - Policy 204.1 – Virtual Attendance and Wellness Checks

7. **Personnel:** On a motion by Kraemer with a second by Blake, the Board approved the Personnel agenda as presented. Roll call vote: Blake-yes; Brenneman-yes; DeRosa-yes; Gerkhardt-yes; Kilker-yes; Kraemer-yes; Smith-yes; and Pozza-yes. 8 – 0, motion carried

A. Retirements
    1. Aaron Chapin - Middle School Teacher - effective at the close of business on September 17, 2026.
    2. Perveen Kaleem - Morey Elementary Paraprofessional - effective at the close of business on January 3, 2027.

B. Resignations:
    1. Adam Elkind - Bus Driver - effective at the close of business on October 2, 2026.
    2. Billye Kubiak - Director- Show Choir Co-Director, Show Choir Choreographer, School Musical Producer, Show Choir Advisor - effective at the close of business on September 10, 2026.
    3. Samuel Moss- Substitute Teacher - effective at the close of business on September 16, 2026.
    4. Quianna Sam - Bus Driver - effective at the close of business on October 5, 2026.
    5. Brianna Shay - Technology Secretary I - effective at the close of business on October 7, 2026.
    6. Cynthia Svensson - MS Basketball 5/6 Advisor - effective at the close of business on October 1, 2026.
    7. George Willock - MS Basketball 5/6 Assistant Advisor - effective at the close of business on October 13, 2026.

C. Requests For Leave:
    1. Employee # 3763 - Intermittent FMLA beginning September 30, 2026.
    2. Employee # 1396 - FMLA/leave of absence beginning September 23, 2026.
    3. Employee # 592 - FMLA/leave of absence beginning September 11, 2026.
    4. Employee # 1506 - Intermittent FMLA beginning November 12, 2026.
    5. Employee # 3535 - Leave of absence beginning January 19, 2027 through May 4, 2027.
    6. Employee # 3040- FMLA/leave of absence beginning approximately February 21, 2027.
    7. Employee # 921 - FMLA/leave of absence beginning September 21, 2026.
    8. Employee # 2949 - FMLA/leave of absence beginning approximately February 8, 2027.
    9. Employee # 1190 - Sabbatical leave of absence for Semester 2 of the 2026-2027 school year.

D. Recommendations For Employment (pending receipt of all required documents and certifications):
    1. Alisha Kallatch - Long-term Substitute Art Teacher assigned to Arlington/Morey Elementary for the annual salary of $81,756.00 (M+0, Step 1) prorated effective September 28, 2026 for the duration of employee #726's Professional Development leave of absence which is scheduled for the 2026-2027 school year.
    2. Diana Kurz - Long-term Substitute Social Studies Teacher assigned to Stroudsburg Junior High School for the annual salary of $69,251.00 (B+0, Step 2) prorated effective November 20, 2026, through the last teacher day of the 2026-2027 school year. She will replace Daniel Hanna who has retired.
    3. Lesly Ramirez - Lunchroom Monitor assigned to Stroudsburg High School for the hourly rate of $16.10 (Step 1) effective October 7, 2026. She will replace Ann Pomichowski who has retired.
    4. Marc Rebucci - Paraprofessional assigned to Stroudsburg High School for the hourly rate of $20.56 (Step 1) effective September 28, 2026. He will replace Nadia Soto who has resigned.
    5. The following Substitute Employee for the same teacher in the same content area at the daily rate of $200 - full time. This assignment will not exceed 44 days per Board policy #405.
        a. Alex Foreman (for Employee # 1190)
        b. Megan Williamson (for Employee # 1656)

    6. The following Substitute Teachers for the 2026-2027 school year:
        a. Stephanie Alvarez Garcia
        b. Ashley Barron
        c. Robert Chalfant

d. Ciovel Cuevas
e. John DeVivo
f. Alex Foreman
g. Michael Huntsberger
h. Alexander Roberts

7. The following Substitute Support Staff for the 2026-2027 school year:
    a. Janaina Chaves - School Vehicle Driver
    b. Gary Curtis - Bus Driver
    c. Sue Ellen Walsh - Bus Monitor, Lunchroom Monitor

8. The following Mentors during the 2026-2027 school year at the annual rate of $800.00 per the SAEA collective Bargaining agreement:
    a. Kelsey O'Donnell - for Katherine Nauman prorated effective September 22, 2026 through the last day of the 2026-2027 school year.

9. Recommendation to award Tenure to the following staff members on a satisfactory completion of the three-year probation period:
    a. Janis Gaglione
    b. Natalie Jennings

10. The following Temporary Medical Excuse Instructors (TME) for the 2026-2027 school year:
    a. Donna Mason

11. The following Instruction in the Home Instructors for the 2026-2027 school year:
    a. Donna Mason

12. The following Adult ESL teacher for the approved curricular rate of $42.00 per hour to be paid out of Title III funds:
    a. Stacy Cassady

13. The following Volunteers for the 2026-2027 school year:
    a. Melissa Adams - Middle School
    b. Christopher Bittenbender - Middle School
    c. Ernesha Bolden - Middle School
    d. Jessica Cerveny - Middle School
    e. Jessica Cross - Middle School
    f. Rachel McDermott - Middle School
    g. Dora Meissner - Middle School
    h. Lynn Strunk - Middle School
    i. Christine Huber - Middle School
    j. Janice Hernandez - Middle School
    k. Deridre Russell- Hamilton Elementary
    l. Elizabeth Wojtenko- Hamilton Elementary
    m. Alyssa Gardener- Hamilton Elementary
    n. Kelley Klein- Hamilton Elementary
    o. Kimberly Foulkes- Hamilton Elementary
    p. Shannon Lloyd- Hamilton Elementary
    q. Aliceson Strohl- Hamilton Elementary
    r. Jenna Gearhart- Hamilton Elementary
    s. Lizette Diaz - Arlington Elementary
    t. Ladypearl Robles-Chipperfield Elementary
    u. Giselle Calderon-Chipperfield Elementary
    v. Shawn Goring-Chipperfield Elementary
    w. Leeanne Brady-Chipperfield Elementary
    x. Shawn Goring- Junior High
    y. Erin Henry - Morey Elementary
    z. Donna Osameka-Chipperfield Elementary
    aa. Lauren Haney - Hamilton Elementary

E. Recommendation to create the following clubs at Stroudsburg High School beginning in the 2026-2027 school year at no cost to the district as presented:

1. Animal Rights Club (ARC)
2. Chemistry Club
3. French Conversation Club

F. Recommendation to approve the following job description as presented:
   1. Head Custodian

G. Approval of the Extra Duty Services Contracts below is contingent upon the District's ability to implement such programming as the result of the ongoing COVID-19 pandemic crisis and/or other reasons or crises. The District's ability to implement such programs will be guided, in part, by ongoing orders of the federal government, the Governor, the Centers for Disease Control, local and county restrictions, and student participation in such programs. At its sole discretion, the District reserves the right to rescind the Contracts due to the pandemic and/or other reasons or crises that make the implementation of the Contracts impractical, impossible, or difficult. In the event programming begins and is suspended for any of the aforementioned reasons, the coach/advisor will be entitled to a prorated portion of the approved stipend.

   1. The following Athletics Staff for the 2026-2027 school year:
      a. Megan Tweedy - Soccer Girls - JV Assistant - $3,674.00
      b. Tarik El-Bassiouni - Boys' Basketball - Head Varsity Coach - $8,851.00
      c. Eric Bomboy - Boys' Basketball - Varsity Assistant (split) - $2,787.00
      d. David Clowney - Boys' Basketball - Varsity Assistant (split) - $2,339.50
      e. Nicholas Waltermyer - Boys' Basketball - MS Grade Head Coach - $3,133.00
      f. Cynthia Svensson - Boys' Basketball - Freshman/JV Coach - $4,490.00
      g. Shawn Thornton - Boys' Basketball - JV/V – Volunteer
      h. Nicholas Walter - Boys' Basketball - JV/V – Volunteer
      i. Tyler Henry - Boys' Basketball - JV/V – Volunteer
      j. Cody Smith - Boys' Basketball - JV/V – Volunteer
      k. Alex Roman - Boys' Basketball - JV/V – Volunteer
      l. Micaiah Brown - Boys' Basketball - JV/V – Volunteer
      m. Kelly Williams - Girls' Basketball - Head Varsity Coach - $7,779.00
      n. Mandy Gizzo - Girls' Basketball - MS Grade Assistant - $2,720.00
      o. Fernedi Cuesto - Girls' Basketball - MS Grade Head Coach - $3,133.00
      p. Taj Odhiambo - Girls' Basketball - JV/V – Volunteer
      q. Giana Mileto - Winter Competitive Spirit - Head Varsity Coach - $3,301.00
      r. Aliyah Prince - Winter Competitive Spirit- Varsity Assistant - $2,084.00
      s. Nadia Soto - Winter Competitive Spirit - JV - $2,017.00
      t. Sakiylah Williams - MS Winter Competitive Spirit - $1,775.00
      u. Deja Spears - Winter Competitive Spirit – Volunteer
      v. Thomas Weiss - Rifle - Head Varsity Coach - $5,163.00
      w. Patricia Weiss - Rifle - Varsity Assistant - $2,941.00
      x. William Conklyn - Swimming - Head Varsity Coach - $7,118.00
      y. Janet Brower - Swimming - Varsity Assistant - $3,805.00
      z. Kimberlyn Brown - Swimming - Varsity Assistant (split) - $2,041.50
      aa. Brianna Wasem - Swimming - Varsity Assistant (split) - $1,837.00
      bb. Alex Counterman - Swimming – Volunteer
      cc. John Jasionowicz - Boys' Wrestling - Varsity Assistant - $5,368.00
      dd. Joshua Jasionowicz - Boys' Wrestling - Varsity Assistant/JV - $4,490.00
      ee. John Jakobsen V - Boys's Wrestling - JV/V – Volunteer
      ff. Jessica Bryant - Girls' Wrestling - Head Varsity Coach - $8,038.00
      gg. Matthew Transue - Girls' Wrestling - JH/Freshman Coach - $4,835.00
      hh. Matthew Trbuza - Game Worker
      ii. Jodie Haggerty - Game Worker

   2. The following Activities Staff for the 2026-2027 school year:
      a. Max Kubiak - School Musical Director - $2800.00
      b. Lisa Rogers - School Musical Producer - $3,446.00
      c. Max Kubiak - School Musical Assistant Producer - $1,077.00
      d. Megan Fry - School Musical - Assistant Producer - $1,077.00
      e. Megan Fry - School Musical - Choreographer - $1,292.00
      f. Megan Wagner- Show Choir Asst. Advisor - $1,068.00
      g. Max Kubiak - Show Choir – Volunteer
      h. Harold Cassady - Percussion Ensemble Director - $2,375.00

i. Jana Minchhoff - French Conversation Club
j. Max Kubiak - JH Show Choir Advisor - $1,425.00
k. Michael Cavanaugh - Chemistry Club - Advisor
l. Michael Cavanaugh - Animal Rights Club – Advisor
m. Tyler Bickford - Marching Band Percussion Tech. - $2,493.00
n. Harold Cassady - Jazz Band Director - $2,375.00
o. George Willock - MS Basketball 5/6 Advisor - $593.00
p. Matthew Field - MS Basketball 5/6 Assistant Advisor - $354.00

8. **Payment of Bills.** On a motion by Kraemer with a second by Blake, the Board approved the ratification of General Fund payments in the amount of $12,948,891.69 and Capital Reserve payments of $18,816.97. Roll call vote: Brenneman-yes; DeRosa-yes; Gerkhardt-yes; Kilker-yes; Kraemer-yes; Smith-yes; Pozza-yes; and Blake-yes. 8 – 0, motion carried

9. **Support, Facilities, and Operations Items 10A -10F:** On a motion by Brenneman with a second by Gerkhardt, the Board approved items 10A through 10F. Roll call vote: DeRosa-yes; Gerkhardt-yes; Kilker-yes; Kraemer-yes; Smith-yes; Pozza-yes; Blake-yes; and Brenneman-yes. 8 – 0, motion carried

10A. Maintenance Vehicle: The Board approved the purchase of a maintenance truck at a cost not to exceed $30,000.

10B. Hamilton Elementary Kitchen: The Board approved to purchase updates for the Hamilton Elementary Kitchen, as presented.

10C. 2027 Prom Location: The Board approved the May 2027 Prom to be held at The Mansion at Mountain Lake, Mountain Lakes, New Jersey.

10D. 2027 Prom Bus Quote: The Board approved to pay 50% of the bus costs for the 2027 prom, as presented.

10E. Disposal of Vehicles: The Board approved administration to dispose of vehicles listed by auction, sale, or scrap, as presented.

10F. Budget Transfers: The Board approved the budget transfers dated 10/21/2026 for the 2026-2027 budget adding zero dollars to revenues and expenses, as presented.

10. Support, Facilities, and Operations Items 10G – 10K: On a motion by Brenneman with a second by Gerkhardt, the Board approved items 10G through 10K, as presented. Roll call vote: Gerkhardt-yes; Kilker-yes; Kraemer-yes; Smith-yes; Pozza-yes; Blake-yes; Brenneman-yes; and DeRosa-yes. 8 – 0, motion carried

10G. The Board approved to authorize the solicitor to enter into an agreement for the parcel located at 729 Main Street in Stroudsburg Borough, Monroe County (Parcel ID 18-3.1.14.6), setting the assessment of the parcel at $477,440 for tax year 2026 (school tax year 2026-2027) and for each subsequent tax year until a change in assessment pursuant to applicable law.

10H. The Board approved to authorize the solicitor to enter into an agreement for the parcel located at 404 Woodcliff Avenue in Stroudsburg Borough, Monroe County (Parcel ID 18-5.2.10.10), setting the assessment of the parcel at $886,670 for tax year 2026 (school tax year 2026-2027) and for each subsequent tax year until a change in assessment pursuant to applicable law.

10I. The Board approved to authorize the solicitor to enter into an agreement for the parcel located at 600 Main Street in Stroudsburg Borough, Monroe County (Parcel ID 18-2.2.6.9), setting the assessment of the parcel at $954,870 for tax year 2026 (school tax year 2026-2027) and for each subsequent tax year until a change in assessment pursuant to applicable law.

10J. The Board approved to authorize the solicitor to enter into an agreement for the parcel located at 1987 W. Main Street in Stroud Township, Monroe County (Parcel ID 17.12.6.5), setting the assessment of the parcel at $727,520 for tax year 2026 (school tax year 2026-2027) and for each subsequent tax year until a change in assessment pursuant to applicable law.

10K. The Board approved to authorize the solicitor to enter into an agreement for the parcel located at

528 Main Street in Stroudsburg Borough, Monroe County (Parcel ID 18-2.2.5.10), setting the assessment of the parcel at $329,660 for tax year 2026 (school tax year 2026-2027) and for each subsequent tax year until a change in assessment pursuant to applicable law.

PUBLIC COMMENT

No Public Comment

As there was no further business to be brought before the Board, the meeting was adjourned at 7:55 P.M. by Blake with second by Brenneman.

Respectfully submitted,
Brenda VanBuskirk
Secretary

1_Newcomer 5 (Curriculum In Progress)

Grade Level Summary

Course Cover Sheet

Grade Level Modules

Module 1:	My Identity & Surroundings
Module 2:	My World and Me
Module 3:	Exploring Our World
Module 4:	Daily Life & Travel

1_Newcomer 5 (Curriculum In Progress)
My Identity & Surroundings

Unit Description
Course Lessons 1–8
Grammar Lessons 1-17
Vocabulary Lessons 1-16
Lesson 1: My Friends
Lesson 2: At School
Lesson 3: Our Classroom
Lesson 4: My Things
Lesson 5: Our Favorite Animals
Lesson 6: This is My Family
Lesson 7: This is My Room
Lesson 8: Review: This is Me

Course Lessons-Theme and Focus: Personal Introductions, identity, and the immediate environment. This foundational module is designed to help newcomer students establish their identity within their new school and community. Students begin by learning essential greetings and formal and informal ways to introduce themselves and others. The lessons transition into the classroom environment, where students identify common school objects and learn to follow basic academic instructions. As the module progresses, students explore their personal things, animals, learning to describe their family members, things, colors, and finally finishing with a review of this is me.

Grammar Lessons- Focus: Mastery of present and past tense. Using simple sentences, questions and negatives.

Key Vocabulary: Lessons 1-16 of English for Everyone Junior: 5 Words a Day introduce young learners to essential, everyday vocabulary through visual, thematic units designed to build confidence. Covering fundamental topics like colors, numbers, family members, classroom objects, and basic body parts, these early lessons focus on foundational nouns and simple verbs. The structured approach reinforces 5 words per day, ensuring children grasp basic English, build vocabulary for exams, and understand simple sentence structure. Key vocabulary include: Greetings (Hello, Hi, Nice to meet you) school supplies,(pencil, notebook, book, desk), numbers (age and counting) colors, family members, actions, places in a house, animals, foods, sports, opposites, parts of the body.

Content Vocabulary: Survival English in school

Standards

CC.1.1.1.E	-	Read with accuracy and fluency to support comprehension: * Read on-level text with purpose and understanding. * Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. * Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.1.1.2.E	-	Read with accuracy and fluency to support comprehension: * Read on-level text with purpose and understanding. * Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. * Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.1.1.4.D	-	Know and apply grade-level phonics and word analysis skills in decoding words. * Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
CC.1.4.1.B	-	Identify and write about one specific topic.
CC.1.1.5.D	-	Know and apply grade-level phonics and word analysis skills in decoding words. * Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
CC.1.1.5.D	-	Know and apply grade-level phonics and word analysis skills in decoding words. * Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
CC.1.2.4.J	-	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

Essential Questions

- 1. How do I make a friend?
- 2. How do I count numbers?
- 3. How do I tell someone my age?
- 4. How do I identify places at school?
- 5. How do I identify actions I need to use at school?
- 6. How do I ask someone their name?
- 7. How do I name objects in my classroom and school?
- 8. How do I identify colors?
- 9. How do I answer questions that start with "what's this?"
- 10. How do I answer questions
- 11. How do I identify and name animals?
- 12. How can I talk about my favorites?
- 13. How do I identify members of my family?
- 14. How do I identiy different professions?
- 15. How do I identify places and things in my bedroom?
- 16. How do I identify and use present, past and future tenses?
- 17. How can learning new English words help me to understand and communicate with others?

Objectives

English for Everyone--Course Book
Lesson 1: My Friends
I can greet others, introduce myself, and ask and answer questions about names and ages.
Lesson 2: At School
I can name school items, follow classroom directions, and use his and her when talking about people’s names.
Lesson 3: Our Classroom
I can name classroom activities, use “Let’s” to suggest an activity, and count objects using plural nouns.
Lesson 4: My Things
I can name objects, describe their colors, and ask and answer questions about them.
Lesson 5: Our Favorite Animals
I can name animals and ask and answer questions about my favorite animal.
Lesson 6: This Is My Family
I can identify family members, introduce them using he and she, and describe their jobs.
Lesson 7: This Is My Room
I can identify things in my room and ask and answer questions about what I have and do not have.
Lesson 8: Review

I can use what I have learned to write and talk about myself, my family, my favorite things, and my possessions.

GRAMMAR LESSONS BOOK:

Lesson 1: Present Simple
I can use the present simple to talk and write about habits, routines, and facts.
Lesson 2: Present Simple Negatives
I can use “don’t” and “doesn’t” to describe things people do not do.
Lesson 3: Present Simple Questions
I can ask and answer questions about habits and routines using “do” and “does.”
Lesson 4: Present Continuous
I can use “am,” “is,” or “are” with an -ing verb to describe actions happening now.
Lesson 5: Present Continuous Negatives
I can use “am not,” “isn’t,” and “aren’t” with an -ing verb to describe actions that are not happening now.
Lesson 6: Present Continuous Questions
I can ask and answer questions about what people are doing now.
Lesson 7: Present Tenses Overview
I can choose the present simple for routines and facts and the present continuous for actions happening now.
Lesson 8: Past Simple
I can use regular and irregular past-tense verbs to describe actions that happened in the past.
Lesson 9: Past Simple Negatives
I can use “didn’t” with the base form of a verb to describe actions that did not happen.
Lesson 10: Past Simple Questions
I can use “did” with the base form of a verb to ask and answer questions about past actions.
Lesson 11: Past Continuous
I can use “was” or “were” with an -ing verb to describe actions that were happening at a particular time in the past.
Lesson 12: Past Continuous Negatives
I can use “wasn’t” and “weren’t” with an -ing verb to describe actions that were not happening at a particular time in the past.
Lesson 13: Past Continuous Questions
I can ask and answer questions about what people were doing at a particular time in the past.
Lesson 14: Present Perfect
I can use “have” or “has” with a past participle to describe experiences and past actions connected to the present.
Lesson 15: Present Perfect Negatives
I can use “haven’t” and “hasn’t” with a past participle to describe things that have not happened.
Lesson 16: Present Perfect Questions
I can use “have” and “has” with a past participle to ask and answer questions about experiences and things that have happened.
Lesson 17: Past Tenses Overview
I can choose the past simple, past continuous, or present perfect to describe past events and experiences.

Vocabulary Book:

Week 1
I can say, read, and write words for numbers 1–5, fruits, colors, and classroom items.
Week 2
I can say, read, and write words for numbers 6–10, school, toys, and art supplies.
Week 3
I can identify numbers 11–15 and use words for neighborhood places, family members, and learning activities.
Week 4
I can identify numbers 16–20 and name farm animals, rooms in a home, and colors.
Week 5
I can name wild animals, school supplies, and fruits and use action words related to learning.
Week 6
I can name body parts, sports, pets, and things found at the seaside.
Week 7
I can use vocabulary to identify clothes, people, foods, and living-room items.
Week 8
I can name bedroom items and times of day, follow classroom directions, and identify wildlife.
Week 9
I can name clothes and family members and use words to describe sports actions, people, and things.
Week 10
I can name farm items and toys, follow worksheet directions, and identify words for individuals and groups of people.
Week 11
I can name creative activities, facial features, and clothes and use describing words.
Week 12
I can name breakfast foods and feelings and use position words to describe where things are.
Week 13

I can use words to talk about lunch, plants, ways of traveling, and weather.
Week 14
I can use words to talk about dinner, hobbies, family members, and things around a home and garden.
Week 15
I can name sports equipment, beach features, and vegetables and use words for movement.
Week 16
I can name household items, pets, and party items and use words for everyday actions.

Key Vocabulary and Definitions

Key Vocabulary and Definitions

Unit Learning Activities

Course Book:
Lesson 1: My Friends
Learning Activities:
Listen to and practice greetings and introductions from the book.
Work with a partner to ask and answer “What’s your name?” “How are you?” and “How old are you?”
Match numbers 1–10 to their written words.
Write and share a short introduction using “My name is…” and “I am…years old.”
Lesson 2: At School
Learning Activities:
Identify and label school items using the book’s pictures.
Play a classroom directions game using “stand up,” “sit down,” “open,” “close,” and “listen.”
Practice asking “What’s his name?” and “What’s her name?” using character pictures.
Write sentences introducing classmates using “His name is…” and “Her name is…”
Lesson 3: Our Classroom
Learning Activities:
Match classroom action words, such as read, write, draw, and count, to pictures.
Act out an activity while classmates identify the action.
Take turns suggesting activities using “Let’s read” or “Let’s draw.”
Count pictured objects up to 20 and write number phrases using plural nouns, such as “twelve books.”
Lesson 4: My Things
Learning Activities:
Match everyday objects and colors to their vocabulary words.
Ask and answer “What’s this?” and “What are these?” using classroom objects.
Practice using “a” and “an” when naming objects.
Draw and label three objects, then write sentences describing their colors.
Lesson 5: Our Favorite Animals
Learning Activities:
Match animal pictures to their names and practice pronunciation.
Use pictures near and far to practice “What’s this?” “What’s that?” and “What are those?”
Interview classmates using “What’s your favorite animal?”
Draw a favorite animal and complete the sentence “My favorite animal is…”
Lesson 6: This Is My Family
Learning Activities:
Label a real or imaginary family picture using family vocabulary.
Practice asking and answering “Who’s this?” and “Who’s that?”
Ask yes-or-no questions about family pictures, such as “Is she your sister?”
Match jobs to pictures and write sentences such as “He is a teacher.”
Introduce a real or imaginary family to a partner.
Lesson 7: This Is My Room
Learning Activities:
Identify and label furniture, toys, and other room items.
Use pictures to practice “This is,” “That is,” “These are,” and “Those are.”
Draw a room and write sentences using “I have” and “I don’t have.”
Interview a partner using “Do you have…?” and answer “Yes, I do” or “No, I don’t.”
Lesson 8: Review
Learning Activities:
Review vocabulary with picture matching and a partner guessing game.
Read the book’s model description and identify information about the character.
Write an “All About Me” paragraph using sentence starters for name, age, favorites, possessions, and family.

Share the paragraph with a partner and ask each other a follow-up question.
Complete the book's review activities to check understanding.

GRAMMAR BOOK:

Lesson 1: Present Simple
Learning Activities:
Read the book's examples and identify present simple verbs.
Sort daily activities by subject: I, you, we, they, he, or she.
Complete sentences using the correct verb form, including -s or -es.
Write and share three sentences about daily routines.

Lesson 2: Present Simple Negatives
Learning Activities:
Practice changing positive sentences into negative sentences using "don't" and "doesn't."
Complete sentences using the correct negative form.
Tell a partner two things you do not do.
Write sentences about what you and another person do not do.

Lesson 3: Present Simple Questions
Learning Activities:
Arrange word cards to build questions using "do" and "does."
Practice answering questions with "Yes, I do" or "No, I don't."
Interview a partner about daily routines.
Write three questions and record your partner's answers.

Lesson 4: Present Continuous
Learning Activities:
Match action pictures to sentences describing what is happening.
Practice combining "am," "is," or "are" with an -ing verb.
Play an action guessing game using sentences such as "You are drawing."
Write three sentences about what people are doing in a picture.

Lesson 5: Present Continuous Negatives
Learning Activities:
Change positive sentences into negative sentences using "am not," "isn't," and "aren't."
Look at pictures and correct false statements about the actions.
Tell a partner what people are doing and what they are not doing.
Complete the book's practice activities.

Lesson 6: Present Continuous Questions
Learning Activities:
Arrange words to form questions such as "Is she reading?"
Ask and answer questions about action pictures.
Play a guessing game using yes-or-no questions about someone's action.
Write questions and short answers using "am," "is," and "are."

Lesson 7: Present Tenses Overview
Learning Activities:
Sort sentences into "usually happens" and "happening now."
Choose the present simple or present continuous to complete sentences.
Compare routines with current actions using "usually" and "now."
Write sentence pairs, such as "I usually read after school. I am reading now."

Lesson 8: Past Simple
Learning Activities:
Identify past-tense verbs in the book's examples.
Match base verbs to regular and irregular past-tense forms.
Complete sentences about yesterday using the correct verbs.
Write and share three sentences about a past day or event.

Lesson 9: Past Simple Negatives
Learning Activities:
Change positive past-tense sentences into negatives using "didn't."
Practice using the base form of the verb after "didn't."
Compare what a character did and did not do in a picture sequence.
Write three sentences about things you did not do yesterday.

Lesson 10: Past Simple Questions
Learning Activities:
Arrange word cards to build questions using "did."
Practice short answers such as "Yes, I did" and "No, I didn't."
Interview a partner about yesterday or last weekend.
Write three questions and record your partner's answers.

Lesson 11: Past Continuous
Learning Activities:
Match pictures to sentences using “was” or “were” with an -ing verb.
Complete sentences describing actions at a specific past time.
Ask classmates what they were doing at a chosen time yesterday.
Write three sentences describing a scene in the past.
Lesson 12: Past Continuous Negatives
Learning Activities:
Change past continuous sentences into negatives using “wasn’t” and “weren’t.”
Correct false statements about a pictured past scene.
Tell a partner what characters were and were not doing.
Write three negative sentences using past continuous verbs.
Lesson 13: Past Continuous Questions
Learning Activities:
Arrange words to form questions using “was” and “were.”
Ask and answer questions about a pictured past scene.
Interview a partner using “What were you doing yesterday at…?”
Write questions and answers about actions happening at a specific past time.
Lesson 14: Present Perfect
Learning Activities:
Match base verbs to their past participles.
Complete sentences using “have” or “has” with a past participle.
Read examples and identify experiences or actions connected to the present.
Write and share three sentences about experiences using sentence starters.
Lesson 15: Present Perfect Negatives
Learning Activities:
Change positive sentences into negatives using “haven’t” and “hasn’t.”
Complete sentences with the correct past participle.
Use a checklist to describe tasks a character has and has not completed.
Write three sentences about things you have not done.
Lesson 16: Present Perfect Questions
Learning Activities:
Arrange words to build questions using “have” or “has.”
Practice short answers such as “Yes, I have” and “No, I haven’t.”
Interview a partner using “Have you ever…?”
Write three questions and record your partner’s answers.
Lesson 17: Past Tenses Overview
Learning Activities:
Sort examples into past simple, past continuous, and present perfect.
Match sentences to their meanings: a finished past action, an action in progress in the past, or an experience connected to the present.
Choose the correct tense to complete sentences.
Write one sentence in each tense and explain the choice using a sentence starter.

VOCABULARY BOOK
Week 1
Learning Activities:
Listen to, repeat, and write the daily vocabulary words.
Match numbers 1–5, fruits, colors, and classroom words to pictures.
Count objects and identify their colors.
Complete the weekly review activities.
Week 2
Learning Activities:
Listen to, repeat, and write the daily vocabulary words.
Match numbers 6–10, school words, toys, and art supplies to pictures.
Find and name classroom supplies using “This is a…”
Complete the weekly review activities.
Week 3
Learning Activities:
Listen to, repeat, and write the daily vocabulary words.
Practice counting and writing numbers 11–15.
Label pictures of neighborhood places and family members.
Act out learning activities while classmates identify the words.
Complete the weekly review activities.

Week 4
Learning Activities:
Listen to, repeat, and write the daily vocabulary words.
Match numbers 16–20 and farm animals to pictures.
Label rooms in a home and sort objects by color.
Complete the weekly review activities.

Week 5
Learning Activities:
Listen to, repeat, and write the daily vocabulary words.
Sort picture cards into wild animals, school supplies, fruits, and learning actions.
Act out learning actions, such as listening and pointing.
Complete the weekly review activities.

Week 6
Learning Activities:
Listen to, repeat, and write the daily vocabulary words.
Label body parts on a drawing.
Match sports, seaside words, and pets to pictures.
Tell a partner about a favorite sport or pet using a sentence starter.
Complete the weekly review activities.

Week 7
Learning Activities:
Listen to, repeat, and write the daily vocabulary words.
Sort pictures into clothes, people, foods, and living-room items.
Label a living-room picture.
Practice naming pictured items using “I see…”
Complete the weekly review activities.

Week 8
Learning Activities:
Listen to, repeat, and write the daily vocabulary words.
Label bedroom items and match wildlife words to pictures.
Put times of day in order.
Follow directions such as “open,” “close,” “sit down,” and “stand up.”
Complete the weekly review activities.

Week 9
Learning Activities:
Listen to, repeat, and write the daily vocabulary words.
Match clothes and family words to pictures.
Act out sports actions, such as throwing, catching, and kicking.
Use describing words to complete sentences about pictures.
Complete the weekly review activities.

Week 10
Learning Activities:
Listen to, repeat, and write the daily vocabulary words.
Label a farm picture and identify pictured toys.
Practice worksheet directions, such as circle, match, and add.
Match words for individuals and groups, such as person and people.
Complete the weekly review activities.

Week 11
Learning Activities:
Listen to, repeat, and write the daily vocabulary words.
Match creative activities and clothes to pictures.
Label facial features on a drawing.
Sort pictures using describing words, such as big, small, clean, and dirty.
Complete the weekly review activities.

Week 12
Learning Activities:
Listen to, repeat, and write the daily vocabulary words.
Match breakfast foods and feelings to pictures.
Place objects in different positions and describe them using position words.
Label features of an apartment building.
Complete the weekly review activities.

Week 13
Learning Activities:
Listen to, repeat, and write the daily vocabulary words.

Label lunch foods and parts of plants.
Act out travel actions while classmates identify them.
Match weather words to pictures and describe the weather.
Complete the weekly review activities.

Week 14

Learning Activities:
Listen to, repeat, and write the daily vocabulary words.
Sort pictures into dinner foods, hobbies, family, and home-and-garden items.
Label a real or imaginary family picture.
Tell a partner about a hobby using "I like…"
Complete the weekly review activities.

Week 15

Learning Activities:
Listen to, repeat, and write the daily vocabulary words.
Act out movement words, such as climb, jump, and skip.
Match sports equipment and vegetables to pictures.
Draw a beach scene and label its features.
Complete the weekly review activities.

Week 16

Learning Activities:
Listen to, repeat, and write the daily vocabulary words.
Match household items, pets, and party words to pictures.
Act out everyday actions, such as washing, cooking, eating, and drinking.
Draw a party scene and label items using the week's vocabulary.
Complete the weekly review activities.

Unit Resources

English for Everyone Junior

- Course book by Thomas Booth and Ben Ffrancon Davies
- DK-Penguin Random House

English for Everyone Junior practice

- book by Ben Ffrancon Davies
- DK-Penguin Random House

English for Everyone Junior - English Grammar

- book by Ben Ffrancon Dowds
- DK-Penguin Random House

English for Everyone Junior- 5 Words a day

- by Elizabeth Blakemore and Sophie Adam
- DK-Penguin Random House

Assessments (Formative and Summative)

ENGLISH FOR EVERYONE JUNIOR: BEGINNER'S COURSE

Lesson 1: My Friends
Assessment: Students introduce themselves, state their age, and ask a partner their name and age. Students match numbers 1–10 to their written words.
Lesson 2: At School
Assessment: Students identify five school items, follow three classroom directions, and introduce two people using "His name is…" and "Her name is…"
Lesson 3: Our Classroom
Assessment: Students identify four classroom actions, make two suggestions using "Let's," and count pictured objects using numbers and plural nouns.
Lesson 4: My Things

Assessment: Students name five objects and their colors. Students answer “What’s this?” and “What are these?” using singular and plural forms and “a” or “an” when appropriate.
Lesson 5: Our Favorite Animals
Assessment: Students identify five animals, answer questions about animals near and far, and ask and answer “What’s your favorite animal?”
Lesson 6: This Is My Family
Assessment: Students label five family members in a real or imaginary family picture. Students introduce family members using “he” and “she,” answer a yes-or-no question, and name two jobs.
Lesson 7: This Is My Room
Assessment: Students label five room items, identify objects using “this,” “that,” “these,” and “those,” and write one “I have” and one “I don’t have” sentence. Students ask and answer “Do you have…?”
Lesson 8: Review
Assessment: Students write and share an “All About Me” paragraph that includes their name, age, favorite animal, favorite color, possessions, and family. Students complete the book’s review activities.

ENGLISH FOR EVERYONE JUNIOR: ENGLISH GRAMMAR

Lesson 1: Present Simple
Assessment: Students complete five sentences using the correct present simple verb form and write two sentences about their routines.
Lesson 2: Present Simple Negatives
Assessment: Students change five sentences into negatives using “don’t” or “doesn’t” and the base form of the verb.
Lesson 3: Present Simple Questions
Assessment: Students write three questions using “do” or “does” and give appropriate short answers.
Lesson 4: Present Continuous
Assessment: Students write five sentences describing action pictures using “am,” “is,” or “are” with an -ing verb.
Lesson 5: Present Continuous Negatives
Assessment: Students change five sentences into negatives using “am not,” “isn’t,” or “aren’t” with an -ing verb.
Lesson 6: Present Continuous Questions
Assessment: Students write three questions about action pictures and answer them using appropriate short answers.
Lesson 7: Present Tenses Overview
Assessment: Students choose the correct tense in six sentences and write one sentence about a routine and one about an action happening now.
Lesson 8: Past Simple
Assessment: Students complete six sentences using regular and irregular past-tense verbs and write two sentences about yesterday.
Lesson 9: Past Simple Negatives
Assessment: Students change five past-tense sentences into negatives using “didn’t” and the base form of the verb.
Lesson 10: Past Simple Questions
Assessment: Students write three questions using “did” and the base form of the verb, then ask a partner and record the answers.
Lesson 11: Past Continuous
Assessment: Students write five sentences about a pictured past scene using “was” or “were” with an -ing verb.
Lesson 12: Past Continuous Negatives
Assessment: Students correct five false statements about a pictured past scene using “wasn’t” or “weren’t” with an -ing verb.
Lesson 13: Past Continuous Questions
Assessment: Students write three questions about a pictured past scene and provide appropriate answers.
Lesson 14: Present Perfect
Assessment: Students complete five sentences using “have” or “has” with a past participle and write two sentences about experiences or completed actions connected to the present.
Lesson 15: Present Perfect Negatives
Assessment: Students use a task checklist to write five sentences about unfinished actions using “haven’t” or “hasn’t” with a past participle.
Lesson 16: Present Perfect Questions
Assessment: Students write three questions using “have” or “has” with a past participle and give appropriate short answers.
Lesson 17: Past Tenses Overview
Assessment: Students choose the correct tense in six sentences and write one example each using past simple, past continuous, and present perfect.

ENGLISH FOR EVERYONE JUNIOR: 5 WORDS A DAY

For each week, use the book’s Day 5 review and a brief vocabulary check covering all four topic groups. Have students match words to pictures, write selected words, and say or use selected words in a simple phrase or sentence.
Week 1: Numbers 1–5, Fruits, Colors, Classroom Vocabulary
Assessment: Students identify and write number words, name pictured fruits and colors, and label classroom vocabulary.
Week 2: Numbers 6–10, School Vocabulary, Toys, Art Supplies
Assessment: Students match number words to quantities and identify, say, and write selected school, toy, and art-supply words.
Week 3: Numbers 11–15, Neighborhood Places, Family, Learning Activities
Assessment: Students identify number words, label places and family members, and name pictured learning actions.

Week 4: Numbers 16–20, Farm Animals, Rooms, Colors
Assessment: Students match number words to quantities, label animals and rooms, and identify colors.
Week 5: Wild Animals, School Supplies, Learning Actions, Fruits
Assessment: Students sort vocabulary into the four groups, label selected pictures, and demonstrate a learning action.
Week 6: Body Parts, Sports, Seaside Vocabulary, Pets
Assessment: Students label body parts and identify, say, and write selected sports, seaside, and pet words.
Week 7: Clothes, People, Foods, Living-Room Items
Assessment: Students sort and label pictures from each group and name selected items aloud.
Week 8: Bedroom Items, Times of Day, Classroom Directions, Wildlife
Assessment: Students label bedroom items and wildlife, put times of day in order, and demonstrate classroom directions.
Week 9: Clothes, Sports Actions, Grandparents, Describing Words
Assessment: Students identify clothes and family relationships, name sports actions, and choose describing words that match pictures.
Week 10: Farm Vocabulary, Toys, Worksheet Directions, People and Plurals
Assessment: Students label farm items and toys, follow worksheet directions, and match words for individuals and groups.
Week 11: Creative Activities, Describing Words, Facial Features, Clothes
Assessment: Students name creative activities, label facial features and clothes, and select describing words for pictures.
Week 12: Breakfast, Feelings, Position Words, Apartment Vocabulary
Assessment: Students identify breakfast foods and feelings, describe object positions, and label apartment features.
Week 13: Lunch, Plants, Travel Actions, Weather
Assessment: Students label lunch foods and plant vocabulary, identify travel actions, and match weather words to pictures.
Week 14: Dinner, Hobbies, Family, Home and Garden
Assessment: Students identify vocabulary from each group and use selected words to describe a hobby, family member, or home feature.
Week 15: Movement, Sports Equipment, Beach Vocabulary, Vegetables
Assessment: Students demonstrate movement words and identify, say, and write selected equipment, beach, and vegetable words.
Week 16: Household Items, Pets, Daily Actions, Parties
Assessment: Students label household items, pets, and party pictures and identify or demonstrate everyday actions.

Formative assessments will check progress during learning and guide your instruction. Summative assessments measure learning after a lesson, week, or group of lessons. The same activity can serve either purpose depending on when and how you use it.

ENGLISH FOR EVERYONE JUNIOR: BEGINNER'S COURSE

Formative Assessments:
Picture and vocabulary matching during lessons.
Teacher observation of partner conversations.
Practice introductions and questions.
Classroom direction checks.
Sentence completion and short writing practice.
Exit tickets using the lesson's vocabulary or sentence patterns.

Summative Assessments:
Lesson 1: Greeting, name, and age assessment; numbers 1–10 check.
Lesson 2: School vocabulary, classroom directions, and his/her assessment.
Lesson 3: Classroom actions, "Let's," counting, and plural nouns assessment.
Lesson 4: Objects, colors, singular/plural forms, and a/an assessment.
Lesson 5: Animal identification and favorite-animal conversation assessment.
Lesson 6: Family vocabulary, introductions, and jobs assessment.
Lesson 7: Room vocabulary, this/that/these/those, and possession assessment.
Lesson 8: "All About Me" writing and speaking assessment and completed review.

ENGLISH FOR EVERYONE JUNIOR: ENGLISH GRAMMAR

Formative Assessments:
Book practice exercises checked during instruction.
Word-card sentence and question building.
Oral responses and partner interviews.
Sentence sorting and error correction.
Short writing samples.
Exit tickets demonstrating the grammar skill.

Summative Assessments:
Lesson 1: Present simple sentence assessment.
Lesson 2: Present simple negatives assessment.
Lesson 3: Present simple questions and answers assessment.
Lesson 4: Present continuous picture-description assessment.
Lesson 5: Present continuous negatives assessment.
Lesson 6: Present continuous questions and answers assessment.

Lesson 7: Present tenses review assessment.
Lesson 8: Regular and irregular past simple assessment.
Lesson 9: Past simple negatives assessment.
Lesson 10: Past simple questions and answers assessment.
Lesson 11: Past continuous picture-description assessment.
Lesson 12: Past continuous negatives assessment.
Lesson 13: Past continuous questions and answers assessment.
Lesson 14: Present perfect sentence assessment.
Lesson 15: Present perfect negatives assessment.
Lesson 16: Present perfect questions and answers assessment.
Lesson 17: Past tenses review assessment.

ENGLISH FOR EVERYONE JUNIOR: 5 WORDS A DAY

Formative Assessments for Weeks 1–16:
Daily pronunciation and word-reading checks.
Picture-to-word matching.
Daily vocabulary writing and spelling practice.
Vocabulary sorting.
Teacher observation of actions and oral responses.
Short phrases or sentences using new words.
Day 5 review used to identify words needing more practice.

Summative Assessments:

Week 1: Numbers 1–5, fruits, colors, and classroom vocabulary check.
Week 2: Numbers 6–10, school vocabulary, toys, and art supplies check.
Week 3: Numbers 11–15, neighborhood places, family, and learning activities check.
Week 4: Numbers 16–20, farm animals, rooms, and colors check.
Week 5: Wild animals, school supplies, learning actions, and fruits check.
Week 6: Body parts, sports, seaside vocabulary, and pets check.
Week 7: Clothes, people, foods, and living-room items check.
Week 8: Bedroom items, times of day, classroom directions, and wildlife check.
Week 9: Clothes, sports actions, grandparents, and describing words check.
Week 10: Farm vocabulary, toys, worksheet directions, and people/plurals check.
Week 11: Creative activities, describing words, facial features, and clothes check.
Week 12: Breakfast, feelings, position words, and apartment vocabulary check.
Week 13: Lunch, plants, travel actions, and weather check.
Week 14: Dinner, hobbies, family, and home-and-garden vocabulary check.
Week 15: Movement, sports equipment, beach vocabulary, and vegetables check.
Week 16: Household items, pets, daily actions, and party vocabulary check.
You can also use the Day 5 review as a summative assessment if students complete it independently after instruction and you use it to measure their final understanding.

Curriculum Writer(s)

Stacy Cassady

Board Approval Date

1_Newcomer 5 (Curriculum In Progress)
My World and Me

Unit Description
Course Lessons 9-14
Grammar Lesson 18-- 35
Vocabulary Lessons 17-28
Lesson 9: At the Fair
Lesson 10: Our Pets
Lesson 11: My Body
Lesson 12: Our Town
Lesson 13: My Home
Lesson 14: Review: Where I Live

Course Lessons-Theme and Focus: This module (Lessons 9–14) offers an engaging exploration of a young learner's immediate environment and daily life, moving from personal experiences to their surrounding community. It begins with the excitement of a fair and the responsibility of pet care, then shifts to understanding the body, and expands to recognizing familiar places in town and at home. Finally, a review lesson synthesizes these themes, solidifying the vocabulary and concepts related to "where I live" and nurturing a sense of place and familiarity.

Grammar Lessons-- Focus: Students will master the distinctions between, going to" and "will" for predictions, while exploring modal verbs ("must," "might," "may," "could," "should," "would like") to communicate obligation, possibility, and polite desires, alongside using imperatives for instructions. Through practical, communicative exercises, this course ensures confident, accurate, and context-appropriate application of these key functional English structures in daily conversation.

Key Vocabulary: Lessons 17-28 cover essential beginner vocabulary across key thematic units to establish a foundational understanding of English, beginning with identifying shapes (circle, square, triangle) and following directions (wait, ask, put on, choose). Students will learn to name common insects (bee, ant, dragonfly), recognize food and drink items (water, juice, drinks), and identify birthday words (present, candle, card). Core vocabulary also includes transportation words (bus, driver, taxi), and action words (dream, wake up, make the bed). Additionally, the course introduces basic body parts (foot, knee, stomach), and objects in your bathroom (toothbrush, soap, faucet).

Content Vocabulary: Math

Standards

CC.1.2.6.K	-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.5.6.A	-	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
CC.1.5.6.C	-	Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
CC.1.5.6.E	-	Adapt speech to a variety of contexts and tasks.
CC.1.5.6.F	-	Include multimedia components and visual displays in presentations to clarify information.
CC.1.5.6.G	-	Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content.
CC.1.2.6.K	-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.5.6.A	-	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
CC.1.5.6.C	-	Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
CC.1.5.6.F	-	Include multimedia components and visual displays in presentations to clarify information.
CC.1.5.6.G	-	Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content.

Essential Questions

- 1. How can we use English to describe our feelings and needs?
- 2. How can we describe animals and explain who owns them?
- 3. How can we name body parts and describe physical features?
- 4. How can we describe our homes and neighborhoods?
- 5. How can we explain where people, places, and objects are located?
- 6. How can learning new vocabulary help us communicate clearly?
- 7. How can pictures, sounds, and context help us underrstand unfamiliar words?
- 8. How can we use English to describe our daily routines and activities?
- 9. How can we talk about future plans, arrangements, and predictions?
- 10. How can we ask and answer questions about the future?
- 11. How can we give clear instructions and suggest activities to do together?
- 12. How can we describe what we can and cannot do?
- 13. How can we politely ask for permission and express what we would like?
- 14. How can we explain rules, responsibilities, and things that are optional?
- 15. How can we express possibilities, suggest solutions, and give helpful advice?

Objectives

Objectives

Key Vocabulary and Definitions

Key Vocabulary and Definitions

Unit Learning Activities

Learning Activities

Unit Resources

English for Everyone Junior

- Course book by Thomas Booth and Ben Ffrancon Davies
- DK-Penguin Random House

English for Everyone Junior practice

- book by Ben Ffrancon Davies
- DK-Penguin Random House

English for Everyone Junior - English Grammar

- book by Ben Ffrancon Dowds
- DK-Penguin Random House

English for Everyone Junior- 5 Words a day

- by Elizabeth Blakemore and Sophie Adam
- DK-Penguin Random House

Assessments (Formative and Summative)

Assessments

Curriculum Writer(s)

Stacy Cassady

Board Approval Date

1_Newcomer 5 (Curriculum In Progress)
Exploring Our World

Unit Description
Course Lessons 15-20
Grammar Lessons 36--54
Vocabulary Lessons 29-40
Lesson 15: On the Farm
Lesson 16: Sports
Lesson 17: At the Food Market
Lesson 18: At the Toy Store
Lesson 19: Our Hobbies
Lesson 20: Review: What I like

Course Lessons--Theme and Focus: This series of lessons, spanning Lessons 15 through 20, provides an engaging, thematic exploration of daily life, designed to build practical vocabulary and personal expression. Students will begin by exploring agricultural life and farm animals (Lesson 15), moving into active lifestyles through sports (Lesson 16), and practicing essential shopping vocabulary at the food market (Lesson 17) and the toy store (Lesson 18). The curriculum then transitions to personal development by discussing various hobbies (Lesson 19), culminating in a comprehensive review session (Lesson 20) where students synthesize their learning by identifying and communicating their personal preferences, interests, and "what I like.

Grammar Lessons-- Focus: Lessons 36-54 are designed to strengthen foundational language skills, empowering learners to express cause-and-effect, future possibilities, and precise descriptions with increased accuracy and fluency. Students will master the usage of zero and first conditionals to discuss general truths and real-life future situations, while also developing the ability to formulate questions, provide short answers, and employ various question words for active conversation. The course further delves into verb patterns by distinguishing between gerunds and infinitives, allowing for more nuanced expression. Finally, the curriculum covers essential accuracy tools, including the proper application of articles, demonstratives (this, that, these, those), quantifiers (both, each, every, another), and the correct usage of nouns and pronouns to refine sentence structure and coherence.

Key Vocabulary: Lessons 29-40 provide a foundational overview of essential vocabulary for daily life, covering basic dinner foods, dining, household items, and community places. Students will learn, discuss, and practice, using key terms for face parts, health, outdoor activities, and winter weather. The curriculum integrates practical vocabulary for the gym, supermarkets, and restaurants, including tools and actions, with a focus on conversational, descriptive, and functional language.

