



BETHLEHEM

AREA SCHOOL DISTRICT

Monday, August 10, 2026
School Board Combined Committee Meeting
Edgeboro Room, Education Center, 1516 Sycamore Street,
Bethlehem, PA 18017-6099
<https://www.youtube.com/BASDPA>

1. Courtesy of the Floor - Public Comment on Agenda Items Only (30 minutes allowed)

2. Discussion Items

2.1 Human Resources: Board Policy 607 - Tuition Income - Second Reading

Description:

The Board Policy 607 - Tuition Income: Changes were made to the policy after the second reading in June 2026. The policy is being presented for an additional second reading with changes.

3. Information Items

3.1 Facilities: District Design Committee Update

3.2 Facilities: Fountain Hill Elementary School Project Update

3.3 Finance: 2026-2027 Budget Update

4. Agenda Items for August 24, 2026 Regular School Board Meeting

4.1 Facilities: Student Transportation Schedule for the 2026- 2027 school year

Description:

The student transportation schedule for the 2026-2027 school year, created and maintained in the Transportation Department, has been completed. This schedule serves public and nonpublic students eligible for transportation as outlined in 22 PA Code 23.4 and School Board Policy 810.

This information was reviewed with the Board at the August 10, 2026, Board Combined Committee Meeting.

4.2 Facilities: Approval of Transportation Vehicles and Operators

Description:

In accordance with Board Policy 810 - Transportation, the Board is responsible to provide student transportation in accordance with state law. One of those laws, 22 PA Code Section 23.4, requires the Board to approve appropriate vehicles used for student transportation and all eligible operators qualified under the law to operate the approved vehicles. The attached list includes all active transportation vehicles and all eligible operators as of July 29, 2026.

This information was reviewed with the Board at the August 10, 2026, Board Combined Committee Meeting.

4.3 Facilities: Bus Transfer MOU - Executive Education Academy Charter School

Description:

In order to maximize transportation route efficiency and ensure timely student arrivals, BASD Transportation utilizes centralized transfer points located at strategic locations in and around the district. The Executive Education Academy Charter School (EEACS) has agreed to serve as a transfer point for BASD buses and students. This MOU outlines the permissions, roles, and responsibilities to operate a transfer point at EEACS.

This information was reviewed with the Board at the August 10, 2026, Board Combined Committee Meeting.

4.4 Facilities: Fire Alarm Test and Inspection Services Renewal

Description:

In April 2023, the Board approved a proposal from Eastern Time Inc. to provide Fire Alarm Test and Inspection Services for three years through the 2025–2026 school year. A provision in the specification allows an option to extend the proposal to a fourth and fifth year at the existing third-year prices. The third-year price for Fire Alarm Test and Inspection Services has been applied to the existing contract for a fourth year at a total price not to exceed \$28,810.00 for the 2026–2027 school year.

This information was reviewed with the Board at the August 10, 2026, Board Combined Committee Meeting.

4.5 Facilities: Replace Boilers - Education Center

Description:

Proposals will be received on August 18, 2026, for the Boiler Replacement at the Education Center. The proposals will be reviewed by the appropriate administrative and supervisory personnel, and the recommendation of award will be based upon the lowest responsible vendor meeting specifications. This project is funded through the Capital Reserve balance for 2026 Summer Projects.

This information was reviewed with the Board at the August 10, 2026, Board Combined Committee Meeting.

4.6 Facilities: Dual-Fuel Boiler Maintenance - Liberty High School, Northeast Middle School, Donegan Elementary School, and Marvine Elementary School

Description:

Quotes were solicited from three state contract vendors for maintenance of the dual-fuel boilers and fuel stations at Liberty High School, Northeast Middle School, Donegan Elementary School, and Marvine Elementary School. This project will be funded using 2026-2027 General Operating Budget funds.

Vendor	Total
Super Heat, Inc.	\$ 34,037.36
T&T/Lanco, Inc.	\$ 50,457.26
H.T. Lyons, Inc.	\$ 59,154.00

This information was reviewed with the Board at the August 10, 2026, Board Combined Committee Meeting.

4.7 Facilities: Maintenance Management Software Renewal - Facilities Management eXpress, LLC

Description:

The Facilities and Transportation Departments use FMX as a web-based maintenance management, asset tracking, and scheduling tool. FMX supports building and fleet maintenance work order requests, asset documentation, preventive maintenance tracking, facility scheduling, lease administration, and integrations with other district software platforms. This expense is funded out of the 2026-2027 General Operating Budget.

This information was reviewed with the Board at the August 10, 2026, Board Combined Committee Meeting.

4.8 Facilities: PCCD Grant Funding — Middle School Security Cameras

Description:

Quotes were solicited from three PEPPM vendors for security cameras to be added at BASD middle schools. The additional cameras will augment the existing security cameras at East Hills Middle School, Nitschmann Middle School, and Northeast Middle School. This project will be funded using 2026-2027 PCCD grant funds.

Vendor	Total
App Techs	\$ 72,440.20
KIT Communications	\$ 80,600.00
Network Connections, Inc.	\$ 102,660.00

This information was reviewed with the Board at the August 10, 2026, Board Combined Committee Meeting.

4.9 Curriculum: Touchstone Theatre for Young Playwrights Program Agreement

Description:

Touchstone Theatre is a professional not-for-profit theatre dedicated to creating original work. As in previous years, this year it plans to run 12 Young Playwrights Lab arts-in-education programs at 12

elementary schools during the 2026-2027 academic year. These arts-enrichment programs run for 16 sessions, teaching students to write one-act plays while increasing their enthusiasm for literacy. Included in this fee is each school's participation in the Young Playwrights Festival, held at the end of the academic year.

This information was reviewed with the Board at the August 10, 2026, Board Combined Committee Meeting.

4.10 Curriculum: Touchstone Theatre Story-Makers Program Agreement

Description:

Touchstone Theatre is a professional not-for-profit theatre dedicated to the creation of original work. This year, it plans to run pilot arts-in-education programs to run at four (4) elementary schools during the 2026-2027 academic year. This pilot program builds on the success of Touchstone's long-standing Young Playwrights' Lab program in the District. It is intended to focus on storytelling skills among 2nd- and 3rd-grade students, increasing students' understanding of how stories work, as well as increasing their oral competency. Each program runs for ten sessions, meeting twice a week. The fee for the Bethlehem Area School District is \$3,000 per program.

This information was reviewed with the Board at the August 10, 2026, Board Combined Committee Meeting.

4.11 Curriculum: Renaissance Learning Agreement for Pre-K Counts

Description:

This agreement provides Star Preschool Literacy and Numeracy and Star Phonics, along with annual Renaissance platform access, for 120 Pre-K Counts students at James Buchanan, Donegan, Fountain Hill, and Marvine elementary schools from August 1, 2026, through July 31, 2027. The agreement also includes one six-hour onsite training day and three 60-minute remote training sessions for staff. These assessment tools will help teachers monitor students' early literacy, phonics, and numeracy development, use data to guide instruction, and support students' readiness for kindergarten. The total cost of \$7,057.80 reflects \$3,075.00 in applied discounts.

This information was reviewed with the Board at the August 10,

2026, Board Combined Committee Meeting.

4.12 Curriculum: Liberty and Freedom High School 2026-2027 ATSI School Plans

Description:

Freedom and Liberty High Schools are designated as Additional Targeted Support and Improvement (ATSI) schools. Pennsylvania Department of Education (PDE) requires ATSI Schools to submit a school improvement plan that outlines academic goals and action steps, and how resources will be used toward school improvement. Grant funds are not currently available for ATSI schools through PDE. Liberty High School's Plan focuses on goals related to student literacy performance and math growth. Freedom High School's Plan addresses attendance, student literacy performance, and student Math performance.

This information was reviewed with the Board at the August 10, 2026, Board Combined Committee Meeting.

4.13 Curriculum: Broughal Middle School 2026-2027 Comprehensive Support & Improvement (CSI) Plan

Description:

Broughal Middle School is a designated Comprehensive Support & Improvement (CSI) school. Pennsylvania Department of Education (PDE) requires CSI Schools to submit a Comprehensive School Improvement (CSI) Plan that outlines academic goals and action steps, and how resources will be used toward school improvement. Resources include both CSI (563,430) and Title I (\$486,160) grant funds. Broughal's 2026-2027 CSI Plan addresses the improvement of grade-level student achievement in Mathematics and Literacy, as well as the reduction of students needing intensive and strategic Literacy support.

This information was reviewed with the Board at the August 10, 2026, Board Combined Committee Meeting.

4.14 Curriculum: Northeast MS 2026-2027 Targeted Support and Improvement (TSI) Plans

Description:

Northeast Middle School has been designated as a Targeted Support

and Improvement (TSI) school. Pennsylvania Department of Education (PDE) requires TSI schools to submit a Targeted Support and Improvement Plan that outlines academic goals and action steps, and how resources will be used toward school improvement. There is no additional funding for TSI schools; however, Northeast receives funds through Title I, as reflected in their plans. Northeast's Plan involves supporting teacher professional development with strategies including using assessment data to make instructional planning decisions and the provision of coaching and support.

This information was reviewed with the Board at the August 10, 2026, Board Combined Committee Meeting.

4.15 Finance: Plancon K: Approval of General Obligation Bonds, Series B of 2025

Description:

The District was notified that the Pennsylvania Department of Education (PDE) approved PlanCon Part K: Project Refinancing for the General Obligation Bonds Series B of 2025, with a reimbursement rate of 20.05% for the bond issue. These bonds refunded the Series C of 2021 General Obligation Bonds, which previously held a reimbursement rate of 20.05%.

As per PDE, the attached documents must be included in the minutes of the next Board meeting.

This information was reviewed with the Board at the August 10, 2026, Board Combined Committee Meeting.

4.16 Finance: Beverage Provider Agreement

Description:

The District will enter into an Exclusive Beverage Agreement with ABARTA Coca-Cola Beverages, LLC for the period of March 1, 2026, to June 30, 2031, or until the School District has purchased 20,870 cases of product.

The beverage provider agrees to provide funding for the following programs.

- Academic enrichment and scholarships
- Improvement of technology in the Schools
- Additional or improved educational materials

- School and Campus Improvements
- Student extra-curricular activities
- Educator and Student reward and recognition programs
- Physical fitness and nutrition education programs
- Teaching kids to consume a balanced diet and be physically active

This information was reviewed with the Board at the August 10, 2026, Board Combined Committee Meeting.

4.17 Finance: Real Estate Tax Exonerations

Description:

In November 2014, the Northampton County Board of Assessment determined that two vacant BASD parcels at the corner of Freemansburg Avenue and Farmersville Road in Bethlehem Township would be returned to taxable status. These adjacent parcels have been leased to the Koehler family for farming for many years. Since the farm lease generates revenue and the use is not solely for a governmental purpose, the parcels are now taxable.

The 2026 real estate tax base on these two properties is as follows:

TAX PARCEL	TAXING ENTITY	YEAR	BASE TAX	REASON
N7-4-1	Bethlehem Area SD	2026	\$3,250.29	Tax-exempt entity
N7-4-4C	Bethlehem Area SD	2026	\$1,867.61	Tax-exempt entity

This information was reviewed with the Board at the August 10, 2026, Board Combined Committee Meeting.

4.18 Finance: Donation from The United Way

Description:

The United Way of the Greater Lehigh Valley donated \$2,500 to support teacher stipends for the Talk, Read, Sing Summer Program at Fountain Hill and Donegan Elementary Schools. The program is designed to strengthen early language and literacy development.

This information was reviewed with the Board at the August 10,

4.19 Finance: Colonial Intermediate Unit 20 (CIU) Contract for Service Agreement

Description:

The District currently has various educational contracts with Colonial Intermediate Unit (CIU) 20 that provide services to Bethlehem Area School District students, where it is more cost-effective for the District to provide the services directly.

The CIU 20 Board of School Directors approved the following Agreements as listed below, and it is recommended that these Agreements be approved as the most effective solution for the students' educational needs. The 2026-2027 school year Service Agreements with Colonial Intermediate Unit 20 are as follows:

SERVICE	COST	HOW TOTAL COST IS CALCULATED
TransPerfect Remote Interpreting	\$7.20 per month, not exceeding \$86.40, plus \$1.40 per minute	Based on the number of sessions and minutes used.
Psychiatric Evaluations	\$354.66 per evaluation	Total cost depends on the total number of hours requested by BASD.
Nursing Services (LPN/RN for Community-Based Instruction & Field Trips)	\$70.00 per hour	Based on the total hours of nursing services provided.
Homebound Services	Special Education Teacher: \$63.69/hour Associate Teacher: \$26.24/hour	Total cost depends on the number of hours requested, plus mileage.
Feeding Evaluations	\$1,200.00 per evaluation	Total cost depends on the number of evaluations requested by BASD.

Child Find Evaluations	Hourly rate (not specified)	Total cost depends on the number of hours requested per student by BASD
Augmentative & Alternative Communication (AAC) Evaluations	\$750.00 per evaluation	Total cost depends on the number of evaluations requested by BASD.
Alternative & Regular Education Transportation	\$6.54 per mile, per student	Based on the miles traveled for each student transported.
Personal Care Assistance Services	\$11.60 per IEP authorization	Total cost depends on the number of IEP authorizations requested by BASD.
Sweet, Stevens, Katz & Williams, LLC.	Not to exceed \$630.00 for legal support focused on technology-related matters	Based on legal consultation services requested by BASD.
ParaEducator Learning Network Subscription	\$2,089.00 per annual subscription (August 1, 2026 - July 31, 2027)	Total cost for the unlimited license option is \$2,089.00.

This information was reviewed with the Board at the August 10, 2026, Board Combined Committee Meeting.

4.20 Finance: Colonial Intermediate Unit 20 (CIU) Mental Health Workers Service Agreement

Description:

Colonial Intermediate Unit 20 will provide two (2) mental health workers to rotate between emotional support classes located at several District secondary schools. The mental health workers' responsibilities include, but are not limited to, the delivery of social and emotional curriculum, individual counseling support, mental health case management, behavioral data gathering, delivery of positive behavioral support plans, regular parent contacts, partnering with classrooms and mainstream teachers, and

participation in IEP meetings when requested.

This information was reviewed with the Board at the August 10, 2026, Board Combined Committee Meeting.

4.21 Finance: Lehigh Valley Hospital (LVH) Dental Services Agreement

Description:

All school districts, either alone or jointly with other districts or school boards, are required to employ a school dentist. The District will continue to use Lehigh Valley Hospital, Inc. (LVH) to conduct dental screenings.

This information was reviewed with the Board at the August 10, 2026, Board Combined Committee Meeting.

4.22 Finance: Professional Services for School Physical Safety and Security Assessments

Description:

The Pennsylvania Commission on Crime and Delinquency (PCCD) recommends that school districts engage state-qualified assessors to conduct safety and security assessments of each of their schools using criteria adopted by PCCD's School Safety and Security Committee. Over the last few years, the District has utilized the services of Michelle Kern from the Center for Safe Schools/Susquehanna IU to conduct these assessments. The Administration recommends continuing prior work with Michelle Kern to complete assessments at the remaining six elementary schools: Asa Packer, Clearview, Farmersville, Freemansburg, Marvine, and Miller Heights.

All assessment costs will be covered by PCCD grant funds.

This information was reviewed with the Board at the August 10, 2026, Board Combined Committee Meeting.

4.23 Finance: Valley Youth House – Cognitive Behavioral Intervention for Trauma in Schools MOU

Description:

Valley Youth House will continue implementing Cognitive Behavioral

Intervention for Trauma in Schools (CBITS) in targeted schools. CBITS is a program that focuses on helping students recognize the relationships among thoughts, feelings, and actions using the cognitive triangle, and on reducing avoidant coping strategies. CBITS will be implemented by a therapist who has been trained to implement the program. The MOU also allows for the implementation of additional programs. This MOU is for the 2026–2027 school year.

There is no cost to the District for these services and programs.

This information was reviewed with the Board at the August 10, 2026, Board Combined Committee Meeting.

4.24 Finance: Pinebrook Family Answers Agreement - K-12 Professional Social Work Services

Description:

Higher-risk students often have present social and emotional concerns that must be addressed, and a social worker will be a resource for both staff and students. Social workers will provide direct services to students and families in the form of counseling, support, assessment, referral, and follow-up as needed to promote and enhance the overall academic mission of the District that strengthens home, school, and community partnerships and addresses barriers to learning and achievement. The social workers will also help coordinate referrals to community resources, ensuring consistency of quality and service for students and their families. The District has utilized Pinebrook Family Answers social worker services for several years at identified K-12 schools. An Agreement has been developed for the 2026-2027 school year to not exceed 37.5 hours per school per week at a cost not to exceed \$795,600 for a total of nine positions (\$88,400 per social worker/clinician).

This information was reviewed with the Board at the August 10, 2026, Board Combined Committee Meeting.

4.25 Finance: Resonance Education Service Agreement

Description:

For four years, Resonance Education has partnered with Liberty and Freedom High Schools to make social-emotional learning (SEL) a practice educators own, not a program layered on top of their

teaching. The 2026-2027 school year builds on that foundation with intention. As support decentralizes and building leaders take fuller ownership, the work focuses on two connected groups of teachers: a new cohort ready to explore SEL integration and returning teachers ready to deepen it. Resonance Education will support both groups through in-person and online collaboration, so SEL continues to show up in daily instruction, in walk-throughs and differentiated supervision already in place, and in how students at both schools experience engagement, agency, and belonging. This continued one-year agreement shall not exceed \$31,300 for the 2026–2027 school year.

This information was reviewed with the Board at the August 10, 2026, Board Combined Committee Meeting.

4.26 Finance: Sharp-Ross PsychEd. Services, LLC Bilingual Evaluations Service Agreement

Description:

The District will continue to utilize the professional services of Sharp-Ross PsychEd Services LLC to provide bilingual Psychoeducational evaluations, bilingual gifted evaluations, and case collaboration for identified students on a case-by-case basis. The service rate is \$150 per hour for the 2026–2027 school year, including the summer of 2027, with automatic one-year renewals.

This information was reviewed with the Board at the August 10, 2026, Combined Committee Meeting.

4.27 Finance: Lehigh University Community VOICES Clinic

Description:

A Collaboration Agreement currently exists with Lehigh University regarding the Community Voices Clinic (CVC) at Donegan Elementary School, Marvine Elementary School, and Broughal Middle School. These clinics provide school-based mental health services in the family center at each of these three schools. The proposed Collaboration Agreement will allow the District to continue its current CVC partnership for the 2026-2027 and 2027-2028 school years at a cost not to exceed \$22,500 per year, for a total not to exceed amount of \$45,000.

This information was reviewed with the Board at the August 10, 2026, Board Combined Committee Meeting.

4.28 Finance: Web Filtering Software

Description:

The Information Systems Department continues to evolve the District's cybersecurity posture by evaluating other products. Part of the current web filtering infrastructure will be replaced with a product that provides more robust filtering of the District's Internet traffic.

This expenditure is included in the 2026-2027 Information Services Department budget.

This information was reviewed with the Board at the August 10, 2026, Board Combined Committee Meeting.

4.29 Finance: GoGuardian Suite, Annual Renewal

Description:

GoGuardian Admin, Teacher, and Pear Deck licenses expire on June 30, 2025. The District plans to renew and support them with CDW-G for 12 months, beginning August 31, 2026, through August 30, 2027. This renewal is included in the 2026-2027 Information Services Department budget.

This information was reviewed by the Board at the August 10, 2026, Board Combined Committee Meeting.

4.30 Finance: Elementary Teacher Computer Purchase

Description:

The four-year lifecycle of elementary teacher computers passed this summer. To maintain the four-year lifecycle for district computers and ensure teacher efficiency, the District intends to replace the fleet of computers assigned to elementary teachers with new models.

This expenditure is included in the 2026-2027 Information Services Department budget.

This information was reviewed with the Board at the August 10, 2026, Board Combined Committee Meeting.

4.31 Finance: Navigate360

Description:

The District uses Navigate360's Emergency Management Suite to document and manage the All Hazards Plan, including emergency drill and event tracking, emergency communications, first responder integration, and student reunification from mobile devices. The cost for the Navigate360 Emergency Management Suite Platform will not exceed \$25,504.16.

Additionally, the District utilizes Navigate360's Threat Assessment Platform to incorporate the District's Comprehensive School Threat Assessment Guidelines (CSTAG) process. This software puts the student and staff safety response process at every user's fingertips. The cost of the Navigate360 Threat Assessment Platform will not exceed \$22,663.24.

This combined one-year renewal cost shall not exceed \$48,167.40.

This information was reviewed with the Board at the August 10, 2026, Board Combined Committee Meeting.

4.32 Finance: Colonial Intermediate Unit 20 (CIU20) Nonpublic School Educational Services and Parent and Family Engagement Services Agreement, 2026-2027 school year**Description:**

As required by federal law, the District is obligated to provide Title I academic services to non-public school students residing within our District boundaries, as well as engagement opportunities for their parents and family members. The Administration is requesting permission to contract with Colonial Intermediate Unit 20 for academic services for students and parent and family engagement activities at the following non-public schools: Holy Infancy, Notre Dame School of Bethlehem, St. Anne, and Our Lady of Perpetual Help.

The federal Consolidated Application calculates the amount that must be allocated in the areas of Education Services and Parent and Family Engagement Services. The designated Letter of Agreement amounts are as follows:

Instructional Services: \$110,005

Parent and Family Engagement Services: \$1,170

Total: \$111,175

The total will be paid in full through the federal Consolidated Application Title I funding, as required by law.

The District requested quotes in writing from the following agencies:

Colonial Intermediate Unit #20 - Accepted
Carbon Lehigh Intermediate Unit #21 - Declined
Bucks County Intermediate Unit #22 - Declined

This information was reviewed by the Board at the August 10, 2026, Board Combined Committee Meeting.

4.33 Finance: Colonial Intermediate Unit 20 (CIU20) for Nonpublic School Professional Development Services, 2026-2027 Agreement

Description:

As required by federal law, the District is obligated to provide Title II professional development services to non-public schools within our District boundaries. The Administration is requesting permission to contract with Colonial Intermediate Unit 20 for professional development services at the following non-public schools: Moravian Academy - Merle Campus, Bethlehem Christian Ebenezer, Holy Infancy, Notre Dame High School, Our Lady of Perpetual Help, St. Anne, St. John Chrysostom Academy, Moravian Academy - Downtown Campus, Bethlehem Catholic High School, and Notre Dame School of Bethlehem.

The federal Consolidated Application calculates the amount that must be allocated to each of the non-public schools within our boundaries that requested services. For the 2026-2027 school year, the District's total non-public school Title II allocation will not exceed \$84,652.

The total will be paid in full through the federal Consolidated Application Title II funding, as required by law.

The District requested quotes in writing from the following agencies:

Colonial Intermediate Unit #20 - Accepted
Carbon Lehigh Intermediate Unit #21 - Declined
Bucks County Intermediate Unit #22 - Declined

This information was reviewed by the Board at the August 10th, 2026, Board Combined Committee Meeting.

4.34 Finance: Colonial Intermediate Unit #21 (CIU21) for Nonpublic School Educational Services and Parent and Family Engagement Services, 2026-2027 Service Agreement

Description:

As required by federal law, the District is obligated to provide Title I academic services to non-public school students residing within our District boundaries, as well as engagement opportunities for their parents and family members. The Administration is requesting permission to contract with Colonial Intermediate Unit 21 for academic services for students and parent and family engagement activities at the following non-public schools: St. Michael's, St. Elizabeth Regional School, St. John Vianney, and Mercy School of Special Learning.

The federal Consolidated Application calculates the amount that must be allocated in the areas of Education Services and Parent and Family Engagement Services. The designated Letter of Agreement amounts are as follows:

Instructional Services: \$11,124
Parent and Family Engagement Services: \$118
Total: \$11,242

The total will be paid in full through the federal Consolidated Application Title I funding, as required by law.

The District requested quotes in writing from the following agencies:

Colonial Intermediate Unit #20 - Declined
Carbon Lehigh Intermediate Unit #21 - Accepted
Bucks County Intermediate Unit #22 - Declined

This information was reviewed with the Board at the August 10, 2026, Board Combined Committee Meeting.

4.35 Finance: PCCD Grant Funding - Valley Youth House

Description:

The Pennsylvania Commission on Crime and Delinquency (PCCD)

awarded grant funding to Valley Youth House. This funding will provide the District with school-based mental health services focused on violence prevention during the 2026-2027 and 2027-2028 school years. The overall goal of the project is to prevent youth violence before it escalates by strengthening students' emotional, behavioral, and social skills, addressing the impact of trauma, and increasing protective factors that promote safety, resilience, and positive school engagement.

There is no cost to the District for these services.

This information was reviewed with the Board at the August 10, 2026, Board Combined Committee Meeting.

4.36 Finance: PCCD Grant Funding - Moravian University Agreement

Description:

The Pennsylvania Commission on Crime and Delinquency (PCCD) awarded \$11,000 in grant funding to support the District's continued partnership with Moravian University through the Occupational Therapy Program of Wellness and Resilience (OT-POWER). The designated PCCD grant funding will continue to provide wellness workshops, individualized supplemental occupational therapy services, and oversight within the wellness center peace rooms at Liberty High School and Freedom High School through the 2026-2027 school year.

This information was reviewed with the Board at the August 10, 2026, Board Combined Committee Meeting.

4.37 Finance: eSignature Resolution

Description:

The Bethlehem Area School District requests that the Board of School Directors authorize Dr. Renato M. Lajara, Superintendent of Schools, to use an electronic signature on any and all contracts, agreements, grants, and/or licenses with the Pennsylvania Department of Education via the eGrants system. With the approval of this resolution, the Board of School Directors verifies that the electronic signature of Dr. Renato M. Lajara constitutes an executed and binding agreement to comply with all terms of the applicable contract, with no handwritten signature required.

This information was reviewed with the Board at the August 10,

2026, Board Combined Committee Meeting.

4.38 Human Resources: Wilkes University Agreement

Description:

The District is entering into a Memorandum of Understanding with Wilkes University to accommodate student internship placements for students enrolled in the reading specialist and principal certification programs beginning June 18, 2026, for a term of five (5) years ending June 17, 2031, and automatically renewing itself for like periods or until notice of termination is provided by either party.

This information was reviewed with the Board at the August 10, 2026, Board Combined Committee Meeting.

4.39 Human Resources: Amendment to Substitute Teacher Service Agreement

Description:

Create a category titled "Retired Interim Executive Assistant" at an STS hourly rate of \$____ and a District Bill Rate of \$____ per hour. The Chief Human Resources Officer or Superintendent will determine individuals who will be assigned to this category.

The "Retired Interim Executive Assistant" category is entitled to the "On-boarding Fees" option.

4.40 Human Resources: Kellyn Foundation Invoice Approval

Description:

The Kellyn Foundation provides a series of sessions about the Making the Healthy Choice with Lifestyle Medicine program. This program was offered to staff members last year.

This information was reviewed with the Board at the August 10, 2026, Board Combined Committee Meeting.

4.41 Human Resources: Kellyn Foundation Intensive Therapeutic Lifestyle Change Proposal

Description:

The Kellyn Foundation provides a series of sessions about Making the Healthy Choice with Lifestyle Medicine program. This program was offered to staff members the last several years.

This information was reviewed with the Board at the August 10, 2026, Board Combined Committee Meeting.

4.42 Human Resources: Board Policy 607 - Tuition Income - Third Reading

Description:

The Board Policy 607 - Tuition Income has been presented and reviewed with the Board at the May 11, 2026, and June 8, 2026, Board Human Resources Committee Meetings and at the August 10, 2026, Combined Committee Meeting.

5. Courtesy of the Floor - Public Comment on Any Topic (30 minutes allowed)

6. Open Forum for Board Members Only

7. Adjournment

Book	Policy Manual
Section	600 Finances
Title	Tuition Income
Code	607
Status	Second Reading
Legal	1. 24 P.S. 1316 2. Pol. 202 3. 24 P.S. 2561
Adopted	November 15, 2004

Authority

When the district receives students who are residents of another school district, it shall assess tuition charges in accordance with the School Code. Tuition shall be assessed for those students whose attendance has been approved by the Board, in accordance with policy. No parent-paid tuition students will be accepted except in the case of seniors whose families move from the district prior to the first day of school of their senior year, or international students.[\[1\]](#)[\[2\]](#)

Delegation of Responsibility

It shall be the responsibility of the Chief Financial Officer to invoice tuition for approved students.

Guidelines

Tuition rates shall be determined annually.[\[3\]](#)

No student shall be admitted from another district unless the student presents a certificate from the district which certifies that the home district will be responsible for the tuition of the student for the term, or the part of the term during which the student continues to attend school.

This certificate shall be presented first to the Supervisor of Child Accounting, who certifies to the fact that the student may be accommodated and has the required certification for admission. The certificate shall then be presented to the building principal of the school district who shall approve the same if all conditions have been met.

In the event that the District issues a determination of non-residence and all subsequent appeals have been exhausted, pursuant to Act 67 of 2024, the District shall immediately disenroll the nonresident student. For any ~~time~~ period during which the student was not eligible to receive an education through the district but remained enrolled, the District may seek recovery of tuition, and, where applicable, court costs, in accordance with applicable law, including 24 P.S. § 13-

~~1302(c), and may invoice to the parent/guardian accordingly of the nonresident student the cost of tuition, solicitor guidance, hearing officers, and any other costs reasonably associated with the education of the nonresident student.~~

~~In the event that the District issues a determination of non-eligibility under the McKinney-Vento Homeless Assistance Act and all subsequent appeals have been exhausted, pursuant to the McKinney Vento Act, the District shall immediately disenroll the nonresident student if the student is otherwise not entitled to attend the district. For any time period during which the student was not eligible to receive an education through the district attend but remained enrolled, the District may invoice to the parent/guardian of the nonresident student the cost of tuition, solicitor guidance, hearing officers, and any other costs reasonably associated with the education of the nonresident student~~ seek recovery of tuition in accordance with applicable law, where appropriate.

The tuition of any student who terminates attendance shall be pro-rated on the basis of the actual number of school days in each month.

In the event that, for various reasons, approved tuition rates are not received from the State Department for prompt billing of individuals and school districts, the Chief Financial Officer is authorized to bill at the same rate as the previous year, at the same time advising the responsible parties that an adjustment will be made on the accounts as soon as current rates are verified by the State Department.



District Design Process

Mission Statement: The District Design Committee's mission is to guide the Bethlehem Area School District's long-term planning by reviewing enrollment, staffing, facilities, and finances while promoting equity, efficiency, and high-quality learning. Collaborating with families, staff, and the community, the Committee provides practical and fiscally responsible recommendations to the Board that support student success and address both current and future district needs.

<i>Status</i>	<i>Action Step</i>	<i>Date</i>
✓	District Design Committee Orientation Meeting	March 5, 2026
✓	Meeting held with State Legislators	March 26, 2026
✓	Parent Advisory Council Meeting	March 26, 2026
✓	Meeting held with Mayor Reynolds & the City of Bethlehem Team	March 27, 2026
✓	District Design Introductory Video from Dr. Silva	March 31, 2026
✓	Request for Proposals (RFP) issued for a Comprehensive Enrollment Projection, Building Utilization, & Boundary Study	April 1, 2026
✓	District Design Committee Meeting	April 8, 2026
✓	Community Survey Opened	April 15, 2026
✓	RFP Pre-proposal meeting held	April 15, 2026
✓	Public Launch of the District Design Website	April 16, 2026
✓	RFP submission deadline- Nine proposals were received.	April 30, 2026
✓	RFP Subcommittee Meeting- Evaluated proposals	May 6, 2026
✓	RFP Subcommittee Meeting- Conducted consultant interviews	May 19, 2026
✓	RFP finalist publicly posted on BASD website	May 28, 2026
✓	Board Finance Committee Meeting*- RFP Finalist Presentation	June 8, 2026
✓	District Design Community Partners Meeting	June 15, 2026
✓	School Board Meeting*- RFP Finalist/Study unanimously approved	June 15, 2026



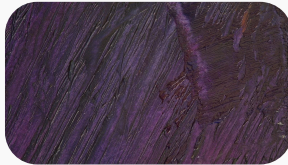
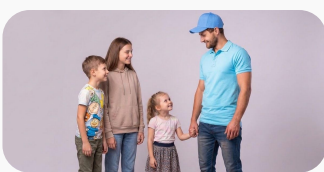
✓	Community Survey Closed	July 6, 2026
✓	District Design Committee Meeting- Community Survey Discussion	August 3, 2026
	School Board Special Meeting*- Survey Results Presentation	August 10, 2026
	School Board Meeting*- Committee Report Update (Dr. Faccinetto)	August 24, 2026
	All Schools - Open House Events Talking Points and/or Video	August-September 2026
	School Board Facilities Committee Meeting*- Update (Mr. Stein)	September 14, 2026
	School Board Meeting*- Committee Report Update (Dr. Faccinetto)	September 28, 2026
	Community Input Meetings - Facilitated by Steps to Achieve	October 2026 (Note: Specific dates and locations will be publicized at a later date.)
	School Board Facilities Committee Meeting*- Update (Mr. Stein)	October 5, 2026
	School Board Meeting*- Committee Report Update (Dr. Faccinetto)	October 19, 2026
	School Board Facilities Committee Meeting*- Update (Mr. Stein)	November 2, 2026
	School Board Meeting*- Committee Report Update (Dr. Faccinetto)	November 16, 2026
	District Design Committee progress review - Facilitated by Steps to Achieve	December 2026 (Exact date TBD)
	School Board Combined Committee Meeting*- Update (Mr. Stein)	December 7, 2026
	School Board Meeting*- Committee Report Update (Dr. Faccinetto)	December 14, 2026
	School Board Combined Committee Meeting*- Update (Mr. Stein)	January 11, 2027
	School Board Meeting*- Committee Report Update (Dr. Faccinetto)	January 25, 2027
	Public presentation meetings - Facilitated by Steps to Achieve	February 2027 (Exact dates TBD)
	School Board Facilities Committee Meeting*- Update (Mr. Stein)	February 1, 2027
	School Board Meeting*- Committee Report Update (Dr. Faccinetto)	February 22, 2027
	District Design Committee final review - Facilitated by Steps to Achieve	March 2027 (Exact Dates TBD)



	School Board Facilities Committee Meeting*- Update (Mr. Stein)	March 1, 2027
	School Board Meeting*- Committee Report Update (Dr. Faccinetto)	March 15, 2027
	School Board Facilities Committee Meeting*- Update (Mr. Stein)	April 5, 2027
	School Board Meeting*- Committee Report Update (Dr. Faccinetto)	April 19, 2027
	School Board Facilities Committee Meeting*- Update (Mr. Stein)	May 3, 2027
	School Board Meeting*- Committee Report Update (Dr. Faccinetto)	May 17, 2027
	School Board Facilities Committee Meeting*- Update (Mr. Stein)	June 7, 2027
	Special Board Meeting*	June 14, 2027
	School Board Meeting*- Committee Report Update (Dr. Faccinetto)	June 21, 2027

* In accordance with [school board policy 903](#), public participation will be held at monthly committee meetings and board meetings. Residents and taxpayers of this district, district employees, and enrolled students are eligible to speak during the designated public participation portion of these meetings.

District Design Committee Update August 10, 2026



District Design Committee Mission Statement

The District Design Committee's mission is to guide the Bethlehem Area School District's long-term planning by reviewing enrollment, staffing, facilities, and finances while promoting equity, efficiency, and high-quality learning. Collaborating with families, staff, and the community, the Committee provides practical and fiscally responsible recommendations to the Board that support student success and address both current and future district needs.

District Design Committee Timeline



BETHLEHEM
AREA SCHOOL DISTRICT

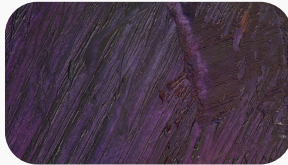
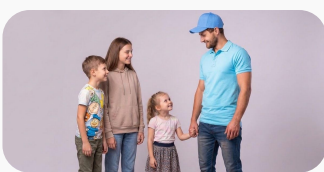
District Design Process

Mission Statement: The District Design Committee's mission is to guide the Bethlehem Area School District's long-term planning by reviewing enrollment, staffing, facilities, and finances while promoting equity, efficiency, and high-quality learning. Collaborating with families, staff, and the community, the Committee provides practical and fiscally responsible recommendations to the Board that support student success and address both current and future district needs.

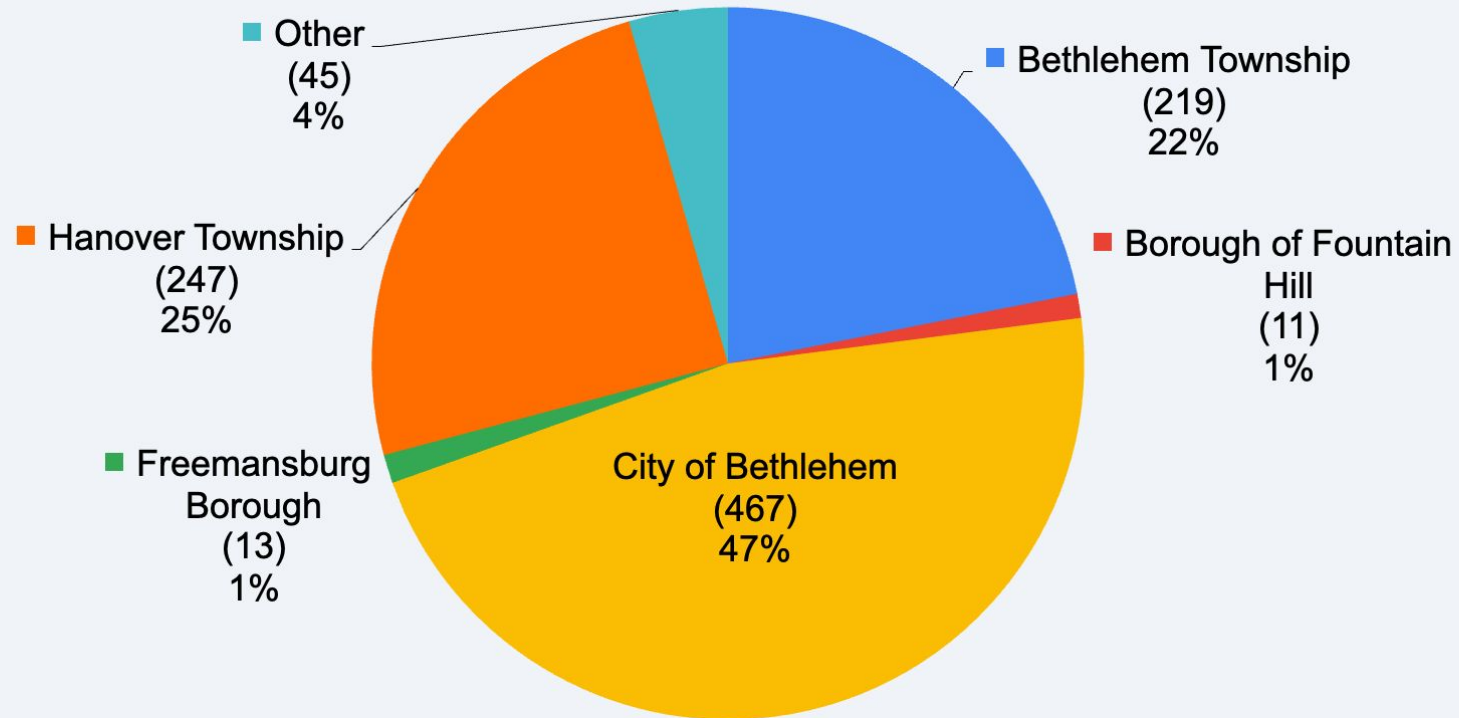
<i>Status</i>	<i>Action Step</i>	<i>Date</i>
✓	District Design Committee Orientation Meeting	March 5, 2026
✓	Meeting held with State Legislators	March 26, 2026
✓	Parent Advisory Council Meeting	March 26, 2026
✓	Meeting held with Mayor Reynolds & the City of Bethlehem Team	March 27, 2026

BASD Community Survey Results

District Design Committee



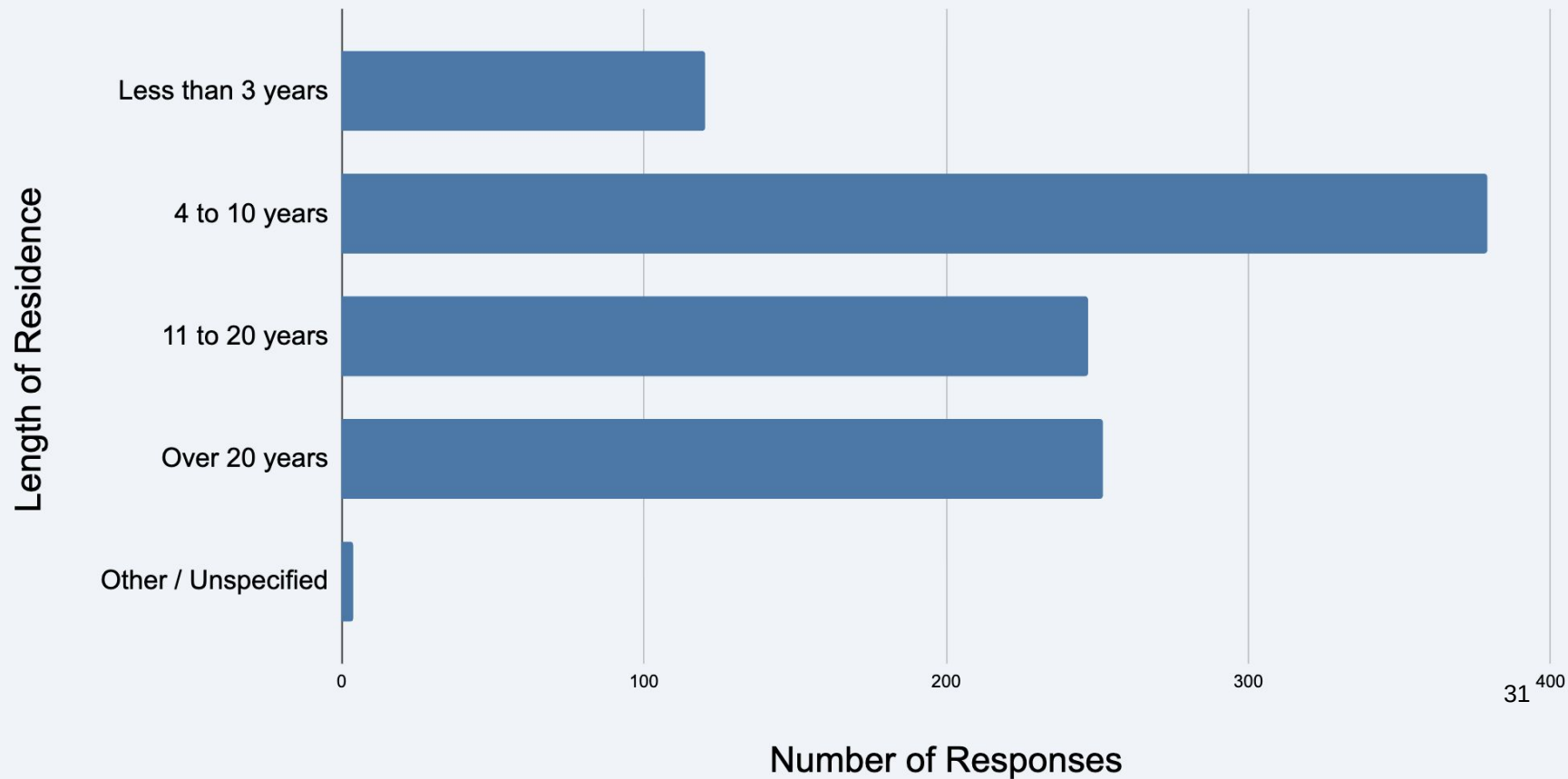
1. In which municipality do you currently live?



Bethlehem Township Borough of Fountain Hill City of Bethlehem
Freemansburg Borough Hanover Township Other

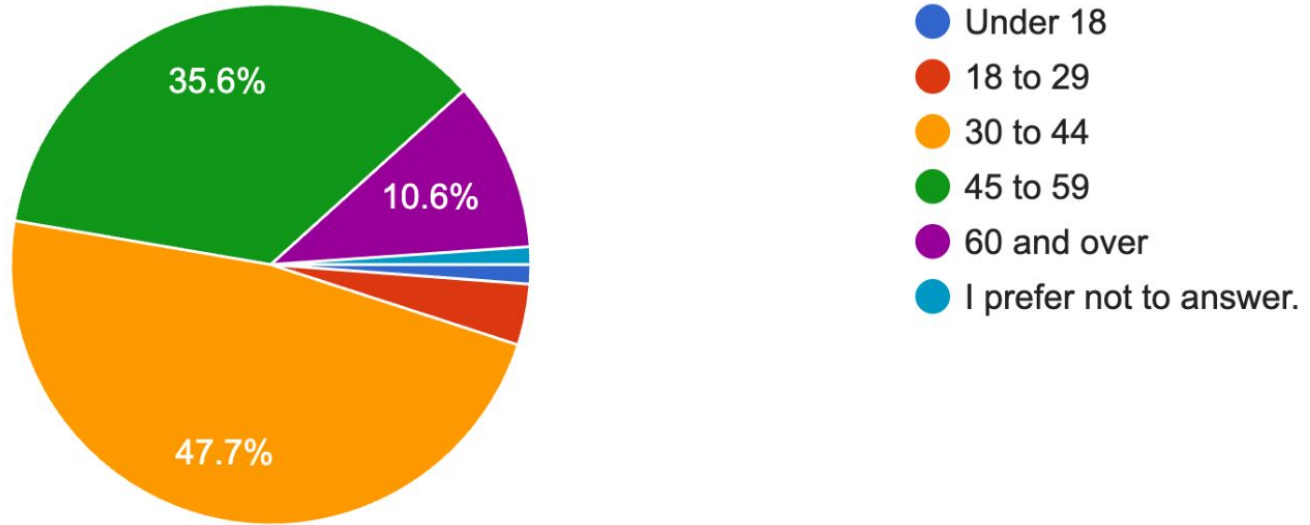
2. How long have you lived in your current residence?

Total respondents: 1002



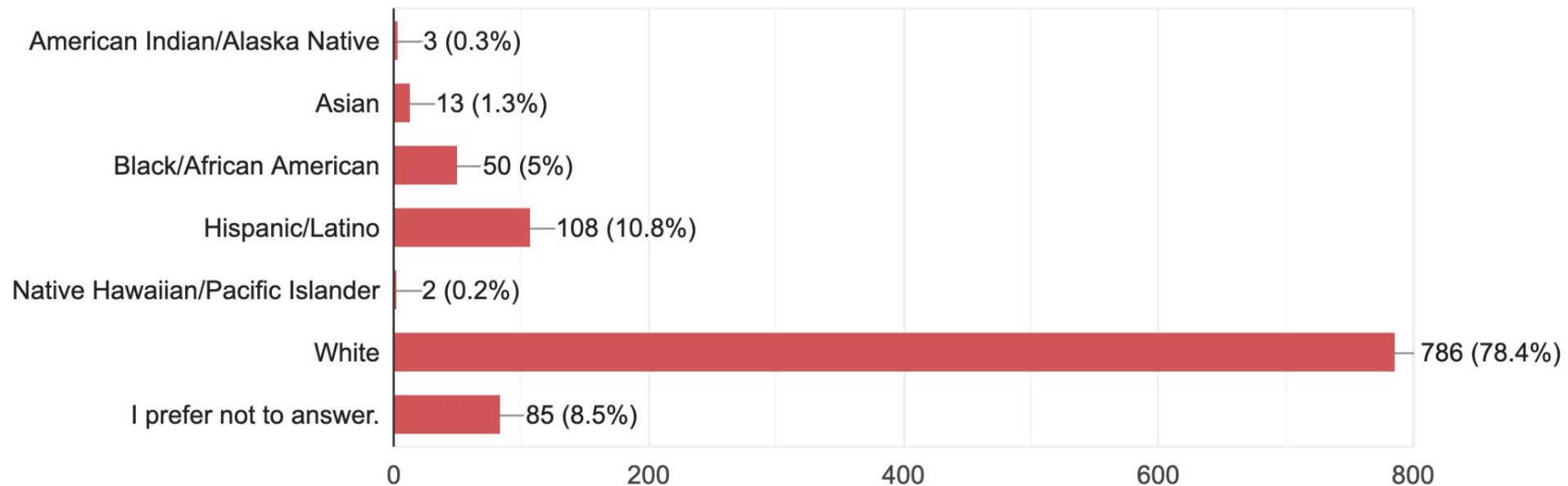
3. What is your age?

1,002 responses

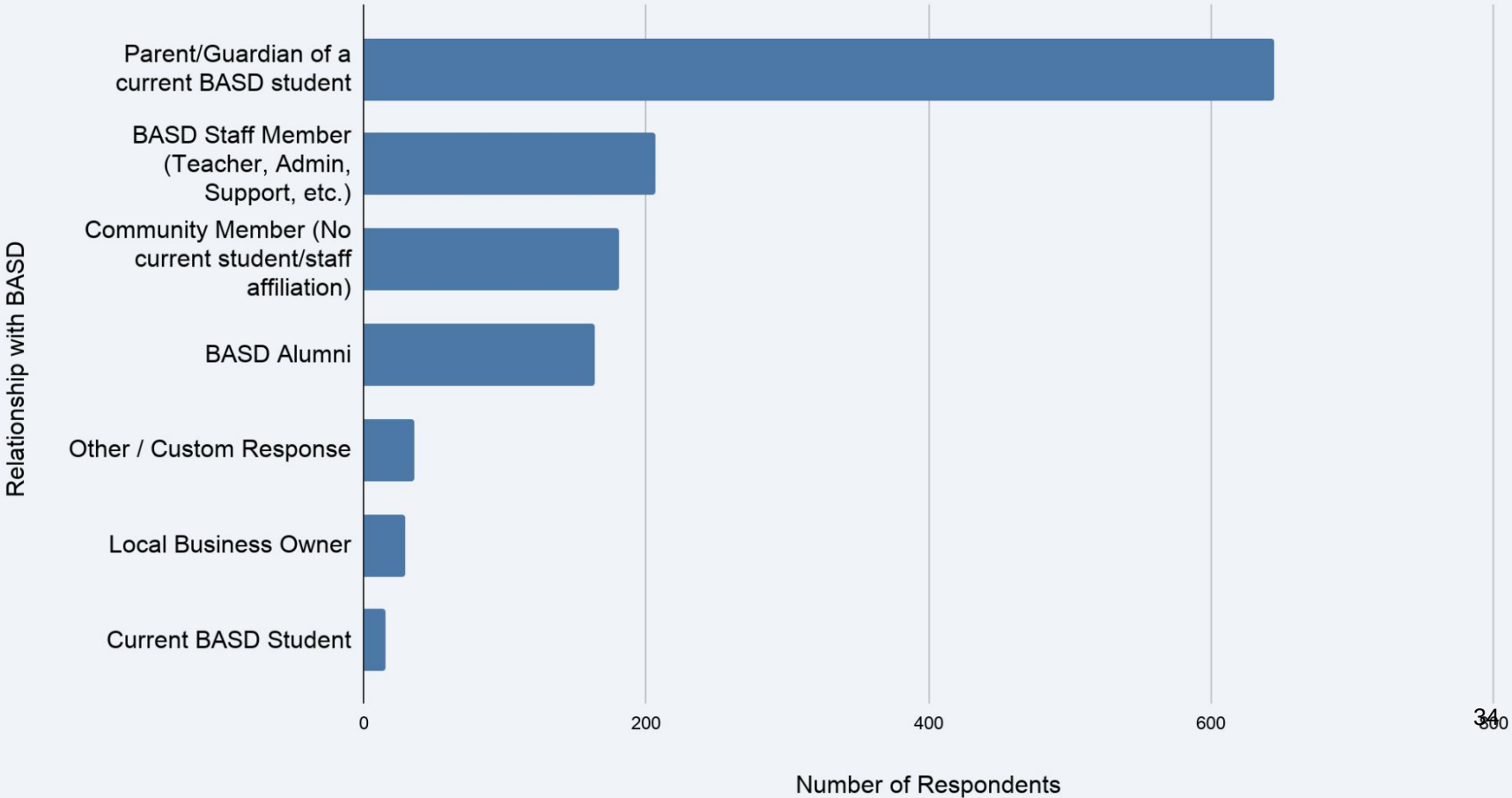


4. In terms of race and ethnicity, how do you identify?

1,002 responses

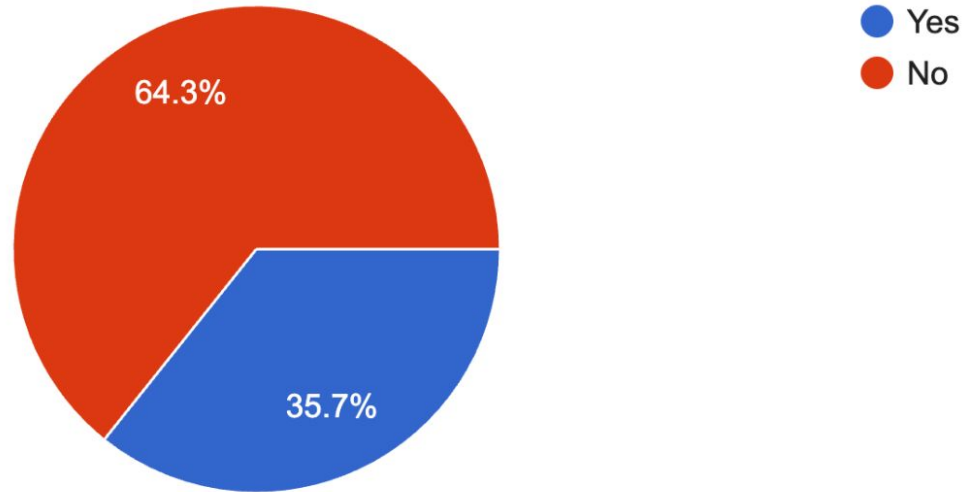


5. Which best describes your relationship with the Bethlehem Area School District (BASD)?



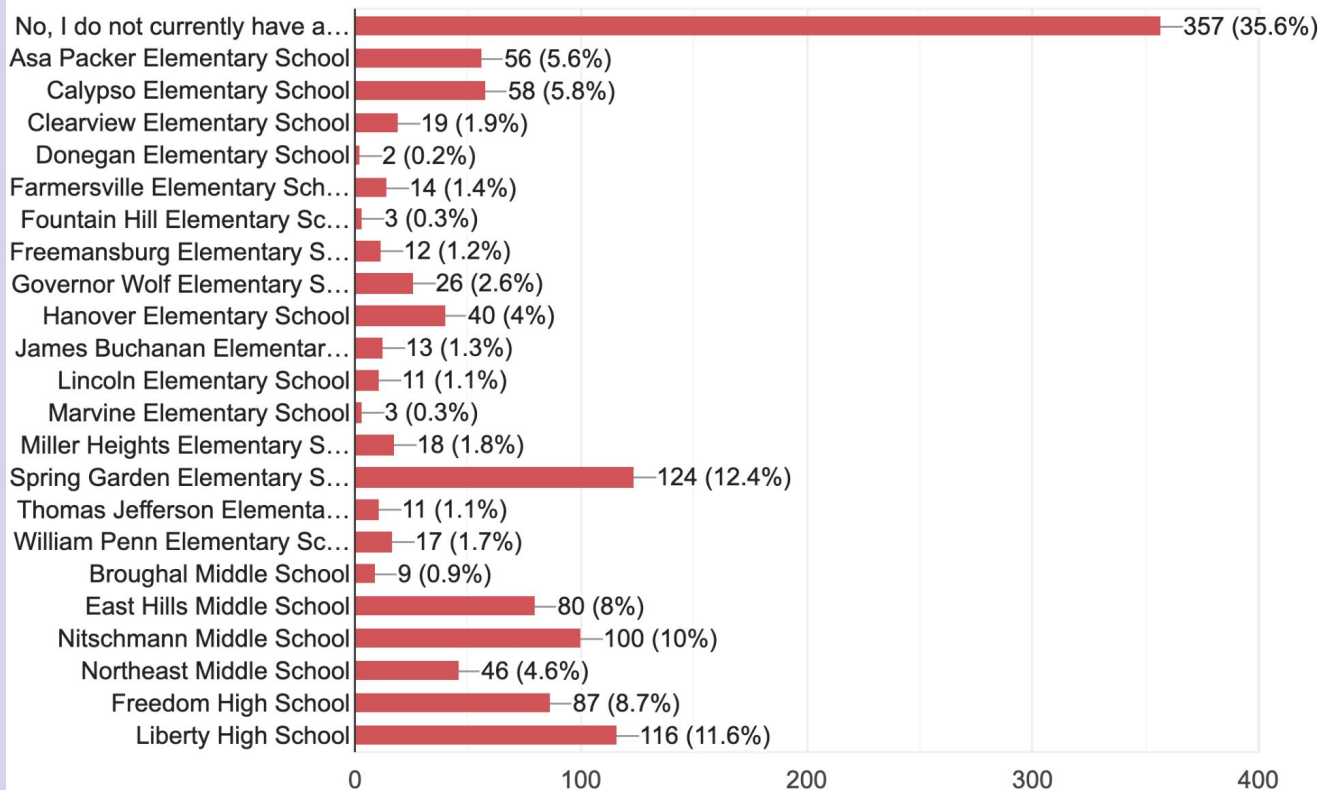
6. Did you attend a BASD school as a student?

1,002 responses



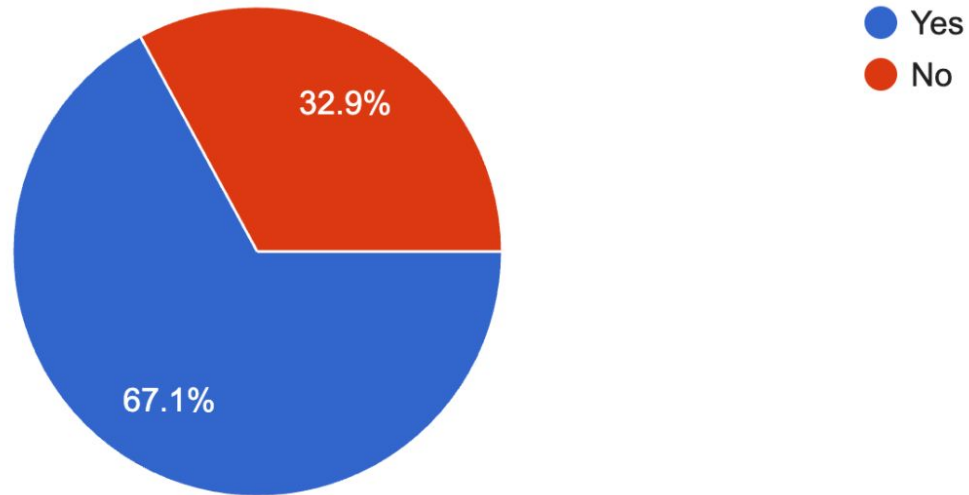
7. Do you currently have children attending a BASD school?

1,002 responses



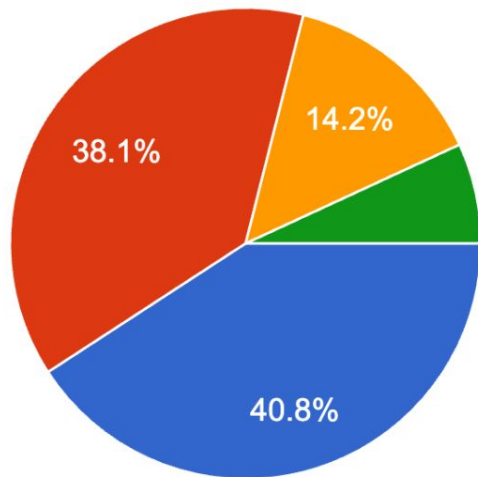
8. Will you have children attending a BASD school beyond the current 2025-2026 school year?

1,002 responses



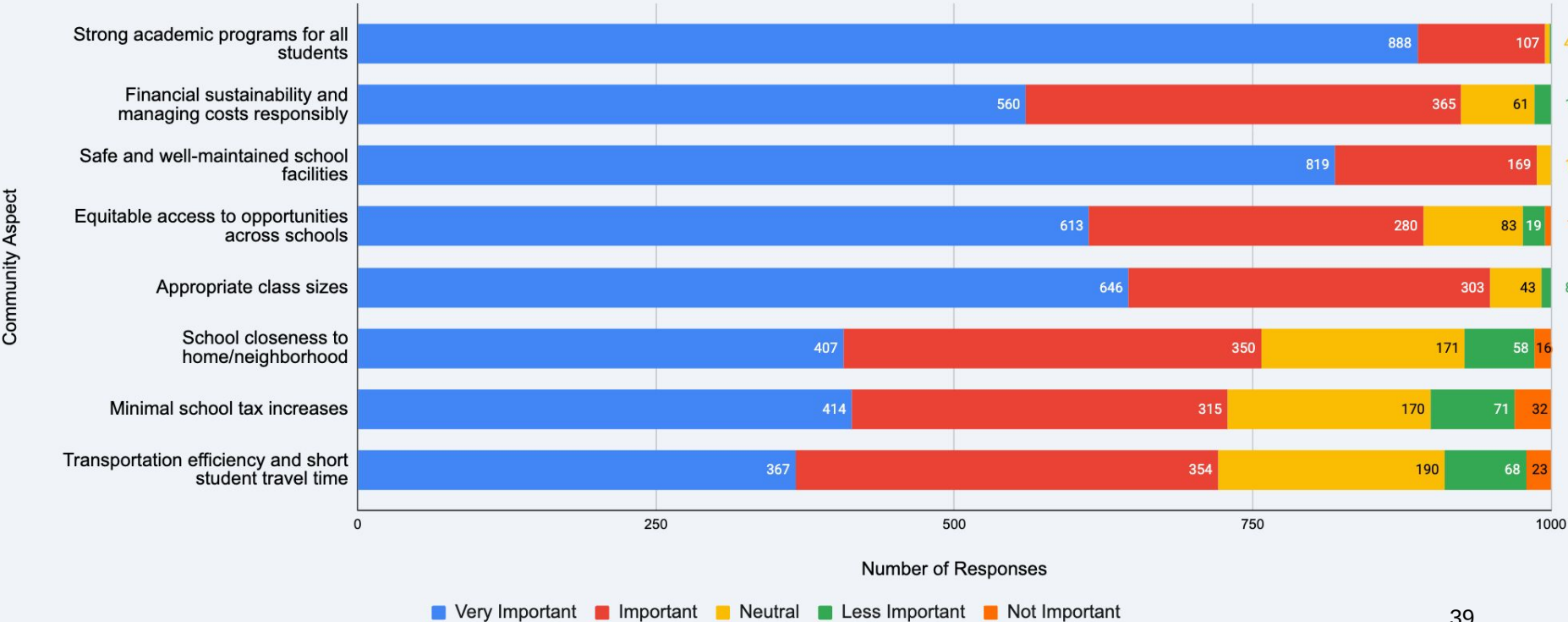
9. How familiar are you with the mission and work of the District Design Process?

1,002 responses

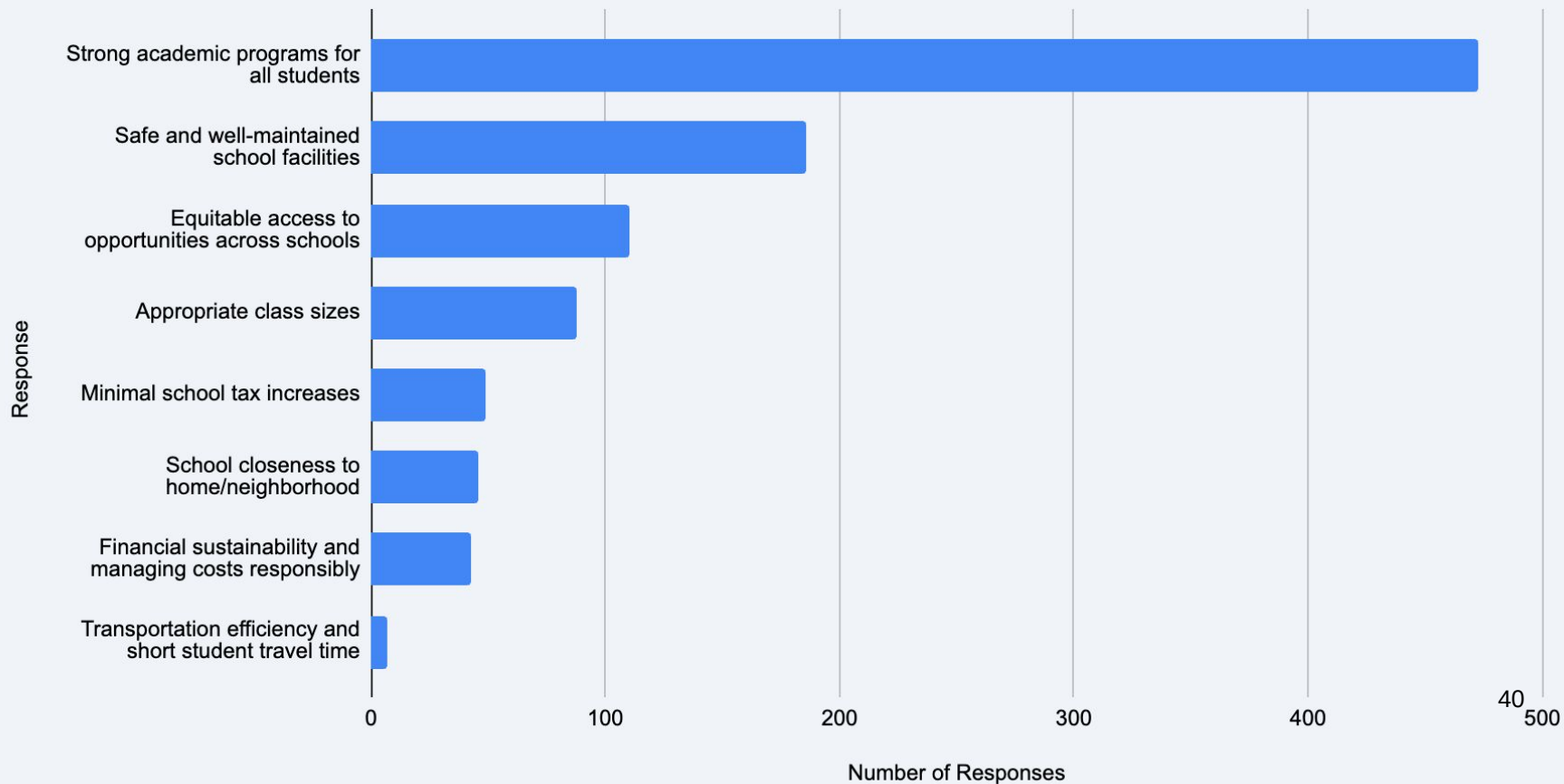


- I am not at all familiar with the District Design Process.
- I have heard of the District Design Process, but I do not know any details.
- I am familiar with the District Design Process and am aware of their work.
- I am very familiar with the mission and work of the District Design Process.

10. What matters most to you about the Bethlehem Area School District?

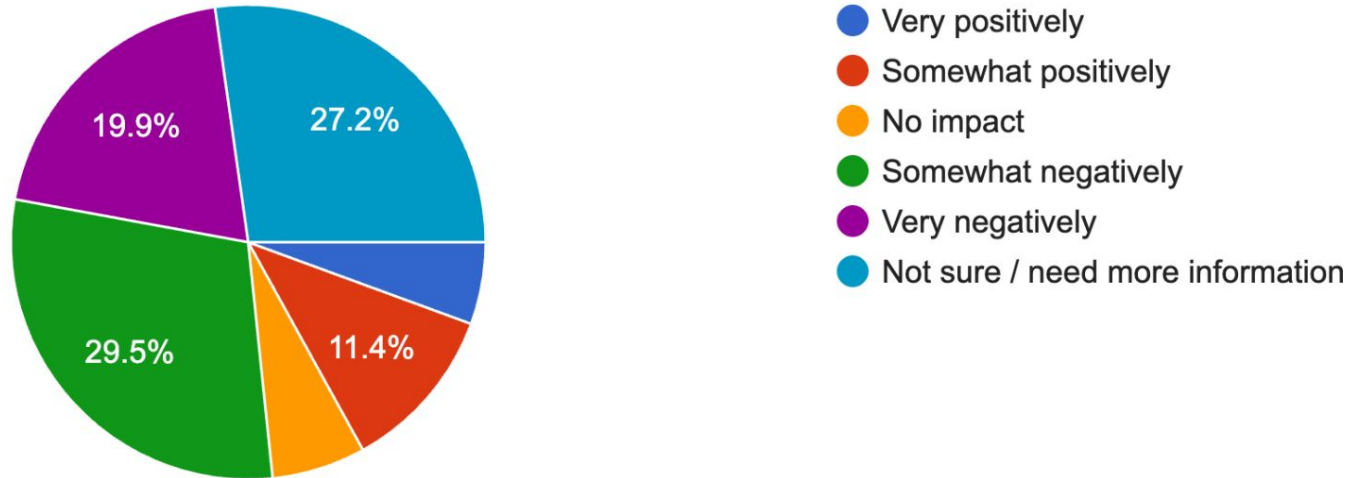


11. If you had to choose, which ONE of the following is most important for our community's schools?



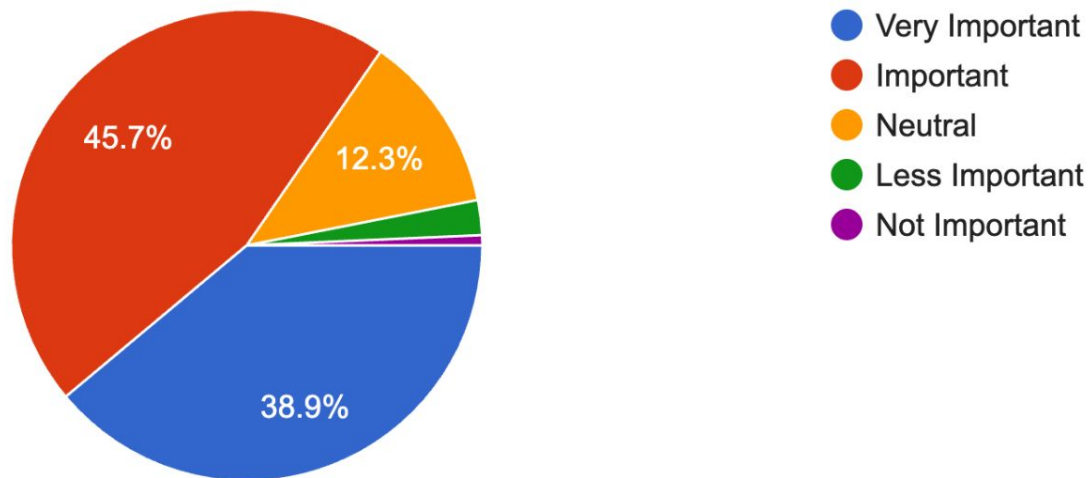
12. If the District needed to make changes such as student sending areas and/or school consolidation, how do you think those changes might affect the community?

1,002 responses

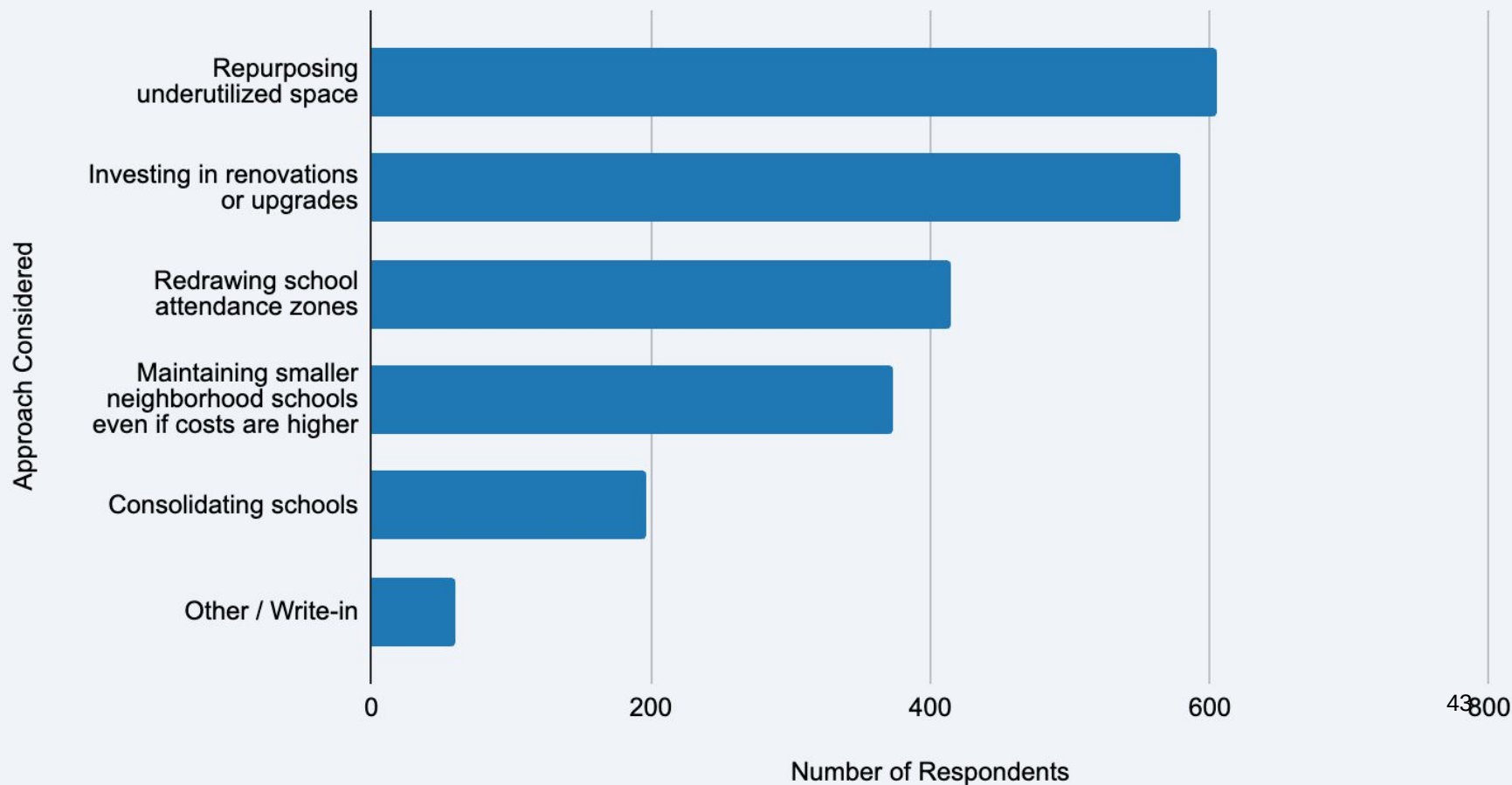


13. As student enrollment changes over time, how important is it for the District to adjust how buildings and resources are used?

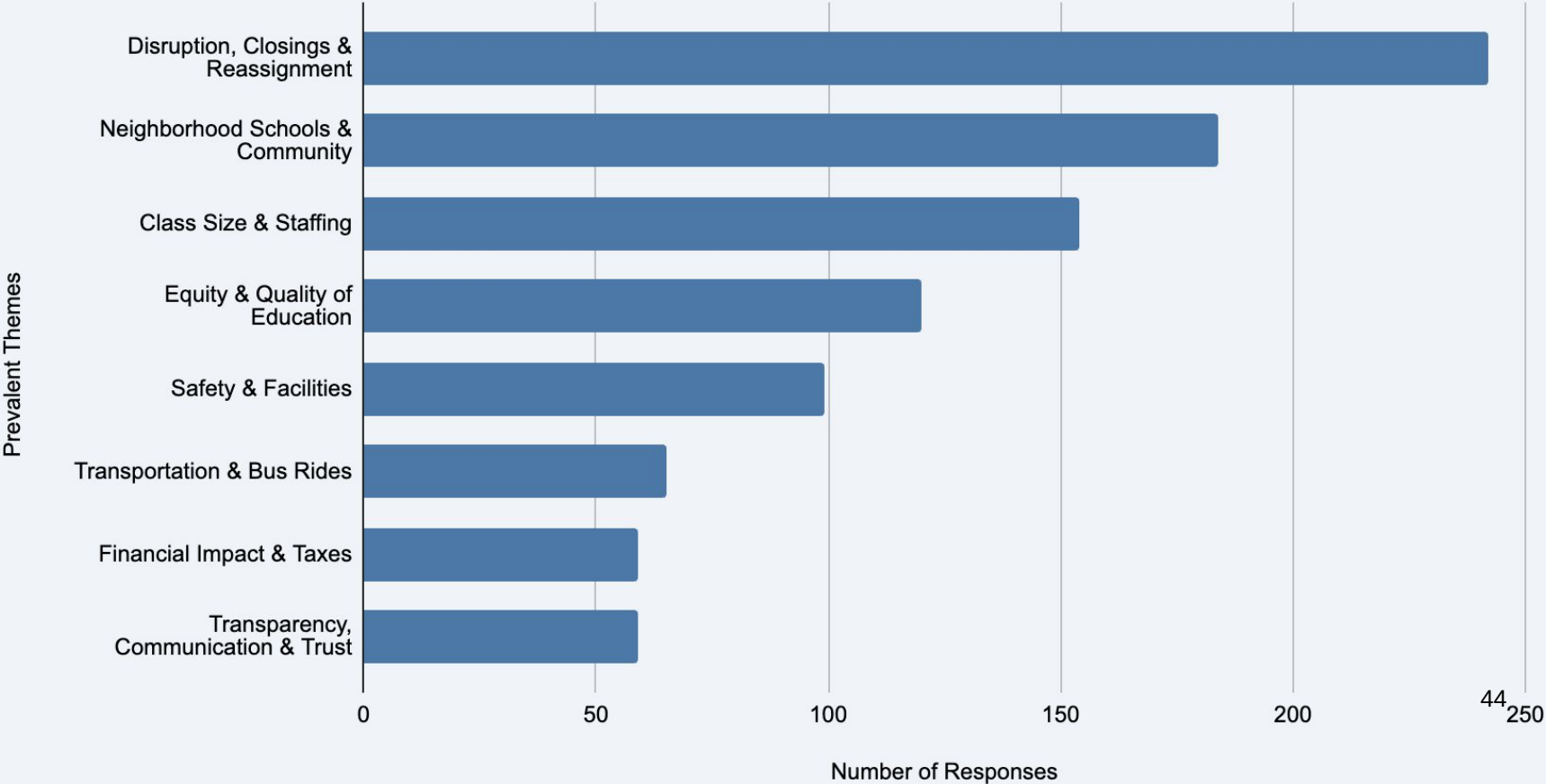
1,002 responses



14. Which of the following approaches should the District consider?



15. What hopes or concerns, if any, would you have about changes to school assignments, boundaries, or facilities in our community?



15. What hopes or concerns, if any, would you have about changes to school assignments, boundaries, or facilities in our community?

1

Strong Desire to Preserve Neighborhood Schools and Proximity

2

Widespread Anxiety Over Class Sizes and Student-Teacher Ratios

3

Logistical and Operational Concerns (Transportation, Consolidation, and Equity)

1. Strong Desire to Preserve Neighborhood Schools and Proximity

Details: This is the single most prevalent theme, appearing in 189 comments (34.1%). Stakeholders place a high value on community cohesion, keeping children with their neighborhood friends, and maintaining short commutes to school.

Actionable Interpretation: Any proposed boundary shifts or school consolidation plans must explicitly address community identity and proximity, as neighborhood-centric schooling is a core priority for over a third of the respondents.

2. Widespread Anxiety Over Class Sizes and Student-Teacher Ratios

Details: The second largest concern involves classroom capacity, mentioned in 146 comments (26.3%). Families worry that school consolidations or boundary adjustments will lead to overcrowded classrooms, diminished individual attention, and teacher burnout.

Actionable Interpretation: The District Design Committee should proactively establish and communicate clear guidelines or caps on class sizes to reassure families that structural changes will not compromise educational quality.

3. Logistical and Operational Concerns

(Transportation, Consolidation, and Equity)

Details: Operational impacts represent significant clusters of feedback, including school closures/consolidation (88 comments, 15.9%), transportation/busing/traffic (80 comments, 14.4%), financial/tax impacts (58 comments, 10.5%), and equity/overcrowding balance (58 comments, 10.5%). While some see changes as a necessary path to equity and fiscal balance, many express concern over bus driver shortages, long travel times, and safety.

Actionable Interpretation: Logistical adjustments require a multi-faceted communication strategy that balances fiscal responsibility with student safety, equitable resource allocation, and robust transportation infrastructure.

16. What advice would you give the District Design Committee and district leaders as they plan for the future of the Bethlehem Area School District?

1

Prioritizing Student Welfare and Educational Quality

2

Balancing Fiscal Responsibility with Structural Adjustments

3

Demanding Transparency and Active Community Engagement

1. Prioritizing Student Welfare and Educational Quality

Core Focus on Student Needs: The most frequent theme in the advice column centers on keeping students' well-being, safety, and academic quality as the absolute top priority during any structural or boundary adjustments. Out of 478 non-null comments, 100 comments (20.9%) explicitly advocate for a student-centric focus.

Class Size Integrity: Respondents frequently connect student success directly to manageable class sizes, emphasizing that school consolidations or attendance zone changes should not result in overcrowded classrooms.

2. Balancing Fiscal Responsibility with Structural Adjustments

Taxpayer and Budget Awareness: A significant portion of the community emphasizes the importance of managing costs responsibly, streamlining administrative overhead, and minimizing tax increases. Financial concerns appear in 88 comments (18.4%).

Consolidation as a Financial Tool: While some community members express anxiety over closing neighborhood facilities, others view school consolidation as a necessary and practical step to optimize resources and cut unnecessary expenditures.

3. Demanding Transparency and Active Community Engagement

Desire to Be Heard: Effective communication and proactive community involvement are critical themes, with 67 comments (14.0%) highlighting the need for transparency, town halls, and genuine dialogue.

Building Trust Through the "Why": Respondents emphasize that while structural changes can be uncomfortable, explaining the clear rationale behind decisions helps build community buy-in and consensus.

Other Notable Trends

1

Neighborhood Schools & Consolidation

(74 comments, 15.5%):

Strong advocacy for maintaining geographic closeness and minimizing transportation/busing times for young children.

2

Equity & Opportunity

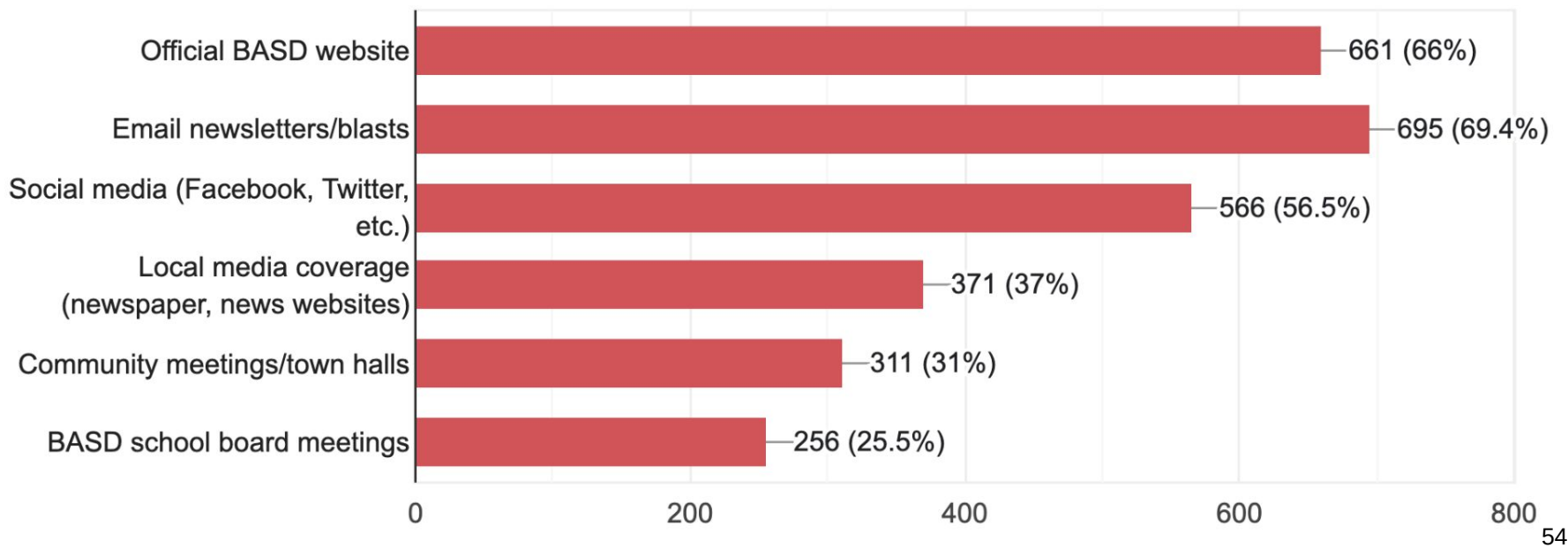
(47 comments, 9.8%):

Ensuring that resources, programs, and facilities are distributed fairly across all regions of the district so that no specific student group is disadvantaged.

53

17. Please select all methods through which you would prefer to receive updates and information regarding district design recommendations and progress:

1,002 responses



An analysis of the relationship between how much a respondent knows about the District Design Process and how they perceive potential changes (such as redrawing attendance zones or school consolidation) reveals a clear trend.

Informed Optimism: The 'Perceived Impact of Changes by Familiarity Level' chart demonstrates that **respondents who are "very familiar"** with the mission and work of the District Design Process **have a significantly more positive outlook**. Approximately 31.9% of very familiar respondents expect changes to impact the community positively (23.2% somewhat positively, 8.7% very positively).

Unfamiliarity Breeds Anxiety: Conversely, among **those who are "not at all familiar"** with the process, only 14.4% expect a positive outcome, while 51.8% **anticipate a negative impact** (29.1% somewhat negatively, 22.7% very negatively) and 28.9% remain unsure.

Actionable Insight: This highlights that community anxiety regarding school consolidation or boundary changes is heavily tied to a lack of information. Expanding public outreach, transparency, and communication will likely be the most effective tools for building community trust and support.

New Fountain Hill Elementary School



Construction Manager



Phase 1 – Abatement/Demolition

Phase 2 – Site

Phase 3 – Building

Owner Occupancy: August 20, 2027



PROJECT STATUS UPDATE

Contractors continued underground and in-wall plumbing and electrical rough-ins, while foundation work for the building was completed. The majority of structural steel erection is complete. Major HVAC and electrical components have begun arriving onsite. Interior and exterior wall framing activities continue to progress.

Site:

- **Footings and Foundations:**

Foundation work for the building is complete in the Multi-Purpose Wing, including the installation of foundation drainage. Foundation work remains and is ongoing for site walls, particularly on the southwest corner of the site in the future playground area.

All required inspections were completed, and concrete test results continue to meet all acceptance criteria.

- **Retaining Wall:**

Installation of the 3-tier Redi-Rock Retaining Wall gained momentum during the month of June. The lower and middle tiers of the wall were completed, with the upper tier commencing just before the end of the month.

Building:

- **Waterproofing:**

Installation of the below-grade foundation wall waterproofing is nearing completion as foundation walls are completed.

- **Structural Steel:**

Structural steel erection is complete in the Multipurpose Wing with the exception of the steel for the pedestrian bridge to Moravia St. Detailing of structural steel and decking continue in the Multipurpose Wing.

- **Exterior Envelope:**

Exterior metal stud framing and sheathing continued throughout June in the Classroom Wing. Roof system installation was completed on the Family Center Wing and Classroom Wing. Roofing installation on the Multipurpose Wing is anticipated to begin in mid-July.

- **Interior Construction:**

Concrete slabs on deck continued to be placed on the second and third floors of the Classroom Wing. Slab-on-grade concrete placement commenced in June. The slab-on-grade concrete placement was completed in both the Family Center Wing and Classroom Wing. Interior wall framing and door frame installation continued on the second and third floors of the Classroom Wing. Wall layout activities also began in the Family Center Wing.

- **Masonry:**

Masonry work continued onsite through June. The stair tower between the Classroom Wing and Multipurpose Wing was completed. Following completion of that work, crews moved to the stair tower south of the elevator shaft and began CMU installation. Foundations in the Storage and Kitchen Areas of the Multipurpose Wing were also underway by the end of the month.

- **Mechanical:**

Mechanical equipment deliveries to the site began during June. Installation of ductwork hangers and hydronic pipe hangers progressed on all floors of the Classroom Wing, as well as within the Family Center Wing. The Mechanical Contractor continues to coordinate rough-ins with masonry work as it progresses.

- **Plumbing:**

Installation of underground plumbing for sanitary and roof drains commenced in the Multipurpose Wing. Pressure testing, inspections, and backfilling are ongoing as installation progresses. Rough plumbing also commenced within the Family Center Wing, as well as on the second and third floors of the Classroom Wing.

- **Electrical:**

Electrical rough-ins continued in coordination with the masonry subcontractor. Installation of underground electrical systems in the Classroom Wing is complete and has been inspected. Electrical wall rough-ins commenced on the third floor of the Classroom Wing and remain ongoing.

Redi-Rock 3-Tier Block Retaining Wall Progress. Monolithic block construction was identified and integrated into the design process due to its speed of construction and ability to be erected in any weather conditions.



3rd Tier of the Redi-Rock Retaining Wall with Geogrid Mesh. The geogrid provides additional stability to the soils behind the wall and provides ideal conditions for the landscaping above.



Backfilling and Compaction Activities Behind the Site Retaining Wall Along Moravia Street. Compaction behind the wall is critical to provide structural stability. Third party testing is used to verify successful compaction at pre-determined intervals.



Storm Sewer Work Resumed to the West of the Family Center Wing. CHA coordinates with the Borough of Fountain Hill for monitoring of connections to public utilities.

Footing Rebar Installed and Ready to Receive Concrete for the Pedestrian Bridge. Rebar and formwork are designed by the structural engineer, and third-party testing ensures that the contractors build these complex assemblies as per the plans and specifications.



Installation of Foundation Wall Rebar for the Pedestrian Bridge.

Rooftop Mechanical Equipment Being Lifted and Set into Place on the Roof. Challenged with a small site, coordination meetings and phasing schedules constantly engaged to ensure key milestone dates are met.



Mechanical Equipment in Place on the Roof. Our value engineering process led to modifications to provide rooftop mechanical screening only in areas with significant visibility, saving money and construction time.



Exterior Sheathing Beginning on the North Side of the Building. Sheathing is critical to create an environmental barrier and to provide proper connections to exterior finishes.



Exterior Sheathing Installed on the South Side of the Classroom Wing. Pre-Construction meetings for major installations such as exterior wall systems help to solidify scheduling and construction details for multiple vendors and contractors.

Slab on Grade for the Stage in the Multipurpose Wing being Prepared for Concrete. Prior to placing the concrete, vapor barrier installation and concrete mixes are verified.



Welded Door Frames Set on the 1st Floor of the Classroom Wing Ready for Rough Framing. Weekly construction supervisor meetings coordinate access to different areas of the building, ensuring each contractor can work with optimal efficiency.

Mechanical Ductwork Installed on the 3rd Floor of the Classroom Wing. Coordination drawings showing all elements of construction are drawn digitally to avoid construction conflicts and expedite work.



Installation of Ductwork Trunks to the Floors Below. Material deliveries must be coordinated and staged to allow the limited space on the site to be used efficiently. This is reviewed at each Monday meeting.

Underground Plumbing Installation Continues in the Kitchen Area.



In-Wall Plumbing Rough-In. Inspections from the Borough are a regular occurrence that CHA identifies and schedules to ensure construction is allowed to flow smoothly.

Underground Electrical Distribution Conduits in the Multipurpose Wing. Precise planning is required to ensure that all connections, soon to be covered with a concrete slab, are in the right place prior to the pour.



Underground Electrical Conduits in the Multipurpose Wing.

Aerial Views of the Site





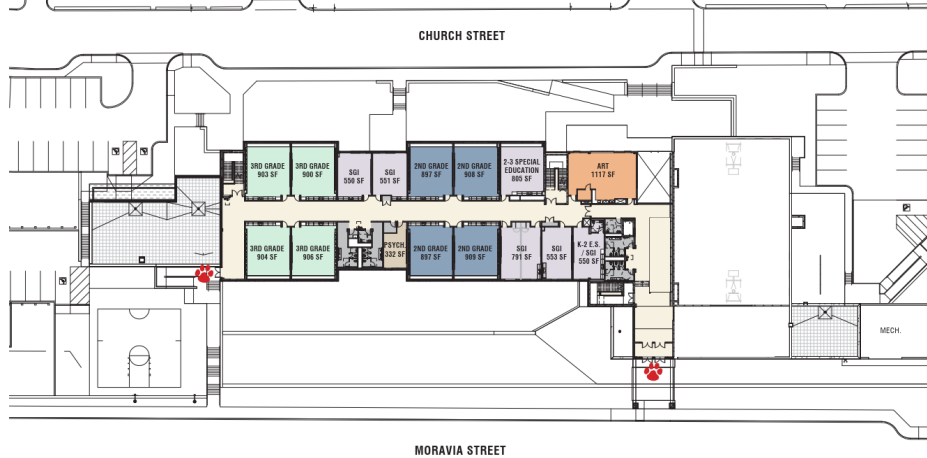
Layout: First Level Floor Plan:



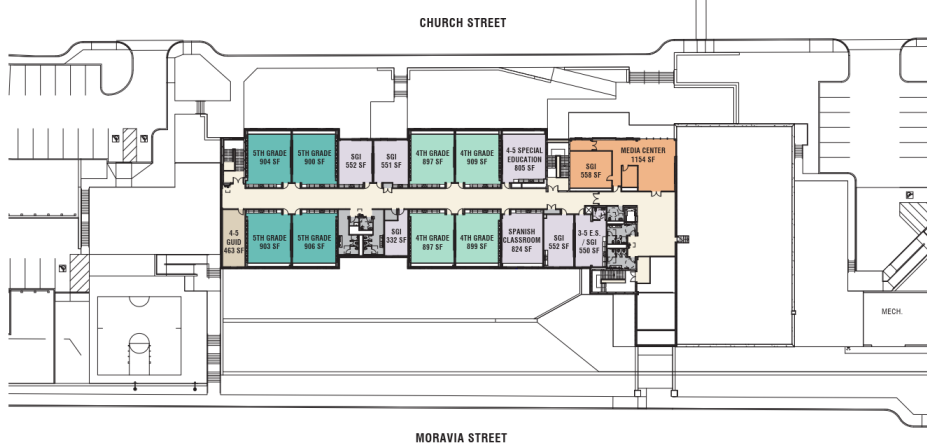
FLOOR PLAN KEY

- LEARNING SUPPORT
- PRE-K
- KINDERGARTEN
- GRADE 1
- GRADE 2
- GRADE 3
- GRADE 4
- GRADE 5
- ADMIN/TEACHERS
- MUSIC/ART/MEDIA
- GYMNASIUM
- FAMILY CENTER
- CIRCULATION
- BUILDING SUPPORT
- SCHOOL ENTRANCE
- FAMILY CENTER ENTRANCE

Second Level Floor Plan:



Third Level Floor Plan:





School District: Bethlehem Area School District				Report Submission Date:				07/31/26				 BETHLEHEM AREA SCHOOL DISTRICT													
Project Name: Fountain Hill Elementary School				Report Author:				Dave Dalrymple																	
Project Number: 013530/090767																									
Overall Project Schedule Status		2026												2027						% Complete	Status Comments				
		J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M							
Site Work																				85%					
Building Construction																				15%					
Current Phase and Schedule Status		2026												2027						% Complete	Status Comments				
		J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M							
Site																									
Storm and Sanitary Sewer Piping & Structures																				97%					
3-Tier Block Retaining Wall Along Moravia St.																				70%					
Site Cuts & Fills - Exporting of Excess Site Soils																				95%					
Backfill & Compaction																				90%					
Municipal Water Service Tie-In																				1%					
Building																									
Foundations																				90%					
Steel Structure																				95%					
Masonry																				25%					
Building Envelope																				20%					
Roof																				50%	Expected to resume in August				
Interior Finishes																				10%	Interior rough framing continued on the 1st floor in the Classroom Wing				
HVAC																									
Rough Ins																				15%	Installation of ductwork began in July				
Systems Install																									
Electrical																									
Rough Ins																				15%					
Systems Install																									
Plumbing																									
Rough Ins																				15%					
Systems Install																									
Sprinkler																									
Rough Ins																									
Issues Resolved													Issues in Progress												
Contract		Contract Amount					Paid to Date (with 10% retained)					Executed Change Orders													
General Contractor: Skepton Construction, Inc.		\$ 34,934,000					\$ 17,084,428					\$ 445,000													
Mechanical Contractor: Tri-County Mechanical, Inc.		\$ 5,975,000					\$ 2,732,664					\$ -													
Electrical Contractor: Wind Gap Electric, Inc.		\$ 4,561,951					\$ 1,041,289					\$ -													
Plumbing Contractor: JBM Mechanical, Inc.		\$ 2,339,000					\$ 767,520					\$ -													
Environmental Contractor: Sargent Enterprises, Inc.		\$ 177,743					\$ 165,000					\$ -													
Total		\$ 47,987,694					\$ 21,790,901					\$ 445,000													
Total Soft Costs:		\$ 8,713,216																							
Current Remaining Project Contingency:		\$ 2,388,509																							

Transportation Staff List 7.29.2026

Count	Last Name	First Name	Staff Type
1	Acevedo	Oscar D Jr	Bus
2	Acosta	Evelyn	Van
3	Ahlum	Edwin	Bus
4	Amaya	Nelsy	Bus
5	Appling	Terra	Bus
6	Arenas	Michael	Bus
7	Arevalo Roldan	Luissino A	Standby
8	Awais	Esman	Monitor
9	Barreto	Samuel, Jr	Bus
10	Bee	Keira	Standby
11	Benavides	Alise Marie	Bus
12	Benavides	Samira	Standby
13	Boyko	Dolores	Bus
14	Boylan	Matthew Robert	Mechanic
15	Brito Romero	Marileise	Van
16	Bruzgo	Bronne Joseph	Casual
17	Bueno	Stephanie	Bus
18	Burgess	Thomas Riley	Casual
19	Buttillo	Lesa A	Bus
20	Buttillo	Richard M	Bus
21	Byrnes	Michael P	Transportation Staff
22	Calderon	Luz	Van
23	Camac	Doris	Van
24	Camilo	Francisca	Standby
25	Canas	Reyna	Monitor
26	Carvalho	Maria	Monitor
27	Cintron	Sasha	Monitor
28	Cortes	Angelise	Van
29	Cortez	Erika	Bus
30	Cosme	Annette	Bus
31	Craig	Erica	Van
32	Daday	Marie	Bus
33	DeFrank	Thomas	Bus
34	Diaz Fine	Amanda	Monitor
35	DiGiulio	Gerald Nicholas	Casual
36	Donatelli	Frederick Daniel	Bus
37	Duvall	John	Bus
38	Erceg-Kratzer	Nicole	Standby
39	Esquilin-Ortiz	Abigail	Standby
40	Evans Gartley	Megan	Transportation Staff
41	Feliciano	Elaine	Monitor
42	Fenon	Leah Nicole	Bus
43	Fraley	Scott L	Bus
44	Frankl	Diana	Van
45	Fulmer	Ronald	Mechanic
46	Garcia	Carlos A	Bus

Transportation Staff List 7.29.2026

Count	Last Name	First Name	Staff Type
47	Garcia	Erica	Bus
48	Garcia	Giseltlee	Monitor
49	Garcia	Ursula	Standby
50	Geddings	Maria Odete	Monitor
51	Geddings	Mark	Monitor
52	Gibbons	James Albert	Bus
53	Gines	Geselle	Bus
54	Gonzalez	Cathy	Monitor
55	Haque	Sadia	Bus
56	Hardy	Brian William	Bus
57	Hawk	Mitchell A	Mechanic
58	Hernandez	Jose	Bus
59	Hill	David	Mechanic
60	Hoffman	Diana	Van
61	Hovinga	Shyanne	Bus
62	Infante	Delis	Monitor
63	Inniss	Curtis Sam	Bus
64	Jenkins	Teresa	Bus
65	Kale	Iris	Bus
66	Karb	John	Casual
67	Kemmerer	William Todd	Bus
68	Kieffer	Tami Lynn	Bus
69	Kilgannon	William	Bus
70	Killeen	Brian Francis	Bus
71	Klotz	Daryl Christopher	Emergency
72	Kodiak	Paul Michael	Bus
73	Korab	Bryn Hanna	Bus
74	Kuhns	Leonard	Monitor
75	Kunkel	Donald	Transportation Staff
76	Laslo	Mirta Gonzalez	Bus
77	Lopez	Edwin	Bus
78	Lora	Gloria	Monitor
79	Mackes	Edward	Monitor
80	Madero	Lourdes	Bus
81	Manda	Salvatore	Monitor
82	Marquez Rosario	Pedro Joel	Bus
83	McDevitt	Ian	Standby
84	McDowell	Dejah	Monitor
85	McKane	Karen	Bus
86	McNally	Stephen John	Bus
87	Mendoza	Ileana	Van
88	Mendoza	Sheila	Bus
89	Menendez	Maria	Van
90	Merced	Jezreel	Trainee
91	Merced	Jezreel	Trainee
92	Mercedes	Risorys	Standby

Transportation Staff List 7.29.2026

Count	Last Name	First Name	Staff Type
93	Mestric	Floralba	Bus
94	Moore	William Jarvis	Transportation Staff
95	Mora	Yolanda Mercedes	Bus
96	Morales	Anthony	Trainee
97	Morales	Anthony	Trainee
98	Mordaunt	Samad	Bus
99	Morillo	Clara Isabel	Bus
100	Morillo	Luz Rosanna	Bus
101	Morley	Bruce Allen	Bus
102	Munoz	Carmen	Transportation Staff
103	Myers	Jeffrey	Bus
104	Nunez Santos	Lidia	Bus
105	Ocasio Sanchez	Adriana	Bus
106	Onofre	Francis	Transportation Staff
107	Ortiz	Arlene	Bus
108	Ortiz	Ramon	Bus
109	Pagan	Sheila	Bus
110	Pasquini Jr	Mario	Bus
111	Paulino-Estrella	Hilda	Standby
112	Pawlicki	Daniel	Mechanic
113	Perez	Christine	Monitor
114	Perez Almonte	Yulisa	Trainee
115	Petros	Rochelle	Monitor
116	Putter	Bernadine	Monitor
117	Qammaz	Carolyn	Bus
118	Rasmuson	Paul Ray	Monitor
119	Reichard	Janet	Van
120	Restrepo	Beatriz	Trainee
121	Reyes	Maria	Monitor
122	Riano	Ana	Monitor
123	Richter	Marlene	Van
124	Riker	Nancy	Monitor
125	Ritter	Heather	Bus
126	Rivera	Luis David	Bus
127	Robinson	Lisa	Bus
128	Rock	Sandra E	Bus
129	Rodriguez	Elizabeth	Bus
130	Rodriguez	Glismel	Monitor
131	Rodriguez	Luis	Bus
132	Rodriguez	Maria Alexandra	Bus
133	Rodriguez	Viviana	Bus
134	Rosario	Julia Leonor	Bus
135	Rutkoski	Joseph A	Bus
136	Sanabria	Noel	Bus
137	Sanmartin	Tania	Bus
138	Santana	Isaiah	Monitor

Transportation Staff List 7.29.2026

Count	Last Name	First Name	Staff Type
139	Santana	Jazmine	Bus
140	Sazo Chacon	Heidy	Bus
141	Sciascia	Brendajean	Bus
142	Seng	Tina Lynn	Bus
143	Shay	Maura	Monitor
144	Shipley	Celeste	Bus
145	Skwiat	Phyllis Ann	Bus
146	Snyder	Ryan	Bus
147	Solis	Nimia	Bus
148	Solomon	Shakira	Casual
149	Sommers	Lisa	Bus
150	Sosa Ariza	Francisco	Standby
151	Spenzierato	Robert	Bus
152	Stefano	Kaden	Standby
153	Stein	Mark Richard	Transportation Staff
154	Stone	Brenda	Standby
155	Stroud	Brittny	Bus
156	Sullivan	Lori	Standby
157	Sutton	Aminah	
158	Sutton	Lesley J	Standby
159	Sutton-Green	Aminah	Standby
160	Szczepanski Jr	Thomas J	Mechanic
161	Tajdar	Omabanin	Van
162	Tavares	Arthur	Bus
163	Tavares	Noah	Standby
164	Testa	Joseph C	Bus
165	Tolentino	Maria	Monitor
166	Tomczyk	Nichole	Monitor
167	Torres	Jeanette	Bus
168	Tupone	Andrew	Standby
169	Urbaz	Rosanna	Standby
170	Vasquez de Urena	Brunilda A	Bus
171	Vazquez Pabon	Raixa	Monitor
172	Vazquez-Andreu	Johana	Bus
173	Velazquez	Jorge	Bus
174	Ventura	Laurie F	Bus
175	Villegas	Joanellie	Bus
176	Walczak	William	Transportation Staff
177	Washington	Krystina	Bus
178	Wilson	David	Bus
179	Zapp	Michael	Mechanic
180	Ziobro	Christina M	Bus
181	Zumas	Peter M	Bus

Transportation Vehicle List 7.29.2026

Vehicle	Capacity	Make	Chassis	Model	Year Made	Fuel
001	72		INT	CE	2014	DIESEL
003	72		INT	CE	2014	DIESEL
004	72		INT	CE	2014	DIESEL
005	72		INT	CE	2014	DIESEL
006	72		INT	CE	2014	DIESEL
007	72		INT	CE	2014	DIESEL
008	72		INT	CE	2014	DIESEL
011	72		INT	CE	2013	DIESEL
012	72	THOMAS		C-2	2020	DIESEL
013	72	THOMAS		C-2	2020	DIESEL
014	72	THOMAS		C-2	2020	DIESEL
015	72		INT	CE	2013	DIESEL
016	72		INT	CE	2013	DIESEL
019	72	THOMAS		C-2	2020	DIESEL
020	72	THOMAS		C-2	2020	DIESEL
021	72	THOMAS		C-2	2020	DIESEL
022	72		INT	CE	2015	DIESEL
023	72		INT	CE	2015	DIESEL
024	72		INT	CE	2015	DIESEL
026	72		INT	CE	2015	DIESEL
027	72		INT	CE	2015	DIESEL
028	72		INT	CE	2015	DIESEL
029	30	CHEVY		COLLINS	2017	DIESEL
030	30	CHEVY		COLLINS	2017	DIESEL
031	30	CHEVY		COLLINS	2017	DIESEL
032	24	CHEVY		THOMAS	2013	DIESEL
033	24	CHEVY		THOMAS	2013	DIESEL
034	24	CHEVY		THOMAS	2013	DIESEL
035	24	CHEVY		THOMAS	2013	DIESEL
036	30	CHEVY		THOMAS	2013	DIESEL
037	30	CHEVY		THOMAS	2013	DIESEL
038	30	CHEVY		THOMAS	2013	DIESEL
039	30	CHEVY		THOMAS	2013	DIESEL
041	72	THOMAS		C-2	2020	DIESEL
042	72	THOMAS		C-2	2020	DIESEL
043	72	THOMAS		C-2	2020	DIESEL
045	72		INT	CE	2026	DIESEL
046	72		INT	CE	2026	DIESEL
047	72		INT	CE	2026	DIESEL
050	72		INT-D	INT-CE	2010	DIESEL
051	72		INT-D	INT-CE	2011	DIESEL
052	72		INT-D	INT-CE	2011	DIESEL
053	72		INT-D	INT-CE	2011	DIESEL
055	24	CHEVY		STARCRAFT	2020	GAS

Transportation Vehicle List 7.29.2026

Vehicle	Capacity	Make Chassis	Model	Year Made	Fuel
056	24	CHEVY	STARCRAFT	2020	GAS
057	24	CHEVY	STARCRAFT	2020	GAS
058	30	CHEV	THOMAS	2015	DIESEL
059	30	CHEVY	THOMAS	2015	DIESEL
060	30	CHEVY	THOMAS	2015	DIESEL
061	30	CHEVY	THOMAS	2015	DIESEL
062	24	CHEVY	THOMAS	2017	DIESEL
063	24	CHEVY	THOMAS	2017	DIESEL
064	24	CHEVY	THOMAS	2017	DIESEL
065	30	CHEVY	COLLINS	2021	GAS
066	72	FREIGHT	THOMAS	2017	DIESEL
067	72	FREIGHT	THOMAS	2017	DIESEL
068	72	FREIGHT	THOMAS	2017	DIESEL
069	30	CHEVY	COLLINS	2021	GAS
072	72	FREIGHT	THOMAS	2017	DIESEL
073	72	FREIGHT	THOMAS	2017	DIESEL
074	72	FREIGHT	THOMAS	2017	DIESEL
075	72	INT	CE	2025	DIESEL
076	72	INT	CE	2025	DIESEL
077	72	INT	CE	2025	DIESEL
078	72	INT	CE	2025	DIESEL
079	72	INT	CE	2025	DIESEL
E080	72	INT	CE	2025	ELECTRIC
E081	72	INT	CE	2025	ELECTRIC
E082	72	INT	CE	2025	ELECTRIC
E083	72	INT	CE	2025	ELECTRIC
E084	72	INT	CE	2025	ELECTRIC
E085	72	INT	CE	2025	ELECTRIC
E086	72	INT	CE	2025	ELECTRIC
E087	72	INT	CE	2025	ELECTRIC
E088	72	INT	CE	2025	ELECTRIC
E089	72	INT	CE	2025	ELECTRIC
E091	81	THOMAS	C-2 Jouley	2025	ELECTRIC
E092	81	THOMAS	C-2 Jouley	2025	ELECTRIC
093	81	THOMAS	C-2	2025	DIESEL
094	81	THOMAS	C-2	2025	DIESEL
095	81	THOMAS	C-2	2025	DIESEL
096	81	THOMAS	C-2	2025	DIESEL
097	81	THOMAS	C-2	2025	DIESEL
098	81	THOMAS	C-2	2025	DIESEL
099	72	THOMAS	C-2	2020	DIESEL
100	72	THOMAS	C-2	2020	DIESEL
101	72	THOMAS	C-2	2020	DIESEL
102	72	THOMAS	C-2	2020	DIESEL

Transportation Vehicle List 7.29.2026

Vehicle	Capacity	Make	Chassis	Model	Year Made	Fuel
103	72	THOMAS		C-2	2020	DIESEL
104	72	THOMAS		C-2	2020	DIESEL
105	72	THOMAS		C-2	2020	DIESEL
106	72	THOMAS		C-2	2020	DIESEL
107	72	THOMAS		C-2	2020	DIESEL
108	81	THOMAS		C-2	2020	DIESEL
109	81	THOMAS		C-2	2020	DIESEL
110	81	THOMAS		C-2	2020	DIESEL
111	81	THOMAS		C-2	2020	DIESEL
112	81	THOMAS		C-2	2020	DIESEL
113	81	THOMAS		C-2	2020	DIESEL
114	81	THOMAS		C-2	2020	DIESEL
115	81	THOMAS		C-2	2020	DIESEL
116	72	INT		CE	2013	DIESEL
119	72	INT		CE	2013	DIESEL
120	72	INT-D		CE-200	2006	DIESEL
126	72	INT-D		CE-300	2007	DIESEL
128	72	INT-D		CE300	2007	DIESEL
130	72	INT-D		CE300	2007	DIESEL
145	27	CHEVY		Microbird	2025	GAS
146	35	CHEVY		Microbird	2025	GAS
147	35	CHEVY		Microbird	2025	GAS
148	30	CHEVY		Microbird	2025	GAS
149	30	CHEVY		THOMAS	2025	GAS
150	30	CHEVY		THOMAS	2025	GAS
151	30	CHEVY		THOMAS	2025	GAS
153	72	BLUEBIRD		Vision	2027	DIESEL
154	72	BLUEBIRD		Vision	2018	DIESEL
155	72	BLUEBIRD		Vision	2018	DIESEL
156	72	BLUEBIRD		Vision	2018	DIESEL
157	72	BLUEBIRD		Vision	2018	DIESEL
158	72	BLUEBIRD		Vision	2018	DIESEL
159	72	BLUEBIRD		Vision	2018	DIESEL
160	72	BLUEBIRD		Vision	2018	DIESEL
161	72	BLUEBIRD		Vision	2018	DIESEL
162	72	BLUEBIRD		Vision	2018	DIESEL
163	72	BLUEBIRD		Vision	2018	DIESEL
164	72	BLUEBIRD		Vision	2018	DIESEL
165	72	BLUEBIRD		Vision	2018	DIESEL
166	72	BLUEBIRD		Vision	2018	DIESEL
167	72	BLUEBIRD		Vision	2018	DIESEL
168	72	BLUEBIRD		Vision	2018	DIESEL
401	8	CHEVY		EXPRESS	2020	GAS
402	8	CHEVY		EXPRESS	2020	GAS

Transportation Vehicle List 7.29.2026

Vehicle	Capacity	Make Chassis	Model	Year Made	Fuel
403	8	CHEVY	EXPRESS	2020	GAS
404	8	CHEVY	EXPRESS	2020	GAS
405	5	CHEVY	Traverse	2023	GAS
406	5	CHEVY	Traverse	2023	GAS
407	5	CHEVY	Traverse	2023	GAS
408	5	CHEVY	Traverse	2023	GAS
409	10	Dodge Ram	Promaster	2023	GAS
410	10	Dodge Ram	Promaster	2023	GAS
411	10	Dodge Ram	Promaster	2023	GAS
412	10	Dodge Ram	Promaster	2023	GAS
413	10	Dodge Ram	Promaster	2023	GAS
414	10	Dodge Ram	Promaster	2023	GAS
415	10	Dodge Ram	Promaster	2023	GAS
416	10	Dodge Ram	Promaster	2023	GAS
417	10	FORD	Transit	2026	GAS
418	10	FORD	Transit	2024	GAS

Memorandum of Understanding (MOU)

MEMORANDUM OF UNDERSTANDING BETWEEN THE BETHLEHEM AREA SCHOOL DISTRICT AND THE EXECUTIVE EDUCATION ACADEMY CHARTER SCHOOL

This Memorandum of Understanding (the "MOU" or "Agreement") is made and entered into this ____ day of _____, 2026, by and between the **Board of School Directors of the Bethlehem Area School District** (hereinafter referred to as the "District"), with administrative offices located at 1516 Sycamore Street, Bethlehem, Pennsylvania 18017, and the **Executive Education Academy Charter School** (hereinafter referred to as "EEACS"), with its facilities located at 555 Union Boulevard, Allentown, Pennsylvania 18109.