Content Vocabulary: Science

Standards

CC.1.2.6.J	-	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.2.6.K	-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.2.6.K	-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.2.6.F	-	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
CC.1.5.6.A	-	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
CC.1.5.6.E	-	Adapt speech to a variety of contexts and tasks.
CC.1.5.6.G	-	Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content.
CC.1.5.6.G	-	Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content.
CC.1.4.6.X	-	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
CC.1.4.6.F	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.5.6.G	-	Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content.
CC.1.4.6.T	-	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Essential Questions

- 1. How do new words help us describe our world?
- 2. How can we use vocabulary to describe people?
- 3. How can we describe places and the things we see there?
- 4. How can we use words to explain what we do each day?
- 5. How can we describe what we like and dislike?
- 6. How can pictures help us understand and remember new words?
- 7. How can we group words to help us remember them?
- 8. How can we choose the right word to express an idea?
- 9. How can we use new words to ask and answer questions?
- 10. How can words help us compare people, places, or things?
- 11. How can we use new vocabulary in a conversation?
- 12. How can we use the words we have learned to share information?
- 13. How can we use English to share information about our lives?
- 14. How can we ask questions to learn about other people?
- 15. How can we describe people, places, and things clearly?
- 16. How can we explain our activities and routines in English?
- 17. How can we keep a conversation going by listening and responding?
- 18. How can we put together what we have learned to communicate in English?
- 19. How does word order help us build a sentence?
- 20. How do we choose words that show who or what a sentence is about?
- 21. How can we show that something is not true?
- 22. How can we give a short, clear answer to a question?
- 23. How can grammar help us add details to a sentence?
- 24. How can we explain when something happens?
- 25. How can we use the grammar we have learned when speaking and writing?
- 26. How can we use sentence patterns to talk about ourselves?
- 27. How can we use grammar to compare things?
- 28. How can we give a short, clear answer to a question?

Objectives
Objectives

Key Vocabulary and Definitions
Key Vocabulary and Definitions

Unit Learning Activities
Unit Learning Activities
Google Slides

Unit Resources
English for Everyone Junior

- Course book by Thomas Booth and Ben Ffrancon Davies
- DK-Penguin Random House

English for Everyone Junior practice

- book by Ben Ffrancon Davies
- DK-Penguin Random House

English for Everyone Junior - English Grammar

- book by Ben Ffrancon Dowds
- DK-Penguin Random House

English for Everyone Junior- 5 Words a day

- by Elizabeth Blakemore and Sophie Adam
- DK-Penguin Random House

Assessments (Formative and Summative)
Assessments (Formative and Summative)

Curriculum Writer(s)
Stacy Cassady

Board Approval Date

1_Newcomer 5 (Curriculum In Progress)
Daily Life & Travel

Unit Description
Course Lessons 21-26
Grammar Lessons 55-76
Vocabulary Lessons 41-51
Lesson 21: Our Party Clothes
Lesson 22: Our Day at the Beach
Lesson 23: Lunchtime
Lesson 24: At the Park
Lesson 25: My Day
Lesson 26: Review: Me and my Day

Course Lessons-Theme and Focus: This module immerses learners in daily life scenarios, starting with vocabulary for clothing and special occasions ("Our party clothes") before transitioning to casual outings at the beach and park, focusing on functional language for leisure activities. Students will develop descriptive skills for food and routines during lunchtime and park scenes, culminating in a personalized exploration of their own daily schedule ("My day"). The module concludes with a comprehensive review ("Me and my day") that reinforces vocabulary and grammar structures—such as present continuous and possessives—used to describe personal routines and surroundings.

Grammar Lesson- Focus: Lessons 55-76 are designed to equip learners with essential structures for daily communication, starting with the usage of possessive adjectives, moving into possessive pronouns, relative pronouns and learning "there is/there are" and their negative forms to describe environments. The unit then extends to past tense with "there was/there were". Students will build descriptive proficiency by exploring adjectives, comparative and superlative forms for ranking, and intensifiers to add emphasis. The curriculum further covers numerical vocabulary, expressions of quantity, and precise prepositional usage to indicate location and relationships, including "with" and "without". Finally, learners will improve sentence flow by integrating conjunctions to connect ideas, ensuring a comprehensive foundation for both speaking and writing.

Key Vocabulary: Lessons 41-51 provide practical, foundational vocabulary for navigating daily life and social scenarios. Through targeted units, students will acquire essential terms for planning vacations, navigating the theater, managing time, discussing outdoor activities, and exploring music. The curriculum further extends to practical life skills, including identifying common condiments, communicating in a hospital setting, expressing complex emotions, discussing academic subjects, and giving or following directions. The course concludes with a comprehensive review of all units to ensure proficiency and confidence in using this vocabulary in real-world situations

Content Vocabulary: Social Studies

Standards

CC.1.4.6.T	-	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CC.1.4.6.F	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.5.6.G	-	Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content.
CC.1.5.6.A	-	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
CC.1.5.6.C	-	Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
CC.1.5.6.E	-	Adapt speech to a variety of contexts and tasks.
CC.1.5.6.G	-	Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content.
CC.1.4.6.X	-	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
CC.1.2.6.J	-	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.2.6.K	-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.2.6.F	-	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.

Essential Questions

- 1. How can we use English to share information about ourselves and our world?
- 2. How can we ask and answer questions to learn more about others?
- 3. How can we use details to describe people, places, and experiences?
- 4. How can we use English to communicate our needs and choices?
- 5. How can listening and responding help us keep a conversation going?
- 6. How can we use what we have learned to communicate more independently?
- 7. How do new words help us understand the world around us?
- 8. How can we use vocabulary to describe people and their actions?
- 9. How can we use words to describe places and objects?
- 10. How can we choose words to explain our daily activities?
- 11. How can we use vocabulary to express our needs and feelings?
- 12. How can pictures and context clues help us understand unfamiliar words?
- 13. How can grouping related words help us remember their meanings?
- 14. How can we choose the most accurate word to express an idea?
- 15. How can we use new vocabulary to ask and answer questions?
- 16. How can we use new vocabulary to ask and answer questions?
- 17. How can we use the vocabulary we have learned to communicate clearly?
- 18. How does grammar help us communicate clearly?
- 19. How can we put words in the correct order to express an idea?
- 20. How can we choose the correct verb for a sentence?
- 21. How can we choose the correct verb for a sentence?
- 22. How can we describe what someone does?
- 23. How can we describe what someone does?
- 24. How can we describe what someone does?
- 25. How can we explain that something is not true?
- 26. How can we add details to make a sentence clearer?
- 27. How can we describe where people and things are?
- 28. How can we describe when things happen?
- 29. How can we apply the grammar we have learned when speaking and writing?
- 30. How can editing help others understand our writing?
- 31. How can we recognize and correct sentence errors?
- 32. How can we use grammar correctly in a conversation?
- 33. How can we use grammar to describe our experiences?
- 34. How can we use sentences to explain our choices?
- 35. How can we connect two ideas in a sentence?

Objectives

Objectives

Key Vocabulary and Definitions

Key Vocabulary and Definitions

Unit Learning Activities

Unit Learning Activities

Unit Resources

English for Everyone Junior

- Course book by Thomas Booth and Ben Ffrancon Davies
- DK-Penguin Random House

English for Everyone Junior practice

- book by Ben Ffrancon Davies
- DK-Penguin Random House

English for Everyone Junior

- English Grammar book by Ben Ffrancon Dowds
- DK-Penguin Random House

English for Everyone Junior

- 5 Words a day by Elizabeth Blakemore and Sophie Adam
- DK-Penguin Random House

Assessments (Formative and Summative)

Assessments (Formative and Summative)

Curriculum Writer(s)

Stacy Cassady

Board Approval Date

1_Newcomer 6 (Curriculum In Progress)

Grade Level Summary

Course Cover Sheet

Grade Level Modules

Module 1:	Unit 1--Welcome
Module 2:	Unit 2--Where are you?
Module 3:	Unit 3 -What do you do in school?
Module 4:	Unit 4--What do you like to do?
Module 5:	Unit 5--What do you like to eat?
Module 6:	Unit 6--How do you feel?
Module 7:	Unit 7--What did you do when the weather changed?
Module 8:	Unit 8--How can you improve our community?

1_Newcomer 6 (Curriculum In Progress)
Unit 1--Welcome

Unit Description

Part 1--I can meet new people.
Part 2--I can tell what I like.
Part 3--I can introduce myself.
Unit review and wrap up
Phonics lessons 1-5 (consonants and short vowels)

In Unit 1: Welcome, students embark on their journey of social and personal expression by building foundational communication skills. The unit begins with Part 1, where students learn the essential social cues and greetings needed to meet new people and foster an inclusive classroom community. Moving into Part 2, the focus shifts to personal expression as students discover how to articulate their interests and share what they like, helping them find common ground with their peers. Finally, in Part 3, students synthesize these skills to confidently introduce themselves, mastering the ability to present their name, background, and unique personality in both formal and informal settings. Phonics lessons consist of consonants and short vowels.

Standards

CC.1.1.K.A	-	Utilize book handing skills.
CC.1.1.K.B	-	Demonstrate understanding of the organization and basic features of print. * Follow words left to right, top to bottom, and page by page. * Recognize that spoken words are represented in written language by specific sequences of letters. * Understand that words are separated by spaces in print. * Recognize and name all upper and lower case letters of the alphabet.
CC.1.1.K.C	-	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). * Recognize and produce rhyming words. * Count, pronounce, blend, and segment syllables in spoken words. * Blend and segment onsets and rimes of single-syllable spoken words. * Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.
CC.1.1.K.D	-	Know and apply grade-level phonics and word analysis skills in decoding words. * Demonstrate basic knowledge of one-to-one letter-sound correspondence. * Associate the long and short sounds with common spellings for the five major vowels. * Read grade-level high-frequency sight words with automaticity. * Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
CC.1.2.K.B	-	With prompting and support, answer questions about key details in a text.
CC.1.2.K.L	-	Actively engage in group reading activities with purpose and understanding.
CC.1.5.K.A	-	Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.2.K.B	-	With prompting and support, answer questions about key details in a text.

Essential Questions

- 1. Who are you?
- 2. How do I make introductions?
- 3. How do I give information?
- 4. How do I greet people?
- 5. How do I express my likes?
- 6. How can I read for information?
- 7. How do I identify details in a story?
- 8. How can I learn new vocabulary words?
- 9. How can I write an informational text?
- 10. How can I edit and publish an informational text?
- 11. How can I read and understand math problems?
- 12. How can I learn new Social Studies words and read a map?

Objectives
Lesson Objectives
Phonics Objectives

Key Vocabulary and Definitions
Key Vocabulary and Definitions-Unit 1--Who are you?

Unit Learning Activities
Unit Learning Activities--Unit 1

Unit Resources
National Geographic Reach Welcome
National Geographic Reach Welcome

Assessments (Formative and Summative)
Assessments Unit 1-Who are you?

Curriculum Writer(s)
Stacy Cassady

Board Approval Date

1_Newcomer 6 (Curriculum In Progress)
Unit 2--Where are you?

Unit Description

Part 1--I can describe where something is.
Part 2--I can describe where someone is.
Part 3--I can give directions.
Unit review and wrap up
Phonics lessons 6-9 (consonants and short vowels)

Unit 2 empowers students to confidently navigate their surroundings by developing essential spatial language and directional skills. Beginning with Part 1, learners will master prepositions of place (e.g., next to, across from, between) to accurately describe where objects and buildings are located in their environment. Building on this, Part 2 transitions to describing where people are located, utilizing similar prepositional phrases to pinpoint individuals in various settings. Part 3 advances these skills to functional communication, enabling students to give and follow specific directions using imperatives and landmarks (e.g., turn left, go straight, past the office). Finally, the unit wraps up with a comprehensive review, allowing students to apply their knowledge through interactive, real-world scenarios that reinforce their ability to ask for and provide directions in a community setting. Phonics lessons continue with consonants and short vowels.

Standards

CC.1.2.6.F	-	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
CC.1.2.6.J	-	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.2.6.A	-	Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CC.1.4.6.F	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.2.6.G	-	Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CC.1.2.6.K	-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.6.I	-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.6.J	-	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.2.5.B	-	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
CC.1.4.6.C	-	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.6.D	-	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
CC.1.4.6.F	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.6.H	-	Introduce and state an opinion on a topic.
CC.1.4.6.L	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.6.R	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Essential Questions

- 1. Where are you?
- 2. Where is/are a specific object(s)?
- 3. Where is someone or a group of people?
- 4. How do I give directions?
- 5. How can I write an explanatory text?
- 6. How can I describe colors and shapes?
- 7. How can I read, write, listen and speak numbers up to 100?

Objectives

Learning Objectives-Unit 2
Phonics Objectives--Unit 2

Key Vocabulary and Definitions

Unit 2--Key Vocabulary and Definitions

Unit Learning Activities
Unit 2 Learning Activities

Unit Resources
National Geographic Reach Welcome
National Geographic Reach Welcome

Assessments (Formative and Summative)
Unit 2-Assessments

Curriculum Writer(s)
Stacy Cassady

Board Approval Date

1_Newcomer 6 (Curriculum In Progress)
Unit 3 -What do you do in school?

Unit Description
Part 1--I can describe my daily routines.
Part 2--I can ask and answer questions about my routines.
Part 3--I can describe my school routines.
Unit review and wrap up
Phonics lessons 10-14 (diagraphs, blends, multisyllabic words, long vowels)

This comprehensive unit 3 empowers students to master the vocabulary and structures needed to describe their lives, starting with an exploration of daily habits (Part 1), such as waking up, eating meals, and evening routines. Students will transition into conversational practice, enabling them to ask and answer questions about their own routines and those of their peers (Part 2). The focus then shifts to school-based routines, allowing students to describe their morning meetings, classwork, and daily schedule (Part 3). Integrated within this theme, the unit introduces fundamental science skills by examining the "scientific process" of observing and testing, while also exploring social studies through calendar skills to sequence days, months, and routines over time. The unit concludes with a review and wrap-up, providing a holistic understanding of how daily, school, and academic routines bring structure and predictability to their lives.
Phonics lessons include: diagraphs, blends, multisyllabic words and long vowels

Standards

CC.1.1.K.B	-	Demonstrate understanding of the organization and basic features of print. * Follow words left to right, top to bottom, and page by page. * Recognize that spoken words are represented in written language by specific sequences of letters. * Understand that words are separated by spaces in print. * Recognize and name all upper and lower case letters of the alphabet.
CC.1.1.K.B	-	Demonstrate understanding of the organization and basic features of print. * Follow words left to right, top to bottom, and page by page. * Recognize that spoken words are represented in written language by specific sequences of letters. * Understand that words are separated by spaces in print. * Recognize and name all upper and lower case letters of the alphabet.
CC.1.1.K.D	-	Know and apply grade-level phonics and word analysis skills in decoding words. * Demonstrate basic knowledge of one-to-one letter-sound correspondence. * Associate the long and short sounds with common spellings for the five major vowels. * Read grade-level high-frequency sight words with automaticity. * Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
CC.1.2.K.B	-	With prompting and support, answer questions about key details in a text.
CC.1.2.K.L	-	Actively engage in group reading activities with purpose and understanding.
CC.1.5.K.A	-	Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.2.K.B	-	With prompting and support, answer questions about key details in a text.
CC.1.2.6.F	-	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
CC.1.2.6.J	-	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.2.6.A	-	Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CC.1.4.6.F	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.2.6.G	-	Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CC.1.2.6.K	-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.6.I	-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.6.J	-	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.2.5.B	-	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
CC.1.4.6.C	-	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.6.D	-	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
CC.1.4.6.F	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.6.F	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.6.H	-	Introduce and state an opinion on a topic.
CC.1.4.6.L	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.6.R	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Essential Questions

- 1. What do you do in school?
- 2. Can you describe your routines?
- 3. What days do you do different activities?
- 4. Can you ask and answer questions about your routines?
- 5. Are you able to describe your school routine?
- 6. Can you write a personal narrative about your school routine?
- 7. Can you talk about your school and personal routines?
- 8. Can you describe the scientific process?
- 9. Can you read, write, understand and speak about a calendar?

Objectives

Unit 3--Learning Objectives
Unit 3-Phonics Objectives

Key Vocabulary and Definitions

Unit 3 Key Vocabulary and Definitions

Unit Learning Activities

Unit 3-Learning Activities

Unit Resources

National Geographic Reach Welcome
National Geographic Reach Welcome

Assessments (Formative and Summative)
Unit 3--Assessments

Curriculum Writer(s)
Stacy Cassady

Board Approval Date

1_Newcomer 6 (Curriculum In Progress)
Unit 4--What do you like to do?

Unit Description

Part 1--I can ask and answer questions about my interests.
Part 2-I can give advice.
Part 3--I can persuade my classmates.
Unit review and wrap up
Phonics lessons 15-19 (diagraphs, blends, multisyllabic words, long vowels)

This comprehensive unit empowers students to develop essential communication, analytical, and scientific skills through a structured, multi-part approach. Initially, students build interpersonal skills by asking and answering questions about personal interests, progressing to providing advice and crafting persuasive arguments to influence their classmates. The unit seamlessly integrates core subjects, with math focus on describing, interpreting, and analyzing data from graphs and charts, while science lessons focus on identifying, classifying, and comparing living and nonliving things based on their characteristics. The unit concludes with a wrap-up that synthesizes these skills, encouraging students to apply their knowledge of classification and data analysis to real-world scenarios, strengthening both their language proficiency and scientific understanding. Phonics lessons include: diagraphs, blends, multisyllabic words and long vowels .

Standards

CC.1.1.K.B	-	Demonstrate understanding of the organization and basic features of print. * Follow words left to right, top to bottom, and page by page. * Recognize that spoken words are represented in written language by specific sequences of letters. * Understand that words are separated by spaces in print. * Recognize and name all upper and lower case letters of the alphabet.
CC.1.1.K.D	-	Know and apply grade-level phonics and word analysis skills in decoding words. * Demonstrate basic knowledge of one-to-one letter-sound correspondence. * Associate the long and short sounds with common spellings for the five major vowels. * Read grade-level high-frequency sight words with automaticity. * Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
CC.1.2.K.B	-	With prompting and support, answer questions about key details in a text.
CC.1.2.K.L	-	Actively engage in group reading activities with purpose and understanding.
CC.1.2.K.A	-	With prompting and support, identify the main idea and retell key details of text.
CC.1.5.K.A	-	Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.2.6.F	-	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
CC.1.2.6.J	-	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.2.6.G	-	Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CC.1.2.6.K	-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.6.I	-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.6.J	-	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.2.5.B	-	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
CC.1.4.6.C	-	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.6.D	-	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
CC.1.4.6.F	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.6.H	-	Introduce and state an opinion on a topic.
CC.1.4.6.L	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.2.7.A	-	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
CC.1.1.1.E	-	Read with accuracy and fluency to support comprehension: * Read on-level text with purpose and understanding. * Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. * Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.1.4.6.D	-	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
CC.2.3.7.A.1	-	Solve real-world and mathematical problems involving angle measure, area, surface area, circumference, and volume.

Essential Questions

- 1. What do you like to do?
- 2. Can you ask and answer questions about things you like to do?
- 3. Can you ask and answer questions about your opinions?
- 4. Can you ask and answer questions about your favorites?
- 5. Can you give advice to someone?
- 6. What should you do at recess?
- 7. Can you identify opinions and reasons?
- 8. Can you identify the correct image to a given activity?
- 9. Can you persuade your classmates?
- 10. Can you write, read, understand and speak about a persuasive topic?
- 11. Can you describe a graph or chart?
- 12. Can you classify living and nonliving?

Objectives

Unit 4--Learning Objectives
Unit 4--Phonics Objectives

Key Vocabulary and Definitions

Unit 4-Key Vocabulary and Definitions

Unit Learning Activities

Unit 4--Learning Activities

Unit Resources

National Geographic Reach Welcome
National Geographic Reach Welcome

Assessments (Formative and Summative)

Unit 4--Assessments

Curriculum Writer(s)

Stacy Cassady

Board Approval Date

1_Newcomer 6 (Curriculum In Progress)
Unit 5--What do you like to eat?

Unit Description

Part 1-I can ask and answer questions about food.
Part 2--I can make comparisons about data.
Part 3--I can make comparisons about data.
Part 4--I can interpret and describe data.
Unit review and wrap up

Phonics lessons 20--24 (plurals, long vowels, multisyllabic words, verbs with -ed,)
This comprehensive unit engages students in building a healthy lifestyle through inquiry, data analysis, and interdisciplinary exploration. Students begin by asking and answering questions about food to understand nutritional choices. They then transition to evaluating data, making, interpreting, and describing comparisons about dietary patterns to understand nutritional balance. Moving into thematic focus areas, the unit integrates Social Studies by having students describe the vital roles of people in their community, while Science integration allows them to name and understand the functions of body parts. The unit concludes with a review and wrap-up, encouraging students to synthesize their learning about personal health, data interpretation, and community roles. Phonics lessons include: plurals, long vowels, multisyllabic words, verbs with -ed.

Standards

CC.1.2.6.F	-	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
CC.1.2.6.J	-	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.2.6.A	-	Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CC.1.4.6.F	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.3.6.I	-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.6.J	-	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.2.5.B	-	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
CC.1.5.6.C	-	Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
CC.1.4.6.F	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.6.H	-	Introduce and state an opinion on a topic.
CC.1.4.6.L	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.6.R	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.7.D	-	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
CC.1.1.4.D	-	Know and apply grade-level phonics and word analysis skills in decoding words. * Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
CC.1.2.7.A	-	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
CC.1.2.8.A	-	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
CC.1.5.6.A	-	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
1.5.8.A	-	Write with a sharp, distinct focus.
CC.1.3.8.K	-	Read and comprehend literary fiction on grade level, reading independently and proficiently.
1.5.8.B	-	Write using well-developed content appropriate for the topic.
CC.1.5.7.B	-	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
CC.1.4.6.D	-	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
CC.1.4.6.P	-	Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.

Essential Questions

- 1. What do you like to eat?
- 2. Can you ask and answer questions about food?
- 3. Can you make comparisons using data and foods?
- 4. Can you read an informational text and answer questions about foods?
- 5. Can you use vocabulary words when speaking, reading and writing?
- 6. Can you summarize information in a chart about foods?
- 7. Can you use charts to make comparisons about foods?
- 8. Can you interpret and describe data?
- 9. Can you make a bar graph about your favorite foods?
- 10. Can you complete charts about your favorite lunches?
- 11. Can you speak, read, and write using the words, most, least, delicious, popular and nutritious?
- 12. Can you describe the roles of people in your community?
- 13. Can you name the parts of the body?

Objectives

Unit 5--Learning Objectives
Unit 5--Phonics Objectives

Key Vocabulary and Definitions

Unit 5-Key Vocabulary and Definitions

Unit Learning Activities

Unit 5--Unit Learning Activities

Unit Resources

National Geographic Reach Welcome
National Geographic Reach Welcome

Assessments (Formative and Summative)

Unit 5--Assessments

Curriculum Writer(s)

Stacy Cassady

Board Approval Date

1_Newcomer 6 (Curriculum In Progress)
Unit 6--How do you feel?

Unit Description

Part 1--I can explain how I feel.
Part 2--I can take care of myself.
Part 3--I can give reasons for my feelings.
Part 4--I can explain the steps to take care of myself.
Unit review and wrap up

Phonics lessons 25-30 (long vowels-i, ie, igh, long oo, r-controlled vowels-ar, or, ore, ur, er, it and multisyllabic words: R-controlled Vowels)

In this interdisciplinary unit,"How do you feel?", students embark on a journey of self-awareness and practical life skills by connecting their emotional well-being with measurable physical data. Through four core parts, learners transition from basic emotional identification to identifying specific triggers and mastering self-care strategies. The curriculum integrates STEM concepts to ground these internal experiences in the physical world; students will utilize measurement skills to quantify objects in their environment and learn to read a thermometer to understand the relationship between physical temperature and their own bodily comfort. By the conclusion of the unit, students will be able to articulate their feelings, justify them with reasons, and execute a personal care plan, all while demonstrating foundational proficiency in scientific observation and mathematical precision. Phonics lessons include: long vowels-i, ie, igh, long oo, r-controlled vowels-ar, or, ore, ur, er, it and multisyllabic words: R-controlled Vowels

Standards

CC.1.1.K.B	-	Demonstrate understanding of the organization and basic features of print. * Follow words left to right, top to bottom, and page by page. * Recognize that spoken words are represented in written language by specific sequences of letters. * Understand that words are separated by spaces in print. * Recognize and name all upper and lower case letters of the alphabet.
CC.1.1.K.D	-	Know and apply grade-level phonics and word analysis skills in decoding words. * Demonstrate basic knowledge of one-to-one letter-sound correspondence. * Associate the long and short sounds with common spellings for the five major vowels. * Read grade-level high-frequency sight words with automaticity. * Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
CC.1.2.K.B	-	With prompting and support, answer questions about key details in a text.
CC.1.2.K.L	-	Actively engage in group reading activities with purpose and understanding.
CC.1.2.K.A	-	With prompting and support, identify the main idea and retell key details of text.
CC.1.5.K.A	-	Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.2.6.F	-	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
CC.1.2.6.J	-	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.2.6.G	-	Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CC.1.2.6.K	-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.6.I	-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.6.J	-	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.2.5.B	-	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

CC.1.4.6.C	-	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.6.D	-	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
CC.1.4.6.F	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.6.H	-	Introduce and state an opinion on a topic.
CC.1.4.6.L	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.2.7.A	-	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
CC.1.1.1.E	-	Read with accuracy and fluency to support comprehension: * Read on-level text with purpose and understanding. * Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. * Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.1.4.6.D	-	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
CC.2.3.7.A.1	-	Solve real-world and mathematical problems involving angle measure, area, surface area, circumference, and volume.
CC.1.1.5.D	-	Know and apply grade-level phonics and word analysis skills in decoding words. * Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.

Essential Questions

- 1. How do you feel?
- 2. Can you explain how you feel?
- 3. Can you give an explanation on how you feel?
- 4. Can you read, write, speak and understand how you and others feel?
- 5. Can you identify feelings when given pictures?
- 6. Can you give an explanation on how to take care of yourself?
- 7. Can you read an explanatory text about taking care of yourself and answer questions abut the text?
- 8. What do you do at a doctor visit?
- 9. What does first aid mean?
- 10. What can you do when you hurt yourself?
- 11. Can you identify causes and effects when it comes to your health?
- 12. Can you identify pictures and images that deal with caring for yourself?
- 13. Can you give reasons for your feelings?
- 14. How do explorers cope with their feelings?
- 15. Can you explain the steps to take care of yourself?
- 16. How can you measure objects?
- 17. Can you read a thermometer?

Objectives

Unit 6--Learning Objectives
Unit 6-Phonics Objectives

Key Vocabulary and Definitions

Unit 6--Key Vocabulary and Definitions

Unit Learning Activities
Unit 6--Learning Activities

Unit Resources
National Geographic Reach Welcome

Assessments (Formative and Summative)
Unit 6--Assessments

Curriculum Writer(s)
Stacy Cassady

Board Approval Date

1_Newcomer 6 (Curriculum In Progress)
Unit 7--What did you do when the weather changed?

Unit Description

Part 1--I can describe the weather.
Part 2--I can describe things I did at school.
Part 3--I can describe things I did at home.
Part 4--I can tell a story about the past.
Unit review and wrap up

Phonics lessons 31-38 (words with y, oi, oy, ow, ou, oo, ou, ew, hard and soft c and g, and words with silent consonants)

In Unit 7, "What did you do when the weather changed?", students explore the connection between environmental changes, daily routines, and the passage of time through an interdisciplinary lens. The unit begins by building vocabulary to describe various weather conditions (Part 1) and progresses to detailing personal activities at school (Part 2) and home (Part 3), with a focus on using past tense to describe these actions. Students will strengthen their narrative skills by recounting stories about the past (Part 4) and, through a Social Studies lens, learn to organize these personal experiences chronologically on a timeline. Intertwining with Science standards, the unit teaches students to describe the four seasons and how these seasonal changes dictate our clothing, activities, and behavior. The unit concludes with a review and wrap-up, enabling students to demonstrate their ability to connect weather, time, and personal history. Phonics lessons include: words with y, oi, oy, ow, ou, oo, ou, ew, hard and soft c and g, and words with silent consonants.

Standards

CC.1.1.K.B	-	Demonstrate understanding of the organization and basic features of print. * Follow words left to right, top to bottom, and page by page. * Recognize that spoken words are represented in written language by specific sequences of letters. * Understand that words are separated by spaces in print. * Recognize and name all upper and lower case letters of the alphabet.
CC.1.1.K.D	-	Know and apply grade-level phonics and word analysis skills in decoding words. * Demonstrate basic knowledge of one-to-one letter-sound correspondence. * Associate the long and short sounds with common spellings for the five major vowels. * Read grade-level high-frequency sight words with automaticity. * Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
CC.1.2.K.B	-	With prompting and support, answer questions about key details in a text.
CC.1.2.K.L	-	Actively engage in group reading activities with purpose and understanding.
CC.1.2.K.A	-	With prompting and support, identify the main idea and retell key details of text.
CC.1.5.K.A	-	Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.2.6.F	-	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
CC.1.2.6.J	-	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.2.6.G	-	Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CC.1.2.6.K	-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.6.I	-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.6.J	-	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.2.5.B	-	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
CC.1.4.6.C	-	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.6.D	-	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
CC.1.4.6.F	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.6.H	-	Introduce and state an opinion on a topic.
CC.1.4.6.L	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.2.7.A	-	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
CC.1.1.1.E	-	Read with accuracy and fluency to support comprehension: * Read on-level text with purpose and understanding. * Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. * Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.1.4.6.D	-	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
CC.1.1.4.D	-	Know and apply grade-level phonics and word analysis skills in decoding words. * Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.

Essential Questions

- 1. What did you do when the weather changed?
- 2. Can you describe the weather?
- 3. Can you describe things you do at school?
- 4. What are you wearing?
- 5. Can you read a story and answer questions about things the characters did?
- 6. What are the details of a fiction story?
- 7. Can you read, write, listen and speak about the things you do at home?
- 8. Can you read, write, listen and speak about the order of events when given pictures?
- 9. Can you talk about the past?
- 10. Can you read, write, listen and speak about parts of a story?
- 11. Can you write a short narrative about the weather?
- 12. Can you use and understand dates on a timeline?
- 13. Can you describe the seasons?

Objectives

Unit 7-Learning Objectives
Unit 7-Phonics Objectives

Key Vocabulary and Definitions

Unit 7--Key Vocabulary and Definitions

Unit Learning Activities

Unit 7--Learning Activities

Unit Resources

National Geographic Reach Welcome
National Geographic Reach Welcome

Assessments (Formative and Summative)

Unit 7--Assessments

Curriculum Writer(s)

Stacy Cassady

Board Approval Date

1_Newcomer 6 (Curriculum In Progress)
Unit 8--How can you improve our community?

Unit Description

Part 1--I can describe my ideas.
Part 2-I can explain a plan.
Part 3--I can persuade people.
Part 4--I can write a persuasive letter
Unit review and wrap up

Phonics lessons 39-43(words with schwa, suffixes -ly, y,-less, -ful, prefixes un, -re-, multisyllabic words, consonant -le and vowels teams)

In Unit 8: How can you improve our community?, students embark on a multi-step journey to become active, informed citizens. The unit begins with students brainstorming and describing their unique ideas for community enhancement, followed by developing a structured approach to explain a detailed plan. As they refine their communication skills, students learn how to persuade others and ultimately craft a formal persuasive letter to advocate for their vision.Beyond language arts, this unit integrates essential cross-curricular connections:
Social Studies: Students explore the foundational mechanics of their surroundings by learning to describe the economy and how resources impact community growth.
Math: Practical application is emphasized as students utilize logic and calculation to solve word problems related to real-world community challenges.
The unit concludes with a comprehensive review and wrap-up, ensuring students can confidently articulate how their voices and skills contribute to a better society.
Phonics lessons include: words with schwa, suffixes -ly, y,-less, -ful, prefixes un, -re-, multisyllabic words, consonant -le and vowels teams.

Standards

CC.1.1.K.B	-	Demonstrate understanding of the organization and basic features of print. * Follow words left to right, top to bottom, and page by page. * Recognize that spoken words are represented in written language by specific sequences of letters. * Understand that words are separated by spaces in print. * Recognize and name all upper and lower case letters of the alphabet.
CC.1.1.K.D	-	Know and apply grade-level phonics and word analysis skills in decoding words. * Demonstrate basic knowledge of one-to-one letter-sound correspondence. * Associate the long and short sounds with common spellings for the five major vowels. * Read grade-level high-frequency sight words with automaticity. * Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
CC.1.2.K.B	-	With prompting and support, answer questions about key details in a text.
CC.1.2.K.L	-	Actively engage in group reading activities with purpose and understanding.
CC.1.2.K.A	-	With prompting and support, identify the main idea and retell key details of text.
CC.1.5.K.A	-	Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.2.6.F	-	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
CC.1.2.6.J	-	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.2.6.G	-	Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CC.1.2.6.G	-	Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CC.1.2.6.K	-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level

CC.1.2.6.K	-	reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.6.I	-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.6.I	-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.6.J	-	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.2.5.B	-	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
CC.1.4.6.C	-	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.6.D	-	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
CC.1.4.6.F	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.6.H	-	Introduce and state an opinion on a topic.
CC.1.4.6.L	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.2.7.A	-	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
CC.1.1.1.E	-	Read with accuracy and fluency to support comprehension: * Read on-level text with purpose and understanding. * Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. * Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.1.4.6.D	-	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
CC.2.3.7.A.1	-	Solve real-world and mathematical problems involving angle measure, area, surface area, circumference, and volume.
CC.1.1.4.D	-	Know and apply grade-level phonics and word analysis skills in decoding words. * Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.

Essential Questions

- 1. How can you improve our community?
- 2. Can you express your wants?
- 3. Can you describe your ideas?
- 4. Can you support your opinions to describe your ideas?
- 5. Can you match sentences to describe your ideas?
- 6. Can you explain a plan?
- 7. Can you make connections in a text?
- 8. Can you persuade people?
- 9 Can you identify opinions and reasons?
- 10. Can you match opinions with reasons?
- 11. Can you read, write and understand a persuasive text?
- 12. What is an economy?
- 13. Can you solve word problems?

Objectives
Unit 8--Learning Objectives
Unit 8-Phonics Objectives

Key Vocabulary and Definitions
Unit 8--Key Vocabulary and Definitions

Unit Learning Activities
Unit 8-Learning Activities

Unit Resources
National Geographic Reach Welcome
National Geographic Reach Welcome

Assessments (Formative and Summative)
Unit 8--Assessments

Curriculum Writer(s)
Stacy Cassady

Board Approval Date

1_Newcomer 7 (Curriculum In Progress)

Grade Level Summary

Course Cover Sheet

Grade Level Modules

Module 1:	Unit 1-Nice to Meet You
Module 2:	Unit 2-Around School
Module 3:	Unit 3--School Routines
Module 4:	Unit 4--School Activities
Module 5:	Unit 5--Food
Module 6:	Unit 6--Health and Well Being
Module 7:	Unit 7--Interests
Module 8:	Unit 8--Our Environment
Module 9:	Unit 9--Social Studies
Module 10:	Unit 10--Science
Module 11:	Unit 11--Math
Module 12:	Unit 12--Setting Future Goals

1_Newcomer 7 (Curriculum In Progress)
Unit 1-Nice to Meet You

Unit Description

Lesson 1-Formal and Informal Greetings
Lesson 2-Give Information
Lesson 3-Make Polite Requests for Help
Lesson 4--Connect and Share
Lesson 5--Read a Story/Writing--Period at the End of a Sentence

Standards

CC.1.2.6.K - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

Essential Questions

- 1. How do we greet people in different situations?
- 2. When is a formal greeting more appropriate than an informal one?
- 3. How can we introduce ourselves and share information?
- 4. How does the word I help us speak about ourselves?
- 5. How do we ask for help respectfully?
- 6. How does the word you help us speak to someone?
- 7. How can games help us practice speaking and listening?
- 8. How do we show respect while taking turns?
- 9. How do clues help us understand new words?
- 10. Why do we use periods at the ends of statements?

Objectives

Unit 1 Objectives

Key Vocabulary and Definitions

Unit Learning Activities

Unit Resources

National Geographic Lift Welcome

Assessments (Formative and Summative)

Curriculum Writer(s)

Stacy Cassady

Board Approval Date

1_Newcomer 7 (Curriculum In Progress)
Unit 2-Around School

Unit Description
Lesson 1-Ask for Directions
Lesson 2-Give Directions
Lesson 3--Ask and Answer Questions
Lesson 4--Connect and Share
Lesson 5--Read a Story/Writing--Capitalize the First Letter in a Sentence

Standards

Essential Questions

Objectives
Unit 2 Objectives

Key Vocabulary and Definitions

Unit Learning Activities

Unit Resources
National Geographic Lift Welcome

Assessments (Formative and Summative)

Curriculum Writer(s)
Stacy Cassady

Board Approval Date

1_Newcomer 7 (Curriculum In Progress)
Unit 3--School Routines

Unit Description
Lesson 1-Ask and Answer Questions about People and Places
Lesson 2-Ask and Answer Questions about Time
Lesson 3-Talk About Schedules
Lesson 4--Connect and Share
Lesson 5-Read a Journal/Writing--Use a Question Mark

Standards

Essential Questions

Objectives
Unit 3 Objectives

Key Vocabulary and Definitions

Unit Learning Activities

Unit Resources
National Geographic Lift Welcome

Assessments (Formative and Summative)

Curriculum Writer(s)
Stacy Cassady

Board Approval Date

1_Newcomer 7 (Curriculum In Progress)
Unit 4--School Activities

Unit Description
Lesson 1-Describe Actions
Lesson 2-Make Negative Statements
Lesson 3-Describe What You See
Lesson 4--Connect and Share
Lesson 5--Read a Story/Writing--Capitalize School Names

Standards

Essential Questions

Objectives
Unit 4 Objectives

Key Vocabulary and Definitions

Unit Learning Activities

Unit Resources
National Geographic Lift Welcome

Assessments (Formative and Summative)

Curriculum Writer(s)
Stacy Cassady

Board Approval Date

1_Newcomer 7 (Curriculum In Progress)
Unit 5--Food

Unit Description
Lesson 1-Ask Questions about Likes and Wants
Lesson 2-Tell About Your Meal
Lesson 3-Make Requests When Ordering Food
Lesson 4--Connect and Share
Lesson 5--Read a Story---Write- Using Adjective Order

Standards

Essential Questions

Objectives
Unit 5 Objectives

Key Vocabulary and Definitions

Unit Learning Activities

Unit Resources
National Geographic Lift Welcome

Assessments (Formative and Summative)

Curriculum Writer(s)
Stacy Cassady

Board Approval Date

1_Newcomer 7 (Curriculum In Progress)
Unit 6--Health and Well Being

Unit Description
Lesson 1-Describe How People Feel
Lesson 2-Tell Reasons for Feelings
Lesson 3-Give Advice
Lesson 4--Connect and Share
Lesson 5--Read a Story/Writing--Apostrophe

Standards

Essential Questions

Objectives
Unit 6 Objectives

Key Vocabulary and Definitions

Unit Learning Activities

Unit Resources
National Geographic Lift Welcome

Assessments (Formative and Summative)

Curriculum Writer(s)
Stacy Cassady

Board Approval Date

1_Newcomer 7 (Curriculum In Progress)
Unit 7--Interests

Unit Description
Lesson 1-Expresses Likes and Dislikes
Lesson 2-Talk About Actions in the Past
Lesson 3-Talk About Actions in the Past
Lesson 4--Connect and Share
Lesson 5--Read a Story/Writing-Exclamations point

Standards

Essential Questions

Objectives
Unit 7 Objectives

Key Vocabulary and Definitions

Unit Learning Activities

Unit Resources
National Geographic Lift Welcome

Assessments (Formative and Summative)

Curriculum Writer(s)
Stacy Cassady

Board Approval Date

1_Newcomer 7 (Curriculum In Progress)
Unit 8--Our Environment

Unit Description
Lesson 1-Describe the Weather
Lesson 2-Describe the Weather in the Past
Lesson 3-Give Advice
Lesson 4--Connect and Share
Lesson 5--Read a Story/Writing--Use and Join Adjectives

Standards

Essential Questions

Objectives
Unit 8 Objectives

Key Vocabulary and Definitions

Unit Learning Activities

Unit Resources
National Geographic Lift Welcome

Assessments (Formative and Summative)

Curriculum Writer(s)
Stacy Cassady

Board Approval Date

1_Newcomer 7 (Curriculum In Progress)
Unit 9--Social Studies

Unit Description
Lesson 1-Explain Locations on a Map
Lesson 2-Explain a Timeline
Lesson 3-Talk About Traditions
Lesson 4--Connect and Share
Lesson 5--Read a Story/Writing--Capitalize First and Last Names

Standards

Essential Questions

Objectives
Unit 9 Objectives

Key Vocabulary and Definitions

Unit Learning Activities

Unit Resources
National Geographic Lift Welcome

Assessments (Formative and Summative)

Curriculum Writer(s)
Stacy Cassady

Board Approval Date

1_Newcomer 7 (Curriculum In Progress)
Unit 10--Science

Unit Description
Lesson 1-Explain the Location of Objects
Lesson 2-Ask Questions about the Past
Lesson 3-Answer Questions about the Past
Lesson 4--Connect and Share
Lesson 5--Read a Story/Writing--Capitalize

Standards

Essential Questions

Objectives
Unit 10 Objectives

Key Vocabulary and Definitions

Unit Learning Activities

Unit Resources
National Geographic Lift Welcome

Assessments (Formative and Summative)

Curriculum Writer(s)
Stacy Cassady

Board Approval Date

1_Newcomer 7 (Curriculum In Progress)
Unit 11--Math

Unit Description
Lesson 1-Read Math Problems
Lesson 2-Explain Measurements
Lesson 3-Explain a Graph
Lesson 4--Connect and Share
Lesson 5--Read a Story/Writing--Capitalize Days of the Week

Standards

Essential Questions

Objectives
Unit 11 Objectives

Key Vocabulary and Definitions

Unit Learning Activities

Unit Resources
National Geographic Lift Welcome

Assessments (Formative and Summative)

Curriculum Writer(s)
Stacy Cassady

Board Approval Date

1_Newcomer 7 (Curriculum In Progress)
Unit 12--Setting Future Goals

Unit Description
Lesson 1-Expressing Strengths
Lesson 2-Expressing Intentions
Lesson 3-Expressing Needs
Lesson 4--Connect and Share
Lesson 5--Read a Story/Writing--Using a Period

Standards

Essential Questions

Objectives
Unit 12 Objectives

Key Vocabulary and Definitions

Unit Learning Activities

Unit Resources
National Geographic Lift Welcome

Assessments (Formative and Summative)

Curriculum Writer(s)
Stacy Cassady

Board Approval Date

1_AP Calculus AB (Curriculum In Progress)

Grade Level Summary

Course Cover Sheet

Grade Level Modules

Module 1:	Unit 1: Limits & Continuity
Module 2:	Unit 2: Differentiation: Definition & Fundamental Properties
Module 3:	Unit 3: Differentiation: Composite, Implicit & Inverse Functions
Module 4:	Unit 4: Contextual Applications of Differentiation
Module 5:	Unit 5: Analytical Applications of Differentiation
Module 6:	Unit 6: Integration & Accumulation of Change
Module 7:	Unit 7: Differential Equations
Module 8:	Unit 8: Applications of Integration

To equip every student with the academic knowledge, social skills, and emotional resilience needed to thrive in their future endeavors.

1_AP Calculus AB (Curriculum In Progress)
Unit 1: Limits & Continuity

Unit Description

- Change, Limits, Analysis of Functions

Lesson 1.1 - Explore Instantaneous Rate of Change
Lesson 1.2 - Define Limits and Use Limit Notation
Lesson 1.3 - Estimate Limit values from Graphs
Lesson 1.4 - Estimate Limit values from Tables
Review Quiz #1 - Lessons 1.1-1.4 (Include AP Practice Questions)
Quiz #1 - Lessons 1.1-1.4
Lesson 1.5 - Determine Limits using Algebraic Properties
Lesson 1.6 - Determine Limits using Algebraic Manipulation
Lesson 1.7 - Select procedures/techniques to Determine Limits
Lesson 1.8 - Determine Limits using the Squeeze Theorem
Review Quiz #2 - Lessons 1.5-1.9 (Include AP Practice Questions)
Lesson 1.9 - Connect Multiple Representations of Limits
Quiz #2 - Lessons 1.5 - 1.9; Lesson 1.10 - Explore Types of Discontinuities
Lesson 1.11 - Define Continuity at a Point
Lesson 1.12 - Confirm Continuity over an Interval
Lesson 1.13 - Remove Discontinuities (Holes)
Review Quiz #3 - Lessons 1.10-1.13 (Include AP Practice Questions)
Quiz #3 - Lessons 1.10 - 1.13
Lesson 1.14 - Connect Infinite Limits with Vertical Asymptotes
Lesson 1.15 - Connect Limits at Infinity and Horizontal Asymptotes
Lesson 1.16 - Understand/Apply the Intermediate Value Theorem (IVT)
Review Quiz #4 - 1.14-1.16 (Include Practice Open-Ended Questions)
Quiz #4 Lessons 1.14-1.16
10 - 12% AP Exam weighting

Standards

College Board Course and Exam Description

Objectives

CHA-1.A Interpret the rate of change at an instant in terms of average rates of change over intervals containing that instant.
LIM-1.A Express limits analytically using correct notation
LIM-1.B Interpret limits expressed in analytic notation
LIM-1.C Estimate limits of functions
Investigate a limit using a table or graph
LIM-1.D Determine the limits of functions using limit theorems.
Find the limit of a difference quotient
Find the limit of a sum, difference, product and quotient
Find the limit of a power, root and polynomial
LIM-1.E Determine the limits of functions using equivalent expressions for the function or the squeeze theorem.
Find limits involving trigonometric functions
LIM-2.A Justify conclusions about continuity at a point using the definition.
LIM-2.B Determine intervals over which a function is continuous.
LIM-2.C Determine values of x or solve for parameters that make discontinuous functions continuous, if possible.
LIM-2.D Interpret the behavior of functions using limits involving infinity.
Find vertical and horizontal asymptotes of functions, particularly rational, trigonometric, exponential and logarithmic functions
FUN-1.A Explain the behavior of a function on an interval using the Intermediate Value Theorem.

To equip every student with the academic knowledge, social skills, and emotional resilience needed to thrive in their future endeavors.

Key Vocabulary and Definitions

Limit: The value a function approaches as the input gets closer to a certain value.

- **One-Sided Limits**:
  - **Left-Hand Limit:** The value a function approaches as the input approaches a value from the left.
  - **Right-Hand Limit:** The value a function approaches as the input approaches a value from the right.
- **Limits at Infinity**: The behavior of a function as its input grows arbitrarily large or small.
- **Infinite Limits**: Occur when a function's output grows without bound as the input approaches a certain value

Continuity: A function is continuous if

- its graph can be drawn without lifting the pen, meaning it has no breaks, holes, or jumps
- its graph has no breaks, jumps, or gaps at that point. A function f(x) is continuous at a point c
- if and only if three conditions are met:

  1) f(c) is defined
  2) the limit as x approaches c of f(x) exists (right hand limit equals left hand limit)
  3) the limit of f(x) as x approaches c equals f(c)

Discontinuity: a point where a function is not continuous

- **Jump Discontinuity**: The left-hand and right-hand limits are different.
- **Removable Discontinuity**: A "hole" in the graph where the limit exists, but the function is either undefined or defined at a different value.
- **Infinite Discontinuity**: Occurs where there is a vertical asymptote.

Asymptotes: a line that a function's graph approaches arbitrarily closely as the input (x) approaches a specific value, infinity, or negative infinity. The graph may touch or cross an asymptote; what defines it is the behavior of the graph near the line.

- **Vertical Asymptote:** A vertical line x = a that the graph of a function approaches as f(x) grows without bound, creating an infinite discontinuity. As x approaches a from the left, the right, or both, f(x) goes to positive or negative infinity.
- **Horizontal Asymptote:** A horizontal line y = L that the graph of a function f(x) approaches as x goes to positive or negative infinity, i.e., the limit of f(x) as x approaches positive or negative infinity equals L. The graph may cross a horizontal asymptote.

Unit Learning Activities

- Instruct content according to established timeline found in the Unit Description
- The following techniques will be employed throughout the unit using Unit Resources
  - Direct Instruction
  - Guided Practice/small group instruction
  - Flipped Classroom
  - Independent Practice
- Supplemental Learning Activities will be used as needed throughout
  - SLOT (Spaced Learning Over Time) Activity done weekly for 10-15 minutes reviewing concepts from 4 weeks prior
  - SLOT (Spaced Learning Over Time) Activity done weekly for 5-10 minutes reviewing concepts from 12 weeks prior
  - Worked Solutions - Students are provided worked solutions to problems with a focus on enhancing algebraic reasoning, specifically WHAT and WHY. These will often use content from FlippedMath.com (Mr. Bean).
  - Interleaving Practice Format (IPF) - Students will review three dissimilar skills previously learned. Emphasis is placed on mixing the order of the three skills involving dissimilar concepts. Suggested use 2-3 times monthly. These will often use content from text, "Retain Your Knowledge" questions in each section.