The District and EEACS shall be referred to collectively as the "Parties" and individually as a "Party."

RECITALS

WHEREAS, the District is a public school district of the second class, organized and existing under the laws of the Commonwealth of Pennsylvania; and

WHEREAS, EEACS is a charter school established and operating in accordance with the Charter School Law, 24 P.S. § 17-1701-A et seq., with its primary school campus and parking facilities located at 555 Union Boulevard, Allentown, Pennsylvania 18109; and

WHEREAS, pursuant to Section 1361 of the Public School Code (24 P.S. § 13-1361) and Section 1726-A of the Charter School Law (24 P.S. § 17-1726-A), the District is legally mandated to provide free transportation to resident pupils attending non-profit, non-public schools and charter schools located within District boundaries and up to ten (10) miles beyond; and

WHEREAS, the District operates its pupil transportation services internally. ("BASD Transportation"); and

WHEREAS, in order to maximize route efficiency, ensure timely arrivals, and manage operational costs, the District desires to establish a centralized transportation transfer hub where resident non-public and charter school students may safely transfer from one District-operated bus or van to another District-operated bus or van; and

WHEREAS, EEACS has agreed to permit the District and BASD Transportation, to utilize a designated portion of the parking and driveway facilities at 555 Union Boulevard, Allentown, Pennsylvania, for the sole purpose of executing these vehicle-to-vehicle student transfers; and

WHEREAS, the Parties wish to define their respective rights, operational roles, and liabilities to ensure the safest possible environment for all transported students ;

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

1. PROGRAM DESCRIPTION AND OPERATIONAL PROTOCOLS

01. **Authorized Use of Property:** EEACS hereby grants the District and BASD

Transportation, the license and right to enter and use a mutually agreed-upon, designated area of the EEACS property located at 555 Union Boulevard, Allentown, Pennsylvania (the "Transfer Site"). This license is granted solely for the transfer of District-transported non-public and charter students between District-operated transportation vehicles. No other school districts or unauthorized vehicles shall be permitted to utilize the Transfer Site under this Agreement.

02. **Operational Schedule:** The Transfer Site shall operate during the regular academic school years on such dates and times that the District's public and contracted non-public/charter schools are in regular session. The District shall provide EEACS with an annual transportation calendar and a daily schedule indicating the estimated arrival and departure windows for all transferring vehicles.

03. **Vehicle Identification:** All District-contracted vehicles utilizing the Transfer Site shall be clearly identified as serving the District, displaying "Bethlehem Area School District" lettering, and shall be operated by fully licensed, certified, and vetted school bus or van drivers employed by the District.

04. **Designated Safety Zone:** The physical transfer of students shall occur exclusively within a designated "Off-Road Loading Zone" on the EEACS property. This zone shall be physically segregated from general public traffic and EEACS staff/visitor parking using barriers, cones, or markings provided and maintained by EEACS.

05. **Eight-Way Warning Lights:** In accordance with PennDOT safety guidelines and District Board Policy 810, while operating within the designated Off-Road Loading Zone, bus drivers shall not actuate the vehicle's eight-way flashing red light system or extend the stop-signal arm, provided the transfer area is completely segregated from active public traffic. If the Transfer Site cannot be fully segregated from general motorist traffic, drivers shall operate their safety systems in strict compliance with 75 Pa. C.S. § 3345.

2. STUDENT SAFETY AND SUPERVISION

1. **Custody and Supervision:**

- a. The District, shall maintain sole legal custody and supervision of students while they are on board a District-operated transportation vehicle.
- b. During the physical transition of students on the ground between vehicles at the Transfer Site, EEACS shall provide at least one (1) designated staff member to monitor and supervise the student transfer area. The EEACS staff monitor shall coordinate with BASD bus drivers to ensure students walk in a single file, maintain safe distances from vehicles, and do not enter vehicular travel lanes.

- c. The District's responsibility and liability for any individual student shall cease once that student has safely disembarked the District's vehicle at their final designated PM discharge point.
 2. **Student Conduct and Discipline:** Students utilizing the Transfer Site shall remain subject to the District's Student Code of Conduct and Board Policy 810. Any student misconduct, vandalism, or safety violations occurring at the Transfer Site shall be documented by the driver or EEACS monitor and reported via a "Bus Misconduct Report" to the District's Transportation Supervisor and the student's respective school principal within twenty-four (24) hours of the incident.
 3. **Baggage and Equipment Restrictions:** Students are strictly prohibited from carrying large, bulky items, sports equipment, or instruments that cannot safely fit on their laps, or any items that block the aisles or emergency exits of the vehicles. EEACS staff shall assist drivers in enforcing this restriction at the Transfer Site.
3. NO ALTERATION OF COLLECTIVE BARGAINING AGREEMENT
 - **Preservation of CBA:** The Parties agree that, except as otherwise expressly set forth herein, this MOU does not in any way impact, alter, amend, or otherwise modify the District's Collective Bargaining Agreement with the Teamsters Local No 773.
4. ALLOCATION OF LIABILITY AND INDEMNIFICATION
 1. **Governmental Immunity:** The Parties acknowledge that both the District and EEACS are local government agencies/public school entities entitled to governmental immunity under the Pennsylvania Political Subdivision Tort Claims Act (PSTCA), 42 Pa. C.S. § 8541 et seq.. Nothing contained in this MOU shall be construed as a waiver, limitation, or modification of any statutory immunities, defenses, or damages caps (\$500,000 limit) available to either Party under Pennsylvania law.
 2. **District Indemnification:** To the extent permitted by law, the District agrees to indemnify, defend, and hold harmless EEACS, its trustees, officers, and employees, from and against any and all claims, liabilities, damages, or costs (including reasonable attorneys' fees) arising out of the negligent acts or omissions of the District, or its employees, in the active operation of District-operated school vehicles at the Transfer Site. This indemnification is strictly limited by the vehicle liability exception of the PSTCA.
 3. **EEACS Indemnification:** EEACS agrees to indemnify, defend, and hold harmless the District, its Board of School Directors, officers, and employees, from and against any and all claims, liabilities, damages, or costs (including reasonable attorneys' fees) arising out of:
 - a. Any negligent acts or omissions of EEACS, its trustees, officers, employees, or agents at the Transfer Site.

- b. Any premises liability claims arising from the physical condition of the EEACS property, including but not limited to failure to maintain paved surfaces, failure to remove ice/snow, or inadequate lighting and security.
- 4. **Notice of Claim:** Each Party shall provide the other with prompt written notice of any claim, lawsuit, or demand arising under this Section, and shall cooperate fully in the defense thereof.

5. INSURANCE REQUIREMENTS

- 1. **Required Coverages:** Both Parties shall maintain, at their own expense, the following minimum insurance coverages throughout the term of this Agreement:
 - a. **i. Commercial General Liability (CGL):** \$1,000,000 per occurrence / \$3,000,000 aggregate, including bodily injury, property damage, and personal injury.
 - b. **ii. Automobile Liability:** \$1,000,000 combined single limit (CSL) covering all owned, non-owned, and hired vehicles used in connection with this Agreement.
 - c. **iii. Excess/Umbrella Liability:** \$5,000,000 per occurrence and aggregate.
 - d. **iv. Workers' Compensation:** Statutory limits as required by the Commonwealth of Pennsylvania.
- 2. **Certificates of Insurance:** Prior to the commencement of the transfer hub operations, and annually upon renewal, each Party shall provide the other with a Certificate of Insurance (COI) demonstrating compliance with these requirements. The District's COI shall name EEACS as an additional insured, and EEACS's COI shall name the District as an additional insured on the Commercial General Liability and Excess/Umbrella policies. All policies shall contain a waiver of subrogation in favor of the additional insured.

6. ENFORCEMENT AND DISPUTE RESOLUTION

- 1. **Dispute Resolution Process:** The Parties shall agree that any disputes arising regarding the interpretation or implementation of this MOU shall first be addressed through informal, good-faith negotiations between the Superintendent of the District and the Chief Executive Officer of EEACS, or their respective designees.
- 2. **Exclusion from CBA Grievance:** The Parties explicitly agree that, because this MOU is an agreement between two independent public educational entities, it is not subject to the grievance or arbitration procedures set forth in the District's Collective Bargaining Agreement with the Teamsters Local No 773.
- 3. **Governing Law:** This MOU shall be governed by, construed, and enforced in accordance with the laws of the Commonwealth of Pennsylvania, without regard to conflict of law principles. Any legal action arising hereunder must be brought in the Court of Common Pleas of Northampton County or Lehigh County.

7. MERGER CLAUSE

1. **Entire Agreement:** This MOU constitutes the entire agreement between the Parties regarding the Transfer Site and supersedes all prior oral or written agreements, understandings, or representations.
2. **Amendments in Writing:** No addendum, amendment, or supplement to this MOU shall be enforceable unless it is executed in writing and signed by authorized representatives of both Parties.

8. TERM AND TERMINATION

1. **Term:** This Agreement shall become effective on July 1, 2026, and shall remain in effect through June 30, 2028.
2. **Immediate Termination for Safety:** Notwithstanding the foregoing, either Party may immediately suspend or terminate this Agreement upon written notice if it is determined, in the reasonable judgment of either Party's administration, that the continuation of the Transfer Site poses an immediate threat to the health, safety, or welfare of students or staff.

9. Counterparts/Electronic Signatures

This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, and all of which together shall constitute one instrument. Electronic signatures shall be deemed originals for all purposes.

SIGNATURES

For the **Bethlehem Area School District**:

Name: _____

Date: _____

For the **Executive Education Academy Charter School**:

Name: _____

Date: _____



Super Heat Inc. ®
800 Rutt Road
Bangor, PA 18013

www.SuperHeatInc.net
Tel: 570-897-6282
Fax: 570-897-6235

QUOTE No. 15883

Bethlehem Area School District
1516 Sycamore Street
Bethlehem, PA, 18017

Site: Liberty High School
Site Contact: Brian Lesko
Salesperson: Debra Mortensen
Date: 06/22/2026

The following proposal covers the labor and materials to perform annual Boiler Maintenance on the three (3) Hurst boilers and three (3) Webster burners located at the Liberty High School, 1115 Linden Street, Bethlehem, PA for Bethlehem Area School District.

We shall,

Boiler Maintenance

1. Lockout/tagout the units.
2. Isolate supply and return hot water valves.
3. Drain boilers completely and thoroughly wash the waterside.
4. Clean low water cut off probes and reinstall.
5. Remove covers and open up fireside.
6. Brush and vacuum the fireside of the boilers.
7. Close the firesides with new gaskets.
8. Start the boilers and test operation of all safety controls.

Burner Maintenance

1. Lockout/tagout the units.
2. Remove and inspect burner assemblies.
3. Clean burner components including diffuser, air registers, and ignition components.
4. Inspect ignition electrodes and wiring.
5. Inspect flame safeguard controls and verify proper operation.
6. Check combustion air dampers and linkage for proper movement.
7. Check gas train components including regulators, valves, and pressure switches for gas leaks.



Super Heat Inc. ®
800 Rutt Road
Bangor, PA 18013

www.SuperHeatInc.net
Tel: 570-897-6282
Fax: 570-897-6235

QUOTE No. 15883

8. Setup the gas/oil burners with a combustion analyzer.

Oil Transfers System Maintenance

1. Lockout/tagout the units.
2. Check oil transfer pumps for leaks, abnormal noise, or vibration.
3. Inspect suction and return piping, fittings, and valves for leaks or restrictions.
4. Clean or replace oil strainers and filters as required.
5. Verify proper operation of oil transfer pumps and associated controls.
6. Test the system for proper operation.

Disclaimer: Any other deficiencies found during maintenance will be brought to the customer's attention and addressed under a separate proposal or work order.

Sub-Total	\$12,053.09
------------------	-------------

Tax	\$0.00
------------	--------

We Propose the above work for a total of:	\$12,053.09
--	--------------------

Payment terms: Upon 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: _____

Date of Acceptance: _____



Super Heat Inc. ®

800 Rutt Road
Bangor, PA 18013

www.SuperHeatInc.net

Tel: 570-897-6282

Fax: 570-897-6235

QUOTE No. 15883

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
Fax: 570-897-6235

QUOTE No. 15612

Bethlehem Area School District
1516 Sycamore Street
Bethlehem, PA, 18017

Site: Northeast Middle School
Site Contact: Brian Lesko
Salesperson: Debra Mortensen
Date: 06/22/2026

The proposal covers the labor and materials to perform 2026 Annual Boiler Maintenance on three (3) Superior boilers, three (3) Gordon Piatt burners, and the associated oil transfer system serving the Northeast Middle School, 1170 Fernwood Street, Bethlehem, PA.

We shall,

Boiler Maintenance

1. Lockout/tagout the units.
2. Isolate supply and return hot water valves.
3. Drain boilers completely and thoroughly wash the waterside.
4. Clean low water cut off probes and reinstall.
5. Remove covers and open up fireside.
6. Brush and vacuum the fireside of the boilers.
7. Close the firesides with new gaskets.
8. Start the boilers and test operation of all safety controls.

Burner Maintenance

1. Lockout/tagout the units.
2. Remove and inspect burner assemblies.
3. Clean burner components including diffuser, air registers, and ignition components.
4. Inspect ignition electrodes and wiring.
5. Inspect flame safeguard controls and verify proper operation.
6. Check combustion air dampers and linkage for proper movement.
7. Check gas train components including regulators, valves, and pressure switches for gas leaks.



Super Heat Inc. ®
800 Rutt Road
Bangor, PA 18013

www.SuperHeatInc.net
Tel: 570-897-6282
Fax: 570-897-6235

QUOTE No. 15612

8. Setup the gas/oil burners with a combustion analyzer.

Oil Transfers System Maintenance

1. Lockout/tagout the units.
2. Check oil transfer pumps for leaks, abnormal noise, or vibration.
3. Inspect suction and return piping, fittings, and valves for leaks or restrictions.
4. Clean or replace oil strainers and filters as required.
5. Verify proper operation of oil transfer pumps and associated controls.
6. Test the system for proper operation.

Disclaimer: Any other deficiencies found during maintenance will be brought to the customer's attention and addressed under a separate proposal or work order.

Sub-Total	\$12,053.09
------------------	--------------------

Tax	\$0.00
------------	---------------

We Propose the above work for a total of:	\$12,053.09
--	--------------------

Payment terms: Upon 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: _____

Date of Acceptance: _____



Super Heat Inc. ®

800 Rutt Road
Bangor, PA 18013

www.SuperHeatInc.net

Tel: 570-897-6282

Fax: 570-897-6235

QUOTE No. 15612

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
Fax: 570-897-6235

QUOTE No. 15886

Bethlehem Area School District
1516 Sycamore Street
Bethlehem, PA, 18017

Site: Donnegan Elementary School
Site Contact: Brian Lesko
Salesperson: Debra Mortensen
Date: 06/24/2026

The proposal covers the labor and materials to perform 2026 Annual Boiler Maintenance on the two (2) Weil McLain 88 boilers and two (2) Gordan Piatt burners located at Donnegan Elementary School, Bethlehem, 1210 East Fourth Street, Bethlehem, PA . For the Bethlehem Area School District.

We shall,

Boiler Maintenance

1. Lockout/tagout the units.
2. Isolate supply and return hot water valves.
3. Drain boilers completely, thoroughly wash waterside of boiler.
4. Clean low water cut off probes and reinstall.
5. Replace waterside gaskets, refill the boiler and check for leaks.
6. Remove covers and open up fireside.
7. Brush and vacuum the fireside of the boilers. Use an air lance to clean areas that cannot be reached with a brush.
8. Close the firesides with new gaskets.
9. Start the boilers and test operation of all safety controls.

Burner Maintenance

1. Lockout/tagout the units.
2. Remove and inspect burner assemblies.
3. Clean burner components including diffuser, air registers, and ignition components.
4. Inspect ignition electrodes and wiring.
5. Inspect flame safeguard controls and verify proper operation.
6. Check combustion air dampers and linkage for proper movement.



Super Heat Inc. ®
800 Rutt Road
Bangor, PA 18013

www.SuperHeatInc.net
Tel: 570-897-6282
Fax: 570-897-6235

QUOTE No. 15886

7. Check gas train components including regulators, valves, and pressure switches for gas leaks.
8. Setup the gas/oil burners with a combustion analyzer.

Oil Transfers System Maintenance

1. Lockout/tagout the units.
2. Check oil transfer pumps for leaks, abnormal noise, or vibration.
3. Inspect suction and return piping, fittings, and valves for leaks or restrictions.
4. Clean or replace oil strainers and filters as required.
5. Verify proper operation of oil transfer pumps and associated controls.
6. Test the system for proper operation.

Disclaimer: Any other deficiencies found during maintenance will be brought to the customer's attention and addressed under a separate proposal or work order.



Super Heat Inc. ®
800 Rutt Road
Bangor, PA 18013

www.SuperHeatInc.net
Tel: 570-897-6282
Fax: 570-897-6235

QUOTE No. 15886

Sub-Total	\$4,965.59
-----------	------------

Tax	\$0.00
-----	--------

We Propose the above work for a total of:	\$4,965.59
--	-------------------

Payment terms: Upon 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: _____

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
Fax: 570-897-6235

QUOTE No. 15884

Bethlehem Area School District
1516 Sycamore Street
Bethlehem, PA, 18017

Site: Marvine Elementary
School

Site Contact: Brian Lesko

Salesperson: Debra Mortensen

Date: 06/24/2026

The proposal covers the labor and materials to perform 2026 Annual Boiler Maintenance on the two (2) HB Smith boilers and two (2) PowerFlame burners located at Marvine Elementary School, 1425 Livingston Street, Bethlehem, PA . For the Bethlehem Area School District.

We shall,

Boiler Maintenance

1. Lockout/tagout the units.
2. Isolate supply and return hot water valves.
3. Drain boilers completely, thoroughly wash waterside of boiler.
4. Clean low water cut off probes and reinstall.
5. Replace waterside gaskets, refill the boiler and check for leaks.
6. Remove covers and open up fireside.
7. Brush and vacuum the fireside of the boilers. Use an air lance to clean areas that cannot be reached with a brush.
8. Close the firesides with new gaskets.
9. Start the boilers and test operation of all safety controls.

Burner Maintenance

1. Lockout/tagout the units.
2. Remove and inspect burner assemblies.
3. Clean burner components including diffuser, air registers, and ignition components.
4. Inspect ignition electrodes and wiring.
5. Inspect flame safeguard controls and verify proper operation.



Super Heat Inc. ®
800 Rutt Road
Bangor, PA 18013

www.SuperHeatInc.net
Tel: 570-897-6282
Fax: 570-897-6235

QUOTE No. 15884

6. Check combustion air dampers and linkage for proper movement.
7. Check gas train components including regulators, valves, and pressure switches for gas leaks.
8. Setup the gas/oil burners with a combustion analyzer.

Oil Transfers System Maintenance

1. Lockout/tagout the units.
2. Check oil transfer pumps for leaks, abnormal noise, or vibration.
3. Inspect suction and return piping, fittings, and valves for leaks or restrictions.
4. Clean or replace oil strainers and filters as required.
5. Verify proper operation of oil transfer pumps and associated controls.
6. Test the system for proper operation.

Disclaimer: Any other deficiencies found during maintenance will be brought to the customer's attention and addressed under a separate proposal or work order.



Super Heat Inc. ®
800 Rutt Road
Bangor, PA 18013

www.SuperHeatInc.net
Tel: 570-897-6282
Fax: 570-897-6235

QUOTE No. 15884

Sub-Total \$4,965.59

Tax \$0.00

We Propose the above work for a total of: \$4,965.59

Payment terms: Upon 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: _____

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.



www.gofmx.com
1 (844) 664-4400
800 Yard St., Suite 115
Columbus, OH 43212

FMX Quote Summary

Address Information

Account Name Bethlehem Area School District - PA
Billing Address 1516 Sycamore St
Bethlehem, Pennsylvania 18017
United States
Phone (610) 861-0500

Quote Information

Quote Number 00013256
Prepared By Email Leah Whited
leah.whited@gofmx.com

Product	Line Item Description	Sales Price	Quantity	Total Price
FMX Subscription Fee	FMX Subscription Fee	\$4,280.00	1.00	\$4,280.00
FMX K-12 Basics Bundle	Includes Maintenance Requests, Preventive Maintenance, Standard Dashboards	\$11,384.80	1.00	\$11,384.80
Fleet Manager Essentials	Includes Reactive Fleet Maintenance, Preventive Fleet Maintenance, Mapping Essentials, Inventory, Downtime Tracking, Fleet Inspections, Reporting, Mobile App, Zonar Integration	\$13,764.48	1.00	\$13,764.48
Feature	Reservation Finder	\$1,498.00	1.00	\$1,498.00
Feature	Schedule Request	\$5,842.20	1.00	\$5,842.20
Feature	Invoicing	\$2,996.00	1.00	\$2,996.00
BigTeams Schedule Star	BigTeams Schedule Star	\$4,280.00	1.00	\$4,280.00
FMX Recurring Discount	Recurring TIPS Discount	(\$1,376.45)	1.00	(\$1,376.45)
FMX Recurring Discount	Feature Bundle Discount	(\$5,510.50)	1.00	(\$5,510.50)

Grand Total: \$37,158.53

Contract Start Date 7/1/2026

Contract End Date 6/30/2027

See below for more detailed information on your Subscription Summary and Implementation Process.

Quote Acceptance Information

Term

The Initial Term for the subscription shall be from the date of execution of this agreement (signature date) for one (1) calendar year, unless otherwise specified in your subscription agreement.

Billing

Prices shown above do not include any state and local taxes that may apply. Any such taxes are the responsibility of the Customer and will appear on the Invoice if necessary. If you are exempt from sales tax, please send the required tax exemption documents to billing@gofmx.com. Invoices for this order will be emailed automatically from billing@gofmx.com.



www.gofmx.com
1 (844) 664-4400
800 Yard St., Suite 115
Columbus, OH 43212

Renewal

The subscription term will automatically renew for successive periods equal to the initial term unless either party notifies the other in writing at least thirty (30) days prior to expiration of the then current term.

By signing this Sales Order, you are agreeing to the [FMX Terms of Use](#) as incorporated herein.

Signature: _____

Name: _____

Title: _____

Date: _____

Subscription Summary

- Data imports from provided templates
- Site customization (custom fields, approval processes, email notifications, etc.)
- Site specific branding (URL and Logo)
- Mobile Access
- Basic reporting
- Full access to asset management and reporting
- Premier support and training
 - o Dedicated Customer Success Manager
 - o Remote-training
 - o Access to online FMX Learning Center
 - o Live email and telephone support (Monday – Friday 8:00am-6:00pm EST)

Learn more about our [Post Launch Implementation Requirements](#).



TOUCHSTONE THEATRE

Theatre that Transforms

INVOICE 2701

Bill to: BETHLEHEM AREA SCHOOL DISTRICT

Date of Invoice: 6/25/2026

Description: Twelve (12) **Young Playwrights' Lab** arts-in-education programs to run at ten (10) elementary schools and two (2) middle schools during the 2026-2027 academic year. These arts-enrichment programs run for sixteen (16) sessions, teaching students to write one-act plays while increasing their enthusiasm for literacy. Included in this fee is participation of each school in the Young Playwrights' Festival held near the end of the academic year in May. The cost of each program is \$5,860. The fee for the Bethlehem Area School District is \$5,000 per program. Touchstone Theatre raises money to support the rest of the fee.

Fee: \$60,000.00

Payment is due upon receipt.

Touchstone Theatre is professional not-for-profit theatre dedicated to the creation of original work. At its center is a resident ensemble of theatre artists rooted in the local community of Bethlehem, the Greater Lehigh Valley of Pennsylvania and the international community of ensemble theatres.

610-867-1689 |

www.touchstone.org
321 East Fourth Street, Bethlehem, Pa 18015



TOUCHSTONE THEATRE

Theatre that Transforms

INVOICE 2702

Bill to: BETHLEHEM AREA SCHOOL DISTRICT

Date of Invoice: 6/25/2026

Description: Four (4) **Story-Makers** pilot arts-in-education programs to run at four (4) elementary schools during the 2026-2027 academic year. This pilot program builds on the success of Touchstone's long-standing Young Playwrights' Lab program in the District. It is intended to focus on story-telling skills among 2nd and 3rd grade, increasing students' understanding of how stories work, as well as increasing their oral competency. Each program runs ten sessions long, meeting twice a week. The fee for the Bethlehem Area School District is \$3,000 per program.

Fee: \$12,000.00

Payment is due upon receipt.

Touchstone Theatre is professional not-for-profit theatre dedicated to the creation of original work. At its center is a resident ensemble of theatre artists rooted in the local community of Bethlehem, the Greater Lehigh Valley of Pennsylvania and the international community of ensemble theatres.

610-867-1689 | www.touchstone.org
321 East Fourth Street, Bethlehem, Pa 18015

-

Renaissance

2911 Peach Street, Wisconsin Rapids, WI 54494-1905

PO Box 8036, Wisconsin Rapids, WI 54495

Phone: (800) 338-4204 | Fax: (877) 280-7642

Federal I.D. 39-1559474

www.renaissance.com

Quote

Q-510583 v1

Bethlehem Area School District - 26500

Primary Contact

Eric Fontanez

Email - efontanez@basdschools.org

1516 Sycamore St

Bethlehem, PA 18017-6037

Billing Account

Bethlehem Area School District - 26500

1516 Sycamore St

Bethlehem, PA 18017-6037

Quote Summary

School Count: 5

Renaissance Products & Services Total	\$10,132.80
---------------------------------------	-------------

Applied Discounts	(\$3,075.00)
-------------------	--------------

Estimated Sales Tax	\$0.00
---------------------	--------

Shipping Cost	\$0.00
---------------	--------

Grand Total	USD \$7,057.80
--------------------	-----------------------

This quote includes: Star and Services.

By signing below, Customer:

- Acknowledges that the Person signing this Quote is authorized to do so on behalf of Customer.
- Agrees Customer's access to and use of the Products and Services referenced in the Quote (and any other quote issued to Customer during the Subscription Period) are subject to compliance with the Renaissance Terms of Service and License located at <https://doc.renlearn.com/KMNet/R62416.pdf>, incorporated herein by reference.
- Acknowledges and agrees that the applicable Data Protection Addendum and Privacy Notices located at <https://docs.renaissance.com/R62068> are incorporated into this Agreement. Additional information about Renaissance's privacy and security is available at <https://www.renaissance.com/privacy/>.

To accept this offer and place an order, please sign and return this Quote.

Renaissance will issue an Invoice for this Quote promptly after the date the Order is processed at Renaissance. If Customer requires a purchase order, Customer agrees to provide the purchase order to Renaissance as an attachment to this signed quote. Customer agrees to pay the invoice within 30 days after the Invoice Date.

Customer indicates that no Purchase Order is required, and that Billing Account information is correct.

Renaissance Learning, Inc.	Bethlehem Area School District
	By:
Name: Ted Wolf	Name:
Title: Chief Financial Officer	Title:
Date: 06-Jul-2026	Date:

Please e-sign OR print, sign, and return this Quote to your Account Representative Yvonne Ong at yvonne.ong@renaissance.com. For any changes or additional information, please reach out by email or phone at . Thank you.

Renaissance

2911 Peach Street, Wisconsin Rapids, WI 54494-1905

PO Box 8036, Wisconsin Rapids, WI 54495

Phone: (800) 338-4204 | Fax: (877) 280-7642

Federal I.D. 39-1559474

www.renaissance.com

Quote

Q-510583 v1

All quotes and orders are subject to availability of merchandise. This Quote is valid for 60 days from the date under Renaissance's signature. Professional development expires one year from purchase date. Alterations to this quote will not be honored without Renaissance approval. Please note: Any pricing or discount indicated is subject to change with alterations to the quote. Tax has been estimated and is subject to change without notice. Unless you provide Renaissance with a valid and correct tax exemption certificate applicable to your purchase of product and the product ship-to location, you are responsible for sales and other taxes associated with this order.

United States government and agency transactions into Arizona: The Tax or AZ-TPT item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Arizona Transaction Privilege Tax ('TPT'). The incidence of the TPT is on Renaissance Learning for the privilege of conducting business in the State of Arizona. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Hawaii residents only: Orders shipped to Hawaii residents will be subject to the 4.166% (4.712% O'ahu Is.) Hawaii General Excise tax. United States government and agency transactions into Hawaii: The Tax or General Excise Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Hawaii General Excise Tax. The incidence of the General Excise Tax is on Renaissance Learning for the privilege of conducting business in the State of Hawaii. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

New Mexico residents only: Orders shipped to New Mexico residents will be subject to the 5.125% (Location Code: 88-888) Gross Receipts tax. United States government and agency transactions into New Mexico: The Tax or Gross Receipts Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the New Mexico Gross Receipts Tax. The incidence of the Gross Receipts Tax is on Renaissance Learning for the privilege of conducting business in the State of New Mexico. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply. Starting July 1, 2021 New Mexico requires sellers to collect tax on the state and local rate. This varies depending on the city and county.

Students can become their most amazing selves — only when teachers truly shine. Renaissance amplifies teachers' effectiveness in the classroom — transforming data into actionable insights to improve learning outcomes. Remember, we're here to ensure your successful implementation. Please allow 30-90 days for installation and set-up.

Renaissance

2911 Peach Street, Wisconsin Rapids, WI 54494-1905

PO Box 8036, Wisconsin Rapids, WI 54495

Phone: (800) 338-4204 | Fax: (877) 280-7642

Federal I.D. 39-1559474

www.renaissance.com

Quote

Q-510583 v1

Quote Details

Bethlehem Area School District – 26500

Products & Services	Quantity	Unit Price	Discount	Total
Quote Year 1: 01-Aug-2026 – 31-Jul-2027				
Onsite Training Services				
6 Hour Onsite Day	1	\$3,750.00	(\$1,875.00)	\$1,875.00
Remote Training Services				
60-minute Remote Session	3	\$450.00	\$0.00	\$1,350.00
Quote Year 1 Subtotal			(\$1,875.00)	\$3,225.00
Bethlehem Area School District Total			(\$1,875.00)	\$3,225.00

Buchanan Elementary School – 26501

Products & Services	Quantity	Unit Price	Discount	Total
Quote Year 1: 01-Aug-2026 – 31-Jul-2027				
Bundle				
Star Preschool: Literacy and Numeracy Bundle	20	\$13.69	\$0.00	\$273.80
Platform				
Annual All Product Renaissance Platform	1	\$750.00	(\$300.00)	\$450.00
Star Assessments				
Star Phonics Student Subscription	20	\$3.25	\$0.00	\$65.00
Quote Year 1 Subtotal			(\$300.00)	\$788.80
Buchanan Elementary School Total			(\$300.00)	\$788.80

Donegan Elementary School – 26491

Products & Services	Quantity	Unit Price	Discount	Total
Quote Year 1: 01-Aug-2026 – 31-Jul-2027				
Bundle				
Star Preschool: Literacy and Numeracy Bundle	40	\$13.69	\$0.00	\$547.60
Platform				
Annual All Product Renaissance Platform	1	\$750.00	(\$300.00)	\$450.00
Star Assessments				
Star Phonics Student Subscription	40	\$3.25	\$0.00	\$130.00
Quote Year 1 Subtotal			(\$300.00)	\$1,127.60
Donegan Elementary School Total			(\$300.00)	\$1,127.60

Fountain Hill Elementary School – 26495

Products & Services	Quantity	Unit Price	Discount	Total
Quote Year 1: 01-Aug-2026 – 31-Jul-2027				

Renaissance

2911 Peach Street, Wisconsin Rapids, WI 54494-1905

PO Box 8036, Wisconsin Rapids, WI 54495

Phone: (800) 338-4204 | Fax: (877) 280-7642

Federal I.D. 39-1559474

www.renaissance.com

Quote

Q-510583 v1

Bundle				
Star Preschool: Literacy and Numeracy Bundle	20	\$13.69	\$0.00	\$273.80
Platform				
Annual All Product Renaissance Platform	1	\$750.00	(\$300.00)	\$450.00
Star Assessments				
Star Phonics Student Subscription	20	\$3.25	\$0.00	\$65.00
Quote Year 1 Subtotal			(\$300.00)	\$788.80
Fountain Hill Elementary School Total			(\$300.00)	\$788.80
Marvine Elementary School – 26499				
Products & Services	Quantity	Unit Price	Discount	Total
Quote Year 1: 01-Aug-2026 – 31-Jul-2027				
Bundle				
Star Preschool: Literacy and Numeracy Bundle	40	\$13.69	\$0.00	\$547.60
Platform				
Annual All Product Renaissance Platform	1	\$750.00	(\$300.00)	\$450.00
Star Assessments				
Star Phonics Student Subscription	40	\$3.25	\$0.00	\$130.00
Quote Year 1 Subtotal			(\$300.00)	\$1,127.60
Marvine Elementary School Total			(\$300.00)	\$1,127.60

Lexile is a registered trademark of MetaMetrics, Inc.

©Copyright 2024 Renaissance Learning, Inc. All rights reserved.

All logos, designs, and brand names for Renaissance's products and services are trademarks of Renaissance Learning, Inc., and its subsidiaries, registered, common law, or pending registration in the United States. All other product and company names should be considered the property of their respective companies and organization.

Profile and Plan Essentials

School		AUN/Branch
Liberty HS		120481002
Address 1		
1115 Linden St		
Address 2		
City	State	Zip Code
Bethlehem	PA	18018
Chief School Administrator		Chief School Administrator Email
Dr Renato M Lajara		rlajara@basdschools.org
Principal Name		
Brandon Horlick		
Principal Email		
bhorlick@basdschools.org		
Principal Phone Number		Principal Extension
610-691-7200		50900
School Improvement Facilitator Name		School Improvement Facilitator Email
Heather Heimer		hheimer@ciu20.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Brandon Horlick	Principal	Liberty High School	bhorlick@basdschools.org
Tara Richards	Principal	Liberty High School	trichards@basdschools.org
Diane Colom	Teacher	Liberty High School	dcolom@basdschools.org
Denise Eisenhauer	Teacher	Liberty High School	deisenhauer@basdschools.org
Stephanie Corrigan	Teacher	Liberty High School	scorrigan@basdschools.org
Judson Frank	Teacher	Liberty High School	jfrank@basdschools.org
Nicole Beauchamp-Santana	Community Member	Community In Schools	nbeauchamp@basdschools.org
Mark James	District Level Leaders	BASD	mjames@basdschools.org
Dr. Renato Laraja	Chief School Administrator	BASD	rlaraja@basdschools.org
Dr. Maureen Leeson	District Level Leaders	BASD	mleeson@basdschools.org
Monica Werkheiser	Parent	PAC	mlrwerkheiser@gmail.com
Nichole Padron	Parent	PAC	nicholepadron@hotmail.com
Stella Georgalas	Student	Liberty High School	GeorgalasS@basdschools.org
Nicole Bouhana	District Level Leaders	BASD	nbouhana@basdschools.org

Vision for Learning

Vision for Learning

At Liberty High School, we are committed to cultivating a learning environment where every student, regardless of ability, can thrive academically. Our vision is to ensure that students with disabilities are fully included in rigorous, high-quality instruction tailored to their individual needs, with access to the supports necessary to meet or exceed grade-level standards. Through a culture of high expectations, data-informed instruction, collaborative problem-solving, and inclusive practices, we will close achievement gaps and empower all students to reach their full potential.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All student groups have decreased...2023-2024 - 48.0% to 2024-2025 - 43.3%. LHS has implemented a school-wide focus on classroom learning walks, all teachers as literacy teachers, and KTL strategies across core classrooms.

False Strengths	True Challenges	True N/A
-----------------	-----------------	----------

Strengths

ESSA Student Subgroups	Indicator
English Learners	ELA Proficiency increased: 2023-2024 10.5% 2024-2025 14.3%
African-American/Black	ELA Proficiency increased: 2023-2024 32.1% 2024-2025 37.3%
Combined Ethnicity	ELA Proficiency increased: 2023-2024 32.3% 2024-2025 34.5%

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	ELA Proficiency has decreased: 2023-2024 13.3% 2024-2025 8.2%
White	ELA Proficiency has decreased: 2023-2024 71.3% 2024-2025 56.4%
Hispanic	ELA proficiency has steadily decreased: 2023-2024 32.9% 2024-2025 32.8%
Economically Disadvantaged	ELA proficiency has steadily decreased: 2023-2024 36.7% 2024-2025 34.4%

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All students groups have decreased 2023-2024 - 26.8% to 2024-2025 - 23.1%. LHS has implemented a school-wide focus on classroom learning walks, KTL strategies across core classrooms, and challenged math teachers to use IXL as a progress monitoring tool with intentionality. Also, LHS has adopted DESMOS for our online Algebra curriculum

False Strengths	True Challenges	True N/A
-----------------	-----------------	----------

Strengths

ESSA Student Subgroups	Indicator
Multi-Racial (not Hispanic)	None to report

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Math Proficiency has decreased: 2023-2024 4.8% 2024-2025 0.8%
English Learners	Math Proficiency has decreased: 2023-2024 5.0% 2024-2025 2.9%
White	Math proficiency has decreased: 2023-2024 44.8% 2024-2025 39.6%

Hispanic	Math proficiency has decreased: 2023-2024 14.0% 2024-2025 10.4%
African-American/Black	Math Proficiency has decrease: 2023-2024 17.0% 2024-2025 13.8%
Economically Disadvantaged	Math Proficiency has decreased: 2023-2024 17.6% 2024-2025 12.0%
Combined Ethnicity	Math Proficiency has decreased: 2023-2024 14.7% 2024-2025 11.8%

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

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All Student groups increased 2023-2024 - 50.0 to 2024-2025- 82.0. LHS has implemented a school-wide focus on classroom learning walks, all teachers as literacy teachers, and KTL strategies across core classrooms. We've also began educating teachers on PVAAS and using data to make decisions on instructional leadership initiatives.

True Strengths	False Challenges	False N/A
-----------------------	-------------------------	------------------

Strengths

ESSA Student Subgroups	Indicator
African-American/Black	ELA Academic Growth has increased: 2021-2022 68.0 2022-2023 53.0 2023-2024 50.0 2024-2025 85.0
Hispanic	ELA Academic Growth has increased: 2022-2023 50.0 2023-2024 50.0 2024-2025 70.0
White	ELA Academic Growth has increased: 2021-2022 72.0 2022-2023 85.0 2023-2024 61.0 2024-2025 89.0
Combined Ethnicity	ELA Academic Growth has increased: 2023-2024 50.0 2024-2025 73.0
English Learners	ELA Academic Growth has increased: 2023-2024 50.0 2024-2025 70.0
Economically Disadvantaged	ELA Academic Growth has increased: 2023-2024 50.0 2024-2025 70.0
Students with Disabilities	ELA Academic Growth has increased: 2023-2024 50.0 2024-2025 51.0

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	None to report

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

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All student groups have remained stagnant. LHS has implemented a school-wide focus on classroom learning walks and adopted DESMOS for our online Algebra curriculum. We've also began educating teachers on PVAAS and using data to make decisions on instructional leadership initiatives.

True Strengths	False Challenges	False N/A
-----------------------	-------------------------	------------------

Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	Math Academic Growth has increased: 2022-2023 50.0 2023-2024 50.0 2024-2025 61.0
English Learners	Math Academic Growth has increased: 2022-2023 50.0 2023-2024 50.0 2024-2025 60.0
White	Math Academic Growth is stagnant: 2023-2024 50.0 2024-2025 56.0
African-American/Black	Math Academic Growth is stagnant: 2023-2024 50.0 2024-2025 51.0

Challenges

ESSA Student Subgroups	Indicator
Hispanic	Math Academic Growth is stagnant: 2022-2023 50.0 2023-2024 50.0 2024-2025 50.0
Combined Ethnicity	Math Academic Growth is stagnant: 2022-2023 50.0 2023-2024 50.0 2024-2025 50.0
Economically Disadvantaged	Math Academic Growth is stagnant: 2022-2023 50.0 2023-2024 50.0 2024-2025 50.0

English Language Growth and Attainment

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Growth and Attainment have decreased from 14.5% in 2023-2024 to 14.1% in 2024-2025, below the statewide goal and average.

False Strengths	True Challenges	True N/A
------------------------	------------------------	-----------------

Strengths

ESSA Student Subgroups	Indicator
Hispanic	English Language Growth and Attainment increased: 23-24 13.3% 24-25 14%
Combined Ethnicity	English Language Growth and Attainment increased: 23-24 13.1% 24-25 14.2%

Challenges

ESSA Student Subgroups	Indicator
English Learners	English Language Growth and Attainment is stagnant: 2023-2024 14.5% 2024-2025 14.1%
Economically Disadvantaged	English Language Growth and Attainment decreased: 23-24 16.4% 24-25 15.2%

Regular Attendance

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Regular Attendance has increased from 2023-2024 - 70.1% to 2024-2025 - 72.8%. LHS has developed systems to track tardiness and implemented incentives to try to encourage positive daily attendance habits.

True Strengths	False Challenges	False N/A
----------------	------------------	-----------

Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	Regular attendance rates improved from 2023-2024: 60.5% to 64.6% in 24-25.
White	Regular attendance rates improved: 2023-2024 77.5% 2024-2025 81.9%
Hispanic	Regular attendance rates improved: 2023-2024 62.1% 2024-2025 65.7%
Economically Disadvantaged	Regular attendance rates improved: 2023-2024 60.8% 2024-2025 65.5%
Combined Ethnicity	Regular attendance rates improved: 2023-2024 70.1% 2024-2025 72.8%
English Learners	Regular attendance rates improved: 2023-2024 59.2% 2024-2025 63.4%
Multi-Racial (not Hispanic)	Regular attendance rates improved: 2023-2024 69.5% 2024-2025 70.0%

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Regular attendance rates decreased: 2023-2024 76.2% 2024-2025 72.1%
Asian (not Hispanic)	Regular attendance rates decreased: 2023-2024 96.1% 2024-2025 87.0%

Career Standards Benchmark

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Overall, Career Standards Benchmark has decreased 2023-2024- 73.3% - 2024-2025- 63.3%. GC's work closely with their groups of student to ensure all career standards benchmarks are met.

False Strengths	True Challenges	False N/A
-----------------	-----------------	-----------

Strengths

ESSA Student Subgroups	Indicator
Asian (not Hispanic)	None to report

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Career Standards Benchmark decreased: 2023-2024 100.0% 2024-2025 58.1%

African-American/Black	Career Standards Benchmark decreased: 2023-2024 66.7% 2024-2025 49.2%
Hispanic	Career Standards Benchmark decreased: 2023-2024 63.5% 2024-2025 53.2%
White	Career Standards Benchmark decreased: 2023-2024 88.4% 2024-2025 80.2%
English Learners	Career Standards Benchmark decreased: 2023-2024 32.8% 2024-2025 32.5%
Economically Disadvantaged	Career Standards Benchmark decreased: 2023-2024 69.1% 2024-2025 59.2%
Combined Ethnicity	Career Standards Benchmark decreased: 2023-2024 64.4% 2024-2025 52.6%

High School Graduation Rate Four-Year Cohort

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Overall, LHS has dropped slightly 2023-2024 - 85.6% to 2024-2025 - 85.3%. Liberty utilizes academic recovery and summer school to help support credit recovery to get students to graduation.

False Strengths	True Challenges	True N/A
------------------------	------------------------	-----------------

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	The 5-Year graduation rate increased from 2023-2024 80.7% 2024-2025 80.9%
African-American/Black	The 4-Year graduation rate increased from: 2022-2023 73.5% 2023-2024 84.2% 2024-2025 85.7%
Hispanic	The 4-Year graduation rate has varied but is up from last year: 2023-2024 78.3% 2024-2025 78.8%
White	The 4-year grad rate has remained steady: 2023-2024 92.8% 2024-2025 92.7%
English Learners	The 4-Year graduation rate has varied but is up from last year: 2023-2024 59.5% 2024-2025 63.6%

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	The 4-Year graduation rate is stagnant: 2023-2024 79.1% 2024-2025 76.6%
Combined Ethnicity	The 4-Year graduation rate has been stagnant over the last two years: 2023-2024 80.2% 2024-2025 80.3%

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

The 5-Year graduation rate increased from 2023-2024: 83.5% to 2024-2025: 87.6% and is up from 76.3% in 2018-2019
Career Standards Benchmark increased: 2021-2022 23.1% 2022-2023 24.2% 2023-2024 32.8% 2024-2025 32.5%
Regular attendance rates improved from 2021-2022: 39.4%, 2022-2023: 56.6%, to 2023-2024: 60.5% and 64.6% in 24-25.

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Math Proficiency has decreased: 2022-2023 5.3% 2023-2024 5.0% 2024-2025 2.9%
Math Proficiency has decreased: 2023-2024 4.8% 2024-2025 0.8%
Math Proficiency has decreased: 2022-2023 5.3% 2023-2024 5.0% 2024-2025 2.9%
ELA Proficiency has decreased: 2022-2023 10.8% 2023-2024 13.3% 2024-2025 8.2%

Local Assessment

English Language Arts

Data	Comments/Notable Observations
FALL 2025: ELA Common Assessments have been implemented in grades 9-12	Final Exam FICTION: Grade 9 LIBERTY 70.7% Grade 10 LIBERTY 81.2% Grade 11 LIBERTY 80.3% Grade 12 LIBERTY 86.5% Non-Fiction: Grade 9 LIBERTY 79.1% Grade 10 LIBERTY 81.5% Grade 11 LIBERTY 82.7% Grade 12 LIBERTY 86%
SPRING 2026: ELA Common Assessments have been implemented in grades 9-12	Final Exam - Fiction/Non Fiction Grade 9 - Part 2 - 74.4% Grade 9 - Part 1 - 67.9% Grade 10 - Part 1 - 75.7% Grade 10 - Part 2 - 78.1% Grade 11 - Part 1 - 75.1% Grade 11 - Part 2 - 93.3% Grade 12 - Part 1 - 85.3% Grade 12 - Part 2 - 85.8%

English Language Arts Summary

Strengths

All LHS teachers attended six 45-min Collaborative Learning Group (CLG) sessions, including six 20-min learning walks.
51 of 133 noted that the Content Literacy CLG focus had an impact on their instruction this year
19 of 133 noted that the Content Literacy CLG focus had the biggest impact on their instruction this year
Strong Curriculum Tool - StudySync grades 9-12

Challenges

Increase the capacity of non-ELA teachers to become experts in disciplinary literacy within their subject areas.
Instructional Fidelity in ELA class

Mathematics

Data	Comments/Notable Observations
172 students with IEPs showed positive IXL growth (school-wide)	The tutoring center was implemented and sustained along with curriculum connections.
9th Grade IEP Students - 53% (71/134) IEP positive growth	The tutoring center was implemented and sustained along with curriculum connections.
IXL Growth: All Students ? 637 BOY and 741 EOY. Reg Ed Students ? 650 BOY and 760 EOY. Students w/ IEPs ? 499 BOY to 563 EOY.	More balanced and intentional focus on IXL as a benchmarking and progress monitoring tool.

Mathematics Summary

Strengths

March Madness IXL 6-week challenge.
9th graders went from 17% at or above grade level to 25% at EOY on the IXL Diagnostic in the spring semester.
Tutoring Programming - This growth speaks to the power of targeted supports and tutoring — and it's worth exploring how we can scale these supports more broadly to all SPED learners

Challenges

All 9th-grade students ? (637 BOY and 741 EOY) are still significantly below grade level as an average (741 is midway through 7th grade).
IXL as a tool for proficiency of recommended skills - fidelity across 9th and 10th-grade classrooms.
Students are entering with a lack of foundational skills to be successful in ALG14

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
High failure rates in Biology	Student lack foundational skills/instructional fidelity issues

Science, Technology, and Engineering Education Summary

Strengths

Availability of academic resources: academic coaching, tutoring, homework club, academic recovery program
Strong Project Lead The Way programming - alumni reporting high success rate in college programs

Challenges

In need of a diagnostic & practice program (IXL equivalent) or CDT's for Biology
--

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark decrease: 2021-2022 78.7% 2022-2023 73.9% 2023-2024 73.3% 2024-2025 63.3%	Students with disabilities: 2019-2020 -18.5%, 2020-2021- 46.7%, 2021-2022- 57.0%, 2022-2023 - 56.6%, 2023-2024- 100.0%, 24-25 - 58% White grew from 22-23: 84.1% to 23-24: 88.4% Economically Disadvantaged grew from 22-23: 67.3% to 23-24: 69.1% English Learner grew from 22-23: 24.2% to 23-24: 32.8% All Student Group decreased from 22-23: 73.9% to 23-24: 73.3% Hispanic decreased from 22-23: 65.9% to 23-24: 63.5%
Naviance Graduation Data	College Acceptances: Total acceptances indicated in Naviance: 331 Total indications of attending in Naviance: 216
Naviance Graduation Data	Students Who Earned CTE Certifications: As of March 25th, 2026, BAVTS reported the following for the 97 members of the Class of 2026 attending BAVTS: 33 students earned an industry-based competency certification related to his/her program of study (NOCTI, pre-NOCTI, NIMS, or other relevant industry exam or competency measure). 33 students demonstrated likelihood of success on an industry-based competency assessment (NOCTI, pre-NOCTI, NIMS, or other relevant industry exam or competency measure). 31 students demonstrated readiness for continued engagement in his/her BAVTS program of study.
Naviance Graduation Data	Students Who Enlisted in the Military: 8 total students 4 Army National Guard 0 Army Reserves 1 US Army 1 US Marine Corp 1 Air Force 1 US Navy

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Summary

Strengths

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

Freshman & Junior Seminar courses - college/career readiness content
High variety of course offerings to align with career objectives - Career Pathway model
A multitude of college / career services & resources: C/C fairs, panels, guest speakers, shadowing/internships

Challenges

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

Improve post-secondary education attending rates
Improving college / career programming across grade levels 6-12

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
WIDA	15 students receiving a 4.5 or better meeting the criteria to further look into exiting, or being reclassified as a non-ESOL student. If they meet a separate writing requirement taken from in class assignments, they are then considered non-ESOL and monitored for 4 years, or until graduation. 28 students 9-12th grade received a 4 - 4.4, only 8 of those were this year's seniors.

Students with Disabilities

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

Data	Comments/Notable Observations
Special Ed Tutoring IXL Growth	172 students with IEPs showed positive IXL growth (school-wide)
Special Ed Tutoring IXL Growth (9th Grade)	53% (71/134) IEP positive growth

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Keystone Proficiency has decreased for Math: 2021-2022 30.9% 2022-2023 9.7% 2023-2024 17.6% 2024-2025 12.0%	
Keystone Proficiency has decreased for ELA: 2021-2022 46.0% 2022-2023 36.0% 2023-2024 36.7% 2024-2025 34.4%	

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

Implementation of Special Ed tutoring lab center and Curriculum Connections
Year 2 of the Desmos curriculum for math

Challenges

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

Instructional fidelity
Attendance and class skips

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

Summary

Strengths

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

>

Strong multi-tiered system of support for academics and behavior
Strong school culture
Implementation of Collaborative Learning Groups
Shared Vision and Teacher Efficacy

Challenges

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

>

Identify and address individual student learning needs
Instructional fidelity in the core classes
Improve the availability of mental health resources across the school

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
The 5-Year graduation rate increased from 2023-2024: 83.5% to 2024-2025: 87.6% and is up from 76.3% in 2018-2019	False
Career Standards Benchmark increased: 2021-2022 23.1% 2022-2023 24.2% 2023-2024 32.8% 2024-2025 32.5%	False
Regular attendance rates improved from 2021-2022: 39.4%, 2022-2023: 56.6%, to 2023-2024: 60.5% and 64.6% in 24-25.	False
ELA Proficiency increased: 2022-2023 34.0% 2023-2024 32.1% 2024-2025 37.3%	False
The 4-Year graduation rate increased from: 2021-2022 69.1% 2022-2023 73.5% 2023-2024 84.2% 2024-2025 85.7%	False
Math Proficiency has increased: 2022-2023 7.8% 2023-2024 17.0% 2024-2025 13.8%	False
LHS has implemented a school-wide focus on classroom learning walks, all teachers as literacy teachers, and KTL strategies across core classrooms.	False
LHS has implemented a school-wide focus on classroom learning walks, KTL strategies across core classrooms, and challenged math teachers to use IXL as a progress monitoring tool with intentionality.	False
LHS has implemented a school-wide focus on classroom learning walks, all teachers as literacy teachers, and KTL strategies across core classrooms. We've also begun educating teachers on PVAAS and using data to make decisions on instructional leadership initiatives.	True
LHS has implemented a school-wide focus on classroom learning walks and adopted DESMOS for our online Algebra curriculum. We've also begun educating teachers on PVAAS and using data to make decisions on instructional leadership initiatives.	False
LHS has implemented a school-wide focus on classroom learning walks, all teachers as literacy teachers, and KTL strategies across core classrooms.	False
Liberty utilizes academic recovery and summer school to help support credit recovery and get students to graduation.	False
Math Proficiency has increased: 2022-2023 9.7% 2023-2024 17.6% 2024-2025 12.0%	False
Regular attendance rates improved: 2022-2023 55.5% 2023-2024 62.1% 2024-2025 65.7%	False
All LHS teachers attended six 45-min Collaborative Learning Group (CLG) sessions, including six 20-min learning walks.	False
51 of 133 noted that the Content Literacy CLG focus had an impact on their instruction this year	False
19 of 133 noted that the Content Literacy CLG focus had the biggest impact on their instruction this year	False
Strong Curriculum Tool - StudySync grades 9-12	False

March Madness IXL 6-week challenge.	False
9th graders went from 17% at or above grade level to 25% at EOY on the IXL Diagnostic in the spring semester.	False
Tutoring Programming - This growth speaks to the power of targeted supports and tutoring — and it's worth exploring how we can scale these supports more broadly to all SPED learners	False
Availability of academic resources: academic coaching, tutoring, homework club, academic recovery program	False
Strong Project Lead The Way programming - alumni reporting high success rate in college programs	False
Freshman & Junior Seminar courses - college/career readiness content	False
High variety of course offerings to align with career objectives - Career Pathway model	False
A multitude of college / career services & resources: C/C fairs, panels, guest speakers, shadowing/internships	False
Implementation of Special Ed tutoring lab center and Curriculum Connections	False
Year 2 of the Desmos curriculum for math	False
2021-2022 83.3% 2022-2023 66.7% 2023-2024 66.7% 2024-2025 49.2%	False
Regular Attendance has increased from 2023-2024 - 70.1% to 2024-2025 - 72.8%. LHS has developed systems to track tardiness and implemented incentives to try to encourage positive daily attendance habits.	False
Strong multi-tiered system of support for academics and behavior	False
Strong school culture	False
Implementation of Collaborative Learning Groups	False
Shared Vision and Teacher Efficacy	False

Challenges

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

Strength	Check for Consideration in Plan
Math Proficiency has decreased: 2022-2023 5.3% 2023-2024 5.0% 2024-2025 2.9%	False
Math Proficiency has decreased: 2023-2024 4.8% 2024-2025 0.8%	False
Math Proficiency has decreased: 2022-2023 5.3% 2023-2024 5.0% 2024-2025 2.9%	False
ELA Proficiency has decreased: 2022-2023 10.8% 2023-2024 13.3% 2024-2025 8.2%	True
ELA Academic Growth remains stagnant: 2021-2022 50.0 2022-2023 50.0 2023-2024 50.0 2024-2025 51.0	False
Career Standards Benchmark decreased: 2021-2022 70.9% 2022-2023 65.9% 2023-2024 63.5% 2024-2025 53.2%	False
The 4-Year graduation rate is stagnant: 2021-2022 77.1% 2022-2023 74.6% 2023-2024 79.1% 2024-2025 76.6%	False
LHS has implemented a school-wide focus on classroom learning walks, KTL strategies across core classrooms, and challenged math teachers to use IXL	False

as a progress monitoring tool with intentionality. Also, LHS has adopted DESMOS for our online Algebra curriculum	
All student groups have decreased...2023-2024 - 48.0% to 2024-2025 - 43.3%. LHS has implemented a school-wide focus on classroom learning walks, all teachers as literacy teachers, and KTL strategies across core classrooms.	False
LHS has developed systems to track tardiness and implemented incentives to try to encourage positive daily attendance habits.	False
GC work closely with their groups of student to ensure all career standards benchmarks are met.	False
Increase the capacity of non-ELA teachers to become experts in disciplinary literacy within their subject areas.	True
Growth and Attainment has decreased from 2023-2024 - 14.5% to 2024-2025 - 14.1%. LHS has implemented a school-wide focus on classroom learning walks, all teachers as literacy teachers, and KTL strategies across core classrooms.	False
Overall, LHS has dropped slightly 2023-2024 - 85.6% to 2024-2025 - 85.3%. Liberty utilizes academic recovery and summer school to help support credit recovery to get students to graduation.	False
All 9th-grade students ? (637 BOY and 741 EOY) are still significantly below grade level as an average (741 is midway through 7th grade).	False
Instructional Fidelity in ELA class	False
IXL as a tool for proficiency of recommended skills - fidelity across 9th and 10th-grade classrooms.	False
Students are entering with a lack of foundational skills to be successful in ALG14	False
In need of a diagnostic & practice program (IXL equivalent) or CDT's for Biology	False
Improve post-secondary education attending rates	False
Improving college / career programming across grade levels 6-12	False
Instructional fidelity	False
Attendance and class skips	False
Identify and address individual student learning needs	False
Instructional fidelity in the core classes	False
Improve the availability of mental health resources across the school	False

Most Notable Observations/Patterns

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

Students with disabilities are making growth in some areas but lack foundational skill support to be successful in more rigorous classes. The tutoring program and pull-out support model will hopefully help to bridge the gaps.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
ELA Proficiency has decreased: 2022-2023 10.8% 2023-2024 13.3% 2024-2025 8.2%	Special Education students need grade-level instruction and resources to scaffold for student growth.	True
Increase the capacity of non-ELA teachers to become experts in disciplinary literacy within their subject areas.	All teachers need to develop and support high expectations for all students.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
LHS has implemented a school-wide focus on classroom learning walks, all teachers as literacy teachers, and KTL strategies across core classrooms. We've also began educating teachers on PVAAS and using data to make decisions on instructional leadership initiatives.	Continued improvement of strong instructional effectiveness.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	To cultivate a culture of excellence in teaching and learning by bringing all staff together around a shared commitment to improving the instructional environment and accelerating student learning. Through this collective effort, we will increase the number of students meeting or exceeding grade-level expectations, as measured by benchmark and Keystone assessments
	To cultivate a culture of excellence in teaching and learning by bringing all staff together around a shared commitment to improving the instructional environment and accelerating student learning. Through this collective effort, we will increase the number of students meeting or exceeding grade-level expectations, as measured by benchmark and Keystone assessments

Goal Setting

Priority: To cultivate a culture of excellence in teaching and learning by bringing all staff together around a shared commitment to improving the instructional environment and accelerating student learning. Through this collective effort, we will increase the number of students meeting or exceeding grade-level expectations, as measured by benchmark and Keystone assessments

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Students receiving support for disabilities will grow 160 pts or more on the IXL diagnostic over the course of the school year.			
Measurable Goal Nickname (35 Character Max)			
Math Goal for students with learning needs - Growth			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Students will take benchmark diagnostic and review the data with their math teacher/case manager; will grow 40 pts from BOY	The student will grow 80 pts from BOY	The students will grow 120 pts from BOY	The students will grow 160 pts from BOY

Priority: To cultivate a culture of excellence in teaching and learning by bringing all staff together around a shared commitment to improving the instructional environment and accelerating student learning. Through this collective effort, we will increase the number of students meeting or exceeding grade-level expectations, as measured by benchmark and Keystone assessments

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Students receiving support for disabilities will achieve a 70% average score measured by ELA/LIT local common assessments.			
Measurable Goal Nickname (35 Character Max)			
ELA Goal for students with learning needs			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Complete the Writing Diagnostic with a score of 70% or higher	Complete the Unit 1 Fiction CR with a score of 70% or higher	Complete the Unit 2 Nonfiction CR with a score of 70% or higher	Complete the Exam Fiction CR with a score of 70% or higher

Action Plan

Measurable Goals

Math Goal for students with learning needs - Growth	ELA Goal for students with learning needs
---	---

Action Plan For: ELA Goal

Measurable Goals:	
- Students receiving support for disabilities will grow 160 pts or more on the IXL diagnostic over the course of the school year. - Students receiving support for disabilities will achieve a 70% average score measured by ELA/LIT local common assessments.	

Action Step		Anticipated Start Date	Anticipated Completion Date
The student will receive weekly small-group tutoring during CORE classes for the first semester based on the data from their BOY benchmarking.		2026-08-24	2027-01-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Special Education Case Manager, Special Ed Department Chair, Assistant Principal	IXL, Desmos, Local Assessments for ELA including Studysync	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
The student will receive weekly small-group tutoring during CORE classes for the second semester based on the data from their MOY benchmarking.		2027-01-20	2027-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Special Education Case Manager, Special Ed Department Chair, Assistant Principal	IXL, Desmos, Local Assessments for ELA including Studysync	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Students will complete a bi-weekly self-assessment and conference with their case manager to review and identify strengths and areas of growth, and will develop a plan to address the areas of needed growth during the first semester.		2026-08-24	2027-01-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Special Education case manager/ teacher	Common Assessment results/ feedback / goal sheet	No	
---	--	----	--

Action Step		Anticipated Start Date	Anticipated Completion Date
Students will complete a bi-weekly self-assessment and conference with their case manager to review and identify strengths and areas of growth, and will develop a plan to address the areas of needed growth during the second semester.		2027-01-19	2027-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Special Education case manager/ teacher	Common Assessment results/ feedback / goal sheet	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Consistent frequency of small group pull-out tutoring sessions that include biweekly student self-reflection and teacher-student conferencing with goal setting will increase skills where there are currently deficits and improve proficiency on local and state assessments.	The case manager will collect ongoing data and complete a quarterly progress monitoring report via Synergy SE that will be discussed with the administration, special education department chair/supervisor during data meetings, students and families during conferences.

Action Plan For: Benchmarking IXL Diagnostic

Measurable Goals:
Students receiving support for disabilities will grow 160 pts or more on the IXL diagnostic over the course of the school year.

Action Step		Anticipated Start Date	Anticipated Completion Date
Students with disabilities will complete the IXL diagnostic for BOY. After every benchmark, data is analyzed students are grouped based on their current needs. Small group pull-out to increase skills where there are current deficits or areas of growth.		2026-08-24	2026-09-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math Teacher/Case manager	IXL diagnostic	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Students with disabilities will complete the IXL diagnostic for MOY. After every benchmark, data is analyzed students are grouped		2027-01-20	2027-02-05

based on their current needs. Small group pull-out to increase skills where there are current deficits or areas of growth.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math Teacher/Case Manager	IXL diagnostic	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Students with disabilities will complete the IXL diagnostic for EOY. After every benchmark, data is analyzed students are grouped based on their current needs. Small group pull-out to increase skills where there are current deficits or areas of growth.		2027-05-24	2027-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math Teacher/Case Manager	IXL diagnostic	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Using benchmark data to assess students' current needs and areas of improvement at various points in the year will ensure adequate placement and supports are in place to provide opportunities for students to achieve growth in their math state and local assessments.	The case manager will collect ongoing data and complete a quarterly progress monitoring report via Synergy SE that will be discussed with the administration, special education department chair/supervisor during data meetings, students and families during conferences.

Action Plan For: Students receiving support for disabilities will complete 2.0 IXL recommended skills per week over the course of the school year.

Measurable Goals:
Students receiving support for disabilities will grow 160 pts or more on the IXL diagnostic over the course of the school year.

Action Step		Anticipated Start Date	Anticipated Completion Date
Students receiving support for disabilities will complete 2.0 IXL-recommended skills per week over the course of the school year.		2026-08-24	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math Teacher / Case Manager	iXL	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students who complete 2.0 IXL-recommended skills per week will	The case manager will collect ongoing data and complete a quarterly progress monitoring report via Synergy SE that will

see a positive impact on their math growth and scores during benchmarking.	be discussed with the administration and special education department chair/supervisor during data meetings and with students and families during conferences.
--	--

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
ELA Goal	The student will receive weekly small-group tutoring during CORE classes for the first semester based on the data from their BOY benchmarking.
ELA Goal	The student will receive weekly small-group tutoring during CORE classes for the second semester based on the data from their MOY benchmarking.

IXL/StudySync/ELA Common Assessment Training

Action Step		
- The student will receive weekly small-group tutoring during CORE classes for the first semester based on the data from their BOY benchmarking. - The student will receive weekly small-group tutoring during CORE classes for the second semester based on the data from their MOY benchmarking.		
Audience		
Special Ed Teachers		
Topics to be Included		
IXL/STudySynch/ELA Common Assessment Training		
Evidence of Learning		
Formative Assessment/Teacher feedback		
Lead Person/Position	Anticipated Start	Anticipated Completion
Supervisor of Special Education	2026-08-17	2026-08-21

Learning Format

Type of Activities	Frequency
Workshop(s)	At teacher in-service in August; throughout the year as requested
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Brandon Horlick	2026-07-31
School Improvement Facilitator Signature	Date
Heather Heimer	2026-08-03

Freedom HS

ATSI non-Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Freedom HS		120481002
Address 1		
3149 Chester Ave		
Address 2		
City	State	Zip Code
Bethlehem	PA	18020
Chief School Administrator		Chief School Administrator Email
Dr Renato M Lajara		rlajara@basdschools.org
Principal Name		
Laurie Sage		
Principal Email		
lsage@basdschools.org		
Principal Phone Number		Principal Extension
6108675843		53901
School Improvement Facilitator Name		School Improvement Facilitator Email
Heather Heimer		hheimer@ciu20.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Renato Lajara	Chief School Administrator	BASD	rlajara@basdschools.org
Dr. Maureen Leeson	District Level Leaders	BASD	mleeson@basdschools.org
Dr. Leigh Rusnak	District Level Leaders	Special Education - BASD	lrusnak@basdschools.org
Nora Lorady	Teacher	Freedom HS	nlorady@basdschools.org
Brody Stellato	Student	Freedom HS - Senior Class President	stellatobj@basdschools.org
Nicole Bouhana	District Level Leaders	BASD - Grants	nbouhana@basdschools.org
Greg Vennemann	Community Member	BASD Proud Parents	gvennemann@yahoo.com
Karen Lynn	Teacher	Freedom - ESL	klynn@basdschools.org
Alicia Kline	Parent	Parent	aliciankline@gmail.com
Nicole Hart	Teacher	Freedom - Special Education	nhart@basdschools.org
Laurie Sage	Principal	Freedom - Principal	lsage@basdschools.org

Vision for Learning

Vision for Learning

The vision for Freedom High School is to provide all students with a high quality education and ensure that all students have access to a curriculum that best suits their needs by removing barriers that prevent student success, with the ultimate goal of using the power of education to eliminate barriers that create issues of inequity for our students. Freedom High School is a place where students feel content, safe, and inspired, for within the classrooms, students experience compassionate teachers, engaging instruction, and an assessment culture that focuses on relevancy and true mastery of content. These forces combine to motivate students to both discover and pursue their passions. Above all, Freedom High School students graduate with a sense of purpose and the tools needed to pursue bright, fulfilling futures.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Percent Proficient or Advanced - 50.8%

True Strengths	False Challenges	False N/A
----------------	------------------	-----------

Strengths

ESSA Student Subgroups	Indicator
African-American/Black	Proficiency trending upward at 41.9%
Hispanic	Hispanic, English Learner, Student with Disabilities, and Combined Ethnicity subgroups increased from the previous year in ELA proficiency - 36.5% to 37.4%; 15.6% to 16.2%; 5.6% to 11.4%; and 37% to 38.4%
English Learners	Hispanic, English Learner, Student with Disabilities, and Combined Ethnicity subgroups increased from the previous year in ELA proficiency - 36.5% to 37.4%; 15.6% to 16.2%; 5.6% to 11.4%; and 37% to 38.4%
Students with Disabilities	Hispanic, English Learner, Student with Disabilities, and Combined Ethnicity subgroups increased from the previous year in ELA proficiency - 36.5% to 37.4%; 15.6% to 16.2%; 5.6% to 11.4%; and 37% to 38.4%
Combined Ethnicity	Hispanic, English Learner, Student with Disabilities, and Combined Ethnicity subgroups increased from the previous year in ELA proficiency - 36.5% to 37.4%; 15.6% to 16.2%; 5.6% to 11.4%; and 37% to 38.4%

Challenges

ESSA Student Subgroups	Indicator
White	63.4% proficiency and trending downward.
Economically Disadvantaged	Economically disadvantaged subgroup decreased in ELA proficiency from the previous year - 36.6% to 30.4%

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Percent Proficient or Advanced - 33.2%

False Strengths	True Challenges	False N/A
-----------------	-----------------	-----------

Strengths

ESSA Student Subgroups	Indicator
African-American/Black	Proficiency trending upward at 25.6%
Combined Ethnicity	Proficiency trending upward at 22%

Hispanic	Hispanic, Economically Disadvantaged, and English Learner subgroups increased from the previous year in Math proficiency (15% to 20.5%; 20.4% to 22.6%; 3.3% to 10.5%, respectively).
Economically Disadvantaged	Hispanic, Economically Disadvantaged, and English Learner subgroups increased from the previous year in Math proficiency (15% to 20.5%; 20.4% to 22.6%; 3.3% to 10.5%, respectively).
English Learners	Hispanic, Economically Disadvantaged, and English Learner subgroups increased from the previous year in Math proficiency (15% to 20.5%; 20.4% to 22.6%; 3.3% to 10.5%, respectively).

Challenges

ESSA Student Subgroups	Indicator
White	45.7% proficiency and trending downward.
Students with Disabilities	Student with Disabilities subgroup decreased from the previous year in Math proficiency (3.3% to 2.6%).

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

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Academic growth score = 88.0%; statewide average growth = 75%

True Strengths	False Challenges	False N/A
-----------------------	-------------------------	------------------

Strengths

ESSA Student Subgroups	Indicator
White	100% demonstrating growth
Hispanic	65% growth but trending upward
African-American/Black	Black, Economically Disadvantaged, Student with Disabilities, and Combined Ethnicity subgroups increased from the previous year in ELA growth (55% to 72%; 50% to 78%; 50% to 71%; 50% to 67%).
Economically Disadvantaged	Black, Economically Disadvantaged, Student with Disabilities, and Combined Ethnicity subgroups increased from the previous year in ELA growth (55% to 72%; 50% to 78%; 50% to 71%; 50% to 67%).
Students with Disabilities	Black, Economically Disadvantaged, Student with Disabilities, and Combined Ethnicity subgroups increased from the previous year in ELA growth (55% to 72%; 50% to 78%; 50% to 71%; 50% to 67%).
Combined Ethnicity	Black, Economically Disadvantaged, Student with Disabilities, and Combined Ethnicity subgroups increased from the previous year in ELA growth (55% to 72%; 50% to 78%; 50% to 71%; 50% to 67%).

Challenges

ESSA Student Subgroups	Indicator
English Learners	70% and trending downward

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

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Academic growth score = 56%; statewide average growth = 75.3%

False Strengths	True Challenges	False N/A
------------------------	------------------------	------------------

Strengths

ESSA Student Subgroups	Indicator
English Learners	74% demonstrating growth and trending upward
Students with Disabilities	70% demonstrating growth and trending upward
African-American/Black	Black, Hispanic, White, and Combined Ethnicity subgroups increased from the previous year in Math growth (53% to 69%; 50% to 57%; 60% to 64%; 50% to 57%, respectively).
Hispanic	Black, Hispanic, White, and Combined Ethnicity subgroups increased from the previous year in Math growth (53% to 69%; 50% to 57%; 60% to 64%; 50% to 57%, respectively).
White	Black, Hispanic, White, and Combined Ethnicity subgroups increased from the previous year in Math growth (53% to 69%; 50% to 57%; 60% to 64%; 50% to 57%, respectively).
Combined Ethnicity	Black, Hispanic, White, and Combined Ethnicity subgroups increased from the previous year in Math growth (53% to 69%; 50% to 57%; 60% to 64%; 50% to 57%, respectively).

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	54% demonstrating growth (but trending upward)

English Language Growth and Attainment

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

23% demonstrating language growth and attainment

False Strengths	True Challenges	False N/A
------------------------	------------------------	------------------

Strengths

ESSA Student Subgroups	Indicator
English Learners	23% met the language growth and attainment with the number rising
Hispanic	Hispanic, Economically Disadvantaged, and Combined Ethnicity subgroups increased from the previous year in EL Growth and Attainment (6.7% to 22.2%; 7.4% to 22.1%; 6.5% to 21.2%).
Economically Disadvantaged	Hispanic, Economically Disadvantaged, and Combined Ethnicity subgroups increased from the previous year in EL Growth and Attainment (6.7% to 22.2%; 7.4% to 22.1%; 6.5% to 21.2%).
Combined Ethnicity	Hispanic, Economically Disadvantaged, and Combined Ethnicity subgroups increased from the previous year in EL Growth and Attainment (6.7% to 22.2%; 7.4% to 22.1%; 6.5% to 21.2%).

Challenges

ESSA Student Subgroups	Indicator
English Learners	23% growth - state average is 32.4%

Regular Attendance

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

78.2% regular attendance

False Strengths	True Challenges	False N/A
-----------------	-----------------	-----------

Strengths

ESSA Student Subgroups	Indicator
White	88.6% attendance rate and growing
Asian (not Hispanic)	Asian and Economically Disadvantaged subgroups increased in attendance from the previous year (88.9% to 93.2%; 68.2% to 69.2%).
Economically Disadvantaged	Asian and Economically Disadvantaged subgroups increased in attendance from the previous year (88.9% to 93.2%; 68.2% to 69.2%).

Challenges

ESSA Student Subgroups	Indicator
English Learners	61.2% attendance rate and decreasing
African-American/Black	Black, Hispanic, 2 or more races, Student with Disabilities, and Combined Ethnicity subgroups decreased from the previous year in attendance (79.1% to 78.4%; 67.2% to 65%; 81.8% to 81.5%; 72.5% to 71.7%; 70.2% to 68.3%, respectively).
Hispanic	Black, Hispanic, 2 or more races, Student with Disabilities, and Combined Ethnicity subgroups decreased from the previous year in attendance (79.1% to 78.4%; 67.2% to 65%; 81.8% to 81.5%; 72.5% to 71.7%; 70.2% to 68.3%, respectively).
Multi-Racial (not Hispanic)	Black, Hispanic, 2 or more races, Student with Disabilities, and Combined Ethnicity subgroups decreased from the previous year in attendance (79.1% to 78.4%; 67.2% to 65%; 81.8% to 81.5%; 72.5% to 71.7%; 70.2% to 68.3%, respectively).
Students with Disabilities	Black, Hispanic, 2 or more races, Student with Disabilities, and Combined Ethnicity subgroups decreased from the previous year in attendance (79.1% to 78.4%; 67.2% to 65%; 81.8% to 81.5%; 72.5% to 71.7%; 70.2% to 68.3%, respectively).
Combined Ethnicity	Black, Hispanic, 2 or more races, Student with Disabilities, and Combined Ethnicity subgroups decreased from the previous year in attendance (79.1% to 78.4%; 67.2% to 65%; 81.8% to 81.5%; 72.5% to 71.7%; 70.2% to 68.3%, respectively).

Career Standards Benchmark

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

35.5% met the Career Standards Benchmark - significantly below state average.

False Strengths	True Challenges	False N/A
------------------------	------------------------	------------------

Strengths

ESSA Student Subgroups	Indicator
White	White students had the highest completion of Career Standards Benchmarking at 46.6%

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	17% completion rate
Hispanic	Hispanic, White, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity subgroups decreased in the career standards benchmark (74.2% to 25.7%; 90.5% to 46.6%; 79.5% to 24.7%; 60% to 22.9%; 100% to 26.7%; 75.9% to 24.8%).
White	Hispanic, White, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity subgroups decreased in the career standards benchmark (74.2% to 25.7%; 90.5% to 46.6%; 79.5% to 24.7%; 60% to 22.9%; 100% to 26.7%; 75.9% to 24.8%).
Economically Disadvantaged	Hispanic, White, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity subgroups decreased in the career standards benchmark (74.2% to 25.7%; 90.5% to 46.6%; 79.5% to 24.7%; 60% to 22.9%; 100% to 26.7%; 75.9% to 24.8%).
English Learners	Hispanic, White, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity subgroups decreased in the career standards benchmark (74.2% to 25.7%; 90.5% to 46.6%; 79.5% to 24.7%; 60% to 22.9%; 100% to 26.7%; 75.9% to 24.8%).
Students with Disabilities	Hispanic, White, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity subgroups decreased in the career standards benchmark (74.2% to 25.7%; 90.5% to 46.6%; 79.5% to 24.7%; 60% to 22.9%; 100% to 26.7%; 75.9% to 24.8%).
Combined Ethnicity	Hispanic, White, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity subgroups decreased in the career standards benchmark (74.2% to 25.7%; 90.5% to 46.6%; 79.5% to 24.7%; 60% to 22.9%; 100% to 26.7%; 75.9% to 24.8%).

High School Graduation Rate Four-Year Cohort

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

87.2% Graduation Rate for 4-year Cohort

True Strengths	False Challenges	False N/A
-----------------------	-------------------------	------------------

Strengths

ESSA Student Subgroups	Indicator
White	93.9% graduation rate and trending upward
Asian (not Hispanic)	Asian subgroup increased its graduation rate from the previous year (87.5% to 92.6%).

Challenges

ESSA Student Subgroups	Indicator
English Learners	63% and trending downward
African-American/Black	Black, Hispanic, 2 or more races, Economically Disadvantaged, Student with Disabilities, and Combined Ethnicity subgroups decreased in their graduate rate from the previous year (90% to 88.6%; 81% to 76.7%; 81.3% to 80.6%; 81.6% to 67.7%; 82.7% to 80.1%).
Hispanic	Black, Hispanic, 2 or more races, Economically Disadvantaged, Student with Disabilities, and Combined Ethnicity subgroups decreased in their graduate rate from the previous year (90% to 88.6%; 81% to 76.7%; 81.3% to 80.6%; 81.6% to 67.7%; 82.7% to 80.1%).
Multi-Racial (not Hispanic)	Black, Hispanic, 2 or more races, Economically Disadvantaged, Student with Disabilities, and Combined Ethnicity subgroups decreased in their graduate rate from the previous year (90% to 88.6%; 81% to 76.7%; 81.3% to 80.6%; 81.6% to 67.7%; 82.7% to 80.1%).
Economically Disadvantaged	Black, Hispanic, 2 or more races, Economically Disadvantaged, Student with Disabilities, and Combined Ethnicity subgroups decreased in their graduate rate from the previous year (90% to 88.6%; 81% to 76.7%; 81.3% to 80.6%; 81.6% to 67.7%; 82.7% to 80.1%).
Students with Disabilities	Black, Hispanic, 2 or more races, Economically Disadvantaged, Student with Disabilities, and Combined Ethnicity subgroups decreased in their graduate rate from the previous year (90% to 88.6%; 81% to 76.7%; 81.3% to 80.6%; 81.6% to 67.7%; 82.7% to 80.1%).
Combined Ethnicity	Black, Hispanic, 2 or more races, Economically Disadvantaged, Student with Disabilities, and Combined Ethnicity subgroups decreased in their graduate rate from the previous year (90% to 88.6%; 81% to 76.7%; 81.3% to 80.6%; 81.6% to 67.7%; 82.7% to 80.1%).

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

Percent Proficient or Advanced is 50.8% in English Language Arts and Literature
Academic growth score = 88.0%; statewide average growth = 75% in English Language Arts and Literature
87.2% Graduation Rate for 4-year Cohort - Attendance
Hispanic, English Learner, Student with Disabilities, and Combined Ethnicity subgroups increased from the previous year in ELA proficiency - 36.5% to 37.4%; 15.6% to 16.2%; 5.6% to 11.4%; and 37% to 38.4%

Hispanic, English Learner, Student with Disabilities, and Combined Ethnicity subgroups increased from the previous year in ELA proficiency - 36.5% to 37.4%; 15.6% to 16.2%; 5.6% to 11.4%; and 37% to 38.4%
--

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Math achievement - Percent Proficient or Advanced is 33.2% in Math/Algebra/. No subgroup is meeting the interim goal/improvement target.
--

ELA achievement - Some groups trending downward in progress towards meeting interim goal/improvement target.
--

78.2% regular attendance - Attendance - Many subgroups still did not meet interim goal/improvement target.
--

35.5% met the Career Standards Benchmark - significantly below state average.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Study Sync Common Assessments	Semester 2 - Diagnostic writing (beginning of course): Grade 9 average - 53.2 Grade 10 average - 66.9 Semester 2 - Final exam writings (end of course) Grade 9 - Fiction average --- /Non-fiction average --- 85.8 Grade 10 - Fiction average --- /Non-fiction average --- 93.2

English Language Arts Summary

Strengths

Curriculum aligned to PA standards; using a common benchmarking system allowed for the development of a 3 Tier Literacy support system.
Literacy coaches are coaching teachers and re-aligning curriculum to be more student-friendly
Use of Study Sync curriculum and common assessments in all grade levels
Identified staff is on Years 1-3 of job-embedded coaching for literacy. All core teachers received in-person coaching sessions focused on KTL and Intervention applications in the classroom setting.

Challenges

Significant loss of experienced teachers in past 3 years
Data-tracking system for Study Sync does not exist

Mathematics

Data	Comments/Notable Observations
IXL Growth	End of Semester 2 (June 2026) - 18% of students at/above grade level

Mathematics Summary

Strengths

Institution of Desmos at Algebra 1 and Geometry levels
Staff is year 3 of job-embedded coaching math.
PD conducted by district math coaches that focused on student engagement and teacher motivation

Challenges

Moderate level of poverty and transiency
Extreme entrance deficits (scores when students enter high school)
Teacher mindsets

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
EOC Biology failure data	16% of students in Academic or Honors Biology failed the course. This is a 1% decrease in failures from the 22-23 school year EOC data.

Science, Technology, and Engineering Education Summary

Strengths

Curriculum aligned to PA standards

Common assessments utilized

Challenges

Moderate level of poverty and transiency
Entrance deficits for students in reading and math

Related Academics

Career Readiness

Data	Comments/Notable Observations
Naviance graduation data	4-year colleges/universities- 50% 2-year colleges/trade schools- 28% Military- 1% Workforce- 9% Homemaker/Unknown- 12%

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Summary

Strengths

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

Career readiness indicator assignments are prepared and implemented in courses from grades 9-11. They are aligned to the career readiness standards
Guidance counselors work with students regularly to discuss career and postsecondary options.

Challenges

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

Transiency of EL students with limited language proficiency held to the same standards for graduation and career readiness as regular education students
Special education students exercise the option to attend school beyond the traditional 4 year window impedes the FHS graduation rate.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
WIDA Data	22% of EL's had composite growth of .6 or higher
WIDA Data	37% of EL's had composite growth between .1-.5
WIDA Data	42% of EL's had composite regression

Students with Disabilities

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

Data	Comments/Notable Observations
Special Education - math tutoring	74 students receiving Special Education Math Intervention tutoring 83 additional students receive bi-weekly progress monitoring for a total of 157 students who are being tutored/monitored. 2 students grew 3 grade levels (300+ points of growth) 5 students grew 2 grade levels (200+ points of growth) 8 students grew 1.5 grade levels (150-200 points of growth in IXL) 27 students grew 1 grade level (100-140) points of growth in IXL) Average growth of 106 points of growth during Semester 2
Special Education - reading tutoring	82 students receiving Special Education Literacy Intervention tutoring 65 additional students receive bi-weekly progress monitoring for a total of 147 students who are being tutored/monitored. 15 students were exited from tutoring and are now "On Level" Oral Reading Fluency 11 students grew at least one grade level 25 average words per minute increase in current grade level Comprehension 30 students grew at least one grade level 35 points average growth in the current grade level

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

Special education math tutoring intervention
Special education reading tutoring intervention
Study Sync common diagnostics and assessments

Challenges

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

Lack of data-tracking measures within Study Sync
Teacher turnover/Loss of experienced teachers

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

Summary

Strengths

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

>

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Challenges

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

>

Implement evidence-based strategies to engage families to support learning
--

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
Percent Proficient or Advanced is 50.8% in English Language Arts and Literature	False
Academic growth score = 88.0%; statewide average growth = 75% in English Language Arts and Literature	False
87.2% Graduation Rate for 4-year Cohort - Attendance	True
Curriculum aligned to PA standards; using a common benchmarking system allowed for the development of a 3 Tier Literacy support system.	False
Hispanic, English Learner, Student with Disabilities, and Combined Ethnicity subgroups increased from the previous year in ELA proficiency - 36.5% to 37.4%; 15.6% to 16.2%; 5.6% to 11.4%; and 37% to 38.4%	False
Hispanic, English Learner, Student with Disabilities, and Combined Ethnicity subgroups increased from the previous year in ELA proficiency - 36.5% to 37.4%; 15.6% to 16.2%; 5.6% to 11.4%; and 37% to 38.4%	False
Literacy coaches are coaching teachers and re-aligning curriculum to be more student-friendly	False
Use of Study Sync curriculum and common assessments in all grade levels	True
Identified staff is on Years 1-3 of job-embedded coaching for literacy. All core teachers received in-person coaching sessions focused on KTL and Intervention applications in the classroom setting.	False
Institution of Desmos at Algebra 1 and Geometry levels	False
Staff is year 3 of job-embedded coaching math.	True
PD conducted by district math coaches that focused on student engagement and teacher motivation	False
Curriculum aligned to PA standards	False
Common assessments utilized	False
Career readiness indicator assignments are prepared and implemented in courses from grades 9-11. They are aligned to the career readiness standards	False
Guidance counselors work with students regularly to discuss career and postsecondary options.	False
Special education math tutoring intervention	True
Special education reading tutoring intervention	True
Study Sync common diagnostics and assessments	True
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	False

Challenges

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

Strength	Check for Consideration in Plan
Math achievement - Percent Proficient or Advanced is 33.2% in Math/Algebra/. No subgroup is meeting the interim goal/improvement target.	True
78.2% regular attendance - Attendance - Many subgroups still did not meet interim goal/improvement target.	True
35.5% met the Career Standards Benchmark - significantly below state average.	True
Significant loss of experienced teachers in past 3 years	False
ELA achievement - Some groups trending downward in progress towards meeting interim goal/improvement target.	False
Percent Proficient or Advanced - 33.2%	False
Data-tracking system for Study Sync does not exist	True
Moderate level of poverty and transiency	False
Extreme entrance deficits (scores when students enter high school)	False
Teacher mindsets	False
Moderate level of poverty and transiency	False
Entrance deficits for students in reading and math	False
Transiency of EL students with limited language proficiency held to the same standards for graduation and career readiness as regular education students	False
Special education students exercise the option to attend school beyond the traditional 4 year window impedes the FHS graduation rate.	False
Lack of data-tracking measures within Study Sync	False
Teacher turnover/Loss of experienced teachers	False
Implement evidence-based strategies to engage families to support learning	False

Most Notable Observations/Patterns

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

Percent Proficient or Advanced is 33.2% in Math/Algebra needs to be addressed through careful work with instruction and carefully aligning teachers to Algebra 1 and Geometry classes. We also noted that the Career Standards Benchmark seems extremely off from the state average. We need to investigate why.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Math achievement - Percent Proficient or Advanced is 33.2% in Math/Algebra/. No subgroup is meeting the interim goal/improvement target.	District and building goal.	True
78.2% regular attendance - Attendance - Many subgroups still did not meet interim goal/improvement target.	District and building goal.	True
35.5% met the Career Standards Benchmark - significantly below state average.	District and building goal.	True
Data-tracking system for Study Sync does not exist		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
87.2% Graduation Rate for 4-year Cohort - Attendance	A positive trend!
Use of Study Sync curriculum and common assessments in all grade levels	Diagnostics and common assessments combined with consistent data analysis helps us to identify what skills our students are struggling with and allows teachers to target those during instruction and review.
Staff is year 3 of job-embedded coaching math.	Administrators find it beneficial for outside coaches to focus on instructional practices to support our findings from classroom observations.
Special education math tutoring intervention	This has continued to be our most successful intervention. We need to continue to hone this process to help students be identified and then eventually exited from tutoring.
Special education reading tutoring intervention	This has continued to be our most successful intervention. We need to continue to hone this process to help students be identified and then eventually exited from tutoring.
Study Sync common diagnostics and assessments	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We will establish consistent, high-quality instructional practices across all Keystone-tested courses by strengthening curriculum alignment, providing targeted professional development, and implementing regular collaborative planning structures to better support educators and improve student learning outcomes."
	Because chronic absenteeism is rooted in inconsistent implementation of tiered attendance supports, we will establish clear, schoolwide attendance practices and strengthen our intervention system to ensure timely support for students and families. This actionable shift will help us reduce chronic absenteeism by 3% during the 2026–27 school year.

	We will identify the root cause of the significantly low completion rate and establish measures to increase in the future.
--	--

Goal Setting

Priority: We will establish consistent, high-quality instructional practices across all Keystone-tested courses by strengthening curriculum alignment, providing targeted professional development, and implementing regular collaborative planning structures to better support educators and improve student learning outcomes.”

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By June 2027, the percentage of students scoring Proficient or Advanced on the Algebra I Keystone Exam will increase by 5 percentage points, as measured by official Keystone assessment results. Progress will be monitored through quarterly benchmark assessments, data team meetings, and targeted instructional interventions to ensure growth.			
Measurable Goal Nickname (35 Character Max)			
Algebra 1 Keystone Scores			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Continuous alignment and improvement of instruction in math classes	During January of 2027, at least 28-30% of students will score Proficient/Advanced on the Math Keystone. This will be a five percent increase from the winter Keystone scores in January 2026.	Continuous alignment and improvement of instruction in math classes	By the end of the school year, at least 30% of students will score Proficient/Advanced on the Math Keystone. This will be a five percent increase from the EOY scores in 25-26.

Priority: Because chronic absenteeism is rooted in inconsistent implementation of tiered attendance supports, we will establish clear, schoolwide attendance practices and strengthen our intervention system to ensure timely support for students and families. This actionable shift will help us reduce chronic absenteeism by 3% during the 2026–27 school year.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By June 2027, the school will reduce chronic absenteeism among all students by 3 percentage points, as measured by the state’s official attendance reporting system. Progress will be monitored monthly through attendance data reviews, and targeted interventions (such as family outreach, attendance plans, and tiered supports) will be implemented to ensure improvement.			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of Quarter 1, our ADA will be 96% or better.	By the end of Quarter 2, our ADA will be 94% or better.	By the end of Quarter 3, our ADA will be 93% or better.	By the end of the school year, our ADA will be 93% or better. This will be a 2.75% increase from the end of the 24-25 school year.

Priority: We will identify the root cause of the significantly low completion rate and establish measures to increase in the future.

Outcome Category			
Career Standards Benchmark			
Measurable Goal Statement (Smart Goal)			
By June of 2027, we will increase our Career Standards Benchmark completion from 35% to 70%. Progress will be monitored through data reviews and consistent counselor-student check-ins.			
Measurable Goal Nickname (35 Character Max)			
Career Standards Benchmarking			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Education and promotion of requirements to complete Career Standards Benchmarking.	Counselors take inventory of what benchmarking has been completed and what needs to be done in Semester 2.	Counselors/Administrators work with teachers and students to create a working list of what students need to complete what benchmarks.	Counselors will meet with students 1:1 to complete surveys. Percent completion will double from the 25-26 school year. Goal is 70%.

Action Plan

Measurable Goals

Algebra 1 Keystone Scores	Attendance
Career Standards Benchmarking	

Action Plan For: High quality, standards-based curriculum and assessment

Measurable Goals:
By June 2027, the percentage of students scoring Proficient or Advanced on the Algebra I Keystone Exam will increase by 5 percentage points, as measured by official Keystone assessment results. Progress will be monitored through quarterly benchmark assessments, data team meetings, and targeted instructional interventions to ensure growth.

Action Step		Anticipated Start Date	Anticipated Completion Date
Semester 1 - Students in Algebra 1A, 1, 2, and Geometry will take baseline diagnostic assessment.		2026-08-24	2026-09-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math teachers, M. Kvacky	IXL diagnostic, administrative direction	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Semester 1 - Students will spend at least 15-20 minutes weekly in the IXL diagnostic area working to pinpoint their areas of need.		2026-09-28	2027-01-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	IXL platform; teacher adherence and efficacy	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Semester 1 - Teachers adhere to scope and sequence provided by Desmos throughout their instruction.		2026-08-24	2027-01-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math teachers; math coaches as supports	Desmos	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
-------------	--	------------------------	-----------------------------

Semester 2 - Students in Algebra 1A, 1, 2, and Geometry will take baseline diagnostic assessment.		2027-01-25	2027-02-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math teachers, math coaches, M. Kvacky	IXL, Desmos curriculum	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Semester 2 - Students will spend at least 15-20 minutes weekly in the IXL diagnostic area working to pinpoint their areas of need.		2027-02-15	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math teachers	IXL platform; teacher adherence and efficacy	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Semester 2 - Teachers adhere to scope and sequence provided by Desmos throughout their instruction.		2027-01-25	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math teachers; math coaches as supports	Desmos	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Percent of students scoring proficient or advanced on the Algebra 1 Keystone will increase by 5%.	Laurie Sage, Marissa Kvacky, Rick Amato, Math Department - We will sit down to analyze the diagnostic benchmarking done at the beginning of each semester. We will then convene 2x during each semester to review math scores and IXL data. We will finally convene at the end of Semester 1 and then Semester 2 to determine how many students grew 100 points or more.

Action Plan For: Progress monitoring

Measurable Goals:
By June 2027, the school will reduce chronic absenteeism among all students by 3 percentage points, as measured by the state's official attendance reporting system. Progress will be monitored monthly through attendance data reviews, and targeted interventions (such as family outreach, attendance plans, and tiered supports) will be implemented to ensure improvement.

Action Step	Anticipated Start Date	Anticipated Completion Date
--------------------	-------------------------------	------------------------------------

Review attendance data from the prior school year; survey teachers on what strategies worked to improve attendance		2026-07-06	2026-08-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
L. Sage, M. DiBilio	ADA data from 25-26 school year, teacher feedback	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Creation and adherence to strict classroom management plan that include rules/regulations for attendances, late, and cell phone expectations (with district Framework for Citizenship as the guiding document)		2026-08-24	2026-08-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration as supervisors/Teachers as creators	Framework for Citizenship	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement/adhere to the strict classroom management plan that includes adherence to district and school policy on lates, absences, habitual truancy, and cell phone policy		2026-09-01	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	Framework for Citizenship; administrators as support	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A 3% increase in ADA for the 26-27 school year.	Administration - monthly reports pulled from Synergy, followed by targeted work with teachers who are not holding students accountable for their attendance (are phone calls home being made, are referrals being submitted)?

Action Plan For: Progress Monitoring

Measurable Goals:
By June of 2027, we will increase our Career Standards Benchmark completion from 35% to 70%. Progress will be monitored through data reviews and consistent counselor-student check-ins.

Action Step	Anticipated Start Date	Anticipated Completion Date
--------------------	-------------------------------	------------------------------------

Review Career Standards Benchmarking data from 24-25 and 25-26 SY's. Identify where the gaps in our procedures are that leads us to be so far below state average.		2026-08-24	2026-09-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Laurie Sage, Marissa Kvacky, Chris Lynde	Naviance data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Create a timeline of steps to ensure that every student in Junior Seminar works with his/her teacher and counselor to complete the required surveys/materials needed to complete Career Standards Benchmarking.		2026-08-24	2026-08-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Laurie Sage, Marissa Kvacky, Chris Lynde, Junior Seminar teachers	Naviance surveys uploaded for students to access	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Review completion data after MP 1		2026-09-01	2026-10-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Laurie Sage, Marissa Kvacky, Chris Lynde	Naviance data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Review completion data after MP 2		2026-11-02	2027-01-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Laurie Sage, Marissa Kvacky, Chris Lynde	Naviance data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Review completion data after MP 3		2027-01-25	2027-03-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Laurie Sage, Marissa Kvacky, Chris Lynde	Naviance data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Analyze all survey data that has been completed and identify gaps where more students can access the Career Benchmark Surveys		2027-05-17	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Laurie Sage, Marissa Kvacky, Chris Lynde, seminar teachers	Naviance data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Review completion data after MP 4		2027-04-01	2027-05-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Laurie Sage, Marissa Kvacky, Chris Lynde	Naviance data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
If, at any juncture, the data does not reflect forward progress and an increase in completion, administrators will meet with seminar teachers on an individual basis to identify students who need to complete surveys. Students will be expected to complete the Naviance surveys prior to regular seminar work.		2026-08-24	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Laurie Sage, Marissa Kvacky, seminar teachers	Naviance data	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A 30-40% increase in Career Standards Benchmark completion.	Laurie Sage, Marissa Kvacky, Chris Lynde - data pulled at the end of marking period to see what students need to complete surveys. Analysis of Naviance data at the end of each MP.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
High quality, standards-based curriculum and assessment	Semester 1 - Teachers adhere to scope and sequence provided by Desmos throughout their instruction.

Desmos alignment

Action Step		
Semester 1 - Teachers adhere to scope and sequence provided by Desmos throughout their instruction.		
Audience		
Math teachers		
Topics to be Included		
Introduction to and review of Desmos platform as related to the Algebra 1 and 2 curriculums. This needs to be expanded from last year where only a few core teachers were trained. During the 26-27 SY, there are many more math teachers teaching Algebra 1, 2, and Geometry courses.		
Evidence of Learning		
Upon completing administrative walkthroughs, any Algebra 1 or 2 classroom should be utilizing the Desmos platform. If a teacher is not using Desmos, it is the responsibility of the administrator to schedule a follow-up meeting with that teacher to ask why. Math teachers will be given a regular cadence of Desmos PD and review so that teachers can work together to plan.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Math Dept Chair + Marissa Kvacky (AP for Curriculum and Instruction)	2026-08-24	2027-05-21

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	3x per quarter + continuous walkthroughs by administration
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Laurie Sage	2026-06-12
School Improvement Facilitator Signature	Date

Bethlehem Area School District

1516 Sycamore Street, Bethlehem, PA 18017



Board Affirmation Statement

As required by the Pennsylvania Department of Education and State Board Regulations, the Board of Education for the Bethlehem Area School District reviewed and approved the plan(s) at the following Board Meeting, held on **(date)** _____. The plan(s) was (were) approved by a vote of _____ **(yes)** and _____ **(no)**.

Plan(s) Approved at School Board Meeting:

Place a check in the box next to the board approved plan(s).

☐

Comprehensive Plan

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

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

☒

School Plans

List school names and plan types on the next page.