Unit Resources

- AP Calculus online course resources
- Calculus for the AP Course, 4th Edition, Sullivan
- Flipped Math.com
- TI-84+ Graphing Calculator
- Desmos Graphing Calculator (as provided on AP Exam)
- Google Classroom

Assessments (Formative and Summative)

- The Shared Resource Folder contains Assessments and other supplemental materials
- Student Text contains AP Practice Problems, Retain Your Knowledge Problems in each section as well as Chapter Reviews for each Unit for Formative Assessment.
- Teacher Text contains online resources including worksheet and test generator capabilities to create Formative and Summative Assessments
- AP Classroom contains Topic Questions and Progress Checks for Formative and Summative Assessment
- FlippedMath.com contains Corrective Action worksheets useful for Formative Assessment

Must Do Problems from Text for AP Success (Formative Assessment)

Ch 1 - Calculus for the AP Course Text by Sullivan/Miranda
Section 1 AB: 1, 2, 9, 13, 15, 19, 21, 25, 31, 35, 37, 41, 55, and all AP® Practice Problems
Limits Num/Graph

Section 2: AB: 13, 15, 19, 23, 29, 31, 33, 35, 51, 55, 59, 63, 69, 73, and all AP® Practice Problems
Limits Analytic

Section 3: AB: 13, 15, 19, 21, 25, 29, 35, 37, 45, 53, 59, 63, and all AP® Practice Problems
Continuity

Section 4: AB: 5, 9, 15, 19, 23, 25, 31, 33, 35, 39, 45, 47, and all AP® Practice Problems
Trig, Exp & Inv Fcns

Section 5: AB: 9–16, 27, 31, 37, 41, 43, 45, 47, 49, 57, 59, 63, 69, 79, and all AP® Practice Problems
Inf Limits

Curriculum Writer(s)

Monica Calemmo

Board Approval Date

1_AP Calculus AB (Curriculum In Progress)
Unit 2: Differentiation: Definition & Fundamental Properties

Unit Description

- AROC vs IROC (derivative), Slope of Tangent Lines

Lesson 2.1 - Define Average & Instantaneous Rates of Change at a Point (AROC vs IROC)
Lesson 2.2 - Define Derivative of a Function & Use Derivative Notations (Newton & Leibniz)
Lesson 2.3 - Estimate Derivative of a Function at a Point
Lesson 2.4 - Connect Differentiability & Continuity; When does a Derivative Fail to Exist?
Quiz Review Lessons 2.1-2.4 (Include AP Practice Questions)
Quiz Lessons 2.1-2.4
Lesson 2.5 - Apply the Power Rule for Polynomials
Lesson 2.6 - Derivative Rules - Constant, Sum, Difference & Constant Multiple
Lesson 2.7 - Find Derivatives of sin(x), cos(x), e^x, and ln(x)
Lesson 2.8 - Apply the Product Rule for Differentiation
Lesson 2.9 - Apply the Quotient Rule for Differentiation
Lesson 2.10 - Find Derivatives of Remaining Trig Functions
Quiz Review Lessons 2.5-2.10 (Include AP Practice Questions)
(broken into 2 qz 2.1-2.4, 2.5-2.7)
Quiz Lessons 2.5-2.10
Unit 2 Review (Include Practice Open-Ended Questions)
Unit 2 Exam

10 - 12% AP Exam weighting

Standards

College Board Course and Exam Description

Objectives

CHA-2.A Determine average rates of change using difference quotients.
CHA-2.B Represent the derivative of a function as the limit of a difference quotient.
CHA-2.C Determine the equation of a line tangent to a curve at a given point.
CHA-2.D Estimate derivatives.
FUN-2.A Explain the relationship between differentiability and continuity.
FUN-3.A Calculate derivatives of familiar functions including constants, polynomials, trigonometric, exponential and logarithmic functions
LIM-3.A Interpret a limit as a definition of a derivative. Write derivatives using both Newton f'(x) and Leibniz dy/dx notation.
FUN-3.B Calculate derivatives of differentiable functions including sums, differences, products, and quotients.
FUN-3.F Find higher order derivatives; recognize velocity and acceleration as 1st & 2nd derivatives of the position function s(t)

To equip every student with the academic knowledge, social skills, and emotional resilience needed to thrive in their future endeavors.

Key Vocabulary and Definitions

Average rate of change: the slope between two points on a curve (slope of a secant line)

Derivative: The instantaneous rate of change of a function at a specific point; the slope of the line drawn tangent to a curve at a specific point.

Rate of change: how a quantity changes over time

Differentiability: A function is differentiable at a point if its derivative exists there. This requires the function to be continuous and "smooth," without corners, cusps, or vertical tangents.

Continuity: A function is continuous if it can be drawn without lifting the pen. If a function is differentiable at a point, it must be continuous there, but the reverse is not always true.

First Derivative Test: a method to find local maximums and minimums of a continuous function by examining the sign changes of its first derivative f'(x) around a critical point. If f'(x) changes from positive to negative at a critical point, there is a local maximum. If it changes from negative to positive, there is a local minimum. If the sign of f'(x) does not change, the point is neither a local maximum nor a minimum.

Second Derivative Test: determines if a critical point of a function is a local maximum, minimum, or neither by using the concavity of the function at that point. A positive second derivative means the function is concave up and has a local minimum, while a negative second derivative means it's concave down and has a local maximum. If the second derivative is zero or undefined, the test is inconclusive and the first derivative test must be used instead.

Critical point: a point on the graph of a function where the first derivative is either zero or undefined.

Local Extrema: The highest or lowest values of a function within its immediate neighborhood, including local (relative) maximums and local minimums. A function f has a local maximum at x = c if f(c) is greater than or equal to every value of f(x) for x in some open interval containing c, and a local minimum at x = c if f(c) is less than or equal to every value of f(x) for x in some open interval containing c. Local extrema can only occur at critical points, where the derivative is zero (a horizontal tangent) or undefined (such as a corner or cusp). Not every critical point is a local extremum, however; the First or Second Derivative Test is used to confirm. They are "local" because they are the highest or lowest values in their immediate area, but not necessarily the highest or lowest on the entire function's graph.

Absolute extrema: the highest or lowest points on the entire function's graph. To find, evaluate the function at all of its critical points (where the derivative is zero or undefined) and at the endpoints of the interval. The largest value is the absolute maximum, and the smallest value is the absolute minimum.

Velocity: v(t) = s'(t), the derivative of the position function, representing the rate of change of position over an infinitesimally small time interval. This is calculated by finding the derivative of the position function s(t) and then plugging in a specific time.

Acceleration: a(t) = v'(t) = s''(t). The second derivative of the position function s(t) with respect to time, or equivalently, the first derivative of the velocity function v(t). It represents the instantaneous rate at which an object's velocity is changing, and can be found by taking the derivative of the velocity function.

Product rule: calculates derivatives of multiplied functions. The formula is: first * derivative of second + second * derivative of first. d/dx(f*g(x))=f(x)*g'(x) + g(x)*f'(x)

Quotient rule: calculates derivatives of divided functions f/g. The formula is: d/dx (f/g(x))=[g(x)*f'(x)-f(x)g'(x)]/(g(x))^2

Unit Learning Activities

- Instruct content according to established timeline found in the Unit Description
- The following techniques will be employed throughout the unit using Unit Resources
  - Direct Instruction
  - Guided Practice/small group instruction
  - Flipped Classroom
  - Independent Practice
  - Supplemental Learning Activities will be used as needed throughout
    - SLOT (Spaced Learning Over Time) Activity done weekly for 10-15 minutes reviewing concepts from 4 weeks prior
    - SLOT (Spaced Learning Over Time) Activity done weekly for 5-10 minutes reviewing concepts from 12 weeks prior
    - Worked Solutions - Students are provided worked solutions to problems with a focus on enhancing algebraic reasoning, specifically WHAT and WHY. These will often use content from FlippedMath.com (Mr. Bean).
    - Interleaving Practice Format (IPF) - Students will review three dissimilar skills previously learned. Emphasis is placed on mixing the order of the three skills involving dissimilar concepts. Suggested use 2-3 times monthly. These will often use content from text, "Retain Your Knowledge" questions in each section.

Unit Resources

AP Calculus online course resources
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Calculus: Flipped Math.com
TI-84+ Graphing Calculator
Desmos Graphing Calculator (as provided on AP Exam)
Google Classroom

Assessments (Formative and Summative)

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- Teacher Text contains online resources including worksheet and test generator capabilities to create Formative and Summative Assessments.
- AP Classroom contains Topic Questions and Progress Checks for Formative and Summative Assessment
- FlippedMath.com contains Corrective Action worksheets useful for Formative Assessment

Must Do Problems from Text for AP Success (Formative Assessment)
Ch 2 - Calculus for the AP Course Text by Sullivan/Miranda

Section 1 AB: 7, 11, 17, 23, 31, 33, 37, 39, 43, 51, and all AP® Practice Problems
Rate Change

Section 2: AB: 13, 15, 19, 29, 31–34, 35, 39, 41, 45, 47, 59, 63, 67, and all AP® Practice Problems
Differentiability

Section 3: AB: 7, 11, 15, 19, 21, 23, 25, 29, 31, 33, 35, 37, 43, 47, 53, 63, and all AP® Practice Problems
Polys e^x, ln(x)

Section 4: AB: 9, 13, 19, 23, 25, 31, 37, 41, 45, 57, 67, 81, 83, 91, and all AP® Practice Problems
Prod/Quo/f''

Section 5: AB: 5, 7, 11, 15, 19, 21, 29, 37, 41, 45, 55, 57, 63 and all AP® Practice Problems
Trig Deriv

Curriculum Writer(s)

Monica Calemmo

Board Approval Date

1_AP Calculus AB (Curriculum In Progress)
Unit 3: Differentiation: Composite, Implicit & Inverse Functions

Unit Description

- Chain Rule, Trigonometric Functions

Lesson 3.1 - Apply the Chain Rule to differentiate
Lesson 3.2 - Apply the technique of Implicit Differentiation
Lesson 3.3 - Find Derivatives of Inverse Functions
Lesson 3.4 - Find Derivatives of Inverse Trigonometric Functions
Skill Check Unit 3 & Derivative Rules Quiz
Lesson 3.5 - Select procedures/techniques to Find Derivatives
Lesson 3.6 - Calculate Higher Order Derivatives
Unit 3 Review (Include AP Practice Questions ~ Include Open Ended)
Unit 3 Exam
9 - 13% AP Exam weighting.

Standards

College Board Course and Exam Description

Objectives

FUN-3.C Calculate derivatives of compositions of differentiable functions.
FUN-3.D Calculate derivatives of implicitly defined functions.
FUN-3.E Calculate derivatives of inverse and inverse trigonometric functions.
FUN-3.F Determine higher order derivatives of a function.

Key Vocabulary and Definitions

Chain Rule: The method for differentiating composite functions d/dx(f(g(x)) = f'(g(x)) * g'(x)

Implicit Differentiation: A technique used when y is not explicitly solved in terms of x, involving taking the derivative of both sides with respect to x and treating y as a function of x (multiplying by dy/dx whenever a y term is differentiated).

- **Slope of Implicit Equation**: Found by solving for dy/dx after implicit differentiation

Inverse Function Derivative: The derivative of an inverse function g(x) = f-1(x), given by g'(x) = 1/f'(g(x)).

Inverse Trig Derivatives: Formulas for derivatives of inverse sine, cosine, tangent, etc.

Higher-Order Derivatives: Derivatives beyond the first, such as the second (f''(x)) or third (f'''(x)) derivative.

Logarithmic Differentiation: A technique taking the natural log (ln) of both sides before differentiating, often used for functions with variables in both the base and exponent.

Exponential Functions: Formulas for differentiating a^x or e^x

Logarithm Functions: Specifically differentiating $\log_a(x)$ or ln(x)

L'Hopital's Rule: A method for evaluating indeterminate forms (0/0) or (inf/inf) by taking the derivative of the numerator and denominator separately.

To equip every student with the academic knowledge, social skills, and emotional resilience needed to thrive in their future endeavors.

Unit Learning Activities

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Direct Instruction
Guided Practice/small group instruction
Flipped Classroom
Independent Practice
Supplemental Learning Activities will be used as needed throughout
SLOT (Spaced Learning Over Time) Activity done weekly for 10-15 minutes reviewing concepts from 4 weeks prior
SLOT (Spaced Learning Over Time) Activity done weekly for 5-10 minutes reviewing concepts from 12 weeks prior
Worked Solutions - Students are provided worked solutions to problems with a focus on enhancing algebraic reasoning, specifically WHAT and WHY. These will often use content from FlippedMath.com (Mr. Bean).
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Unit Resources

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Google Classroom

Assessments (Formative and Summative)

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- FlippedMath.com contains Corrective Action worksheets useful for Formative Assessment

Must Do Problems from Text for AP Success (Formative Assessment)
Ch 3 - Calculus for the AP Course Text by Sullivan/Miranda
Section 1: AB: 9, 17, 23, 25, 37, 41, 47, 51, 59, 63, 69, 77, 81, 83, 97, 99, and all AP® Practice Problems
Chain Rule

Section 2: AB: 9, 13, 15, 25, 31, 35, 39, 43, 49, 53, 70, and all AP® Practice Problems
Implicit

Section 3: AB: 5, 7, 15, 17, 19, 27, 31, 35, 47, 51, and all AP® Practice Problems
Inverse

Section 4: AB: 9, 11, 17, 23, 27, 35, 45, and all AP® Practice Problems
Log Fcns

Curriculum Writer(s)

Monica Calemmo

Board Approval Date

1_AP Calculus AB (Curriculum In Progress)
Unit 4: Contextual Applications of Differentiation

Unit Description

- Related Rates, Linearity, L'Hopital's Rule

Lesson 4.1 - Interpret the Meaning of the Derivative In Context
Lesson 4.2 - Apply Derivatives to Position, Velocity & Acceleration
Lesson 4.3 - Find Rates of Change Not Related to Motion (geometric)
Lesson 4.4 - Introduce Related Rates of Change
Lesson 4.5 - Find Related Rates of Change in Problems
Lesson 4.6 - Approximate Function Values using Local Linearity/Linearization
Lesson 4.7 - Use L'Hopital's Rule to Determine Limits of Indeterminate Forms
Unit 4 Review (Include AP Practice Questions ~ Include Open Ended)
Unit 4 Exam

10 - 15% AP Exam weighting

Standards

College Board Course and Exam Description

Objectives

CHA-3.A Interpret the meaning of a derivative in context.
CHA-3.B Calculate rates of change in applied contexts.
CHA-3.C Interpret rates of change in applied contexts.
CHA-3.D Calculate related rates in applied contexts.
CHA-3.E Interpret related rates in applied contexts.
CHA-3.F Approximate a value on a curve using the equation of a tangent line
LIM-4.A Determine limits of functions that result in indeterminate forms.

To equip every student with the academic knowledge, social skills, and emotional resilience needed to thrive in their future endeavors.

Key Vocabulary and Definitions

Position: *s(t)* or *x(t)* - The location of an object at time t.

Velocity: *v(t)* or *x'(t)* - The rate of change of position; indicates direction (positive = right/up, negative = left/down).

Acceleration: *a(t)* or *x''(t)* - The rate of change of velocity.

Speed: The absolute value of velocity

- **Speeding Up**: Occurs when velocity and acceleration have the same sign (v(t) & a(t) are both positive or both negative).
- **Slowing Down**: Occurs when velocity and acceleration have opposite signs.
- **At Rest**: Occurs when velocity is zero v(t) =0.

Displacement: Net change in position $s(t_2) - s(t_1)$ also found by the integral of velocity over time.

Average Velocity: Total displacement divided by total time.

Instantaneous Velocity: Velocity at a specific moment.

Optimization: The process of finding the maximum or minimum value of a function (e.g., maximum volume, minimum cost).

Related Rates: Finding a rate of change by differentiating another rate of change with respect to time.

L'Hôpital's Rule: A method to evaluate indeterminate forms (0/0) or (inf/inf) by taking the derivative of the numerator and denominator.

Average Rate of Change: The slope of the secant line.

Instantaneous Rate of Change: The derivative.

Linearization (Tangent Line Approximation): Using the tangent line at a point to approximate nearby function values.

Critical Point: A point where f'(x)=0 or f'(x)=undefined; used to find extrema.

Implicit Differentiation: A technique used for related rates problems when variables are not explicitly separated.

Extreme Value Theorem (EVT): Guarantees absolute extrema on a closed interval.

Key Particle Motion Rules - Changes Direction when v(t) changes signs.

- Moving Right/Up: $v(t) > 0$
- Moving Left/Down: $v(t) < 0$

Unit Learning Activities

Instruct content according to established timeline found in the Unit Description
The following techniques will be employed throughout the unit using Unit Resources
Direct Instruction
Guided Practice/small group instruction
Flipped Classroom
Independent Practice
Supplemental Learning Activities will be used as needed throughout
SLOT (Spaced Learning Over Time) Activity done weekly for 10-15 minutes reviewing concepts from 4 weeks prior
SLOT (Spaced Learning Over Time) Activity done weekly for 5-10 minutes reviewing concepts from 12 weeks prior
Worked Solutions - Students are provided worked solutions to problems with a focus on enhancing algebraic reasoning, specifically WHAT and WHY. These will often use content from FlippedMath.com (Mr. Bean).
Interleaving Practice Format (IPF) - Students will review three dissimilar skills previously learned. Emphasis is placed on mixing the order of the three skills involving dissimilar concepts. Suggested use 2-3 times monthly. These will often use content from text, "Retain Your Knowledge" questions in each section.

Unit Resources

AP Calculus online course resources
Calculus for the AP Course, 4th Edition Sullivan
Calculus: Flipped Math.com
TI-84+ Graphing Calculator
Desmos Graphing Calculator (as provided on AP Exam)
Google Classroom

Assessments (Formative and Summative)

- The Shared Resource Folder contains Assessments and other supplemental materials
- Student Text contains AP Practice Problems, Retain Your Knowledge Problems in each section as well as Chapter Reviews for each Unit for Formative Assessment.
- Teacher Text contains online resources including worksheet and test generator capabilities to create Formative and Summative Assessments
- AP Classroom contains Topic Questions and Progress Checks for Formative and Summative Assessment
- FlippedMath.com contains Corrective Action worksheets useful for Formative Assessment

Must Do Problems from Text for AP Success (Formative Assessment)
Ch 4 - Calculus for the AP Course Text by Sullivan/Miranda
Section 1: AB: 7, 9, 11, 13, 14, 17, and all AP® Practice Problems
Interpret Deriv

Section 2: AB: 7, 9, 11, 17, 19, 23, 29, 35, 37, 39, and all AP® Practice Problems
Related Rates

Section 3: AB: 25–31 (odd), 35, 37, and all AP® Practice Problems
LinearApprox

Section 4: AB: 7, 27-41 (odd), 61, and all AP® Practice Problems
L'Hopital

Curriculum Writer(s)

Monica Calemmo

Board Approval Date

1_AP Calculus AB (Curriculum In Progress)
Unit 5: Analytical Applications of Differentiation

Unit Description

- Analyze attributes of functions & optimization techniques

Lesson 5.1 - Using the Mean Value Theorem
Lesson 5.2 - Extreme Value Theorem, Global vs Local Extrema & Critical Points
Lesson 5.3 - Determine Intervals where a fcn Increases or Decreases
Lesson 5.4 - Use First Derivative Test to Determine Relative Extrema
Lesson 5.5 - Use the Candidates Test to Determine Absolute Extrema
Lesson 5.6 - Determining Concavity of Functions over Their Domains
Lesson 5.7 - Using the Second Derivative Test to Determine Extrema
Lesson 5.8 - Sketching Graphs of Functions and Their Derivatives
Lesson 5.9 - Connect a Function, Its 1st Derivative &2nd Derivative
Lesson 5.10 - Introduction to Optimization Problems
Lesson 5.11 - Solving Optimization Problems
Lesson 5.12 - Exploring Behaviors of Implicit Relations
15 - 18% AP Exam weighting

Standards

College Board Course and Exam Description

Objectives

FUN-4.A Justify conclusions about the behavior of a function based on the behavior of its derivatives.
FUN-4.B Calculate minimum and maximum values in applied contexts or analysis of functions.
FUN-4.C Interpret minimum and maximum values calculated in applied contexts.
FUN-4.D Determine critical points of implicit relations
FUN-4.E Justify conclusions about the behavior of an implicitly defined function based on evidence from its derivatives

To equip every student with the academic knowledge, social skills, and emotional resilience needed to thrive in their future endeavors.

Key Vocabulary and Definitions

Absolute Extrema (Global Extrema): The highest (maximum) or lowest (minimum) points of a function over its entire domain.

Absolute Value Theorem (EVT): If a function f is continuous on a closed interval [a,b], then f has both an absolute maximum and an absolute minimum on that interval.

Concave Down: The graph of a function lies below its tangent lines, or the slope of the function is decreasing (f''(x)<0).

Concave Up: The graph of a function lies above its tangent lines, or the slope of the function is increasing (f''(x)>0).

Critical Point/Number: A point x = c in the domain of f where the derivative f'(x) = 0 or f'(x) is undefined.

Decreasing Function: A function whose value decreases as the independent variable increases (f'(x)<0).

Extreme Value Theorem (EVT): A theorem guaranteeing the existence of absolute extrema on a closed interval.

Inflection Point: A point on the graph where the function changes concavity (from up to down or vice versa).

Increasing Function: A function whose value increases as the independent variable increases (f'(x)>0).

Local Extrema: A local maximum or local minimum point on the graph.

Local Maximum: A point where the function changes from increasing to decreasing (f'(x) changes from + to -).

Local Minimum: A point where the function changes from decreasing to increasing (f'(x) changes from - to +).

Mean Value Theorem (MVT): If f(x) is continuous and differentiable on [a,b], there exists a number c in [a,b] such that f'(x)=[f(b)-f(a)]/[b-a], specifically the Instantaneous Rate of Change = Average Rate of Change.

Optimization: The process of finding the maximum or minimum value of a function, often for modeling scenarios like cost, volume, or area.

Key Analytical Techniques

- **First Derivative Test**: Uses the sign of f'(x) to determine intervals of increase/decrease and local extrema.
- **Second Derivative Test**: Uses the sign of f''(x) to determine concavity and local extrema.
- **Horizontal Tangent**: A point where f'(x)=0.
- **Vertical Tangent/Asymptote**: A point where f'(x) is undefined (often an asymptote)

Unit Learning Activities

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Unit Resources

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  Google Classroom

Assessments (Formative and Summative)

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- Teacher Text contains online resources including worksheet and test generator capabilities to create Formative and Summative Assessments
- AP Classroom contains Topic Questions and Progress Checks for Formative and Summative Assessment
- FlippedMath.com contains Corrective Action worksheets useful for Formative Assessment

Must Do Problems from Text for AP Success (Formative Assessment)
Ch 5 - Calculus for the AP Course Text by Sullivan/Miranda
Section 1: AB: 9, 23, 25, 31, 37, 45, 47, 57, and all AP® Practice Problems
MVT
Section 2: AB: 7, 9, 11, 15, 25, 39, 41, 43, 47, 49, 59, 61, 65, 71, and all AP® Practice Problems
EVT
Section 3: AB: 11, 13, 17, 21, 29, 35, 39, 47, 49, 59, 63, 67, 75, 79, 91, and all AP® Practice Problems
Concavity

Section 4: AB: 53, 55, 59, and all AP® Practice Problems
Calc to Graph f(x)

Section 5: AB: 1, 3, 7, 11, 15, 41, and all AP® Practice Problems
Optimization

Section 6: AB: 11–31 (odd), 41, 47, and all AP® Practice Problems
Antiderivatives

Curriculum Writer(s)

Monica Calemmo

Board Approval Date

1_AP Calculus AB (Curriculum In Progress)
Unit 6: Integration & Accumulation of Change

Unit Description

- Fundamental Theorem of Calculus, Riemann Sums & Integral notation.

Lesson 6.1 - Explore Accumulations of Change
Lesson 6.2 - Approximate Areas with Riemann Sums
Lesson 6.3 - Riemann Sums, Summation & Definite Integral Notation
Lesson 6.4 - Fundamental Theorem of Calculus & Accumulation Fcns
Lesson 6.5 - Interpret the Behavior of Accumulation Functions w/Area
Lesson 6.6 - Applying Properties of Definite Integrals
Lesson 6.7 - Fundamental Theorem of Calculus and Definite Integrals
Lesson 6.8 - Find Antiderivatives, Indefinite Integrals: Rules & Notation
Lesson 6.9 - Integrate Using Substitution
Lesson 6.10 - Integrate Fcns by Long Division & Completing the Square
17 - 20% AP Exam weighting

Standards

College Board Course and Exam Description

Objectives

CHA-4.A Interpret the meaning of areas associated with the graph of a rate of change in context.
LIM-5.A Approximate a definite integral using geometric and numerical methods.
LIM-5.B Interpret the limiting case of the Riemann sum as a definite integral.
LIM-5.C Represent the limiting case of the Riemann sum as a definite integral.
FUN-5.A Represent accumulation functions using definite integrals.

FUN-6.A Calculate a definite integral using areas and properties of definite integrals.
FUN-6.B Evaluate definite integrals analytically using the Fundamental Theorem of Calculus.
FUN-6.C Determine antiderivatives of functions and indefinite integrals, using knowledge of derivatives.
FUN-6.D For integrands requiring substitution or rearrangements into equivalent forms:
(a) Determine indefinite integrals.
(b) Evaluate definite integrals.

Key Vocabulary and Definitions

Antiderivative: A function F is an antiderivative (integral) of f if F'(x) = f(x)

.

Indefinite Integral: Represents a family of functions (the antiderivatives) and always includes the Constant of Integration C.

Definite Integral: Represents the "net signed area" between a function and the x-axis over a specific interval. Also defined as the limit of a Riemann sum as the number of rectangles (n) approaches infinity and their width approaches zero. It calculates the exact net signed area under a curve f(x) on [a,b] by summing the areas of n rectangles with height $f(x_i)$ and width delta x.

Integrand: The function being integrated (the f(x) inside the integral symbol).

Limits of Integration: The lower bound (a) and upper bound (b) of a definite integral.

Approximation Methods - when you can't find an exact integral, you use Riemann Sums to estimate the area using rectangles or trapezoids.

- **Left Riemann Sum** - Uses the height of the function at the left endpoint of each sub-interval.
- **Right Riemann Sum** - Uses the height of the function at the right endpoint of each sub-interval.
- **Midpoint Riemann Sum** - Uses the height of the function at the center of each sub-interval.
- **Trapezoidal Sum** - Uses the average of the left and right endpoints to create trapezoids; usually more accurate than rectangles.

  Overestimation / Underestimation - Whether an approximation is higher or lower than the actual value, determined by whether the function is increasing/decreasing or its concavity.

Fundamental Theorem of Calculus (Part 1): Connects differentiation and integration. The derivative of the accumulation function (area) of f(x) is simply the function f(x) itself. In other words, integrating a function and then differentiating it returns the original function.

Fundamental Theorem of Calculus (Part 2): Provides the method for evaluating definite integrals: to calculate the definite integral of a function f(x) from point a to b, you find the antiderivative F, and calculate the difference F(b) - F(a).

Mean Value Theorem for Integrals: States there exists a number, c in [a,b] such that the function reaches its Average Value. Average Value of a Function: The "average height" of the curve over an interval:

Integration Techniques

Power Rule for Integration: The reverse of the derivative power rule; The integral of xn = (1/n+1)x(n+1) + C
U-Substitution: A method for integrating composite functions; it is the "reverse Chain Rule."
Change of Variables: The process of switching the limits of integration from x-values to u-values when performing u-substitution.

Properties of Definite Integrals:

Additivity: the integral of a sum equals the sum of the integrals
Reversal: the integral from a to b of f(x) equals -1 times the integral from b to a of f(x)
Zero Length: the integral from a to a of f(x) equals 0

Accumulation & Change
Accumulation Function: A definite integral with a variable upper limit, representing the "total buildup" of a quantity over time.
Net Change Theorem: The integral of a rate of change is the net change in the quantity.
Initial Value Problem: Finding a specific antiderivative (solving for C) given a starting point.

Unit Learning Activities

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Direct Instruction
Guided Practice/small group instruction
Flipped Classroom
Independent Practice
Supplemental Learning Activities will be used as needed throughout
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Unit Resources

AP Calculus online course resources
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Calculus: Flipped Math.com
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Desmos Graphing Calculator (as provided on AP Exam)
Google Classroom

Assessments (Formative and Summative)

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Must Do Problems from Text for AP Success (Formative Assessment)
Ch 6 - Calculus for the AP Course Text by Sullivan/Miranda
Section 1: AB: 5, 7, 13, 29, and all AP® Practice Problems
Area

Section 2: AB: 9, 13, 17–23 (odd), 31, 33, 39, 51, 55, 57, and all AP® Practice Problems
Def Integral

Section 3: AB: 5, 11, 15, 17, 21, 23, 31, 33, 39, 45, 53, 61, 63, and all AP® Practice Problems
FTC

Section 4: AB: 9, 13, 17, 19, 21, 25, 29, 33, 39, 43, 49, 53, 63, 65, 71, 75, 85, 97, and all AP® Practice Problems
Prop Def Int

Section 5: AB: 9, 11, 13, 17, 21, 25, 27, 29, 33, 35, 43, 49, 51, 55, 61, 63, 69, and all AP® Practice Problems
Subst

Section 6: AB: 3, 9, 11, 13, 35, 47, 51, 55, and all AP® Practice Problems
Long Div

Curriculum Writer(s)

Monica Calemmo

Board Approval Date

1_AP Calculus AB (Curriculum In Progress)
Unit 7: Differential Equations

Unit Description

- Slope Fields & separable differentiable equations

Lesson 7.1 - Model Situations with Differential Equations
Lesson 7.2 - Verify Solutions for Differential Equations
Lesson 7.3 - Sketch Slope Fields
Lesson 7.4 - Reasoning Using Slope Fields
Lesson 7.6 - Find General Solutions Using Separation of Variables
Lesson 7.7 - Find Particular Solutions Using Initial Condition & Separation of Variables
Lesson 7.8 Exponential Models with Differential Equations
6 - 12% AP Exam weighting

Standards
College Board Course and Exam Description

Objectives

FUN-7.A Interpret verbal statements of problems as differential equations involving a derivative expression.
FUN-7.B Verify solutions to differential equations.
FUN-7.C Estimate solutions to differential equations.
FUN-7.D Determine general solutions to differential equations.
FUN-7.E Determine particular solutions to differential equations.
FUN-7.F Interpret the meaning of a differential equation and its variables in context.
FUN-7.G Determine general and particular solutions for problems involving differential equations in context.

Key Vocabulary and Definitions
Differential Equation: An equation involving a function and one or more of its derivatives.

Order of a Differential Equation: The highest derivative present in the equation.

General Solution: A solution to a differential equation that includes a constant (C), representing a family of curves.

Particular Solution: A specific solution that satisfies a given initial condition, where the constant C has been solved for.

Initial Condition: A value, usually in the form (x_0, y_0), used to find the particular solution.

Separation of Variables: A technique for solving first-order differential equations by separating x terms and dx on one side and y terms and dy on the other.

Slope Field: A graphical representation of a differential equation, showing short line segments with slopes (dy/dx) at various points (x, y) in the plane.

Exponential Growth/Decay Rate: A model where the rate of change of a variable is proportional to itself, defined by the differential equation dy/dt = ky
.
Law of Exponential Change: The solution to dy/dt = ky, which is $y = C*e^{kt}$.

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Unit Learning Activities

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Independent Practice
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Unit Resources

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  Calculus: Flipped Math.com
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  Desmos Graphing Calculator (as provided on AP Exam)
  Google Classroom

Assessments (Formative and Summative)

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- FlippedMath.com contains Corrective Action worksheets useful for Formative Assessment

Must Do Problems from Text for AP Success (Formative Assessment)
Ch 7 - Calculus for the AP Course Text by Sullivan/Miranda

Section 2: AB: 3, 7, 11, 15, 17, 19, 21, 23, 25, 27, 29, 33, 39, and all AP® Practice Problems
Separable DEs

Section 3: AB: 3, 5, 9, 11, 13, 17, and all AP® Practice Problems
Slope Fields

Curriculum Writer(s)

Monica Calemmo

Board Approval Date

1_AP Calculus AB (Curriculum In Progress)
Unit 8: Applications of Integration

Unit Description

- Find the average value of a function, area between two curves and volume of solids formed by cross sections or revolutions using a variety of techniques.

Lesson 8.1 - Find the Average Value of a Function on an Interval
Lesson 8.2 - Connect Position, Velocity, Acceleration Fcns Using Integrals
Lesson 8.3 - Use Accumulation Functions & Definite Integrals in Applied Contexts
Lesson 8.4 - Find Area Between Curves Expressed as Functions of x
Lesson 8.5 - Find Area Between Curves Expressed as Functions of y
Lesson 8.6 - Find Area Between Curves Intersecting at More Than Two Points
Lesson 8.7 - Volumes w/Cross Sections: Squares & Rectangles
Lesson 8.8 - Volumes w/ Cross Sections: Triangles & Semicircles
Lesson 8.9 - Volume w/ Disc Method: Revolve Around the x- or y-Axis
Lesson 8.10 - Volume w/ Disc Method: Revolve Around Other Axes
Lesson 8.11 - Volume w/ Washer Method: Revolve over the x- or y-Axis
Lesson 8.12 - Volume w/ Washer Method: Revolve over Other Axes
10 - 15% AP Exam weighting

Standards

College Board Course and Exam Description

Objectives

CHA-4.B Determine the average value of a function using definite integrals
CHA-4.C Determine values for positions and rates of change using definite integrals in problems involving rectilinear motion.
CHA-4.D Interpret the meaning of a definite integral in accumulation problems.
CHA-4.E Determine net change using definite integrals in applied contexts.
CHA-5.A Calculate areas in the plane using the definite integral.
CHA-5.B Calculate volumes of solids with known cross sections using definite integrals
CHA-5.C Calculate volumes of solids of revolution using definite integrals.

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Key Vocabulary and Definitions

Average Value of a Function: The average "height" of a function f(x) over an interval [a.b] calculated by the formula 1/(b-a) times the integral of f(x) from a to b

Displacement: The net change in position of a particle, found by the integral of the velocity function from a to b.

Total Distance Traveled: The sum of all distances covered, regardless of direction, found by the integral of the absolute value of the velocity function from a to b.

Area Between Curves: The area of a region bounded by two functions, calculated as an integral from left to right on the x axis, of the top function minus the bottom function; or an integral from bottom to top on the y axis, of the right function minus the left function

Cross Section: A 2D "slice" of a 3D solid. Given the cross-sectional shape, the volume is the integral from a to b of the area of the cross-sectional shape.

Common Cross Sections: Squares, Semicircles and Equilateral Triangles

Solid of Revolution: A 3D shape formed by rotating a 2D region around an axis.

Disc Method: Used when the region is flush against the axis of revolution.

Washer Method: Used when there is a gap between the region and the axis, creating a hollow center.

Unit Learning Activities

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Direct Instruction
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Unit Resources

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Must Do Problems from Text for AP Success (Formative Assessment)
Ch 8 - Calculus for the AP Course Text by Sullivan/Miranda
Section 1: AB: 5, 9, 11, 13, and all AP® Practice Problems
Int Linear Motion

Section 2: AB: 3, 7, 15, 19, 21, 31, 33, 41, 59, 61, and all AP® Practice Problems
Area between curves

Section 3: AB: 5, 7, 13, 15, 17, 21, 33, 39, 41, 43, 47, 53, and all AP® Practice Problems
Discs & Washers

Section 5: AB: 3, 5, 7, 9, 17, and all AP® Practice Problems
Cross Sections

Curriculum Writer(s)
Monica Calemmo

Board Approval Date

1_Principles of Engineering H (Curriculum In Progress)

Grade Level Summary

Course Cover Sheet

Grade Level Modules

Module 1:	Lesson 0.1 Engineering Design Process
Module 2:	Lesson 0.2 Collaborative Modeling and Modern Product Design
Module 3:	Lesson 0.3 Material Choice and Testing
Module 4:	Lesson 0.4 Designing a Shoe For You
Module 5:	Lesson 1.1 Simple and Compound Machines
Module 6:	Lesson 1.2 Mechanisms
Module 7:	Lesson 1.3 Agricultural Solutions
Module 8:	Lesson 2.1 Introduction to Robotics
Module 9:	Lesson 2.2 Robotics in Action
Module 10:	Lesson 2.3 Artificial Intelligence
Module 11:	Lesson 2.4 An Electronic Ensemble
Module 12:	Lesson 3.1 Electrical Circuits
Module 13:	Lesson 3.2 Fluid Power
Module 14:	Lesson 3.3 Kinematics
Module 15:	Lesson 3.4 Integration of Circuits, Fluid Power, and Kinematics
Module 16:	Lesson 4.1 Statics
Module 17:	Lesson 4.2 Renewable Energy
Module 18:	Lesson 4.3 Transportation
Module 19:	Lesson 4.4 Infrastructure Redesign

1_Principles of Engineering H (Curriculum In Progress)
Lesson 0.1 Engineering Design Process

Unit Description

In Lesson 0.1, students review and apply their understanding of the engineering design process to design a shoe to meet the specific needs of a customer. They use information gathered in interviews to learn about their client, develop a detailed problem statement, apply different brainstorming techniques, visualize their solution through concept sketches, and create a decision matrix to select the best solution for their client's needs. Students build a prototype and create a testing plan to test and iterate their design and share their results in a detailed presentation.

Standards

3.5.9-12.A	-	Use various approaches to communicate processes and procedures for using, maintaining, and assessing technological products and systems.
3.5.9-12.I (ETS)	-	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.
3.5.9-12.J	-	Synthesize data and analyze trends to make decisions about technological products, systems, or processes.
3.5.9-12.B	-	Critically assess and evaluate a technology that minimizes resource use and resulting waste to achieve a goal.
3.5.9-12.C	-	Develop a solution to a technological problem that has the least negative environmental and social impact.
3.5.9-12.D	-	Critique whether existing or proposed technologies use resources sustainably.
3.5.9-12.H	-	Evaluate ways that technology and engineering can impact individuals, society, and the environment.
3.5.9-12.E	-	Evaluate how technology and engineering advancements alter human health and capabilities.
3.5.9-12.F	-	Evaluate a technological innovation that arose from a specific society's unique need or want.
3.5.9-12.G	-	Evaluate a technological innovation that was met with societal resistance impacting its development.

Standards (Additional)

ISTE Standards
STEELS Standards

Essential Questions

- How does a design team know what problem to solve?
- Why is empathy an important skill in engineering design?
- How do engineers communicate designs and solutions?
- What is a decision matrix and why is it used?

Objectives

Gather and interpret client information to define an engineering problem.
Develop a detailed problem statement and design requirements.
Generate and communicate multiple solution ideas through brainstorming and concept sketches.
Use a decision matrix to compare alternatives and select a solution.
Build, test, evaluate, and iterate a prototype.
Communicate the design process and results in a detailed presentation.

To equip every student with the academic knowledge, social skills, and emotional resilience needed to thrive in their future endeavors.

Key Vocabulary and Definitions

Engineering Design Process: an iterative process used to define problems, generate solutions, test ideas, and improve designs.
Empathy: understanding a user's needs, experiences, and perspective.
Design Brief: a document that summarizes a problem, user needs, criteria, and constraints.
Problem Statement: a clear description of the problem to be solved.
Criteria: requirements used to judge the success of a solution.
Constraints: limits or restrictions placed on a design.
Brainstorming: a method for generating many possible ideas without immediately judging them.
Concept Sketch: a quick drawing used to communicate a design idea.
Decision Matrix: a tool that compares alternatives using weighted criteria.
Prototype: a physical or digital model used to test a design idea.
Iteration: repetition of a process or set of instructions.

Unit Learning Activities

- Conduct a client interview and identify user needs.
- Develop a problem statement and design brief.
- Practice brainstorming techniques and create concept sketches.
- Use a decision matrix to select a preferred solution.
- Construct and test a prototype.
- Develop a test plan, iterate the design, and present results.

Unit Resources

MyPLTW, Laptop cart with engineering software, VEX Robotics equipment

Assessments (Formative and Summative)

Formative:
Conclusion Questions
Question and Answer
Notebook Checks

Summative:
Engineering design process documentation
Shoe design prototype and testing presentation

Curriculum Writer(s)

Drew Meckes

Board Approval Date

1_Principles of Engineering H (Curriculum In Progress)
Lesson 0.2 Collaborative Modeling and Modern Product Design

Unit Description
In Lesson 0.2 students use a 3-D modeling software to learn different tools used to develop a detailed solution and are introduced to basic manufacturing techniques and practices. Students use 3-D modeling software to modify an existing shoe model. Students learn manufacturing techniques and apply their knowledge to optimize a shoe design process.

Standards

3.5.9-12.A	-	Use various approaches to communicate processes and procedures for using, maintaining, and assessing technological products and systems.
3.5.9-12.I (ETS)	-	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.
3.5.9-12.J	-	Synthesize data and analyze trends to make decisions about technological products, systems, or processes.

Standards (Additional)
ISTE Standards
STEELS Standards

Essential Questions
- What techniques do engineers use to visually present design ideas?
- What advantages does Computer-Aided Design (CAD) provide over traditional paper and pencil design?
- What advantages does paper and pencil design provide over CAD?
- What would happen if engineers did not follow accepted dimensioning standards and guidelines, but instead, used their own individual dimensioning methods?
- What are the differences between manufacturing processes?

Objectives
Create and interpret sketches and technical drawings.
Use CAD tools to create and modify 3-D solid models.
Apply accepted dimensioning standards and guidelines.
Compare the advantages of hand sketching and CAD for communicating design ideas.
Describe and compare manufacturing processes.
Modify a product design with manufacturability in mind.

Key Vocabulary and Definitions
Computer-Aided Design (CAD): the use of computer software to create, modify, analyze, or document designs.
Parametric Model: a computer model controlled by dimensions, constraints, and defined relationships.
Constraint: a rule or limitation that controls a design or model.
Dimension: a numerical value that defines size or location.
Tolerance: the allowable variation from a specified dimension.
Orthographic Projection: a set of two-dimensional views used to describe a three-dimensional object.
Isometric Sketch: a pictorial drawing that represents three dimensions in a single view.
Manufacturing Process: a method used to transform materials into a finished product.
Additive Manufacturing: a process that creates an object by adding material layer by layer.
Subtractive Manufacturing: a process that creates an object by removing material.

Unit Learning Activities
- Practice pictorial and multiview sketching.
- Create and modify a shoe model using 3-D modeling software.
- Apply dimensions and constraints to a model.
- Create technical documentation for a modeled part.
- Investigate manufacturing methods and optimize the design for production.

Unit Resources
MyPLTW, Laptop cart with engineering software, VEX Robotics equipment

Assessments (Formative and Summative)
Formative:
Conclusion Questions
Question and Answer
Notebook Checks

Summative:
CAD model and technical drawing
Product design/manufacturing optimization task

Curriculum Writer(s)
Drew Meckes

Board Approval Date

1_Principles of Engineering H (Curriculum In Progress)
Lesson 0.3 Material Choice and Testing

Unit Description
In Lesson 0.3, students experiment with different material options to determine which material properties are best paired with specific use cases and why. They design a repeatable test that causes an object to fail or break in a consistent manner, producing meaningful data about the material. Students also model a shoe sole custom-sized for their foot and choose a material that best meets the needs of a shoe application of their choice.

Standards

3.5.9-12.A	-	Use various approaches to communicate processes and procedures for using, maintaining, and assessing technological products and systems.
3.5.9-12.I (ETS)	-	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.
3.5.9-12.J	-	Synthesize data and analyze trends to make decisions about technological products, systems, or processes.

Standards (Additional)
ISTE Standards
STEELS Standards

Essential Questions
- What properties should be considered when evaluating material choice for a product?
- What data should be collected in a testing process?
- How is material testing data useful?
- How does an engineer predict the performance and safety of a selected material?
- What is the difference between the independent variable and the dependent variable in experimental design?

Objectives
Identify material properties important to product design.
Design a repeatable experimental protocol for material testing.
Distinguish independent, dependent, and controlled variables.
Collect, organize, visualize, and analyze test data.
Use statistical evidence to compare materials and predict performance.
Select and justify a material based on design requirements and test results.

Key Vocabulary and Definitions
Material Property: a measurable characteristic that describes how a material behaves.
Independent Variable: the factor intentionally changed during an experiment.
Dependent Variable: the factor measured in response to a change.
Controlled Variable: a factor kept constant during an experiment.
Experimental Design: a planned procedure for collecting evidence to answer a question.
Failure Test: a test used to determine when or how a material or product fails.
Mean: the arithmetic average of a data set.
Median: the middle value of an ordered data set.
Standard Deviation: a measure of how spread out values are around the mean.
Sample: a subset of a larger population used for analysis.
Population: the complete group about which conclusions are made.

To equip every student with the academic knowledge, social skills, and emotional resilience needed to thrive in their future endeavors.

Unit Learning Activities
- Investigate properties of candidate materials.
- Design and conduct a repeatable material failure test.
- Collect and graph experimental data.
- Calculate and interpret appropriate descriptive statistics.
- Model a custom shoe sole and select a material for a specific application.

Unit Resources
MyPLTW, Laptop cart with engineering software, VEX Robotics equipment

Assessments (Formative and Summative)
Formative:
Conclusion Questions
Question and Answer
Notebook Checks

Summative:
Material testing investigation
Material selection justification and shoe sole model

Curriculum Writer(s)
Drew Meckes

Board Approval Date

1_Principles of Engineering H (Curriculum In Progress)
Lesson 0.4 Designing a Shoe For You

Unit Description
In the final lesson, students apply their knowledge gained through the entire unit to identify a client with a specific footwear need to design and develop a solution. They interview their client, document their engineering design process, create a 3-D model, develop a physical prototype, and iterate with their client to design a shoe tailored to their needs.

Standards

3.5.9-12.A	-	Use various approaches to communicate processes and procedures for using, maintaining, and assessing technological products and systems.
3.5.9-12.I (ETS)	-	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.
3.5.9-12.J	-	Synthesize data and analyze trends to make decisions about technological products, systems, or processes.
3.5.9-12.B	-	Critically assess and evaluate a technology that minimizes resource use and resulting waste to achieve a goal.
3.5.9-12.C	-	Develop a solution to a technological problem that has the least negative environmental and social impact.
3.5.9-12.D	-	Critique whether existing or proposed technologies use resources sustainably.
3.5.9-12.H	-	Evaluate ways that technology and engineering can impact individuals, society, and the environment.
3.5.9-12.E	-	Evaluate how technology and engineering advancements alter human health and capabilities.
3.5.9-12.F	-	Evaluate a technological innovation that arose from a specific society's unique need or want.
3.5.9-12.G	-	Evaluate a technological innovation that was met with societal resistance impacting its development.

Standards (Additional)
ISTE Standards
STEELS Standards

Essential Questions
- What are two possible ways that a team could come to a consensus in a disagreement over a solution to a problem?
- Why is it important for the team to come to a consensus on the issues that arise? What are some reasons that the team leader should not dictate the direction of the group?
- How can you design a product that meets the needs of a user?

Objectives
Collaborate effectively to reach consensus during design decisions.
Apply an iterative engineering design process to an authentic client need.
Develop and maintain technical design documentation.
Create a 3D model and physical prototype of a proposed solution.
Evaluate the solution with a client and use feedback to improve the design.
Communicate and justify the final design.

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Key Vocabulary and Definitions
Collaboration: working with others toward a shared goal.
Client: a person or organization for whom a solution is developed.
User-Centered Design: a design approach that prioritizes the needs and experiences of intended users.
Prototype: a physical or digital model used to test a design idea.
Iteration: repetition of a process or set of instructions.
Feedback: information used to evaluate and improve a design.
Project Management: planning, organizing, and coordinating resources and tasks to complete a project.

Unit Learning Activities
- Identify and interview a client with a specific footwear need.
- Develop design requirements and generate solution concepts.
- Reach team consensus on a solution path.
- Create a 3D model and physical prototype.
- Test the design with the client and collect feedback.
- Iterate and communicate the final solution.

Unit Resources
MyPLTW, Laptop cart with engineering software, VEX Robotics equipment

Assessments (Formative and Summative)
Formative:
Conclusion Questions
Question and Answer
Notebook Checks

Summative:
Unit 0 shoe design problem
Final design documentation, prototype, and presentation

Curriculum Writer(s)
Drew Meckes

Board Approval Date

1_Principles of Engineering H (Curriculum In Progress)
Lesson 1.1 Simple and Compound Machines

Unit Description

In Lesson 1.1, students explore simple machines, where they are found, how they are used, and why they are the foundation of mechanical devices. They will explore the fundamentals of energy, work, and power, then apply their understanding to maximize efficiency and power. Students then investigate the factors that affect pulley systems, how to maximize pulley efficiency, and design their own pulley system in a simulation. Students explore the benefits and drawbacks of different gears and gear trains, and how to optimize speed or torque through gear ratios. Finally, students use force and acceleration sensors, along with their understanding of simple machines, to design a robot that can pull with the greatest force.

Standards

3.5.9-12.A	-	Use various approaches to communicate processes and procedures for using, maintaining, and assessing technological products and systems.
3.5.9-12.I (ETS)	-	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.
3.5.9-12.J	-	Synthesize data and analyze trends to make decisions about technological products, systems, or processes.

Standards (Additional)

ISTE Standards
STEELS Standards

Essential Questions

- How do engineers quantify the mechanical advantage of a system?
- How do engineers apply their knowledge of simple machines to solve problems?
- How do engineers quantify energy, work, and power?
- How do engineers apply their knowledge of energy, work, and power to solve problems?

Objectives

Identify and distinguish the six simple machines and their applications.
Measure forces and distances in mechanical systems.
Calculate mechanical advantage, work, power, efficiency, and drive ratios.
Analyze pulley systems and determine factors that affect efficiency.
Analyze gear trains and use gear ratios to optimize speed or torque.
Apply simple-machine concepts to design a mechanical solution.

Key Vocabulary and Definitions

Simple Machine: a basic mechanical device that changes the magnitude or direction of a force.
Mechanical Advantage: the ratio describing how a machine multiplies force.
Ideal Mechanical Advantage: mechanical advantage predicted from geometry without friction losses.
Actual Mechanical Advantage: the ratio of measured output force to input force.
Efficiency: the ratio of useful output to total input, usually expressed as a percent.
Work: force applied through a distance.
Power: the rate at which work is done.
Pulley: a grooved wheel and rope or belt used to transmit force.
Gear Ratio: the relationship between the number of teeth or rotational speeds of meshing gears.
Torque: a turning effect produced by a force.
Compound Machine: a machine made from two or more simple machines.

To equip every student with the academic knowledge, social skills, and emotional resilience needed to thrive in their future endeavors.

Unit Learning Activities
- Identify examples and applications of simple machines.
- Complete calculations involving mechanical advantage, work, power, and efficiency.
- Investigate pulley-system variables and model a pulley system in simulation.
- Investigate gears, gear trains, speed, and torque.
- Use force and acceleration sensors in a robot-pulling design challenge.