Affirmed on this _____ day of _____, 20____

By: _____ **(Signature of Board President)**

Michael Faccinetto **(Print Name)**

Bethlehem Area School District **Board of Education**

School Name Plan Type

Broughal Middle School CSI - Title I

Liberty High School ATSI

Freedom High School ATSI

Northeast Middle School TSI – Title I

Plan Types:

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

Broughal MS

CSI School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Broughal MS		120481002
Address 1		
114 West Morton Street		
Address 2		
City	State	Zip Code
Bethlehem	PA	18015
Chief School Administrator		Chief School Administrator Email
Dr Renato M Lajara		rlajara@basdschools.org
Principal Name		
Dr. Brittany Reese		
Principal Email		
breese@basdschools.org		
Principal Phone Number		Principal Extension
610-855-5041		40900
School Improvement Facilitator Name		School Improvement Facilitator Email
Heather Heimer		hheimer@ciu20.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Renato Lajara	Chief School Administrator	BASD Superintendent	rlajara@basdschools.org
Mr. Chris D'Emilio	District Level Leaders	BASD	cdemilio@basdschools.org
Ms. Nicole Bouhana	District Level Leaders	BASD	nbouhana@basdschools.org
Dr. Leigh Rusnak	District Level Leaders	BASD	lrusnak@basdschools.org
Mr. Mark James	District Level Leaders	BASD	mjames@basdschools.org
Dr. Kim Harper	District Level Leaders	BASD	kharper@basdschools.org
Ms. Amy Putlock	Teacher	BASD	aputlock@basdschools.org
Mrs. Gina Kutz	Teacher	BASD	gkutz@basdschools.org
Ms. Jody Trostle	Teacher	BASD	jtrostle@basdschools.org
Ms. Ashley Sciora	Community Member	Lehigh University	ans311@lehigh.edu
Ms. Carolina Hernandez	Community Member	Lehigh University	cah6@lehigh.edu
Dr. Heather Heimer	Other	Colonial IU 20	hheimer@ciu20.org
Dr. Maureen Leeson	Chief School Administrator	BASD Asst. Superintendent	mleeson@basdschools.org
Mr. Eric Fontanez	District Level Leaders	BASD	efontanez@basdschools.org
Ms. Cienna Hobbs	Parent	FTO	c.hobbs422@gmail.com
Dr. Brittany Reese	Principal	BASD	breese@basdschools.org

Vision for Learning

Vision for Learning

Broughal Vision and Mission: Broughal Middle School is a vibrant community school where every student is nurtured and empowered to grow and develop well-rounded compassionate minds. Together we foster opportunities for all students to become reflective, resilient, and creative leaders who will shape a bright future for themselves and positively impact the world around them.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All student group Challenge: Decreased from 20.7% to 17.6%

False Strengths	True Challenges	True N/A
-----------------	-----------------	----------

Strengths

ESSA Student Subgroups	Indicator
White	White subgroup increased from 28.6% to 31%

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Black, Hispanic, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity subgroups all decreased from the 23-24 school year. (15% to 10.9%; 20% to 16.3%; 19.8% to 15.4%; 15.9% to 15%; 5.1% to 3.4%; 19.2% to 15.5% respectively).
Combined Ethnicity	Black, Hispanic, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity subgroups all decreased from the 23-24 school year. (15% to 10.9%; 20% to 16.3%; 19.8% to 15.4%; 15.9% to 15%; 5.1% to 3.4%; 19.2% to 15.5% respectively).
Hispanic	Black, Hispanic, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity subgroups all decreased from the 23-24 school year. (15% to 10.9%; 20% to 16.3%; 19.8% to 15.4%; 15.9% to 15%; 5.1% to 3.4%; 19.2% to 15.5% respectively).
Economically Disadvantaged	Black, Hispanic, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity subgroups all decreased from the 23-24 school year. (15% to 10.9%; 20% to 16.3%; 19.8% to 15.4%; 15.9% to 15%; 5.1% to 3.4%; 19.2% to 15.5% respectively).
English Learners	Black, Hispanic, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity subgroups all decreased from the 23-24 school year. (15% to 10.9%; 20% to 16.3%; 19.8% to 15.4%; 15.9% to 15%; 5.1% to 3.4%; 19.2% to 15.5% respectively).
Students with Disabilities	Black, Hispanic, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity subgroups all decreased from the 23-24 school year. (15% to 10.9%; 20% to 16.3%; 19.8% to 15.4%; 15.9% to 15%; 5.1% to 3.4%; 19.2% to 15.5% respectively).

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Increased from 5.7% to 6.8%

False Strengths	False Challenges	True N/A
-----------------	------------------	----------

Strengths

ESSA Student Subgroups	Indicator
Hispanic	Hispanic, White, and Economically Disadvantaged subgroups increased from the 23-24 school year (4.1% to 4.9%; 14.5% to 24.1%; 5.1% to 5.7%, respectively).
White	Hispanic, White, and Economically Disadvantaged subgroups increased from the 23-24 school year (4.1% to 4.9%; 14.5% to 24.1%; 5.1% to 5.7%, respectively).
Economically Disadvantaged	Hispanic, White, and Economically Disadvantaged subgroups increased from the 23-24 school year (4.1% to 4.9%; 14.5% to 24.1%; 5.1% to 5.7%, respectively).

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Black, English Learner, Student with Disabilities, and Combined Ethnicity subgroups all decreased from the 23-24 school year (3.3% to 0%; 2.3% to 2.0%; 2.2% to 2%; 4.2% to 4.2%, which is below the statewide average respectively).
English Learners	Black, English Learner, Student with Disabilities, and Combined Ethnicity subgroups all decreased from the 23-24 school year (3.3% to 0%; 2.3% to 2.0%; 2.2% to 2%; 4.2% to 4.2%, which is below the statewide average respectively).
Students with Disabilities	Black, English Learner, Student with Disabilities, and Combined Ethnicity subgroups all decreased from the 23-24 school year (3.3% to 0%; 2.3% to 2.0%; 2.2% to 2%; 4.2% to 4.2%, which is below the statewide average respectively).
Combined Ethnicity	Black, English Learner, Student with Disabilities, and Combined Ethnicity subgroups all decreased from the 23-24 school year (3.3% to 0%; 2.3% to 2.0%; 2.2% to 2%; 4.2% to 4.2%, which is below the statewide average respectively).

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

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Increased their academic growth score from 99% to 100% and it well above the statewide average of 75%.

False Strengths	False Challenges	True N/A
------------------------	-------------------------	-----------------

Strengths

ESSA Student Subgroups	Indicator
Hispanic	Hispanic, English Learner, and Combined Ethnicity increased their growth score and are all above the statewide average (99% to 100%; 84% to 91%, 96% to 100%, respectively).

African-American/Black	Black, White, Economically Disadvantaged, and Student with Disabilities subgroups met or exceeded the statewide average of 75%
Combined Ethnicity	Hispanic, English Learner, and Combined Ethnicity increased their growth score and are all above the statewide average (99% to 100%; 84% to 91%, 96% to 100%, respectively).
African-American/Black	Black, White, Economically Disadvantaged, and Student with Disabilities subgroups met or exceeded the statewide average of 75%
White	Black, White, Economically Disadvantaged, and Student with Disabilities subgroups met or exceeded the statewide average of 75%
Economically Disadvantaged	Black, White, Economically Disadvantaged, and Student with Disabilities subgroups met or exceeded the statewide average of 75%
Students with Disabilities	Black, White, Economically Disadvantaged, and Student with Disabilities subgroups met or exceeded the statewide average of 75%

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Black, White, Economically Disadvantaged, and Student with Disabilities subgroups decreased their growth score (76% to 75%; 78% to 75%; 94% to 93%; 100% to 98%, respectively).
White	Black, White, Economically Disadvantaged, and Student with Disabilities subgroups decreased their growth score (76% to 75%; 78% to 75%; 94% to 93%; 100% to 98%, respectively).
Economically Disadvantaged	Black, White, Economically Disadvantaged, and Student with Disabilities subgroups decreased their growth score (76% to 75%; 78% to 75%; 94% to 93%; 100% to 98%, respectively).
Students with Disabilities	Black, White, Economically Disadvantaged, and Student with Disabilities subgroups decreased their growth score (76% to 75%; 78% to 75%; 94% to 93%; 100% to 98%, respectively).

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

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Increased their academic growth score from 86.5% to 93% and it well above the statewide average of 75.3%.

False Strengths	False Challenges	True N/A
------------------------	-------------------------	-----------------

Strengths

ESSA Student Subgroups	Indicator
Hispanic	Hispanic, White, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity increased their growth score and is above the statewide average (85% to 91%; 76% to 78%; 88.8% to 95%; 77% to 84%; 89% to 92%; 87% to 93%, respectively).
White	Hispanic, White, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity increased their growth score and is above the statewide average (85% to 91%; 76% to 78%; 88.8% to 95%; 77% to 84%; 89% to 92%; 87% to 93%, respectively).

Economically Disadvantaged	Hispanic, White, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity increased their growth score and is above the statewide average (85% to 91%; 76% to 78%; 88.8% to 95%; 77% to 84%; 89% to 92%; 87% to 93%, respectively).
English Learners	Hispanic, White, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity increased their growth score and is above the statewide average (85% to 91%; 76% to 78%; 88.8% to 95%; 77% to 84%; 89% to 92%; 87% to 93%, respectively).
Students with Disabilities	Hispanic, White, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity increased their growth score and is above the statewide average (85% to 91%; 76% to 78%; 88.8% to 95%; 77% to 84%; 89% to 92%; 87% to 93%, respectively).
Combined Ethnicity	Hispanic, White, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity increased their growth score and is above the statewide average (85% to 91%; 76% to 78%; 88.8% to 95%; 77% to 84%; 89% to 92%; 87% to 93%, respectively).

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Black subgroup has decreased its growth score from 93% to 76%.

English Language Growth and Attainment

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Decreased their score from 7% to 6.5%

False Strengths	False Challenges	True N/A
------------------------	-------------------------	-----------------

Strengths

ESSA Student Subgroups	Indicator
Hispanic	Hispanic subgroup was the subgroup with the least amount of decrease from the previous school year (7.1% to 6.8%

Challenges

ESSA Student Subgroups	Indicator
Hispanic	Hispanic, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity subgroups decreased their scores from the 23-24 school year (7.1% to 6.8%; 5.9% to 4.3%; 7% to 6.5%; IS to 0%; 7.1% to 6.7%, respectively).

Regular Attendance

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Increased regular attendance from 72.4% to 76.5% - Strength Challenge All student group is below the statewide average of 79.6%

False Strengths	False Challenges	True N/A
------------------------	-------------------------	-----------------

Strengths

ESSA Student Subgroups	Indicator
Hispanic	Hispanic, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity subgroups increased their attendance from the 23-24 school year (70.4% to 78.2%; 70.5% to 75.1%; 75.9% to 81.1%; 66.7% to 70.2%; 71.4% to 77.3%, respectively).
English Learners	English Learner subgroup is above the statewide average.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Black and White subgroups decreased their regular attendance from the 23-24 school year (74.6% to 72.1%; 77.6% to 71.9%).
White	Black and White subgroups decreased their regular attendance from the 23-24 school year (74.6% to 72.1%; 77.6% to 71.9%).

Career Standards Benchmark

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Significantly increased the career standards benchmark from the 23-24 school year and surpassed the statewide average of 91.5%. Went from 48.1% to 96.2%

False Strengths	False Challenges	True N/A
------------------------	-------------------------	-----------------

Strengths

ESSA Student Subgroups	Indicator
African-American/Black	Black, Hispanic, White, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity subgroups significantly increased their career standards benchmark from the 23-24 school year (56.5% to 100%; 46.7% to 97.7%; IS to 88.5%; 48.6% to 95.8%; 48.1% to 92.3%; 47.5% to 90.7%; 48.9% to 97.4% respectively).
Hispanic	Black, Hispanic, White, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity subgroups significantly increased their career standards benchmark from the 23-24 school year (56.5% to 100%; 46.7% to 97.7%; IS to 88.5%; 48.6% to 95.8%; 48.1% to 92.3%; 47.5% to 90.7%; 48.9% to 97.4% respectively).

Challenges

ESSA Student Subgroups	Indicator
White	White and Students with Disabilities are below the statewide average of 91.5% (88.5% and 90.7%, respectively)
Students with Disabilities	White and Students with Disabilities are below the statewide average of 91.5% (88.5% and 90.7%, respectively)

High School Graduation Rate Four-Year Cohort

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	False Challenges	False N/A
------------------------	-------------------------	------------------

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

Strength: Increased from 5.7% to 6.8%
Strength Increased their academic growth score from 99% to 100% and it well above the statewide average of 75%.

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

All student group Challenge: Decreased from 20.7% to 17.6%
Black, Hispanic, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity subgroups all decreased from the 23-24 school year. (15% to 10.9%; 20% to 16.3%; 19.8% to 15.4%; 15.9% to 15%; 5.1% to 3.4%; 19.2% to 15.5% respectively).

Local Assessment

English Language Arts

Data	Comments/Notable Observations
6th Grade - Acadience	- 75% of students reading at or above benchmark (BOY - 68%) - Maintained BOY Core by 97% - Decreased intensive/strategic by 42%
7th Grade - Acadience	- 35% of students reading at or above benchmark (BOY - 31%) - Maintained BOY Core by 94% - Decreased intensive/strategic by 8%
8th Grade - Acadience	- 47% of students reading at or above benchmark (BOY - 32%) - Maintained BOY Core by 98% - Decreased intensive/strategic by 21%

English Language Arts Summary

Strengths

Broughal staff is in year 7 of job-embedded coaching for literacy. All core teachers received in-person coaching sessions focused on KTL and Intervention applications in the classroom setting. Grade level content planning in semester one (4 sessions) and semester 2 (1 session) focused on teacher clarity, micro teaching, and teacher efficacy.
All ELA teachers are utilizing common warm-ups (Literacy Launch), focused on vocabulary in the context, figurative language, sentence analysis, word study, and comprehension of fiction/non-fiction text.
All ELA staff utilize high-quality, research based, instructional curriculum provided by the district.
Currently running 18 literacy-based intervention groups resulting in more core teachers implementing an invention based on the science of reading. Students are placed in discovery intervention groups using benchmark and progress monitoring data.

Challenges

The 7th and 8th-grade progress monitoring assessments are significantly more rigorous and time-consuming (duration) compared to the 6th-grade computer-based ALO system.
Transiency of the population - 30.62%

Mathematics

Data	Comments/Notable Observations
School-wide IXL Diagnostic data scores	30% of students at or above grade level (BOY- 24%) 18% of students below grade level (BOY - 19%) 51% of students far below grade level (BOY - 54%)
IXL 200 Point Growth for students Well Below Grade Level	31.5% of students grew 100+ from BOY to MOY

Mathematics Summary

Strengths

Staff is in year 7 of job-embedded coaching math.
Currently running 12 math-based intervention groups resulting in more core teachers implementing an invention based on the IXL Diagnostic Arena. Students are placed in discovery intervention groups using benchmark, progress monitoring data, and previous PSSA scores.
Building wide class period dedicated to working IXL Recommended Skills weekly

Continued collaboration of math teachers during math content and data meetings allowed the math team to determine the most effective avenues in order to increase the scores in the Diagnostic Arena of IXL.

Challenges

Students in reading intervention are not receiving as much IXL time.

There is no scripted intervention program for math.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
8th grade Benchmarking - Silent Reading data from BOY compared to MOY	The number of students scoring above 70% went from 24% to 40%; an increase of 16%.
7th grade Benchmarking - Silent Reading data from BOY compared to MOY	The number of students scoring above 70% went from 14% to 17%; an increase of 3%.

Science, Technology, and Engineering Education Summary

Strengths

Heavy emphasis on tiered literacy intervention support for special education students across all subject areas in Discovery placements.

Grade-level content planning in semester 1 (1 session) and semester 2 (2 session) focused on teacher clarity, micro-teaching, teacher efficacy, and visible learning.

Challenges

The STEELS standards are written in grade bands for the middle level and the challenge remains to build upon the content.

It is still a challenge to duplicate the success of discovery intervention group students in Science and Social Studies classes.

Related Academics

Career Readiness

Data	Comments/Notable Observations
77.16% of 7th grade have started or established a Naviance smart goal	Strong counseling support for career readiness and the addition of a third guidance counselor.
86.82% of 7th graders have completed their career cluster finder.	Counselors collaborate well with grade-level teams in completing career readiness tasks.
77.86% of 8th graders have completed the career key task	Counselors collaborate well with grade-level teams in completing career readiness tasks.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Summary

Strengths

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

Strong counseling support for career readiness and the addition of a third guidance counselor.
Strong counseling support for career readiness and the addition of a critical caseload counselor through Community In Schools.

Challenges

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

High transiency rates have challenged guidance staff to complete 100% of student completion of Naviance
High rates of mental health/self-harm assessments take priority over and impact time to focus on career readiness efforts.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Acadience Benchmark data BOY to MOY	The number of ELL students needing intensive and strategic literacy support decreased by 8% from BOY to MOY.
Math IXL growth	54.6% of ELL students met the MOY growth goal of 50 points or more. 37% of ELL students scoring well below grade level at BOY made 100 points or more growth at MOY. 26.1% of ELL students scored on or above grade level at BOY compared to 31.1% at MOY. This shows an increase of 5% while the goal was an increase of 8%.

Students with Disabilities

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

Data	Comments/Notable Observations
Acadience Benchmark data BOY to MOY	The number of students with IEPs needing intensive and strategic literacy support decreased by 0.8% from BOY to MOY.
Math IXL growth	66.3% of Special Education students met the MOY growth goal of 50 points or more. 35.2% of Special Education students scoring well below grade level at BOY made 100 points or more growth at MOY. 14.1% of Special Education students scored on or above grade level at BOY compared to 16% at MOY. This shows an increase of 1.9% while the goal was an increase of 8%.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
IXL Growth BOY to MOY	59.2% of economically disadvantaged students have already met or exceeded the 50-point growth from BOY to MOY.
IXL Average Growth BOY to MOY	The average growth score for economically disadvantaged students is 63.4.
BOY to MOY Acadience Benchmark Testing	64.3% of economically disadvantaged students are at or above benchmark at MOY. 6th-grade 29% of economically disadvantaged students are at or above benchmark at MOY. - 7th grade 42% of economically disadvantaged students are at or above benchmark at MOY. - 8th grade

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
----------------	-------------------------------

Black	IXL: 68.3% of African American students met the MOY growth goal of 50 points or more. 35.1% of African American students scoring well below grade level at BOY made 100 points or more growth at MOY. 20% of African American students scored on or above grade level at BOY compared to 31.7% at MOY. This shows an increase of 11.7% while the goal was an increase of 8%.
Black	The number of African American students needing intensive and strategic literacy support decreased by 14.5% from BOY to MOY.
Hispanic	IXL 58.7% of hispanic students met the MOY growth goal of 50 points or more. 33% of hispanic students scoring well below grade level at BOY made 100 points or more growth at MOY. 23.8% of hispanic students scored on or above grade level at BOY compared to 29.1% at MOY. This shows an increase of 5.3% while the goal was an increase of 8%.
Hispanic	ALO: The number of Hispanic students needing intensive and strategic literacy support decreased by 7.7% from BOY to MOY.

Summary

Strengths

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

Currently running 20 literacy-based intervention groups resulting in more core teachers implementing an invention based on the science of reading. Students are placed in discovery intervention groups using benchmark and progress monitoring data, along with previous PSSA results.
Staff is in year 7 of job-embedded coaching for literacy. All core teachers received in-person coaching sessions focused on KTL and Intervention applications in the classroom setting.
All 6 core math teachers continue to work weekly with math coaches on personal growth goals.
Heavy emphasis on discovery-tiered literacy intervention support for special education students across all subject areas.
Year 3 implementation of Desmos Math curriculum.

Challenges

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

Although we have made gains in growth for all subgroups, this will continue to be an area of focus in order to have proficiency scores increase for all subgroups.
ransiciency of the population - 30.62%

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

Summary

Strengths

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

>

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Collectively shape the vision for continuous improvement of teaching and learning
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
Collectively shape the vision for continuous improvement of teaching and learning

Challenges

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

>

Implement evidence-based strategies to engage families to support learning
--

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
Strength: Increased from 5.7% to 6.8%	True
Strength Increased their academic growth score from 99% to 100% and it well above the statewide average of 75%.	True
Broughal staff is in year 7 of job-embedded coaching for literacy. All core teachers received in-person coaching sessions focused on KTL and Intervention applications in the classroom setting. Grade level content planning in semester one (4 sessions) and semester 2 (1 session) focused on teacher clarity, micro teaching, and teacher efficacy.	False
All ELA teachers are utilizing common warm-ups (Literacy Launch), focused on vocabulary in the context, figurative language, sentence analysis, word study, and comprehension of fiction/non-fiction text.	False
All ELA staff utilize high-quality, research based, instructional curriculum provided by the district.	False
Currently running 18 literacy-based intervention groups resulting in more core teachers implementing an invention based on the science of reading. Students are placed in discovery intervention groups using benchmark and progress monitoring data.	False
Staff is in year 7 of job-embedded coaching math.	False
Currently running 12 math-based intervention groups resulting in more core teachers implementing an invention based on the IXL Diagnostic Arena. Students are placed in discovery intervention groups using benchmark, progress monitoring data, and previous PSSA scores.	False
Building wide class period dedicated to working IXL Recommended Skills weekly	False
Continued collaboration of math teachers during math content and data meetings allowed the math team to determine the most effective avenues in order to increase the scores in the Diagnostic Arena of IXL.	False
Heavy emphasis on tiered literacy intervention support for special education students across all subject areas in Discovery placements.	False
Grade-level content planning in semester 1 (1 session) and semester 2 (2 session) focused on teacher clarity, micro-teaching, teacher efficacy, and visible learning.	False
Strong counseling support for career readiness and the addition of a third guidance counselor.	False
Strong counseling support for career readiness and the addition of a critical caseload counselor through Community In Schools.	False
Currently running 20 literacy-based intervention groups resulting in more core teachers implementing an invention based on the science of reading. Students are placed in discovery intervention groups using benchmark and progress monitoring data, along with previous PSSA results.	False

Staff is in year 7 of job-embedded coaching for literacy. All core teachers received in-person coaching sessions focused on KTL and Intervention applications in the classroom setting.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	False
All 6 core math teachers continue to work weekly with math coaches on personal growth goals.	False
Heavy emphasis on discovery-tiered literacy intervention support for special education students across all subject areas.	False
Year 3 implementation of Desmos Math curriculum.	False
Collectively shape the vision for continuous improvement of teaching and learning	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	False
Collectively shape the vision for continuous improvement of teaching and learning	False

Challenges

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

Strength	Check for Consideration in Plan
All student group Challenge: Decreased from 20.7% to 17.6%	True
Black, Hispanic, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity subgroups all decreased from the 23-24 school year. (15% to 10.9%; 20% to 16.3%; 19.8% to 15.4%; 15.9% to 15%; 5.1% to 3.4%; 19.2% to 15.5% respectively).	True
The 7th and 8th-grade progress monitoring assessments are significantly more rigorous and time-consuming (duration) compared to the 6th-grade computer-based ALO system.	False
Students in reading intervention are not receiving as much IXL time.	False
There is no scripted intervention program for math.	False
The STEELS standards are written in grade bands for the middle level and the challenge remains to build upon the content.	False
It is still a challenge to duplicate the success of discovery intervention group students in Science and Social Studies classes.	False
High transiency rates have challenged guidance staff to complete 100% of student completion of Naviance	False
Transiency of the population - 30.62%	False
High rates of mental health/self-harm assessments take priority over and impact time to focus on career readiness efforts.	False

Although we have made gains in growth for all subgroups, this will continue to be an area of focus in order to have proficiency scores increase for all subgroups.	False
ransiency of the population - 30.62%	False
Implement evidence-based strategies to engage families to support learning	False

Most Notable Observations/Patterns

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

All student group Challenge: Decreased from 20.7% to 17.6%

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
All student group Challenge: Decreased from 20.7% to 17.6%		True
Black, Hispanic, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity subgroups all decreased from the 23-24 school year. (15% to 10.9%; 20% to 16.3%; 19.8% to 15.4%; 15.9% to 15%; 5.1% to 3.4%; 19.2% to 15.5% respectively).		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Strength: Increased from 5.7% to 6.8%	
Strength Increased their academic growth score from 99% to 100% and it well above the statewide average of 75%.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If core instruction includes Keys to Literacy strategies, data-driven differentiation, grade-level curriculum, assessment, supported by job-embedded coaching, then teachers will demonstrate the use of those instructional practices and students will show growth in the areas of reading and mathematics.
	When teachers collaborate with content partners and instructional coaches to evaluate, reflect on, and refine their teaching, they deepen student engagement, strengthen instructional practices, and ultimately drive higher levels of student achievement.

Goal Setting

Priority: If core instruction includes Keys to Literacy strategies, data-driven differentiation, grade-level curriculum, assessment, supported by job-embedded coaching, then teachers will demonstrate the use of those instructional practices and students will show growth in the areas of reading and mathematics.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026-2027 school year, 51% of students at Broughal scoring well below on the BOY IXL diagnostic will increase their score by 200 points or two grade levels of growth.			
Measurable Goal Nickname (35 Character Max)			
Math Focus - Growth			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish a baseline IXL diagnostic for all students.	51% of students will grow 100pts on their IXL diagnostic from BOY benchmark to MOY benchmark.	Students will continue to work on a minimum of 2 recommended skills to proficiency per week.	51% of students will grow 200pts on their IXL diagnostic from BOY benchmark to EOY benchmark.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026-2027 school year, the total number of students performing on or above grade level will increase by 24% as measured by the IXL Flex Diagnostic assessment.			
Measurable Goal Nickname (35 Character Max)			
Math Focus - Achievement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish baseline IXL diagnostic for all students.	By the end of MP2, the total number of students performing on or above grade level will increase by 12%.	By the end of MP3, the total number of students performing on or above grade level will increase by 18%.	By the end of MP4, the total number of students performing on or above grade level will increase by 24%.

Priority: When teachers collaborate with content partners and instructional coaches to evaluate, reflect on, and refine their teaching, they deepen student engagement, strengthen instructional practices, and ultimately drive higher levels of student achievement.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026-27 school year, the number of students needing intensive and strategic literacy support will decrease by 10% as measured by the Acadience benchmark assessment.			
Measurable Goal Nickname (35 Character Max)			

Reading Focus - Intensive, Strategic, and CORE			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of MP1, students will take the benchmark assessment, placed in literacy intervention groups.	At MOY, the number of students needing intensive (red) and strategic (yellow) support will decrease by 5%. Maintain 95% of CORE students from BOY.	By the end of MP3, students will be regrouped based on MOY benchmark assessment and continue progress monitoring based on individual needs. Maintain 95% of CORE students from BOY.	At BOY, the number of students needing intensive (red) and strategic (yellow) support will decrease by 10%. Maintain 95% of CORE students from BOY.

Action Plan

Measurable Goals

Math Focus - Growth	Math Focus - Achievement
Reading Focus - Intensive, Strategic, and CORE	

Action Plan For: Implement Content-Focused Professional Learning - Math

Measurable Goals:	
- By the end of the 2026-2027 school year, 51% of students at Broughal scoring well below on the BOY IXL diagnostic will increase their score by 200 points or two grade levels of growth. - By the end of the 2026-2027 school year, the total number of students performing on or above grade level will increase by 24% as measured by the IXL Flex Diagnostic assessment.	

Action Step		Anticipated Start Date	Anticipated Completion Date
Give IXL baseline benchmark assessments.		2026-08-24	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional coaches, BMS Admin, Academic team leaders	IXL Diagnostic, Math Coach, Team data meetings 1x per 6-day cycle	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Give IXL MOY benchmark assessment to obtain data on student performance and inform instructional planning, intervention grouping, and curricular implementation.		2026-12-01	2026-12-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional coaches, BMS Admin, Academic team leaders	IXL Diagnostic, Math Coach, Team data meetings 1x per 6-day cycle	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Give IXL EOY benchmark assessment to obtain data on student performance and inform future instructional planning, intervention grouping, and curricular implementation.		2027-05-03	2027-05-25
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Instructional coaches, BMS Admin, Academic team leaders	IXL Diagnostic, Math Coach, Team data meetings 1x per 6-day cycle	No	
---	--	----	--

Action Step		Anticipated Start Date	Anticipated Completion Date
Utilize monthly progress monitoring data in the area of mathematics to obtain data on student performance and inform instructional planning, intervention grouping, and curricular implementation.		2026-08-24	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional coaches, BMS Admin, Academic team leaders	IXL Diagnostic, Math Coach, Team data meetings 1x per 6-day cycle	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide instructional coaching to model, observe, and provide feedback on instructional strategies in math classrooms.		2026-08-24	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math Coach	Desmos curriculum, IXL diagnostic data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct Fall MTSS Data analysis for grades 6-8 Math		2026-08-24	2026-09-25
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math Coach, BMS Admin	IXL Diagnostic Data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide targeted support to students with character education programming that promotes healthy habits and character/leadership development.		2026-08-24	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Community School Coordinator, Community in School Coordinator, Guidance Team	Daily LIM lessons; Counseling Groups	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Establish structured time for students to progress monitor using IXL and teachers to intentionally analyze student data		2026-08-24	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math Coach	IXL, data meetings	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Development/coaching of BMS teachers to apply coaching practices with core staff		2026-08-24	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math Coach	Data meetings, content meetings (Jason Adair, Christina Diernbach)	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Activities/events aimed at increasing parent and family engagement and understanding of academic supports		2026-08-24	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Community School Coordinator, BMS Admin, Guidance	Materials/resources paid for by title I funding	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Purchasing teacher-parent texting app - Talking Points - aimed at increasing communication and family engagement, attendance improvement.		2026-08-24	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
BMS Admin, Teachers	System Application	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Informed instructional planning by utilizing benchmark assessment data and implementing strategies learned from math coaching sessions.	August 24, 2026, through June 10th, 2027 - Teams will also convene monthly and quarterly during the 2026-2027 school year to discuss benchmark data and make adjustments to the CSI plan based on data. Also, all core teachers will be meeting once per the 6-day cycle to discuss assessment and content data/instruction.

Action Plan For: Implement Content-Focused Professional Learning - Reading

Measurable Goals:

- By the end of the 2026-27 school year, the number of students needing intensive and strategic literacy support will decrease by 10% as measured by the Acadience benchmark assessment.

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement Keys to Literacy (KTL) vocabulary, comprehension, and content writing strategies into daily instructional practices.		2026-08-24	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
District Admin, Teacher Leaders	KTL materials, data meetings 1x per 6 day cycle	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Modeling/coaching on the implementation of literacy enrichment/intervention programs during Discovery period		2026-08-24	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Admin, BMS instructional coaches	BMS MTSS manual, BASD curriculum resources	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Continue weekly data/instructional support meetings with core teams		2026-08-24	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Admin, BMS instructional coaches	Benchmark/progress monitoring data, meeting agenda	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct BOY Acadience benchmark testing grades 6-8		2026-08-24	2026-09-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Admin, BMS instructional coaches, Academic Team Leader	MTSS Manual, benchmarking resources	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct BOY (Fall) Acadience data analysis, cross-referencing previous PSSA results		2026-09-07	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Admin, BMS instructional coaches, Academic Team Leader	MTSS Manuel, benchmark data, PSSA data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Semester 1: Utilize evidence-based instructional resources to continue literacy intervention groups for regular education, English language learners, and special education students.		2026-08-24	2027-01-22
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Admin, BMS instructional coaches	LANGUAGE!, REWARDS Programs (Intermediate/SecondaryPLUS SS & SCI), Phonics4Reading	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Semester 2: Utilize evidence-based instructional resources to continue literacy intervention groups for regular education, English language learners, and special education students.		2027-01-25	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Admin, BMS instructional coaches	LANGUAGE!, REWARDS Program Materials (Intermediate/Secondary/PLUS SS & SCI), Phonics4Reading	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Semester 1: Implement WIN intervention groups for students reading at or below a third-grade level. Instruction targets foundational skills. Teachers will create lessons with WONDERS grades 2-3 and 4-6 skill kits.		2026-08-24	2027-01-22
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Specialists/Instructional Coaches	Studysync, WONDERS materials	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Semester 2: Implement WIN intervention groups for students reading at or below a third-grade level. Instruction targets foundational skills. Teachers will create lessons with WONDERS grades 2-3 and 4-6 skill kits.		2027-01-25	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Specialists/Instructional Coaches	Studysync, WONDERS materials	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct MOY (Winter) Acadience benchmarking Grades 6-8, and place students for intervention/enrichment with benchmark data, cross-referencing previous PSSA results		2026-12-01	2026-12-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Admin, BMS instructional coaches, Academic Team Leader	MTSS Manuel, benchmark data, PSSA results	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct monthly Acadience progress monitoring assessments based upon academic MTSS plans		2026-08-24	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
BMS instructional coaches, academic team leaders	MTSS Manual, MAZE, Silent Reading, Survey	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct EOY (Spring) Acadience benchmarking Grades 6-8		2027-05-10	2027-05-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Admin, BMS instructional coaches, Academic Team Leader	MTSS Manuel, benchmark data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Development/coaching of BMS teacher coaches to apply teacher coaching practices with core staff		2026-08-24	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Level Admin	Contracted services: Southern Regional Education Board, Gina Kutz and Jennifer Zelena	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide additional counseling/SEL support to 8th-grade students		2026-08-24	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
BMS admin	Hire guidance counselor with CSI funds for 26-27 school year	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide staff with SEL professional development. Topics include: Positive Discipline, Character Education, Trauma Informed Care, etc...		2026-08-24	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Admin/LEAD Coordinators	IU PD; District coaches; LEAD materials	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Content instructional planning/coaching - Hire two LTS-building substitute teachers to support content coaching. Subs will cover grade-level content partners monthly for two instructional periods to allow instructional coaching with MTSS team.		2026-08-24	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Admin	Hire Two LTS building sub teachers	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
-------------	--	------------------------	-----------------------------

Employ instructional coaches to provide ongoing professional development for staff throughout the year		2026-08-24	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building level Admin.	Hire instructional coaches for the building (J. Zelena, C. Diernbach, J. Truchan, G. Kutz)	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Informed instructional planning by utilizing benchmark assessment data and implementing strategies learned from literacy coaching sessions.	August 1, 2026, through August 31st, 2027 - Teams will also convene monthly and quarterly during the 2026-2027 school year to discuss benchmark data and make adjustments to the CSI plan based on data. Also, all core teachers will be meeting once per the 6-day cycle to discuss assessment and content data/instruction.

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGgrant Budget Category (Set Aside grant)	ESS A Tier	Amount
Salary - 2 Building Subs	- Implement Content-Focused Professional Learning - Math - Implement Content-Focused Professional Learning - Reading	Salary	1	140000
Benefits - 2 Building Subs	- Implement Content-Focused Professional Learning - Math - Implement Content-Focused Professional Learning - Reading	Benefits	1	70000
Supplemental Curriculum	Implement Content-Focused Professional Learning - Reading	Supplies & Property	1	20000
Math Coaching	Implement Content-Focused Professional Learning - Math	Services	1	17500
Total Expenditures				247500

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Instruction	Implement Content-Focused Professional Learning - Reading	Salary	367846	
Instruction	Implement Content-Focused Professional Learning - Reading	Benefits	161574	
Total Expenditures				529420

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Implement Content-Focused Professional Learning - Reading	Provide staff with SEL professional development. Topics include: Positive Discipline, Character Education, Trauma Informed Care, etc...
Implement Content-Focused Professional Learning - Reading	Content instructional planning/coaching - Hire two LTS-building substitute teachers to support content coaching. Subs will cover grade-level content partners monthly for two instructional periods to allow instructional coaching with MTSS team.

SEL

Action Step		
Provide staff with SEL professional development. Topics include: Positive Discipline, Character Education, Trauma Informed Care, etc...		
Audience		
All staff		
Topics to be Included		
Positive discipline, character education/development, trauma informed care		
Evidence of Learning		
Reduction in disciplinary referrals		
Lead Person/Position	Anticipated Start	Anticipated Completion
District Personnel, Lighthouse Staff/LEAD Coordinators	2026-08-24	2027-06-10

Learning Format

Type of Activities	Frequency
Workshop(s)	Weekly
Observation and Practice Framework Met in this Plan	
1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 3a: Communicating with Students	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Instructional Coaching/Content Planning

Action Step
Content instructional planning/coaching - Hire two LTS-building substitute teachers to support content coaching. Subs will cover grade-level content partners monthly for two instructional periods to allow instructional coaching with MTSS team.
Audience
Core/Related Arts Teachers
Topics to be Included
John Hattie and John Almarode's research on instructional routines and visible learning; topics include Teacher Clarity, Micro Teaching, and Teacher Efficacy

Evidence of Learning		
Teachers will post and discuss a learning target and success criteria in their classrooms daily. Teachers will complete a micro teaching video lesson and meet with instructional coaches and content partners 1x per school year, and teachers will engage in evaluation and assessment of their teacher efficacy.		
Lead Person/Position	Anticipated Start	Anticipated Completion
BMS Admin, Instructional Coaches	2026-08-24	2027-06-10

Learning Format

Type of Activities	Frequency
Learning walk	Weekly
Observation and Practice Framework Met in this Plan	
• 1e: Designing Coherent Instruction • 2b: Establishing a Culture for Learning • 3b: Using Questioning and Discussion Techniques • 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Weekly
Observation and Practice Framework Met in this Plan	
• 3c: Engaging Students in Learning • 4a: Reflecting on Teaching	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Approvals & Signatures

Uploaded Files

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

Northeast MS

TSI Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Northeast MS		120481002
Address 1		
1170 Fernwood St		
Address 2		
City	State	Zip Code
Bethlehem	PA	18018
Chief School Administrator		Chief School Administrator Email
Dr Renato M Lajara		rlajara@basdschools.org
Principal Name		
Theodoro Quinones		
Principal Email		
tquinones@basdschools.org		
Principal Phone Number		Principal Extension
6108688581		42900
School Improvement Facilitator Name		School Improvement Facilitator Email
Nicole Bouhana		Nbouhana@basdschools.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Theodoro Quinones	Principal	Northeast MS	tquinones@basdschools.org
Eliza Sukanick	Community Member	United Way	esukanick@basdschools.org
Nicole Bouhana	District Level Leaders	BASD	nbouhana@basdschools.org
Renato Lajara	Chief School Administrator	BASD	rlajara@basdschools.org
Maureen Leeson	District Level Leaders	BASD	mleeson@basdschools
Rick Amato	District Level Leaders	BASD	ramato@basdschools.org
Kim Harper	District Level Leaders	BASD	kharper@basdschools.org
Rachel Shook	Data Analyst	Northeast MS	rshook@basdschools.org
Courtney Minotti	Teacher	Northeast MS	cminotti@basdschools.org
Ashley Derr	Parent	Northeast MS	ashleyderr11@gmail.com
Abiel Solitario	Teacher	Northeast MS	amsolitario@basdschools.org

Vision for Learning

Vision for Learning

Northeast Middle School will eliminate race and family income as predictors of school success by guaranteeing equitable access to opportunities for learning and growth.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Slight decrease in overall ELA proficiency from 29.4 in 2024 to 29.1 in 2025. Below statewide average and well below Statewide Goal of 81.1%.

False Strengths	True Challenges	False N/A
-----------------	-----------------	-----------

Strengths

ESSA Student Subgroups	Indicator
African-American/Black	Increase from 23.4% in 23-24 to 24.2% in 24-25.
White	Increase from 46.7% in 23-24 to 47.5% in 24-25.

Challenges

ESSA Student Subgroups	Indicator
Hispanic	Decrease from 22.0% in 23-24 to 19.2% in 24-25.
Economically Disadvantaged	Decrease from 23.6% in 23-24 to 21.0% in 24-25.
English Learners	Decrease from 12.3%% in 23-24 to 12% in 24-25.
Combined Ethnicity	Decrease from 22.0% in 23-24 to 20.4% in 24-25.
Students with Disabilities	Decrease from 7.1% in 23-24 to 2.8% in 24-25.
Combined Ethnicity	Decrease from 22.0% in 23-24 to 20.4% in 24-25.

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Overall increase in math PSSA proficiency from 13.5% in 23-24 to 14.8% in 24-25.

True Strengths	False Challenges	False N/A
----------------	------------------	-----------

Strengths

ESSA Student Subgroups	Indicator
White	Increase from 27.5% in 23-24 to 32.2% in 24-25.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Decrease from 5.9% in 23-24 to 5.5% in 24-25.
Hispanic	Decrease from 7.1% in 23-24 to 6.2% in 24-25.
Economically Disadvantaged	Decrease from 7.5% in 23-24 to 6.6% in 24-25.
English Learners	Decrease from 7.2% in 23-24 to 7.0% in 24-25.
Combined Ethnicity	Decrease from 7.1% in 23-24 to 6.5% in 24-25.
Students with Disabilities	Remained fairly stagnant at 1.4% proficient for 24-25. Well below the statewide average and goal.

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

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Maintained a PVAAS score of 50 in 23-24 and 24-25. Below the statewide growth standard of 70.

False Strengths	True Challenges	False N/A
-----------------	-----------------	-----------

Strengths

ESSA Student Subgroups	Indicator
African-American/Black	Increase from 66 in 23-24 to 71 in 24-25.
White	Increase from 52 in 23-24 to 70 in 24-25.
English Learners	Increase from 71 in 23-24 to 72 in 24-25.
Students with Disabilities	Increase from 68 in 23-24 to 73 in 24-25.

Challenges

ESSA Student Subgroups	Indicator
Hispanic	Maintained a PVAAS score of 50 in 23-24 and 24-25
Economically Disadvantaged	Maintained a PVAAS score of 50 in 23-24 and 24-25
Combined Ethnicity	Maintained a PVAAS score of 50 in 23-24 and 24-25

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

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Overall student Math growth improved from 50.0 in 23-24 to 71.0 in 24-25

True Strengths	False Challenges	False N/A
----------------	------------------	-----------

Strengths

ESSA Student Subgroups	Indicator
African-American/Black	Black student growth improved from 70 in 23-24 to 72 in 24-25
White	White student growth improved from 50.8 in 23-24 to 72.0 in 24-25
Economically Disadvantaged	Economically Disadvantaged student growth improved from 52.8 in 23-24 to 66 in 24-25
English Learners	English Learners' student growth improved from 64 in 23-24 to 75 in 24-25
Students with Disabilities	Students with Disabilities Math PVAAS scores improved from 68 in 23-24 to 86 in 24-25
Combined Ethnicity	Combined Ethnicity students' Math PVAAS scores improved from 51.8 in 23-24 to 71.0 in 24-25

Challenges

ESSA Student Subgroups	Indicator
Hispanic	Hispanic student Math PVAAS decreased from 52.8 in 23-24 to 50 in 24-25

English Language Growth and Attainment

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All-student group EL Growth and Attainment increased from 12.2% in 23-24 to 17.3% in 24-25

True Strengths	False Challenges	False N/A
----------------	------------------	-----------

Strengths

ESSA Student Subgroups	Indicator
Hispanic	EL Growth and Attainment increased from 14.3% in 23-24 to 18.4% in 24-25
Economically Disadvantaged	EL Growth and Attainment increased from 12.1% in 23-24 to 15% in 24-25
English Learners	EL Growth and Attainment increased from 12.2% in 23-24 to 17.3% in 24-25
Combined Ethnicity	EL Growth and Attainment increased from 13.5% in 23-24 to 17.7% in 24-25

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	No Data for this section

Regular Attendance

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All Student Group Regular attendance increased from 75.9% in 23-24 to 79.1% in 24-25

True Strengths	False Challenges	False N/A
----------------	------------------	-----------

Strengths

ESSA Student Subgroups	Indicator
African-American/Black	Regular attendance increased from 73.5% in 23-24 to 78.2% in 24-25
Hispanic	Regular attendance increased from 69.6% in 23-24 to 74.1% in 24-25
Economically Disadvantaged	Regular attendance increased from 70.8% in 23-24 to 74.5% in 24-25
Students with Disabilities	Regular attendance increased from 71.1% in 23-24 to 73.6% in 24-25
Combined Ethnicity	Regular attendance increased from 70.6% in 23-24 to 75.2% in 24-25

Challenges

ESSA Student Subgroups	Indicator
White	Regular attendance decreased from 90.5% in 23-24 to 89.1% in 24-25
English Learners	Regular attendance decreased from 83.9% in 23-24 to 82% in 24-25

Career Standards Benchmark

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All Student Group Career Standard Benchmark decreased from 99.2% in 23-24 to 96% in 24-25. Still above the statewide average.

True Strengths	False Challenges	False N/A
-----------------------	-------------------------	------------------

Strengths

ESSA Student Subgroups	Indicator
Multi-Racial (not Hispanic)	No data available for this section

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Career Standard Benchmark decreased from 95% in 23-24 to 93.1% in 24-25. Still above the statewide average.
Hispanic	Career Standard Benchmark decreased from 99.4% in 23-24 to 97% in 24-25. Still above the statewide average.
White	Career Standard Benchmark decreased from 100% in 23-24 to 96.1% in 24-25. Still above the statewide average.
Economically Disadvantaged	Career Standard Benchmark decreased from 98.9% in 23-24 to 95.7% in 24-25. Still above the statewide average.
Combined Ethnicity	Career Standard Benchmark decreased from 98.9% in 23-24 to 96.4% in 24-25. Still above the statewide average.
Students with Disabilities	Career Standard Benchmark decreased from 98.2% in 23-24 to 91.3% in 24-25.

High School Graduation Rate Four-Year Cohort

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	False Challenges	False N/A
------------------------	-------------------------	------------------

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience data grade 6	End of the year achievement was 68% at or above grade level.
Acadience data grade 7	End of the year achievement was 32% at grade level.
Acadience data grade 8	End of the year achievement was 32% at grade level.

English Language Arts Summary

Strengths

Student progress monitoring.
Student self score boarding to keep track of personal progress

Challenges

End of year slide in scores compared to middle of the year data.
--

Mathematics

Data	Comments/Notable Observations
IXL 6th-grade math data	On average showed 126 points of growth
IXL 7th-grade math data	On average showed 132 points of growth
IXL 8th-grade math data	On average showed 90 points of growth

Mathematics Summary

Strengths

Dedicated IXL time every day for student practice.
School wide pinpoint assessment every week.

Challenges

Transferring IXL growth to measurable PSSA achievement.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Discovery unit assessments	School wide usage of unit assessments to analyze student achievement.

Science, Technology, and Engineering Education Summary

Strengths

School wide curriculum and instructional practices.

Challenges

Student comprehension of complex science text.
--

Related Academics

Career Readiness

Data	Comments/Notable Observations
Student career readiness notebooks and Naviance	Data is collected and tracked by grade-level school counselors. 90% of students complete their Naviance assignments

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Summary

Strengths

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

School wide career day.
College and post graduations training awareness

Challenges

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

Opportunities for students to learn about local businesses
Professional mentors to provide insight for students.

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

Six out of seven of our identified groups showed growth in the math PVAAS scores
Four out of seven of our identified groups showed growth in the ELA PVAAS scores
Black students increased ELA PSSA achievement scores from 23.4 in 2024 to 24.2 in 2026.

Challenges

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

Hispanic students showed a decrease in their math PVAAS scores.
Five out of seven subgroups decreased in ELA PSSA achievement.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

Summary

Strengths

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

>

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

Foster a culture of high expectations for success for all students, educators, families, and community members
--

Challenges

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

>

Partner with local businesses, community organizations, and other agencies to meet the needs of the school
--

Identify professional learning needs through analysis of a variety of data
--

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
Increase from 71 in 23-24 to 72 in 24-25.	False
Increase from 71 in 23-24 to 72 in 24-25.	False
English Learners' student growth improved from 64 in 23-24 to 75 in 24-25	False
English Learners' student growth improved from 64 in 23-24 to 75 in 24-25	False
EL Growth and Attainment increased from 12.2% in 23-24 to 17.3% in 24-25	False
EL Growth and Attainment increased from 12.2% in 23-24 to 17.3% in 24-25	False
Student progress monitoring.	False
Student self score boarding to keep track of personal progress	False
Dedicated IXL time every day for student practice.	False
School wide pinpoint assessment every week.	False
All Student Group Career Standard Benchmark decreased from 99.2% in 23-24 to 96% in 24-25. Still above the statewide average.	False
All Student Group Regular attendance increased from 75.9% in 23-24 to 79.1% in 24-25	False
Regular attendance increased from 70.8% in 23-24 to 74.5% in 24-25	False
Regular attendance increased from 69.6% in 23-24 to 74.1% in 24-25	False
All Student Group Career Standard Benchmark decreased from 99.2% in 23-24 to 96% in 24-25. Still above the statewide average.	False
All Student Group Regular attendance increased from 75.9% in 23-24 to 79.1% in 24-25	False
Regular attendance increased from 70.8% in 23-24 to 74.5% in 24-25	False
Regular attendance increased from 69.6% in 23-24 to 74.1% in 24-25	False
School wide curriculum and instructional practices.	False
School wide career day.	False
College and post graduations training awareness	False
Six out of seven of our identified groups showed growth in the math PVAAS scores	True
Four out of seven of our identified groups showed growth in the ELA PVAAS scores	False
Black students increased ELA PSSA achievement scores from 23.4 in 2024 to 24.2 in 2026.	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	False
Foster a culture of high expectations for success for all students, educators, families, and community members	False

Challenges

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

Strength	Check for Consideration in Plan
Decrease from 23.6% in 23-24 to 21.0% in 24-25.	False
Decrease from 23.6% in 23-24 to 21.0% in 24-25.	False
Decrease from 12.3%% in 23-24 to 12% in 24-25.	False
Decrease from 12.3%% in 23-24 to 12% in 24-25.	False
Decrease from 22.0% in 23-24 to 19.2% in 24-25.	False
Decrease from 22.0% in 23-24 to 19.2% in 24-25.	False
End of year slide in scores compared to middle of the year data.	False
Transferring IXL growth to measurable PSSA achievement.	False
Student comprehension of complex science text.	True
Opportunities for students to learn about local businesses	False
Professional mentors to provide insight for students.	False
Hispanic students showed a decrease in their math PVAAS scores.	True
Decrease from 7.1% in 23-24 to 6.2% in 24-25.	False
Decrease from 7.5% in 23-24 to 6.6% in 24-25.	False
Remained fairly stagnant at 1.4% proficient for 24-25. Well below the statewide average and goal.	False
Decrease from 7.1% in 23-24 to 6.2% in 24-25.	False
Decrease from 7.5% in 23-24 to 6.6% in 24-25.	False
Remained fairly stagnant at 1.4% proficient for 24-25. Well below the statewide average and goal.	False
Five out of seven sub groups decreased in ELA PSSA achievement.	True
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	False
Identify professional learning needs through analysis of a variety of data	False

Most Notable Observations/Patterns

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Student comprehension of complex science text.	Not enough independent reading and access to the text in all core classes	False
Hispanic students showed a decrease in their math PVAAS scores.	Not enough structure and complex question review in the intervention period, and ensuring completion of 2 recommended skills on iXL per week	True
Five out of seven sub groups decreased in ELA PSSA achievement.	Not enough independent reading and writing in core classes	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Six out of seven of our identified groups showed growth in the math PVAAS scores	Continue efforts for individual student growth.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Improve math growth scores and support proficiency attainment on PSSA
	Create opportunities and routines for independent reading and writing in core classes.

Goal Setting

Priority: Improve math growth scores and support proficiency attainment on PSSA

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026-27 school year, students' iXL scores will grow by 100 points.			
Measurable Goal Nickname (35 Character Max)			
Math Growth and Mastery			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
80% make 25+ points gain and/or maintain mastery. Subgoal - 90% of students who are far below make 40+ points of growth.	80% make 50+ points gain and/or maintain mastery. Subgoal - 90% of students who are far below make 80+ points of growth.	80% make 75+ points gain and/or maintain mastery. Subgoal - 90% of students who are far below make 120+ points of growth.	80% make 100+ points gain and/or maintain mastery. Subgoal - 90% of students who are far below make 160+ points of growth.

Priority: Create opportunities and routines for independent reading and writing in core classes.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026-27 school year, the number of students needing intensive and strategic literacy support will decrease by 10% as measured by the Acadience benchmark assessment.			
Measurable Goal Nickname (35 Character Max)			
ELA Growth			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of MP1, students will take the benchmark assessment, placed in literacy intervention groups.	At MOY, the number of students needing intensive (red) and strategic (yellow) support will decrease by 5%. Maintain 95% of CORE students from BOY.	By the end of MP3, students will be regrouped based on MOY benchmark assessment and continue progress monitoring based on individual needs. Maintain 95% of CORE students from BOY.	At BOY, the number of students needing intensive (red) and strategic (yellow) support will decrease by 10%. Maintain 95% of CORE students from BOY.

Action Plan

Measurable Goals

Math Growth and Mastery	ELA Growth
-------------------------	------------

Action Plan For: Content literacy & Core Instruction

Measurable Goals:
By the end of the 2026-27 school year, the number of students needing intensive and strategic literacy support will decrease by 10% as measured by the Acadience benchmark assessment.

Action Step	Anticipated Start Date	Anticipated Completion Date
Content leaders will create lessons that incorporate independent reading during core instruction and develop rubrics for comprehensive written responses.	2026-08-24	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Theo Quinones	Content curriculum & KTL Strategies	Yes

Action Step	Anticipated Start Date	Anticipated Completion Date
Teachers will work with their content area peers to create anchor charts for each unit to support ELL comprehension in all core classes throughout the school year and post them in an area of the room where they are visible and can be easily referenced	2026-08-24	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Theo Quinones (Principal) Toni Derrington (Assistant Principal)	Content curriculum and Anchor Charts	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will be able to create written responses to given prompts using the content rubric and read grade-level content during core class instruction.	Courtney Minotti ELA chair, Lisa Frederick Math chair, Payton Aquilla Science chair, Kevin Anderko Social Studies chair Monthly content meetings. Review of student responses.

Action Plan For: Benchmarking Assessments and Data Meetings

Measurable Goals:
- By the end of the 2026-27 school year, students' iXL scores will grow by 100 points. - By the end of the 2026-27 school year, the number of students needing intensive and strategic literacy support will decrease by 10% as measured by the Acadience benchmark assessment.

Action Step		Anticipated Start Date	Anticipated Completion Date
Give BOY baseline benchmark assessments for iXL and Acadience to obtain data on student performance and inform instructional planning, intervention grouping, and curricular implementation.		2026-08-24	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Theo Quinones (Principal) Toni Derrington (Assistant Principal) Reading Specialist Grade Level Teams	iXL Diagnostic and Acadience, Team data meetings 1x per 6-day cycle	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Give MOY baseline benchmark assessments for iXL and Acadience to obtain data on student performance and inform instructional planning, intervention grouping, and curricular implementation.		2027-01-05	2027-02-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Theo Quinones (Principal) Toni Derrington (Assistant Principal) Reading Specialist Grade Level Teams	iXL Diagnostic and Acadience, Team data meetings 1x per 6-day cycle	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Give EOY baseline benchmark assessments for iXL and Acadience to obtain data on student performance and inform instructional planning, intervention grouping, and curricular implementation.		2027-05-03	2027-05-25
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Theo Quinones (Principal) Toni Derrington (Assistant Principal) Reading Specialist Grade Level Teams	iXL Diagnostic and Acadience, Team data meetings 1x per 6-day cycle	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Informed instructional planning by utilizing benchmark assessment data and implementing strategies	Teams will meet with administration once per six-day cycle for a data meeting to analyze and discuss data and progress, as well as a quarterly review of growth data and discussion of best

learned from math and ELA coaching sessions.	intervention placement for each student and supports needed to be successful.
--	---

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Instruction	• Content literacy & Core Instruction • Benchmarking assessments and data meetings	Salaries	361220	
Instruction	• Content literacy & Core Instruction • Benchmarking assessments and data meetings	Benefits	148080	
Total Expenditures				509300

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Content literacy & Core Instruction	Content leaders will create lessons that incorporate independent reading during core instruction and develop rubrics for comprehensive written responses.