Unit Resources
MyPLTW, Laptop cart with engineering software, VEX Robotics equipment

Assessments (Formative and Summative)
Formative:
Conclusion Questions
Question and Answer
Notebook Checks

Summative:
Mechanical systems calculations
Pulley simulation/design
Robot pulling force challenge

Curriculum Writer(s)
Drew Meckes

Board Approval Date

1_Principles of Engineering H (Curriculum In Progress)
Lesson 1.2 Mechanisms

Unit Description

Students begin Lesson 1.2 by examining the four types of motion and their applications in different mechanical devices. They apply their understanding of motion by designing and building a latch mechanism to fix a broken door. Students build on their understanding of motion by creating a variety of mechanisms and exploring how they convert one type of motion to another. The lesson ends with a motion conversion challenge in which students work collaboratively to design, build, and test individual segments of a machine, then combine their machines into a large-scale device to solve a problem.

Standards

3.5.9-12.A	-	Use various approaches to communicate processes and procedures for using, maintaining, and assessing technological products and systems.
3.5.9-12.I (ETS)	-	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.
3.5.9-12.J	-	Synthesize data and analyze trends to make decisions about technological products, systems, or processes.

Standards (Additional)

ISTE Standards
STEELS Standards

Essential Questions

- How are mechanisms used to convert one type of motion to another?
- How do engineers manipulate motion to solve design problems?

Objectives

Identify and describe rotary, linear, reciprocating, and oscillating motion.
Analyze mechanisms to determine input and output motion.
Calculate and interpret drive ratios where appropriate.
Design and build a mechanism to meet defined requirements.
Use mechanisms to convert one type of motion to another.
Collaborate to integrate multiple mechanisms into a functioning system.

Key Vocabulary and Definitions

Mechanism: a system of moving parts that transmits or transforms motion and force.
Rotary Motion: motion around an axis.
Linear Motion: motion along a straight path.
Reciprocating Motion: repeated back-and-forth linear motion.
Oscillating Motion: repeated angular motion back and forth.
Input: information or a signal entering a system.
Output: an action, signal, or result produced by a system.
Linkage: connected rigid members used to transmit motion and force.
Cam: a shaped rotating or sliding component that produces prescribed follower motion.
Follower: a mechanism component that moves in response to a cam.
Crank: a rotating arm used to transmit motion.
Slider: a component constrained to move along a straight path.

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Unit Learning Activities

- Classify motion in common mechanical devices.
- Design and build a latch mechanism for a broken door.
- Build and analyze mechanisms that convert motion.
- Document input/output relationships and mechanical behavior.
- Complete a collaborative motion-conversion challenge.

Unit Resources

MyPLTW, Laptop cart with engineering software, VEX Robotics equipment

Assessments (Formative and Summative)

Formative:
Conclusion Questions
Question and Answer
Notebook Checks

Summative:
Latch mechanism design
Motion conversion mechanism challenge

Curriculum Writer(s)

Drew Meckes

Board Approval Date

1_Principles of Engineering H (Curriculum In Progress)
Lesson 1.3 Agricultural Solutions

Unit Description
In this unit problem, students apply their understanding of simple machines, compound machines, mechanisms, and motion to choose a real-world agricultural problem, then design, test, and build a compound machine to solve it. They then pitch their solution to a team of potential investors in an informative and persuasive presentation.

Standards

3.5.9-12.A	-	Use various approaches to communicate processes and procedures for using, maintaining, and assessing technological products and systems.
3.5.9-12.I (ETS)	-	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.
3.5.9-12.J	-	Synthesize data and analyze trends to make decisions about technological products, systems, or processes.
3.5.9-12.B	-	Critically assess and evaluate a technology that minimizes resource use and resulting waste to achieve a goal.
3.5.9-12.C	-	Develop a solution to a technological problem that has the least negative environmental and social impact.
3.5.9-12.D	-	Critique whether existing or proposed technologies use resources sustainably.
3.5.9-12.H	-	Evaluate ways that technology and engineering can impact individuals, society, and the environment.

Standards (Additional)
ISTE Standards
STEELS Standards

Essential Questions
- How can you apply your understanding of machines and mechanisms to solve an authentic problem?

Objectives
Research and define an authentic agricultural problem.
Develop criteria and constraints for a mechanical solution.
Apply simple machines, compound machines, mechanisms, and motion conversion in a design.
Build and test a functional prototype.
Use test evidence to evaluate and improve the design.
Deliver an informative and persuasive engineering pitch.

Key Vocabulary and Definitions
Agricultural Engineering: engineering applied to agricultural production, systems, equipment, and resources.
Compound Machine: a machine made from two or more simple machines.
Criteria: requirements used to judge the success of a solution.
Constraint: a rule or limitation that controls a design or model.
Prototype: a physical or digital model used to test a design idea.
Optimization: improving a design to best satisfy selected goals and constraints.
Pitch: a concise persuasive presentation of a proposed solution.
Stakeholder: a person or group affected by or interested in a project.

Unit Learning Activities

- Research agricultural problems that could benefit from a mechanical solution.
- Develop a design brief and generate concepts.
- Design and construct a compound machine.
- Test, evaluate, and iterate the solution.
- Prepare and deliver an investor-style presentation.

Unit Resources

MyPLTW, Laptop cart with engineering software, VEX Robotics equipment

Assessments (Formative and Summative)

Formative:
Conclusion Questions
Question and Answer
Notebook Checks

Summative:
Agricultural Solutions unit problem

Curriculum Writer(s)

Drew Meckes

Board Approval Date

1_Principles of Engineering H (Curriculum In Progress)
Lesson 2.1 Introduction to Robotics

Unit Description
In this lesson, students begin their introduction to robotics by creating a robot that moves forward without wheels. They then investigate what constitutes a robot compared to other programmable mechanical devices. Students conclude the lesson with detailed research on the history of robotics and predict future opportunities in the field.

Standards

3.5.9-12.A	-	Use various approaches to communicate processes and procedures for using, maintaining, and assessing technological products and systems.
3.5.9-12.I (ETS)	-	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.
3.5.9-12.J	-	Synthesize data and analyze trends to make decisions about technological products, systems, or processes.
3.5.9-12.E	-	Evaluate how technology and engineering advancements alter human health and capabilities.
3.5.9-12.F	-	Evaluate a technological innovation that arose from a specific society's unique need or want.
3.5.9-12.G	-	Evaluate a technological innovation that was met with societal resistance impacting its development.

Standards (Additional)
ISTE Standards
STEELS Standards

Essential Questions
- What characteristics define a robot?

Objectives
Design and build a device that produces controlled movement without wheels.
Identify characteristics that define a robot.
Differentiate robots from other programmable mechanical devices.
Research significant developments in the history of robotics.
Analyze current trends and predict future applications of robotics.

Key Vocabulary and Definitions
Robot: a programmable machine that senses, processes information, and/or acts to perform tasks.
Automation: use of control systems to perform tasks with reduced direct human control.
Autonomous: able to perform actions or make decisions without continuous human control.
Actuator: a device that converts a control signal into physical action.
Sensor: a device that detects or measures a physical condition.
Controller: a device or program that processes inputs and directs outputs.
Input: information or a signal entering a system.
Output: an action, signal, or result produced by a system.

Unit Learning Activities

- Design and build a device that moves forward without wheels.
- Develop criteria for determining whether a device is a robot.
- Classify examples of robots and programmable machines.
- Research milestones in robotics history.
- Predict and communicate future opportunities in robotics.

Unit Resources

MyPLTW, Laptop cart with engineering software, VEX Robotics equipment

Assessments (Formative and Summative)

Formative:
Conclusion Questions
Question and Answer
Notebook Checks

Summative:
Non-wheeled movement design task
Robotics history/future research product

Curriculum Writer(s)

Drew Meckes

Board Approval Date

1_Principles of Engineering H (Curriculum In Progress)
Lesson 2.2 Robotics in Action

Unit Description

In lesson 2.2 students develop best coding practices, differentiate between open and closed loop systems, apply conditional statements, utilize a variety of different sensors, and apply their understanding to solve a problem. Students build and program a simple robot vehicle that can drive as close as possible to an obstacle without the use of sensors. Students are then introduced to bumper and limit switches, a potentiometer, a servo motor, and optical sensors and program each device to solve different problems. They conclude this unit by applying their understanding of programming to design and build a robot that replicates an animal's behavior.

Standards

3.5.9-12.A	-	Use various approaches to communicate processes and procedures for using, maintaining, and assessing technological products and systems.
3.5.9-12.I (ETS)	-	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.
3.5.9-12.J	-	Synthesize data and analyze trends to make decisions about technological products, systems, or processes.

Standards (Additional)

ISTE Standards
STEELS Standards

Essential Questions

- What practices do programmers use to write effective code?
- How do engineers use sensors to solve design problems?

Objectives

Apply effective programming practices and debug code systematically.
Distinguish open-loop and closed-loop control systems.
Create programs using sequences, conditional statements, and iteration.
Program and apply bumper and limit switches, a potentiometer, servo motor, optical sensor, and other inputs/outputs.
Design a control system that uses sensor feedback to solve a problem.
Build and program a robot to replicate a selected animal behavior.

Key Vocabulary and Definitions

Algorithm: a defined sequence of steps used to solve a problem.
Pseudocode: a plain-language representation of program logic.
Flowchart: a graphical representation of steps and decisions in a process.
Conditional Statement: a programming structure that selects actions based on whether a condition is true or false.
Iteration: repetition of a process or set of instructions.
Open-Loop System: a control system that operates without using feedback to adjust its output.
Closed-Loop System: a control system that uses feedback to adjust its behavior.
Sensor: a device that detects or measures a physical condition.
Bumper Switch: a digital sensor activated by physical contact.
Limit Switch: a switch used to detect when a mechanism reaches a position or limit.
Potentiometer: a variable resistor commonly used to measure rotational position.
Servo Motor: a motor designed for controlled position or motion.
Optical Sensor: a sensor that uses light to detect objects, color, or other conditions.
Debugging: the process of finding and correcting errors in a program or system.

Unit Learning Activities
- Develop and debug programs using accepted coding practices.
- Build and program a robot vehicle to approach an obstacle without sensors.
- Compare open- and closed-loop control.
- Program bumper/limit switches, potentiometer, servo motor, and optical sensors.
- Apply sensor feedback to solve programming challenges.
- Design and build a robot that replicates an animal behavior.

Unit Resources
MyPLTW, Laptop cart with engineering software, VEX Robotics equipment

Assessments (Formative and Summative)
Formative:
Conclusion Questions
Question and Answer
Notebook Checks

Summative:
Programming and sensor challenges
Animal behavior robot project

Curriculum Writer(s)
Drew Meckes

Board Approval Date

1_Principles of Engineering H (Curriculum In Progress)
Lesson 2.3 Artificial Intelligence

Unit Description

Students continue exploring robotics with artificial intelligence and machine learning. They design and build a robot using a supervised machine learning algorithm, a distance sensor, and a bumper switch to train their robot to give a physical greeting. Students then investigate the ethical concerns involved in implementing artificial intelligence and conduct research to determine the best course of action in a given scenario. To finish this unit, students apply their understanding of artificial intelligence to design and build a robot that can help someone.

Standards

3.5.9-12.A	-	Use various approaches to communicate processes and procedures for using, maintaining, and assessing technological products and systems.
3.5.9-12.I (ETS)	-	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.
3.5.9-12.J	-	Synthesize data and analyze trends to make decisions about technological products, systems, or processes.
3.5.9-12.B	-	Critically assess and evaluate a technology that minimizes resource use and resulting waste to achieve a goal.
3.5.9-12.C	-	Develop a solution to a technological problem that has the least negative environmental and social impact.
3.5.9-12.D	-	Critique whether existing or proposed technologies use resources sustainably.
3.5.9-12.H	-	Evaluate ways that technology and engineering can impact individuals, society, and the environment.
3.5.9-12.E	-	Evaluate how technology and engineering advancements alter human health and capabilities.
3.5.9-12.F	-	Evaluate a technological innovation that arose from a specific society's unique need or want.
3.5.9-12.G	-	Evaluate a technological innovation that was met with societal resistance impacting its development.

Standards (Additional)

ISTE Standards
STEELS Standards

Essential Questions

- What is artificial intelligence, and how do engineers use it to solve problems?
- What are some of the ethical implications of artificial intelligence?

Objectives

Describe artificial intelligence and machine learning in an engineering context.
Apply a supervised machine-learning process to a robotic system.
Integrate sensor data into an AI-enabled robot behavior.
Evaluate ethical implications and stakeholder impacts of AI applications.
Use research and evidence to recommend a course of action in an AI-related scenario.
Design and build an AI-enabled robot that addresses a human need.

To equip every student with the academic knowledge, social skills, and emotional resilience needed to thrive in their future endeavors.

Key Vocabulary and Definitions

Artificial Intelligence: computer-based methods that perform tasks associated with human-like perception, learning, or decision making.
Machine Learning: a form of AI in which a system learns patterns from data.
Supervised Learning: machine learning using labeled examples to train a model.
Training Data: examples used to develop a machine-learning model.
Classification: assigning data to one of several defined categories.
Algorithm: a defined sequence of steps used to solve a problem.
Bias: systematic error or unfair influence in data, models, or decisions.
Ethics: principles used to evaluate responsible choices and impacts.
Sensor Data: measurements or signals produced by sensors.

Unit Learning Activities

- Investigate examples and applications of AI and machine learning.
- Build and train a robot to give a physical greeting using supervised machine learning.
- Analyze an AI ethics scenario and research stakeholder impacts.
- Develop and justify a recommended course of action.
- Design and build a robot using AI to help someone.

Unit Resources

MyPLTW, Laptop cart with engineering software, VEX Robotics equipment

Assessments (Formative and Summative)

Formative:
Conclusion Questions
Question and Answer
Notebook Checks

Summative:
AI ethics analysis
Machine-learning greeting robot
AI assistive robot project

Curriculum Writer(s)

Drew Meckes

Board Approval Date

1_Principles of Engineering H (Curriculum In Progress)
Lesson 2.4 An Electronic Ensemble

Unit Description
In this unit problem, students create a robotic system that can perform a piece of music. They research different instruments from around the world, construct a functional prototype of their chosen instrument, and then design, build, and program a robot that can play their instrument. Students collaborate to coordinate their individual robots into a system that can play a piece of music.

Standards

3.5.9-12.A	-	Use various approaches to communicate processes and procedures for using, maintaining, and assessing technological products and systems.
3.5.9-12.I (ETS)	-	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.
3.5.9-12.J	-	Synthesize data and analyze trends to make decisions about technological products, systems, or processes.
3.5.9-12.B	-	Critically assess and evaluate a technology that minimizes resource use and resulting waste to achieve a goal.
3.5.9-12.C	-	Develop a solution to a technological problem that has the least negative environmental and social impact.
3.5.9-12.D	-	Critique whether existing or proposed technologies use resources sustainably.
3.5.9-12.H	-	Evaluate ways that technology and engineering can impact individuals, society, and the environment.

Standards (Additional)
ISTE Standards
STEELS Standards

Essential Questions
- How can you apply your understanding of mechanics and programming to solve a design problem?

Objectives
Research the function and cultural context of a musical instrument.
Construct a functional physical prototype of an instrument.
Design and program a robotic mechanism to play an instrument.
Integrate mechanical and control-system components into a reliable solution.
Coordinate timing and behavior across multiple robotic systems.
Collaborate to test, troubleshoot, and perform as a complete system.

Key Vocabulary and Definitions
System: a set of interacting components working together.
Subsystem: a smaller system that performs a function within a larger system.
Synchronization: coordinating actions so they occur at intended times.
Timing: control of when events or actions occur.
Automation: use of control systems to perform tasks with reduced direct human control.
Prototype: a physical or digital model used to test a design idea.
Mechanism: a system of moving parts that transmits or transforms motion and force.
Integration: combining components or subsystems into a functioning whole.

To equip every student with the academic knowledge, social skills, and emotional resilience needed to thrive in their future endeavors.

Unit Learning Activities

- Research instruments from around the world.
- Select and prototype a functional instrument.
- Design, build, and program a robot to play the instrument.
- Test and refine timing and reliability.
- Coordinate multiple robotic systems to perform a musical piece.

Unit Resources

MyPLTW, Laptop cart with engineering software, VEX Robotics equipment

Assessments (Formative and Summative)

Formative:
Conclusion Questions
Question and Answer
Notebook Checks

Summative:
Electronic Ensemble unit problem
Functional robotic instrument and ensemble performance

Curriculum Writer(s)

Drew Meckes

Board Approval Date

1_Principles of Engineering H (Curriculum In Progress)
Lesson 3.1 Electrical Circuits

Unit Description

In Lesson 3.1, students explore the basic components of electrical circuits and model them through a hands-on introduction. The students explore the basic elements of electricity and electrical circuits and build simple circuits with breadboards and online simulations. Students collect data to derive the formula for Ohm's Law, then apply their understanding of Ohm's Law to solve problems. They then compare series and parallel circuits and explore their similarities and differences. Students continue hands-on breadboarding and simulations to derive Kirchhoff's voltage and current laws. They end the lesson with a final project that applies all the skills acquired to design and build their own functional safe.

Standards

3.5.9-12.A	-	Use various approaches to communicate processes and procedures for using, maintaining, and assessing technological products and systems.
3.5.9-12.I (ETS)	-	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.
3.5.9-12.J	-	Synthesize data and analyze trends to make decisions about technological products, systems, or processes.

Standards (Additional)

ISTE Standards
STEELS Standards

Essential Questions

- How do you differentiate between circuit types?
- How do you model electrical circuits?
- How do you test circuit parameters?
- What are the mathematical relationships between circuit parameters?
- Why are Kirchhoff's Laws important to engineers and designers of electrical circuits?

Objectives

Identify and describe basic electrical circuit components and parameters.
Build and model circuits using breadboards and simulations.
Collect data and derive the mathematical relationship expressed by Ohm's Law.
Analyze series and parallel circuits and calculate equivalent resistance.
Apply Kirchhoff's voltage and current laws to circuit analysis.
Design and build a functional electrical system that meets requirements.

Key Vocabulary and Definitions

Voltage: electric potential difference between two points.
Current: the rate of electric charge flow.
Resistance: opposition to electric current.
Ohm's Law: the relationship V = IR among voltage, current, and resistance.
Series Circuit: a circuit with components connected along a single current path.
Parallel Circuit: a circuit with components connected across common nodes, creating multiple current paths.
Equivalent Resistance: a single resistance value that represents the combined effect of multiple resistors.
Kirchhoff's Voltage Law: the principle that the algebraic sum of voltage changes around a closed loop is zero.
Kirchhoff's Current Law: the principle that current entering a junction equals current leaving it.
Breadboard: a reusable board for building temporary electronic circuits.
Schematic: a diagram that uses symbols to represent circuit components and connections.

To equip every student with the academic knowledge, social skills, and emotional resilience needed to thrive in their future endeavors.

Unit Learning Activities
- Identify circuit components and construct introductory circuits.
- Use online simulation and breadboards to model circuits.
- Collect voltage/current/resistance data and derive Ohm's law.
- Build and compare series and parallel circuits.
- Derive and apply Kirchhoff's laws.
- Design and build a functional safe using electrical circuits.

Unit Resources
MyPLTW, Laptop cart with engineering software, VEX Robotics equipment

Assessments (Formative and Summative)
Formative:
Conclusion Questions
Question and Answer
Notebook Checks

Summative:
Circuit analysis problems/labs
Functional safe design project

Curriculum Writer(s)
Drew Meckes

Board Approval Date

1_Principles of Engineering H (Curriculum In Progress)
Lesson 3.2 Fluid Power

Unit Description
In this lesson, students learn the fundamentals of hydraulic and pneumatic fluid power. They begin by exploring the differences between hydraulic and pneumatic systems as well as common mathematical formulas that support fluid power engineering. Students the apply these concepts to complete a problem set surrounding fluid power mathematics. This lesson concludes with students designing and building their own working hydraulic system.

Standards

3.5.9-12.A	-	Use various approaches to communicate processes and procedures for using, maintaining, and assessing technological products and systems.
3.5.9-12.I (ETS)	-	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.
3.5.9-12.J	-	Synthesize data and analyze trends to make decisions about technological products, systems, or processes.

Standards (Additional)
ISTE Standards
STEELS Standards

Essential Questions
- What impact does fluid power have on our everyday lives?
- What devices or systems might be improved with the use of fluid power?
- What are the similarities and differences of mechanical advantage in simple machines?
- Why are Pascal's Law, the perfect gas laws, Bernoulli's Principle, and other similar rules important to engineers and designers of fluid power systems?

Objectives
Identify devices and systems that use hydraulic and pneumatic power.
Compare hydraulic and pneumatic systems and their relative advantages.
Apply Pascal’s law to fluid-power systems.
Calculate pressure, force, area, flow rate, and flow velocity in fluid systems.
Apply gas laws and Bernoulli’s principle where appropriate.
Design and build a functional hydraulic system.

Key Vocabulary and Definitions
Fluid Power: the use of pressurized liquids or gases to transmit and control power.
Hydraulics: fluid-power systems that primarily use liquids.
Pneumatics: fluid-power systems that primarily use compressed gases.
Pressure: force applied per unit area.
Flow Rate: the volume of fluid passing a point per unit time.
Flow Velocity: the speed of fluid moving through a system.
Pascal's Law: the principle that pressure applied to a confined fluid is transmitted throughout the fluid.
Bernoulli's Principle: a relationship among fluid pressure, velocity, and elevation for flowing fluids.
Boyle's Law: the inverse relationship between pressure and volume for a fixed amount of gas at constant temperature.
Charles' Law: the direct relationship between gas volume and absolute temperature at constant pressure.
Gay-Lussac's Law: the direct relationship between gas pressure and absolute temperature at constant volume.
Absolute Pressure: pressure measured relative to a perfect vacuum.
Absolute Temperature: temperature measured from absolute zero.

To equip every student with the academic knowledge, social skills, and emotional resilience needed to thrive in their future endeavors.

Unit Learning Activities
- Compare hydraulic and pneumatic systems and applications.
- Complete fluid-power mathematics and problem solving.
- Investigate Pascal's law and fluid mechanical advantage.
- Apply gas laws and flow relationships.
- Design, construct, and test a working hydraulic system.

Unit Resources
MyPLTW, Laptop cart with engineering software, VEX Robotics equipment

Assessments (Formative and Summative)
Formative:
Conclusion Questions
Question and Answer
Notebook Checks

Summative:
Fluid power problem set
Hydraulic system design/build

Curriculum Writer(s)
Drew Meckes

Board Approval Date

1_Principles of Engineering H (Curriculum In Progress)
Lesson 3.3 Kinematics

Unit Description

In Lesson 3.3, students explore the physics of moving objects. They begin by experimentally measuring gravitational acceleration. Then, students consider motion in the vertical and horizontal directions and derive the equations that govern horizontal projectile motion. This lesson culminates in an engineering design challenge in which students design and build a zipline and calculate where an object will land when dropped.

Standards

3.5.9-12.A	-	Use various approaches to communicate processes and procedures for using, maintaining, and assessing technological products and systems.
3.5.9-12.I (ETS)	-	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.
3.5.9-12.J	-	Synthesize data and analyze trends to make decisions about technological products, systems, or processes.

Standards (Additional)

ISTE Standards
STEELS Standards

Essential Questions

- How do we graph and analyze motion?
- What equations govern how objects move?
- How do we predict where projectiles will land?

Objectives

Collect and analyze experimental motion data.
Determine gravitational acceleration experimentally.
Calculate displacement, velocity, acceleration, and time for one-dimensional motion.
Analyze vertical motion under gravity.
Analyze horizontal projectile motion and predict landing location.
Apply kinematics to design, build, and evaluate a zipline system.

Key Vocabulary and Definitions

Kinematics: the study of motion without focusing on the forces that cause it.
Displacement: change in position with magnitude and direction.
Velocity: rate of change of displacement.
Acceleration: rate of change of velocity.
Gravity: the force of attraction between masses; near Earth's surface, it causes objects to accelerate downward at about 9.8 m/s^2.
Vertical Motion: motion along the vertical direction.
Horizontal Motion: motion parallel to a reference horizontal plane.
Projectile Motion: motion of an object moving under the influence of gravity after launch.
Trajectory: the path followed by a moving object.

To equip every student with the academic knowledge, social skills, and emotional resilience needed to thrive in their future endeavors.

Unit Learning Activities
- Conduct an experiment to estimate gravitational acceleration.
- Graph and analyze displacement, velocity, and acceleration.
- Solve vertical-motion problems.
- Derive and apply horizontal projectile-motion equations.
- Design and build a zipline and predict where a dropped object will land.

Unit Resources
MyPLTW, Laptop cart with engineering software, VEX Robotics equipment

Assessments (Formative and Summative)
Formative:
Conclusion Questions
Question and Answer
Notebook Checks

Summative:
Kinematics calculations/lab
Zipline projectile-motion design challenge

Curriculum Writer(s)
Drew Meckes

Board Approval Date

1_Principles of Engineering H (Curriculum In Progress)
Lesson 3.4 Integration of Circuits, Fluid Power, and Kinematics

Unit Description
In this unit problem, students will combine their knowledge of electrical circuits and kinematics to design and build an automated golfer and a golf course. Students will also create two targets: one that illuminates an LED and another that produces a sound. This problem requires a deep understanding of series and parallel circuits, fluid power, as well as horizontal and vertical motion.

Standards

3.5.9-12.A	-	Use various approaches to communicate processes and procedures for using, maintaining, and assessing technological products and systems.
3.5.9-12.I (ETS)	-	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.
3.5.9-12.J	-	Synthesize data and analyze trends to make decisions about technological products, systems, or processes.
3.5.9-12.B	-	Critically assess and evaluate a technology that minimizes resource use and resulting waste to achieve a goal.
3.5.9-12.C	-	Develop a solution to a technological problem that has the least negative environmental and social impact.
3.5.9-12.D	-	Critique whether existing or proposed technologies use resources sustainably.
3.5.9-12.H	-	Evaluate ways that technology and engineering can impact individuals, society, and the environment.

Standards (Additional)
ISTE Standards
STEELS Standards

Essential Questions
- How can electrical circuits, fluid power, and kinematics be integrated to solve a complex engineering problem?

Objectives
Integrate concepts from circuits, fluid power, and kinematics in a complex system.
Design and construct an automated mechanism that produces repeatable motion.
Apply projectile-motion analysis to predict and control system performance.
Design circuit-based targets that activate light and sound outputs.
Test subsystems and integrate them into a complete engineered system.
Document, troubleshoot, and improve system performance.

Key Vocabulary and Definitions
System Integration: combining subsystems so they function together as a complete system.
Subsystem: a smaller system that performs a function within a larger system.
Automation: use of control systems to perform tasks with reduced direct human control.
Actuator: a device that converts a control signal into physical action.
Target: an intended destination or object used to detect or evaluate performance.
Trajectory: the path followed by a moving object.
Repeatability: the ability to produce consistent results under the same conditions.
Troubleshooting: systematically identifying and correcting problems.

To equip every student with the academic knowledge, social skills, and emotional resilience needed to thrive in their future endeavors.

Unit Learning Activities

- Define performance requirements for an automated golfer and course.
- Design and build the golfer mechanism.
- Apply kinematics to predict ball motion.
- Construct targets that trigger an LED and sound output.
- Integrate and test all subsystems.
- Iterate the system based on performance data.

Unit Resources

MyPLTW, Laptop cart with engineering software, VEX Robotics equipment

Assessments (Formative and Summative)

Formative:
Conclusion Questions
Question and Answer
Notebook Checks

Summative:
Energy in Action unit problem
Automated golfer, course, and responsive target system

Curriculum Writer(s)

Drew Meckes

Board Approval Date

1_Principles of Engineering H (Curriculum In Progress)
Lesson 4.1 Statics

Unit Description

In Lesson 4.1, students explore various aspects of static structures and apply mathematical approaches to solve structural problems. They begin the lesson by applying an engineering design process to design and test a cantilever beam. Students then compare materials and their properties that impact beam deflection; they also use 3-D modeling software to analyze and investigate factors that impact beam deflection and solve an engineering design problem. Students analyze and solve systems using free body diagrams, force vectors, moment calculations, and the method of joints. They will also explore internal forces in materials and the relationship between stress and strain. Students culminate the lesson by designing their own bridge truss to support a given load at the lowest cost.

Standards

3.5.9-12.A	-	Use various approaches to communicate processes and procedures for using, maintaining, and assessing technological products and systems.
3.5.9-12.I (ETS)	-	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.
3.5.9-12.J	-	Synthesize data and analyze trends to make decisions about technological products, systems, or processes.

Standards (Additional)

ISTE Standards
STEELS Standards

Essential Questions

- What factors impact beam deflection?
- Why is the value of beam deflection useful?
- What are the properties of structural members and why are they useful?
- What is a centroid and how is it applied in structural members?
- Why is it crucial for designers and engineers to construct accurate free body diagrams of the parts and structures that they design?
- Why must designers and engineers calculate forces acting on bodies and structures?
- What are the differences between stress and strain?
- Why are stress and strain important factors to consider when designing?
- How does the stress-strain curve help engineers during tensile testing?
- What is a moment and how does it help solve problems in static structures?
- When solving truss forces, why is it important to know that the structure is statically determinate?
- How is the method of joints used to determine internal forces in trusses?
- How do material properties affect structural stability, internal forces, and cost?

Objectives

Analyze factors that affect beam deflection.
Use models and calculations to evaluate structural member properties.
Create free body diagrams and resolve force vectors.
Calculate moments and apply equations of static equilibrium.
Calculate and interpret stress and strain and analyze stress-strain behavior.
Use the method of joints to determine internal truss-member forces.
Design and evaluate a truss based on load capacity, material properties, and cost.

To equip every student with the academic knowledge, social skills, and emotional resilience needed to thrive in their future endeavors.

Key Vocabulary and Definitions

Statics: the study of forces on systems in equilibrium.
Beam Deflection: the displacement of a beam from its original position under load.
Centroid: the geometric center of an area or shape.
Free Body Diagram: a diagram showing an isolated object and all external forces acting on it.
Vector: a quantity with both magnitude and direction.
Equilibrium: a condition in which the net force and net moment are zero.
Moment: the turning effect of a force about a point or axis.
Stress: internal force per unit area within a material.
Strain: deformation per unit original dimension.
Modulus of Elasticity: a measure of a material's stiffness in the elastic range.
Tension: a pulling internal force.
Compression: a pushing or squeezing internal force.
Truss: a structure composed of connected members arranged to carry loads.
Method of Joints: a truss-analysis method that applies equilibrium at individual joints.
Statically Determinate: a structure whose forces can be solved using equilibrium equations alone.

Unit Learning Activities

- Design and test a cantilever beam.
- Compare material properties that affect beam deflection.
- Use 3D modeling software to analyze beam deflection.
- Create free body diagrams and solve force-vector problems.
- Calculate moments and analyze equilibrium.
- Investigate stress, strain, and tensile-test data.
- Use the method of joints to analyze trusses.
- Design a bridge truss to support a specified load at minimum cost.

Unit Resources

MyPLTW, Laptop cart with engineering software, VEX Robotics equipment

Assessments (Formative and Summative)

Formative:
Conclusion Questions
Question and Answer
Notebook Checks

Summative:
Statics/structural analysis problems
Cantilever beam investigation
Bridge truss design challenge

Curriculum Writer(s)

Drew Meckes

Board Approval Date

1_Principles of Engineering H (Curriculum In Progress)
Lesson 4.2 Renewable Energy

Unit Description
In lesson 4.2, students discover various sources of energy and research their effects on social, environmental, political, and economic systems to develop assertions and debate important environmental topics. They apply an engineering design process to design, construct, and test a device that converts the mechanical energy of falling water into electrical energy.

Standards

3.5.9-12.A	-	Use various approaches to communicate processes and procedures for using, maintaining, and assessing technological products and systems.
3.5.9-12.I (ETS)	-	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.
3.5.9-12.J	-	Synthesize data and analyze trends to make decisions about technological products, systems, or processes.
3.5.9-12.B	-	Critically assess and evaluate a technology that minimizes resource use and resulting waste to achieve a goal.
3.5.9-12.C	-	Develop a solution to a technological problem that has the least negative environmental and social impact.
3.5.9-12.D	-	Critique whether existing or proposed technologies use resources sustainably.
3.5.9-12.H	-	Evaluate ways that technology and engineering can impact individuals, society, and the environment.
3.5.9-12.E	-	Evaluate how technology and engineering advancements alter human health and capabilities.
3.5.9-12.F	-	Evaluate a technological innovation that arose from a specific society's unique need or want.
3.5.9-12.G	-	Evaluate a technological innovation that was met with societal resistance impacting its development.

Standards (Additional)
ISTE Standards
STEELS Standards

Essential Questions
- What are renewable and nonrenewable resources and how do humans use them?
- In what innovative ways could the efficiency of electricity production using solar cells be maximized throughout the day?

Objectives
Distinguish renewable and nonrenewable energy resources.
Research and evaluate energy sources using social, environmental, political, and economic criteria.
Develop and support evidence-based assertions about energy choices.
Analyze energy conversion and efficiency.
Apply an engineering design process to convert mechanical energy into electrical energy.
Build, test, and improve a renewable-energy device.

To equip every student with the academic knowledge, social skills, and emotional resilience needed to thrive in their future endeavors.

Key Vocabulary and Definitions

Renewable Resource: a resource replenished naturally on a human time scale.
Nonrenewable Resource: a finite resource that is not replenished quickly enough to replace its use.
Energy Conversion: the transformation of energy from one form to another.
Efficiency: the ratio of useful output to total input, usually expressed as a percent.
Sustainability: meeting present needs while considering long-term environmental, social, and economic impacts.
Life Cycle: the stages a product or system passes through from resource extraction through disposal or reuse.
Solar Energy: energy obtained from sunlight.
Hydroelectric Energy: energy generated by converting the energy of moving or falling water into electricity.
Mechanical Energy: energy associated with motion or position.
Electrical Energy: energy associated with electric charges and circuits.

Unit Learning Activities

- Research renewable and nonrenewable energy sources.
- Analyze trade-offs using social, environmental, political, and economic criteria.
- Develop and participate in an evidence-based environmental debate.
- Investigate methods of maximizing renewable-energy output.
- Design, construct, and test a device that converts falling-water energy to electrical energy.

Unit Resources

MyPLTW, Laptop cart with engineering software, VEX Robotics equipment

Assessments (Formative and Summative)

Formative:
Conclusion Questions
Question and Answer
Notebook Checks

Summative:
Energy-source analysis/debate
Renewable energy conversion device

Curriculum Writer(s)

Drew Meckes

Board Approval Date

1_Principles of Engineering H (Curriculum In Progress)
Lesson 4.3 Transportation

Unit Description

In lesson 4.3, students examine and apply various mathematical tools to analyze traffic flow, capacity, and speed limits to solve transportation problems. They use hands-on experiments and spreadsheets to determine maximum traffic density and flow rate and calculate the optimal speed limit. Students also model traffic flow at various intersections and use critical lane volume to improve an existing intersection. Students conclude the lesson by applying an engineering design process to meet a client's transportation needs.

Standards

3.5.9-12.A	-	Use various approaches to communicate processes and procedures for using, maintaining, and assessing technological products and systems.
3.5.9-12.I (ETS)	-	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.
3.5.9-12.J	-	Synthesize data and analyze trends to make decisions about technological products, systems, or processes.
3.5.9-12.B	-	Critically assess and evaluate a technology that minimizes resource use and resulting waste to achieve a goal.
3.5.9-12.C	-	Develop a solution to a technological problem that has the least negative environmental and social impact.
3.5.9-12.D	-	Critique whether existing or proposed technologies use resources sustainably.
3.5.9-12.H	-	Evaluate ways that technology and engineering can impact individuals, society, and the environment.
3.5.9-12.E	-	Evaluate how technology and engineering advancements alter human health and capabilities.
3.5.9-12.F	-	Evaluate a technological innovation that arose from a specific society’s unique need or want.
3.5.9-12.G	-	Evaluate a technological innovation that was met with societal resistance impacting its development.

Standards (Additional)

ISTE Standards
STEELS Standards

Essential Questions

- What factors affect the rate of flow on a roadway?
- How is the optimum speed limit determined for a roadway?
- In your opinion, what type of intersection is prone to the most accidents? What can be done to maximize safety at this type of intersection?

Objectives

Calculate and analyze traffic density, flow rate, and roadway capacity.
Use experimental data and spreadsheets to model traffic flow.
Determine an optimal speed limit using mathematical relationships.
Analyze intersection performance using critical lane volume.
Develop improvements to an existing intersection based on data.
Apply an engineering design process to address an accessible transportation need.

To equip every student with the academic knowledge, social skills, and emotional resilience needed to thrive in their future endeavors.

Key Vocabulary and Definitions
Traffic Flow: the rate at which vehicles pass a point on a roadway.
Traffic Density: the number of vehicles occupying a given length of roadway.
Roadway Capacity: the maximum sustainable traffic flow a roadway can accommodate under specified conditions.
Optimal Speed: a speed selected to balance flow, safety, and operating conditions.
Intersection: a location where two or more roadways meet.
Critical Lane Volume: a traffic-analysis measure based on the highest conflicting lane volumes at an intersection.
Transportation System: an interconnected system used to move people or goods.
Accessibility: designing systems so they can be used by people with varied abilities.

Unit Learning Activities
- Conduct hands-on experiments modeling traffic density and flow.
- Use spreadsheets to calculate and graph transportation data.
- Calculate an optimal roadway speed limit.
- Model traffic flow at different intersection types.
- Use critical lane volume to evaluate and improve an intersection.
- Design a transportation solution for a client with different abilities.

Unit Resources
MyPLTW, Laptop cart with engineering software, VEX Robotics equipment

Assessments (Formative and Summative)
Formative:
Conclusion Questions
Question and Answer
Notebook Checks

Summative:
Traffic flow/capacity analysis
Intersection redesign
Accessible transportation design problem

Curriculum Writer(s)
Drew Meckes

Board Approval Date

1_Principles of Engineering H (Curriculum In Progress)
Lesson 4.4 Infrastructure Redesign

Unit Description

In the unit problem, students select a building to remodel with a renewable energy source, a structural element, and a new intersection that serves the building. They calculate how much energy they can generate from their chosen renewable energy source and determine whether it is sufficient to replace the building's existing energy sources. Students identify a structure to model with a free-body diagram and calculate the forces of each member of their chosen structure. Students analyze a map of their chosen building location to determine the most effective renewable energy source. Finally, they redesign an intersection based on an increased flow rate traveling to and from their remodeled building.

Standards

3.5.9-12.A	-	Use various approaches to communicate processes and procedures for using, maintaining, and assessing technological products and systems.
3.5.9-12.I (ETS)	-	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.
3.5.9-12.J	-	Synthesize data and analyze trends to make decisions about technological products, systems, or processes.
3.5.9-12.B	-	Critically assess and evaluate a technology that minimizes resource use and resulting waste to achieve a goal.
3.5.9-12.C	-	Develop a solution to a technological problem that has the least negative environmental and social impact.
3.5.9-12.D	-	Critique whether existing or proposed technologies use resources sustainably.
3.5.9-12.H	-	Evaluate ways that technology and engineering can impact individuals, society, and the environment.
3.5.9-12.E	-	Evaluate how technology and engineering advancements alter human health and capabilities.
3.5.9-12.F	-	Evaluate a technological innovation that arose from a specific society’s unique need or want.
3.5.9-12.G	-	Evaluate a technological innovation that was met with societal resistance impacting its development.

Standards (Additional)

ISTE Standards
STEELS Standards

Essential Questions

- What role does creativity have in the engineering design process?
- What do engineers do to clearly document and communicate their work? Why is this important?
- How are different elements of infrastructure related?

Objectives

Apply an iterative engineering design process to an infrastructure redesign problem.
Analyze a site and select an appropriate renewable energy source.
Estimate energy production and compare it to building energy needs.
Model a structural element with a free body diagram and calculate member forces.
Analyze transportation demand and redesign an intersection for increased flow.
Integrate structural, energy, and transportation decisions into a coherent proposal.
Document and communicate the final engineering solution.

To equip every student with the academic knowledge, social skills, and emotional resilience needed to thrive in their future endeavors.

Key Vocabulary and Definitions
Infrastructure: the physical systems and facilities that support a community.
Redevelopment: improving or reusing an existing developed site or facility.
Energy Demand: the amount of energy required by a building, system, or community.
Structural Element: a component designed to carry or transfer loads.
Free Body Diagram: a diagram showing an isolated object and all external forces acting on it.
Traffic Flow: the rate at which vehicles pass a point on a roadway.
Intersection Design: the planning and geometric arrangement of roadway crossings.
Sustainability: meeting present needs while considering long-term environmental, social, and economic impacts.
Trade-Off: a compromise in which improving one design consideration may reduce another.

Unit Learning Activities
- Select an existing building/site for redesign.
- Analyze the site and select an appropriate renewable energy source.
- Calculate expected energy generation and compare it with building needs.
- Select and analyze a structural element using a free body diagram and force calculations.
- Analyze projected traffic flow and redesign an intersection.
- Integrate the subsystems into a final infrastructure redesign proposal.

Unit Resources
MyPLTW, Laptop cart with engineering software, VEX Robotics equipment

Assessments (Formative and Summative)
Formative:
Conclusion Questions
Question and Answer
Notebook Checks

Summative:
Infrastructure Redesign unit problem
Integrated redesign calculations, documentation, and presentation

Curriculum Writer(s)
Drew Meckes

Board Approval Date

Group/Class Going on Trip	Music 10-12	113 Students
Event	US Band National Championship Event	
Destination	Met Life Stadium	
Date(s)	11-7-2026	
Building/Teacher in Charge	H. Cassady	
Purpose of trip	To allow the students in marching band a culminating event which provides an opportunity to perform at an outstanding venue and to be adjudicated by professionals	
	Total Cost	**Cost to District**
Registration Costs	$0.00	$0.00
Substitution Costs	$0.00	$0.00
Transportation Costs	**Paid for my SAMS	$0.00
Lodging Costs	$0.00	$0.00
Total budgeted cost to district		$0.00

Group/Class Going on Trip	Choir 10-12	16 Students
Event	County Choir	
Destination	Pocono Mountain East HS	
Date(s)	11-19-2026	
Building/Teacher in Charge	Hannah Graybeal	
Purpose of trip	Students will spend one day mastering music that was prepared outside of school. Students will rehearse during the day with a guest conductor and students from schools within the county to put on a concert that night.	
	Total Cost	**Cost to District**
Registration Costs	$480.00	$480.00
Substitution Costs	$150.00	$150.00
Transportation Costs	$60.00	$60.00
Lodging Costs	$0.00	$0.00

Total budgeted cost to district		$690.00
Group/Class Going on Trip	7th Grade Music	99 Students
Event	MusicFest Performance	
Destination	JHS	
Date(s)	12-3-2026	
Building/Teacher in Charge	Ashley Mariani	
Purpose of trip	To perform the MusicFest Music with the entire 7th grade	
	Total Cost	**Cost to District**
Registration Costs	$0.00	$0.00
Substitution Costs	$42.00	$42.00
Transportation Costs	$240.00	$240.00
Lodging Costs	$0.00	$0.00
Total budgeted cost to district	*No sub needed, just coverage	$282.00
Group/Class Going on Trip	FBLA	26 Students
Event	Regional Leadership Conference	
Destination	Palmerton High School	
Date(s)	12-10-2026	
Building/Teacher in Charge	Jodie Haggerty	
Purpose of trip	Regional Competition	
	Total Cost	**Cost to District**
Registration Costs	$0.00	$0.00
Substitution Costs	$0.00	$0.00
Transportation Costs	$200.00	$200.00
Lodging Costs	$0.00	$0.00
Total budgeted cost to district		$200.00

Group/Class Going on Trip	FBLA	100 Students
Event	Regional Leadership Conference	
Destination	East Stroudsburg University	
Date(s)	12-16-2026	
Building/Teacher in Charge	Jodie Haggerty	
Purpose of trip	FBLA members will get recognized at this conference and be notified if they qualify for state level competitions	
	Total Cost	**Cost to District**
Registration Costs	$2,600.00	$2,600.00
Substitution Costs	$600.00	$600.00
Transportation Costs	$240.00	$240.00
Lodging Costs	$0.00	$0.00
Total budgeted cost to district		$3,440.00

Group/Class Going on Trip	Gift Students 5-8th Grades	25 Students
Event	Junior Envirothon	
Destination	Kettle Creek	
Date(s)	5-10 & 5-11-2027	
Building/Teacher in Charge	Erin Hiscott & Casey Bogdan	
Purpose of trip	Competition	
	Total Cost	**Cost to District**
Registration Costs	$0.00	$0.00
Substitution Costs	$0.00	$0.00
Transportation Costs	$160.00	$160.00
Lodging Costs	$0.00	$0.00
Total budgeted cost to district		$160.00

Policy Number	102
Title	Academic Standards
Version	v3 · 9/29/2026 · DRAFT

Academic Standards

PURPOSE

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

DEFINITION

Academic standards means what a student should know and be able to do at a specified grade level. For purposes of this policy, the term **academic standards** encompasses Pennsylvania Core Standards, **Pennsylvania Integrated Standards**, state academic standards and local academic standards.[2][3]

AUTHORITY

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

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

Guidelines

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

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

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

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

Footnotes

[1] 22 PA Code 4.11
pacodeandbulletin.gov
pacodeandbulletin.gov
Legal Reference
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[2] 22 PA Code 4.12
pacodeandbulletin.gov
pacodeandbulletin.gov
Legal Reference
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[3] 22 PA Code 4.3
pacodeandbulletin.gov
pacodeandbulletin.gov
Legal Reference
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[4] Pol. 105
Policy Reference
Open policy

[5] Pol. 107
Policy Reference
Open policy

[6] Pol. 127
Policy Reference
Open policy

[7] Pol. 212
Policy Reference
Open policy

[8] Pol. 113
Policy Reference
Open policy

[9] 24-P-S-1556
palegis.us
palegis.us
Legal Reference
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Legal References

[1] 22 PA Code 4.11
[2] 22 PA Code 4.12
[3] 22 PA Code 4.3
[4] Pol. 105
[5] Pol. 107
[6] Pol. 127
[7] Pol. 212
[8] Pol. 113
[9] 24-P-S-1556 — 24 P.S. 1556

Policy Number	105
Title	Curriculum
Version	v3 · 9/30/2026 · DRAFT

Curriculum

PURPOSE

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

DEFINTION

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

AUTHORITY

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

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

Special Instruction/Observances

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

GUIDELINES

The district's curriculum shall provide the following:

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

DELEGATION OF RESPONSIBILITY

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

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

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

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

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

Footnotes

[1] 22 PA Code 4.4
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[2] 22 PA Code 4.3
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pacodeandbulletin.gov
Legal Reference
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[3] 22 PA Code 4.12
pacodeandbulletin.gov
pacodeandbulletin.gov
Legal Reference
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[4] Pol. 102
Policy Reference
Open policy

[5] 24 P.S. 1511
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[6] 24 P.S. 1512
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[7] Pol. 107
Policy Reference
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[8] Pol. 127
Policy Reference
Open policy

[9] Pol. 109
Policy Reference
Open policy

[11] Pol. 113
Policy Reference
Open policy

[12] 22 PA Code 4.26
pacodeandbulletin.gov
pacodeandbulletin.gov
Legal Reference
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[13] Pol. 138
Policy Reference
Open policy

[14] Pol. 103
Policy Reference
Open policy

[15] Pol. 103.1
Policy Reference
Open policy

[16] Pol. 115
Policy Reference
Open policy

[17] Pol. 114
Policy Reference
Open policy

[18] Pol. 805
Policy Reference
Open policy

[19] Pol. 105.1
Policy Reference
Open policy

[20] 24 P.S. 1541-1555

[21] 36 U.S.C. 106

[22] P.L. 108-447 — P.L. 108-447

[23] Pol. 112
Policy Reference
Open policy

[31] 24 P.S. 1511
palegis.us
palegis.us
Legal Reference
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Legal References

[1] 22 PA Code 4.4
[2] 22 PA Code 4.3
[3] 22 PA Code 4.12
[4] Pol. 102
[5] 24 P.S. 1511
[6] 24 P.S. 1512
[7] Pol. 107

[8] Pol. 127
[9] Pol. 109
[11] Pol. 113
[12] 22 PA Code 4.26
[13] Pol. 138
[14] Pol. 103
[15] Pol. 103.1
[16] Pol. 115
[17] Pol. 114
[18] Pol. 805
[19] Pol. 105.1
[20] 24 P.S. 1541-1555 — 24 P.S. 1541-1555
[21] 36 U.S.C. 106 — 36 U.S.C. 106
[22] P.L. 108-447 — P.L. 108-447
[23] Pol. 112
[31] 24 P.S. 1511

Policy Number	246
Title	School Wellness
Version	v3 · 9/29/2026 · DRAFT

School Wellness

PURPOSE

The Stroudsburg AreaSchool District recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development and readiness to learn. The Board is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education and promotion, and regular physical activity as part of the total learning experience. In a healthy school environment, students will learn about and participate in positive dietary and lifestyle practices that can improve student achievement.

AUTHORITY

The Board adopts this policy based on the recommendations of the Wellness Committee and in accordance with federal and state laws and regulations.[2][3]

To ensure the health and well-being of all students, the Board establishes that the district shall provide to students:

1. A comprehensive nutrition program consistent with federal and state requirements.
2. Access at reasonable cost to foods and beverages that meet established nutrition guidelines.
3. Physical education courses and opportunities for developmentally appropriate physical activity during the school day.
4. Curriculum and programs for grades K-12 that are designed to educate students about proper nutrition and lifelong physical activity, in accordance with State Board of Education curriculum regulations and academic standards.

DELEGATION OF RESPONSIBILITY

The Superintendent or designee shall be responsible for the implementation and oversight of this policy to ensure each of the district's schools, programs and curriculum is compliant with this policy, related policies and established guidelines or administrative regulations.[2][3]

Each building principal or designee shall annually report to the Superintendent or designee regarding compliance in his/her school.[3]

Staff members responsible for programs related to school wellness shall report to the Superintendent or designee regarding the status of such programs.

The Superintendent or designee shall annually report to the Board on the district's compliance with law and policies related to school wellness. The report may include:

1. Assessment of school environment regarding school wellness issues.
2. Evaluation of food services program.
3. Review of all foods and beverages sold in schools for compliance with established nutrition guidelines.
4. Listing of activities and programs conducted to promote nutrition and physical activity.
5. Recommendations for policy and/or program revisions.
6. Suggestions for improvement in specific areas.
7. Feedback received from district staff, students, parents/guardians, community members and the Wellness Committee.

The Superintendent or designee and the established Wellness Committee shall conduct an assessment at least once every three (3) years on the contents and implementation of this policy as part of a continuous improvement process to strengthen the policy and ensure implementation. This triennial assessment shall be made available to the public in an accessible and easily understood manner and include:[2][3]

1. The extent to which each district school is in compliance with law and policies related to school wellness.
2. The extent to which this policy compares to model wellness policies.
3. A description of the progress made by the district in attaining the goals of this policy.

At least once every three (3) years, the district shall update or modify this policy as needed, based on the results of the most recent triennial assessment and/or as district and community needs and priorities change; wellness goals are met; new health science, information and technologies emerge; and new federal or state guidance or standards are issued.[3]

The district shall annually inform and update the public, including parents/guardians, students, and others in the community, about the contents, updates and implementation of this policy via the district website, student handbooks, newsletters, posted notices and/or other efficient communication methods. This annual notification shall include information on how to access the School Wellness policy; information about the most recent triennial assessment; information on how to participate in the development, implementation and periodic review and update of the School Wellness policy; and a means of contacting Wellness Committee leadership.[2][3]

GUIDELINES

Recordkeeping

The district shall retain records documenting compliance with the requirements of the School Wellness policy, which shall include:[3][4]

1. The written School Wellness policy.
2. Documentation demonstrating that the district has informed the public, on an annual basis, about the contents of the School Wellness policy and any updates to the policy.
3. Documentation of efforts to review and update the School Wellness policy, including who is involved in the review and methods used by the district to inform the public of their ability to participate in the review.
4. Documentation demonstrating the most recent assessment on the implementation of the School Wellness policy and notification of the assessment results to the public.

Wellness Committee

The district shall establish a Wellness Committee comprised of, but not necessarily limited to, at least one (1) of each of the following: School Board member, district administrator, district food service representative, student, parent/guardian, school health professional, physical education teacher and member of the public. It shall be the goal that committee membership will include representatives from each school building and reflect the diversity of the community.[2]

The Wellness Committee shall serve as an advisory committee regarding student health issues and shall be responsible for developing, implementing and periodically reviewing and updating a School Wellness policy that complies with law to recommend to the Board for adoption.

The Wellness Committee shall review and consider evidence-based strategies and techniques in establishing goals for nutrition education and promotion, physical activity and other school based activities that promote student wellness as part of the policy development and revision process.[3]

Nutrition Education

Nutrition education will be provided within the sequential, comprehensive health education program in accordance with curriculum regulations and the academic standards for Health, Safety and Physical Education, and Family and Consumer Sciences.[6][7][8]

Nutrition education in the district shall teach, model, encourage and support healthy eating by students. Promoting student health and nutrition enhances readiness for learning and increases student achievement.

Nutrition education shall provide all students with the knowledge and skills needed to lead healthy lives.

Nutrition education lessons and activities shall be age-appropriate.

Nutrition curriculum shall teach behavior-focused skills, which may include menu planning, reading nutrition labels and media awareness.

The staff responsible for providing nutrition education shall be properly trained and prepared and shall participate in appropriate professional development. The district shall develop standards for such training and professional development.[9]

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs.

District staff shall cooperate with agencies and community organizations to provide opportunities for appropriate student projects related to nutrition.

Consistent nutrition messages shall be disseminated and displayed throughout the district, schools, classrooms, cafeterias, homes, community and media.

District schools shall offer resources about health and nutrition to encourage parents/guardians to provide healthy meals for their children.

District schools shall promote nutrition by provided appropriate nutrition education in accordance with the Student Wellness Policy.

Physical Activity

District schools shall strive to provide opportunities for developmentally appropriate physical activity during the school day for all students.

Students shall participate in a variety of age-appropriate physical activities designed to achieve optimal health, wellness, fitness and performance benefits.

Age-appropriate physical activity opportunities, such as outdoor and indoor recess, before and after school programs, during lunch, clubs, intramurals and interscholastic athletics, shall be provided to meet the needs and interests of all students, in addition to planned physical education.

Before and/or after-school programs shall provide developmentally appropriate physical activity for participating children.

Students and their families shall be encouraged to utilize district-owned physical activity facilities, such as playgrounds and fields, outside school hours in accordance with established district rules.

Physical Education

A sequential physical education program consistent with curriculum regulations and Health, Safety and Physical Education academic standards shall be developed and implemented. All district students must participate in physical education.[7][8][10]

Instruction involving the collection of a student's height and weight measurements must be conducted in a manner that protects student confidentiality. The calculation of body mass index (BMI) is prohibited.[10]

Quality physical education instruction that promotes lifelong physical activity and provides instruction in the skills and knowledge necessary for lifelong participation shall be provided.

Physical education classes shall be the means through which all students learn, practice and are assessed on developmentally appropriate skills and knowledge necessary for lifelong, health-enhancing physical activity.

A comprehensive physical education course of study that focuses on providing students the skills, knowledge and confidence to participate in lifelong, health-enhancing physical activity shall be implemented.

A varied and comprehensive curriculum that promotes both team and individual activities and leads to students becoming and remaining physically active for a lifetime shall be provided in the physical education program.

Adequate amounts of planned instruction shall be provided in order for students to achieve the proficient level for the Health, Safety and Physical Education academic standards.

A local assessment system shall be implemented to track student progress on the Health, Safety and Physical Education academic standards.

Students shall be moderately to vigorously active as much time as possible during a physical education class. Documented medical conditions and disabilities shall be accommodated during class.

Safe and adequate equipment, facilities and resources shall be provided for physical education courses.

Physical education shall be taught by certified health and physical education teachers.

Appropriate professional development shall be provided for physical education staff.

Social Media

A social media literacy program consistent with curriculum regulations and academic standards shall be developed and implemented to address the following: [7][8][23]

1. **Mental, psychological and physical effects of social media and mobile device use.**
2. **Potential impacts of social media and mobile device use on academic growth and learning.**

3. **Safe use of social media, including how to recognize suspicious online behavior including, but not limited to:**
    a. **Cyberbullying.**
    b. **Predatory behavior.**
    c. **Potential human trafficking.**
4. **Personal security and privacy on mobile devices.**

Other School Based Activities

Safe drinking water shall be available and accessible to students, without restriction and at no cost to the student, at all meal periods and throughout the school day.[11][12][13][24]

Nutrition professionals who meet hiring criteria established by the district and in compliance with federal regulations shall administer the school meals program. Professional development and continuing education shall be provided for district nutrition staff, as required by federal regulations.[9][15][16][17]

District schools shall provide adequate space, as defined by the district, for eating and serving school meals.

Students shall be provided a clean and safe meal environment.

Students shall be provided adequate time to eat: ten (10) minutes sit down time for breakfast; twenty (20) minutes sit down time for lunch.

Meal periods shall be scheduled at appropriate hours, as required by federal regulations and as defined by the district.[11]

Students shall have access to hand washing or sanitizing before meals and snacks.

Nutrition content of school meals shall be available to students and parents/guardians.

To the extent possible, the district shall utilize available funding and outside programs to enhance student wellness.

Fundraising projects submitted for approval shall be supportive of healthy eating and student wellness.

Nutrition Guidelines for All Foods/Beverages at School

All foods and beverages available in district schools during the school day shall be offered to students with consideration for promoting student health and reducing obesity.

Foods and beverages provided through the National School Lunch or School Breakfast Programs shall comply with established federal nutrition standards.[11][12][15][16]

Foods and beverages offered or sold at school-sponsored events outside the school day, such as athletic events and dances, shall offer healthy alternatives in addition to more traditional fare.

Competitive Foods -

Competitive foods available for sale shall meet or exceed the established federal nutrition standards (USDA Smart Snacks in School). These standards shall apply in all locations and through all services where foods and beverages are sold to students, which may include, but are not limited to: a la carte options in cafeterias, vending machines, school stores, snack carts and fundraisers.[3][18][19]

For purposes of this policy, **school campus** means any area of property under the jurisdiction of the school that students may access during the school day.[3][18]

For purposes of this policy, **school day** means the period from midnight before school begins until thirty (30) minutes after the end of the official school day.[3][18]

The district may impose additional restrictions on competitive foods, provided that the restrictions are not inconsistent with federal requirements.[18]

Fundraiser Exemptions -

Fundraising activities held during the school day involving the sale of competitive foods shall be limited to foods that meet the Smart Snacks in School nutrition standards, unless an exemption is approved in accordance with applicable Board policy and administrative regulations.[20]

The district may allow a limited number of exempt fundraisers as permitted by the Pennsylvania Department of Education each school year: up to five (5) exempt fundraisers in elementary and middle school buildings, and up to ten (10) exempt fundraisers in high school buildings. **Exempt fundraisers** are fundraisers in which competitive foods are available for sale to students that do not meet the Smart Snacks in School nutrition standards.[18]

The district shall establish administrative regulations to implement fundraising activities in district schools, including procedures for requesting a fundraiser exemption.

Non-Sold Competitive Foods -

Non-sold competitive foods available to students, which may include but are not limited to foods and beverages offered as rewards and incentives, at classroom parties and celebrations, or as shared classroom snacks, shall meet or exceed the standards established by the district.

If the offered competitive foods do not meet or exceed the Smart Snacks in School nutrition standards, the following standards shall apply:

1. Rewards and Incentives:
    a. Foods and beverages shall not be used as a punishment, reward or incentive in district schools.

2. Classroom Parties and Celebrations:
    a. Classroom parties/celebrations with food/beverages shall be limited to no more than one (1) per month in each classroom.
    b. Parents/Guardians shall be informed through newsletters or other efficient communication methods that foods/beverages should only be brought in when requested for scheduled parties.
    c. Classroom parties shall offer a minimal amount of foods (maximum 2-3 items) containing added sugar as the primary ingredient (e.g., cupcakes, cookies) and will provide the following:
        i. Fresh fruits/vegetables; and
        ii. Water, 100 percent juice, 100 percent juice diluted with water, low-fat milk or nonfat milk.
    d. When possible, foods/beverages for parties and celebrations shall be provided by the food service department to help prevent food safety and allergy concerns.
    e. Food celebrations shall not occur until thirty (30) minutes after the end of the last lunch period.
3. Shared Classroom Snacks:
    a. Shared classroom snacks are not permitted in district schools.

The district shall provide a list of suggested nonfood ideas and healthy food and beverage alternatives to parents/guardians and staff, which may be posted via the district website, student handbooks, newsletters, posted notices and/or other efficient communication methods.

Marketing/Contracting -

Any foods and beverages marketed or promoted to students on the school campus during the school day shall meet or exceed the established federal nutrition standards (USDA Smart Snacks in School) and comply with established Board policy and administrative regulations. [3][18]

Exclusive competitive food and/or beverage contracts shall be approved by the Board, in accordance with provisions of law. Existing contracts shall be reviewed and modified to the extent feasible to ensure compliance with established federal nutrition standards, including applicable marketing restrictions.[21]

Management of Food Allergies in District Schools

The district shall establish Board policy and administrative regulations to address food allergy management in district schools in order to:[22]

1. Reduce and/or eliminate the likelihood of severe or potentially life-threatening allergic reactions.
2. Ensure a rapid and effective response in case of a severe or potentially life-threatening allergic reaction.
3. Protect the rights of students by providing them, through necessary accommodations when required, the opportunity to participate fully in all school programs and activities.

Safe Routes to School

The district shall cooperate with local municipalities, public safety agency, police departments and community organizations to develop and maintain safe routes to school.

Footnotes

[2] 42 U.S.C. 1758b

[3] 7 CFR 210.31

[4] 7 CFR 210.15

[6] 24 P.S. 1513

[7] Pol. 102
Policy Reference
Open policy

[8] Pol. 105
Policy Reference
Open policy

[9] Pol. 808
Policy Reference
Open policy

[10] 24 P.S. 1512.1

[11] 7 CFR 210.10

[12] 7 CFR 220.8

[13] 24 P.S. 701

[15] 42 U.S.C. 1751

[16] 42 U.S.C. 1773

[17] 7 CFR 210.30

[18] 7 CFR 210.11

[19] 7 CFR 220.12

[20] Pol. 229
Policy Reference
Open policy

[21] 24 P.S. 504.1

[22] Pol. 209.1
Policy Reference
Open policy

[23] 24 P.S. 1556

[24] 24 P.S. 742.1

Review stage updated successfully.

Policy Number	331
Title	Job Related Expenses
Adopted	3/6/2019
Version	v2 · 10/16/2026 · DRAFT

Job Related Expenses

Authority

The Board shall reimburse administrative, professional and support employees for the actual and necessary expenses, including meal and travel expenses, incurred in the course of performing services for the district, in accordance with Board policy.[1]

Definition

Approved Business Purposes shall mean purposes that have been pre-approved by the Superintendent or designee as a reimbursable expense pursuant to this policy.

Delegation of Responsibility

The validity of payments for job-related expenses for all district employees shall be determined by the Superintendent or designee.

The Superintendent or designee shall develop administrative regulations for the approval and reimbursement of job-related expenses, including travel and meal expenses, which shall require employees to provide adequate documentation of all expenses.

Employees shall obtain prior written approval from the Superintendent or designee before incurring meal or travel costs for official district business.

Guidelines

Prior Approval

All requests for travel and meal reimbursement must be preapproved in writing by the Superintendent or designee before the employee incurs any expense. Any expenses incurred without prior written approval shall not be reimbursed.

The approval request shall detail the reasons for the expenditure and include an estimate of anticipated costs. All appropriate forms shall be properly completed and signed.

Review stage updated successfully.

Travel Reimbursement

Use of a personal vehicle for approved business purposes is reimbursable at the rate approved by the Board for district travel reimbursements. Travel must be by the most direct and economical route.

The use of a personal vehicle shall be considered a legitimate job expense if travel is among the employee's assigned schools, but not between home and school, and is authorized in advance by the Superintendent or designee.

Use of a personal vehicle requires the employee to maintain adequate liability insurance coverage provided by the employee.

For travel means other than personal vehicle, there shall be an advance purchase of transportation tickets or vouchers, which shall in most cases be performed by the employee, but may also in some cases be performed by the Business Office. Airfare, train, rental car, and/or bus tickets shall be at the most economical rate available and subject to preapproval by the Business Office. Original receipts must be provided.

All travel costs must be presented with an itemized, verified statement prior to reimbursement. [1][2]

Meal Reimbursement

Employees are eligible for meal reimbursement when traveling on approved district business, including day trips away from the district as well as overnight travel.

Meal reimbursement shall not exceed a flat daily maximum of $70.00 per day, inclusive of state sales tax and gratuities. Gratuities shall be limited to fifteen percent (15%) of the daily rate or the actual cost of the meal, whichever is the lesser amount. Employees may not exceed $70.00 on any given day.

Itemized original receipts must be attached to the completed reimbursement form for all meal expenses. Credit card slips that do not provide a detail of the expense will not be reimbursed. Reimbursements will not be processed with a copy, fax, scan, or email copy of a receipt.

Daily meals are for the employee only. Meal expenses for family members, colleagues, or other individuals shall not be reimbursed.

Review stage updated successfully.

The Superintendent or designee is authorize
meal allowance based on the location of the
circumstances.

Non-Reimbursable Items

The following expenses shall not be reimbursed under any circumstances:

- Alcoholic beverages. Any receipt containing alcoholic beverages shall be immediately returned to the employee unreimbursed.
- Expenses for family members or friends.
- Personal entertainment including but not limited to: movies, side trips, and tours.
- Lost or stolen items.
- Workshop or conference materials not included under registration fees, such as workbooks, texts, or handbooks. Such purchases shall be at the employee's own expense.
- Personal telephone calls. Reimbursement for business-related calls made from a hotel phone may be considered with documentation of the nature and recipient of the call.

Lodging

Reimbursement for lodging shall be made only at the single accommodation rate. If a room is shared with another conference attendee, the double accommodation rate will apply. Receipts are required. Reimbursement shall not exceed rates consistent with those normally allowed in like circumstances in the district's nonfederally funded activities.

Submission of Reimbursement Claims

All requests and documentation for reimbursement, including itemized receipts and a brief description of the business purpose, must be submitted within sixty (60) days of the completion of the trip or conference. Reimbursement requests submitted after sixty (60) days may not be honored.

Each request for reimbursement shall detail the reasons for the expenditure. In all instances of travel and job-related expense reimbursement, full itemization of expenditures shall be required.

Cancellation Fees

Employees must obtain all necessary approvals before making reservations that include a cancellation fee or a no-cancellation policy. The employee shall be responsible for any costs incurred related to cancellation in cases where the expense was not approved.

Reimbursement for cancellation fees may be authorized on a case-by-case basis where cancellation was due to illness, personal emergency, or district-required cancellation.

Daily Meal Reimbursement Rate

Review stage updated successfully.

Reimbursement Category	Maximum Amount
Daily Meal Maximum (per employee)	$70.00
Gratuity Limit (15% of daily rate or actual cost, whichever is less)	$10.50

Attendance at approved events outside the district shall be without loss of regular pay, unless otherwise stipulated prior to attendance.

Footnotes

[1] 24 P.S. 517
palegis.us
palegis.us
Legal Reference
View source

November 18, 2026

A. RETIREMENTS

1. Marisol Camacho - Morey Elementary Paraprofessional - effective at the close of business on the last day of the 2026-2027 school year.
2. Bernadette Hennion - Junior High School Secretary II - effective at the close of business on January 1, 2027.
3. Steven Rivera - High School Paraprofessional - effective at the close of business on January 5, 2027.

B. REQUESTS FOR LEAVE:

1. Employee # 2848 - FMLA/leave of absence beginning approximately February 20, 2027.
2. Employee # 138 - FMLA/leave of absence beginning February 1, 2027.
3. Employee # 1581 - Intermittent FMLA beginning October 14, 2026.
4. Employee # 788 - FMLA/leave of absence beginning October 9, 2026.
5. Employee # 2887 - FMLA/leave of absence beginning approximately April 26, 2027.
6. Employee # 3634 - Intermittent FMLA beginning November 10, 2026.
7. Employee # 868 - Intermittent FMLA beginning October 16, 2026.
8. Employee # 3843 - FMLA./leave of absence beginning approximately January 25, 2027.
9. Employee # 1436 - FMLA/leave of absence beginning December 7, 2026.
10. Employee # 1463 - FMLA leave of absence beginning October 19, 2026.
11. Employee # 3656 - FMLA leave of absence beginning September 28, 2026.

C. RECOMMENDATIONS FOR EMPLOYMENT (pending receipt of all required documents and certifications):

1. William Faust - Maintenance I assigned to Maintenance for the hourly rate of $26.89 (Step 1) effective November 9, 2026. He will replace Daniel Nonnemacher who has transferred to a different position.
2. Alex Foreman - Long-term Substitute Biology teacher assigned to Stroudsburg High School for the annual salary of $68,716.00 (B+0, Step 1) prorated effective November 5, 2026 for the duration of Employee #1190's leave of absence which is scheduled through the last day of the 2026-2027 school year.
3. Kristie Lugo - Long-term Substitute Reading Specialist assigned to Stroudsburg Middle School for the annual salary of $69,251.00 (B+0, Step 2) prorated effective November 10, 2026 for the duration of Employee #2586's leave of absence which is scheduled approximately until March 1, 2027.
4. David Soto Jr. - Bus Driver assigned to Transportation for the hourly rate of $25.00 (Step 1) effective November 19, 2026. He will replace Paula Norberg who has retired.
5. Nathan Wescott - Third-shift Custodian assigned to Stroudsburg High School for the hourly rate of $22.00 (Step 1) with a start date to be determined. He will replace Eric Charner who has resigned.

6. The following Substitute Teachers for the 2026-2027 school year:
   a. Nailen Ayvazova
   b. Lori Benton
   c. Lisa Dobroski
   d. Tyler Knoepfel
   e. Lisa Nichols
   f. Nikolas Pagano

g. Krista Richmond
h. Robert Stine

7. The following Substitute Support Staff for the 2026-2027 school year:
   a. Manuel Molina - School Vehicle Driver
   b. Krista Richmond - Secretary, Paraprofessional

8. The following Mentors during the 2026-2027 school year at the annual rate of $800.00 per the SAEA collective Bargaining agreement:
   a. Allison Counterman for Kathryn Giovannini prorated effective October 6, 2026 through the last day of the 2026-2027 school year.

9. The following Temporary Medical Excuse Instructors (TME) for the 2026-2027 school year:
   a. Margaret Kane

10. The following Volunteers for the 2026-2027 school year:
   a. Mina Ali-Chipperfield Elementary
   b. Ligney Gomez - Morey Elementary
   c. Kimberly Hallissey-Chipperfield Elementary
   d. Jessica Berger- Hamilton Elementary
   e. Jessica Smith- Hamilton Elementary
   f. Lori Benton- Hamilton Elementary
   g. Vanessa Miller- Hamilton Elementary
   h. Lauren Demkowicz- Hamilton Elementary
   i. Maria McCoy- Hamilton Elementary
   j. Robynn Derbyshire - Arlington Elementary
   k. Lizette Diaz - Middle School
   l. Alyssa O'Leary-Chipperfield Elementary
   m. Donna Ryder - Arlington Elementary
   n. Elizabeth Richardson - Morey Elementary
   o. Meghan Bull - Morey Elementary
   p. Erin Halloran- Hamilton Elementary
   q. Cassie Petruzzi- Hamilton Elementary
   r. Rebecca Strunk - Arlington Elementary

D. Approval of the Extra Duty Services Contracts below is contingent upon the District's ability to implement such programming as the result of the ongoing COVID-19 pandemic crisis and/or other reasons or crises. The District's ability to implement such programs will be guided, in part, by ongoing orders of the federal government, the Governor, the Centers for Disease Control, local and county restrictions, and student participation in such programs. At its sole discretion, the District reserves the right to rescind the Contracts due to the pandemic and/or other reasons or crises that make the implementation of the Contracts impractical, impossible, or difficult. In the event programming begins

and is suspended for any of the aforementioned reasons, the coach/advisor will be entitled to a prorated portion of the approved stipend.

1. The following Athletics Staff for the 2026-2027 school year:
    a. Saveon Jackson - Boys' Basketball - Varsity Assistant/JV(split) - $2,496.00
    b. Tyler Henry - Boys' Basketball - Varsity Assistant/JV(split) - $2,245.00
    c. Eric Svensson - Boys' Basketball - Freshman Volunteer
    d. Donald Francois Jr. - Girls' Basketball - JV/V - Volunteer
    e. Evan Davis - Girls' Basketball - JV/V - Volunteer
    f. James Palmisano - Boys' Wrestling - JH/Freshman - $5,368.00
    g. Duane Brown - Boys' Wrestling - JH/Freshman (split) - $2,245.00
    h. John Nicholson - Boys' Wrestling - JV/V - Volunteer
    i. Benjamin Brenneman - Girls' Wrestling - JH/Freshman - Volunteer
    j. James Miller - Winter Weight Room - $2,561.00
    k. Heather Nowosad - Winter Head Games Manager (shared) - $1,780.00
    l. Kia Cavanagh - Winter Assistant Game Manager - $1,186.00
    m. Nicole Litts - Winter Assistant Game Manager - $1,186.00

2. The following Activities Staff for the 2026-2027 school year:
    a. Hannah Graybeal - School Musical - Vocal Prep/Director - $1,292.00
    b. Lauren Donovan - School Musical - Props - $1,292.00
    c. Kristie Intravaia - Future Educators Co-Advisor - $475.00
    d. Jilly Symons - After School Athletic Study Hall - $420.00
    e. Heather Corby Holbrook - 5/6 Basketball - Volunteer
    f. Daren Nicholas - 5/6 Basketball - Volunteer
    g. Bridget Hazlett -5/6 Basketball - Volunteer
    h. Richard Allison - 5/6 Basketball - Volunteer
    i. Thomas Huber - 5/6 Basketball - Volunteer
    j. David Hakim - 5/6 Basketball - Volunteer
    k. Robert Cohowicz - 5/6 Basketball - Volunteer
    l. Haley McCracken - 5/6 Basketball - Volunteer

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: 01 - GENERAL FUND **Payment Dates:** 10/17/2026 - 11/13/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount
0000176831	10/23/2026	AP7084400001		2700000040	10-1290-561-000-00-000-023-000-0000	1290561	417.52
0000176831	10/23/2026	AP7084500001		2700000043	10-1290-561-000-00-000-023-000-0000	1290561	1,219.68
B0123-BANGOR AREA SCHOOL DISTRICT				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**1,637.20**
0000176832	10/23/2026	AP7090600001		2700000194	10-1290-561-000-00-000-023-000-0000	1290561	2,518.64
B1099-BETHLEHEM AREA SCHOOL DISTRICT				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**2,518.64**
0000176833	10/23/2026	AP7100000001		OCT2026JB	10-1241-580-000-00-000-023-000-0000	1240580	38.00
B1719-JENNIFER V BORZIO				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**38.00**
0000176834	10/23/2026	AP7098900001		OCT2026AB	10-2818-610-000-00-000-260-000-0000	2818610	40.00
B7510-AMANDA BRODEEN				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**40.00**
0000176835	10/23/2026	AP7093500001		2033	10-2360-635-000-00-000-000-000-0000	2360635	170.48
0000176835	10/23/2026	AP7096900001		2034	10-2360-635-000-00-000-000-000-0000	2360635	270.00
C0781-CHARTWELLS				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**440.48**
0000176836	10/23/2026	AP7091300001		OCT152026LC	10-6111-000-000-00-999-005-000-0000	6111SCR	380.00
C1038-LYNN M COLINO				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**380.00**
0000176837	10/23/2026	AP7096700001		OCT2026PEST	10-2620-810-000-00-000-000-000-0000	2620810	50.00
0000176837	10/23/2026	AP7099900001		OCT2026BU1607	10-2620-810-000-00-000-000-000-0000	2620810	35.00
0000176837	10/23/2026	OD7100900001		OCT2026PEST	10-2620-810-000-00-000-000-000-0000	2620810	(50.00)
0000176837	10/23/2026	OD7100900002		OCT2026BU1607	10-2620-810-000-00-000-000-000-0000	2620810	(35.00)
C1705-COMMONWEALTH OF PENNSYLVANIA				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**0.00**

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

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Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount
0000176838	10/23/2026	AP7092400001		237133	10-2620-430-000-30-700-000-000-0000	262043070	470.00
C2771-CRITICAL SYSTEMS				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**470.00**
0000176839	10/23/2026	AP7089000001		00772557	10-2740-610-000-00-000-000-000-0000	2740610	1,098.40
C3005-CYPHERS TRUCK PARTS				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**1,098.40**
0000176840	10/23/2026	AP7093400001		18388	10-2350-330-000-00-000-023-000-0000	2350330SE	352.00
D0199-DAVID & PATRICIA DeCANDIA				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**352.00**
0000176841	10/23/2026	AP7090100001		237377-8	10-1290-323-000-00-000-023-000-0000	1290323	1,088.00
F1057-FOUR WINDS HOSPITALS				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**1,088.00**
0000176842	10/23/2026	AP7095800001		000217241	10-2620-430-000-00-210-000-000-0000	262043021	1,035.00
I1106-BARRY ISETT & ASSOCIATES INC.				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**1,035.00**
0000176843	10/23/2026	AP7098500001		OCT12026RK	10-6111-000-000-00-999-005-000-0000	6111SCR	380.00
K0237-THE ESTATE OF RONALD KEIPER				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**380.00**
0000176844	10/23/2026	AP7092700001		OCT2026IANK	10-1110-430-000-20-600-121-000-0000	110043060121	426.33
K0309-IAN KIRK				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**426.33**
0000176845	10/23/2026	AP7093900001		9313879785	10-2740-610-000-00-000-000-000-0000	2740610	233.20
L0310-LAWSON PRODUCTS				**Remit ID R-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**233.20**
0000176846	10/23/2026	AP7088900001		INV336218	10-1290-561-000-00-000-023-000-0000	1290561	489.57
0000176846	10/23/2026	AP7092900001		INV337411	10-1290-561-000-00-000-023-000-0000	1290561	244.79

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

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Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount
L4110-LearnWell Services				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**734.36**
0000176847	10/23/2026	AP7098600001		OCT222026MM	10-6111-000-000-00-999-005-000-0000	6111SCR	380.00
M1550-MARIA P MATTOS				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**380.00**
0000176848	10/23/2026	AP7097500001		100016628970	10-2690-622-000-10-220-000-000-0000	269062222	2,473.02
0000176848	10/23/2026	AP7097600001		100016626747	10-2690-622-000-10-220-000-000-0000	269062222	24.68
0000176848	10/23/2026	AP7097700001		100041602952	10-2690-622-000-10-220-000-000-0000	269062222	24.71
M1620-MET-ED				**Remit ID R-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**2,522.41**
0000176849	10/23/2026	AP7084600001		2700000014	10-1290-323-000-00-000-023-000-0000	1290323	838.11
N0915-NORTHAMPTON AREA SD				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**838.11**
0000176850	10/23/2026	AP7094400001		2841	10-2620-610-000-00-000-000-000-0000	2620610	1,589.75
N2378-Nazareth Army & Navy				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**1,589.75**
0000176851	10/23/2026	AP7090000001		9002144463	10-2380-610-000-30-800-000-000-0000	238061080	385.00
N6402-National Principals Association				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**385.00**
0000176852	10/23/2026	AP7091600001		1144879	10-1290-562-000-00-000-000-000-0000	1290562	5,663.63
0000176852	10/23/2026	AP7091600002		1144879	10-1110-562-000-00-000-000-000-0000	1100562	8,989.87
P0016-PA VIRTUAL CHARTER SCHOOL				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**14,653.50**
0000176853	10/23/2026	AP7094000001		OCT2026GW	10-3210-810-000-30-800-000-000-0000	3210810	350.00
P0045-PALMERTON WRESTING				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**350.00**
0000176854	10/23/2026	AP7089900001		46805	10-2660-610-000-00-000-000-000-0000	2660610	669.00

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

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Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount
P0412-PATRIOT WORKWEAR				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**669.00**
0000176855	10/23/2026	AP7089600001		B4970314	10-2818-538-000-00-000-260-000-0000	2818538	1,214.35
0000176855	10/23/2026	AP7089700001		B4969689	10-2818-538-000-00-000-260-000-0000	2818538	2,441.82
P1290-PENTELE DATA				**Remit ID R-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**3,656.17**
0000176856	10/23/2026	AP7089300001		01P58262	10-2740-610-000-00-000-000-000-0000	2740610	205.08
0000176856	10/23/2026	AP7089400001		01P58255	10-2740-610-000-00-000-000-000-0000	2740610	1,380.08
0000176856	10/23/2026	AP7093200001		01P58375	10-2740-610-000-00-000-000-000-0000	2740610	463.56
0000176856	10/23/2026	AP7093300001		01P56106	10-2740-610-000-00-000-000-000-0000	2740610	211.16
R1098-ROHRER BUS SALES				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**2,259.88**
0000176857	10/23/2026	AP7091400001		OCT192026SS	10-6111-000-000-00-999-005-000-0000	6111SCR	380.00
S0115-SHERWOOD SHOEMAKER				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**380.00**
0000176858	10/23/2026	AP7098400001		07987	10-1442-561-000-00-000-000-000-0000	1442561	5,482.26
S0138-SALISBURY TOWNSHIP SCHOOL DIST				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**5,482.26**
0000176859	10/23/2026	AP7091000001		30579	10-2740-430-000-00-000-000-000-0000	2740430	495.00
S0467-RLE POCONO, INC				**Remit ID R-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**495.00**
0000176860	10/23/2026	LE7091500001	2700001061	ESLTHANKS26CC	10-1110-610-471-00-000-000-000-2027	1100610T3	300.00
S3440-VILLAGE SUPERMARKETS, INC				**Remit ID R-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**300.00**
0000176861	10/23/2026	AP7098300001		34498	10-2620-610-000-10-500-000-000-0000	262061050	2,852.90
S3660-STRAND POOL SUPPLY LLP				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**2,852.90**

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

FUND ACCOUNTING PAYMENT REGISTER

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Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
0000176862	10/23/2026	AP7098200001		6924679	10-2620-610-000-00-000-000-000-0000	2620610	3,473.21	
S3920-STBG. ELEC. MOTOR/BDS				**Remit ID R-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**3,473.21**	
0000176863	10/23/2026	AP7091800001		OCT2026CHANGE	10-1110-581-000-30-700-000-000-0000	110058170	5.00	
S3990-STBG. JR HIGH SCHOOL				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**5.00**	
0000176864	10/23/2026	LE7090500001	2700001023	209601	10-1110-610-000-30-700-000-000-0000	110061070	41.02	
S4326-SUCCESS BY DESIGN INC				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**41.02**	
0000176865	10/23/2026	AP7090700001		129718	10-2620-430-000-30-700-000-000-0000	262043070	7,995.00	
S4464-SUPER HEAT INC				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**7,995.00**	
0000176866	10/23/2026	LE7090300001	2700000744	52344655	10-1110-610-000-20-600-121-000-0000	110061060121	109.95	*P*
0000176866	10/23/2026	LE7090300002	2700000744	52344655	10-1110-610-000-20-600-121-000-0000	110061060121	174.65	*P*
0000176866	10/23/2026	LE7090300003	2700000744	52344655	10-1110-610-000-20-600-121-000-0000	110061060121	36.99	*P*
0000176866	10/23/2026	LE7090300004	2700000744	52344655	10-1110-610-000-20-600-121-000-0000	110061060121	85.80	*P*
0000176866	10/23/2026	LE7090300005	2700000744	52344655	10-1110-610-000-20-600-121-000-0000	110061060121	62.99	*P*
0000176866	10/23/2026	LE7090300006	2700000744	52344655	10-1110-610-000-20-600-121-000-0000	110061060121	69.95	*P*
S4535-SWEETWATER EDUCATION TECH DIVISION				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**540.33**	
0000176867	10/23/2026	LE7090400001	2700001021	INC125241	10-1110-650-000-30-800-000-000-0000	110065080	1,819.44	*P*
0000176867	10/23/2026	LE7090400002	2700001021	INC125241	10-1110-650-000-30-700-000-000-0000	110065070	2,512.56	*P*
S5000-SCREEN CLOUD INC				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**4,332.00**	

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

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: 01 - GENERAL FUND **Payment Dates:** 10/17/2026 - 11/13/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount
0000176868	10/23/2026	AP7090800001		OCT132026UTF	10-1110-581-000-10-250-000-000-0000	110058125	312.00
0000176868	10/23/2026	AP7090900001		OCT142026UTF	10-1110-581-000-10-230-000-000-0000	110058123	477.75
U0061-UNANGST TREE FARMS				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**789.75**
0000176869	10/23/2026	AP7091200001		07460	10-2720-580-000-00-000-023-000-0000	2720580SE	900.00
W0639-WESTERN PA SCHOOL FOR THE DEAF				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**900.00**
0000176870	10/26/2026	AP7101100001		OCT2026CW	10-2620-810-000-00-000-000-000-0000	2620810	50.00
C1705-COMMONWEALTH OF PENNSYLVANIA				**Order ID O-1**	**Payment Date: 10/26/2026**	**Payment Amt:**	**50.00**
0000176871	10/26/2026	AP7101000001		153678	10-2620-762-000-00-000-000-000-0000	2620760	27,935.56
S2113-FAULKNER SUBARU, INC				**Order ID O-1**	**Payment Date: 10/26/2026**	**Payment Amt:**	**27,935.56**
0000176872	10/30/2026	AP7113100001		26203	10-2350-330-000-00-000-023-000-0000	2350330SE	480.00
B0318-BRITISH SWIM SCHOOL				**Order ID O-1**	**Payment Date: 10/30/2026**	**Payment Amt:**	**480.00**
0000176873	10/30/2026	AP7114800001		OCT2026BCW	10-3250-810-000-30-800-000-000-GWST	325081080GWST	450.00
B2133-BETHLEHEM CATHOLIC				**Order ID O-1**	**Payment Date: 10/30/2026**	**Payment Amt:**	**450.00**
0000176874	10/30/2026	AP7113600001		2610/0105	10-1290-323-000-00-000-023-000-0000	1290323	61.50
B2215-BUCKS COUNTY IU#22				**Order ID O-1**	**Payment Date: 10/30/2026**	**Payment Amt:**	**61.50**
0000176875	10/30/2026	AP7116100001		OCT2026MB	10-2270-240-000-00-600-000-000-0000	227024060	3,888.00
B4000-MICHELLE BROZUSKY				**Order ID O-1**	**Payment Date: 10/30/2026**	**Payment Amt:**	**3,888.00**
0000176876	10/30/2026	AP7104700001		BU1607	10-2620-810-000-00-000-000-000-0000	2620810	35.00

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FUND ACCOUNTING PAYMENT REGISTER

Bank Account: 01 - GENERAL FUND **Payment Dates:** 10/17/2026 - 11/13/2026

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Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount
C1705-COMMONWEALTH OF PENNSYLVANIA				**Order ID O-1**	**Payment Date: 10/30/2026**	**Payment Amt:**	**35.00**
0000176877	10/30/2026	AP7103700001		00772721	10-2740-610-000-00-000-000-000-0000	2740610	224.52
0000176877	10/30/2026	AP7104300001		00772778	10-2740-610-000-00-000-000-000-0000	2740610	231.08
C3005-CYPHERS TRUCK PARTS				**Order ID O-1**	**Payment Date: 10/30/2026**	**Payment Amt:**	**455.60**
0000176878	10/28/2026	AP7105600001		43345640	10-2611-442-000-00-000-000-000-0000		10.40
0000176878	10/28/2026	AP7105600002		43345640	10-1110-442-000-10-250-000-000-0000	110044225	23.54
0000176878	10/28/2026	AP7105600003		43345640	10-1110-442-000-30-800-000-000-0000	110044280	98.54
0000176878	10/28/2026	AP7105600004		43345640	10-2511-442-000-00-000-000-000-0000	2510442	124.82
0000176878	10/28/2026	AP7105600005		43345640	10-1110-442-000-10-230-000-000-0000	110044223	160.40
0000176878	10/28/2026	AP7105600006		43345640	10-3250-442-000-30-800-000-000-0000	3250442	214.05
0000176878	10/28/2026	AP7105600007		43345640	10-1110-442-000-30-700-000-000-0000	110044270	231.03
0000176878	10/28/2026	AP7105600008		43345640	10-2260-442-000-00-000-000-000-0000	2260442	887.97
0000176878	10/28/2026	AP7105600009		43345640	10-1110-442-000-20-600-000-000-0000	110044260	1,536.71
0000176878	10/28/2026	AP7105600010		43345640	10-1110-442-000-10-500-000-000-0000	110044250	2,187.09
E0936-EDWARDS BUSINESS SYSTEMS				**Remit ID R-1**	**Payment Date: 10/30/2026**	**Payment Amt:**	**5,474.55**
0000176879	10/30/2026	AP7115700001		31772	10-2720-627-000-00-000-000-000-0000	2720627	877.75
F0116-FURINO MECHANICAL CONTRACTING				**Order ID O-1**	**Payment Date: 10/30/2026**	**Payment Amt:**	**877.75**
0000176880	10/30/2026	AP7106700001		OCT2026CF	10-2330-610-000-00-000-000-000-0000	2330610	59.36
F0120-CHRISTINE FARBER				**Order ID O-1**	**Payment Date: 10/30/2026**	**Payment Amt:**	**59.36**
0000176881	10/30/2026	AP7102400001		OCT232026BH	10-6111-000-000-00-999-005-000-0000	6111SCR	380.00

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H0204-BARBARA M. HODGSON				**Order ID O-1**	**Payment Date: 10/30/2026**	**Payment Amt:**	**380.00**
0000176882	10/30/2026	AP7105100001		OCT2026HFW	10-3250-810-000-30-700-000-000-WRST	325081070WRST	400.00
H1551-HONESDALE WRESTLING				**Order ID O-1**	**Payment Date: 10/30/2026**	**Payment Amt:**	**400.00**
0000176883	10/30/2026	AP7114400001		54604	10-2620-430-000-00-000-000-000-0000	2620430	360.00
I0322-INTEGRITEC INC				**Order ID O-1**	**Payment Date: 10/30/2026**	**Payment Amt:**	**360.00**
0000176884	10/30/2026	AP7114000001		3606682	10-2620-430-000-30-700-000-000-0000	262043070	49.91
0000176884	10/30/2026	AP7114100001		3606685	10-2620-430-000-10-500-000-000-0000	262043050	49.91
0000176884	10/30/2026	AP7114200001		3606684	10-2620-430-000-20-600-000-000-0000	262043060	49.91
0000176884	10/30/2026	AP7114300001		3606683	10-2620-430-000-30-800-000-000-0000	262043080	149.73
K0601-KING III OF AMERICA, LLC				**Order ID O-1**	**Payment Date: 10/30/2026**	**Payment Amt:**	**299.46**
0000176885	10/30/2026	AP7102500001		OCT262026CK	10-6111-000-000-00-999-005-000-0000	6111SCR	380.00
K1180-CAROL KENNEDY				**Order ID O-1**	**Payment Date: 10/30/2026**	**Payment Amt:**	**380.00**
0000176886	10/30/2026	AP7112400001		235-2	10-1110-581-000-10-230-000-000-0000	110058123	557.00
N0365-NATIONAL MUSEUM OF INDUSTRIAL HISTORY				**Order ID O-1**	**Payment Date: 10/30/2026**	**Payment Amt:**	**557.00**
0000176887	10/30/2026	AP7104800001		NEPARL226	10-3250-810-000-30-800-000-000-RIFL	325081080RIFL	250.00
N0905-NORTHEAST PA RIFLE LEAGUE				**Order ID O-1**	**Payment Date: 10/30/2026**	**Payment Amt:**	**250.00**
0000176888	10/30/2026	AP7115100001		24151-21007	10-2690-622-000-00-240-000-000-0000	269062224	1,226.27
P1120-PPL ELECTRIC UTILITIES				**Remit ID R-3**	**Payment Date: 10/30/2026**	**Payment Amt:**	**1,226.27**

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FUND ACCOUNTING PAYMENT REGISTER

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0000176889	10/30/2026	AP7105800001		Q2538385	10-2640-530-000-00-000-000-000-0000	2640530	4,794.00
Q0001-QUADIENT LEASING USA INC				**Order ID O-1**	**Payment Date: 10/30/2026**	**Payment Amt:**	**4,794.00**
0000176890	10/30/2026	AP7104200001		01P58539	10-2740-610-000-00-000-000-000-0000	2740610	2,275.08
0000176890	10/30/2026	AP7113500001		01P58564	10-2740-610-000-00-000-000-000-0000	2740610	479.90
0000176890	10/30/2026	AP7114700001		01P58506	10-2740-610-000-00-000-000-000-0000	2740610	3,003.96
0000176890	10/30/2026	AP7115400001		01P58551	10-2740-610-000-00-000-000-000-0000	2740610	183.08
0000176890	10/30/2026	AP7115600001		01P58612	10-2740-610-000-00-000-000-000-0000	2740610	2,374.21
0000176890	10/30/2026	AP7115900001		01P58615	10-2740-610-000-00-000-000-000-0000	2740610	2,607.92
R1098-ROHRER BUS SALES				**Order ID O-1**	**Payment Date: 10/30/2026**	**Payment Amt:**	**10,924.15**
0000176891	10/30/2026	AP7102700001		6689471974	10-1243-610-000-00-000-023-000-0000	1243610	597.03
R1447-Taylor & Francis Group				**Remit ID R-1**	**Payment Date: 10/30/2026**	**Payment Amt:**	**597.03**
0000176892	10/30/2026	AP7102300001		OCT232026DR	10-6111-000-000-00-999-005-000-0000	6111SCR	380.00
R6239-DONNA L. REYNOLDS				**Order ID O-1**	**Payment Date: 10/30/2026**	**Payment Amt:**	**380.00**
0000176893	10/30/2026	LE7111900001	2700000770	63492949	10-3250-610-000-30-800-000-000-0000	3250610	39.56
0000176893	10/30/2026	LE7112100001	2700000770	63506816	10-3250-610-000-30-800-000-000-0000	3250610	98.90
0000176893	10/30/2026	LE7112200001	2700000770	63518628	10-3250-610-000-30-800-000-000-0000	3250610	59.34
S0420-HENRY SCHEIN				**Remit ID R-1**	**Payment Date: 10/30/2026**	**Payment Amt:**	**197.80**
0000176894	10/30/2026	AP7102100001		6926091	10-2620-610-000-00-000-000-000-0000	2620610	59.98
S3920-STBG. ELEC. MOTOR/BDS				**Remit ID R-1**	**Payment Date: 10/30/2026**	**Payment Amt:**	**59.98**
0000176895	10/30/2026	AP7101800001		OCT2026HSFBLA	10-1110-581-000-30-800-000-000-0000	110058180	210.00

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Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount
S4000-STBG. HS ACTIVITY ACCOUNT				**Remit ID R-1**	**Payment Date: 10/30/2026**	**Payment Amt:**	**210.00**
0000176896	10/30/2026	AP7101600001		CI100-00321890	10-2260-650-000-00-000-000-000-0000	2260650	14,434.00
T2035-TYLER TECHNOLOGIES, INC				**Order ID O-1**	**Payment Date: 10/30/2026**	**Payment Amt:**	**14,434.00**
0000176897	10/30/2026	AP7102200001		OCT192026HAM	10-1110-581-000-10-220-000-000-0000	110058122	702.00
0000176897	10/30/2026	AP7112500001		CHIPP2026	10-1110-581-000-10-500-000-000-0000	110058150	1,150.50
U0061-UNANGST TREE FARMS				**Order ID O-1**	**Payment Date: 10/30/2026**	**Payment Amt:**	**1,852.50**
0000176898	10/30/2026	AP7101700001		188642167	10-1110-610-000-30-700-000-000-0000	110061070	426.00
0000176898	10/30/2026	AP7112600001		800723482	10-1110-442-000-30-800-000-000-0000	110044280	2,957.35
0000176898	10/30/2026	AP7112600002		800723482	10-1110-442-000-30-700-000-000-0000	110044270	3,048.91
0000176898	10/30/2026	AP7112600003		800723482	10-1110-442-000-20-600-000-000-0000	110044260	3,052.30
0000176898	10/30/2026	AP7112600004		800723482	10-1110-442-000-10-500-000-000-0000	110044250	3,047.18
X0040-XEROX CORPORATION				**Remit ID R-1**	**Payment Date: 10/30/2026**	**Payment Amt:**	**12,531.74**
0000176899	11/06/2026	AP7121200001		26-BLS-38313	10-2270-390-000-00-000-000-000-0000	2270390	435.00
0000176899	11/06/2026	AP7121300001		26-BLS-38257	10-2270-390-000-00-000-000-000-0000	2270390	435.00
0000176899	11/06/2026	AP7121400001		26-BLS-37941	10-2270-390-000-00-000-000-000-0000	2270390	15.00
A0025-ATLANTIC TRAINING CENTER				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**885.00**
0000176900	11/06/2026	AP7136800001		NOV2026AACS	10-1110-562-000-00-000-000-000-0000	1100562	4,960.05
A0601-ARTS ACADEMY CHARTER SCHOOL				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**4,960.05**
0000176901	11/06/2026	AP7120100001		26726	10-2620-430-000-20-600-000-000-0000	262043060	2,204.00

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A5001-ATLANTIC ROOFING CORPORATION				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**2,204.00**
0000176902	11/06/2026	AP7116600001		NOV2026BC	10-1110-390-000-00-000-000-000-0000	1100390	1,163.36
0000176902	11/06/2026	AP7116700001		NOV2026BC-1	10-1110-390-000-00-000-000-000-0000	1100390	1,163.36
B0947-BRETT CRISWELL				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**2,326.72**
0000176903	11/06/2026	AP7132300001		26-000954	10-2620-810-000-00-000-000-000-0000	2620810	20.00
0000176903	11/06/2026	AP7132400001		26-000953	10-2620-810-000-00-000-000-000-0000	2620810	20.00
0000176903	11/06/2026	AP7132500001		26-000955	10-2620-810-000-00-000-000-000-0000	2620810	20.00
0000176903	11/06/2026	AP7132600001		26-000956	10-2620-810-000-00-000-000-000-0000	2620810	20.00
0000176903	11/06/2026	AP7132700001		26-000957	10-2620-810-000-00-000-000-000-0000	2620810	20.00
0000176903	11/06/2026	AP7132800001		26-000958	10-2620-810-000-00-000-000-000-0000	2620810	20.00
B1720-BOROUGH OF STROUDSBURG				**Remit ID R-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**120.00**
0000176904	11/06/2026	AP7116900001		02162-0	10-2790-424-000-00-000-000-000-0000	2790424	109.56
0000176904	11/06/2026	AP7117000001		02162-0	10-2790-424-000-00-000-000-000-0000	2790424	98.47
0000176904	11/06/2026	AP7117100001		02119-1-0	10-2690-424-000-30-800-000-000-0000	269042480	1,997.39
0000176904	11/06/2026	AP7117200001		02103-0	10-2690-424-000-10-230-000-000-0000	269042423	155.38
0000176904	11/06/2026	AP7117300001		02161-0	10-2690-424-000-00-000-000-000-0000	2690424	31.77
0000176904	11/06/2026	AP7117400001		02119-1-0	10-2690-424-000-30-800-000-000-0000	269042480	1,783.12
0000176904	11/06/2026	AP7117500001		06002-0	10-2690-424-000-30-700-000-000-0000	269042470	1,344.69
0000176904	11/06/2026	AP7117600001		02104-0	10-2690-424-000-10-230-000-000-0000	269042423	106.13
0000176904	11/06/2026	AP7117700001		02163-3-0	10-2690-424-000-30-800-000-000-0000	269042480	26.69
0000176904	11/06/2026	AP7117800001		02163-1-0	10-2690-424-000-00-000-000-000-0000	2690424	32.10