Writing across the content

Action Step		
Content leaders will create lessons that incorporate independent reading during core instruction and develop rubrics for comprehensive written responses.		
Audience		
Core content teachers		
Topics to be Included		
Explore the curriculum Map out a school year plan that integrates building writing skills into everyday core instruction: starting with sentences, then paragraphs, and finally summary writing. Develop writing response rubrics and resources for scaffolds where needed		
Evidence of Learning		
The teacher will incorporate writing assessments into their content lesson plans for each unit.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Theo Quinones principal Courtney Minotti and Rachel Sherman Toni Derrington (AP)	2026-08-24	2027-05-27

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Monthly
Observation and Practice Framework Met in this Plan	
1e: Designing Coherent Instruction 1f: Designing Student Assessments 1a: Demonstrating Knowledge of Content and Pedagogy	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Theodoro Quinones	2026-06-22
School Improvement Facilitator Signature	Date

**PART K: PROJECT REFINANCING
BOARD TRANSMITTAL**

DISTRICT/CTC: Bethlehem Area School District COUNTY: Northampton
FINANCING NAME: General Obligation Bonds Series B of 2025

<u>ALL</u>	<u>REF</u>	<u>PAGE #</u>	
<u>X</u>		K02	Refinancing Transaction Explanation
<u>X</u>		K03	Summary of Sources and Uses of Funds
<u>X</u>			Signed Board Resolution Authorizing Financing Transaction (including the form of the Bond/Note)
<u>X</u>			Signed Bond/Note Purchase Contract <u>or</u> Completed and Signed Bid Form from Successful Bidder
<u>NA</u>			Signed Lease Agreement <u>or</u> Loan Agreement
<u>X</u>			Signed Swap Transaction Confirmation, if applicable
<u>NA</u>			Unallocated Funds
<u>X</u>			Signed Verification Report for Advance Refunding/ Certification for Current Refunding from Paying Agent/Trustee
<u>NA</u>			Cash Flow Statement for Current Refunding Call Requirement (if call requirement <u>not</u> gross funded at settlement)
<u>X</u>			Payment Schedule for New Issue/Note
<u>X</u>			Payment Schedule for Original Issue/Note Refinanced
<u>N/A</u>			Payment Schedule for Issue/Note Not Refinanced

The financial consultant for this refinancing is: PFM Financial Advisors LLC
Name of Firm/Company

The person to be contacted if there are any questions about Series of 2025B is:
Jamie L. Doyle, Managing Director (717) 232-2723 (717) 232-8610
Financial Consultant's Name and Position Phone Number Fax Number

The financial consultant's address is: 100 Market Street, Harrisburg, PA 17101

The financial consultant's e-mail address is: doylej@pfm.com

The school administrator to be contacted if there are any questions about Part K is:
Harry Aristakesian, Chief Financial Officer (610) 861-0500 (610) 861-8107
District/CTC Administrator's Name and Position Phone Number Fax Number

The school administrator's e-mail address is: aaaristakesian@basdschools.org

This certifies that the attached materials were approved for submission to the Pennsylvania Department of Education by board action.

BOARD ACTION DATE: 12/15/2025

VOTING: AYE 7 NAY 0 ABSTENTIONS 0 ABSENT 2



Signature, Board Secretary

Harry Aristakesian

Board Secretary's Name Printed or Typed

1516 Sycamore St. Bethlehem, PA 18017-6099 12/15/2025
District/CTC Address Date

Failure to receive a real estate tax bill does not exclude or delay payment of tax or avoid any penalty, interest or charge for such delay.
(Act of May 25, 1945, P.L. 1050, No. 394 72 P.S. § 5511.7)

NOTE: IF REAL ESTATE TAXES ARE PAID BY A MORTGAGE COMPANY, IT IS THE PROPERTY OWNER'S RESPONSIBILITY TO FORWARD. IF PROPERTY WAS RECENTLY SOLD, PLEASE CONTACT BASD AT 610-861-0500, OPTION 2.

ADDRESS CHANGES are the taxpayer's responsibility. Please indicate desired changes on the face of this bill **AND** notify the county in which the property is located to ensure that the permanent record is updated properly.

PAYMENTS:

- » **PERSONAL CHECK, CASHIER'S CHECK** or **MONEY ORDER** made payable to **BETHLEHEM AREA SCHOOL DISTRICT**
NO CASH WILL BE ACCEPTED
- » **ELECTRONIC PAYMENTS** paid through your bank *MUST reference the Bill No.* » **Mail to:** 1516 Sycamore St., Bethlehem, PA 18017
- » **ACH & CREDIT CARD PAYMENTS** will be accepted through the BASD website at www.basdschools.org/tax. User fees apply.
- » **PAYMENTS IN PERSON** will be accepted at: » **24 Hour Drop Box Available** «
BETHLEHEM AREA SCHOOL DISTRICT EDUCATION CENTER: 1516 Sycamore St, Bethlehem, PA 18017

The postmark on mailed payments will determine the payment date.
Payments postmarked after the due date are considered late and will be subject to a penalty.
(Act of May 25, 1945, P.L. 1050, No. 394 72 P.S. § 5511.10, 5511.11)

There is **NO GRACE PERIOD**. A fee of \$30.00 will be charged for returned checks.

RECEIPTS: Please send your request and a self-addressed stamped envelope with the final tax payment to Bethlehem Area School District, 1516 Sycamore St. Bethlehem PA 18017. A final receipt for all installment payments will be issued after the last installment is paid. This will be considered the official receipt. The Commonwealth of Pennsylvania requires a receipted tax bill for the PA Property Tax & Rent Rebate.

DO NOT send receipt requests to the lockbox address on reverse side.

All taxes not paid by December 31, 2026 will be turned over to Portnoff Law Associates for collection. Additional fees and interest charges will also be added to this tax bill by Portnoff Law Associates.

NOTICE OF PROPERTY TAX RELIEF:

Your tax bill includes a tax reduction for your homestead and/or farmstead property. As an eligible homestead and/or farmstead property owner, you have received tax relief through a homestead and/or farmstead exclusion which has been provided under the Pennsylvania Taxpayer Relief Act, a law passed by the Pennsylvania General Assembly designed to reduce your property taxes.

Si usted necesita este aviso en español, por favor visite el sitio web de BASD en www.basdschools.org/tax.
Opciones de traducción están disponibles en la parte final de la página.
Siga el enlace para PAGAR IMPUESTOS INMOBILIARIOS EN LÍNEA.

INSTALLMENT PAYMENT PLAN: Installment payments are due by their due date and must be paid in order. Installment plans must be started prior to October 31st and all applicable penalties paid. A penalty of 10% will be added to each delinquent installment. No discounts are allowed on installment payments. No additional installment bill coupons will be mailed. You must retain the originally mailed coupons for remittance.

INSTALLMENT PAYMENT PLAN: Installment payments are due by their due date and must be paid in order. Installment plans must be started prior to October 31st and all applicable penalties paid. A penalty of 10% will be added to each delinquent installment. No discounts are allowed on installment payments. No additional installment bill coupons will be mailed. You must retain the originally mailed coupons for remittance.

INSTALLMENT PAYMENT PLAN: Installment payments are due by their due date and must be paid in order. Installment plans must be started prior to October 31st and all applicable penalties paid. A penalty of 10% will be added to each delinquent installment. No discounts are allowed on installment payments. No additional installment bill coupons will be mailed. You must retain the originally mailed coupons for remittance.

2600050231540000001830260000186761000020543700000466908

Failure to receive a real estate tax bill does not exclude or delay payment of tax or avoid any penalty, interest or charge for such delay.
(Act of May 25, 1945, P.L. 1050, No. 394 72 P.S. § 5511.7)

NOTE: IF REAL ESTATE TAXES ARE PAID BY A MORTGAGE COMPANY, IT IS THE PROPERTY OWNER’S RESPONSIBILITY TO FORWARD. IF PROPERTY WAS RECENTLY SOLD, PLEASE CONTACT BASD AT 610-861-0500, OPTION 2.

ADDRESS CHANGES are the taxpayer’s responsibility. Please indicate desired changes on the face of this bill **AND** notify the county in which the property is located to ensure that the permanent record is updated properly.

PAYMENTS:

- » **PERSONAL CHECK, CASHIER’S CHECK** or **MONEY ORDER** made payable to **BETHLEHEM AREA SCHOOL DISTRICT**
NO CASH WILL BE ACCEPTED
- » **ELECTRONIC PAYMENTS** paid through your bank *MUST reference the Bill No.* » **Mail to:** 1516 Sycamore St., Bethlehem, PA 18017
- » **ACH & CREDIT CARD PAYMENTS** will be accepted through the BASD website at www.basdschools.org/tax. User fees apply.
- » **PAYMENTS IN PERSON** will be accepted at: » **24 Hour Drop Box Available** «
BETHLEHEM AREA SCHOOL DISTRICT EDUCATION CENTER: 1516 Sycamore St, Bethlehem, PA 18017

The postmark on mailed payments will determine the payment date.
Payments postmarked after the due date are considered late and will be subject to a penalty.
(Act of May 25, 1945, P.L. 1050, No. 394 72 P.S. § 5511.10, 5511.11)

There is **NO GRACE PERIOD**. A fee of \$30.00 will be charged for returned checks.

RECEIPTS: Please send your request and a self-addressed stamped envelope with the final tax payment to Bethlehem Area School District, 1516 Sycamore St. Bethlehem PA 18017. A final receipt for all installment payments will be issued after the last installment is paid. This will be considered the official receipt. The Commonwealth of Pennsylvania requires a receipted tax bill for the PA Property Tax & Rent Rebate.

DO NOT send receipt requests to the lockbox address on reverse side.

All taxes not paid by December 31, 2026 will be turned over to Portnoff Law Associates for collection. Additional fees and interest charges will also be added to this tax bill by Portnoff Law Associates.

NOTICE OF PROPERTY TAX RELIEF:

Your tax bill includes a tax reduction for your homestead and/or farmstead property. As an eligible homestead and/or farmstead property owner, you have received tax relief through a homestead and/or farmstead exclusion which has been provided under the Pennsylvania Taxpayer Relief Act, a law passed by the Pennsylvania General Assembly designed to reduce your property taxes.

Si usted necesita este aviso en español, por favor visite el sitio web de BASD en www.basdschools.org/tax.
Opciones de traducción están disponibles en la parte final de la página.
Siga el enlace para PAGAR IMPUESTOS INMOBILIARIOS EN LÍNEA.

INSTALLMENT PAYMENT PLAN: Installment payments are due by their due date and must be paid in order. Installment plans must be started prior to October 31st and all applicable penalties paid. A penalty of 10% will be added to each delinquent installment. No discounts are allowed on installment payments. **No additional installment bill coupons will be mailed.** You must retain the originally mailed coupons for remittance.

INSTALLMENT PAYMENT PLAN: Installment payments are due by their due date and must be paid in order. Installment plans must be started prior to October 31st and all applicable penalties paid. A penalty of 10% will be added to each delinquent installment. No discounts are allowed on installment payments. **No additional installment bill coupons will be mailed.** You must retain the originally mailed coupons for remittance.

INSTALLMENT PAYMENT PLAN: Installment payments are due by their due date and must be paid in order. Installment plans must be started prior to October 31st and all applicable penalties paid. A penalty of 10% will be added to each delinquent installment. No discounts are allowed on installment payments. **No additional installment bill coupons will be mailed.** You must retain the originally mailed coupons for remittance.

COLONIAL INTERMEDIATE UNIT 20
A Regional Service Agency
6 Danforth Drive
Easton, Pennsylvania 18045-7899

CONTRACT FOR SERVICE
(REVENUE GENERATING)

This contract is entered into by Colonial Intermediate Unit 20, 6 Danforth Drive, Easton, Pennsylvania 18045-7899 and Bethlehem Area School District, 1516 Sycamore Street, Bethlehem, PA 18017-6099, (610) 861-0500.

In collaboration with TransPerfect Remote Interpreting, Incorporated, Colonial Intermediate Unit 20 will provide remote interpreting services to students and staff at the Bethlehem Area School District.

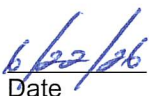
The rate for this service will be \$7.20 per month, for 12 months, not to exceed \$86.40, plus a fee of \$1.40 per minute for interpreting services. This contract will be in effect for the 2026-2027 school year.

Bethlehem Area School District will be billed for services rendered by Colonial Intermediate Unit 20.

The signed contract must be returned to Mr. Jon Wallitsch, Assistant to the Executive Director for Management Services, at the Intermediate Unit Office.



Mr. Jon Wallitsch
Assistant to the Executive Director
for Management Services



Date

Bethlehem Area School District
Superintendent

Date

Federal ID Number

To comply with Federal laws, State laws, and State Department of Education regulations concerning equal rights and opportunities and to assure these within our Intermediate Unit, the Colonial Intermediate Unit 20 declares itself to be an equal rights and opportunities agency. As an equal rights and opportunities agency, it does not discriminate against individuals or groups because of race, color, national origin, religion, age, sex and disabilities as defined by law. The Intermediate Unit's commitment to non-discrimination extends to students, employees, prospective employees, and the community.

Successful performance and affirmative action program efforts will provide positive benefits to the Intermediate Unit through fuller utilization and development of previously underutilized human resources. Coordinator of Title IX, Section 504 and ADA is The Director of Human Resources and Research Services, Colonial Intermediate Unit 20, 6 Danforth Drive, Easton, PA 18045, (610) 515-6405, TDD/TTY Hearing Impaired (610) 252-3786.

COLONIAL INTERMEDIATE UNIT 20
A Regional Service Agency
6 Danforth Drive
Easton, Pennsylvania 18045-7899

CONTRACT FOR SERVICE
(REVENUE GENERATING)

This contract is entered into by Colonial Intermediate Unit 20, 6 Danforth Drive, Easton, Pennsylvania 18045-7899 and Bethlehem Area School District, 1516 Sycamore Street, Bethlehem, PA 18017-6099, (610) 861-0500.

Colonial Intermediate Unit 20 will provide psychiatric evaluations as requested by the Bethlehem Area School District.

The rates for this service are as follows:

Psychiatric Evaluation	\$354.66
Psychiatric Amendment	\$141.86
Fee for No Show Appointment	\$141.86
Fee for Cancellation-Less than 48 Hours' Notice	\$141.86

The total amount of this contract will be based on the total number of hours requested for each service per student, as well as any fees for no show or cancelled appointments. This contract will be in effect for the 2026-2027 school year.

Bethlehem Area School District will be billed quarterly for services rendered by Colonial Intermediate Unit 20.

The signed contract must be returned to Mr. Jon Wallitsch, Assistant to the Executive Director for Management Services, at the Intermediate Unit Office.



Mr. Jon Wallitsch
Assistant to the Executive Director
for Management Services

6/22/26

Date

Bethlehem Area School District
Superintendent

Date

Federal ID Number

To comply with Federal laws, State laws, and State Department of Education regulations concerning equal rights and opportunities and to assure these within our Intermediate Unit, the Colonial Intermediate Unit 20 declares itself to be an equal rights and opportunities agency. As an equal rights and opportunities agency, it does not discriminate against individuals or groups because of race, color, national origin, religion, age, sex and disabilities as defined by law. The Intermediate Unit's commitment to non-discrimination extends to students, employees, prospective employees, and the community.

Successful performance and affirmative action program efforts will provide positive benefits to the Intermediate Unit through fuller utilization and development of previously underutilized human resources. Coordinator of Title IX, Section 504 and ADA is The Director of Human Resources and Research Services, Colonial Intermediate Unit 20, 6 Danforth Drive, Easton, PA 18045, (610) 515-6405, TDD/TTY Hearing Impaired (610) 252-3786.

COLONIAL INTERMEDIATE UNIT 20
A Regional Service Agency
6 Danforth Drive
Easton, Pennsylvania 18045-7899

CONTRACT FOR SERVICE
(REVENUE GENERATING)

This contract is entered into by Colonial Intermediate Unit 20, 6 Danforth Drive, Easton, Pennsylvania 18045-7899 and Bethlehem Area School District, 1516 Sycamore Street, Bethlehem, PA 18017, (610) 861-0500.

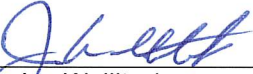
Colonial Intermediate Unit 20 will secure an LPN or an RN to administer medication for Bethlehem Area School District students while attending Community Based Instruction and/or field trips.

The rate for this service is \$70.00 an hour for an LPN or RN.

The total amount of this contract will be based on the total number of hours requested. This contract is in effect for the 2026-2027 school year.

Bethlehem Area School District will be billed for services rendered by Colonial Intermediate Unit 20.

The signed contract must be returned to Mr. Jon Wallitsch, Assistant to the Executive Director for Management Services, at the Intermediate Unit Office.



Mr. Jon Wallitsch
Assistant to the Executive Director
for Management Services



Date

Bethlehem Area School District
Superintendent

Date

Federal ID Number

To comply with Federal laws, State laws, and State Department of Education regulations concerning equal rights and opportunities and to assure these within our Intermediate Unit, the Colonial Intermediate Unit 20 declares itself to be an equal rights and opportunities agency. As an equal rights and opportunities agency, it does not discriminate against individuals or groups because of race, color, national origin, religion, age, sex and disabilities as defined by law. The Intermediate Unit's commitment to non-discrimination extends to students, employees, prospective employees, and the community.

Successful performance and affirmative action program efforts will provide positive benefits to the Intermediate Unit through fuller utilization and development of previously underutilized human resources. Coordinator of Title IX, Section 504 and ADA is The Director of Human Resources and Research Services, Colonial Intermediate Unit 20, 6 Danforth Drive, Easton, PA 18045, (610) 515-6405, TDD/TTY Hearing Impaired (610) 252-3786.

COLONIAL INTERMEDIATE UNIT 20
A Regional Service Agency
6 Danforth Drive
Easton, Pennsylvania 18045-7899

CONTRACT FOR SERVICE
(REVENUE GENERATING)

This contract is entered into by Colonial Intermediate Unit 20, 6 Danforth Drive, Easton, Pennsylvania 18045-7899 and Bethlehem Area School District, 1516 Sycamore Street, Bethlehem, PA 18017-6099, (610) 861-0500.

Colonial Intermediate Unit 20 will provide homebound services for students who attend the Bethlehem Area School District.

The rates are as follows:

Special Education Teacher	\$ 63.69
Associate Teacher	\$ 26.24

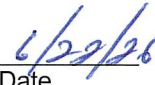
The total amount of this contract will be based on the total number of hours requested, plus mileage as per Colonial Intermediate Unit 20's reimbursement for travel policy. This contract is in effect for the 2026-2027 school year.

Bethlehem Area School District will be billed for services rendered by Colonial Intermediate Unit 20.

The signed contract must be returned to Mr. Jon Wallitsch, Assistant to the Executive Director for Management Services, at the Intermediate Unit Office.



Mr. Jon Wallitsch
Assistant to the Executive Director
for Management Services



Date

Bethlehem Area School District
Superintendent

Date

Federal ID Number

To comply with Federal laws, State laws, and State Department of Education regulations concerning equal rights and opportunities and to assure these within our Intermediate Unit, the Colonial Intermediate Unit 20 declares itself to be an equal rights and opportunities agency. As an equal rights and opportunities agency, it does not discriminate against individuals or groups because of race, color, national origin, religion, age, sex and disabilities as defined by law. The Intermediate Unit's commitment to non-discrimination extends to students, employees, prospective employees, and the community.

Successful performance and affirmative action program efforts will provide positive benefits to the Intermediate Unit through fuller utilization and development of previously underutilized human resources. Coordinator of Title IX, Section 504 and ADA is The Director of Human Resources and Research Services, Colonial Intermediate Unit 20, 6 Danforth Drive, Easton, PA 18045, (610) 515-6405, TDD/TTY Hearing Impaired (610) 252-3786.

COLONIAL INTERMEDIATE UNIT 20
A Regional Service Agency
6 Danforth Drive
Easton, Pennsylvania 18045-7899

CONTRACT FOR SERVICE
(REVENUE GENERATING)

This contract is entered into by Colonial Intermediate Unit 20, 6 Danforth Drive, Easton, Pennsylvania 18045-7899 and Bethlehem Area School District, 1516 Sycamore Street, Bethlehem, PA 18017-6099, (610) 861-0500.

Colonial Intermediate Unit 20 will provide Feeding Evaluations for students who attend the Bethlehem Area School District.

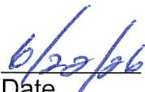
The rate for each evaluation is \$1,200.00. The total amount of this contract will be based on the total number of evaluations requested. This contract will be in effect for the 2026-2027 school year.

Bethlehem Area School District will be billed for services rendered by Colonial Intermediate Unit 20.

The signed contract must be returned to Mr. Jon Wallitsch, Assistant to the Executive Director for Management Services, at the Intermediate Unit Office.



Mr. Jon Wallitsch
Assistant to the Executive Director
for Management Services



Date

Bethlehem Area School District
Superintendent

Date

Federal ID Number

To comply with Federal laws, State laws, and State Department of Education regulations concerning equal rights and opportunities and to assure these within our Intermediate Unit, the Colonial Intermediate Unit 20 declares itself to be an equal rights and opportunities agency. As an equal rights and opportunities agency, it does not discriminate against individuals or groups because of race, color, national origin, religion, age, sex and disabilities as defined by law. The Intermediate Unit's commitment to non-discrimination extends to students, employees, prospective employees, and the community.

Successful performance and affirmative action program efforts will provide positive benefits to the Intermediate Unit through fuller utilization and development of previously underutilized human resources. Coordinator of Title IX, Section 504 and ADA is The Director of Human Resources and Research Services, Colonial Intermediate Unit 20, 6 Danforth Drive, Easton, PA 18045, (610) 515-6405, TDD/TTY Hearing Impaired (610) 252-3786.

COLONIAL INTERMEDIATE UNIT 20
A Regional Service Agency
6 Danforth Drive
Easton, Pennsylvania 18045-7899

CONTRACT FOR SERVICE
(REVENUE GENERATING)

This contract is entered into by Colonial Intermediate Unit 20, 6 Danforth Drive, Easton, Pennsylvania 18045-7899 and Bethlehem Area School District, 1516 Sycamore Street, Bethlehem, PA 18017-6099, (610) 861-0500.

Colonial Intermediate Unit 20 will provide Child Find evaluations at nonpublic and private schools for the purpose of FAPE as requested by the school district.

The rates for services are as follows:

Adaptive Physical Education	\$96.57/hour
Alternative Augmentative Communication (AAC) Evaluation	\$750.00/evaluation
Educational Audiology Services	\$305.32/hour
Feeding Team Evaluation	\$1,200.00/evaluation
Itinerant Hearing Support	\$204.03/hour
Itinerant Vision Support	\$358.87/hour
Occupational Therapy	\$154.85/hour
Orientation and Mobility Services	\$358.87/hour
Physical Therapy	\$178.00/hour
Psychological Services	\$150.51/hour
Speech and Language Support	\$151.96/hour

The total amount of this contract will be based on the total number of hours requested for each service per student. This contract is in effect for the 2026-2027 school year.

Bethlehem Area School District will be billed for services rendered by Colonial Intermediate Unit 20.

The signed contract must be returned to Mr. Jon Wallitsch, Assistant to the Executive Director for Management Services, at the Intermediate Unit Office.


Mr. Jon Wallitsch
Assistant to the Executive Director
for Management Services


Date

Bethlehem Area School District
Superintendent

Date

Federal ID Number

To comply with Federal laws, State laws, and State Department of Education regulations concerning equal rights and opportunities and to assure these within our Intermediate Unit, the Colonial Intermediate Unit 20 declares itself to be an equal rights and opportunities agency. As an equal rights and opportunities agency, it does not discriminate against individuals or groups because of race, color, national origin, religion, age, sex and disabilities as defined by law. The Intermediate Unit's commitment to non-discrimination extends to students, employees, prospective employees, and the community.

Successful performance and affirmative action program efforts will provide positive benefits to the Intermediate Unit through fuller utilization and development of previously underutilized human resources. Coordinator of Title IX, Section 504 and ADA is The Director of Human Resources and Research Services, Colonial Intermediate Unit 20, 6 Danforth Drive, Easton, PA 18045, (610) 515-6405, TDD/TTY Hearing Impaired (610) 252-3786.

COLONIAL INTERMEDIATE UNIT 20
A Regional Service Agency
6 Danforth Drive
Easton, Pennsylvania 18045-7899

CONTRACT FOR SERVICE
(REVENUE GENERATING)

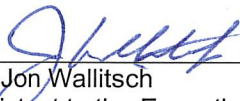
This contract is entered into by Colonial Intermediate Unit 20, 6 Danforth Drive, Easton, Pennsylvania 18045-7899 and Bethlehem Area School District, 1516 Sycamore Street, Bethlehem, PA 18017-6099, (610) 861-0500.

Colonial Intermediate Unit 20 will provide Augmentative and Alternative Communication (AAC) Evaluations for students who attend the Bethlehem Area School District.

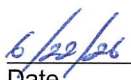
The rate for each evaluation is \$750.00. The total amount of this contract will be based on the total number of evaluations requested. This contract will be in effect for the 2026-2027 school year.

Bethlehem Area School District will be billed for services rendered by Colonial Intermediate Unit 20.

The signed contract must be returned to Mr. Jon Wallitsch, Assistant to the Executive Director for Management Services, at the Intermediate Unit Office.



Mr. Jon Wallitsch
Assistant to the Executive Director
for Management Services



Date

Bethlehem Area School District
Superintendent

Date

Federal ID Number

To comply with Federal laws, State laws, and State Department of Education regulations concerning equal rights and opportunities and to assure these within our Intermediate Unit, the Colonial Intermediate Unit 20 declares itself to be an equal rights and opportunities agency. As an equal rights and opportunities agency, it does not discriminate against individuals or groups because of race, color, national origin, religion, age, sex and disabilities as defined by law. The Intermediate Unit's commitment to non-discrimination extends to students, employees, prospective employees, and the community.

Successful performance and affirmative action program efforts will provide positive benefits to the Intermediate Unit through fuller utilization and development of previously underutilized human resources. Coordinator of Title IX, Section 504 and ADA is The Director of Human Resources and Research Services, Colonial Intermediate Unit 20, 6 Danforth Drive, Easton, PA 18045, (610) 515-6405, TDD/TTY Hearing Impaired (610) 252-3786.

COLONIAL INTERMEDIATE UNIT 20
ALTERNATIVE and REGULAR EDUCATION TRANSPORTATION CONTRACT
For School Year 2026-2027

This CONTRACT entered into this 1st day of July 2026 by and between COLONIAL INTERMEDIATE UNIT 20 at 6 Danforth Drive, Easton, PA 18045, hereinafter referred to as CIU20.

AND

Bethlehem Area School District at 1516 Sycamore Street, Bethlehem, PA 18017-6099

CIU20 and Bethlehem Area School District agree to enter into a contract where CIU20 will provide and bill directly for Alternative and Regular Education transportation services for 2026-2027. Based on 2025-2026 aggregate miles the Intermediate Unit transported students and providing for our 2026-2027 budgetary increases and anticipated changes in number of students transported in 2026-2027, the cost for said service is \$6.54 per mile, for each student transported. CIU20 will bill based on the cost/mile.

The Intermediate Unit will make every effort to accommodate new Transportation Requests for Alternative and Regular Education transportation students in as timely a manner as possible within the existing runs as already established. Should this service require a dedicated, new run to accommodate an overload of students on already existing runs, the Intermediate Unit may need to sub-contract with an outside vendor to accommodate these students until such time as an Intermediate Unit driver or substitute driver can be secured.

Please return signed agreement following appropriate administrative action to:

Mr. Jon Wallitsch
Assistant to the Executive Director for Management Services
Colonial Intermediate Unit 20
6 Danforth Drive
Easton, PA 18045-7899
610-515-6415
jwallitsch@ciu20.org

Colonial Intermediate Unit 20

By: 
Mr. Jon Wallitsch
Title: Assistant to the Executive Director
for Management Services

Bethlehem Area School District

By: _____
Title: Superintendent
Witness: _____
Title: _____
Date: _____

COLONIAL INTERMEDIATE UNIT 20
A Regional Service Agency
6 Danforth Drive
Easton, Pennsylvania 18045-7899

CONTRACT FOR SERVICE
(REVENUE GENERATING)

This contract is entered into by Colonial Intermediate Unit 20, 6 Danforth Drive, Easton, Pennsylvania 18045-7899 and Bethlehem Area School District, 1516 Sycamore Street, Bethlehem, PA 18017, (610) 861-0500.

Colonial Intermediate Unit 20 will provide a Physician to review and authorize Personal Care Assistance Services in a Student's IEP to receive School Based Medical Access Reimbursement.

Bethlehem Area School District is responsible for collecting and preparing Students' IEPs. IEP preparation includes providing Colonial Intermediate Unit 20 with the following:

- Student IEP
 - Front Page
 - Signature Page
 - Related Service and/or SDI Page(s)
 - Personal Care Assistance Services and Related Services must be flagged and highlighted
- Completed Medical Access Physician Authorization Form
 - Information to Complete:
 - Student's Name
 - Date of the IEP Meeting
 - Student's Home District
 - Personal Care Assistance Services/Related Services (Individual/Group Service, Start & End Date and Frequency)

Bethlehem Area School District must use Colonial Intermediate Unit 20's version of the "Medical Practitioner Authorization Form for SBAP Services" that Colonial Intermediate Unit 20 provides.

Bethlehem Area School District is responsible for transporting IEPs to and from Colonial Intermediate Unit 20's main office for Physician Authorization of Personal Care Assistance Services.

The rate for this service is \$11.60 per IEP.

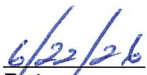
The total amount of this contract will be based on the total number of IEP Authorizations requested. This contract is in effect for the 2026-2027 school year.

Bethlehem Area School District will be billed for services rendered by Colonial Intermediate Unit 20.

The signed contract must be returned to Mr. Jon Wallitsch, Assistant to the Executive Director for Management Services, at the Intermediate Unit Office.



Mr. Jon Wallitsch
Assistant to the Executive Director
for Management Services



Date

Bethlehem Area School District
Superintendent

Date

Federal ID Number

To comply with Federal laws, State laws, and State Department of Education regulations concerning equal rights and opportunities and to assure these within our Intermediate Unit, the Colonial Intermediate Unit 20 declares itself to be an equal rights and opportunities agency. As an equal rights and opportunities agency, it does not discriminate against individuals or groups because of race, color, national origin, religion, age, sex and disabilities as defined by law. The Intermediate Unit's commitment to non-discrimination extends to students, employees, prospective employees, and the community.

Successful performance and affirmative action program efforts will provide positive benefits to the Intermediate Unit through fuller utilization and development of previously underutilized human resources. Coordinator of Title IX, Section 504 and ADA is The Director of Human Resources and Research Services, Colonial Intermediate Unit 20, 6 Danforth Drive, Easton, PA 18045, (610) 515-6405, TDD/TTY Hearing Impaired (610) 252-3786.

Quote: Sweet, Stevens, Katz & Williams, LLP (“SSKW”) Technology Pool Counsel

Customer: Bethlehem

Description

Sweet, Stevens, Katz & Williams, LLP (SSKW) provides participating Colonial Intermediate Unit (IU) member districts, schools, and Career and Technical Centers with ongoing legal support focused on technology-related matters, including telephone and email consultation on computers, educational technology, electronic devices, and related policies. This service also includes the sharing of broadly applicable resources—such as policies, guidelines, forms, and advisory materials—across all participating entities in the Technology Pool. Additionally, SSKW delivers three half-day trainings or consultations annually on IU-selected technology topics, along with two additional presentations for joint meetings of IU and district technology leaders. Services are provided by approved attorneys and do not include representation in legal proceedings, which must be arranged separately, with the IU coordinating participation and payment on behalf of the consortium.

License Term: 2026 - 2027 School Year

Term Cost : \$630

Terms & Authorization

By signing this quotation, you:

1. Confirm that you are authorized to execute this Sales Quote on behalf of the undersigned organization.
2. Agree to purchase the subscription under the pricing and duration specified in this quotation.



COLONIAL

Intermediate Unit 20

Dedicated to your children and the people who serve them

6 Danforth Drive
Easton PA 18045-7899
p 610-252-5550
f 610-252-5740
www.ciu20.org

**To authorize this purchase, please sign and return the quote along with a
Purchase Order to: jbrunetti@ciu20.org.**

Signature

Printed Name

Title

Date

COLONIAL INTERMEDIATE UNIT 20
A Regional Service Agency
6 Danforth Drive
Easton, Pennsylvania 18045-7899

CONTRACT FOR SERVICE
(REVENUE GENERATING)

This contract is entered into by Colonial Intermediate Unit 20, 6 Danforth Drive, Easton, Pennsylvania 18045-7899 and Bethlehem Area School District, 1516 Sycamore Street, Bethlehem, PA 18017-6099, (610) 861-0500.

Colonial Intermediate Unit 20 will provide online professional development for paraeducators, teaching assistants and administrators with ParaEducator Learning Network Subscription.

The total cost for the unlimited license option is \$2,089.00. This contract will be in effect from August 1, 2026 through July 31, 2027.

Bethlehem Area School District will be billed for services rendered by Colonial Intermediate Unit 20.

The signed contract must be returned to Mr. Jon Wallitsch, Assistant to the Executive Director for Management Services, at the Intermediate Unit Office.


Mr. Jon Wallitsch
Assistant to the Executive Director
for Management Services

7/60/26
Date

Bethlehem Area School District
Superintendent

Date

Federal ID Number

To comply with Federal laws, State laws, and State Department of Education regulations concerning equal rights and opportunities and to assure these within our Intermediate Unit, the Colonial Intermediate Unit 20 declares itself to be an equal rights and opportunities agency. As an equal rights and opportunities agency, it does not discriminate against individuals or groups because of race, color, national origin, religion, age, sex and disabilities as defined by law. The Intermediate Unit's commitment to non-discrimination extends to students, employees, prospective employees, and the community.

Successful performance and affirmative action program efforts will provide positive benefits to the Intermediate Unit through fuller utilization and development of previously underutilized human resources. Coordinator of Title IX, Section 504 and ADA is The Director of Human Resources and Research Services, Colonial Intermediate Unit 20, 6 Danforth Drive, Easton, PA 18045, (610) 515-6405, TDD/TTY Hearing Impaired (610) 252-3786.

COLONIAL INTERMEDIATE UNIT 20
A Regional Service Agency
6 Danforth Drive
Easton, Pennsylvania 18045-7899

CONTRACT FOR SERVICE
(REVENUE GENERATING)

This contract is entered into by Colonial Intermediate Unit 20, 6 Danforth Drive, Easton, Pennsylvania 18045-7899 and Bethlehem Area School District, 1516 Sycamore Street, Bethlehem, PA 18017, (610) 861-0500.

Colonial Intermediate Unit 20 will provide two (2) Mental Health Workers to rotate between Emotional Support classes located at Broughal Middle School, East Hills Middle School, Liberty High School and Northeast Middle School. Their responsibilities include, but are not limited to, the delivery of social and emotional curriculum, individual counseling support, mental health case management, behavioral data gathering, delivery of the Positive Behavioral Support Plan, regular parent contacts, partnering with classrooms and mainstream teachers and participation in IEP meetings when requested.

This contract shall not exceed \$144,012.00 and is in effect for the 2026-2027 school year.

Bethlehem Area School District will be billed for services rendered by Colonial Intermediate Unit 20.

The signed contract must be returned to Mr. Jon Wallitsch, Assistant to the Executive Director for Management Services, at the Intermediate Unit Office.

DocuSigned by: 	06/24/2026		
Dr. Christopher S. Wolfel	Date	Bethlehem Area School District	Date
Executive Director		Superintendent	
DocuSigned by: 	6/25/2026		
Ms. Alisha Kalapay	Date	Federal ID Number	
Secretary to the Board			

To comply with Federal laws, State laws, and State Department of Education regulations concerning equal rights and opportunities and to assure these within our Intermediate Unit, the Colonial Intermediate Unit 20 declares itself to be an equal rights and opportunities agency. As an equal rights and opportunities agency, it does not discriminate against individuals or groups because of race, color, national origin, religion, age, sex and disabilities as defined by law. The Intermediate Unit's commitment to non-discrimination extends to students, employees, prospective employees, and the community.

Successful performance and affirmative action program efforts will provide positive benefits to the Intermediate Unit through fuller utilization and development of previously underutilized human resources. Coordinator of Title IX, Section 504 and ADA is The Director of Human Resources and Research Services, Colonial Intermediate Unit 20, 6 Danforth Drive, Easton, PA 18045, (610) 515-6405, TDD/TTY Hearing Impaired (610) 252-3786.

BETHLEHEM AREA SCHOOL DISTRICT

DENTAL SERVICES AGREEMENT

Contracted Services: School Dentist Services

This AGREEMENT made as of June 15, 2026, by and between the Bethlehem Area School District (the "District"), and Lehigh Valley Hospital, Inc. ("LVH").

WHEREAS, the District wishes to provide access to dental services for its underserved students;

WHEREAS, LVH has a charitable mission to the community which includes an objective to integrate and enhance access to, and the delivery of, preventive and primary care services to students, thereby improving the health, well-being and school performance of students; and

WHEREAS, LVH is willing to expend the time and resources and devote the attention to District students through on-site oral health screenings as set forth herein.

NOW THEREFORE, the parties hereto, in consideration of the foregoing presentations and the following terms and conditions, and intending to be legally bound hereby, agree as follows:

1. LVH agrees to render to the District professional services as described below, commencing June 15, 2026 ("Commencement Date"), and terminating on June 30, 2027, unless sooner terminated pursuant to the terms herein.
2. Unless otherwise agreed upon in writing by the parties, the services to be provided herein shall be performed on District property and the District shall provide reasonable space and access to utilities, telephone and internet within its facilities to LVH to provide the services.
3. The District shall notify the Pennsylvania Department of Health of LVH's appointment, which is subject to the approval of the Pennsylvania Secretary of Health.
4. This Agreement may be terminated at the discretion of either party for any reason, upon the provision of thirty (30) days' written notice to the other party. The District may terminate this Agreement, effective immediately, upon LVH's material breach hereunder. In the event of termination, the District is required to notify the PA Department of Health of such termination. Termination shall not affect the rights and/or obligations that have accrued prior to termination.
5. LVH shall provide the District with the following professional services (hereinafter, "Services"):
 - a. Required dental examinations of students in kindergarten (or other original entry by the student into the District), third grade and seventh grade, as requested by the District;
 - b. Examining District students referred to LVH by the District because of suspected dental disease;

c. At the request of the District, advice on medical issues and policy; and

d. Other duties as may be reasonably requested by the District's Board of School Directors which are consistent with the rules and regulations of the Department of Health.

Except as otherwise specifically set forth herein, the District shall be responsible for the provision of all equipment, materials and devices required to provide the Services. The District shall be responsible for the maintenance, cleaning, and sterilization of all such equipment, materials, and devices as required by federal, state, and local law and regulations, including but not limited to those regulations of the local Board of Health, the Pennsylvania State Board of Dentistry the Centers for Communicable Diseases, and the Pennsylvania Department of Health, and in accordance with applicable standards of the American Dental Association.

6. LVH warrants that Services will be provided by a Doctor of Dental Surgery or dental medicine in good standing and legally qualified to practice dentistry in this Commonwealth. Prior to commencing any of the Services hereunder, LVH shall provide the District a copy of its provider(s) license(s) to practice dentistry in the Commonwealth of Pennsylvania. LVH shall maintain all professional licenses required by law and this Agreement in good standing and effect throughout the term of this Agreement.
7. The District agrees to compensate LVH for the Services in the amount of \$4 per dental examination, and \$6 per hour of other Services provided to the District hereunder. LVH agrees to accept payment from the District as compensation in full for the Services and agrees not to bill and collect for Services rendered to patients. LVH will send an invoice to the District after the end of the academic year, and such invoice shall be paid by the District within thirty (30) days of sending such invoice.
8. Upon request, LVH shall provide the District with a copy of its background check policy, and the District may request a copy of criminal history record information and child abuse clearance for LVH employees providing services to the District.
9. LVH shall comply with all applicable rules and regulations of the local Board of Health, the Pennsylvania State Board of Dentistry, the Centers for Communicable Diseases, and the Pennsylvania Department of Health, as well as any applicable standards of the American Dental Association, relating to the control of communicable, infectious, or contagious disease, and other special requirements of the District's Board of School Directors as are reasonably requested.
10. Upon request, each party agrees to provide the other party with a certification of all insurance required by this Agreement. During the term of this Agreement, LVH shall maintain at LVH's expense professional liability insurance of not less than One Million Dollars (\$1,000,000) per incident/occurrence and Three Million Dollars (\$3,000,000) in the aggregate. During the term of this Agreement, each party shall maintain at its own expense Commercial General Liability Insurance of not less than One Million Dollars (\$1,000,000) per occurrence and Two Million Dollars (\$2,000,000) in the aggregate; and workers' compensation insurance as required by law, or proof of exemption in accordance with applicable law. The District shall be added as an

additional insured on LVH's expense Commercial General Liability Insurance, and such policy shall contain a waiver of subrogation in favor of the District. No such insurance coverage may be reduced below the limited stated herein, cancelled or non-renewed during the term of this Agreement.

11. Each party shall at all times comply with federal and state laws pertaining to the privacy and confidentiality of the District's students, employees, and other information and data, including, but not limited to, the Health Insurance Portability and Accountability Act of 1996 and the Family Educational Rights and Privacy Act. The obligations set forth in this paragraph shall survive the termination of this Agreement.
12. It is understood and agreed by the parties hereto that LVH and its employees, agents, or representatives, while engaged in carrying out and complying with any of the terms and conditions of this Agreement, are independent contractors and are not officers, agents, or employees of the District. The District is interested only in the results obtained under this Agreement; the manner and means of conducting the work are under the sole discretion of LVH. Each party agrees to comply with all Pennsylvania and federal laws and regulations which apply to its respective obligations hereunder. LVH agrees to comply with all applicable District policies pertaining to its performance of the Services, provided such policies are provided to LVH in advance of its performance.
13. LVH shall indemnify, defend and hold harmless the District and its officers, directors, agents, representatives, assigns and employees from and against third party claims, damages and expenses, including, but not limited, to reasonable attorneys' fees and defense costs ("Losses"), solely to the extent arising out of the gross negligence and/or willful misconduct of LVH, including its representatives, employees, agents, and assigns. The District shall indemnify, defend and hold harmless LVH from and against Losses, solely to the extent arising out of the gross negligence and/or willful misconduct of the District, including its officers, directors, agents, representatives, assigns and employees. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity which would otherwise exist. In no event will either party be required to indemnify or hold harmless the other for the other's negligence, gross negligence, or willful misconduct. Notwithstanding the foregoing, (a) each party shall advise the other party in writing of any claims, notices or other information received by it or of which it becomes aware for which such party will seek indemnification hereunder, in such time and manner as not to impair or prejudice the ability of the indemnifying party to defend such claims or investigate such notice, (b) each party shall provide the indemnifying party with the cooperation and assistance necessary to defend such claim requested by the indemnifying party, and (c) neither party shall settle or compromise any claim admitting the fault, liability or negligence of the other party without the other party's prior written consent, which shall not be unreasonably withheld or delayed. However, in no event shall the District's liability either directly or for indemnity be greater than it could be liable under the Pennsylvania Political Subdivision Tort Act. The protections and immunities of the Political Subdivision Tort Act are expressly not waived by the District. The obligations set forth in this paragraph shall survive the termination of this Agreement.

14. Each of the parties hereto covenant and agree that where applicable respectively, they shall not discriminate against any person for any reason whether as an employee, independent contractor, or student, by reason of gender, race, creed, color, sexual preference, national origin, disability, ancestry, or age.
15. This Agreement will be interpreted under the laws of the Commonwealth of Pennsylvania in effect as of the date of this Agreement.
16. All agreements and covenants contained in this Agreement are severable, and in the event any of them are held to be invalid by any competent court, this Agreement will be interpreted as if invalid agreements or covenants were not contained in this Agreement.
17. Each party hereto binds itself, its partners, successors, assigns and legal representatives to the other party hereto, its partners, successors, assigns and legal representatives in respect of all covenants, agreements and obligations contained in the Agreement.
18. Neither party shall be permitted to assign any of its rights or obligations under this Agreement without the prior written consent of the other party, other than to its subsidiaries or affiliates.
19. All notices required or sought to be given under this Agreement shall be in writing and shall be deemed to have been made if (i) delivered personally, (ii) sent by certified or registered mail, postage prepaid, or (iii) sent by nationally recognized overnight courier, to each party as the address listed above, and if to the District addressed to the attention of the Superintendent. Either party may at any time, in the manner set forth for giving notices to the other party, designate a different name and/or address to which notices to it shall be sent.

If to LVH: One City Center,
707 Hamilton Street
Allentown, PA 18101
Attn:

with a copy to: Legal Services Department
Lehigh Valley Health Network
Attn: Jocelyn Ezratty, Esq.
Three City Center
515 Hamilton St, Suite 200
Allentown, PA 18101
Jocelyn.ezratty@jefferson.edu

If to District: Bethlehem Area School District
1516 Sycamore St.
Bethlehem, PA. 18017

20. The failure to enforce or require the performance at any time of the provisions of this Agreement shall in no way be construed to be a waiver of such provisions and shall not affect either the validity of this Agreement or any part hereof, or the right of any party thereafter to enforce each and every provision in accordance with the terms of this Agreement.
21. Neither party shall be deemed in default or otherwise liable under this Agreement due to its inability to perform its obligations by reason of any fire, earthquake, flood, hurricane, tornado, snowstorm, epidemic, accident, explosion, casualty, pandemic, virus or other malicious software, strike, lockout, labor controversy, riot, civil disturbance, act of public enemy, embargo, war, act of God, act of terrorism, or any municipal, county, state or national ordinance or law, or any executive, administrative or judicial order (which order is not the result of any act or omission which would constitute a default hereunder), or any failure or delay of any transportation, power, or communications system or any other or similar cause beyond that party's reasonable control.
22. The parties executing this Agreement represent and warrant to each other that they have the full right, power, capacity and authority to execute and deliver this Agreement, and that they have duly and properly performed all acts required to authorize them to carry out this Agreement and the transactions contemplated by it
23. This Agreement represents the entire understanding between the parties. No other prior or contemporaneous oral or written understandings or promises to exist in regard to this relationship.
24. The provisions of this Agreement and amendments thereto may not be revised or modified except by written amendment upon mutual consent of both parties.
25. The parties agree that any benefit to either party does not require, is not payment for and is not in any way contingent upon the referral or other arrangement for the provision of any item or service reimbursed under Medicare or Medicaid. Neither party will knowingly or intentionally conduct itself in such a manner as to violate any applicable federal or state law, rule or regulation.
26. The District shall not use LVH's name, logos, or trademarks in any manner, including, without limitation, in any advertising, promotional material, press release, publication, public statement, or announcement, or through any form of other media, written or oral, without the prior written consent of LVH, which consent may be granted or withheld in LVH's sole and absolute discretion.

[signature page follows]

IN WITNESS WHEREOF, the parties, intending to be legally bound hereto, have caused this Dental Services Agreement to be executed as of the date first above written.

BETHLEHEM AREA SCHOOL DISTRICT

By: _____
Name:
Title:

LEHIGH VALLEY HOSPITAL

By: Rebecca Frank
Name: Rebecca Frank, MA, RDH, PHDHP
Title: Director Physician Practice



Sole Source (Non-Competitive Method) Procurement Justification Form

The U.S Office of Management and Budget (“OMB”) Uniform Guidance (UG) provides standards that apply when non-federal agencies use federal funds to make purchases. Competitive methods of procurement are the preferred method for all procurement transactions and under UG, non-Federal entities must comply with the more restrictive of Federal, state, or entity-level procurement requirements. However, while competitive methods of procurement are preferred, UG allows for exceptions when the requirements for sole source procurement have been met.

This form should be used when justifying a purchase from a single or sole source without open competition in accordance with Uniform Guidance for purchases greater than \$15,000 and for non-Federally funded purchases over \$24,500. Purchases over \$24,500 must also be board approved.

The sole source (non-competitive) method of procurement is to be used only as an exception when attempts to pursue competitive purchasing practices have failed or when it is determined there are circumstances where the sole source is appropriate, i.e., an item is only available from a single source, bundled services, etc. The suitability of sole source procurement must be examined on a case-by-case basis and be documented to ensure that the cost of any sole source procurement is reasonable.

STEP 1: Identify why the sole source method is justified.

(Review the three reasons below and mark all that apply.)

- ☒ **REASON 1. The item is available only from a single source (Check all that apply):**
 - ☐ **Exclusive Rights**
Item or service under patent, copyright, or exclusive territory held by a single vendor.
 - ☐ **Proximity of Service Site**
Service is provided at a site that is a reasonable distance to commute or transport and is not available in like proximity from any other provider in the region.
 - ☐ **Consortia/Shared Services Approach**
Services are provided through a consortium/shared services approach with the objective of participating in a cooperative effort and/or a pooling of resources to provide/secure services that meet the need and where the actual cost of services are shared/allocated across members/participants. *(CFR §200.318 (e) To foster greater economy and efficiency, and in accordance with efforts to promote cost-effective use of shared services across the Federal Government, the non-Federal entity is encouraged to enter into state and local intergovernmental agreements or inter-entity agreements where appropriate for procurement or use of common or shared goods and services.)*
 - ☐ **Bundled Services**
Service is appropriate or necessary to bundle and only one vendor is capable of providing all requested services. *(Refer to “PDE Guidance Concerning Use of Intergovernmental Agreements in Procurements Involving Federal Funds” page 75 of the [Uniform Guidance Implementation Guide](#).)*
 - ☐ **Exclusive Design**
Item or service possesses a unique feature or capability critical in the use of the item or service and is not available from any other sources.
 - ☐ **Unique Expertise**

Individual or firm possesses necessary and/or provides necessary unique knowledge and expertise based on education, training, research and/or a published body of knowledge, i.e., the individual or firm is of national prominence and/or a thought leader in the particular subject area.

☐ **Exclusive Intellectual Property**

Individual or firm possesses copyright, trademark, patent, design rights and/or provides unique capabilities or body of knowledge critical to the provision of the services required.

☐ **Replacement Equipment**

The purchase is for equipment associated with the use of existing equipment where compatibility is essential for integrity of results.

☐ **Replacement Accessories**

The purchase is for accessories sought for enhancement of existing equipment where compatibility with equipment from the original manufacturer is paramount.

☐ **Technical Service**

The purchase is for technical services associated with the assembly, installation or servicing of equipment of a highly technical or specialized nature.

☒ **Continuation of Prior Work**

Additional item, service or work required, but not known to have been needed when the original order was placed and is not feasible or practical to contract separately for the additional need.

☐ **Delivery Date**

Only one supplier can meet the necessary delivery requirements.

☐ **Other Reason That Item is Available Only from a Single Source**

Explain: [Click or tap here to enter text.](#); or

☐ **REASON 2. The public agency exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation. An emergency exists whenever the time required for the Board to act in accordance with regular procedures would endanger life or property or threaten continuance of existing school classes; or**

☐ **REASON 3. After solicitation of a number of sources, the [Click or tap here to enter text.](#) determines that the competition is inadequate. Please document all sources contacted.**

STEP 2: Complete the Following Information Concerning the Purchase.

1. Vendor Name Central Susquehanna Intermediate Unit/Center For Schools And Communities

2. Vendor Contact Name [Michelle Kern](#)

3. Vendor Contact Email Mkern@csc.csiu.org

4. Vendor Address

275 Grandview Avenue, Suite 200, Camp Hill, PA 17011

5. Goods or services to be purchased.

PCCD Approved Physical Safety and Security Assessments for 6 BASD schools

6. Are there any other providers of these goods or services? (Provide information regarding contractor selection/rejection).

[Yes, PCCD provided a list of approved vendors](#)

7. State why this source is the only one who can provide the goods or services (rationale for the method of procurement):

256

This is a continuation of work provided by CSIU beginning in 2022 consisting of Physical Assessments and Behavioral Health and Climate Assessments for BASD.

8. Is the price determined to be reasonable?

Yes

9. If the price is determined to be reasonable, why is the price reasonable?

PCCD ensures competitive pricing among approved providers

10. What is the basis for the contract price?

6 Physical Safety and Security Assessments for the following BASD elementary schools: Asa Packer, Clearview, Farmersville, Freemansburg, Marvine, and Miller Heights.

11. Additional information about the situation that is applicable to the rationale for this purchase method:

[Click or tap here to enter text.](#)

STEP 3: Request a sole source letter *(if applicable)* from the vendor.

STEP 4: Attach the sole source justification form, vendor proposal, vendor sole source letter *(if applicable)*, and cost/price analysis *(if applicable)* to the purchase transaction or contract.

By signing this form, the Coordinator of School Safety initiating the transaction provides assurance that the form is complete and accurate and there are no known conflicts of interest as outlined in the Organization's Conflict of Interest Policy.

Prepared by:

Name: Todd Repsher

Title: Coordinator of School Safety and Emergency Management

Date: 06/29/2026

Memorandum of Agreement

This Agreement is made between Valley Youth House, headquartered in Bethlehem, Pennsylvania, hereinafter referred to as ("VYH") and the Bethlehem Area School District ("BASD"). This Agreement is for the purposes of delivering evidence-based programs, including CBITS, Bounce Back, COPE, and the Blues Program, within BASD through the School-Based Group Services Program, with funding provided to VYH by the Northampton County Department of Drug and Alcohol. The parties agree as follows:

1. Purpose of the Agreement

The services to be provided by VYH are outlined in *Appendix A*. VYH assures that it will comply with all guidelines required in this Agreement for provision of these services.