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0000176904	11/06/2026	AP7117900001		02163-0	10-2690-424-000-00-000-000-000-0000	2690424	141.37
0000176904	11/06/2026	AP7118000001		01204-0	10-2690-424-000-00-240-000-000-0000	269042424	69.48
0000176904	11/06/2026	AP7118100001		06001-0	10-2690-424-000-10-500-000-000-0000	269042450	881.40
0000176904	11/06/2026	AP7118200001		06202-1-0	10-2690-424-000-20-600-000-000-0000	269042460	168.85
0000176904	11/06/2026	AP7118300001		06202-0	10-2690-424-000-20-600-000-000-0000	269042460	998.67
0000176904	11/06/2026	AP7118400001		06003-0	10-2690-424-000-30-700-000-000-0000	269042470	23.13
0000176904	11/06/2026	AP7118500001		03004-0	10-2690-424-000-10-250-000-000-0000	269042425	307.50
0000176904	11/06/2026	AP7118600001		02163-5-0	10-2690-424-000-30-800-000-000-0000	269042480	23.13
0000176904	11/06/2026	AP7118700001		02163-4-0	10-2690-424-000-00-000-000-000-0000	2690424	48.57
0000176904	11/06/2026	AP7118800001		02103-0	10-2690-424-000-10-230-000-000-0000	269042423	120.97
0000176904	11/06/2026	AP7118900001		00891-0	10-2690-424-000-00-210-000-000-0000	269042421	50.89
0000176904	11/06/2026	AP7119000001		02120-0	10-2690-424-000-30-800-000-000-0000	269042480	161.07
0000176904	11/06/2026	AP7119100001		02163-2-0	10-2690-424-000-30-800-000-000-0000	269042480	69.40
0000176904	11/06/2026	AP7119200001		01204-0	10-2690-424-000-00-240-000-000-0000	269042424	153.85
0000176904	11/06/2026	AP7119300001		02104-0	10-2690-424-000-10-230-000-000-0000	269042423	141.07
0000176904	11/06/2026	AP7119400001		02163-0	10-2690-424-000-00-000-000-000-0000	2690424	255.13
0000176904	11/06/2026	AP7119500001		02161-0	10-2690-424-000-00-000-000-000-0000	2690424	57.15
B2059-BRODHEAD CREEK REGIONAL AUTH				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**9,356.93**
0000176905	11/06/2026	AP7133900001		NOV2026MB	10-2270-580-000-00-000-000-000-0000	2270580	13.68
B4000-MICHELLE BROZUSKY				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**13.68**
0000176906	11/06/2026	AP7134400001		147112	10-2620-610-000-30-800-000-000-0000	262061080	110.00

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

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: 01 - GENERAL FUND **Payment Dates:** 10/17/2026 - 11/13/2026

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Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount
C0240-CANFIELD'S PET AND FARM				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**110.00**
0000176907	11/06/2026	AP7131300001		0F50113158	10-2620-430-000-20-600-000-000-0000	262043060	1,959.12
C1045-CINTAS CORPORATION				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**1,959.12**
0000176908	11/06/2026	AP7131200001		00773074	10-2620-610-000-30-700-000-000-0000	262061070	115.80
C3005-CYPHERS TRUCK PARTS				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**115.80**
0000176909	11/06/2026	AP7122600001		NOV2026MD	10-2270-580-000-10-500-000-000-0000	227058050	28.42
D1501-MARDAN DAURILAS				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**28.42**
0000176910	11/06/2026	AP7130900001		2000348082	10-2620-610-000-00-000-000-000-0000	2620610	107.10
E0978-TYLER EILBER				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**107.10**
0000176911	11/06/2026	AP7137500001		31126	10-1290-562-000-00-000-000-000-0000	1290562	8,680.38
0000176911	11/06/2026	AP7137500002		31126	10-1110-562-000-00-000-000-000-0000	1100562	11,573.45
E1199-EVERGREEN COMMUNITY				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**20,253.83**
0000176912	11/06/2026	AP7123100001		INV/2026/0592	10-2620-430-000-00-000-000-000-0000	2620430	549.00
F0578-FITNESS HEADQUARTERS				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**549.00**
0000176913	11/06/2026	AP7134500001		NOV2026BB	10-3250-810-000-30-800-000-000-WRST	325081080WRST	400.00
0000176913	11/10/2026	OD7140500001		NOV2026BB	10-3250-810-000-30-800-000-000-WRST	325081080WRST	(400.00)
F3149-FREEDOM HIGH SCHOOL				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**0.00**
0000176914	11/06/2026	AP7131700001		01-98505	10-2620-610-000-00-000-000-000-0000	2620610	566.00

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

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0000176914	11/06/2026	AP7131800001		01-99326	10-2620-610-000-00-000-000-000-0000	2620610	209.75
0000176914	11/06/2026	AP7131900001		01-99443	10-2620-610-000-00-000-000-000-0000	2620610	481.91
H1168-HILLTOP SALES & SERVICE IN				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**1,257.66**
0000176915	11/06/2026	AP7139100001		NOV2026THD	10-2620-610-000-00-000-000-000-0000	2620610	3.60
0000176915	11/06/2026	AP7139100002		NOV2026THD	10-2620-610-000-10-500-000-000-0000	262061050	27.79
0000176915	11/06/2026	AP7139100003		NOV2026THD	10-2620-610-000-10-500-000-000-0000	262061050	11.53
0000176915	11/06/2026	AP7139100004		NOV2026THD	10-2620-610-000-00-000-000-000-0000	2620610	44.65
0000176915	11/06/2026	AP7139100005		NOV2026THD	10-2620-610-000-00-000-000-000-0000	2620610	12.45
0000176915	11/06/2026	AP7139100006		NOV2026THD	10-2620-610-000-00-000-000-000-0000	2620610	77.48
0000176915	11/06/2026	AP7139100007		NOV2026THD	10-2620-610-000-00-000-000-000-0000	2620610	47.43
0000176915	11/06/2026	AP7139100008		NOV2026THD	10-2620-610-000-00-000-000-000-0000	2620610	168.71
0000176915	11/06/2026	AP7139100009		NOV2026THD	10-2620-610-000-00-000-000-000-0000	2620610	29.97
0000176915	11/06/2026	AP7139100010		NOV2026THD	10-2620-610-000-10-500-000-000-0000	262061050	22.42
0000176915	11/06/2026	AP7139100011		NOV2026THD	10-2620-610-000-00-000-000-000-0000	2620610	5.36
0000176915	11/06/2026	AP7139100012		NOV2026THD	10-2620-610-000-00-000-000-000-0000	2620610	47.69
0000176915	11/06/2026	AP7139100013		NOV2026THD	10-2620-610-000-00-000-000-000-0000	2620610	141.74
0000176915	11/06/2026	AP7139100014		NOV2026THD	10-2620-610-000-00-000-000-000-0000	2620610	30.42
0000176915	11/06/2026	AP7139100015		NOV2026THD	10-2620-610-000-30-800-000-000-0000	262061080	7.98
0000176915	11/06/2026	AP7139100016		NOV2026THD	10-2620-610-000-20-600-000-000-0000	262061060	25.74
0000176915	11/06/2026	AP7139100017		NOV2026THD	10-2620-610-000-00-000-000-000-0000	2620610	68.93
0000176915	11/06/2026	AP7139100018		NOV2026THD	10-2620-610-000-00-000-000-000-0000	2620610	9.97

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0000176915	11/06/2026	AP7139100019		NOV2026THD	10-2620-610-000-00-000-000-000-0000	2620610	22.96
0000176915	11/06/2026	AP7139100020		NOV2026THD	10-2620-610-000-10-500-000-000-0000	262061050	13.35
0000176915	11/06/2026	AP7139100021		NOV2026THD	10-2620-610-000-00-000-000-000-0000	2620610	42.42
0000176915	11/06/2026	AP7139100022		NOV2026THD	10-2620-610-000-10-230-000-000-0000	262061023	49.86
0000176915	11/06/2026	AP7139100023		NOV2026THD	10-2620-610-000-00-000-000-000-0000	2620610	10.01
0000176915	11/06/2026	AP7139100024		NOV2026THD	10-2620-610-000-10-500-000-000-0000	262061050	56.69
0000176915	11/06/2026	AP7139100025		NOV2026THD	10-2620-610-000-30-700-000-000-0000	262061070	263.20
0000176915	11/06/2026	AP7139100026		NOV2026THD	10-2620-610-000-00-000-000-000-0000	2620610	59.37
0000176915	11/06/2026	AP7139100027		NOV2026THD	10-2620-610-000-00-000-000-000-0000	2620610	167.98
0000176915	11/06/2026	AP7139100028		NOV2026THD	10-2620-610-000-00-000-000-000-0000	2620610	7.97
0000176915	11/06/2026	AP7139100029		NOV2026THD	10-2620-610-000-00-000-000-000-0000	2620610	49.91
0000176915	11/06/2026	AP7139100030		NOV2026THD	10-2620-610-000-00-000-000-000-0000	2620610	498.00
0000176915	11/06/2026	AP7139100031		NOV2026THD	10-2620-610-000-20-600-000-000-0000	262061060	6.78
0000176915	11/06/2026	AP7139100032		NOV2026THD	10-2620-610-000-30-700-000-000-0000	262061070	224.81
0000176915	11/06/2026	AP7139100033		NOV2026THD	10-2620-610-000-00-000-000-000-0000	2620610	38.64
0000176915	11/06/2026	AP7139100034		NOV2026THD	10-2620-610-000-00-000-000-000-0000	2620610	65.91
0000176915	11/06/2026	AP7139100035		NOV2026THD	10-2620-610-000-00-000-000-000-0000	2620610	9.85
0000176915	11/06/2026	AP7139100036		NOV2026THD	10-2620-610-000-00-000-000-000-0000	2620610	44.95
0000176915	11/06/2026	AP7139100037		NOV2026THD	10-2620-610-000-00-000-000-000-0000	2620610	47.29
0000176915	11/06/2026	AP7139100038		NOV2026THD	10-2620-610-000-00-000-000-000-0000	2620610	13.78
0000176915	11/06/2026	AP7139100039		NOV2026THD	10-2620-610-000-30-700-000-000-0000	262061070	69.84
0000176915	11/06/2026	AP7139100040		NOV2026THD	10-2620-610-000-00-000-000-000-0000	2620610	35.91

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0000176915	11/06/2026	AP7139100041		NOV2026THD	10-2620-610-000-00-000-000-000-0000	2620610	119.75
0000176915	11/06/2026	AP7139100042		NOV2026THD	10-2620-610-000-30-800-000-000-0000	262061080	58.72
0000176915	11/06/2026	AP7139100043		NOV2026THD	10-2620-610-000-00-000-000-000-0000	2620610	74.84
0000176915	11/06/2026	AP7139100044		NOV2026THD	10-2620-610-000-20-600-000-000-0000	262061060	25.16
0000176915	11/06/2026	AP7139100045		NOV2026THD	10-2620-610-000-00-000-000-000-0000	2620610	6.96
0000176915	11/06/2026	AP7139100046		NOV2026THD	10-2620-610-000-00-000-000-000-0000	2620610	59.58
0000176915	11/06/2026	AP7139100047		NOV2026THD	10-2620-610-000-00-000-000-000-0000	2620610	14.96
H1540-THE HOME DEPOT CREDIT SERVICES				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**2,943.31**
0000176916	11/06/2026	LE7129200001	2700001084	2660918CLQ	10-1110-610-431-00-000-000-000-2027		2,823.05
I0477-IPROMOTEu				**Remit ID R-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**2,823.05**
0000176917	11/06/2026	AP7138900001		NOV22026DL	10-6111-000-000-00-999-005-000-0000	6111SCR	380.00
L0116-DAVID A. LESOINE				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**380.00**
0000176918	11/06/2026	LE7119800001	2700001026	263195	10-1110-610-000-30-800-121-000-0000	110061080121	891.76
L71397-Luck's Music Library				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**891.76**
0000176919	11/06/2026	AP7129300001		260057	10-2620-430-000-20-600-000-000-0000	262043060	150.00
M0348-MOUNTAIN VALLEY MOLD SOLUTION, LLC				**Remit ID R-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**150.00**
0000176920	11/06/2026	AP7133300001		GK26-27	10-1290-561-000-00-000-023-000-0000	1290561	33,000.00
M0830-MERCY SCHOOL				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**33,000.00**
0000176921	11/06/2026	AP7126800001		100019893765	10-2690-622-000-00-000-000-000-0000	2690622	320.95

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0000176921	11/06/2026	AP7126900001		100019566619	10-2690-622-000-30-800-000-000-0000	269062280	24.34
M1620-MET-ED				**Remit ID R-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**345.29**
0000176922	11/06/2026	AP7134300001		882298	10-1110-430-000-30-800-121-000-0000	110043080121	308.00
M2719-MORPHEUS MUSIC				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**308.00**
0000176923	11/06/2026	AP7122300001		607297-28143	10-2690-621-000-30-800-000-000-0000	269062180	181.69
0000176923	11/06/2026	AP7122400001		607297-83706	10-2690-621-000-10-500-000-000-0000	269062150	62.44
0000176923	11/06/2026	AP7122500001		607297-83705	10-2690-621-000-30-800-000-000-0000	269062180	24.50
0000176923	11/06/2026	AP7126600001		607297-28142	10-2690-621-000-00-210-000-000-0000	269062121	441.58
0000176923	11/06/2026	AP7126700001		607297-83704	10-2690-621-000-30-800-000-000-0000	269062180	308.23
0000176923	11/06/2026	AP7139800001		607297-28144	10-2690-621-000-10-230-000-000-0000	269062123	(43.46)
N0016-NRG BUSINESS MARKETING				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**974.98**
0000176924	11/06/2026	AP7121800001		12580-30000	10-2690-622-000-10-250-000-000-0000	269062225	27.63
0000176924	11/06/2026	AP7121900001		12180-30008	10-2690-622-000-10-250-000-000-0000	269062225	27.45
0000176924	11/06/2026	AP7122000001		99772-08002	10-2690-622-000-30-800-000-000-0000	269062280	29,345.55
0000176924	11/06/2026	AP7122100001		81495-61024	10-2690-622-000-20-600-000-000-0000	269062260	17,300.53
0000176924	11/06/2026	AP7122200001		45381-34006	10-2690-622-000-10-250-000-000-0000	269062225	2,064.58
0000176924	11/06/2026	AP7125600001		32295-29009	10-2690-622-000-30-800-000-000-0000	269062280	28.00
0000176924	11/06/2026	AP7125700001		23981-33001	10-2690-622-000-30-800-000-000-0000	269062280	47.49
0000176924	11/06/2026	AP7125800001		12780-30006	10-2690-622-000-10-230-000-000-0000	269062223	27.22
0000176924	11/06/2026	AP7125900001		19781-33006	10-2690-622-000-10-230-000-000-0000	269062223	2,334.11

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0000176924	11/06/2026	AP7126000001		45374-95000	10-2690-622-000-10-500-000-000-0000	269062250	27.73
0000176924	11/06/2026	AP7126100001		64559-05009	10-2690-622-000-20-600-000-000-0000	269062260	55.10
0000176924	11/06/2026	AP7126200001		83274-45007	10-2690-622-000-10-500-000-000-0000	269062250	44.74
0000176924	11/06/2026	AP7133000001		73791-43000	10-2690-622-000-20-600-000-000-0000	269062260	27.64
0000176924	11/06/2026	AP7133100001		84591-44004	10-2690-622-000-10-500-000-000-0000	269062250	20,563.11
0000176924	11/06/2026	AP7135200001		50390-36019	10-2690-622-000-10-500-000-000-0000	269062250	11,664.31
P1120-PPL ELECTRIC UTILITIES				**Remit ID R-3**	**Payment Date: 11/06/2026**	**Payment Amt:**	**83,585.19**
0000176925	11/06/2026	AP7119900001		2232661	10-2720-627-000-00-000-000-000-0000	2720627	17,951.40
P1539-PETROLEUM TRADERS CORP.				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**17,951.40**
0000176926	11/06/2026	AP7134100001		0007922739	10-2360-610-000-00-000-000-000-0000	2360610	641.60
P2240-USA TODAY MEDIA CORP				**Remit ID R-4**	**Payment Date: 11/06/2026**	**Payment Amt:**	**641.60**
0000176927	11/06/2026	AP7139000001		NOV22026SQ	10-6111-000-000-00-999-005-000-0000	6111SCR	599.09
Q0050-SANDRA QUICK				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**599.09**
0000176928	11/06/2026	AP7139400001		01P58081	10-2740-610-000-00-000-000-000-0000	2740610	2,026.77
R1098-ROHRER BUS SALES				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**2,026.77**
0000176929	11/06/2026	AP7138200001		M7714508	10-1110-640-000-10-230-000-000-0000	110064023	93.76
S0581-SCHOLASTIC INC MAGAZINES				**Remit ID R-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**93.76**
0000176930	11/06/2026	AP7137400001		34512	10-2620-610-000-10-500-000-000-0000	262061050	1,035.00
S3660-STRAND POOL SUPPLY LLP				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**1,035.00**

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0000176931	11/06/2026	AP7138300001		129858	10-2620-430-000-00-000-000-000-0000	2620430	1,364.64
0000176931	11/06/2026	AP7138400001		129859	10-2620-430-000-10-220-000-000-0000	262043022	5,275.00
0000176931	11/06/2026	AP7138500001		129787	10-2620-430-000-20-600-000-000-0000	262043060	2,968.00
0000176931	11/06/2026	AP7138600001		129788	10-2620-430-000-10-500-000-000-0000	262043050	6,755.00
S4464-SUPER HEAT INC				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**16,362.64**
0000176932	11/06/2026	AP7137200001		NOV2026RIFLE	10-3250-810-000-30-800-000-000-RIFL	325081080RIFL	175.00
S9000-SCOPOS LLC				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**175.00**
0000176933	11/06/2026	AP7133600001		NOV2026VJ	10-6999-000-000-00-000-000-000-0000	6999	20.00
V0149-VICTORIA JOVANOVIC				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**20.00**
0000176934	11/06/2026	AP7138700001		0002284356	10-2620-430-000-00-000-000-000-0000	2620430	263.20
W1070-WILSON PRODUCTS				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**263.20**
0000176935	11/06/2026	AP7138100001		6001	10-3250-430-000-30-800-000-000-WRST	325043080WRST	250.00
W1220-WNUK MEDICAL				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**250.00**
0000176936	11/06/2026	AP7127400001		026514578	10-1110-442-000-20-600-000-000-0000	110044260	206.77
0000176936	11/06/2026	AP7127500001		026514577	10-2511-442-000-00-000-000-000-0000	2510442	206.69
0000176936	11/06/2026	AP7127600001		026514576	10-2511-442-000-00-000-000-000-0000	2510442	203.66
0000176936	11/06/2026	AP7127700001		026514575	10-1110-442-000-20-600-000-000-0000	110044260	233.70
0000176936	11/06/2026	AP7127800001		026514574	10-1110-442-000-10-250-000-000-0000	110044225	218.57
0000176936	11/06/2026	AP7127900001		026514573	10-1110-442-000-10-230-000-000-0000	110044223	218.57

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

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: 01 - GENERAL FUND **Payment Dates:** 10/17/2026 - 11/13/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount
0000176936	11/06/2026	AP7128000001		026514572	10-1110-442-000-10-500-000-000-0000	110044250	114.44
0000176936	11/06/2026	AP7128100001		026514570	10-1110-442-000-10-500-000-000-0000	110044250	218.57
0000176936	11/06/2026	AP7128200001		026514569	10-1110-442-000-10-500-000-000-0000	110044250	218.57
0000176936	11/06/2026	AP7128300001		026514568	10-1110-442-000-10-220-000-000-0000	110044222	114.44
0000176936	11/06/2026	AP7128400001		026514567	10-1110-442-000-10-220-000-000-0000	110044222	218.57
0000176936	11/06/2026	AP7128500001		026514566	10-1110-442-000-30-800-000-000-0000	110044280	218.57
X0040-XEROX CORPORATION				**Remit ID R-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**2,391.12**
0000176937	11/06/2026	AP7137700001		INV-000277513	10-1110-430-000-30-800-121-000-0000	110043080121	270.00
Z0141-ZESWITZ				**Remit ID R-2**	**Payment Date: 11/06/2026**	**Payment Amt:**	**270.00**
0000176938	11/13/2026	AP7146700001		NOV2026PTA	10-1110-599-000-10-250-000-000-0000	110059925	450.00
A2030-ARLINGTON HEIGHTS PTA				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**450.00**
0000176939	11/13/2026	AP7145200001		0145600000	10-2330-312-000-00-000-000-000-0000	2330312	82.42
0000176939	11/13/2026	AP7145200002		0145600000	10-2330-530-000-00-000-000-000-0000	2330530	54.04
B1020-BERKHEIMER ASSOCIATES				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**136.46**
0000176940	11/13/2026	AP7151300001		NOV2026MB	10-3250-635-000-00-000-000-000-0000	3250635	44.99
B4000-MICHELLE BROZUSKY				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**44.99**
0000176941	11/13/2026	AP7142500001		OCT2026CENTRAL	10-1290-562-000-00-000-000-000-0000	1290562	2,831.81
0000176941	11/13/2026	AP7142500002		OCT2026CENTRAL	10-1110-562-000-00-000-000-000-0000	1100562	17,979.76
C0466-CENTRAL PA DIGITAL LEARNING FOUNDATION				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**20,811.57**

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

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Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
0000176942	11/13/2026	AP7149200001		2038	10-2360-635-000-00-000-000-000-0000	2360635	252.67	
C0781-CHARTWELLS				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**252.67**	
0000176943	11/13/2026	AP7148100001		NOV2026CM	10-0462-217-000-00-000-000-000-0000	10462217	14,846.68	
0000176943	11/13/2026	AP7148100002		NOV2026CM	10-0462-213-000-00-000-000-000-0000	10462213	1,267.74	
0000176943	11/13/2026	AP7148100003		NOV2026CM	10-0462-213-000-00-000-000-000-0000	10462213	2,018.03	
0000176943	11/13/2026	AP7148100004		NOV2026CM	10-0462-213-000-00-000-000-000-0000	10462213	7,264.91	
C1268-CM REGENT INSURANCE CO				**Remit ID R-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**25,397.36**	
0000176944	11/13/2026	AP7148800001		2609052	10-2511-599-000-00-000-000-000-0000	2510599	1,350.00	
C1915-COMPUTERSHARE				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**1,350.00**	
0000176945	11/13/2026	LE7141500001	2700000954	COMP-INV989724	10-1110-648-000-30-800-130-000-0000	110064880130	1,085.00	*P*
C4560-COMPTIA, INC.				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**1,085.00**	
0000176946	11/13/2026	AP7151700001		2025_5	10-1290-561-000-00-000-023-000-0000	1290561	28,592.52	
E0098-EAST STROUDSBURG AREA SCHOOL				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**28,592.52**	
0000176947	11/13/2026	AP7148200001		NOV2026EMTEP	10-0462-211-000-00-000-000-000-0000	10462211	1,772,049.00	
E1099-EMPLOYEE BENEFIT TRUST OF				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**1,772,049.00**	
0000176948	11/13/2026	AP7149800001		26-27_1	10-1110-581-000-10-220-000-000-0000	110058122	235.00	
E1833-EAST STROUDSBURG UNIVERSITY				**Remit ID R-6**	**Payment Date: 11/13/2026**	**Payment Amt:**	**235.00**	
0000176949	11/13/2026	AP7140700001		NOV62026PF	10-6111-000-000-00-999-005-000-0000	6111SCR	770.00	
F0031-PATRICIA M FOSTER				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**770.00**	

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FUND ACCOUNTING PAYMENT REGISTER

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Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount
0000176950	11/13/2026	AP7149000001		NOV2026AH	10-1110-580-000-20-600-000-000-0000	110058060	277.55
0000176950	11/13/2026	AP7149100001		NOV2026AH-1	10-2270-240-000-00-600-000-000-0000	227024060	1,245.00
H1116-ARIEL HARTMAN				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**1,522.55**
0000176951	11/13/2026	AP7142200001		1147673	10-1290-562-000-00-000-000-000-0000	1290562	2,831.81
0000176951	11/13/2026	AP7142200002		1147673	10-1110-562-000-00-000-000-000-0000	1100562	7,491.57
I0200-INSIGHT PA CYBER CHARTER SCHOOL				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**10,323.38**
0000176952	11/13/2026	AP7148900001		NOV2026KK	10-2270-580-000-00-000-000-000-0000	2270580	23.10
K0913-KIMBERLY KOPEC				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**23.10**
0000176953	11/12/2026	AP7144500001		13747	10-2790-411-000-00-000-000-000-0000	2790411	37.00
0000176953	11/12/2026	AP7144500002		13747	10-2690-411-000-10-250-000-000-0000	269041125	37.00
0000176953	11/12/2026	AP7144500003		13747	10-2690-411-000-10-230-000-000-0000	269041123	37.00
0000176953	11/12/2026	AP7144500004		13747	10-2690-411-000-10-220-000-000-0000	269041122	37.00
0000176953	11/12/2026	AP7144500005		13747	10-2690-411-000-10-500-000-000-0000	269041150	186.25
0000176953	11/12/2026	AP7144500006		13747	10-2690-411-000-30-700-000-000-0000	269041170	248.88
0000176953	11/12/2026	AP7144500007		13747	10-2690-411-000-20-600-000-000-0000	269041160	248.88
0000176953	11/12/2026	AP7144500008		13747	10-2690-411-000-30-800-000-000-0000	269041180	417.99
M2461-MONROE CO WASTE AUTHORITY				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**1,250.00**
0000176954	11/13/2026	AP7141900001		NOV62026SNB	10-6111-000-000-00-999-005-000-0000	6111SCR	380.00
N0215-SUSAN M NOAKE BRUNSON				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**380.00**
0000176955	11/13/2026	AP7148000001		1148077	10-1110-562-000-00-000-000-000-0000	1100562	7,491.56

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

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Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount
P0008-PA DISTANCE LEARNING CHARTER SCHOOL				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**7,491.56**
0000176956	11/13/2026	AP7148300001		46959	10-2660-610-000-00-000-000-000-0000	2660610	1,188.00
0000176956	11/13/2026	AP7148400001		46960	10-2660-610-000-00-000-000-000-0000	2660610	39.00
0000176956	11/13/2026	AP7148500001		46850	10-2660-610-000-00-000-000-000-0000	2660610	67.50
0000176956	11/13/2026	AP7148600001		46851	10-2660-610-000-00-000-000-000-0000	2660610	24.00
0000176956	11/13/2026	AP7148700001		46852	10-2660-610-000-00-000-000-000-0000	2660610	245.00
0000176956	11/13/2026	AP7152200001		46995	10-2660-610-000-00-000-000-000-0000	2660610	270.00
P0412-PATRIOT WORKWEAR				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**1,833.50**
0000176957	11/13/2026	AP7147300001		DEC122026BWRST	10-3250-810-000-30-800-000-000-WRST	325081080WRST	400.00
0000176957	11/13/2026	AP7147400001		DEC122026GWRST	10-3250-810-000-30-800-000-000-GWST	325081080GWST	400.00
P0414-PATRIOT WRESTLING CLUB INC.				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**800.00**
0000176958	11/13/2026	AP7142300001		NOV2026PACYBER	10-1290-562-000-00-000-000-000-0000	1290562	25,486.32
0000176958	11/13/2026	AP7142300002		NOV2026PACYBER	10-1110-562-000-00-000-000-000-0000	1100562	20,976.38
P0920-PENNSYLVANIA CYBER CHARTER SCHOOL				**Remit ID R-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**46,462.70**
0000176959	11/13/2026	AP7150200001		26454	10-2380-810-000-30-700-000-000-0000	238081070	605.00
P1157-PA PRINCIPALS ASSOCIATION				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**605.00**
0000176960	11/13/2026	AP7151400001		NOV2026LR	10-1110-580-000-30-800-000-000-0000	110058080	268.00
R1800-LISA RUSK				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**268.00**

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

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Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount
0000176961	11/13/2026	AP7140800001		4729	10-2660-610-000-00-000-000-000-0000	2660610	36.79
0000176961	11/13/2026	AP7140800002		4729	10-2740-610-000-00-000-000-000-0000	2740610	36.79
0000176961	11/13/2026	AP7140800003		4729	10-2620-610-000-00-000-000-000-0000	2620610	11.32
S2720-SPARKLE CAR WASH LLC				**Remit ID R-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**84.90**
0000176962	11/13/2026	AP7147600001		NOV2026STLUKES	10-2420-330-000-00-000-000-000-0000	2420330	2,400.00
S3040-ST. LUKE'S PHYSICIAN GROUP				**Remit ID R-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**2,400.00**
0000176963	11/13/2026	AP7150300001		SEPTOCT2026SS	10-1110-610-000-30-700-000-000-PBIS	110061070PBIS	818.48
S3990-STBG. JR HIGH SCHOOL				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**818.48**
0000176964	11/13/2026	AP7147700001		NOV72026BAND	10-1110-581-000-30-800-000-000-0000	110058180	1,800.00
S4000-STBG. HS ACTIVITY ACCOUNT				**Remit ID R-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**1,800.00**
0000176965	11/13/2026	AP7147500001		2881	10-2740-430-000-00-000-000-000-0000	2740430	964.60
T0119-TOWNE GARAGE INC				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**964.60**
0000176966	11/13/2026	AP7145500001		G7181166	10-2690-621-000-30-800-000-000-0000	269062180	4,148.78
0000176966	11/13/2026	AP7145600001		G7181079	10-2690-621-000-20-600-000-000-0000	269062160	3,149.67
0000176966	11/13/2026	AP7145700001		G7181280	10-2690-621-000-30-700-000-000-0000	269062170	776.37
0000176966	11/13/2026	AP7145800001		G7181263	10-2690-621-000-20-600-000-000-0000	269062160	1,479.13
U0312-UGI ENERGY SERVICES LLC				**Remit ID R-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**9,553.95**
0000176967	11/13/2026	AP7149600001		NOV2026JWTAX	10-2330-610-000-00-000-000-000-0000	2330610	232.18
W0259-JUDI WARNER				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**232.18**

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0000176968	11/13/2026	AP7149900001		INV-000293038	10-1110-430-000-30-800-121-000-0000	110043080121	27.00	
0000176968	11/13/2026	AP7150000001		INV-000286607	10-1110-430-000-30-800-121-000-0000	110043080121	411.00	
0000176968	11/13/2026	AP7150100001		INV-000286610	10-1110-430-000-30-800-121-000-0000	110043080121	198.00	
Z0141-ZESWITZ				**Remit ID R-2**	**Payment Date: 11/13/2026**	**Payment Amt:**	**636.00**	
D000007694	10/23/2026	AP7089800001		OCT2026KA	10-2660-610-000-00-000-000-000-0000	2660610	52.99	D
A0452-KEITH G ALBERT				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**52.99**	
D000007695	10/23/2026	AP7089500001		19FL-P1N9-94YC	10-2511-610-000-00-000-000-000-0000	2510610	(22.49)	D
D000007695	10/23/2026	AP7092000001		1HGK-GWRR-VGHK	10-2740-610-000-00-000-000-000-0000	2740610	42.86	D
D000007695	10/23/2026	AP7093000001		1LF9-CLX9-99PJ	10-2740-610-000-00-000-000-000-0000	2740610	138.56	D
D000007695	10/23/2026	AP7099100001		1G3F-QJT9-34TP	10-1110-610-000-10-500-000-000-0000	110061050	(36.06)	D
D000007695	10/23/2026	AP7099200001		17CW-VNTY-1YYN	10-1110-610-000-10-500-000-000-0000	110061050	(37.98)	D
D000007695	10/23/2026	LE7082200001	2700001050	1KVH-JV3M-KYNP	10-1110-610-000-10-500-000-000-0000	110061050	14.99	D
D000007695	10/23/2026	LE7082300001	2700001048	1CX6-Y7Y1-RTWL	10-1110-610-000-10-500-000-000-0000	110061050	47.99	D
D000007695	10/23/2026	LE7084300001	2700001049	1WT1-RL4P-1LRK	10-1241-610-000-10-250-023-000-0000	124061025	36.35	D
D000007695	10/23/2026	LE7084300002	2700001049	1WT1-RL4P-1LRK	10-1241-610-000-10-250-023-000-0000	124061025	13.11	D
D000007695	10/23/2026	LE7084300003	2700001049	1WT1-RL4P-1LRK	10-1241-610-000-10-250-023-000-0000	124061025	11.99	D
D000007695	10/23/2026	LE7084300004	2700001049	1WT1-RL4P-1LRK	10-1241-610-000-10-250-023-000-0000	124061025	8.99	D
D000007695	10/23/2026	LE7086300001	2700000989	1KNR-11L4-4QDT	10-3300-610-411-00-000-000-000-2027	3300610T1	12.99	D
D000007695	10/23/2026	LE7086500001	2700001015	11JH-NDHT-3C4Y	10-1110-610-000-20-600-000-000-0000	110061060	25.09	D

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D000007695	10/23/2026	LE7086700001	2700001015	1MXK-X4CJ-KTXH	10-1110-610-000-20-600-000-000-0000	110061060	59.85	D
D000007695	10/23/2026	LE7086800001	2700001017	1D9V-3YDN-WXC1	10-1110-610-000-20-600-000-000-PBIS	110061060PBIS	227.67	D
D000007695	10/23/2026	LE7087000001	2700001017	16LN-D7NX-H9GG	10-1110-610-000-20-600-000-000-PBIS	110061060PBIS	119.98	D
D000007695	10/23/2026	LE7087100001	2700000939	1WMC-C7PP-FCVF	10-1110-610-000-20-600-121-000-0000	110061060121	279.90	D
D000007695	10/23/2026	LE7087200001	2700001004	1D16-LFDC-RXF7	10-3250-610-000-30-800-000-000-0000	3250610	31.89	D
D000007695	10/23/2026	LE7087300001	2700001009	1HWY-PYTF-FRK4	10-3300-610-411-00-000-000-000-2027	3300610T1	8.99	D
D000007695	10/23/2026	LE7087400001	2700001013	1DCX-X4X6-TG1F	10-1110-610-000-10-250-000-000-0000	110061025	59.85	D
D000007695	10/23/2026	LE7087500001	2700001020	1XR7-XXP9-4C3K	10-2380-610-000-30-800-000-000-0000	238061080	43.99	D
D000007695	10/23/2026	LE7087600001	2700001028	1D16-LFDC-RXW3	10-2122-610-000-20-600-000-000-0000	212261060	35.97	D
D000007695	10/23/2026	LE7087700001	2700001029	1DCX-X4X6-QJJK	10-1241-610-000-30-800-023-000-0000	124061080	21.99	D
D000007695	10/23/2026	LE7087700002	2700001029	1DCX-X4X6-QJJK	10-1241-610-000-00-000-023-000-0000	1240610	21.78	D
D000007695	10/23/2026	LE7087800001	2700001031	1VHT-RJKX-9QKH	10-1110-610-000-30-800-270-000-0000	110061080270	280.99	D
D000007695	10/23/2026	LE7087900001	2700001032	16QN-WX94-TRNX	10-1110-610-000-10-500-000-000-0000	110061050	95.98	D
D000007695	10/23/2026	LE7088000001	2700001034	1MKV-HHL7-THW7	10-1110-610-000-10-500-000-000-0000	110061050	47.99	D
D000007695	10/23/2026	LE7088100001	2700001035	14RG-M9HR-TX76	10-1241-610-000-30-800-023-000-0000	124061080	48.59	D
D000007695	10/23/2026	LE7088200001	2700001037	1YFH-KMLG-CX1H	10-1110-610-000-30-700-000-000-PBIS	110061070PBIS	25.99	D
D000007695	10/23/2026	LE7088300001	2700001042	1JTQ-HTHP-TKY1	10-1110-610-431-00-000-000-000-2027		185.16	D
D000007695	10/23/2026	LE7088400001	2700001045	1XM6-6QDK-WYTF	10-1110-610-000-27-600-180-000-0000	110061067180	29.88	D

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

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: 01 - GENERAL FUND **Payment Dates:** 10/17/2026 - 11/13/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
D000007695	10/23/2026	LE7088500001	2700001047	1YN7-Q6G6-FRD6	10-1241-610-000-30-800-023-000-0000	124061080	228.84	D
D000007695	10/23/2026	LE7088600001	2700001053	1X3J-TFRM-GLL3	10-1110-610-431-00-000-000-000-2027		161.20	D
D000007695	10/23/2026	LE7088700001	2700001057	1KNR-11L4-4R47	10-3250-610-000-30-800-000-000-0000	3250610	4.49	D
D000007695	10/23/2026	LE7088700002	2700001057	1KNR-11L4-4R47	10-3250-610-000-30-800-000-000-0000	3250610	6.53	D
D000007695	10/23/2026	LE7088700003	2700001057	1KNR-11L4-4R47	10-3250-610-000-30-800-000-000-0000	3250610	16.99	D
D000007695	10/19/2026	LE7100100001	2700001054	1DND-CGTG-4CV6	10-3250-610-000-30-800-000-000-BASE	325061080BASE	53.85	D
D000007695	10/23/2026	LE7100200001	2700001055	179X-J4T7-QMYQ	10-1241-610-000-00-000-023-000-0000	1240610	9.99	D
D000007695	10/23/2026	LE7100200002	2700001055	179X-J4T7-QMYQ	10-1260-610-000-00-000-023-000-0000	1260610	39.99	D
A0801-AMAZON.COM				**Remit ID R-2**	**Payment Date: 10/23/2026**	**Payment Amt:**	**2,404.71**	
D000007696	10/23/2026	AP7084700001		249005207	10-1110-610-000-30-800-122-000-0000	110061080122	161.18	D
D000007696	10/23/2026	LE7082400001	2700000987	249005207	10-1110-610-000-30-800-122-000-0000	110061080122	161.18	D
D000007696	10/23/2026	LE7083800001	2700000683	249003133	10-1110-610-000-30-800-122-000-0000	110061080122	164.95	D
D000007696	10/23/2026	LE7084000001	2700000683	248637500	10-1110-610-000-30-800-122-000-0000	110061080122	1,491.08	D
B0015-B & H PHOTO-VIDEO				**Remit ID R-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**1,978.39**	
D000007697	10/23/2026	LE7084200001	2700000941	936018681	10-3250-610-000-30-800-000-000-VOLY	325061080VOLY	480.00	D
D000007697	10/23/2026	LE7084200002	2700000941	936018681	10-3250-610-000-30-800-000-000-VOLY	325061080VOLY	30.00	D
B0055-BSN SPORTS INC.				**Remit ID R-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**510.00**	
D000007698	10/23/2026	AP7098000001		SEPT2026BOA	10-1110-648-000-30-700-270-000-0000	110064870270	42.40	D

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

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: 01 - GENERAL FUND **Payment Dates:** 10/17/2026 - 11/13/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
D000007698	10/23/2026	AP7098000002		SEPT2026BOA	10-2620-650-000-00-000-000-000-0000	2620650	330.46	D
D000007698	10/23/2026	AP7098000003		SEPT2026BOA	10-2511-640-000-00-000-000-000-0000	2510640	26.15	D
D000007698	10/23/2026	AP7098000004		SEPT2026BOA	10-2620-610-000-10-500-000-000-0000	262061050	154.75	D
D000007698	10/23/2026	AP7098000005		SEPT2026BOA	10-2620-610-000-30-700-000-000-0000	262061070	17.48	D
D000007698	10/23/2026	AP7098000006		SEPT2026BOA	10-2620-610-000-00-000-000-000-0000	2620610	3,250.84	D
D000007698	10/23/2026	AP7098000007		SEPT2026BOA	10-1110-610-000-30-800-000-000-0000	110061080	9,846.95	D
D000007698	10/23/2026	AP7098000008		SEPT2026BOA	10-2818-610-000-00-000-260-000-0000	2818610	462.66	D
D000007698	10/23/2026	AP7098000009		SEPT2026BOA	10-2360-810-000-00-000-000-000-0000	2360810	2,164.00	D
D000007698	10/23/2026	AP7098000010		SEPT2026BOA	10-2360-610-000-00-000-000-000-0000	2360610	916.94	D
D000007698	10/23/2026	AP7098000011		SEPT2026BOA	10-1110-610-000-30-700-240-000-0000	110061070240	895.93	D
D000007698	10/23/2026	AP7098000012		SEPT2026BOA	10-1110-610-000-30-800-240-000-0000	110061080240	1,776.05	D
D000007698	10/23/2026	AP7098000013		SEPT2026BOA	10-2511-580-000-00-000-000-000-0000	2510580	432.97	D
D000007698	10/23/2026	AP7098000014		SEPT2026BOA	10-2511-390-000-00-000-000-000-0000	2510390	334.00	D
D000007698	10/23/2026	AP7098000015		SEPT2026BOA	10-2511-610-000-00-000-000-000-0000	2510610	42.40	D
D000007698	10/23/2026	AP7098000016		SEPT2026BOA	10-2818-650-000-00-000-260-000-0000	2818650	53.27	D
D000007698	10/23/2026	AP7098000017		SEPT2026BOA	10-3250-610-000-30-800-000-000-0000	3250610	115.12	D
D000007698	10/23/2026	AP7098000018		SEPT2026BOA	10-2740-610-000-00-000-000-000-0000	2740610	542.93	D
B0165-BANK OF AMERICA				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**21,405.30**	
D000007699	10/23/2026	AP7099300001		INV-0000-25860	10-2620-430-000-30-700-000-000-0000	262043070	49.94	D
B1229-BIO-HAZ SOLUTIONS				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**49.94**	

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

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: 01 - GENERAL FUND **Payment Dates:** 10/17/2026 - 11/13/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
D000007700	10/22/2026	AP7096100001		130133	10-2818-538-000-00-000-260-000-0000	2818538	6,776.17	D
D000007700	10/22/2026	AP7096200001		130110	10-1232-322-000-30-800-023-000-0000	123232280	26,728.63	D
D000007700	10/22/2026	AP7096300001		130121	10-1233-322-000-30-800-023-000-0000	123332280	4,068.96	D
D000007700	10/22/2026	AP7096300002		130121	10-1211-322-000-30-800-023-000-0000	121132280	4,185.45	D
D000007700	10/22/2026	AP7096300003		130121	10-1442-322-000-00-000-000-000-0000	1442322	7,222.61	D
D000007700	10/22/2026	AP7096300004		130121	10-1231-322-000-30-800-023-000-0000	123132280	67,732.80	D
D000007700	10/22/2026	AP7096400001		130147	10-1233-322-000-30-800-023-000-0000	123332280	203.59	D
D000007700	10/22/2026	AP7096400002		130147	10-1211-322-000-30-800-023-000-0000	121132280	209.42	D
D000007700	10/22/2026	AP7096400003		130147	10-1442-322-000-00-000-000-000-0000	1442322	361.39	D
D000007700	10/22/2026	AP7096400004		130147	10-1231-322-000-30-800-023-000-0000	123132280	3,389.08	D
D000007700	10/22/2026	AP7096500001		130160	10-2818-390-000-00-000-260-000-0000	2818390	630.00	D
D000007700	10/22/2026	AP7096500002		130160	10-2711-610-000-00-000-000-000-0000	2710610	75.00	D
D000007700	10/22/2026	AP7096500003		130160	10-1290-323-000-00-000-023-000-0000	1290323	156.36	D
C1580-COLONIAL INTERMEDIATE UNIT #20				**Remit ID R-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**121,739.46**	
D000007701	10/23/2026	AP7089100001		785207A	10-2720-399-000-00-000-000-000-0000	2720399	1,133.20	D
C1926-CONCORDE INC.				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**1,133.20**	
D000007702	10/23/2026	AP7095400001		S0636774707.001	10-2620-610-000-00-000-000-000-0000	2620610	3.70	D
C2221-COOPER ELECTRIC				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**3.70**	
D000007703	10/23/2026	AP7094300001		0004035835	10-2620-610-000-00-000-000-000-0000	2620610	24.00	D
D0060-DAILEY RESOURCES				**Remit ID R-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**24.00**	

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

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: 01 - GENERAL FUND **Payment Dates:** 10/17/2026 - 11/13/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
D000007704	10/23/2026	AP7094500001		S039493102.001	10-2620-610-000-10-230-000-000-0000	262061023	11.84	D
D000007704	10/23/2026	AP7094600001		S039475593.001	10-2620-610-000-00-000-000-000-0000	2620610	25.33	D
D000007704	10/23/2026	AP7094700001		S039451024.001	10-2620-610-000-30-800-000-000-0000	262061080	3,667.29	D
D000007704	10/23/2026	AP7094800001		S039474911.001	10-2620-610-000-00-000-000-000-0000	2620610	23.10	D
D000007704	10/23/2026	AP7094900001		S039482904.001	10-2620-610-000-00-000-000-000-0000	2620610	556.47	D
D000007704	10/23/2026	AP7095600001		S039407199.001	10-2620-610-000-30-800-000-000-0000	262061080	259.24	D
D000007704	10/23/2026	AP7095900001		S039514925.001	10-2620-610-000-10-220-000-000-0000	262061022	7.42	D
E0150-EASTERN PENN SUPPLY COMPANY				**Remit ID R-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**4,550.69**	
D000007705	10/23/2026	AP7092200001		0000304151-IN	10-2620-610-000-00-210-000-000-0000	262061021	2,070.25	D
D000007705	10/23/2026	AP7092300001		0000304150-IN	10-2620-610-000-20-600-000-000-0000	262061060	1,666.00	D
D000007705	10/23/2026	AP7099600001		0000304221-IN	10-2620-610-000-30-800-000-000-0000	262061080	857.50	D
D000007705	10/23/2026	AP7099700001		0000304222-IN	10-2620-610-000-30-700-000-000-0000	262061070	1,261.75	D
D000007705	10/23/2026	AP7099800001		0000304223-IN	10-2620-610-000-10-500-000-000-0000	262061050	857.50	D
F0559-FISHER & SON COMPANY INC.				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**6,713.00**	
D000007706	10/23/2026	AP7092500001		I39041	10-2620-610-000-00-000-000-000-0000	2620610	85.00	D
G0860-GOTTA GO POTTIES INC.				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**85.00**	
D000007707	10/23/2026	AP7093700001		9119309970	10-2620-610-000-10-500-000-000-0000	262061050	245.22	D
G0915-GRAINGER				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**245.22**	
D000007708	10/23/2026	AP7095000001		S039448638.001	10-2620-610-000-30-700-000-000-0000	262061070	506.08	D
D000007708	10/23/2026	AP7095100001		S039468368.001	10-2620-610-000-10-230-000-000-0000	262061023	3,507.68	D

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

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: 01 - GENERAL FUND **Payment Dates:** 10/17/2026 - 11/13/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
H0093-HAJOCA CORPORATION				**Remit ID R-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**4,013.76**	
D000007709	10/23/2026	AP7096800001		228944	10-1110-323-000-00-000-000-000-CYBR	1100323CYBR	24,000.00	D
I0091-IMAGINE LEARNING LLC				**Remit ID R-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**24,000.00**	
D000007710	10/23/2026	LE7097000001	2700001068	158836	10-2818-610-000-00-000-260-000-0000	2818610	371.30	D
D000007710	10/23/2026	LE7097200001	2700001068	158838	10-2818-610-000-00-000-260-000-0000	2818610	742.60	D
D000007710	10/23/2026	LE7097400001	2700001068	158837	10-2818-610-000-00-000-260-000-0000	2818610	742.60	D
I0476-IPS GLOBAL				**Remit ID R-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**1,856.50**	
D000007711	10/23/2026	LE7098800001	2700000831	IN0291218	10-2250-648-000-30-800-000-000-0000	225064880	1,560.00	D
J0350-ITHAKA HARBORS INC				**Remit ID R-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**1,560.00**	
D000007712	10/23/2026	AP7088800001		OCT2026DK	10-2720-580-000-00-000-023-000-0000	2720580SE	3,720.00	D
K0711-DENISE KLEPPINGER				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**3,720.00**	
D000007713	10/23/2026	AP7095200001		INV-641471-K4T4	10-2620-430-000-10-500-000-000-0000	262043050	1,086.20	D
K0882-KENCOR ELEVATOR				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**1,086.20**	
D000007714	10/23/2026	AP7092600001		2026060	10-3250-610-000-30-800-000-000-0000	3250610	700.00	D
L0929-LEXICON TIMING LLC				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**700.00**	
D000007715	10/22/2026	AP7096000001		0000757122	10-2790-411-000-00-000-000-000-0000	2790411	261.96	D
D000007715	10/22/2026	AP7096000002		0000757122	10-2690-411-000-10-250-000-000-0000	269041125	261.96	D
D000007715	10/22/2026	AP7096000003		0000757122	10-2690-411-000-10-230-000-000-0000	269041123	261.96	D
D000007715	10/22/2026	AP7096000004		0000757122	10-2690-411-000-10-220-000-000-0000	269041122	261.96	D

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FUND ACCOUNTING PAYMENT REGISTER

Bank Account: 01 - GENERAL FUND **Payment Dates:** 10/17/2026 - 11/13/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
D000007715	10/22/2026	AP7096000005		0000757122	10-2690-411-000-10-500-000-000-0000	269041150	1,318.65	D
D000007715	10/22/2026	AP7096000006		0000757122	10-2690-411-000-30-700-000-000-0000	269041170	1,762.04	D
D000007715	10/22/2026	AP7096000007		0000757122	10-2690-411-000-20-600-000-000-0000	269041160	1,762.04	D
D000007715	10/22/2026	AP7096000008		0000757122	10-2690-411-000-30-800-000-000-0000	269041180	2,959.43	D
M0671-J.P. MASCARO & SONS				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**8,850.00**	
D000007716	10/23/2026	AP7089200001		06-23879	10-2740-610-000-00-000-000-000-0000	2740610	862.54	D
D000007716	10/23/2026	AP7099400001		06-238434	10-2650-430-000-00-000-000-000-0000	2650430	828.26	D
M1125-MCCARTHY TIRE SERVICE COMPANY OF PA INC				**Remit ID R-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**1,690.80**	
D000007717	10/23/2026	AP7095300001		3216306	10-2620-610-000-10-220-000-000-0000	262061022	22.15	D
M1252-MEIER SUPPLY CO. INC.				**Remit ID R-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**22.15**	
D000007718	10/23/2026	AP7093100001		269704	10-1110-610-000-30-700-000-000-PBIS	110061070PBIS	219.25	D
M2780-MORITZ EMBROIDERY WORKS INC.				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**219.25**	
D000007719	10/23/2026	AP7091900001		SBB101767	10-2740-610-000-00-000-000-000-0000	2740610	609.10	D
D000007719	10/23/2026	AP7092100001		NFB69492	10-2740-610-000-00-000-000-000-0000	2740610	1,156.76	D
M4909-MOTOR TRUCK EQUIPMENT COMPANY				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**1,765.86**	
D000007720	10/23/2026	AP7096600001		407587	10-2620-610-000-00-000-000-000-0000	2620610	114.65	D
N0015-NAPA AUTO PARTS				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**114.65**	
D000007721	10/23/2026	AP7092800001		OCT2026SO	10-2270-240-000-00-500-000-000-0000	227024050	1,731.00	D
O3013-SAMANTHA OLEWINE				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**1,731.00**	

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

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: 01 - GENERAL FUND **Payment Dates:** 10/17/2026 - 11/13/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
D000007722	10/23/2026	AP7097800001		S1632524.001	10-2620-610-000-10-230-000-000-0000	262061023	149.42	D
D000007722	10/23/2026	AP7097800002		S1632524.001	10-2620-610-000-10-250-000-000-0000	262061025	155.15	D
D000007722	10/23/2026	AP7097800003		S1632524.001	10-2620-610-000-10-220-000-000-0000	262061022	233.21	D
D000007722	10/23/2026	AP7097800004		S1632524.001	10-2620-610-000-10-500-000-000-0000	262061050	514.84	D
D000007722	10/23/2026	AP7097800005		S1632524.001	10-2620-610-000-30-700-000-000-0000	262061070	530.77	D
D000007722	10/23/2026	AP7097800006		S1632524.001	10-2620-610-000-20-600-000-000-0000	262061060	732.44	D
D000007722	10/23/2026	AP7097800007		S1632524.001	10-2620-610-000-30-800-000-000-0000	262061080	870.07	D
P0013-PA PAPER AND SUPPLY COMPANY				**Remit ID R-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**3,185.90**	
D000007723	10/23/2026	AP7099500001		2110732566	10-2620-610-000-00-000-000-000-0000	2620610	176.64	D
P0343-PARTS TOWN LLC				**Remit ID R-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**176.64**	
D000007724	10/23/2026	AP7095500001		INV-320192	10-3250-610-000-30-800-000-000-0000	3250610	397.69	D
P1840-PIONEER ATHLETICS & MTP				**Remit ID R-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**397.69**	
D000007725	10/23/2026	AP7093600001		16J8210872076	10-2620-610-000-10-220-000-000-0000	262061022	109.80	D
R0390-PRIMO BRANDS				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**109.80**	
D000007726	10/23/2026	AP7099000001		OCT2026GR	10-2270-240-000-00-250-000-000-0000	227024025	2,250.00	D
R1234-GAIL M RUNKEL				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**2,250.00**	
D000007727	10/23/2026	AP7098700001		OCT2026MS	10-2511-580-000-00-000-000-000-0000	2510580	239.82	D
S2341-MEREDITH R SMITH				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**239.82**	
D000007728	10/23/2026	AP7091700001		140018	10-2514-310-000-00-000-000-000-0000	2514310	314.00	D

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

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: 01 - GENERAL FUND **Payment Dates:** 10/17/2026 - 11/13/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
U0190-US OMNI & TSACG COMPLIANCE SERVICES				**Remit ID R-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**314.00**	
D000007729	10/23/2026	AP7098100001		SEPT282026LV	10-1110-610-000-30-800-240-000-0000	110061080240	44.80	*D*
V0449-LISA A VOYTKO				**Order ID O-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**44.80**	
D000007730	10/23/2026	AP7090200001		8822803213	10-1110-610-000-30-800-180-000-0000	110061080180	414.80	*D*
W0215-WARD'S SCIENCE				**Remit ID R-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**414.80**	
D000007731	10/23/2026	AP7091100001		195750E	10-2740-610-000-00-000-000-000-0000	2740610	812.88	*D*
W1280-WOLFINGTON BODY CO INC				**Remit ID R-1**	**Payment Date: 10/23/2026**	**Payment Amt:**	**812.88**	
D000007732	10/30/2026	AP7104400001		1VRW-7KP9-4T	10-2440-610-000-00-000-000-000-0000	2440610	31.98	*D*
D000007732	10/30/2026	AP7104500001		1YW6-NKFQ-6J7X	10-2511-610-000-00-000-000-000-0000	2510610	100.60	*D*
D000007732	10/23/2026	AP7106200001		1Y91-MQ1K-4RL7	10-2620-610-000-00-000-000-000-0000	2620610	16.50	*D*
D000007732	10/30/2026	AP7113300001		1XFG-73V3-W4NR	10-2440-610-000-00-000-000-000-0000	2440610	5.79	*D*
D000007732	10/30/2026	AP7113400001		11P7-TV47-PJ1V	10-2440-610-000-00-000-000-000-0000	2440610	2,375.50	*D*
D000007732	10/30/2026	AP7115500001		1RMN-P6J3-91TX	10-2740-610-000-00-000-000-000-0000	2740610	167.40	*D*
D000007732	10/30/2026	LE7102900001	2700001067	1H1C-H74T-DDJM	10-1241-610-000-00-000-023-000-0000	1240610	9.04	*D*
D000007732	10/30/2026	LE7102900002	2700001067	1H1C-H74T-DDJM	10-1260-610-000-00-000-023-000-0000	1260610	10.92	*D*
D000007732	10/30/2026	LE7102900003	2700001067	1H1C-H74T-DDJM	10-1260-610-000-00-000-023-000-0000	1260610	3.94	*D*
D000007732	10/30/2026	LE7102900004	2700001067	1H1C-H74T-DDJM	10-1260-610-000-00-000-023-000-0000	1260610	3.94	*D*
D000007732	10/30/2026	LE7102900005	2700001067	1H1C-H74T-DDJM	10-1260-610-000-00-000-023-000-0000	1260610	18.15	*D*

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

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: 01 - GENERAL FUND **Payment Dates:** 10/17/2026 - 11/13/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
D000007732	10/30/2026	LE7103200001	2700001064	1N4V-MX4L-4YQY	10-1110-610-000-10-500-000-000-0000	110061050	203.98	D
D000007732	10/30/2026	LE7103300001	2700001072	1NY7-CW3P-1Y7V	10-3300-610-411-00-000-000-000-2027	3300610T1	71.70	D
D000007732	10/30/2026	LE7103400001	2700001075	1PQH-17FV-FVVM	10-2440-610-000-10-500-000-000-0000	244061050	22.47	D
D000007732	10/30/2026	LE7106800001	2700000277	1Y1X-YHM4-91QM	10-1110-610-000-30-700-160-000-0000	110061070160	137.28	D
D000007732	10/30/2026	LE7107000001	2700000280	1G91-4HXW-L7Q6	10-1110-610-000-30-700-160-000-0000	110061070160	144.98	D
D000007732	10/30/2026	LE7107200001	2700000366	1X4W-YFVR-KXCV	10-1110-610-000-30-700-270-000-0000	110061070270	147.53	D
D000007732	10/30/2026	LE7107400001	2700000366	1GWW-XPPW-DC64	10-1110-610-000-30-700-270-000-0000	110061070270	2,943.11	D
D000007732	10/30/2026	LE7107600001	2700000385	1RRL-CG7T-7Y6N	10-1110-610-000-30-700-240-000-0000	110061070240	199.14	D
D000007732	10/30/2026	LE7107800001	2700000385	1YHG-QJCR-CK3M	10-1110-610-000-30-700-240-000-0000	110061070240	97.82	D
D000007732	10/30/2026	LE7107900001	2700000982	17KL-4CJY-19QD	10-1110-610-000-20-600-000-000-0000	110061060	12.97	D
D000007732	10/30/2026	LE7108100001	2700000982	1G3X-G17G-YTJK	10-1110-610-000-20-600-000-000-0000	110061060	8.99	D
D000007732	10/30/2026	LE7108300001	2700001033	19JW-3WQ1-Q4Y4	10-1110-610-000-20-600-000-000-0000	110061060	129.04	D
D000007732	10/30/2026	LE7108400001	2700001067	16HH-XCHJ-1WL9	10-1260-610-000-00-000-023-000-0000	1260610	27.84	D
D000007732	10/30/2026	LE7108400002	2700001067	16HH-XCHJ-1WL9	10-1260-610-000-00-000-023-000-0000	1260610	6.04	D
D000007732	10/30/2026	LE7108400003	2700001067	16HH-XCHJ-1WL9	10-1260-610-000-00-000-023-000-0000	1260610	6.04	D
D000007732	10/30/2026	LE7108400004	2700001067	16HH-XCHJ-1WL9	10-1260-610-000-00-000-023-000-0000	1260610	16.75	D
D000007732	10/30/2026	LE7108400005	2700001067	16HH-XCHJ-1WL9	10-1241-610-000-00-000-023-000-0000	1240610	13.85	D

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

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: 01 - GENERAL FUND **Payment Dates:** 10/17/2026 - 11/13/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
D000007732	10/30/2026	LE7109100001	2700000499	19C9-JN3F-6MWK	10-1110-610-000-25-600-000-000-0000	110061065	98.01	D
D000007732	10/30/2026	LE7109300001	2700000499	1H9G-7YXT-XMTR	10-1110-610-000-25-600-000-000-0000	110061065	39.49	D
D000007732	10/30/2026	LE7109400001	2700000982	17M4-PTCK-4VGN	10-1110-610-000-20-600-000-000-0000	110061060	621.55	D
D000007732	10/30/2026	LE7109700001	2700001046	1LF9-CLX9-33RT	10-1110-610-000-10-500-000-000-PBIS	110061050PBIS	12.39	D
D000007732	10/30/2026	LE7109700002	2700001046	1LF9-CLX9-33RT	10-1110-610-000-10-500-000-000-0000	110061050	3.60	D
D000007732	10/30/2026	LE7109900001	2700001046	1MK1-FLG4-H764	10-1110-610-000-10-500-000-000-0000	110061050	12.39	D
D000007732	10/30/2026	LE7109900002	2700001046	1MK1-FLG4-H764	10-1110-610-000-10-500-000-000-PBIS	110061050PBIS	42.60	D
D000007732	10/30/2026	LE7110000001	2700000915	1G9L-TJRV-N6HY	10-1110-610-000-20-600-121-000-0000	110061060121	44.99	D
D000007732	10/30/2026	LE7110100001	2700000937	1DVG-QDM4-V73N	10-1110-610-000-27-600-150-000-0000	110061067150	14.88	D
D000007732	10/30/2026	LE7110200001	2700000986	1GTC-33XJ-PJMC	10-1110-610-000-20-600-000-000-0000	110061060	97.65	D
D000007732	10/30/2026	LE7110300001	2700001018	1MKV-HHL7-34V6	10-1110-610-000-10-500-000-000-0000	110061050	74.04	D
D000007732	10/30/2026	LE7110400001	2700001039	191D-1R3P-66JQ	10-1110-610-000-20-600-121-000-0000	110061060121	23.23	D
D000007732	10/30/2026	LE7110500001	2700001052	1F79-MHRL-YTQ9	10-1110-610-000-10-220-000-000-0000	110061022	29.99	D
D000007732	10/30/2026	LE7110600001	2700001058	1YN7-Q6G6-7CKK	10-1110-610-000-10-220-000-000-0000	110061022	147.80	D
D000007732	10/30/2026	LE7110700001	2700001065	1WWH-PHGY-4NGW	10-1110-610-000-20-600-000-000-PBIS	110061060PBIS	52.57	D
D000007732	10/30/2026	LE7110800001	2700001070	1YXH-K4DN-7WQR	10-1110-610-000-10-220-000-000-0000	110061022	11.97	D
D000007732	10/30/2026	LE7115200001	2700001083	16RQ-KN17-4DM6	10-1110-610-431-00-000-000-000-2027		30.72	D

A0801-AMAZON.COM **Remit ID R-2** **Payment Date: 10/30/2026** **Payment Amt:** **8,291.16**

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

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: 01 - GENERAL FUND **Payment Dates:** 10/17/2026 - 11/13/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
D000007733	10/30/2026	AP7114900001		35805	10-2620-610-000-30-800-000-000-0000	262061080	509.60	D
D000007733	10/30/2026	AP7115000001		35804	10-2620-610-000-10-250-000-000-0000	262061025	40.97	D
B0207-BANKS VACUUM SALES				**Order ID O-1**	**Payment Date: 10/30/2026**	**Payment Amt:**	**550.57**	
D000007734	10/30/2026	AP7113700001		S063714267.002	10-2620-610-000-30-700-000-000-0000	262061070	57.20	D
D000007734	10/30/2026	AP7113800001		S063731113.001	10-2620-610-000-30-800-000-000-0000	262061080	463.92	D
D000007734	10/30/2026	AP7113900001		S063730917.001	10-2620-610-000-20-600-000-000-0000	262061060	217.09	D
C2221-COOPER ELECTRIC				**Order ID O-1**	**Payment Date: 10/30/2026**	**Payment Amt:**	**738.21**	
D000007735	10/30/2026	AP7104100001		21110	10-2620-430-000-00-000-000-000-0000	2620430	3,780.00	D
E9800-EASTERN LAWN & TURF				**Order ID O-1**	**Payment Date: 10/30/2026**	**Payment Amt:**	**3,780.00**	
D000007736	10/30/2026	AP7106500001		765431F	10-2250-640-000-10-500-000-000-0000	225064050	55.11	D
D000007736	10/30/2026	LE7106300001	2700000931	784000	10-2250-648-000-30-800-000-000-0000	225064880	1,257.90	D
F0905-FOLLETT CONTENT SOLUTIONS				**Remit ID R-1**	**Payment Date: 10/30/2026**	**Payment Amt:**	**1,313.01**	
D000007737	10/30/2026	AP7103600001		570-517-0124	10-2690-530-000-30-800-000-000-0000	269053080	152.15	D
F1459-FRONTIER				**Remit ID R-1**	**Payment Date: 10/30/2026**	**Payment Amt:**	**152.15**	
D000007738	10/30/2026	LE7103100001	2700001030	1098851	10-1233-610-000-00-000-023-000-0000	1233610	19.99	D
D000007738	10/30/2026	LE7103100002	2700001030	1098851	10-1233-610-000-00-000-023-000-0000	1233610	36.49	D
D000007738	10/30/2026	LE7103100003	2700001030	1098851	10-1233-610-000-00-000-023-000-0000	1233610	8.95	D
F1502-FUN AND FUNCTION				**Order ID O-1**	**Payment Date: 10/30/2026**	**Payment Amt:**	**65.43**	
D000007739	10/30/2026	AP7114500001		9129123858	10-2620-610-000-20-600-000-000-0000	262061060	46.62	D

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

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: 01 - GENERAL FUND **Payment Dates:** 10/17/2026 - 11/13/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
G0915-GRAINGER				**Order ID O-1**	**Payment Date: 10/30/2026**	**Payment Amt:**	**46.62**	
D000007740	10/30/2026	AP7105900001		235827	10-2350-330-000-00-000-000-000-0000	2350330	1,164.50	D
D000007740	10/30/2026	AP7106000001		235825	10-2350-330-000-00-000-023-000-0000	2350330SE	1,482.00	D
K0491-KING SPRY HERMAN FREUND & FAUL				**Order ID O-1**	**Payment Date: 10/30/2026**	**Payment Amt:**	**2,646.50**	
D000007741	10/30/2026	AP7103800001		06-238434	10-2740-610-000-00-000-000-000-0000	2740610	828.26	D
M1125-MCCARTHY TIRE SERVICE COMPANY OF PA INC				**Remit ID R-1**	**Payment Date: 10/30/2026**	**Payment Amt:**	**828.26**	
D000007742	10/30/2026	AP7106100001		5481649	10-2350-330-000-00-000-000-000-0000	2350330	15,992.06	D
D000007742	10/30/2026	AP7106600001		5481705	10-2350-330-000-00-000-023-000-0000	2350330SE	1,085.00	D
M1166-McNEES WALLACE & NURICK LLC				**Order ID O-1**	**Payment Date: 10/30/2026**	**Payment Amt:**	**17,077.06**	
D000007743	10/30/2026	AP7114600001		3219792	10-2620-610-000-00-000-000-000-0000	2620610	1,169.68	D
M1252-MEIER SUPPLY CO. INC.				**Remit ID R-1**	**Payment Date: 10/30/2026**	**Payment Amt:**	**1,169.68**	
D000007744	10/30/2026	AP7116000001		OCT2026MCTI	10-1390-564-000-00-000-000-000-0000	1390564	143,365.03	D
M2500-MONROE CAREER &				**Order ID O-1**	**Payment Date: 10/30/2026**	**Payment Amt:**	**143,365.03**	
D000007745	10/30/2026	AP7104600001		2499927	10-2740-610-000-00-000-000-000-0000	2740610	852.20	D
D000007745	10/30/2026	AP7115800001		2501787	10-2740-610-000-00-000-000-000-0000	2740610	3,458.28	D
P1119-PPC LUBRICANTS INC.				**Order ID O-1**	**Payment Date: 10/30/2026**	**Payment Amt:**	**4,310.48**	
D000007746	10/29/2026	AP7113000001		110382492	10-2511-442-000-00-000-000-000-0000	2510442	126.59	D
D000007746	10/29/2026	AP7113000002		110382492	10-1241-442-000-00-000-023-000-0000	1240442	126.59	D
D000007746	10/29/2026	AP7113000003		110382492	10-1110-442-000-30-800-000-000-0000	110044280	126.59	D

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

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: 01 - GENERAL FUND **Payment Dates:** 10/17/2026 - 11/13/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
D000007746	10/29/2026	AP7113000004		110382492	10-1110-442-000-10-250-000-000-0000	110044225	126.59	D
D000007746	10/29/2026	AP7113000005		110382492	10-1110-442-000-30-700-000-000-0000	110044270	253.02	D
R0739-WELLS FARGO VENDOR				**Remit ID R-3**	**Payment Date: 10/30/2026**	**Payment Amt:**	**759.38**	
D000007747	10/30/2026	LE7101400001	2700000109	208137852403	10-1110-610-000-30-800-122-000-0000	110061080122	38.47	D
S0863-SCHOOL SPECIALTY LLC				**Remit ID R-1**	**Payment Date: 10/30/2026**	**Payment Amt:**	**38.47**	
D000007748	10/30/2026	LE7112300001	2700001041	52328835	10-1110-610-000-30-800-121-000-0000	110061080121	99.08	D
S4535-SWEETWATER EDUCATION TECH DIVISION				**Order ID O-1**	**Payment Date: 10/30/2026**	**Payment Amt:**	**99.08**	
D000007749	10/30/2026	AP7101900001		148613	10-2740-610-000-00-000-000-000-0000	2740610	205.59	D
D000007749	10/30/2026	AP7102000001		148727	10-2660-610-000-00-000-000-000-0000	2660610	2,181.60	D
T1129-TUWAY COMMUNICATIONS				**Order ID O-1**	**Payment Date: 10/30/2026**	**Payment Amt:**	**2,387.19**	
D000007750	10/30/2026	AP7103900001		411007266983	10-2690-621-000-20-600-000-000-0000	269062160	43.94	D
D000007750	10/30/2026	AP7104000001		411005709414	10-2690-621-000-00-210-000-000-0000	269062121	41.37	D
D000007750	10/30/2026	AP7113200001		411005832638	10-2690-621-000-30-800-000-000-0000	269062180	312.73	D
U0313-UGI UTILITIES INC.				**Remit ID R-1**	**Payment Date: 10/30/2026**	**Payment Amt:**	**398.04**	
D000007751	10/30/2026	AP7112700001		115836578	10-2650-626-000-00-000-000-000-0000	2650626	9,194.09	D
W0676-WEX BANK				**Order ID O-1**	**Payment Date: 10/30/2026**	**Payment Amt:**	**9,194.09**	
D000007752	11/06/2026	LE7136700001	2700001079	INV163438	10-1110-610-431-00-000-000-000-2027		150.00	D
A0253-WILSON LANGUAGE TRAINING				**Remit ID R-3**	**Payment Date: 11/06/2026**	**Payment Amt:**	**150.00**	
D000007753	11/06/2026	AP7133700001		NOV2026BA	10-2818-580-000-00-000-260-000-0000	2818580	78.43	D

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

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: 01 - GENERAL FUND **Payment Dates:** 10/17/2026 - 11/13/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
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Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
A0373-BENJAMIN P ADAMS				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**78.43**	
D000007754	11/06/2026	AP7122700001		1G67-XQW7-44M9	10-2440-610-000-00-000-000-000-0000	2440610	288.56	D
D000007754	11/06/2026	AP7139200001		1KW7-CNJ7-9HGR	10-2740-610-000-00-000-000-000-0000	2740610	31.99	D
D000007754	11/06/2026	AP7139500001		1YNX-K73J-PPRK	10-1241-610-000-00-000-023-000-0000	1240610	647.98	D
D000007754	11/06/2026	AP7139600001		16N1-RGH4-39RX	10-2740-610-000-00-000-000-000-0000	2740610	415.44	D
D000007754	11/06/2026	AP7139700001		1M63-J7PR-79M7	10-2740-610-000-00-000-000-000-0000	2740610	400.32	D
D000007754	11/06/2026	LE7129600001	2700001077	1P31-LNLT-97QL	10-1110-610-000-10-500-000-000-PBIS	110061050PBIS	94.76	D
D000007754	11/06/2026	LE7129900001	2700000956	1MNN-YY4P-41KL	10-2440-610-000-10-230-000-000-0000	244061023	5.95	D
D000007754	11/06/2026	LE7129900002	2700000956	1MNN-YY4P-41KL	10-2440-610-000-10-230-000-000-0000	244061023	20.38	D
D000007754	11/06/2026	LE7130000001	2700000975	1RRL-HP6T-TVVJ	10-1110-610-000-10-230-000-000-0000	110061023	16.99	D
D000007754	11/06/2026	LE7130100001	2700000992	1NT4-LFW7-LHC9	10-1110-610-000-10-230-000-000-0000	110061023	7.99	D
D000007754	11/06/2026	LE7130200001	2700001012	1KD7-N3C9-3X1Q	10-1110-610-000-10-230-000-000-0000	110061023	13.92	D
D000007754	11/06/2026	LE7130300001	2700001016	1YV1-Y3DD-41WK	10-2380-610-000-30-800-000-000-0000	238061080	55.98	D
D000007754	11/06/2026	LE7130400001	2700001044	1K64-WNLV-NTWX	10-1110-610-000-10-230-000-000-0000	110061023	9.45	D
D000007754	11/06/2026	LE7130400002	2700001044	1K64-WNLV-NTWX	10-1110-610-000-10-230-000-000-0000	110061023	18.00	D
D000007754	11/06/2026	LE7130400003	2700001044	1K64-WNLV-NTWX	10-1110-610-000-10-230-000-000-0000	110061023	18.00	D
D000007754	11/06/2026	LE7130400004	2700001044	1K64-WNLV-NTWX	10-1110-610-000-10-230-000-000-0000	110061023	18.00	D
D000007754	11/06/2026	LE7130500001	2700001071	1G3F-QJT9-X966	10-1110-610-000-10-230-000-000-0000	110061023	45.99	D

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D000007754	11/06/2026	LE7130600001	2700001077	1LX9-1XPN-6G3R	10-1110-610-000-10-500-000-000-PBIS	110061050PBIS	119.88	D
D000007754	11/06/2026	LE7130700001	2700001080	17VG-WKWJ-4KHQ	10-1110-610-000-10-500-000-000-PBIS	110061050PBIS	81.36	D
A0801-AMAZON.COM				**Remit ID R-2**	**Payment Date: 11/06/2026**	**Payment Amt:**	**2,310.94**	
D000007755	11/06/2026	AP7133500001		NOV2026JB	10-1241-580-000-00-000-023-000-0000	1240580	260.83	D
B0122-JANINE M BALCIK				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**260.83**	
D000007756	11/06/2026	AP7120000001		INV-0000-30430	10-2620-430-000-30-700-000-000-0000	262043070	45.00	D
B1229-BIO-HAZ SOLUTIONS				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**45.00**	
D000007757	11/06/2026	AP7126500001		NOV2026CB	10-1241-580-000-00-000-023-000-0000	1240580	7.68	D
B1522-CASEY BOGDAN				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**7.68**	
D000007758	11/06/2026	AP7135100001		NOV2026JB	10-2818-580-000-00-000-260-000-0000	2818580	99.26	D
B2162-JEFFREY R BROWN				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**99.26**	
D000007759	11/06/2026	AP7132900001		NOV2026TB	10-2818-580-000-00-000-260-000-0000	2818580	80.48	D
B2430-TIMOTHY C BUSKIRK				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**80.48**	
D000007760	11/06/2026	AP7134800001		130198	10-1233-322-000-30-800-023-000-0000	123332280	220.71	D
D000007760	11/06/2026	AP7134800002		130198	10-1211-322-000-30-800-023-000-0000	121132280	227.03	D
D000007760	11/06/2026	AP7134800003		130198	10-1442-322-000-00-000-000-000-0000	1442322	391.78	D
D000007760	11/06/2026	AP7134800004		130198	10-1231-322-000-30-800-023-000-0000	123132280	3,674.02	D
D000007760	11/06/2026	AP7134900001		130187	10-1241-322-000-30-800-023-000-0000	124032280	37.52	D
D000007760	11/06/2026	AP7134900002		130187	10-1260-322-000-30-800-023-000-0000	126032280	4,201.68	D

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D000007760	11/06/2026	AP7134900003		130187	10-1260-322-000-00-200-023-000-0000	126032220	6,452.58	D
D000007760	11/06/2026	AP7134900004		130187	10-1231-322-000-30-800-023-000-0000	123132280	8,103.24	D
D000007760	11/06/2026	AP7134900005		130187	10-2143-322-000-00-000-023-000-0000	2143322SE	9,228.69	D
D000007760	11/06/2026	AP7134900006		130187	10-1225-322-000-30-800-023-000-0000	122532280	9,378.75	D
D000007760	11/06/2026	AP7134900007		130187	10-1270-322-000-00-200-023-000-0000	127032220	9,678.87	D
D000007760	11/06/2026	AP7134900008		130187	10-1270-322-000-30-800-023-000-0000	127032280	9,941.48	D
D000007760	11/06/2026	AP7134900009		130187	10-1225-322-000-00-200-023-000-0000	122532220	10,354.14	D
D000007760	11/06/2026	AP7134900010		130187	10-1211-322-000-00-200-023-000-0000	121132220	15,043.52	D
D000007760	11/06/2026	AP7134900011		130187	10-1231-322-000-00-200-023-000-0000	123132220	16,619.15	D
D000007760	11/06/2026	AP7134900012		130187	10-1221-322-000-00-200-023-000-0000	122132220	17,744.60	D
D000007760	11/06/2026	AP7134900013		130187	10-1221-322-000-30-800-023-000-0000	122132280	20,670.77	D
D000007760	11/06/2026	AP7134900014		130187	10-1224-322-000-30-800-023-000-0000	122432280	20,783.31	D
D000007760	11/06/2026	AP7134900015		130187	10-1224-322-000-00-200-023-000-0000	122432220	22,171.37	D
D000007760	11/06/2026	AP7134900016		130187	10-1233-322-000-00-200-023-000-0000	123332220	39,390.75	D
D000007760	11/06/2026	AP7134900017		130187	10-2420-322-000-00-000-023-000-0000	2420322SE	41,941.77	D
D000007760	11/06/2026	AP7134900018		130187	10-1233-322-000-30-800-023-000-0000	123332280	54,096.63	D
D000007760	11/06/2026	AP7134900019		130187	10-1211-322-000-30-800-023-000-0000	121132280	59,311.18	D
C1580-COLONIAL INTERMEDIATE UNIT #20				**Remit ID R-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**379,663.54**	
D000007761	11/06/2026	AP7126400001		NOV2026LC	10-2360-580-000-00-000-000-000-0000	2360580	51.98	D
C2021-LAURA M CONNOLLY				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**51.98**	
D000007762	11/06/2026	AP7120700001		S063807518.001	10-2620-610-000-10-250-000-000-0000	262061025	14.28	D

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D000007762	11/06/2026	AP7120800001		S063803003.001	10-2620-610-000-10-250-000-000-0000	262061025	25.29	D
D000007762	11/06/2026	AP7120900001		S063590503.002	10-2620-610-000-10-220-000-000-0000	262061022	819.11	D
D000007762	11/06/2026	AP7121000001		S063430190.001	10-2620-610-000-30-800-000-000-0000	262061080	576.79	D
D000007762	11/06/2026	AP7121100001		S063800044.001	10-2620-610-000-00-000-000-000-0000	2620610	388.35	D
D000007762	11/06/2026	AP7123800001		S063789504.001	10-2620-610-000-10-250-000-000-0000	262061025	102.85	D
D000007762	11/06/2026	AP7123900001		S063746218.001	10-2620-610-000-10-250-000-000-0000	262061025	810.17	D
D000007762	11/06/2026	AP7131400001		S063677407.001	10-2620-610-000-00-000-000-000-0000	2620610	3.70	D
C2221-COOPER ELECTRIC				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**2,740.54**	
D000007763	11/06/2026	AP7132200001		S039568697.001	10-2620-610-000-10-250-000-000-0000	262061025	61.58	D
E0150-EASTERN PENN SUPPLY COMPANY				**Remit ID R-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**61.58**	
D000007764	11/06/2026	AP7131100001		13740842	10-2620-430-000-30-800-000-000-0000	262043080	1,251.03	D
E2581-ENCORE HOLDINGS, LLC DBA FIRELINE				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**1,251.03**	
D000007765	11/06/2026	AP7123000001		PASTR127633	10-2620-610-000-00-000-000-000-0000	2620610	19.76	D
F0131-FASTENAL COMPANY				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**19.76**	
D000007766	11/06/2026	LE7116300001	2700000232	771445A	10-2250-640-000-10-250-000-000-0000	225064025	233.24	D
F0905-FOLLETT CONTENT SOLUTIONS				**Remit ID R-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**233.24**	
D000007767	11/06/2026	AP7134000001		NOV2026AG	10-2440-580-000-00-000-000-000-0000	2440580	111.87	D
G0237-AMY GILHAM				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**111.87**	
D000007768	11/06/2026	AP7120500001		9137482130	10-2620-610-000-00-000-000-000-0000	2620610	2,609.35	D
D000007768	11/06/2026	AP7122900001		9134031575	10-2620-610-000-10-500-000-000-0000	262061050	88.20	D

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G0915-GRAINGER				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**2,697.55**	
D000007769	11/06/2026	AP7135000001		NOV2026MH	10-1110-580-000-30-700-000-000-0000	110058070	45.60	*D*
H0081-MATTHEW E HAGGERTY				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**45.60**	
D000007770	11/06/2026	AP7127000001		NOV2026EH	10-2380-580-000-00-000-038-000-0000	238058038	43.24	*D*
H0210-ERIN J HISCOTT				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**43.24**	
D000007771	11/06/2026	AP7120600001		9418989	10-2620-430-000-10-500-000-000-0000	262043050	1,189.92	*D*
D000007771	11/06/2026	AP7123200001		9409766	10-2620-430-000-10-500-000-000-0000	262043050	1,650.00	*D*
D000007771	11/06/2026	AP7123500001		9409764	10-2620-430-000-10-250-000-000-0000	262043025	1,650.00	*D*
D000007771	11/06/2026	AP7131000001		9419734	10-2620-430-000-20-600-000-000-0000	262043060	715.45	*D*
K0456-PYE-BARKER FIRE & SAFETY				**Remit ID R-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**5,205.37**	
D000007772	11/06/2026	AP7131500001		INV-659116-R2N6	10-2620-430-000-30-800-000-000-0000	262043080	712.14	*D*
D000007772	11/06/2026	AP7131600001		INV-659118-W4X7	10-2620-430-000-30-700-000-000-0000	262043070	237.38	*D*
K0882-KENCOR ELEVATOR				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**949.52**	
D000007773	11/06/2026	AP7133400001		NOV2026MK	10-2270-580-000-30-800-000-000-0000	227058080	13.07	*D*
K0895-MELISSA E KOEHLER				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**13.07**	
D000007774	11/06/2026	AP7130800001		OCT2026KL	10-2360-580-000-00-000-000-000-0000	2360580	54.11	*D*
L0928-KIMBERLY LEVIN				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**54.11**	
D000007775	11/06/2026	AP7133200001		NOV2026JL	10-2818-580-000-00-000-260-000-0000	2818580	150.48	*D*
L1346-JACOB A LUSHINSKY				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**150.48**	

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D000007776	11/06/2026	AP7133800001		249163	10-2720-399-000-00-000-000-000-0000	2720399	11,412.50	D
L2300-LVPG - Accounts Receivable				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**11,412.50**	
D000007777	11/06/2026	AP7122800001		3221000	10-2620-610-000-10-500-000-000-0000	262061050	159.88	D
M1252-MEIER SUPPLY CO. INC.				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**159.88**	
D000007778	11/06/2026	AP7121600001		T26010702	10-2620-430-000-10-220-000-000-0000	262043022	104.43	D
M1742-MICROBAC LABORATORIES INC.				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**104.43**	
D000007779	11/06/2026	AP7134200001		SASD-BHW-LM	10-1110-650-000-10-220-000-000-0000	110065022	7,619.62	D
M7921-MEDICAL DECISION LOGIC, INC				**Remit ID R-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**7,619.62**	
D000007780	11/06/2026	AP7137000001		1145755	10-1290-562-000-00-000-000-000-0000	1290562	2,831.81	D
D000007780	11/06/2026	AP7137000002		1145755	10-1110-562-000-00-000-000-000-0000	1100562	14,983.14	D
P0012-PENNSYLVANIA LEADERSHIP CHARTER SCHOOL				**Remit ID R-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**17,814.95**	
D000007781	11/04/2026	AP7127100001		S1633945.001	10-2620-610-000-10-230-000-000-0000	262061023	458.33	D
D000007781	11/04/2026	AP7127100002		S1633945.001	10-2620-610-000-10-250-000-000-0000	262061025	475.92	D
D000007781	11/04/2026	AP7127100003		S1633945.001	10-2620-610-000-10-220-000-000-0000	262061022	715.35	D
D000007781	11/04/2026	AP7127100004		S1633945.001	10-2620-610-000-10-500-000-000-0000	262061050	1,579.23	D
D000007781	11/04/2026	AP7127100005		S1633945.001	10-2620-610-000-30-700-000-000-0000	262061070	1,628.10	D
D000007781	11/04/2026	AP7127100006		S1633945.001	10-2620-610-000-20-600-000-000-0000	262061060	2,246.70	D
D000007781	11/04/2026	AP7127100007		S1633945.001	10-2620-610-000-30-800-000-000-0000	262061080	2,668.86	D
D000007781	11/04/2026	AP7127200001		S1632531.002	10-2620-610-000-10-230-000-000-0000	262061023	8.96	D
D000007781	11/04/2026	AP7127200002		S1632531.002	10-2620-610-000-10-250-000-000-0000	262061025	9.31	D

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D000007781	11/04/2026	AP7127200003		S1632531.002	10-2620-610-000-10-220-000-000-0000	262061022	13.99	D
D000007781	11/04/2026	AP7127200004		S1632531.002	10-2620-610-000-10-500-000-000-0000	262061050	30.88	D
D000007781	11/04/2026	AP7127200005		S1632531.002	10-2620-610-000-30-700-000-000-0000	262061070	31.84	D
D000007781	11/04/2026	AP7127200006		S1632531.002	10-2620-610-000-20-600-000-000-0000	262061060	43.93	D
D000007781	11/04/2026	AP7127200007		S1632531.002	10-2620-610-000-30-800-000-000-0000	262061080	52.19	D
D000007781	11/04/2026	AP7127300001		S1632524.002	10-2620-610-000-10-230-000-000-0000	262061023	99.67	D
D000007781	11/04/2026	AP7127300002		S1632524.002	10-2620-610-000-10-250-000-000-0000	262061025	103.49	D
D000007781	11/04/2026	AP7127300003		S1632524.002	10-2620-610-000-10-220-000-000-0000	262061022	155.56	D
D000007781	11/04/2026	AP7127300004		S1632524.002	10-2620-610-000-10-500-000-000-0000	262061050	343.42	D
D000007781	11/04/2026	AP7127300005		S1632524.002	10-2620-610-000-30-700-000-000-0000	262061070	354.04	D
D000007781	11/04/2026	AP7127300006		S1632524.002	10-2620-610-000-20-600-000-000-0000	262061060	488.56	D
D000007781	11/04/2026	AP7127300007		S1632524.002	10-2620-610-000-30-800-000-000-0000	262061080	580.36	D
D000007781	11/06/2026	AP7135300001		S1633945.002	10-2620-610-000-10-230-000-000-0000	262061023	212.72	D
D000007781	11/06/2026	AP7135300002		S1633945.002	10-2620-610-000-10-250-000-000-0000	262061025	220.89	D
D000007781	11/06/2026	AP7135300003		S1633945.002	10-2620-610-000-10-220-000-000-0000	262061022	332.01	D
D000007781	11/06/2026	AP7135300004		S1633945.002	10-2620-610-000-10-500-000-000-0000	262061050	732.96	D
D000007781	11/06/2026	AP7135300005		S1633945.002	10-2620-610-000-30-700-000-000-0000	262061070	755.64	D
D000007781	11/06/2026	AP7135300006		S1633945.002	10-2620-610-000-20-600-000-000-0000	262061060	1,042.75	D
D000007781	11/06/2026	AP7135300007		S1633945.002	10-2620-610-000-30-800-000-000-0000	262061080	1,238.69	D
D000007781	11/06/2026	AP7135400001		S1632531.003	10-2620-610-000-10-230-000-000-0000	262061023	4.03	D
D000007781	11/06/2026	AP7135400002		S1632531.003	10-2620-610-000-10-250-000-000-0000	262061025	4.19	D
D000007781	11/06/2026	AP7135400003		S1632531.003	10-2620-610-000-10-220-000-000-0000	262061022	6.30	D

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

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: 01 - GENERAL FUND **Payment Dates:** 10/17/2026 - 11/13/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
D000007781	11/06/2026	AP7135400004		S1632531.003	10-2620-610-000-10-500-000-000-0000	262061050	13.90	D
D000007781	11/06/2026	AP7135400005		S1632531.003	10-2620-610-000-30-700-000-000-0000	262061070	14.33	D
D000007781	11/06/2026	AP7135400006		S1632531.003	10-2620-610-000-20-600-000-000-0000	262061060	19.78	D
D000007781	11/06/2026	AP7135400007		S1632531.003	10-2620-610-000-30-800-000-000-0000	262061080	23.49	D
P0013-PA PAPER AND SUPPLY COMPANY				**Remit ID R-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**16,710.37**	
D000007782	11/06/2026	AP7137800001		1003251	10-1290-323-000-00-000-023-000-0000	1290323	4,255.00	D
D000007782	11/06/2026	AP7137900001		1003252	10-1290-323-000-00-000-023-000-0000	1290323	2,625.00	D
D000007782	11/06/2026	AP7138000001		1003253	10-1290-323-000-00-000-023-000-0000	1290323	7,560.00	D
P0014-PA TREATMENT & HEALING				**Remit ID R-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**14,440.00**	
D000007783	11/06/2026	AP7139300001		2503676	10-2740-610-000-00-000-000-000-0000	2740610	685.10	D
P1119-PPC LUBRICANTS INC.				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**685.10**	
D000007784	11/06/2026	LE7119700001	2700000717	Q161728	10-3250-610-000-30-800-000-000-0000	3250610	915.00	D
D000007784	11/06/2026	LE7119700002	2700000717	Q161728	10-3250-610-000-30-800-000-000-0000	3250610	630.00	D
D000007784	11/06/2026	LE7119700003	2700000717	Q161728	10-3250-610-000-30-800-000-000-0000	3250610	159.75	D
D000007784	11/06/2026	LE7119700004	2700000717	Q161728	10-3250-610-000-30-800-000-000-0000	3250610	37.50	D
D000007784	11/06/2026	LE7119700005	2700000717	Q161728	10-3250-610-000-30-800-000-000-0000	3250610	50.00	D
D000007784	11/06/2026	LE7119700006	2700000717	Q161728	10-3250-610-000-30-800-000-000-0000	3250610	12.50	D
D000007784	11/06/2026	LE7119700007	2700000717	Q161728	10-3250-610-000-30-800-000-000-0000	3250610	31.25	D
D000007784	11/06/2026	LE7119700008	2700000717	Q161728	10-3250-610-000-30-800-000-000-0000	3250610	12.50	D
D000007784	11/06/2026	LE7119700009	2700000717	Q161728	10-3250-610-000-30-800-000-000-0000	3250610	12.50	D
D000007784	11/06/2026	LE7119700010	2700000717	Q161728	10-3250-610-000-30-800-000-000-0000	3250610	12.50	D

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

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: 01 - GENERAL FUND **Payment Dates:** 10/17/2026 - 11/13/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
D000007784	11/06/2026	LE7119700011	2700000717	Q161728	10-3250-610-000-30-800-000-000-0000	3250610	12.50	D
D000007784	11/06/2026	LE7119700012	2700000717	Q161728	10-3250-610-000-30-800-000-000-0000	3250610	260.00	D
D000007784	11/06/2026	LE7119700013	2700000717	Q161728	10-3250-610-000-30-800-000-000-0000	3250610	100.00	D
D000007784	11/06/2026	LE7119700014	2700000717	Q161728	10-3250-610-000-30-800-000-000-0000	3250610	36.00	D
P1888-PLAQUES AND SUCH				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**2,282.00**	
D000007785	11/06/2026	AP7136900001		7215	10-1290-562-000-00-000-000-000-0000	1290562	2,831.81	D
D000007785	11/06/2026	AP7136900002		7215	10-1110-562-000-00-000-000-000-0000	1100562	7,491.57	D
P2951-PENNWOOD CYBER CHARTER SCHOOL				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**10,323.38**	
D000007786	11/06/2026	AP7123600001		16J0435996913	10-2620-610-000-00-000-000-000-0000	2620610	175.68	D
D000007786	11/06/2026	AP7123700001		26J8210872076	10-2620-610-000-10-220-000-000-0000	262061022	219.60	D
D000007786	11/06/2026	AP7132000001		26J0426519294	10-2620-610-000-00-000-000-000-0000	2620610	85.35	D
D000007786	11/06/2026	AP7132100001		36J8210872076	10-2620-610-000-10-220-000-000-0000	262061022	109.80	D
R0390-PRIMO BRANDS				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**590.43**	
D000007787	11/06/2026	LE7135800001	2700000863	CINV000484461	10-1110-610-000-30-800-140-000-0000	110061080140	3.85	D
S0765-SCHOOL HEALTH CORPORATION				**Remit ID R-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**3.85**	
D000007788	11/06/2026	AP7137300001		57637101461126	10-2620-610-000-10-220-000-000-0000	262061022	95.49	D
S1800-SHERWIN-WILLIAMS				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**95.49**	
D000007789	11/06/2026	AP7137600001		6070505073	10-1110-610-000-30-700-270-000-0000	110061070270	(22.60)	D
D000007789	11/06/2026	LE7136000001	2700000882	6073872296	10-1110-610-000-30-700-270-000-0000	110061070270	9.17	D

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FUND ACCOUNTING PAYMENT REGISTER

Bank Account: 01 - GENERAL FUND **Payment Dates:** 10/17/2026 - 11/13/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
D000007789	11/06/2026	LE7136200001	2700000882	6072710941	10-1110-610-000-30-700-270-000-0000	1100610702 70	69.50	D
D000007789	11/06/2026	LE7136400001	2700000882	6072710943	10-1110-610-000-30-700-270-000-0000	1100610702 70	18.34	D
D000007789	11/06/2026	LE7136600001	2700000882	6072710938	10-1110-610-000-30-700-270-000-0000	1100610702 70	9.17	D
S3195-STAPLES INC				**Remit ID R-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**83.58**	
D000007790	11/06/2026	AP7138800001		1130220255	10-2740-610-000-00-000-000-000-0000	2740610	96.72	D
U0094-UNIFIRST CORPORATION				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**96.72**	
D000007791	11/06/2026	AP7124000001		411005906283	10-2690-621-000-00-210-000-000-0000	269062121	256.88	D
D000007791	11/06/2026	AP7124100001		411007170110	10-2690-621-000-30-800-000-000-0000	269062180	166.69	D
D000007791	11/06/2026	AP7124200001		411007170193	10-2690-621-000-10-230-000-000-0000	269062123	55.66	D
D000007791	11/06/2026	AP7124300001		411006342934	10-2690-621-000-30-800-000-000-0000	269062180	296.58	D
D000007791	11/06/2026	AP7124400001		411007416943	10-2690-621-000-10-230-000-000-0000	269062123	82.36	D
U0313-UGI UTILITIES INC.				**Remit ID R-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**858.17**	
D000007792	11/06/2026	AP7137100001		OCT2026LY	10-2818-580-000-00-000-260-000-0000	2818580	35.42	D
Y0155-LINDA M YURKANIN				**Order ID O-1**	**Payment Date: 11/06/2026**	**Payment Amt:**	**35.42**	
D000007793	11/13/2026	AP7151500001		NOV2026SA	10-1241-580-000-00-000-023-000-0000	1240580	132.85	D
A0119-STEPHANIE ARCHER				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**132.85**	
D000007794	11/13/2026	AP7151600001		1WJX-69X1-6LTL	10-2511-610-000-00-000-000-000-0000	2510610	56.88	D
A0801-AMAZON.COM				**Remit ID R-2**	**Payment Date: 11/13/2026**	**Payment Amt:**	**56.88**	
D000007795	11/13/2026	AP7144600001		97538	10-2620-430-000-10-220-000-000-0000	262043022	2,550.00	D

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FUND ACCOUNTING PAYMENT REGISTER

Bank Account: 01 - GENERAL FUND **Payment Dates:** 10/17/2026 - 11/13/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
A5167-ALLSTATE SEPTIC SYSTEMS, LLP				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**2,550.00**	
D000007796	11/13/2026	AP7146500001		NOV2026CB	10-1241-580-000-00-000-023-000-0000	1240580	73.41	*D*
B1522-CASEY BOGDAN				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**73.41**	
D000007797	11/13/2026	LE7152000001	2700001076	254590	10-1110-640-000-30-800-150-000-0000	110064080150	125.10	*D*
B2268-BULK BOOKSTORE				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**125.10**	
D000007798	11/13/2026	AP7152100001		822-11-2026	10-2620-330-000-00-000-000-000-0000	2620330	22,531.25	*D*
B6221-BRESLIN ARCHITECTS				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**22,531.25**	
D000007799	11/13/2026	AP7145900001		484024	10-1290-323-000-00-000-023-000-0000	1290323	591.50	*D*
D000007799	11/13/2026	AP7146000001		484130	10-1290-323-000-00-000-023-000-0000	1290323	12,457.80	*D*
C0854-CCIU				**Remit ID R-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**13,049.30**	
D000007800	11/13/2026	AP7142000001		1147240	10-1290-562-000-00-000-000-000-0000	1290562	178,404.19	*D*
D000007800	11/13/2026	AP7142000002		1147240	10-1110-562-000-00-000-000-000-0000	1100562	151,329.64	*D*
C1330-COMMONWEALTH CHARTER ACADEMY				**Remit ID R-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**329,733.83**	
D000007801	11/13/2026	AP7145400001		616808	10-2620-610-000-00-000-000-000-0000	2620610	1,001.76	*D*
C1583-COLT PLUMBING CO.				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**1,001.76**	
D000007802	11/13/2026	AP7144900001		S039629523.001	10-2620-610-000-30-800-000-000-0000	262061080	53.30	*D*
D000007802	11/13/2026	AP7145000001		S039633732.001	10-2620-610-000-20-600-000-000-0000	262061060	168.60	*D*
E0150-EASTERN PENN SUPPLY COMPANY				**Remit ID R-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**221.90**	
D000007803	11/13/2026	AP7146600001		763030C	10-2690-460-000-20-600-000-000-0000	269046060	60.00	*D*

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FUND ACCOUNTING PAYMENT REGISTER

Bank Account: 01 - GENERAL FUND **Payment Dates:** 10/17/2026 - 11/13/2026

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Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
D000007803	11/13/2026	AP7146600002		763030C	10-2690-460-000-30-800-000-000-0000	269046080	375.00	D
D000007803	11/13/2026	AP7146600003		763030C	10-2690-460-000-00-210-000-000-0000	269046021	85.02	D
D000007803	11/13/2026	AP7146600004		763030C	10-2690-460-000-30-800-000-000-0000	269046080	171.59	D
D000007803	11/13/2026	AP7146600005		763030C	10-2690-460-000-10-500-000-000-0000	269046050	192.18	D
D000007803	11/13/2026	AP7146600006		763030C	10-2690-460-000-20-600-000-000-0000	269046060	171.59	D
D000007803	11/13/2026	AP7146600007		763030C	10-2690-460-000-00-000-000-000-0000	2690460	251.21	D
E0960-J C EHRLICH CO INC				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**1,306.59**	
D000007804	11/13/2026	AP7150700001		NOV2026CG	10-2260-580-000-00-000-000-000-0000	2260580	73.49	D
G0329-CYNTHIA L GEHM				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**73.49**	
D000007805	11/13/2026	AP7144700001		9148793681	10-2620-610-000-00-000-000-000-0000	2620610	47.08	D
G0915-GRAINGER				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**47.08**	
D000007806	11/13/2026	AP7140900001		NOV2026JH	10-3210-635-000-30-800-000-000-0000	3210635	49.19	D
H0082-JODIE R HAGGERTY				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**49.19**	
D000007807	11/13/2026	AP7144800001		S03961085.001	10-2620-610-000-00-000-000-000-0000	2620610	61.60	D
H0093-HAJOCA CORPORATION				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**61.60**	
D000007808	11/13/2026	AP7150900001		NOV2026WH	10-2660-610-000-00-000-000-000-0000	2660610	18.16	D
D000007808	11/13/2026	AP7151100001		NOV2026WH	10-2660-610-000-00-000-000-000-0000	2660610	39.95	D
H0361-WILLIAM B HILDABRANT				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**58.11**	
D000007809	11/13/2026	AP7145100001		INV-660961-F3Y2	10-2620-430-000-30-700-000-000-0000	262043070	788.79	D