2. Term

The period of the contract will be from July 1, 2026 through June 30, 2027. The term of this agreement may be extended upon the mutual agreement of the parties and is dependent on the availability of additional funding beyond the contract period.

3. Payment

BASD will not receive any invoices for these services.

4. Qualifications

- a. Therapists will have a masters degree in counseling or a related field. They will be trained in the evidence-based programs being delivered.
- b. Therapists must provide all background checks and clearances to comply with 65 Pa.Stat. §§ 67.101 to 67.3104, and 24 Pa.Stat. § 1-111.1, Employment History Review, as amended, Federal Drug and Alcohol Confidentiality Law, 42 U.S.C. § 290dd-2 and the regulations at 42 C.F.R. Part 2 (the "Part 2 Requirements"), and any other applicable federal and state law.
- c. Therapists must also be familiar, by experience, with state and local government practices, procedures, laws, and regulations.

5. Reporting

VYH will submit the following reports to BASD:

- At the end of the school year: an outcomes report including the number of students served.

6. Responsibilities of VYH

In this shared agreement, VYH agrees to the following:

- Receive and process referrals from identified schools and obtain consent for services.
- Complete pre and post assessments and screeners.
- Deliver evidence-based programs to identified students within identified schools.
- Make referrals and recommendations for higher levels of care or treatment by other providers when appropriate.
- Meet with the identified points of contact within each school on a regular/ as needed basis.

7. Responsibilities of BASD

In this shared agreement, BASD agrees to the following:

- Register the district to take the Pennsylvania Youth Survey (PAYS).
- Identify a contact person within each school who can serve as a point of contact for the therapist.
- Provide a private, confidential meeting space within each school that allows for social distancing.

- Ensure that VYH school-based therapists have access to the school buildings, copiers/ printers, internet, and relevant student information. A point-of-contact within BASD's IT Department will also be identified.
- Identify district-wide administrators who can meet with the Director of Prevention Services and the program's Supervisor on an as needed basis.
- Upon availability and if applicable, provide VYH with the results of the most recent PAYS data.

8. Indemnity to Contractor

VYH agrees to indemnify, defend, and hold harmless BASD (its officers, agents, and employees) from any and all loss, claim, cost of damage, including reasonable counsel fees, resulting from liabilities, demands, judgments, assessments, damages, fines, penalties, losses, or expenses, including reasonable attorneys' fees (collectively "Losses"), asserted by reason of a third party claim caused by the Provider's negligence or willful misconduct in its performance of this Agreement, except to the extent that such Losses are solely caused by the willful misconduct of BASD.

9. Confidentiality

The party disclosing Confidential Information will be referred to as the "Disclosing Party" and the party receiving Confidential Information will be referred to as the "Recipient." It is understood that one party can at certain times be a "Recipient" and at other times a "Disclosing Party."

- Recipient agrees that neither it, nor any of its employees, officers, directors, agents, and representatives who need to know such information (collectively, its "Representatives") will: (i) in any fashion or for any purpose use the Confidential Information except for the purpose set forth in the Agreement; or (ii) disclose, divulge, publish or disseminate the Confidential Information except as expressly authorized by Disclosing Party or this Agreement. Recipient further agrees that it and its Representatives will: take all reasonable measures to protect the confidentiality of and avoid disclosure or use of the Confidential Information so as to prevent it from entering the public domain or falling into the possession of persons other than those authorized by this Agreement to have access to it; and only permit those Representatives of Recipient who are authorized to participate, directly or indirectly, to have access to Confidential Information.
- Confidential Information shall not include any information (a) previously known by Recipient, (b) independently developed by Recipient, without use of any Confidential Information, (c) acquired by Recipient from a third party that is not, to Recipient's knowledge after due inquiry, under any legal obligation not to disclose such information or (d) that is, or becomes, public through no breach by Recipient of this Agreement.
- Accordingly, Recipient agrees, subject to applicable law or court order, not to disclose any of its communications, or any of the information it receives and develops in the course of the Services, to any person or entity apart from BASD and such other persons or entities as permitted by law or as BASD may designate.
- The parties understand and agree that the terms and existence of this Agreement is a public record pursuant to Pennsylvania's Right-to-Know Law, is not confidential, and will be disclosed by BASD in response to a properly received Right-to-Know Law Request.
- VYH will follow privacy and confidentiality guidelines consistent with pertinent industry standards. Furthermore, VYH shall protect the confidentiality of all Protected Health Information ("PHI") regarding any person who is or has received Services pursuant to this Agreement or otherwise in compliance with the Health Insurance Portability and Accountability Act ("HIPAA"), the Federal Drug and Alcohol Confidentiality Law, 42 U.S.C. 290dd-2, and the regulations at 42 C.F.R. Part 2 (the "Part 2 Requirements"), the Family Educational Rights and Privacy Act (to the extent applicable), and any other applicable federal and state law.

10. Termination or Cancellation

If, through any cause, VYH is unable to fulfill in a timely and proper manner its obligations under this

Agreement, VYH may terminate the contract immediately upon notification of all parties. In addition, any party to this Agreement will have the right to terminate this Agreement subject to a 60-day written notice at any time.

11. Additional Provisions

Debarment and Suspension (Executive Orders 12549 and 12689)

An Agreement award (see 2 CFR 180.220) must not be made to parties listed on the government-wide exclusions in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 CFR 180 that implement Executive Orders 12549 (3 CFR Part 1996 Comp. p. 189) and 12689 (3 CFR Part 1989 Comp. p. 235), "Debarment and Suspension." SAM exclusions contain the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549. VYH certifies that it's not currently listed on the government-wide exclusions in SAM, nor is debarred, suspended, or otherwise excluded by agencies or declared ineligible under statutory or regulatory authority other than Executive Order 12549.

Byrd Anti-Lobbying Amendment

Byrd Anti-Lobbying Amendment (31 USC 1352) - VYH must file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer, or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant, or any other award covered by 31 USC 1352. Each tier must also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the non-Federal award. As applicable, VYH agrees to file all certifications and disclosures required by, and otherwise comply with, the Byrd Anti-Lobbying Amendment (31 USC 1352).

Contracting with Small and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms

VYH shall take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible. Affirmative steps include:

- Placing qualified small and minority businesses and women's business enterprises on solicitation lists;
- Assuring that small and minority businesses and women's businesses enterprises are solicited whenever they are potential sources;
- Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses and women's enterprises;
- Using the service and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and
- Requiring any subcontractor, if subcontracts are to be let, to take the affirmative steps listed in paragraphs (a) through (e) of this section.

Affirmative Action Statement

As a condition of doing business with BASD, VYH must comply with all Federal laws, State statutes, and executive orders pertaining to non-discrimination.

Improper Influence

VYH may not offer or give to a Board member, employee, or nominee or candidate for the Board, or a member of his or her immediate family or a business with which he or she is associated, anything of monetary value, including: a gift, loan, political contribution, reward, or promise of future employment based on the offeror's or donor's understanding that the vote, official action, or judgment of the Board member, employee, or nominee or candidate for the Board would be influenced thereby.

12. Miscellaneous

Force Majeure: No party will be liable for non-performance or in default to the other party for failures of performance resulting from events beyond the reasonable control of such party, including, by way of example

and not limitation, acts of God, disease outbreak or widespread illness, computer virus attacks or infiltration, civil disturbances, war, and strikes.

Insurance: VYH Insurance shall be issued by an insurance company licensed to conduct business in the Commonwealth of Pennsylvania. Insurance coverage shall remain in full force for the duration of the contract term, including any and all extensions or renewals thereof. Each insurance certificate shall contain a thirty (30) day notice of cancellation. All renewal certificates shall be furnished at least thirty (30) days prior to policy expiration.

- Commercial General Liability, including Contractual Liability Insurance, with limits not less than \$1,000,000 per occurrence, \$3,000,000 annual aggregate. All, if any, deductibles are the sole responsibility of VYH to pay and/or indemnify.
- Worker's Compensation in accordance with Pennsylvania Statutes.
- The Bethlehem Area School District is named as Additional Insured and shall be in a form and with companies satisfactory to Bethlehem Area School District. Under the Commercial General Liability and the Employer's Liability insurance policies.
- The certificates of Insurance shall provide that coverage afforded under the applicable policies will not be canceled, modified, or allowed to expired until at least thirty (60) days' prior written notice has been given to BASD.
- It is further agreed that the amount of insurance required herein does not, in any way, limit the liability of the school-based mental health provider by virtue of its promise to hold BASD harmless so that in the event that any claim results in a settlement of judgment in any amount above the limits.

Notices: All notices under this agreement may be delivered only by: (i) hand delivered by nationally recognized overnight delivery services (e.g., Fed-Ex or UPS or USPS Priority Overnight) messenger or courier service or (ii) pre-paid first-class certified mail, return receipt requested. Addresses for Notices are provided on the signature page below. This Agreement shall become effective upon signature of the authorized representative of BASD and VYH.

Severability: If any provision of this agreement is held invalid, the validity of the remainder of this agreement shall not be affected.

Governing Law: The parties intend the law of the Commonwealth of Pennsylvania to govern this agreement.

Forum Selection: Sole and exclusive jurisdiction for any claim or suit arising from or under this agreement shall be in the Court of Common Pleas for Lehigh County Pennsylvania, and in no other forum.

Waiver of Consequential Damages: VYH waives claims against EBASD for lost profits, lost expected profits, consequential damages and/or incidental damages arising out of or relating to this agreement or termination thereof.

Child Protective Services: VYH hereby warrants that in providing the Services, VYH, including its employees, contractors, and/or agents, shall comply with the Pennsylvania Child Protective Services Law, 23 Pa. C.S.A. Chapter 63, and ACT 126 of 2014, which amended the Pennsylvania School Code of 1949 (the "Laws"). Specifically, VYH shall require its employees, contractors, and/or agents to report or cause a report to be made regarding suspected child abuse based on a reasonable cause to suspect such abuse based on professional or other training in compliance with the Laws and with BASD regulations.

We have affixed our signatures below in acceptance of this agreement.

Ashley Dallas

2026-Jul-17 | 12:53 PDT

Ashley Dallas, Director of Prevention Services/ VYH

Mike Ramsey

2026-Jul-27 | 04:45 PDT

Mike Ramsey, Vice President/ VYH

Tom Quinn

2026-Jul-17 | 13:13 PDT

Thomas Quinn, Executive Vice President for Finance and Administration/ VYH

Michael Faccinetto, President, BASD Board of School Directors

1. Overview of School-Based Group Services

Valley Youth House (VYH) delivers a multi-tiered system of evidence-based programs designed to support student mental health, emotional regulation, and resilience. Curricula are selected based on clinical appropriateness, age, and student need. Approved programs include, but are not limited to:

- **Bounce Back:** A cognitive-behavioral group intervention designed for elementary students exposed to trauma. Focuses on teaching coping skills, emotional regulation, and resilience.
- **CBITS (Cognitive-Behavioral Intervention for Trauma in Schools):** A group and individual intervention designed to reduce symptoms of post-traumatic stress, anxiety, and depression resulting from trauma.
- **COPE (Creating Opportunities for Personal Empowerment):** A cognitive-behavioral therapy-based program built to help children, teens, and young adults manage stress, anxiety, and depression by understanding the link between thoughts, feelings, and behaviors.
- **The Blues Program:** A cognitive-behavioral group intervention targeting high school students experiencing depressive symptoms or stress, focusing on cognitive restructuring and increasing positive activities.

2. Referrals and Screening

- **Referral Pipeline:** Referrals may be generated by school counselors, social workers, teachers, Student Assistance Program (SAP) teams, or administrative staff.
- **Consent Guidelines:**
 - **Students Under Age 14:** VYH will obtain active, written parental or guardian consent prior to conducting screenings or group enrollment.
 - **Students Aged 14 and Older:** VYH will make standard, active efforts to obtain parental or guardian consent. However, consistent with Pennsylvania Act 65 of 2020 (35 P.S. §§ 10101.1-10101.2), minors aged 14 to 18 may legally self-consent to voluntary outpatient mental health and prevention services when parental involvement is not feasible, is clinically contraindicated, or when a student actively seeks support and parental consent cannot be obtained.
- **Clinical Screening:** VYH will utilize validated, program-specific screening instruments (such as trauma screeners or depression metrics) to confirm student eligibility and appropriateness for the selected group.

3. Scope Flexibility

VYH reserves the right to introduce additional evidence-based prevention or intervention models during the contract term to meet the evolving needs of BASD students, subject to administrative notification and coordination with the designated district point of contact.

**Bethlehem Area School District
1516 Sycamore Street
Bethlehem, Pennsylvania 18017**

June 2026

Pinebrook Family Answers
402 North Fulton Street
Allentown, Pennsylvania 18102
Attn: Mrs. Kathleen Trimble, Chief Executive Officer

Agreement for Professional Services:

This document serves as a formal service agreement between the Bethlehem Area School District (“District”) and Pinebrook Family Answers (“Pinebrook Family Answers”). The District and Pinebrook Family Answers may hereinafter be collectively referred to as the “Parties”. The Parties, intending to be legally bound, agree to the following terms and conditions.

Background

Pinebrook Family Answers is a Pennsylvania non-profit corporation recognized as exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code which operates a social service agency in Allentown, Pennsylvania and specializes in counseling and other community-based services. The District has determined that it is in the public interest, meets a community need, and is consistent with its purposes to engage Pinebrook Family Answers to provide professional services at identified District schools, K-12, pursuant to the terms set forth below, and Pinebrook Family Answers desires to provide such professional services, pursuant to the terms set forth below.

Professional Services

Pursuant to the terms set forth herein, Pinebrook Family Answers agrees to provide the professional services described on Exhibit A attached hereto (the “Services”). Pinebrook Family Answers shall provide the Services in accordance with generally accepted practices, applicable federal, state and local statutes, rules, regulations and ordinances, applicable standards of accrediting agencies and the applicable bylaws, rules, regulations, policies and procedures of the District. Pinebrook Family Answers shall provide the Services through its employed counselors and/or staff members or through assignees, if applicable, and engaged by Pinebrook Family Answers (each a “Provider”). Pinebrook Family Answers shall, during the Term (as defined below) at its sole cost and expense, ensure that each Provider is credentialed in accordance with the requirements of the District which requirements include, without limitation, completion of criminal, child abuse, and other background checks in compliance with 24 P.S. §1-111 or any amendments thereto. The aforementioned requirements shall be a condition to the provision of Services hereunder and the District shall maintain the right, at any time during the Term of this Agreement, to request and promptly receive documentation from Pinebrook Family Answers confirming that any Provider is so credentialed.

Professional Liability Insurance

Pinebrook Family Answers shall maintain on behalf of each Provider current malpractice, workers compensation, and liability coverage in such amounts not less than amounts required by the laws of the Commonwealth of Pennsylvania. Pinebrook Family Answers shall provide the District with evidence of this coverage at the commencement of his Agreement and at any other time during the Term of this Agreement upon the written request of the District. In addition, Pinebrook Family Answers shall immediately notify the District in writing of any change in or termination of malpractice, workers compensation, and/or liability insurance coverage of any Provider. Pinebrook Family Answers agrees to name the District as an additional insured and provide a certificate of insurance as confirmation throughout the term of this agreement.

Compensation

In connection with the Services to be provided hereunder, the District shall pay Pinebrook Family Answers during the Term the fees set forth on Exhibit A attached hereto (the “Fee”). The Fee provided above constitutes the fair market value of the Services provided hereunder. Other than the Fee, neither Pinebrook Family Answers nor any Provider shall be due any other fees, costs or expenses incurred in providing the Services.

Independent Contractors

In their performance of the work, duties and obligations under this Agreement, it is mutually understood and agreed that Pinebrook Family Answers and the Providers shall be independent contractors of the District. The District shall neither have nor exercise any control or direction over the methods by which the Providers shall perform their work and functions. The sole interest and responsibility of the District is to ensure that the Services described hereunder shall be performed and rendered in a competent, professional, efficient and satisfactory manner. As “independent contractors,” the Providers shall not be employees of the District, shall not hold themselves out as such and shall not be entitled to any salary, benefits or other compensation from the District. The District shall not withhold any taxes from payments made to Pinebrook Family Answers hereunder and Pinebrook Family Answers will be solely responsible for all taxes relating to such payments. The District will issue Pinebrook Family Answers an IRS Form 1099 at the end of the calendar year for income tax purposes.

Indemnification

Pinebrook Family Answers shall indemnify, defend and hold harmless the District and its affiliates and each of their trustees, officers, employees, contractors and agents from and against any and all liabilities, claims, losses, lawsuits, judgments and expenses, including reasonable attorney’s fees, caused by the negligence, gross negligence or willful misconduct by Pinebrook Family Answers or any of its agents or employees (including any Provider), with respect to the provision of Services hereunder, including, but not limited to, claims for personal injury or medical malpractice.

Term and Termination

This Agreement shall be effective as of July 1, 2026 and shall continue until June 30, 2027 (the “Initial Term”), unless earlier terminated in accordance with the provisions of this Agreement. Upon completion of the contract Term, and with approval by the District, this Agreement can renew for additional one (1) year periods (“Renewal Terms” and, together with the Initial Term, the “Term”), unless sooner terminated in accordance with the provisions of this Agreement. Notwithstanding the foregoing, the District may terminate this Agreement immediately (a) for cause in the event of a breach of any material term, condition, warranty or representation of this Agreement that remains uncured within ten (10) days after written notice of such breach from the District to Pinebrook Family Answers; and/or (b) for cause in the event any material term or condition of this Agreement is invalid pursuant to any provisions of applicable statutes, rules or regulations or would otherwise cause a party to be in violation of the law and the parties are unable to amend the terms of this Agreement in a mutually agreeable manner. In addition, either party may terminate this Agreement at any time by providing the other party with at least thirty (30) days prior written notice. The termination of this Agreement shall not, in and of itself, be deemed to adversely affect clinical privileges of the Providers, and shall not entitle such Providers to any hearing or appeal.

Referrals

Pinebrook Family Answers and the Providers shall be free to refer clients to health care facilities or community-based services as they deem necessary, and nothing contained herein is intended to require and nothing herein shall be construed to require Pinebrook Family Answers or the Providers to make or influence referrals to any specific service or provider.

HIPAA; Confidentiality

Each of the Parties agrees to comply with all applicable federal and state laws governing the confidentiality of patient and consumer information, including without limitation, the Health Insurance Portability and Accountability Act of 1996 and its implementing regulations (“HIPAA”) and the Family Educational and Privacy Act (“FERPA”) (See Act of Aug. 21, 1974, Pub. L. No. 93-380, 88 Stat 484 (codified as amended 20 U.S.C. Sec. 1232g). This provision shall continue in perpetuity after the expiration of this Agreement. Each party shall (1) use and disclose confidential information only as permitted by applicable law, (2) advise the other party promptly of any use or disclosure by such party of confidential information in violation of applicable law, and (3) reimburse the other party for any costs, fees (including consultant’s and attorney’s fees), expenses, fines and penalties incurred by the other party due to a party’s use or disclosure of confidential information in violation of applicable law.

In the event Pinebrook Family Answers and/or a Provider shall have access to, or knowledge of, information of a confidential nature, Pinebrook Family Answers and/or a Provider shall not disclose or use any such information for purposes other than as required by law and/or as necessary and proper for the performance by Pinebrook Family Answers and/or a Provider of the services rendered pursuant to this Agreement.

Governing Law; Dispute Resolution

This Agreement shall be deemed to have been made and shall be construed and interpreted in accordance with the laws of the Commonwealth of Pennsylvania. In any equitable action for specific performance or injunctive relief, the Parties hereby submit to the jurisdiction of the courts of Lehigh County, Commonwealth of Pennsylvania. Except for actions for specific performance or injunctive relief, if a dispute or claim should arise that does not get resolved through negotiation of the Parties, the Parties will attempt in good faith to resolve the dispute or claim by mediation administered by the American Arbitration Association (AAA) under its Commercial Mediation Rules, before resorting to arbitration. Either party may initiate mediation by filing a submission to mediation with AAA. The mediation shall be conducted in Allentown, Pennsylvania. If the matter has not been resolved by mediation within sixty (60) days of the initiation of such procedure, the controversy may, upon the consent of the Parties be resolved by non-binding arbitration under the Commercial Arbitration Rules of the AAA, by one neutral arbitrator. The arbitration shall be conducted in Allentown, Pennsylvania. The arbitrator shall be an attorney specializing in business litigation who has at least fifteen (15) years of experience with a law firm of over twenty-five (25) lawyers or was a judge of a court of general jurisdiction. Within thirty (30) days of initiation of arbitration, the Parties shall reach agreement upon the arbitrator and the procedures to be followed to assure that the arbitration will be concluded and the award rendered within no more than six (6) months from selection of the arbitrator. Failing such agreement, the AAA will designate the arbitrator and Parties will follow the procedures established by the arbitrator. The arbitration proceedings, together with all discovery made pursuant thereto and statements or documents exchanged by the Parties in connection therewith, shall be kept confidential and shall only be used by such Parties in connection with the arbitration proceedings. All costs of mediation or arbitration shall be evenly divided between the Parties, exclusive of each party’s legal fees, each of which shall be borne by the party that incurs them.

Compliance with Laws

The Parties recognize that this Agreement is subject to, and agree to comply with, applicable federal, state and local statutes, rules and regulations. Any provisions of applicable statutes, rules and regulations that invalidate any term of this Agreement, or would cause a party to be in violation of the law, shall be deemed to have superseded such term of this Agreement; provided, however, that all other terms of this Agreement shall continue in full force and effect and without modification and the Parties shall use their best efforts to accommodate the terms and intent of this Agreement to the greatest extent possible.

Miscellaneous

This Agreement sets forth the entire agreement and understanding between the parties and supersedes any prior agreement or understanding, written or oral, relating to the subject matter of this Agreement.

The provisions of the Agreement and any amendments thereto may not be revised or modified except by written amendment upon mutual consent of both Parties.

Neither party may assign any rights or obligations under this Agreement without the prior written consent of the other party.

This Agreement shall be binding upon the Parties, including each party's officers, directors, employees, agents, and any subsidiaries and affiliates, and all officers, directors, employees, agents, thereof, and any respective successors and assigns.

AGREED TO BY:

PINEBROOK FAMILY ANSWERS

BETHLEHEM AREA SCHOOL DISTRICT

By: _____
Name: Kathleen Trimble
Title: Chief Executive Officer

By: _____
Name: Michael Faccinetto
Title: BASD School Board President

FEDERAL TAX ID NO.: 23-2112204

EXHIBIT A

Services

General Description

Pinebrook Family Answers will provide contracted social work for the District, at identified schools, K-12. This work will include providing direct support to students and their families with mental health counseling, behavioral health consultation, brief solution focused counseling as well as assessment and referral assistance to the District. The work will be scheduled in coordination with the needs of the schools, and will average, over the course of the year, up to thirty-seven and a half (37.5) hours per week. The District is not responsible or liable for any services including transportation provided by Pinebrook Family Answers or other agencies that are provided outside district facilities.

Fees

In exchange for the Services, the District shall pay Pinebrook Family Answers the following fees:

A total of 9 positions for a total of \$795,600.00 (\$88,400 per social worker/clinician). Payment shall be made at a monthly fixed rate at \$66,300.00.

Pinebrook Family Answers shall deliver an invoice to the District Chief Pupil Services Officer following the completion of each calendar month of the Term, which invoice shall delineate the Fees owed by the District hereunder. The District shall pay Pinebrook Family Answers the Fees owed hereunder within forty-five (45) days of its receipt of such invoice.



RESONANCE EDUCATION

SERVICE AGREEMENT

This Agreement ("Agreement") is made by and between the **Bethlehem Area School District** and **Resonance Education**. The parties agree as follows:

- 1. Commencement Date:** August 15, 2026
- 2. Termination:** Either party may terminate this Agreement by giving notice of ten (10) days before the projected termination date to the other parties. Absent termination, according to the ten (10) day provision above, this Contract will expire on **June 30, 2027**.
- 3. Scope of Services:** Resonance Education will provide services to Bethlehem Area School District as set forth in *Appendix A*.
- 4. Compensation:** Bethlehem Area School District shall pay Resonance Education as compensation for the services described in Appendix A a total of \$31,300 for the term of this Agreement (August 15, 2026 – June 30, 2027), inclusive of travel and all costs associated with the services itemized in *Appendix A*. Resonance Education will invoice Bethlehem Area School District for services rendered monthly.
- 5. Independent Contractor:** Resonance Education is an independent contractor and agrees to perform the work under this Agreement as an independent contractor. It is understood that this Agreement is not intended to be one of hiring under the provisions of the Workers' Compensation Law or any other law and shall not be so construed. Medical, unemployment, life insurance, retirement, social security, and other benefits will not be accorded to Resonance Education during the life of this Agreement.
- 6. Other Conditions:** As an inducement to the execution of this Agreement by Bethlehem Area School District and in consideration of the agreements to be performed by Bethlehem Area School District, Resonance Education covenants that:
 - a. *Qualifications.* They are qualified to perform the services to be furnished under this Agreement and is permitted by law to perform such services.

b. *Solicitation of Agreement.* They have not employed any person to solicit this Agreement and have not made and will not make any payment or any agreement for the payment of any commission, percentage, brokerage, contingent fee, or other compensation in connection with the procurement of this Agreement.

c. *Records.* They shall maintain appropriate and accurate records with respect to the services performed under this Agreement. All records maintained by Resonance Education pursuant to this section are subject to review by Bethlehem Area School District.

7. In the performance of duties, Resonance Education may have access to certain records. Resonance Education agrees that it shall not copy, duplicate, retain, sell, give away, trade, or disclose any Bethlehem Area School District’s information contained therein to anyone in any format; and
8. During the term of this Agreement, Resonance Education agrees not to undertake work that represents a conflict of interest with the work hereunder.

Intending to be legally bound hereby, the parties have set their hands and sealed the date set forth below.

Dr. Michael Faccinetto, School Board President, Bethlehem Area School District

Date: _____ By: _____

Dr. Krista Leh, Founder, Resonance Education

Date: 8/3/26 By: Krista Leh, Ed.D

APPENDIX A

SEL INTEGRATION PARTNERSHIP

Bethlehem Area School District

Liberty High School & Freedom High School

ENGAGEMENT July 1, 2026 – June 30, 2027

SCOPE OF WORK

For four years, Resonance Education has partnered with Liberty and Freedom High Schools to make social emotional learning a practice educators own, not a program layered on top of their teaching. This next year builds on that foundation with intention. As central support decentralizes and building leaders take fuller ownership, the work focuses on two connected groups of teachers: a new cohort ready to explore SEL integration, and returning teachers ready to deepen it. Krista will support both, in person to start and online throughout, so SEL continues to show up in daily instruction, in the walk-throughs and differentiated supervision already in place, and in the way students at both schools experience engagement, agency, and belonging.

- 1. Launch** a new cohort at Liberty and Freedom with a strong, in-person foundation that establishes shared language, SEL integration practices, access to tools and strategies, and the BASD–Resonance Ed process for 2026–2027.
- 2. Extend** the practice of returning teachers through monthly online coaching: setting a primary SEL integration goal, defining the incremental steps to get there, documenting student responses and teacher observations, and staying accountable through collaborative teaming and shared tracking.
- 3. Strengthen** building-level ownership through monthly partnership meetings with building leaders to keep them informed of cohort progress, and to support administrators so they know what to look for in walkthroughs and what to ask teachers and students.

SERVICES & DELIVERABLES	INVESTMENT
New Cohort Foundation. One (1) on-site day to launch the new cohort — a 3-hour foundation session at each building (Liberty and Freedom), establishing shared language, the integration pathway, and clear expectations for the year.	1 day × \$2,800 = \$2,800
New Cohort Online Support. Seven (7) full-day virtual sessions delivered monthly across the school year, guiding the new cohort from foundation into classroom integration through goal-setting, collaborative teaming, and implementation support, with a bulleted action-step email after each.	7 days × \$1,900 = \$13,300
Returning Cohort Coaching & Implementation Support. Eight (8) full-day virtual sessions delivered monthly across the school year, deepening the practice of teachers who have already been through the cohort — setting a primary SEL goal, defining the steps to reach it, and staying accountable through collaborative teaming and shared tracking, with a bulleted action-step email after each.	8 days × \$1,900 = \$15,200
SEL Resource Hub Access. Every teacher at Liberty and Freedom receives access to the SEL Resource Hub for strategies, tools, and examples that support integration between sessions.	Included
Administrative Partnership Meetings. Eight (8) monthly 60-minute meetings with building leaders to review the status of the cohort members and equip administrators for SEL-focused walkthroughs and observations.	Included
Total Investment	\$31,300



Sharp-Ross PsychEd Services LLC
Mary L. Sharp-Ross, Psy.D., NCSP
Licensed Psychologist
812 Prospect Ave., Bethlehem, PA 18018
484-695-0076
marysharp@msn.com

August 24, 2026

THIS SERVICE AGREEMENT for Contracted Bilingual Psychoeducational Evaluation (this “Agreement”) is by and between Sharp-Ross PsychEd Services LLC (“Licensed Psychologist”) and BETHLEHEM AREA SCHOOL DISTRICT (the “District”). The Licensed Psychologist and the District may be hereinafter individually referred to as a “Party” and collectively referred to as the “Parties.”

In consideration of the terms and conditions set forth herein, and intending to be legally bound hereby, the Parties mutually acknowledge and agree:

1. Term. This Agreement shall be in effect for the 2026-2027 school year, including the summer of 2027, if applicable (the “Term”). This Agreement shall automatically renew for additional one (1) year terms. Either Party may terminate this Agreement at any time with or without cause upon fifteen (15) days prior written notice to the other party. Termination shall not affect any of the rights and/or obligations accruing hereunder prior to the effective date of termination.

2. Services. The Licensed Psychologist shall conduct case collaboration for those students identified in writing by the District and accepted in writing by the Licensed Psychologist during the Term of this Agreement. Case collaboration services to be rendered, as determined as needed on a case-by-case basis, are as follows:

- a. Direct conferencing with BASD School Psychologist assigned to bilingual case for which case collaboration is requested.
- b. Review the referral/ MTSS data provided by the District psychologist, to provide, as needed: record review and translated summary of Spanish language student documentation (educational and medical, as available).
- c. Guidance for best practice in choice of testing instruments.
- d. Parent/guardian/responsible party interview in Spanish with summary write-up; assist parent with completion of behavioral scales in Spanish as needed.
- e. Review data and testing results and provide professional impressions to guide evaluation conclusions/recommendations.
- f. Written summary of case collaboration services provided.

- g. Licensed psychologist shall be available to provide the following direct assessments:
 - English/Spanish Oral language dominance testing.
 - Spanish cognitive testing.
 - Spanish achievement testing.
 - Autism assessment in Spanish (ADOS-2).
- h. Licensed Psychologist will provide written summary of results of administered tests, to include DSM-5-TR diagnostic impressions as needed.
- i. Licensed Psychologist will confer with BASD School Psychologist to make recommendations for educational disability classification.
- j. Licensed Psychologist will be available for phone, virtual, or in-person meeting with parent/guardian/responsible party and the District team, as needed.

3. Fee. The District shall pay Licensed Psychologist a rate of One Hundred Fifty and 00/100 Dollars (\$150.00) per hour of service ("Hourly Rate"). The Hourly Rate shall be prorated for any partial hour of service provided. Payment shall be remitted in full within forty-five (45) days of delivery of a final report for each student and upon the District's receipt of Licensed Psychologist's invoice for services rendered. At the option of Licensed Psychologist, interest may begin to accrue at the rate of one-half percent per month for any payment made after the forty-five (45) day timeline until the fee is paid in full only if the Licensed Psychologist provides the District notice five (5) days prior to the end of the forty-five (45) day timeline that interest shall begin to accrue thereafter. A returned check fee of \$35 shall apply in the event any check or other form of payment is returned unpaid for insufficient funds. Except as specifically authorized by the District, Licensed Psychologist shall be responsible for all expenses incurred in performing the services described in this Agreement.

Payable To: Sharp-Ross PsychEd Services LLC

Mailing Address: 812 Prospect Ave., Bethlehem PA 18018

4. Cooperation. The District shall produce and deliver, shall cause teachers and other school personnel, and shall cause the Parent/Guardian/Responsible Party, to the extent within its control (which shall be determined at District's discretion), to produce and deliver to Licensed Psychologist all requested documents and cooperate with all requested interviews, and shall cause student, to the extent within its control (which shall be determined at District's discretion), to be present for and to cooperate with all testing, interviews, and other interactions with Licensed Psychologist. The District shall make available to Licensed Psychologist private space on-site at the student's school for the performance by Licensed Psychologist of the services which are rendered on-site including without limitation for testing, interviews, and document review.

5. Consents. The District shall obtain from Parent/Guardian/Responsible Party and student, if applicable, and deliver to Licensed Psychologist such consents, waivers, and releases as may be required by Licensed Psychologist, medical providers, the District, and others so that Licensed Psychologist may complete the services described in this Agreement.

6. FERPA. Both Parties agree to comply with the provisions of the Family Education Rights and Privacy Act, 20 U.S.C. § 1232 *et seq.* ("FERPA"). Any and all information provided by the District and defined as an "education record" according to FERPA, or such information defined as "directory information" about which a student has elected to opt-out of disclosure, is subject to FERPA's restrictions on use and re-disclosure by the District, and those acting on its behalf, as further set forth in 34 C.F.R. § 99 *et seq.*

7. District Policy. At all times during the Term of this Agreement, Licensed Psychologist shall comply with all District policies, District guidelines, laws governing the District, and any other legal requirements governing services provided under this Agreement, including but not limited to Act 34 and Act 151/33, as amended, regarding child abuse clearances and Pennsylvania and Federal criminal background checks.

8. Authorization. By signing below, the District hereby authorizes Licensed Psychologist to provide the services described in this Agreement. The undersigned hereby represents and warrants that the undersigned has legal authority to sign this Agreement on behalf of the District.

9. Confidentiality. Licensed Psychologist shall keep the information gathered in the course of each evaluation confidential except to the extent disclosure of such information is: (i) appropriate in the performance of the services to be provided under this Agreement; (ii) required or permitted under applicable law; or (iii) authorized by the District, with consent of the Parent/Guardian/Responsible Party if required under applicable law, which consent the District shall obtain and deliver to Licensed Psychologist. Upon termination of this Agreement, Licensed Psychologist shall return all education records, as defined by FERPA, to the District.

10. Insurance. Upon request of the District, Licensed Psychologist shall deliver to the District a certificate of commercial general liability insurance (including bodily injury, personal injury, products liability, contractual liability, completed operations and property damage) of not less than One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) in the aggregate; and (2) professional liability and/or errors and omissions insurance of not less than One Million Dollars (\$1,000,000) per incident/occurrence and Three Million Dollars (\$3,000,000) in the aggregate. No such policies of insurance may be reduced, cancelled, or non-renewed during the Term of this Agreement. If any of the above coverages maintained by Licensed Psychologist is written on a claims-made basis then upon termination of such coverage the insured shall provide the District with evidence of "tail" coverage and/or an "extended reporting period" of sufficient duration for the insured's reasonably foreseeable exposures to loss and/or liabilities arising from this Agreement.

11. Indemnification. Without waiver of any immunities, limitations of liability, or damage limitations provided by law, each Party shall defend, indemnify, and hold harmless the other Party, its employees, agents, board members, directors, officers, representatives, and insurers from and against any and all claims, liabilities, losses, and expenses, including without limitation,

reasonable attorneys' fees and defense costs, arising from the indemnitor's or its employee's, agent's, or representative's gross negligence or willful misconduct relating to the performance of this Agreement. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity that would otherwise exist. Notwithstanding the foregoing, (a) each Party shall advise the other Party in writing of any claims, notices, or other information received by it, or becomes aware of, for which such Party will seek indemnification hereunder, in such time and manner as not to impair or prejudice the ability of the indemnifying Party to defend such claims or investigate such notice; (b) each Party shall provide the indemnifying Party with the cooperation and assistance necessary to defend such claim requested by the indemnifying Party; and (c) neither Party shall settle or compromise any claim admitting the fault, liability, or negligence of the other Party without the other Party's prior written consent, which shall not be unreasonably withheld or delayed. However, in no event shall the District's liability either directly or for indemnity be greater than it could be liable under the Pennsylvania Political Subdivision Tort Act. The protections and immunities of the Political Subdivision Tort Act are expressly not waived by the District. The obligations set forth in this paragraph shall survive the termination of this contract.

12. Non-Discrimination. Neither party hereto shall discriminate on the basis of sex, age, race, religion, color, national or ethnic origin, physical disability, gender identity or expression, sexual preference or orientation, genetic information, ancestry, marital or familial status, veteran status, or other status protected by federal and state law. Both Parties further agree specifically to comply with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, Section 504 of the Rehabilitation Act of 1973 as amended, and the Americans with Disabilities Act of 1990.

13. Notices. All notices required or sought to be given under this Agreement shall be in writing and shall be deemed to have been made if (i) sent by certified or registered mail, postage prepaid, or (ii) sent by nationally recognized overnight courier. Unless otherwise stated in this Agreement, notices, consents, or other communications will be deemed received upon delivery. All notices required under this Agreement shall be delivered as outlined above to the following Parties at the addresses set forth below:

If to the District: Jodi Frankelli, Chief Pupil Services Officer
1516 Sycamore St., Bethlehem Pa. 18017

If to Licensed Psychologist Dr. Mary Sharp-Ross
812 Prospect Ave, Bethlehem PA. 18018

Either Party may at any time, in the manner set forth for giving notices to the other Party, designate a different name and/or address to which notices to it shall be sent.

14. Independent Contractor. Licensed Psychologist is an independent contractor of

the District and not an employee. Licensed Psychologist shall not be entitled to salary, benefits, unemployment compensation, worker's compensation or any other compensation or benefits to which the District employees are entitled. The District shall not withhold income taxes, social security or any other amounts from payments to Licensed Psychologist and Licensed Psychologist shall be responsible for the payment of any taxes or other amounts due on such payments.

15. Venue; Jurisdiction Choice of Law. This Agreement shall be subject to the laws of the Commonwealth of Pennsylvania without regard to any conflict of laws principles. All action in relation to the terms hereunder shall be venued in the Court of Common Pleas of Northampton County, or the Eastern District of Pennsylvania.

16. Severability. Any portion of this Agreement that is deemed to be unenforceable may be severed from the Agreement with the effect of the remaining portions of the Agreement being fully enforceable by the Parties.

17. Prior Agreements. This Agreement reflects the entire agreement between the Parties and supersedes all other agreements, whether oral or written, regarding the subject matter hereof. No part of this Agreement may be amended except by written agreement signed by the Parties.

18. Binding Agreement. Each Party hereto binds itself, its partners, successors, assigns, and legal representatives to the other Parties hereto, its partners, successors, assigns, and legal representatives in respect of all covenants, agreements, and obligations contained in the Agreement.

19. Counsel Fees. In the event that any Party hereto breaches any provision of this Agreement, and the other Party retains counsel to enforce any provision hereof, the breaching Party shall pay the enforcing Party's reasonable attorneys' fees and related costs incurred in the enforcement hereof.

20. Force Majeure. No Party to this Agreement shall be responsible to the other Party for non-performance or delay in performance of the terms or conditions of this Agreement due to acts of God, pandemics, epidemics, acts of governments, war, riots, strikes, accidents and transportation or other causes beyond the reasonable control of such Party.

21. No Waiver. No consent or waiver, express or implied, by either Party to this Agreement to or of any breach or default by the other in the performance of any obligations hereunder shall be deemed or construed to be a consent to or waiver of any other breach or default by such Party hereunder. Failure on the part of any Party hereto to complain of any act or failure to act of the other Party or to declare the other Party in default hereunder, irrespective of how long such failure continues, shall not constitute a waiver of the rights of such Party hereunder.

22. Amendment. This Agreement may only be amended in a writing signed by both parties.

23. Assignment. Neither Party may assign its rights or obligations under this Agreement without the prior written consent of the other Party.

24. Counterparts. This Agreement may be executed in counterparts and via facsimile with each part being considered an original and all parts being recognized as one in the same document.

REQUIRED FEDERAL CONTRACT PROVISIONS CERTIFICATIONS

1. Violation or Breach of Contract Terms. Contracts for more than the simplified acquisition threshold, which is the inflation adjusted amount determined by the Civilian Agency Acquisition Council and the Defense Acquisition Regulations Council (Councils), as authorized by 41 USC 1908, must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and provide for such sanctions and penalties as appropriate. The Client reserves all rights and privileges under applicable laws and regulations with respect to the Client's procurement of goods and services from Sharp-Ross PsychEd Services LLC in the event of a breach of contract by either party.
2. Termination for Cause or Convenience. For any purchase or contract in excess of \$10,000 made using federal funds, Sharp-Ross PsychEd Services LLC agrees that the following term and condition shall apply: The Client may terminate or cancel any purchase order at any time, with or without cause, by providing seven (7) business days advance written notice to Sharp-Ross PsychEd Services LLC. If a purchase order is terminated in accordance with this Paragraph, the Client shall only be required to pay Sharp-Ross PsychEd Services LLC for goods or services delivered to the Client prior to the termination and not otherwise returned in accordance with Sharp-Ross PsychEd Services LLC return policy. If the Client has paid Sharp-Ross PsychEd Services LLC for goods or services not yet provided as of the date of termination, Sharp-Ross PsychEd Services LLC shall immediately refund such payment(s).
3. Right to Inventions Made Under a Contract or Agreement. If the Client's Federal award meets the definition of "funding agreement" under 37 CFR 401.2(a) and the recipient or sub-recipient wishes to enter into a contract with a small business firm or nonprofit organization regarding the substitution of parties, assignment or performance or experimental, developmental, or research work under that "funding agreement," the recipient or sub-recipient must comply with the requirements of 37 CFR Part 401, "Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements," and any implementing regulations issued by the awarding agency. Sharp-Ross PsychEd Services LLC Services agrees to comply with the above requirements when applicable.
4. Equal Employment Opportunity. Except as otherwise provided under 41 CFR Part 60, all contracts that meet the definition of "federally assisted construction contract" in 41 CFR Part 60-1.3 must include the equal opportunity clause provided under 41 CFR 60-1.4(b), in accordance with Executive Order 11246, "Equal Employment Opportunity" (30 FR 12319, 12935, 3 CFR Part, 1964-1965 Comp., p. 339), as amended by Executive Order 11375,

“Amending Executive Order 11246 Relating to Equal Employment Opportunity,” and implementing regulations at 41 CFR part 60, “Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor.”

5. Clean Air Act and Federal Water Pollution Control Act. Clean Air Act (42 USC 7401-7671q.) and the Federal Water Pollution Control Act (33 USC 1251-1387), as amended – Contracts and sub-grants of amounts in excess of \$150,000 must contain a provision that requires the non-Federal award to agree to comply with all applicable standards, orders, or regulations issued pursuant to the Clean Air Act (42 USC 7401-7671q.) and the Federal Water Pollution Control Act, as amended (33 USC 1251-1387). Violations must be reported to the Federal awarding agency and the Regional Office of the Environmental Protection Agency (EPA). When required, Sharp-Ross PsychEd Services LLC agrees to comply with all applicable standards, orders, or regulations issued pursuant to the Clean Air Act and the Federal Water Pollution Control Act. 2 112155542.
6. Debarment and Suspension. Debarment and Suspension (Executive Orders 12549 and 12689) – A contract award (see 2 CFR 180.220) must not be made to parties listed on the government-wide exclusions in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 CFR 180 that implement Executive Orders 12549 (3 CFR Part 1966 Comp. p. 189) and 12689 (3 CFR Part 1989 Comp. p. 235), “Debarment and Suspension.” Sharp-Ross PsychEd Services LLC certifies that Sharp-Ross PsychEd Services LLC is not currently listed on the government-wide exclusions in SAM, is not debarred, suspended, or otherwise excluded by agencies or declared ineligible under statutory or regulatory authority other than Executive Order 12549. Sharp-Ross PsychEd Services LLC further agrees to immediately notify the Client if Sharp-Ross PsychEd Services LLC is later listed on the government-wide exclusions in SAM, or is debarred, suspended, or otherwise excluded by agencies or declared ineligible under statutory or regulatory authority other than Executive Order 12549.
7. Byrd Anti-Lobbying Amendment. Byrd Anti-Lobbying Amendment (31 USC 1352) – Sharp-Ross PsychEd Services LLC agrees to all certifications and disclosures required by, and otherwise comply with, the Byrd Anti-Lobbying Amendment (31 USC 1352).
8. Contracting with Small and Minority Businesses, Women’s Business Enterprises, and Labor Surplus Area Firms. Sharp-Ross PsychEd Services LLC shall take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible. Affirmative steps include:
 - a) Placing qualified small and minority businesses and women's business enterprises on solicitation lists;
 - b) Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources;
 - c) Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises; 3 112155542
 - d) Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises;

- e) Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and
 - f) Requiring any subcontractor, if subcontracts are to be let, to take the affirmative steps listed in paragraphs (a) through (e) of this section.
9. General Compliance and Cooperation with Bethlehem Area School District. In addition to the foregoing specific requirements, Sharp-Ross PsychEd Services LLC agrees, in accepting any purchase order or contract from the District, it shall make a good faith effort to work with the Client to provide such information and to satisfy such requirements as may apply to the Client's purchase or purchases including, but not limited to, applicable recordkeeping and record retention requirements and contract cost and price analyses required under the Uniform Guidance.
10. Procurement of Recovered Materials. For the Client's purchases utilizing Federal funds, Sharp-Ross PsychEd Services LLC agrees to comply with Section 6002 of the Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act where applicable and provides such information and certifications as the District may require to confirm estimates and otherwise comply. The requirements of Section 6002 include procuring only items designated in guidelines of the Environmental Protection Agency (EPA) at 40 CFR Part 247 that contain the highest percentage of recovered materials practicable, consistent with maintaining a satisfactory level of competition, where the purchase price of the item exceeds \$10,000 or the value of the quantity acquired during the preceding fiscal year exceeded \$10,000; procuring solid waste management services in a manner that maximizes energy and resource recovery, and establishing an affirmative procurement program for procurement of recovered materials identified in the EPA guidelines.
11. Contract Work Hours and Safety Standards Act (40 U.S.C. 3701-3708). Where applicable, all contracts awarded by the non-Federal entity in excess of \$100,000 that involve the employment of mechanics or laborers must include a provision for compliance with 40 U.S.C. 3702 and 3704, as supplemented by Department of Labor regulations (29 CFR Part 5). Under 40 U.S.C. 3702 of the Act, each contractor must be required to compute the wages of every mechanic and laborer on the basis of a standard work week of 40 hours. Work in excess of the standard work week is permissible provided that the worker is compensated at a rate of not less than one and a half times the basic rate of pay for all hours worked in excess of 40 hours in the work week. The requirements of 40 U.S.C. 3704 are applicable to construction work and provide that no laborer or mechanic must be required to work in surroundings or under working conditions which are unsanitary, hazardous or dangerous.

These requirements do not apply to the purchases of supplies or materials or articles ordinarily available on the open market, or contracts for transportation or transmission of intelligence.

IN WITNESS WHEREOF, the Parties, intending to be legally bound, certify compliance with all provisions contained herein, hereto have caused this Contract to be executed by their duly authorized officers and representatives this 24th day of August 2026.

BETHLEHEM AREA SCHOOL DISTRICT

SHARP-ROSS PSYCHED SERVICES LLC

By: _____

By: Dr. Mary L. Sharp-Ross

Name: _____

Name: Dr. Mary L. Sharp-Ross

Title: _____

Title: Licensed Psychologist

COLLABORATION AGREEMENT

This Collaboration Agreement (this "Agreement") is made as of this 24th day of August, 2026, by and among Lehigh University, a Pennsylvania non-profit corporation ("Lehigh"), and the Bethlehem Area School District, district located in the Commonwealth of Pennsylvania ("BASD"). Each party is referred to in this Agreement as a "party" and collectively as the "parties".

Background

WHEREAS, Lehigh is an institution of higher education that administers a program through its Counseling Psychology graduate program (the "Lehigh Program"), offering individual, group and family counseling to families, children and adults at its various clinics located in the community (the "Community Voices Clinic"); and

WHEREAS, Lehigh, through the Community Voices Clinic, desires to collaborate with BASD to provide certain mental health services in certain BASD schools upon the terms and conditions set forth herein; and

WHEREAS, Lehigh desires to use BASD facilities to provide such certain mental health services through the Community Voices Clinic, and BASD is agreeable to providing such facilities, pursuant to the terms and conditions set forth herein.

Agreement

NOW THEREFORE, in consideration of the foregoing and the mutual covenants and agreements set forth herein, the parties, intending to be legally bound, agree as follows:

1. **LEHIGH'S OBLIGATIONS:** Lehigh shall, through the Lehigh Program, operate the Community Voices Clinic in certain BASD schools (the "BASD Schools"), such schools and specific facilities within such schools to be mutually agreed upon by Lehigh and BASD, and which may include Donegan Elementary School, Broughal Middle School, and Marvine Elementary School. Such clinics are referred to in this Agreement as the "VOICES Clinics". The VOICES Clinics shall provide mental health counseling services to Patients, as defined below. Subject to Section 3 below, the VOICES Clinics shall be supervised by Dr. Cheré Hunter, a counseling psychologist and a faculty member in the Lehigh Program, or another psychologist licensed to practice in the Commonwealth of Pennsylvania who is a faculty member of the Lehigh Program (the "Supervising Psychologist"). The VOICES Clinics shall be staffed by fourth- and fifth-year doctoral students in the Lehigh Program, who also function as program coordinators and supervisors, second year masters students, and advanced first year masters students in the Lehigh Program (each and collectively, "Clinic Staff"). The aforementioned Lehigh doctoral students shall monitor the VOICES Clinic's Day to day operations and supervise the Lehigh second year and advanced first year masters students. The Supervising Psychologist shall oversee all Clinic Staff. The Clinic Staff may also provide mental health services to students attending BASD Schools, their parents and other community members, as referred to

the VOICES Clinics in accordance with this Agreement (collectively, "Patients"), under the supervision of the Supervising Psychologist.

2. **BASD'S OBLIGATIONS:** BASD may, from time to time, refer Patients to the VOICES Clinics, but shall not be required to do so. During the Term of this Agreement, BASD shall be responsible for payment of One Hundred Percent (100%) of:
 - a. Metered charges for electric, gas, trash and recycling, water and sewer;
 - b. Telephone, cable, and Internet service;
 - c. Existing and replacement contracts pertaining to *HVAC*; lawn care; fire alarm and security monitoring; fire system and fire extinguisher inspections trash and recycling; and integrated pest management; and shall be obligated to make sure such services are provided to the VOICES Clinics.

Except as specifically set forth below, BASD will, at its cost and expense throughout the Term of this Agreement:

- (a) Make reasonably necessary repairs to and provide reasonably necessary custodial services with respect to the interior of the VOICES Clinics in order to maintain the VOICES Clinics in good order and condition.
- (b) Be responsible for all reasonable preventative maintenance and the replacement of any appurtenances existing as of the commencement of this Agreement that have become obsolete or do not work because of the age or due to the condition of the VOICES Clinics as they were upon commencement of this Agreement.
- (c) Maintain in good condition and keep in good repair the exterior and structural components of the VOICES Clinics, including the roof, foundation, adjoining walkways, sidewalks, and parking areas, and shall keep the walkways, sidewalks, and parking areas clear of all obstructions.
- (d) Be responsible for snow and ice removal from the VOICES Clinics and adjoining walkways, sidewalks, and parking areas.

Any repairs that must be made will be made promptly upon notification in writing by Lehigh.

BASD shall have no obligations or responsibilities with respect to the VOICES Clinics except as otherwise specifically set forth herein. The VOICES Clinics are under the complete operation and control of Lehigh.

3. **BASD's POINT OF CONTACT OBLIGATIONS:** In the event that the Community Voices Clinic Director (or the designated CVC supervisor) is not physically onsite during regular operating hours of the VOICES Clinics, BASD shall ensure appropriate oversight and supervision as follows:

- a. Designation of Personnel: BASD shall designate the Principal or his/her designee to provide onsite operational oversight, guidance, and emergency supervision for the VOICES Clinics and Clinic Staff.
- b. Coverage Schedule: The Principal or his/her designee will be available to support the Clinic Staff at the specified locations during mutually agreed upon standard hours of operation.
- c. Availability: On days when the CVC Director is absent, the Principal or his/her designee shall remain accessible to Clinic Staff to promptly respond to immediate operational inquiries, manage client emergencies, and provide local administrative coordination.

Consultation between designated BASD personnel and the CVC Director / Supervising Psychologist will occur once per month to ensure continuity of care and proper management of the VOICES Clinics.

- 4. **USE OF VOICES CLINICS:** Lehigh acknowledges and agrees that the VOICES Clinics may be used only for the purposes as set forth herein. More specifically, Lehigh may use the VOICES Clinics for the provision of mental health care services to the Lehigh Valley community. It shall be the obligation of Lehigh to obtain all governmental and quasi- governmental approvals necessary to operate and use the VOICES Clinics as set forth herein.
- 5. **COORDINATION; COVID-19 RELATED CLOSURES:** The parties shall meet on a regular basis, at mutually agreed times and locations, to discuss the VOICES Clinics and related matters and to coordinate the parties' respective obligations with respect thereto. In the event of a closure of or curtailment of in-person operations by one or more of the parties, or one or more BASD School, the parties shall use reasonable efforts to continue the VOICES Clinics and otherwise carry out their obligations hereunder on a fully or partially remote basis, as applicable, pursuant to procedures agreed to by the parties. In the event that Lehigh provides mental health services remotely, it shall do so at its own cost via a HIPAA compliant telehealth platform.
- 6. **COMPENSATION; CONSIDERATION:** The parties acknowledge and agree that they shall not be entitled to and shall not seek any compensation or reimbursement of expenses from each other or from any Patient in connection with any of the services or programs offered by such party hereunder, except as otherwise set forth herein. Except as otherwise set forth herein, each party shall supply its own equipment, supplies and personnel, and be responsible for all expenses incurred in providing its services and programs as contemplated hereunder. BASD hereby consents to the use of the VOICES Clinics by Lehigh, as contemplated hereunder, without compensation. Notwithstanding the foregoing, on or before October 1, 2026 and October 1, 2027,

BASD shall pay to Lehigh \$22,500 per year to be used to pay a portion of the Clinic Staffs' stipends during the 2026-2027 and 2027-2028 academic years. Each year, Lehigh shall provide an invoice to receive these payments. Lehigh shall apply all such funds received from BASD towards such stipends. BASD shall not be obligated to make any payment hereunder except as otherwise set forth herein. However, if in the event that after the first year of this Agreement, Lehigh (in Lehigh's discretion) does not have sufficient funds to pay the Clinic Staffs' stipends, the parties agree to make reasonable efforts to renegotiate the terms of this Agreement.