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FUND ACCOUNTING PAYMENT REGISTER

Bank Account: 01 - GENERAL FUND **Payment Dates:** 10/17/2026 - 11/13/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
K0882-KENCOR ELEVATOR				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**788.79**	
D000007810	11/13/2026	AP7142100001		OCT2026LVCHA	10-1110-562-000-00-000-000-000-0000	1100562	13,226.81	*D*
L0722-LEHIGH VALLEY CHARTER HIGH SCH				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**13,226.81**	
D000007811	11/13/2026	LE7151800001	2700001011	SPO00002956	10-2818-650-000-00-000-260-000-0000	2818650	2,412.00	*D*
L1020-LANCASTER-LEBANON IU 13				**Remit ID R-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**2,412.00**	
D000007812	11/13/2026	AP7150800001		NOV2026RL	10-2660-610-000-00-000-000-000-0000	2660610	82.54	*D*
L1207-ROBERT L LUDWIG JR.				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**82.54**	
D000007813	11/13/2026	AP7151000001		NOV2026JM	10-2660-610-000-00-000-000-000-0000	2660610	59.66	*D*
M2717-JOSHUA MORROW				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**59.66**	
D000007814	11/13/2026	LE7149300001	2700000336	124682	10-1110-430-000-30-700-121-000-0000	110043070121	5.00	*D*
N0557-NAZARETH MUSIC CENTER				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**5.00**	
D000007815	11/13/2026	AP7145300001		590436	10-2620-430-000-10-220-000-000-0000	262043022	314.00	*D*
P2823-PROSSER LABORATORIES INC				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**314.00**	
D000007816	11/13/2026	AP7142400001		4116	10-1290-562-000-00-000-000-000-0000	1290562	16,990.88	*D*
D000007816	11/13/2026	AP7142400002		4116	10-1110-562-000-00-000-000-000-0000	1100562	25,471.33	*D*
R0300-REACH CYBER CHARTER SCHOOL				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**42,462.21**	
D000007817	11/13/2026	AP7151200001		NOV2026DR	10-2818-580-000-00-000-260-000-0000	2818580	116.13	*D*
R2000-DANIEL REYES				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**116.13**	

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

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: 01 - GENERAL FUND **Payment Dates:** 10/17/2026 - 11/13/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
D000007818	11/13/2026	LE7140600001	2700000863	CINV000489453	10-1110-610-000-30-800-140-000-0000	110061080140	7.86	D
S0765-SCHOOL HEALTH CORPORATION				**Remit ID R-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**7.86**	
D000007819	11/13/2026	AP7149500001		NOV2026JS	10-2380-635-000-30-800-000-000-0000	238063580	253.90	D
S2570-JEFFREY SODL				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**253.90**	
D000007820	11/13/2026	AP7149700001		OCT2026JS	10-2660-580-000-00-000-000-000-0000	2660580	161.96	D
S2715-Joseph Sparrow IV				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**161.96**	
D000007821	11/13/2026	AP7147900001		1148488	10-1110-562-000-00-000-000-000-0000	1100562	2,996.62	D
T0001-21ST CENTURY CYBER CHARTER SCHOOL				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**2,996.62**	
D000007822	11/13/2026	AP7141100001		1130221773	10-2740-610-000-00-000-000-000-0000	2740610	96.72	D
D000007822	11/13/2026	AP7141200001		1130221772	10-2740-610-000-00-000-000-000-0000	2740610	248.82	D
U0094-UNIFIRST CORPORATION				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**345.54**	
D000007823	11/13/2026	AP7146100001		411006826308	10-2690-621-000-20-600-000-000-0000	269062160	4,727.18	D
D000007823	11/13/2026	AP7146200001		411006782535	10-2690-621-000-20-600-000-000-0000	269062160	3,344.64	D
D000007823	11/13/2026	AP7146300001		411006638000	10-2690-621-000-30-800-000-000-0000	269062180	6,091.51	D
D000007823	11/13/2026	AP7146400001		411006826084	10-2690-621-000-30-700-000-000-0000	269062170	2,072.64	D
U0313-UGI UTILITIES INC.				**Remit ID R-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**16,235.97**	
D000007824	11/13/2026	AP7142600001		6156758686	10-2711-530-000-00-000-000-000-0000	2710530	76.26	D
D000007824	11/13/2026	AP7142700001		6156758685	10-2711-530-000-00-000-000-000-0000	2710530	158.22	D
D000007824	11/13/2026	AP7142700002		6156758685	10-3250-530-000-30-800-000-000-0000	3250530	52.74	D

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

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: 01 - GENERAL FUND **Payment Dates:** 10/17/2026 - 11/13/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
D000007824	11/13/2026	AP7142700003		6156758685	10-2380-530-000-30-800-000-000-0000	238053080	52.74	D
D000007824	11/13/2026	AP7142700004		6156758685	10-2360-530-000-00-000-000-000-0000	2360530	105.48	D
D000007824	11/13/2026	AP7142700005		6156758685	10-2660-530-000-00-000-000-000-0000	2660530	105.48	D
D000007824	11/13/2026	AP7142700006		6156758685	10-2690-530-000-00-000-000-000-0000	2690530	976.26	D
D000007824	11/13/2026	AP7142700007		6156758685	10-1110-810-000-00-000-000-000-0000	1100810	605.25	D
V0235-VERIZON WIRELESS				**Remit ID R-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**2,132.43**	
D000007825	11/13/2026	AP7147800001		8822850390	10-1110-610-000-30-800-180-000-0000	110061080180	(389.85)	D
D000007825	11/13/2026	LE7146800001	2700001078	8822890883	10-1110-610-000-30-800-180-000-0000	110061080180	157.40	D
D000007825	11/13/2026	LE7147000001	2700001078	8822886193	10-1110-610-000-30-800-180-000-0000	110061080180	874.70	D
W0215-WARD'S SCIENCE				**Remit ID R-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**642.25**	
D000007826	11/13/2026	AP7150400001		OCT2026GW	10-2270-580-000-30-700-000-000-0000	227058070	36.48	D
W0969-GEORGE WILLOCK				**Order ID O-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**36.48**	
D000007827	11/13/2026	AP7141000001		196880E	10-2740-610-000-00-000-000-000-0000	2740610	130.60	D
W1280-WOLFINGTON BODY CO INC				**Remit ID R-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**130.60**	
D000007828	11/13/2026	LE7147200001	2700001043	INVZB122234	10-1110-610-000-10-220-000-000-0000	110061022	983.40	D
Z0060-ZANER BLOSER INC.				**Remit ID R-1**	**Payment Date: 11/13/2026**	**Payment Amt:**	**983.40**	
* KEYWC111126	11/01/2026	OD7144400001		700863834	10-6991-000-000-00-000-000-000-0000	6991	(44,249.00)	

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

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: 01 - GENERAL FUND **Payment Dates:** 10/17/2026 - 11/13/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount
* KEYWC111226	11/01/2026	OD7144400002		700863834	10-0462-260-000-00-000-000-000-0000	10462260	53,027.99
K0150-KEY RISK				**Order ID O-1**	**Payment Date: 11/01/2026**	**Payment Amt:**	**8,778.99**
* PYRL102826	10/28/2026	OD7111200001			10-0462-211-000-00-000-000-000-0000	10462211	(87,932.44)
* PYRL102826	10/28/2026	OD7111200002			10-0462-220-000-00-000-000-000-0000	10462220	164,520.90
* PYRL102826	10/28/2026	OD7111200003			10-0402-000-PAY-00-000-000-000-0000	10402PAY	2,192,368.84
S3800-SASD PAYROLL ACCOUNT				**Order ID O-1**	**Payment Date: 10/28/2026**	**Payment Amt:**	**2,268,957.30**
* PYRL111026	11/10/2026	OD7144200001			10-0462-220-000-00-000-000-000-0000	10462220	171,479.62
* PYRL111026	11/10/2026	OD7144200002			10-0402-000-PAY-00-000-000-000-0000	10402PAY	2,286,058.82
S3800-SASD PAYROLL ACCOUNT				**Order ID O-1**	**Payment Date: 11/10/2026**	**Payment Amt:**	**2,457,538.44**
					10 - GENERAL FUND		**8,392,480.81**

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

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: 01 - GENERAL FUND **Payment Dates:** 10/17/2026 - 11/13/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Grand Total All Funds	**8,392,480.81**
Grand Total Credit Cards	**0.00**
Grand Total Direct Deposits	**1,351,489.99**
Grand Total Manual Checks	**(485.00)**
Grand Total Other Disbursement Non-negotiables	**4,735,274.73**
Grand Total Procurement Card Other Disbursement Non-negotiables	**0.00**
Grand Total Regular Checks	**2,306,201.09**
Grand Total Virtual Payments	**0.00**
Grand Total All Payments	**8,392,480.81**

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

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: 32 - PNC - PSDLAF CAP RES **Payment Dates:** 10/17/2026 - 11/13/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount
0000001342	11/11/2026	OD7141800001		1348117	32-4200-450-000-00-000-000-000-TANK	4200450TANK	12,707.78
P1194-PENNONI ASSOCIATES INC				**Order ID O-1**	**Payment Date: 11/11/2026**	**Payment Amt:**	**12,707.78**

32 - Capital Reserve Fund	**12,707.78**
Grand Total All Funds	**12,707.78**
Grand Total Credit Cards	**0.00**
Grand Total Direct Deposits	**0.00**
Grand Total Manual Checks	**12,707.78**
Grand Total Other Disbursement Non-negotiables	**0.00**
Grand Total Procurement Card Other Disbursement Non-negotiables	**0.00**
Grand Total Regular Checks	**0.00**
Grand Total Virtual Payments	**0.00**
Grand Total All Payments	**12,707.78**

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

Super Heat Inc. ®
800 Rutt Road
Bangor, PA 18013

www.SuperHeatInc.net
Tel: 570-897-6282

QUOTE No. 16575

PO No.
Valid for 5 days

Stroudsburg Area School District
123 Linden St.
Stroudsburg, PA,18360

Site:	Junior High
Site Contact:	
Salesperson:	Paul Taylor
Date:	10/23/2026

The following proposal is to cover the cost of labor and materials to make the necessary repairs to the #2 boiler.

We shall:

1. Remove all 8 doors.
2. Cut and remove all the rotted steel and deteriorated refractory.
3. Take final measurements for the fabrication of the new steel.
4. If at any point the boiler is found to be unrepairable, we will stop and bring this to your attention. If additional work is required, we will price that separately.
5. Fabricate new structural steel and 8 new inner and outer doors.
6. Supply and install new refractory where needed for the doors.
7. This price does not include any refractory on the floor, burner throat, or rear wall.
8. Re-assemble the boiler with new gaskets and rope.
9. One year warranty on all parts and labor.

Sub-Total	$27,049.78
Tax	$0.00
We Propose the above work for a total of:	**$27,049.78**

Payment terms: 1/2 Upon Signing , 1/2 Upon Project Completion

All material is guaranteed to be as specified. All work to be completed in a professional manner according to standard practices. Any alteration or deviation from above specifications involving extra costs will be executed only upon written orders, and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents or delays beyond our control. Owner to carry fire, tornado, and other necessary insurance. Our workers are fully covered by Worker's Compensation Insurance.

Acceptance of Proposal - The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outline above.

***Note:** This proposal may be withdrawn by us if not accepted within the valid dates. Please see valid dates above.*

Signature: _____

Super Heat Inc. ®
800 Rutt Road
Bangor, PA 18013

www.SuperHeatInc.net
Tel: 570-897-6282

QUOTE No. 16575

PO No.
Valid for 5 days

Date of Acceptance: _____

Note – For all pricing, whether in writing or verbal, Super Heat Inc. reserves the right, at its discretion, to pass along any related increases on any materials and / or equipment to cover any pricing increases due to tariffs imposed to manufacturers and suppliers, including after acceptance, issuance of a PO and/or signed proposals. Upon receiving approval of job, all materials are subject to a requote to reflect the date of order pricing.

Please contact us if you have any questions regarding this quote.

Super Heat Inc. ®
800 Rutt Road
Bangor, PA 18013

www.SuperHeatInc.net
Tel: 570-897-6282

QUOTE No. 16574

PO No.
Valid for 5 days

Stroudsburg Area School District
123 Linden St.
Stroudsburg, PA,18360

Site:	Chipperfield Elementary School
Site Contact:	
Salesperson:	Paul Taylor
Date:	10/23/2026

The following proposal is to cover the cost of labor and materials to make the necessary repairs to the #2 boiler.

We shall:

1. Remove all 8 doors.
2. Cut and remove all the rotted steel and deteriorated refractory.
3. Take final measurements for the fabrication of the new steel.
4. If at any point the boiler is found to be unrepairable, we will stop and bring this to your attention. If additional work is required, we will price that separately.
5. Fabricate new structural steel and 8 new inner and outer doors.
6. Supply and install new refractory where needed for the doors.
7. This price does not include any refractory on the floor, burner throat, or rear wall.
8. Re-assemble the boiler with new gaskets and rope.
9. One year warranty on all parts and labor.

Sub-Total	$27,049.78
Tax	$0.00
We Propose the above work for a total of:	**$27,049.78**

Payment terms: 1/2 Upon Signing , 1/2 Upon Project Completion

All material is guaranteed to be as specified. All work to be completed in a professional manner according to standard practices. Any alteration or deviation from above specifications involving extra costs will be executed only upon written orders, and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents or delays beyond our control. Owner to carry fire, tornado, and other necessary insurance. Our workers are fully covered by Worker's Compensation Insurance.

Acceptance of Proposal - The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outline above.

***Note:** This proposal may be withdrawn by us if not accepted within the valid dates. Please see valid dates above.*

Super Heat Inc. ®
800 Rutt Road
Bangor, PA 18013

www.SuperHeatInc.net
Tel: 570-897-6282

QUOTE No. 16574

PO No.
Valid for 5 days

Signature: _____
Date of Acceptance: _____

Note – For all pricing, whether in writing or verbal, Super Heat Inc. reserves the right, at its discretion, to pass along any related increases on any materials and / or equipment to cover any pricing increases due to tariffs imposed to manufacturers and suppliers, including after acceptance, issuance of a PO and/or signed proposals. Upon receiving approval of job, all materials are subject to a requote to reflect the date of order pricing.

Please contact us if you have any questions regarding this quote.

RANGE ACCESS AGREEMENT

THIS AGREEMENT (the "Agreement") is made and entered into by and between the **Stroudsburg Area School District**, with offices located at 123 Linden Street, Stroudsburg, PA 18360 (**hereafter the "District"**), and **Freedom Firearms LLC**, located at 85 North 1st Street, Stroudsburg, PA 18360 (**hereafter "Freedom"**).

WHEREAS, Freedom owns and operates an indoor shooting facility known as the Pocono Pistol Range (the "Range"); and

WHEREAS, the Stroudsburg High School is a member school of the Pennsylvania Interscholastic Athletic Association (PIAA), and

WHEREAS, the Stroudsburg High School Rifle Team (the "Team") competes from November through February each school year against other PIAA member schools; and

WHEREAS, the District does not have a shooting facility located on its grounds;

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

1. The term of this agreement shall begin on or about November 20, 2026 and continuing through the end of the team's season, which is expected to be no later than February 13, 2027. On the 31 days set forth in the match and practice schedule attached hereto as Exhibit "A" and incorporated herein, Freedom agrees to grant the Team shared access to the following areas of the Range during all practices and matches: the lounge, the classroom, and restrooms as well as exclusive access to either the larger range or the smaller range (the shared and exclusive space collectively the "Facility"). During matches the Team shall have access to the larger range and during practice the team shall have access to the smaller range as set forth in the Match Schedule. Access to the facility shall be for the 31 days set forth in the Match Schedule. The Team will have access to the Facility on the dates set forth on the Match Schedule from 3:00 p.m. EST until 6:30 p.m. EST.

2. District shall pay to Freedom the total sum of TEN THOUSAND SIX HUNDRED and 00/100 DOLLARS ($10,600.00) for the use of the Range (the "Range Use Premium"). Payment of the Range Use Premium shall be made by the District to Freedom within 20 days following execution of this Agreement by each party and in any event on or before the date of first use of the Facility.

3. The parties hereby agree that the Range will be deemed to be the Team's home facility for purposes of matches scheduled against other schools. On days where the Team has a scheduled home match, the Team will use the Range until the conclusion of the match.

4. The District or the student-athletes themselves, if permitted by the District, will be solely responsible for the transportation of the student-athlete members of the Team to and from the Range.

5. The District shall indemnify and hold harmless Freedom from any and all claims and demands arising out of or related to the District's use of the Range or the Facility. The District shall provide to Freedom a Certificate of Insurance naming Freedom as additionally insured and demonstrating general liability coverage in an amount not less than $2,000,000.00 prior to the first use of the Facility. Said policy shall be issued in form satisfactory to Freedom and shall provide for at least thirty (30) days' notice to Freedom before cancellation. This Section shall survive expiration or termination of this Agreement.

6. This agreement contains the entire agreement between the parties hereto with regard to the matter set forth in it and shall be binding upon and inure to the benefit of the executors, administrators, personal representatives, heirs, successors and assigns of each. There are no other understanding or agreements, verbal or otherwise, in relation thereto, between the parties hereto. The persons executing this Agreement on behalf of each party are authorized to do so.

7. All notices and other communications hereunder shall be in writing and be mailed first class, certified mail, return receipt requested, postage pre-paid, or with a federally recognized overnight carrier, (such as UPS or FedEx) and addressed to the addresses first written above, or such other addresses as may be specified in a notice properly given. Notices shall be deemed given when duly deposited in the mail or with the overnight carrier or as otherwise provided in this Agreement. Notices may be given by a party's attorney on such party's behalf.

8. This agreement may be executed in counterpart and via electronic signature. The parties hereto enter into this Agreement in the Commonwealth of Pennsylvania and said document shall be construed and interpreted in accordance with its laws.

IN WITNESS WHEREOF, the parties hereunto set their hand and seal this _____ day of November, 2026.

Stroudsburg Area School District

By:_____
Dr. Cosmas C. Curry, Superintendent

Freedom Firearms LLC

By:_____
Desiree Sedlacek, Manager

EXHIBIT “A”

1100 W Main St
Stroudsburg
PA 18360-1397

Stroudsburg
All Events
11/20/2026 - 02/13/2027

Rich Baker
Athletic Director
5704211991

Monday, November 23rd

Time	Team	H/A	Opponent/Title	Site	Depart	Status	Type
3:00 PM	Riflery Boys Varsity	H	TBA	Pocono Pistol Range Pocono Pistol Range	2:30 PM	Normal	Practice

Tuesday, November 24th

Time	Team	H/A	Opponent/Title	Site	Depart	Status	Type
3:00 PM	Riflery Boys Varsity	H	TBA	Pocono Pistol Range Pocono Pistol Range	2:30 PM	Normal	Practice

Wednesday, November 25th

Time	Team	H/A	Opponent/Title	Site	Depart	Status	Type
3:00 PM	Riflery Boys Varsity	H	TBA	Pocono Pistol Range Pocono Pistol Range	2:30 PM	Normal	Practice

Tuesday, December 1st

Time	Team	H/A	Opponent/Title	Site	Depart	Status	Type
3:00 PM	Riflery Boys Varsity	H	TBA	Pocono Pistol Range Pocono Pistol Range	2:30 PM	Normal	Practice

Wednesday, December 2nd

Time	Team	H/A	Opponent/Title	Site	Depart	Status	Type
3:00 PM	Riflery Boys Varsity	H	TBA	Pocono Pistol Range Pocono Pistol Range	2:30 PM	Normal	Practice

Thursday, December 3rd

Time	Team	H/A	Opponent/Title	Site	Depart	Status	Type
3:00 PM	Riflery Boys Varsity	H	TBA	Pocono Pistol Range Pocono Pistol Range	2:30 PM	Normal	Practice

Friday, December 4th

Time	Team	H/A	Opponent/Title	Site	Depart	Status	Type
3:00 PM	Riflery Boys Varsity	H	TBA	Pocono Pistol Range Pocono Pistol Range	2:30 PM	Normal	Practice

EXHIBIT A

1100 W Main St
Stroudsburg
PA 18360-1397

Stroudsburg
All Events
11/20/2026 - 02/13/2027

Rich Baker
Athletic Director
5704211991

Monday, December 7th

Time	Team	H/A	Opponent/Title	Site	Depart	Status	Type
3:00 PM	Riflery Boys Varsity	H	TBA	Pocono Pistol Range Pocono Pistol Range	2:30 PM	Normal	Practice

Wednesday, December 9th

Time	Team	H/A	Opponent/Title	Site	Depart	Status	Type
3:00 PM	Riflery Boys Varsity	H	TBA	Pocono Pistol Range Pocono Pistol Range	2:30 PM	Normal	Practice

Monday, December 14th

Time	Team	H/A	Opponent/Title	Site	Depart	Status	Type
3:00 PM	Riflery Boys Varsity	H	TBA	Pocono Pistol Range Pocono Pistol Range	2:30 PM	Normal	Practice

Wednesday, December 16th

Time	Team	H/A	Opponent/Title	Site	Depart	Status	Type
3:00 PM	Riflery Boys Varsity	H	TBA	Pocono Pistol Range Pocono Pistol Range	2:30 PM	Normal	Practice

Monday, December 21st

Time	Team	H/A	Opponent/Title	Site	Depart	Status	Type
3:00 PM	Riflery Boys Varsity	H	TBA	Pocono Pistol Range Pocono Pistol Range	2:30 PM	Normal	Practice

Tuesday, December 22nd

Time	Team	H/A	Opponent/Title	Site	Depart	Status	Type
3:00 PM	Riflery Boys Varsity	H	TBA	Pocono Pistol Range Pocono Pistol Range	2:30 PM	Normal	Practice

Wednesday, December 23rd

Time	Team	H/A	Opponent/Title	Site	Depart	Status	Type
3:00 PM	Riflery Boys Varsity	H	TBA	Pocono Pistol Range Pocono Pistol Range	2:30 PM	Normal	Practice

EXHIBIT A

1100 W Main St
Stroudsburg
PA 18360-1397

Stroudsburg
All Events
11/20/2026 - 02/13/2027

Rich Baker
Athletic Director
5704211991

Monday, January 4th

Time	Team	H/A	Opponent/Title	Site	Depart	Status	Type
3:00 PM	Riflery Boys Varsity	H	TBA	Pocono Pistol Range Pocono Pistol Range	2:30 PM	Normal	Practice

Wednesday, January 6th

Time	Team	H/A	Opponent/Title	Site	Depart	Status	Type
3:00 PM	Riflery Boys Varsity	H	TBA	Pocono Pistol Range Pocono Pistol Range	2:30 PM	Normal	Practice

Monday, January 11th

Time	Team	H/A	Opponent/Title	Site	Depart	Status	Type
3:00 PM	Riflery Boys Varsity	H	TBA	Pocono Pistol Range Pocono Pistol Range	2:30 PM	Normal	Practice

Wednesday, January 13th

Time	Team	H/A	Opponent/Title	Site	Depart	Status	Type
3:00 PM	Riflery Boys Varsity	H	TBA	Pocono Pistol Range Pocono Pistol Range	2:30 PM	Normal	Practice

Monday, January 18th

Time	Team	H/A	Opponent/Title	Site	Depart	Status	Type
3:00 PM	Riflery Boys Varsity	H	TBA	Pocono Pistol Range Pocono Pistol Range	2:30 PM	Normal	Practice

Tuesday, January 19th

Time	Team	H/A	Opponent/Title	Site	Depart	Status	Type
3:00 PM	Riflery Boys Varsity	H	TBA	Pocono Pistol Range Pocono Pistol Range	2:30 PM	Normal	Practice

Wednesday, January 20th

Time	Team	H/A	Opponent/Title	Site	Depart	Status	Type
3:00 PM	Riflery Boys Varsity	H	TBA	Pocono Pistol Range Pocono Pistol Range	2:30 PM	Normal	Practice

1100 W Main St
Stroudsburg
PA 18360-1397

Stroudsburg
All Events
11/20/2026 - 02/13/2027

Rich Baker
Athletic Director
5704211991

Monday, January 25th

Time	Team	H/A	Opponent/Title	Site	Depart	Status	Type
3:00 PM	Riflery Boys Varsity	H	TBA	Pocono Pistol Range Pocono Pistol Range	2:30 PM	Normal	Practice

Wednesday, January 27th

Time	Team	H/A	Opponent/Title	Site	Depart	Status	Type
3:00 PM	Riflery Boys Varsity	H	TBA	Pocono Pistol Range Pocono Pistol Range	2:30 PM	Normal	Practice

Wednesday, February 3rd

Time	Team	H/A	Opponent/Title	Site	Depart	Status	Type
3:00 PM	Riflery Boys Varsity	H	TBA	Pocono Pistol Range Pocono Pistol Range	2:30 PM	Normal	Practice

Monday, February 8th

Time	Team	H/A	Opponent/Title	Site	Depart	Status	Type
3:00 PM	Riflery Boys Varsity	H	TBA	Pocono Pistol Range Pocono Pistol Range	2:30 PM	Normal	Practice

Wednesday, February 10th

Time	Team	H/A	Opponent/Title	Site	Depart	Status	Type
3:00 PM	Riflery Boys Varsity	H	TBA	Pocono Pistol Range Pocono Pistol Range	2:30 PM	Normal	Practice

COMPETITIONS:

12/8/2026	3:30 PM	ESHS North
12/17/2026	3:30 PM	NE PA Rifle League (Kutztown HS)
1/14/2027	3:30 PM	Southern Lehigh HS
1/21/2027	3:30 PM	Emmaus HS
1/28/2027	3:30 PM	Liberty HS

EXHIBIT A

RESOLUTION

WHEREAS, the Board of School Directors of the Stroudsburg Area School District has determined that there will be no increase in the rate of any tax for the support of its public schools for the 2027-2028 fiscal year by more than the Index established by the Department of Education (Department) for the district;

WHEREAS, the Index for the District is **4.8%;**

WHEREAS, the Board of Directors of the Stroudsburg Area School District does hereby certify that the District will comply with the procedures as set forth in Section 687 of the Public-School Code as it relates to the annual budget for the adoption of its proposed and final budgets;

WHEREAS, the Board of School Directors certifies that increasing any tax at a rate less than or equal to the established index will be sufficient to balance its final budget;

WHEREAS, the Board of School Directors certify that the District will submit information on a proposed increase in the rate of a tax levied for the support of the public schools to the Department on a uniform form prepared by the Department no later than five (5) days after the adoption of this resolution;

WHEREAS, the Board of School Directors certify that a copy of this resolution adopted pursuant to Section 311 of the Taxpayer Relief Act of Special Session No. 1 of 2005 will be sent to the Department no later than five (5) days after the adoption of this resolution;

WHEREAS, the Board of School Directors recognize that the District shall not be eligible to seek referendum exceptions under Section 333 (f) of the Taxpayer Relief Act; and,

WHEREAS, the Board of School Directors recognize that the Department shall compare the proposed percentage increase in the rate of the tax with the index; within ten (10) days of the receipt of the information as required, the Department shall inform the District whether the proposed tax rate increase is less than or equal to the index.

NOW, THEREFORE, BE IT RESOLVED, by the Board of School Directors of the Stroudsburg Area School District, as follows:

The Board of School Directors adopts this RESOLUTION on the 18th day of November, 2026 indicating that it will not raise the rate of any tax for the support of its public schools for the 2027-2028 fiscal year by more than the index established by the Department of Education for the district of **4.8%.**

DULY ADOPTED, by the Board of School Directors of this School District, this 18th day of November, 2026.

STROUDSBURG AREA SCHOOL DISTRICT
Stroudsburg, Pennsylvania

By: _____
Erin DeRosa / Board President

ATTEST:

_____
Brenda VanBuskirk \ Board Secretary

(SEAL)

Condensed Board Summary Report

Fund: 10
From 07/01/2026 To 10/31/2026
Summarization Level: FULL FUND/FULL FUNCTION

Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Used
1110	**GENERAL FUND - INSTRUCTION**	62,212,652.00	13,488,342.03	13,488,342.03	418,211.79	48,306,098.18	22.35
1211	**GENERAL FUND - LIFE SKILLS**	760,000.00	163,419.50	163,419.50	0.00	596,580.50	21.50
1221	**GENERAL FUND - HEARING**	283,250.00	79,350.84	79,350.84	0.00	203,899.16	28.01
1224	**GENERAL FUND - VISION**	310,750.00	88,847.01	88,847.01	0.00	221,902.99	28.59
1225	**GENERAL FUND - SPEECH**	969,076.00	285,844.35	285,844.35	113.23	683,118.42	29.51
1231	**GENERAL FUND - EMOTIONAL**	2,272,487.00	476,597.03	476,597.03	418.76	1,795,471.21	20.99
1232	**GENERAL FUND - PARTIAL HOSPITALIZATION**	370,000.00	53,457.26	53,457.26	0.00	316,542.74	14.45
1233	**GENERAL FUND - AUTISTIC**	710,000.00	203,886.95	203,886.95	1,946.57	504,166.48	28.99
1241	**GENERAL FUND - LEARNING SUPPORT**	13,430,260.00	3,066,678.22	3,066,678.22	1,772.70	10,361,809.08	22.85
1243	**GENERAL FUND - GIFTED AND TALENTED**	746,782.00	167,271.76	167,271.76	26,985.53	552,524.71	26.01
1260	**GENERAL FUND - PHYSICAL SUPPORT**	75,000.00	22,141.07	22,141.07	0.00	52,858.93	29.52
1270	**GENERAL FUND - MULTIHANDICAPPED.**	141,000.00	40,527.82	40,527.82	0.00	100,472.18	28.74
1280	**GENERAL FUND - EARLY INTERVENTION**	10,000.00	0.00	0.00	0.00	10,000.00	0.00
1290	**GENERAL FUND - OTHER SPECIAL ED**	5,696,432.00	1,242,245.50	1,242,245.50	19.96	4,454,166.54	21.81
1370	**GENERAL FUND - VOCATIONAL EDUCATION**	0.00	0.00	0.00	0.00	0.00	0.00
1390	**GENERAL FUND - MCTI VOC ED**	1,375,000.00	612,765.12	612,765.12	0.00	762,234.88	44.56
1420	**GENERAL FUND - SUMMER SCHOOL**	6,000.00	0.00	0.00	0.00	6,000.00	0.00
1430	**GENERAL FUND - HOMEBOUND**	37,358.00	1,218.80	1,218.80	0.00	36,139.20	3.26
1441	**GENERAL FUND - INCARCERATED**	0.00	0.00	0.00	0.00	0.00	0.00
1442	**GENERAL FUND - ALTERNATIVE ED**	150,000.00	33,702.45	33,702.45	0.00	116,297.55	22.47
1450	**GENERAL FUND - TUTORING**	82,792.00	7,894.24	7,894.24	1,441.77	73,455.99	11.28
1490	**GENERAL FUND - DISTRICT CYBER**	0.00	0.00	0.00	0.00	0.00	0.00
1500	**GENERAL FUND - NON-PUBLIC**	2,750.00	0.00	0.00	0.00	2,750.00	0.00
2100	**GENERAL FUND - SUPPORT SERV-STUDENTS**	0.00	0.00	0.00	0.00	0.00	0.00
2122	**GENERAL FUND - COUNSELING**	3,139,119.00	770,645.78	770,645.78	60.00	2,368,413.22	24.55

Condensed Board Summary Report

Fund: 10
From 07/01/2026 To 10/31/2026
Summarization Level: FULL FUND/FULL FUNCTION

Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Used
2143	**GENERAL FUND - PSYCH COUNS**	1,043,383.00	234,767.86	234,767.86	0.00	808,615.14	22.50
2160	**GENERAL FUND - Social Work Services**	415,000.00	0.00	0.00	0.00	415,000.00	0.00
2220	**GENERAL FUND - TECH SUPPORT**	0.00	0.00	0.00	0.00	0.00	0.00
2240	**GENERAL FUND - COMPUTER INSTR**	0.00	0.00	0.00	0.00	0.00	0.00
2250	**GENERAL FUND - LIBRARY**	425,885.00	83,335.12	83,335.12	25,330.34	317,219.54	25.52
2260	**GENERAL FUND - CURRICULUM DEVEL**	1,670,790.00	530,201.64	530,201.64	13,179.97	1,127,408.39	32.52
2270	**GENERAL FUND - STAFF DEVEL**	993,050.00	238,595.46	238,595.46	4,230.00	750,224.54	24.45
2280	**GENERAL FUND - NONPUBLIC SUPPORT SERV**	680.00	318.26	318.26	0.00	361.74	46.80
2310	**GENERAL FUND - BOARD**	179,500.00	173,452.32	173,452.32	0.00	6,047.68	96.63
2330	**GENERAL FUND - TAX COLLECTORS**	470,880.00	88,943.33	88,943.33	0.00	381,936.67	18.89
2340	**GENERAL FUND - STAFF RELATIONS**	75,000.00	0.00	0.00	0.00	75,000.00	0.00
2350	**GENERAL FUND - LEGAL**	250,000.00	82,919.79	82,919.79	0.00	167,080.21	33.17
2360	**GENERAL FUND - SUPERINTENDENT**	1,569,682.00	615,904.34	615,904.34	473.20	953,304.46	39.27
2380	**GENERAL FUND - PRINCIPALS**	6,584,465.00	2,157,307.71	2,157,307.71	3,918.56	4,423,238.73	32.82
2420	**GENERAL FUND - MEDICAL**	374,000.00	93,834.97	93,834.97	0.00	280,165.03	25.09
2430	**GENERAL FUND - DENTAL**	1,500.00	0.00	0.00	0.00	1,500.00	0.00
2440	**GENERAL FUND - NURSING**	893,152.00	280,105.92	280,105.92	2,667.83	610,378.25	31.66
2511	**GENERAL FUND - FISCAL**	636,358.00	188,124.60	188,124.60	2,040.00	446,193.40	29.88
2512	**GENERAL FUND - BUDGETING**	226,427.00	102,571.01	102,571.01	0.00	123,855.99	45.30
2514	**GENERAL FUND - PAYROLL**	221,511.00	70,674.37	70,674.37	0.00	150,836.63	31.91
2611	**GENERAL FUND - MAINTENANCE SUPERVISOR**	239,151.00	82,098.83	82,098.83	0.00	157,052.17	34.33
2620	**GENERAL FUND - BUILDING & GROUNDS**	9,944,703.00	2,867,167.61	2,867,167.61	77,343.60	7,000,191.79	29.61
2640	**GENERAL FUND - EQUIPMENT MAINT**	60,000.00	12,849.00	12,849.00	2,771.00	44,380.00	26.03
2650	**GENERAL FUND - VEHICLE MAINT**	115,000.00	31,361.32	31,361.32	0.00	83,638.68	27.27
2660	**GENERAL FUND - SECURITY**	2,135,794.00	516,457.22	516,457.22	0.00	1,619,336.78	24.18

Condensed Board Summary Report

Fund: 10
From 07/01/2026 To 10/31/2026
Summarization Level: FULL FUND/FULL FUNCTION

Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Used
2690	**GENERAL FUND - OTHER MAINT**	2,307,000.00	787,463.06	787,463.06	0.00	1,519,536.94	34.13
2711	**GENERAL FUND - TRANSPORTATION SUPERVISOR**	590,340.00	197,413.12	197,413.12	0.00	392,926.88	33.44
2720	**GENERAL FUND - VEHICLE OPERATION**	5,769,471.00	1,402,794.31	1,402,794.31	0.00	4,366,676.69	24.31
2740	**GENERAL FUND - VEHICLE MAINT**	1,156,628.00	308,572.49	308,572.49	0.00	848,055.51	26.68
2750	**GENERAL FUND - NONPUBLIC TRANSPORT**	0.00	0.00	0.00	0.00	0.00	0.00
2790	**GENERAL FUND - OTHER TRANSPORTATION**	134,000.00	110,950.38	110,950.38	0.00	23,049.62	82.80
2818	**GENERAL FUND - TECHNOLOGY**	2,012,521.00	847,714.76	847,714.76	193,580.73	971,225.51	51.74
2910	**GENERAL FUND - OTHER SUPPORT SERVICES**	40,000.00	0.00	0.00	0.00	40,000.00	0.00
3210	**GENERAL FUND - STUDENT ACTIVITIES**	461,535.00	222,959.30	222,959.30	0.00	238,575.70	48.31
3250	**GENERAL FUND - ATHLETICS**	1,854,210.00	439,515.42	439,515.42	31,266.33	1,383,428.25	25.39
3300	**GENERAL FUND - COMMUNITY SERVICES**	15,000.00	887.02	887.02	17.48	14,095.50	6.03
5110	**GENERAL FUND - DEBT SERVICE**	13,945,000.00	5,812,529.37	5,812,529.37	0.00	8,132,470.63	41.68
5130	**GENERAL FUND - REFUND**	250,000.00	563.79	563.79	0.00	249,436.21	0.23
5140	**GENERAL FUND - SHORT-TERM BORROWING**	290,000.00	0.00	0.00	0.00	290,000.00	0.00
5230	**GENERAL FUND - TRANSFERS CAP PROJ**	0.00	0.00	0.00	0.00	0.00	0.00
5280	**GENERAL FUND - TRANSFERS ACTIVITY FD**	0.00	0.00	0.00	0.00	0.00	0.00
5900	**GENERAL FUND - BUDGETARY RESERVE**	0.00	0.00	0.00	0.00	0.00	0.00
6111	**GENERAL FUND - CURRENT RE TAX**	(68,891,780.00)	(57,538,340.15)	(57,538,340.15)	0.00	(11,353,439.85)	83.52
6112	**GENERAL FUND - INTERIM RE TAX**	(199,999.00)	(89,241.32)	(89,241.32)	0.00	(110,757.68)	44.62
6113	**GENERAL FUND - PUBLIC UTILITY TAX**	(75,000.00)	(75,026.52)	(75,026.52)	0.00	26.52	100.04
6114	**GENERAL FUND - PYMT IN LIEU OF TAX**	(65,000.00)	(25,634.55)	(25,634.55)	0.00	(39,365.45)	39.44
6143	**GENERAL FUND - LOCAL SERVICES TAX**	(87,000.00)	(22,775.48)	(22,775.48)	0.00	(64,224.52)	26.18
6151	**GENERAL FUND - EARNED INCOME TAX**	(4,900,000.00)	(1,206,101.16)	(1,206,101.16)	0.00	(3,693,898.84)	24.61
6153	**GENERAL FUND - RE TRANSFER TAX**	(1,500,000.00)	(541,937.79)	(541,937.79)	0.00	(958,062.21)	36.13
6411	**GENERAL FUND - DELINQUENT RE TAX**	(3,500,000.00)	(1,152,665.71)	(1,152,665.71)	0.00	(2,347,334.29)	32.93

Condensed Board Summary Report

Fund: 10
From 07/01/2026 To 10/31/2026
Summarization Level: FULL FUND/FULL FUNCTION

Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Used
6510	GENERAL FUND - INTEREST	(2,363,650.00)	(259,648.95)	(259,648.95)	0.00	(2,104,001.05)	10.99
6710	GENERAL FUND - GATE RECEIPTS	(37,500.00)	(3,772.00)	(3,772.00)	0.00	(33,728.00)	10.06
6740	GENERAL FUND - Fees	0.00	0.00	0.00	0.00	0.00	0.00
6790	GENERAL FUND - OTHER ACTIVITY INCOME	0.00	(198.48)	(198.48)	0.00	198.48	0.00
6821	GENERAL FUND - STATE REV OTHER LEA'S	0.00	0.00	0.00	0.00	0.00	0.00
6829	GENERAL FUND - STATE GRANTS OTHER	0.00	0.00	0.00	0.00	0.00	0.00
6831	GENERAL FUND - FEDERAL REV OTHER LEAS	0.00	0.00	0.00	0.00	0.00	0.00
6832	GENERAL FUND - FED REV IDEA 619	(781,000.00)	0.00	0.00	0.00	(781,000.00)	0.00
6890	GENERAL FUND - OTHER FEDERAL REVENUE FROM INTERMEDIARY SOURCES	0.00	0.00	0.00	0.00	0.00	0.00
6910	GENERAL FUND - RENTALS	(81,500.00)	(23,476.19)	(23,476.19)	0.00	(58,023.81)	28.81
6920	GENERAL FUND - DONATIONS	(260,000.00)	(23,096.01)	(23,096.01)	0.00	(236,903.99)	8.88
6942	GENERAL FUND - SUMMER SCHOOL TUITION	(6,000.00)	0.00	0.00	0.00	(6,000.00)	0.00
6944	GENERAL FUND - OTHER PA LEAS	(30,000.00)	0.00	0.00	0.00	(30,000.00)	0.00
6961	GENERAL FUND - Transp Prov other LEA	0.00	0.00	0.00	0.00	0.00	0.00
6991	GENERAL FUND - REFUNDS	(175,000.00)	(1,487.30)	(1,487.30)	0.00	(173,512.70)	0.85
6992	GENERAL FUND - Energy Efficiency Incen	(10,000.00)	0.00	0.00	0.00	(10,000.00)	0.00
6999	GENERAL FUND - OTHER REVENUES	(38,000.00)	(7,129.08)	(7,129.08)	0.00	(30,870.92)	18.76
7110	GENERAL FUND - BASIC EDUC SUBSIDY	0.00	0.00	0.00	0.00	0.00	0.00
7111	GENERAL FUND - Basic Ed Subsidy (NEW)	(21,906,972.00)	(6,507,574.03)	(6,507,574.03)	0.00	(15,399,397.97)	29.71
7112	GENERAL FUND - Social Security	0.00	0.00	0.00	0.00	0.00	0.00
7140	GENERAL FUND - CYBER CHARTER TRANSITION GRANT	0.00	0.00	0.00	0.00	0.00	0.00
7142	GENERAL FUND - CHARTER SCHOOLS SUBSIDY	0.00	0.00	0.00	0.00	0.00	0.00
7160	GENERAL FUND - TUITION (1305&1306)	(160,000.00)	0.00	0.00	0.00	(160,000.00)	0.00
7210	GENERAL FUND - HOMEBOUND INSTRUCTION	0.00	0.00	0.00	0.00	0.00	0.00
7220	GENERAL FUND - VOCATONAL EDUCATION	0.00	0.00	0.00	0.00	0.00	0.00

Condensed Board Summary Report

Fund: 10
From 07/01/2026 To 10/31/2026
Summarization Level: FULL FUND/FULL FUNCTION

Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Used
7271	**GENERAL FUND - SPECIAL EDUCATION**	(4,605,786.00)	(1,356,776.00)	(1,356,776.00)	0.00	(3,249,010.00)	29.46
7299	**GENERAL FUND - Priv. Res. Rehab Inst.**	0.00	0.00	0.00	0.00	0.00	0.00
7310	**GENERAL FUND - TRANSPORTATION**	0.00	0.00	0.00	0.00	0.00	0.00
7311	**GENERAL FUND - Pupil Transportation**	(1,800,000.00)	0.00	0.00	0.00	(1,800,000.00)	0.00
7312	**GENERAL FUND - NonPublic /Charter Tran**	(110,000.00)	0.00	0.00	0.00	(110,000.00)	0.00
7320	**GENERAL FUND - BUILDING REIMBURSEMENT**	(1,500,000.00)	(647,348.31)	(647,348.31)	0.00	(852,651.69)	43.16
7330	**GENERAL FUND - HEALTH SERVICES**	0.00	0.00	0.00	0.00	0.00	0.00
7331	**GENERAL FUND - St Reimb for Health Services**	(95,000.00)	0.00	0.00	0.00	(95,000.00)	0.00
7332	**GENERAL FUND - FEMININE HYGIENE PRODUCT**	(7,500.00)	(7,701.32)	(7,701.32)	0.00	201.32	102.68
7340	**GENERAL FUND - PROPERTY TAX RELIEF**	(4,645,424.00)	(4,645,423.32)	(4,645,423.32)	0.00	(0.68)	100.00
7350	**GENERAL FUND - SCHOOL FACILITY IMPRO SUBSIDY**	0.00	0.00	0.00	0.00	0.00	0.00
7361	**GENERAL FUND - School Safety Sec Grant**	0.00	0.00	0.00	0.00	0.00	0.00
7362	**GENERAL FUND - MENTAL HEALTH & SECURITY GRANT**	(500,000.00)	0.00	0.00	0.00	(500,000.00)	0.00
7369	**GENERAL FUND - Other Safe School Grant**	0.00	0.00	0.00	0.00	0.00	0.00
7501	**GENERAL FUND - PA ACCOUNTABILITY GRANT**	0.00	0.00	0.00	0.00	0.00	0.00
7505	**GENERAL FUND - READY TO LEAR BLOCK GR**	0.00	0.00	0.00	0.00	0.00	0.00
7506	**GENERAL FUND - PASMART GRANT**	0.00	0.00	0.00	0.00	0.00	0.00
7521	**GENERAL FUND - EQUITY GRANTS**	0.00	0.00	0.00	0.00	0.00	0.00
7530	**GENERAL FUND - READY TO LEARN**	0.00	0.00	0.00	0.00	0.00	0.00
7531	**GENERAL FUND - READY TO LEARN (UPDATED 24-25)**	(776,707.00)	(5,761,290.89)	(5,761,290.89)	0.00	4,984,583.89	741.76
7533	**GENERAL FUND - TAX EQUITY SUPPLEMENT**	(4,984,584.00)	0.00	0.00	0.00	(4,984,584.00)	0.00
7599	**GENERAL FUND - OTHER STATE GRANTS**	(150,000.00)	0.00	0.00	0.00	(150,000.00)	0.00
7810	**GENERAL FUND - SOCIAL SECURITY SUBSIDY**	(2,481,535.00)	(686,269.46)	(686,269.46)	0.00	(1,795,265.54)	27.66
7820	**GENERAL FUND - RETIREMENT SUBSIDY**	(10,830,340.00)	0.00	0.00	0.00	(10,830,340.00)	0.00

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Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Used
8390	GENERAL FUND - OTHER FEDERAL GRANTS	0.00	0.00	0.00	0.00	0.00	0.00
8514	GENERAL FUND - NCLB TITLE 1	(1,300,000.00)	0.00	0.00	0.00	(1,300,000.00)	0.00
8515	GENERAL FUND - NCLB TITLE 2	(165,000.00)	0.00	0.00	0.00	(165,000.00)	0.00
8516	GENERAL FUND - LIMITED ENGLISH PROFIC.	(40,000.00)	0.00	0.00	0.00	(40,000.00)	0.00
8517	GENERAL FUND - DRUG-FREE SCHOOLS	(95,000.00)	0.00	0.00	0.00	(95,000.00)	0.00
8531	GENERAL FUND - Federal Revenue	0.00	0.00	0.00	0.00	0.00	0.00
8732	GENERAL FUND - ARRA QSCB	(2,010,000.00)	0.00	0.00	0.00	(2,010,000.00)	0.00
8741	GENERAL FUND - CARES ACT-ESSER	0.00	0.00	0.00	0.00	0.00	0.00
8742	GENERAL FUND - CARES -GEER	0.00	0.00	0.00	0.00	0.00	0.00
8743	GENERAL FUND - ESSER 2	0.00	0.00	0.00	0.00	0.00	0.00
8744	GENERAL FUND - ESSER 3	0.00	0.00	0.00	0.00	0.00	0.00
8749	GENERAL FUND - OTHER CARES ACT FUNDING	(250,000.00)	0.00	0.00	0.00	(250,000.00)	0.00
8755	GENERAL FUND - ESSER 3 2.5% SET ASIDE	0.00	0.00	0.00	0.00	0.00	0.00
8810	GENERAL FUND - MED. ASSIST. (ACCESS)	(510,000.00)	0.00	0.00	0.00	(510,000.00)	0.00
8820	GENERAL FUND - MED. ASST. (ADMIN)	(50,000.00)	(9,105.07)	(9,105.07)	0.00	(40,894.93)	18.21
9120	GENERAL FUND - Proceeds Refunding	0.00	0.00	0.00	0.00	0.00	0.00
9220	GENERAL FUND - PROCEEDS FROM LEASES	0.00	0.00	0.00	0.00	0.00	0.00
9290	GENERAL FUND - OTH EXTENDED FINANCING	0.00	0.00	0.00	0.00	0.00	0.00
9330	GENERAL FUND - Capital Projects	0.00	0.00	0.00	0.00	0.00	0.00
9400	GENERAL FUND - SALE OF ASSETS	(55,000.00)	(23,900.00)	(23,900.00)	0.00	(31,100.00)	43.45
9990	GENERAL FUND - Insurance Recoveries	(10,000.00)	(8,000.00)	(8,000.00)	0.00	(2,000.00)	80.00
9999	GENERAL FUND - ERROR	0.00	0.00	0.00	0.00	0.00	0.00
Fund 10 Totals							
	Total Expenditure	**135,647,324.00**	**33,574,096.27**	**33,574,096.27**	**807,789.35**	**101,265,438.38**	**25.35**
	Total Other Expenditure	**14,485,000.00**	**5,813,093.16**	**5,813,093.16**	**0.00**	**8,671,906.84**	**40.13**

Condensed Board Summary Report

Total Revenue	**(141,975,277.00)**	**(80,592,019.09)**	**(80,592,019.09)**	**0.00**	**(61,383,257.91)**	**56.76**
Total Other Revenue	**(65,000.00)**	**(31,900.00)**	**(31,900.00)**	**0.00**	**(33,100.00)**	**49.08**
	8,092,047.00	**(41,236,729.66)**	**(41,236,729.66)**	**807,789.35**	**48,520,987.31**	

Condensed Board Summary Report

Grand Totals All Funds	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Used
Total Expenditure	135,647,324.00	33,574,096.27	33,574,096.27	807,789.35	101,265,438.38	25.35
Total Other Expenditure	14,485,000.00	5,813,093.16	5,813,093.16	0.00	8,671,906.84	40.13
Total Revenue	(141,975,277.00)	(80,592,019.09)	(80,592,019.09)	0.00	(61,383,257.91)	56.76
Total Other Revenue	(65,000.00)	(31,900.00)	(31,900.00)	0.00	(33,100.00)	49.08
	8,092,047.00	(41,236,729.66)	(41,236,729.66)	807,789.35	48,520,987.31	