7. **PERSONNEL, EQUIPMENT, FACILITIES; COSTS AND EXPENSES:** Except as otherwise expressly set forth herein, each party shall be responsible for providing such personnel, equipment (including personal protective equipment), supplies, materials, and facilities and other items necessary, and with such qualifications or in such condition required, to carry out its obligations hereunder and such responsible party shall solely bear the costs and expenses associated therewith. It is understood and agreed by the parties hereto that Lehigh and its respective employees, students, agents, or representatives, while engaged in carrying out and complying with any of the terms and conditions of this Agreement, are independent contractors and are not officers, agents, or employees of BASD. As such, Lehigh and its respective employees, students, agents, or representatives are not entitled to the benefits provided by BASD to its employees, including, but not limited to, group insurance, pension plan enrollment, vacation, leaves of absence, workers' compensation insurance or unemployment compensation insurance. Except as otherwise specifically set forth herein, the manner and means of operating the VOICES Clinic are under the sole control of Lehigh.
8. **TERM AND TERMINATION:** The term of this Agreement (the "Term") will begin on August 25, 2026 (the "Effective Date") and, unless earlier terminated in accordance herewith, will remain in full force and effect for the 2026-2027 and 2027-2028 academic school years, after which the parties may agree in writing to extend the Term for additional periods of up to two years each. Notwithstanding the foregoing, this Agreement may be terminated as follows:
 - a. Any party may terminate this Agreement (i) for cause in the event of a material breach of this Agreement that, if curable, remains uncured to the reasonable satisfaction of the non-breaching party within ten days after written notice of such breach (unless the non-breaching party notifies the breaching party in writing that it is permitted additional time to cure the breach), or (ii) for cause upon written notice by any party in the event any term or condition of this Agreement is invalid pursuant to any provisions of applicable laws, rules or regulations or would otherwise cause a party to be in violation of the law and the parties are unable to amend the terms of this Agreement in a mutually agreeable manner.
 - b. Any party may terminate this Agreement immediately (i) for cause in the event of a material breach of this Agreement that cannot be cured or (ii) if Lehigh

fails to provide an appropriate licensed Supervising Psychologist as defined in Paragraph 1.

- c. Subject to the terms set forth in Paragraph 6 above, Lehigh may terminate this Agreement if funding sources relied upon to operate the VOICES Clinics are terminated, cancelled or non-renewed for any reason, such termination to be effective once existing funding is exhausted or another date mutually agreed by Lehigh and BASD.
- d. Any party may terminate this Agreement without cause for any reason by providing the other parties with thirty (30) days' prior written notice.

In the event of the termination of this Agreement for any reason, Lehigh will prepare and provide a notification to the Patients of the termination of this Agreement, without reference to any cause or underlying dispute among the parties, if any, if Lehigh determines such notification is necessary and appropriate.

Termination shall not affect any of the rights and/or obligations accruing hereunder prior to the effective date of termination.

- 9. **COMPLIANCE WITH LAWS; PRIVACY AND CONFIDENTIALITY.** Each party shall comply with all federal, state and local laws, ordinances, rules and regulations required in connection with such party's activities and obligations hereunder, and shall procure any licenses, permits, and governmental approvals required thereby. Without limiting the generality of the foregoing, each party shall comply with all applicable federal and state laws and regulations governing the confidentiality of patient and student information including, without limitation, the Health Insurance Portability and Accountability Act of 1996 (HIPAA), and the Family Educational Rights and Privacy Act (FERPA). Each party shall pay any fines or penalties assessed for such party's failure to comply with such laws, ordinances, rules and regulations and shall pay any expenses, legal or otherwise, incurred by any other party due to such party's failure to comply therewith.
- 10. **PUBLICITY:** No party shall use the name, logos or trademarks of any other party in any marketing, publicity, informational or promotional materials regarding the cooperative services contemplated hereunder without the prior written approval of such other party.
- 11. **INSURANCE:** At all times during the term of this Agreement, each party shall maintain (a) professional liability and/or errors and omissions insurance of not less than Five Million Dollars (\$5,000,000) per occurrence and Five Million Dollars (\$5,000,000) in the aggregate covering the professional services provided under this agreement; (b) Commercial General Liability Insurance (including bodily injury, personal injury, products liability, contractual liability, completed operations and property damage, and will include no exclusions or restrictions for claims arising out of any sexual assault, misconduct, abuse or molestation allegations) of not less than

Five Million Dollars (\$5,000,000) per occurrence and Five Million Dollars (\$5,000,000) in the aggregate; and (c) Employer's Liability Coverage with a minimum of One Million Dollars (\$1,000,000) per occurrence, One Million Dollars (\$1,000,000) disease per employee, and One Million Dollars (\$1,000,000) disease in the aggregate and workers' compensation insurance as required by law, or proof of exemption in accordance with applicable law.

In addition to the foregoing, Lehigh shall maintain the following insurances during the term of this Agreement:

- (a.) Fire Insurance - keeping its interest in and to all equipment and property at the VOICES Clinics insured against loss or damage by fire and other hazards.
- (b.) Workers' Compensation Insurance- shall maintain a policy of insurance as required by the Commonwealth of Pennsylvania.
- (c.) Medical Malpractice Insurance - shall maintain insurance with respect to all health care providers rendering services at the VOICES Clinics under the Federal Tort Claims Act or under policies of insurance as required by the Commonwealth of Pennsylvania.
- (d.) Contractual Indemnity Insurance - shall maintain contractual indemnity insurance insuring their respective indemnification obligations under this Agreement.

Each party shall provide the other with a certificate of insurance evidencing all insurance coverage required by this Agreement and applicable law within ten days of the execution of this Agreement and upon coverage renewal thereafter during the term of this Agreement. No such policies of insurance may be modified, reduced, substituted, cancelled or non-renewed during the term of this Agreement. If any of the above coverages maintained by a party are written on a claims-made basis then such party shall provide the other party with evidence of "tail" coverage and/or an "extended reporting period" of sufficient duration for such party's reasonably foreseeable exposures to loss and/or liabilities arising from this Agreement.

12. **LIABILITIES:** Each party shall be responsible for its own negligent acts or omissions and the negligent acts or omissions of its officers, directors, employees, agents, representatives, and, as applicable, students, to the extent allowed by law. Each party maintains their right to seek indemnification for the negligent acts or omissions of another party or its officers, directors, employees, agents, representatives, and/or, as applicable, students, as set forth below. Nothing in this Agreement shall be construed to waive or reduce the immunities from civil liability granted by or to enlarge the limitations on immunity imposed by the Political Subdivisions Tort Claims Act. Notwithstanding the foregoing, Lehigh shall indemnify, save harmless, and defend BASD from and against any and all third-party expenses, liabilities, claims, losses and damages, including reasonable counsel fees (collectively, "Losses"), solely to the extent arising directly from any mechanics' liens or security interest filed against

BASD property by reason of any labor or materials contracted for by the indemnifying party. Further, each party individually, and not jointly and severally, shall respectively indemnify, save harmless, and if requested by an indemnified party or parties, defend the other party or parties from and against any and all Losses suffered directly by an indemnified party or parties solely to the extent arising directly from an indemnifying party's

- (a.) failure to comply with a material obligation of this Agreement or a breach of a representation or warranty of this Agreement;
- (b.) failure to comply with applicable law or regulation; or
- (c.) negligence or misconduct (each an "Event of Indemnification"). For purposes of this indemnification obligation, an Event of Indemnification includes acts by an indemnifying party's agents, employees, trustees, and, as applicable, students.

Notwithstanding the foregoing,

- (a.) each party shall advise the other party or parties in writing of any claims, notices or other information received by it or of which it becomes aware regarding an Event of Indemnification, in such time and manner as not to impair or prejudice the ability of the indemnifying party or parties to defend such claims or investigate such notice,
- (b.) each party shall provide the indemnifying party or parties with the cooperation and assistance necessary to defend such claim requested by the indemnifying party or parties, provided that any defense counsel selected by the indemnifying party or parties shall be acceptable to the indemnified party, and
- (c.) no party shall settle or compromise any claim admitting the fault, liability or negligence of any other party or parties without the prior written consent of the other party or parties, which shall not be unreasonably withheld or delayed.

13. **FACILITIES:** The parties acknowledge and agree that the VOICES Clinics are used by Lehigh in "as-is" condition and no improvements are therefore required by Lehigh. Lehigh may make additions, alterations, and/or improvements ("Improvements") to the VOICES Clinics ("Improving party") provided, however, that any such additions, alterations, and/or improvements do not structurally alter, damage, or detract from the character of the VOICES Clinics, and provided further, that the Improving party first obtain BASD's prior written consent, which may be withheld, conditioned, or delayed. In the event that BASD approves an Improvement, Improving party shall be responsible for obtaining any and all approvals or permits required by law, for such Improvement to the VOICES Clinics. If such Improvement is not deemed a fixture, BASD may require removal of such Improvement upon termination of this Agreement, and in such event the Improving party shall promptly repair any damage caused by such removal.

Throughout the Term of this Agreement, Lehigh shall:

- a. At its cost and expense, be responsible for the replacement or removal of any items, which are part of such Improvements to the VOICES Clinics that become obsolete or do not work for any reason whatsoever;
 - b. Properly use and operate all electrical, gas, and plumbing fixtures, and keep them as clean and sanitary as their condition permits.
 - c. Not permit any person at the VOICES Clinics with its permission to willfully or wantonly destroy, deface, damage, impair, or remove any part of the VOICES Clinics or the facilities, equipment, or appurtenances thereto.
 - d. Use all commercially reasonable precautions necessary against fire.
 - e. Give to BASD prompt written notice of any accident, fire, or damage occurring on or to the VOICES Clinics of which such party is aware.
 - f. Comply with any requirements of any of the constituted public authorities with jurisdiction over such party and its use of the VOICES Clinics, and with the terms of any State or Federal statute, or local ordinance or regulation, applicable to such party or its use of the VOICES Clinics, and save BASD harmless from penalties, fines or damages resulting from such party's failure to do so.
 - g. Peaceably deliver up and surrender possession of the VOICES Clinics to BASD at the termination of this Agreement.
 - h. Not commit or suffer to be committed any waste at the VOICES Clinics, nor shall it maintain, commit or permit the maintenance or commission of any nuisance the VOICES Clinics or use the VOICES Clinics for any unlawful purpose.
 - i. Promptly pay all contractors and material men contracted by such party so as to minimize the possibility of lien attaching to BASD property, and should any such lien be made or filed, shall bond against or discharge the same within thirty (30) days after written request by BASD. Nothing herein contained shall be construed as consent on the part of BASD to subject the fee or the estate of BASD to liability under the Mechanics' Lien Law of Pennsylvania, it being expressly understood that BASD property shall not be subject to such liability.
14. **BACKGROUND CHECKS/CLEARANCES:** The parties each represent that it has in its respective possession and will at all times while this Agreement is in effect have in its respective possession copies of criminal history record¹ information and child abuse clearances² (collectively, "Eligibility Report") for each of such party's respective then current employees, volunteers, independent contractors, and/or, if applicable in the case of Lehigh, students who may, in his/her capacity as an

¹ Indicating that such individual has not been arrested for or convicted of any "Reportable Offense" as enumerated in 24 P.S. §§ 1-111(e) and/or 1-111(f.1).

² Indicating that such individual is not named in the Statewide database as the alleged perpetrator in a pending child abuse investigation or as the perpetrator of a founded report or an indicated child abuse report.

employee, volunteer, independent contractor, and/or, if applicable in the case of Lehigh, student, have direct contact with children at the VOICES Clinics and/or on surrounding BASD property while providing services or fulfilling obligations under this Agreement ("Personnel"). Each party shall obtain an Eligibility Report on its respective Personnel as and when required by applicable law. At any time during the Term of this Agreement, in the event a party has a reasonable suspicion that another party's Personnel has been charged with, arrested for or convicted of any statute covered by the Eligibility Report or named in the Statewide database as the alleged perpetrator in a pending child abuse investigation or as the perpetrator of a founded report or an indicated child abuse report, each party retains the right to reasonably request that the party of such Personnel have an Eligibility Report conducted within two (2) weeks of such request, and forward the results thereof to the requesting party promptly upon receipt of the results of the Eligibility Report by the party to which the request was made. Notwithstanding the foregoing, a party may request that the Personnel who is the subject of the request not provide services under this Agreement until the results of the Eligibility Report is obtained and reasonably approved by the requesting party. Each party further agrees that it shall notify the other parties immediately upon (and within seventy-two (72) hours of) becoming aware that any of its Personnel have been charged with, arrested for or convicted of any statute covered by the Eligibility Report or named in the Statewide database as an alleged perpetrator in a pending child abuse investigation or as the perpetrator of a founded report or an indicated child abuse report.

15. **TAXES:** BASD represents that the VOICES Clinics and surrounding BASD property is currently exempt from real estate taxes. BASD will cooperate in any effort to maintain the VOICES Clinics and surrounding BASD property as exempt from real estate taxes and shall maintain the exemption of the VOICES Clinics and surrounding BASD property from school property taxes. BASD shall be responsible for all real estate taxes levied against the VOICES Clinics and surrounding BASD property during the Term that were assessed prior to this Agreement. Additional real estate taxes paid by BASD as a result of increased assessment or change in tax status directly resulting from the commencement of this Agreement shall be the responsibility of Lehigh during the Term; provided, however, that BASD shall provide prompt, prior written notice of any such increased assessment or change in tax status and provide Lehigh the opportunity to contest such increased assessment or change in tax status.
16. **SIGNS:** Signs may be affixed or displayed on the exterior of the VOICES Clinics, provided, however, that such signage is permitted under local zoning law, and is consented to in writing by the parties prior to affixing/displaying. Notwithstanding the foregoing, all signage affixed or displayed by the parties pursuant to this Agreement must be consistent with BASD Board Policy 707.2 (attached hereto, made a part hereof, and marked "Exhibit A") and any subsequent amendments thereto of which the parties are advised.

17. **NOTICES:** Any notice or other communication that is required or permitted under this Agreement shall be in writing and will be effective upon receipt only if delivered personally, by registered or certified mail, return receipt requested, or by reputable overnight delivery service,
- a. if to Lehigh, at 111 Research Drive, Bethlehem. PA 18105
Attention: Chere' Hunter, Ph.D./Community Voices Clinic
Director
 - b. if to BASD, to 1516 Sycamore Street, Bethlehem, PA 18017,
Attention: Chief Pupil Services Officer

Any party may at any time, in the manner set forth for giving notices to the other parties, designate a different name and/or address to which notices to it shall be sent.

18. **NO DISCRIMINATION:** Each of the parties hereto covenant and agree that where applicable respectively, they shall not discriminate against any person for any reason by reason of gender, gender identity or expression, sex, race, creed, religion, color, sexual preference or orientation, national or ethnic origin, genetic information, disability, ancestry, marital or familial status, veteran status or age.
19. **INDEPENDENT CONTRACTOR:** In carrying out their respective obligations under this Agreement, it is expressly agreed that the parties are acting as independent contractors. The parties acknowledge that this Agreement does not create a partnership or joint venture between and/or among them. No employee of any party shall be entitled to any salary, benefits or other compensation from any other party.
20. **LEGAL JURISDICTION:** This Agreement shall be construed and enforced wider the laws of the Commonwealth of Pennsylvania. Any legal action arising out of this Agreement shall be brought in the federal or state courts located in Northampton County, Pennsylvania.
21. **MISCELLANEOUS:** This Agreement represents the final understanding among the parties relating to the subject matter hereof and supersedes all prior understandings and agreements, whether written or oral. This Agreement may not be amended or modified except by a written document signed by duly authorized representatives of each party hereto. No rights created by this Agreement may be assigned and no duties created by this Agreement may be delegated by any party without the prior written consent of all parties. In the event that any of the provisions of this Agreement are held to invalid or unenforceable in whole or in part, all other provisions will nevertheless continue to be valid and enforceable with the invalid and unenforceable part severed from the remainder of this Agreement. Each party hereto binds itself, its partners, successors, assigns and legal representatives to the other parties hereto, and their respective partners, successors, assigns and legal representatives in respect of all covenants, agreements and obligations contained in the Agreement.

22. **AUTHORITY:** The parties executing this Agreement represent and warrant to each other that they have the full right, power, capacity and authority to execute and deliver this Agreement, and that they have duly and properly performed all acts required to authorize them to carry out this Agreement and the transactions contemplated by it.
23. **NO WAIVER:** The failure of any party to insist upon strict performance of any of the provisions of this Agreement shall not affect the right of such party thereafter to enforce the same nor shall waiver of any breach of any of the provisions hereof be construed as a waiver of any subsequent default of the same or similar nature, nor shall it be construed as a waiver of strict performance of any other provision.
24. **ASSIGNMENT:** No rights created by this Agreement may be assigned and no duties created by this Agreement may be delegated by any party without the prior written consent of all parties.

IN **WITNESS WHEREOF**, the parties have caused this Agreement to be signed effective as of the Effective Date.

LEHIGH UNIVERSITY:

BETHLEHEM AREA SCHOOL DISTRICT:

By: _____

By: _____

Name: Chéré D. Hunter

Name: Michael Faccinetto

Title: Director

Title: President, Board of School Directors

Exhibit A

Book	Policy Manual
Section	700 Property
Title	District Facilities and Electronic Advertising
Code	707.2
Status	Active
Legal	
1. 24 P.S. 510	
2. 24 P.S. 511	
3. 24 P.S. 775	
Adopted	April 23, 2012
Last Revised	February 22, 2016

Purpose

The Board recognizes the sale of advertising in district-regulated facilities can serve as an important source of revenue enhancement. The purpose of this policy and its related practices and guidelines is to define the conditions upon which advertisements may be placed in school facilities, district electronic resources, or upon school property within the district, and to establish definitive guidelines for the acceptance and placement of such messages or advertisements. It is the intent of the district to preserve its full rights and discretion to restrict access to its electronic resources, school facilities, and school property and to reject or refuse placement or require removal of any or all advertisements should they fail to comply with these guidelines. To the extent that any such messages and advertisements are accepted, it is the intent of the district to reserve and exercise the right of full editorial control over the placement, content, size, appearance, and wording, and to determine and prohibit types of advertisements that are deemed inappropriate for or inconsistent with the usage of school facilities and school property.

Advertisement on district electronic resources or district grounds shall be pursuant to a written contract and in compliance with the established policies, practices and guidelines approved by the district.

Authority

Any and all advertising signs and/or the content thereof are subject to the approval of the district in accordance with the requirements of this policy and any administrative procedures and practices established pursuant thereto.[1][2][3]

Advertising regulated under this policy must be consistent with district academic standards and goals, as well as with district non-discrimination policies and age-appropriateness. No advertising regulated under this policy shall:

1. Promote or be associated in any way with the sale of or use of tobacco, alcohol, illegal substances, or paraphernalia.
2. Promote or encourage hostility, disorder, violence, or disregard for violation of legal obligations.
3. Contain vulgar or offensive, obscene, or sexually explicit language.
4. Advocate the violation of law or district policy.
5. Promote or denigrate a particular religion or religious practice; advocate or campaign for a particular political candidate or party.
6. Be associated with any company or individual whose actions are otherwise in violation of law.
7. Invade the privacy of any person.
8. Violate applicable copyrights, trademarks, or other protected interests.
9. Be noncompliant with any applicable statutes, regulations, ordinances, or orders of any governmental authority.
10. Be derogatory based on gender or toward any ethnic, religious, or racial group.
11. Be libelous.
12. Interfere or advocate interference with the rights of any individual or the operation of the district.
13. Promote or reference gambling, pari-mutual betting, lotteries, or games of chance whether by name, likeness, or implication or promote or reference providing such services or activities of a related or similar nature.

14. Interfere with or violate exclusive agreements between the district and their products or service providers.

15. Be contrary to the best interests of the district students, staff or schools, in the sole discretion of the Superintendent and/or designee upon consultation with the solicitor or other district legal counsel in order to ensure legality.

Guidelines

Signs may be posted only at locations approved by the district. All signs or electronic resources advertisements must conform to specifications established by the school district, including, but not limited to, the material composition, size, and appearance.

Signs and electronic resources advertisements shall be authorized for specified durations. The district may limit the period of time during the year when advertising signs may be posted. If the signs are not removed in a timely manner by the advertiser, the district will remove the signs at the advertiser's cost as set forth below.

The school district may limit the total number of signs that may be erected at any one time or place, so as to minimize distractions for facility users, for aesthetics, or for any other reason at the discretion of the school district. The advertiser shall be fully and exclusively responsible for all costs and expenses associated with the procurement, erection, maintenance, and removal of the sign(s). If applicable, and at the district's sole discretion, installation may be performed by district personnel, to be paid by advertiser at the hourly rate in force at the time of work. Any maintenance, repair or removal of an approved sign shall be subject to the sole discretion, direction, and supervision of the district.

All signs must be maintained in good condition meeting standards as determined by the school district. If any sign becomes damaged or requires repair for any reason, it will be the sole and exclusive responsibility of the advertiser that erected the sign to repair or remove it.

In the event the district becomes aware of a sign requiring repair or removal, the district will notify the responsible advertiser. The advertiser must repair or remove the sign within seventy-two (72) hours of notification. If the advertiser does not repair or remove the sign as required, the district will remove the sign and invoice the advertiser for all labor and material costs incurred.

The advertiser shall be responsible to ensure that the advertising sign complies with applicable municipal codes and regulations, to obtain any necessary licenses, permits, or approvals, and pay for any applicable governmental fees.

The advertiser shall indemnify and hold the school district harmless from any and all claims (including, but not limited to, bodily injury and intellectual property right infringement claims), actions, liabilities, damages, suits, liens, judgments, attorneys' fees and costs arising out of, resulting from, or related to in any way to the erection, maintenance, removal, or posting of advertiser's sign(s) on district property. This indemnification shall survive the removal of advertisers sign(s) on district property.

In all contracts that advertiser enters into with the district for advertising signs, advertiser must include a provision that advertiser releases the district from any liability in any cause of action that may arise as the result of the erection, maintenance, removal, or posting of the advertising sign.

Advertising fees shall be subject to the approval of the Board. All net proceeds from the sale of advertising at district facilities shall inure to the benefit of the district.

Advertiser shall be strictly prohibited from using the district's name for commercial purposes without obtaining prior, written consent from the Superintendent and/or designee.

Advertisements permitted in district facilities or on its electronic resources do not represent the district's endorsement or approval of the matters presented in the advertisements, and an advertiser may be required to include a statement to that effect in the advertisement.

Procedures

All persons and organizations wishing to use district electronic resources or facilities to advertise in accordance with this policy must submit a written application and be approved by the Superintendent or designee.

The request to advertise must include a description of the location requested, an accurate color representation of the advertisement with size and material indicated, and the period during which the advertising will remain in place.

Any approval for the erection and display of advertising shall be made in writing as part of a written placement agreement that shall at a minimum contain references to and the advertiser's commitment and agreement to abide by this policy.

Approval for advertising shall be evidenced by the issuance of a written sign permit to the applicant. The permit will incorporate by reference all terms of this policy and will include any additional terms and conditions included in the approval or otherwise deemed appropriate.

Any permit shall be subject to termination and revocation without cause at the complete discretion of the district without liability or financial penalty of any kind.

Delegation of Responsibility

The Superintendent and/or designee shall maintain the sole discretion to approve or deny all applications for advertising under this policy and may establish additional administrative regulations and procedures related thereto. All tentative contracts are subject to the final approval and signature of the district.

Exceptions and Exemptions

Nothing in this policy shall be interpreted to prohibit nor require authorization for any of the following:

1. Merchant or government identification, logos or trademarks appearing upon property acquired, installed or used in the construction or renovation of any of the district facilities.
2. Public service announcement or announcements of events directly related to services of the district.
3. Product or vendor identifications in relation to authorizing merchandizing or vending operations conducted upon or about the school facilities or the school property under ownership and control by the district.

Amendments to Policy

The district reserves the right to amend this policy from time to time and no advertising contract entered into under any existing version of this policy shall serve to restrict or prevent the district from making any such subsequent amendments.



Thank you for choosing CDW. We have received your quote.

Hardware

Software

Services

IT Solutions

Brands

Research Hub

QUOTE CONFIRMATION

Pricing and Availability Notice

Due to ongoing supply chain challenges, some hardware manufacturers cannot guarantee product availability or pricing until the product is shipped. While we make every effort to honor quoted pricing, if a hardware manufacturer increases its price to CDW after a quote is issued or order is accepted, we may need to update your quoted price to reflect that change irrespective of any timeframes or validity periods set forth in the quote, including up to the date of shipment. In the event of a price adjustment, we will notify you prior to shipment. Any price adjustment would only occur if the hardware manufacturer increases its pricing to CDW.

MARIE BACHMAN,

Thank you for considering CDW•G for your technology needs. The details of your quote are below. **If you are an eProcurement or single sign on customer, please log into your system to access the CDW site.** You can search for your quote to retrieve and transfer back into your system for processing.

For all other customers, click below to convert your quote to an order.

This quote is subject to CDW's Third Party Cloud Services Order Form Terms and Conditions set forth at <https://www.cdwg.com/content/cdwg/en/terms-conditions/third-party-cloud-services-order-form-terms-and-conditions-.html>

Convert Quote to Order

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
PXWJ276	7/20/2026	GOGUARDIAN BUDGET	1954737	\$147,750.00

QUOTE DETAILS

ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
GoGuardian Admin - subscription license (1 year) - 1 license Mfg. Part#: GG-ADM1Y-010000 Electronic distribution - NO MEDIA Contract: PEPPM 2026 Catalog Agreement 549622-101 (549622-101)	12500	6393518	\$3.33	\$41,625.00
GoGuardian Teacher - subscription license (1 year) - 1 license Mfg. Part#: GG-TCR1Y-010000 Electronic distribution - NO MEDIA Contract: PEPPM 2026 Catalog Agreement 549622-101 (549622-101)	12500	6393521	\$3.33	\$41,625.00
GoGuardian Pear Deck - subscription license (1 year) - 1 license Mfg. Part#: GG-PRD1Y-010000 Electronic distribution - NO MEDIA Contract: PEPPM 2026 Catalog Agreement 549622-101 (549622-101)	12500	6565757	\$2.58	\$32,250.00
GEARGUARDIAN PEAR PRACTICE PREM 1Y Mfg. Part#: GG-GSP1Y-010000 Electronic distribution - NO MEDIA Contract: PEPPM 2026 Catalog Agreement 549622-101 (549622-101)	12500	7820760	\$2.58	\$32,250.00

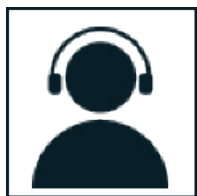
299

These services are considered Third Party Services, and this purchase is subject to CDW's [Third Party Cloud Services Terms and Conditions](#), unless you have a written agreement with CDW covering your purchase of products and services, in which case this purchase is subject to such other written agreement.

The third-party Service Provider will provide these services directly to you pursuant to the Service Provider's standard terms and conditions or such other terms as agreed upon directly between you and the Service Provider. The Service Provider, not CDW, will be responsible to you for delivery and performance of these services. Except as otherwise set forth in the Service Provider's agreement, these services are non-cancellable, and all fees are non-refundable.

SUBTOTAL	\$147,750.00
SHIPPING	\$0.00
SALES TAX	\$0.00
GRAND TOTAL	\$147,750.00

PURCHASER BILLING INFO	DELIVER TO
Billing Address: BETHLEHEM AREA SCHOOL DST ACCTS PAYABLE 1516 SYCAMORE ST BETHLEHEM, PA 18017-6037 Phone: (610) 861-0500 Payment Terms: NET 30 Days-Govt/Ed	Shipping Address: FREEDOM HIGH SCHOOL MARIE BACHMAN 3149 CHESTER AVE INFORMATION TECHNOLOGY OFFICE BETHLEHEM, PA 18020 Shipping Method: ELECTRONIC DISTRIBUTION
	Please remit payments to: CDW Government 75 Remittance Drive Suite 1515 Chicago, IL 60675-1515



Sales Contact Info

Matt Cleveland | (866) 806-4787 | mattcle@cdw.com

Need Help?



My Account



Support



Call 800.800.4239

[About Us](#) | [Privacy Policy](#) | [Terms and Conditions](#)

This order is subject to CDW's Terms and Conditions of Sales and Service Projects at <http://www.cdwg.com/content/terms-conditions/product-sales.aspx>
 For more information, contact a CDW account manager.

© 2026 CDW•G LLC, 200 N. Milwaukee Avenue, Vernon Hills, IL 60061 | 800.808.4239



Thank you for choosing CDW. We have received your quote.

Hardware

Software

Services

IT Solutions

Brands

Research Hub

QUOTE CONFIRMATION

Pricing and Availability Notice

Due to ongoing supply chain challenges, some hardware manufacturers cannot guarantee product availability or pricing until the product is shipped. While we make every effort to honor quoted pricing, if a hardware manufacturer increases its price to CDW after a quote is issued or order is accepted, we may need to update your quoted price to reflect that change irrespective of any timeframes or validity periods set forth in the quote, including up to the date of shipment. In the event of a price adjustment, we will notify you prior to shipment. Any price adjustment would only occur if the hardware manufacturer increases its pricing to CDW.

SCOTT BEST,

Thank you for considering CDW•G for your technology needs. The details of your quote are below. **If you are an eProcurement or single sign on customer, please log into your system to access the CDW site.** You can search for your quote to retrieve and transfer back into your system for processing.

For all other customers, click below to convert your quote to an order.

Convert Quote to Order

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
PXRM219	7/9/2026	ACER CBE794 PEPPM	1954737	\$832,080.00

IMPORTANT - PLEASE READ

Special Instructions: **PRICING INCLUDES COSTS FOR DELIVERING VIA TRUCK WITH LIFTGATE**

QUOTE DETAILS

ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
Acer Chromebook Plus 714 CBE794-1T CBE794-1T-5520 14" Touchscreen Chromebo Mfg. Part#: NX.JM4AA.003 Contract: PEPPM 2026 Product Line (CDWG held) - Acer (548362-006)	800	8476842	\$933.50	\$746,800.00
CDWG EDU White Glove Service for Chromebooks and Chrome OS Devices T1 Mfg. Part#: CDWCHROMEOS SVC1 UNSPSC: 43232401 Contract: PEPPM 2026 Catalog Agreement 549622-101 (549622-101)	800	3254461	\$6.50	\$5,200.00
Acer No Booklet - Extended Service Agreement - 4 Years - 2-way prepaid ship Mfg. Part#: W2.WN1AA.402 Contract: PEPPM 2026 Product Line (CDWG held) - Acer (548362-006)	800	7817807	\$97.10	\$77,680.00
NEW ITEM Mfg. Part#: NEW-ITEM CDW receiving BASD's asset tags, unboxing devices, applying asset tag, recording information, reboxing devices. PEPPM26-CATALOG	800	NEW-ITEM	\$3.00	\$2,400.00

QUOTE DETAILS (CONT.)

Contract: MARKET

SUBTOTAL	\$832,080.00
SHIPPING	\$0.00
SALES TAX	\$0.00
GRAND TOTAL	\$832,080.00

PURCHASER BILLING INFO**Billing Address:**

BETHLEHEM AREA SCHOOL DST
ACCTS PAYABLE
1516 SYCAMORE ST
BETHLEHEM, PA 18017-6037
Phone: (610) 861-0500

Payment Terms: NET 30 Days-Govt/Ed**DELIVER TO****Shipping Address:**

BETHLEHEM AREA SCHOOL DISTRICT
SCOTT BEST
3149 CHESTER AVE
FREEDOM HIGH SCHOOL - IT DEPT
BETHLEHEM, PA 18020
Shipping Method: TForce Freight, Special Services

Please remit payments to:

CDW Government
75 Remittance Drive
Suite 1515
Chicago, IL 60675-1515

**Sales Contact Info****Matt Cleveland** | (866) 806-4787 | mattcle@cdw.com**Need Help?**[My Account](#)[Support](#)[Call 800.800.4239](tel:800.800.4239)[About Us](#) | [Privacy Policy](#) | [Terms and Conditions](#)

This order is subject to CDW's Terms and Conditions of Sales and Service Projects at

<http://www.cdwg.com/content/terms-conditions/product-sales.aspx>

For more information, contact a CDW account manager.

© 2026 CDW•G LLC, 200 N. Milwaukee Avenue, Vernon Hills, IL 60061 | 800.808.4239

INVOICE



Date: 07/01/2026
Invoice #: INV-52343

Navigate360, LLC
PO Box 933402
Cleveland, OH 44193
ar@navigate360.com

Bill To Bethlehem Area School District
1516 Sycamore St
Bethlehem, PA 18017

Ship To Bethlehem Area School District
1516 SYCAMORE ST
BETHLEHEM, PA 18017

Contract Start Date: 07/01/2026
Contract End Date: 06/30/2027

Message	Payment Terms	Due Date	Purchase Order
	Net 30	07/31/2026	

Item Name	Description	Qty	Unit Price	Line Total
Emergency Management Suite Subscription - per Building	Emergency Management Suite Platform subscription with full unlimited access to all users.	22	1,159.2800000	\$25,504.16
Subtotal				\$25,504.16
Sales Tax				\$0.00
Total				\$25,504.16
Amount Paid:				\$0.00
Amount Due: (US \$ only)				\$25,504.16

To pay online, click secure payment link:

https://checkout-v5.paystand.com/?publishableKey=7axwnld9juwujqy7fg377jl6&viewCheckout=portal-medium&module=si_salesOrder&extSalesOrderId=166513

Scroll down to 'Other Methods' (NOT Payer Portal)

ACH: Select 'ACH'. You can also initiate ACH through your financial institution.

Credit/Debit Card: Select 'Card'. This option will add a 3% processing fee.

PREFERRED Payment Method: ACH/Wire

Bank Name: PNC Bank

PNC Routing Number: 041000124

Account Number: 4273496353

Make Checks Payable to: Navigate360, LLC

Remit to: PO Box 933402, Cleveland, OH 44193

For billing questions, please email: ar@navigate360.com

To download a copy of our W-9, please visit www.navigate360.com/W9

INVOICE



Date: 07/01/2026
Invoice #: INV-54437

Navigate360, LLC
PO Box 933402
Cleveland, OH 44193
ar@navigate360.com

Bill To Bethlehem Area School District
1516 Sycamore St
Bethlehem, PA 18017

Ship To Bethlehem Area School District
1516 SYCAMORE ST
BETHLEHEM, PA 18017

Contract Start Date: 07/01/2026
Contract End Date: 06/30/2027

Message	Payment Terms	Due Date	Purchase Order
	Net 30	07/31/2026	

Item Name	Description	Qty	Unit Price	Line Total
Behavioral Threat & Suicide Case Management Subscription- CSTAG Per Student	Threat Assessment Platform using CSTAG methodology with full unlimited access to all users.	13424	1.6882628	\$22,663.24
Subtotal				\$22,663.24
Sales Tax				\$0.00
Total				\$22,663.24
Amount Paid:				\$0.00
Amount Due: (US \$ only)				\$22,663.24

To pay online, click secure payment link:

https://checkout-v5.paystand.com/?publishableKey=7axwnld9juwujqy7fg377jl6&viewCheckout=portal-medium&module=si_salesOrder&extSalesOrderId=168623

Scroll down to 'Other Methods' (NOT Payer Portal)

ACH: Select 'ACH'. You can also initiate ACH through your financial institution.

Credit/Debit Card: Select 'Card'. This option will add a 3% processing fee.

PREFERRED Payment Method: ACH/Wire

Bank Name: PNC Bank

PNC Routing Number: 041000124

Account Number: 4273496353

Make Checks Payable to: Navigate360, LLC

Remit to: PO Box 933402, Cleveland, OH 44193

For billing questions, please email: ar@navigate360.com

To download a copy of our W-9, please visit www.navigate360.com/W9

LETTER OF AGREEMENT FOR TITLE I SERVICES

This Agreement is made and entered into on the 24 day of August, 2026, by and between Bethlehem Area School District and Colonial Intermediate Unit 20.

1. TERM

The term of this Agreement shall commence on August 24th, 2026 and terminate on June 10th, 2027.

2. DESCRIPTION

Upon the terms and conditions set forth herein, **Bethlehem Area School District** requests that Colonial Intermediate Unit 20 provide **Reading and/or Math** instructional services in accordance with the Title I program at **Holy Infancy, Our Lady of Perpetual Help, St. Anne, and Notre Dame of Bethlehem**. Such services will be secular, neutral, and non-ideological.

Colonial Intermediate Unit 20 agrees to comply with all Title I statutory and regulatory requirements.

Bethlehem Area School District and Colonial Intermediate Unit 20 agree to pool Title I funds for instruction at any Nonpublic Schools within the boundaries of Colonial Intermediate Unit 20 to provide Title I services to eligible **K-8** students who reside in participating public school attendance areas regardless of the amount of funds generated by the number of children from low-income families attending Colonial Intermediate Unit 20 Nonpublic schools.

Bethlehem Area School District requests that Colonial Intermediate Unit 20 provide Parent and Family Engagement in accordance with Title I at Colonial Intermediate Unit 20 Nonpublic schools.

OR

Bethlehem Area School District will provide Parent and Family Engagement in accordance with Title I at Colonial Intermediate Unit 20 Nonpublic schools.

3. FEES AND PAYMENT

In consideration of the services mutually agreed upon as described herein, **Bethlehem Area School District** shall pay Colonial Intermediate Unit 20 \$110,005 for instructional services as determined by their per-pupil allocation times the number of low-income nonpublic school students living in eligible attendance areas.

In consideration of the Parent and Family Engagement services mutually agreed upon as described herein, **Bethlehem Area School District** shall pay Colonial Intermediate Unit 20 \$1170. **(Delete if not contracting this service.)**

In consideration of the Professional Development services mutually agreed upon as described herein, **Bethlehem Area School District** shall pay Colonial Intermediate Unit 20 \$0. **(Delete if not contracting this service.)**

Colonial Intermediate Unit 20 will charge Administrative Costs in the amount of **5%** of instructional costs for (supervisor salaries, office expenses, travel costs, postage, professional development for employees of Colonial Intermediate Unit 20, etc.)

Colonial Intermediate Unit 20 will provide invoices to **Bethlehem Area School District** on December 15, 2026 and June 15, 2027. **Bethlehem Area School District** may withhold payment if Colonial Intermediate Unit 20 does not comply with all statutory and regulatory requirements of Title I.

Colonial Intermediate Unit 20 acknowledges that the allocations reflected in this agreement are preliminary and that final allocations will be available after November 30, 2026. **Bethlehem Area School District** and Colonial Intermediate Unit 20 acknowledge that an increase or decrease in funds from the preliminary allocation may increase or decrease the services outlined in this Agreement.

4. RESPONSIBILITIES

Bethlehem Area School District and Colonial Intermediate Unit 20 agree that responsibility for providing the Title I program transfers from **Bethlehem Area School District** to Colonial Intermediate Unit 20 upon the effective date of this Agreement. Such responsibilities include:

Include specific statements regarding:

- a. Statement on required qualifications of Title I personnel
- b. Statement on approximate number of students to be served
- c. Days/hours of delivery of services
- d. Location of delivery of services
- e. Specific services to be provided, i.e. supplemental reading instruction, supplemental math instruction, tutoring, computer-assisted instruction, etc.
- f. Evaluative testing/screening measures to be used
- g. Program assessment instruments to be used
- h. Materials to be purchased
- i. Tagging of any materials or equipment purchased with Title I funds as belonging to **Bethlehem Area School District**
- j. Supervision of instruction
- k. Payment of salaries and benefits
- l. Provision of progress reports and parent conferences
- m. Parent and Family Engagement activities

- n. Professional development activities
 - o. Summer school activities
 - p. Maintenance of records
 - q. Provision of data necessary for **Bethlehem Area School District** to complete their Title I responsibilities
 - r. Meetings with Nonpublic school officials to review services
- Bethlehem Area School District** maintains responsibility for:
- a. Providing Colonial Intermediate Unit 20 with the names of nonpublic schools identified to participate in Title I
 - b. Assisting Colonial Intermediate Unit 20 in identifying addresses of students who reside in Title I attendance areas
 - c. Informing Colonial Intermediate Unit 20 of any and all circumstances which may directly or indirectly affect the performance of this Agreement, including changes to the original funding allocation and/or the addition or deletion of nonpublic schools.

Bethlehem Area School District assures Colonial Intermediate Unit 20 that all timely and meaningful consultation between **Bethlehem Area School District** and **Holy Infancy, Our Lady of Perpetual Help, St. Anne, and Notre Dame of Bethlehem** needed to set up this agreement has been completed prior to the effective date of this agreement.

Bethlehem Area School District and Colonial Intermediate Unit 20 acknowledge that it may be necessary to modify this Agreement if there is a reauthorization of ESSA during the performance period of the contract.

5. MISCELLANEOUS

Colonial Intermediate Unit 20 maintains and keeps in force such insurance as Workers Compensation, Liability, and Property Damage.

Colonial Intermediate Unit 20 shall indemnify, defend, and hold harmless **Bethlehem Area School District** from any and all losses, damages, claims or costs, including attorney's fees, arising from any act or omission of Colonial Intermediate Unit 20, its officials, agents or employees.

Signatures

Dr. Christopher Wolfel
Executive Director
Colonial Intermediate Unit 20

Dr. Michael Faccinnetto
Board President
Bethlehem Area School District

LETTER OF AGREEMENT
Between
THE BETHLEHEM AREA SCHOOL DISTRICT
and
THE COLONIAL INTERMEDIATE UNIT 20

Title IIA Nonpublic Programs and Services

This agreement is made and entered into as of the 24 day of August 2026, by and between the **BETHLEHEM AREA SCHOOL DISTRICT** (hereinafter referred to as the “School District”) and the **COLONIAL INTERMEDIATE UNIT 20**.

1. TERM

The Term of this Agreement shall commence on July 01, 2026 and terminate on June 30th, 2027.

2. DESCRIPTION

Upon the terms and conditions set forth herein, the Bethlehem Area School District requests that the Colonial Intermediate Unit 20 provide Title IIA services in accordance with ESSA Nonpublic requirements for Title IIA programs and services at the following nonpublic schools: Bethlehem Christian Ebenezer, Moravian Academy - Merle Smith, Moravian Academy - Downtown, St. John Chrysostom Academy, Notre Dame High School, Bethlehem Catholic High School, Holy Infancy, Our Lady of Perpetual Help, St. Anne, and Notre Dame School of Bethlehem.

Such services will be secular, neutral, and non-ideological. The Colonial Intermediate Unit 20 agrees to comply with all Title IIA statutory and regulatory requirements.

3. FEES AND PAYMENT

- 3.1 In consideration of the services mutually agreed upon as described herein, Bethlehem Area School District shall pay the Colonial Intermediate Unit 20 **\$84,652** as determined by their allocation.
- 3.2 The Colonial Intermediate Unit shall invoice the School District **quarterly for services rendered, including 8% indirect cost. The dates the School District shall be invoiced are: October 15th, January 15th, April 15th, & July 15th. Payment must be received by the Colonial Intermediate Unit 20 within 30 days of the invoice date.**

4. COLONIAL INTERMEDIATE UNIT 20 RESPONSIBILITIES:

- 4.1 To contact school districts within own geographical IU area who have a nonpublic school within their geographic boundary
- 4.2 Provide a School District the contact information at Colonial Intermediate Unit 20 Unit for

questions

- 4.3 To provide services as outlined in the statement of work
- 4.4 To assure all financial and legal responsibilities involved in providing professional development services
- 4.5 Any other responsibilities necessary to conduct the program as intended
- 4.6 Provide the School District with the data necessary to complete their Title IIA nonpublic responsibilities
- 4.7 Provide the School District access to the program at any time

5. SCHOOL DISTRICT RESPONSIBILITIES

- 5.1 Provide the local IU the names of the participating nonpublic schools and their allocations
- 5.2 Inform the Colonial Intermediate Unit 20 of any and all circumstances which may directly or indirectly affect the performance of this Agreement, including changes in the original funding allocation
- 5.3 Pay the invoice to Colonial Intermediate Unit based on the participating School District's nonpublic allocations

6. MISCELLANEOUS

- 6.1 The Colonial Intermediate Unit 20 maintains and keeps in force such insurance as Workers Compensation, Liability, and Property Damage.
- 6.2 The Colonial Intermediate Unit 20 shall indemnify, defend, and hold harmless the School District from any and all losses, damages, claims or costs, including attorney's fees, arising from any act or omission of the Colonial Intermediate Unit 20, its officials, agents, or employees.
- 6.3 The Bethlehem Area School District maintains and keeps in force such insurance as Workers Compensation, Liability, and Property Damage.
- 6.4 The Bethlehem Area School District shall indemnify, defend, and hold harmless the Colonial Intermediate Unit 20 from any and all losses, damages, claims or costs, including attorney's fees, arising from any act or omission of the Bethlehem Area School District, its officials, agents, or employees.
- 6.5 The Bethlehem Area School District assures the Colonial Intermediate Unit 20 that all meaningful consultation between the School District and the nonpublic schools needed to set up this agreement has been completed prior to the effective date of this agreement.

- 6.6. The Bethlehem Area School District is responsible for documentation and record keeping of this consultation for any potential future monitoring of the program.
- 6.7 The Bethlehem Area School District and the Colonial Intermediate Unit 20 acknowledge that it may be necessary to modify this Agreement if there are updates as a result of ESSA during the performance period of the contract.

The parties have entered into this Agreement as of the Effective Date first above written:

Bethlehem Area School District

Colonial Intermediate Unit 20

Signature: _____
Dr. Michael Faccinetto

Signature: _____
Dr. Christopher Wolfel

Title: Board President

Title: Executive Director

Date: _____

Date: _____

INTERGOVERNMENTAL AGREEMENT
For Title I Equitable Services
Between
BETHLEHEM AREA SCHOOL DISTRICT
And
THE CARBON LEHIGH INTERMEDIATE UNIT #21

This Intergovernmental Agreement is made and entered into as of the 25th day of August, 2026, by and between **BETHLEHEM AREA SCHOOL DISTRICT** (hereinafter referred to as the “School District”) and the **CARBON LEHIGH INTERMEDIATE UNIT #21** (hereinafter referred to as the “CLIU #21”), for provision of the bundled remedial instructional services, as described in Section 4 of this Agreement, to School District students in Non-Public schools in accordance with Title I Equitable Services requirements and funding allocations.

1. TERM

This Agreement shall commence on the first day of instruction and terminate on the last day of instruction for Non-Public school students for the **2026-2027** school year.

2. DESCRIPTION

- 2.1 Upon the terms and conditions set forth herein, the School District requests that the CLIU #21 provide bundled remedial instructional services as per district’s request for services (chart listed below) and as described in Section 4 of this Agreement in accordance with the Title I Equitable Services requirements for its eligible students enrolled in:

Non-Public School(s)	Grade Level
St. Michael the Archangel	Reading K-6; Math K-8
St. Elizabeth Regional School	Reading K-6; Math K-8
Mercy School for Special Learning	Reading K-6; Math K-8
St John Vianney	Reading K-6; Math K-8

- 2.2 The School District and the CLIU #21 agree to pool funds for Remedial Reading and Math Instructional Services in the identified Non-Public schools. The pooled funds shall be used to serve the Non-Public school students most at risk who reside in the School District attendance areas regardless of the amount of funds generated based on the number of children from low-income families attending the Non-Public schools.

3. FEES AND PAYMENT

- 3.1 In consideration of the bundled services mutually agreed upon as noted in section

2.1 and described in Section 4 of this Agreement, the School District shall pay the CLIU #21 the amount of its final Title I Equitable Services funding allocation for the 2026-2027 school year for students in the Non-Public school(s) identified in Section 2.1 with no administrative costs.

- 3.2 The CLIU #21 will invoice the School District fifty percent of the Preliminary Allocation by January 31, 2027. The final bill will be based on a reconciliation utilizing the final Title I Equitable Services allocation. Total billing will not exceed the amount of the final allocation and district will be billed by July 31, 2027. Payment is due to the CLIU #21 within 90 days of the invoice date.
- 3.3 The School District shall provide CLIU #21 notice of its *preliminary* and *final* Title I Equitable Services funding allocation for the 2026-2027 school year within 10 business days of receiving notice of their Title I allocation. Services will not begin until notice of preliminary allocation is received by CLIU and the agreement is executed.

Preliminary Allocation:

Instructional Services: \$ 11,124.00 Parental Involvement: \$ 118.00

- 3.4 The School District and the CLIU #21 acknowledge that an increase or decrease between the preliminary and final Title I Equitable Services funding allocations may increase or decrease the Title I services provided under this Agreement.

4. **CLIU #21 RESPONSIBILITIES**

- 4.1 To provide remedial instructional services by certified instructional staff as required by Title I: two (2) thirty-minute instructional sessions per student (each week) as school calendar and student attendance permits and as specified in the School District request for services noted in 2.1.
- 4.2 To use Acadience evaluative testing/screening procedures and materials.
- 4.3 To provide small group supplemental instruction for eligible Non-Public school students.
- 4.4 To complete the following activities or resources is involved in providing the instruction:
 - 4.4.1 Employ certified instructional staff, including, but not limited to certified Reading Specialists.
 - 4.4.2 Provide instructional materials which supplement regular instruction.
 - 4.4.3 Provide diagnostic testing instruments.
 - 4.4.4 Supervise the instruction.

- 4.5 To require the CLIU #21 certified instructional staff to complete the following requirements in addition to providing the weekly instructional periods:
 - 4.5.1 Conduct diagnostic and benchmark testing as needed on eligible Non-Public school students.
 - 4.5.2 Provide records of assessment data, instructional activities, and dates of service for students served.
 - 4.5.3 Meet with parents for conferences as requested.
 - 4.5.4 Provide progress reports at the end of the year for each student served, including performance goal data.
 - 4.5.5 Provide two (2) parent engagement activities per school year.
- 4.6 To be responsible for the following:
 - 4.6.1 Provide the School District with the names and addresses of the students served.
 - 4.6.2 Provide the School District with the data necessary to complete its Title I responsibilities including assessment data and related data.
 - 4.6.3 Meet with Non-Public school administrators a minimum of once a year to review services provided to their students.
 - 4.6.4 Provide the School District access to the student information at any time.

5. **SCHOOL DISTRICT RESPONSIBILITIES**

- 5.1 To assist the CLIU #21 in identifying names and addresses of students eligible for Title I Equitable Services who reside in the School District attendance areas and attend a Non-Public school listed in Section 2.1.
- 5.2 To inform the CLIU #21 of any and all circumstances which may directly or indirectly affect the performance of this Agreement, including changes in the Title I Equitable Services funding allocation.
- 5.3 The School District shall provide CLIU #21 notice of its *preliminary* and *final* Title I Equitable Services funding allocation for the 2026-2027 school year within 10 business days of receiving notice of their Title I allocation.

6. **MISCELLANEOUS**

- 6.1 CLIU #21 will provide staff training on CLIU Policies and Procedures

including confidentiality of records and compliance with FERPA.

- 6.2 The CLIU #21 shall maintain and keep in force such insurance as Workers Compensation, Liability, and Property Damage.
- 6.3 The School District agrees to indemnify and hold harmless the CLIU #21 and its officers, agents, and employees against all liability, losses, and costs imposed on the CLIU #21, including attorney fees, attributable to acts or omissions of the School District arising out of the conduct and/or responsibilities to be carried out by the School District under this agreement with the understanding that nothing herein shall be construed to waive the immunities or expand the limitations on liability granted to the School District under state law. The CLIU #21 agrees to indemnify and hold harmless the School District and its officers, agents, and employees against all liability, losses, and costs imposed on the School District, including attorney fees, attributable to acts or omissions of the CLIU #21 arising out of the conduct and/or responsibilities to be carried out by the CLIU #21 under this agreement with the understanding that nothing herein shall be construed to waive the immunities or expand the limitations on liability granted to the CLIU #21 under state law.
- 6.4 It is mutually understood and agreed that the CLIU #21 is an independent Contractor rendering services pursuant to this Agreement through its own providers. The CLIU #21 shall perform the services pursuant to this Agreement in accordance with the accepted methods and standards of its professional specialties. The School District shall have the right to request services, but not to control the manner in which the services are performed. Nothing contained in this Agreement shall be construed to make the CLIU #21 the employee or servant of the School District. The CLIU #21 shall pay all compensation, benefits, payroll, and related taxes, including workers' compensation, related to the personnel furnishing the services pursuant to this Agreement.
- 6.5 Either the CLIU #21 or the School District may cancel this contract with or without cause at any time by giving the other party sixty (60) days written notice of intent to terminate this contract.

The parties have entered into this Agreement as of the Effective Date first above written:

Southern Lehigh School District

**Carbon Lehigh Intermediate Unit
#21**

By: _____

Dr. Renato Lajara

Title: Superintendent

By: _____

Dr. Gregory Koons

Title: Executive Director CLIU #21

Date: _____

Date: _____

Memorandum of Agreement

Please note that this Agreement is contingent upon Valley Youth House receiving the funding requested for this project from the Pennsylvania Commission on Crime and Delinquency (PCCD).

This Agreement is made between Valley Youth House, headquartered in Bethlehem, Pennsylvania, hereinafter referred to as ("VYH") and the Bethlehem Area School District ("BASD"). This Agreement is for the purposes of providing school-based mental health services with a focus on violence prevention at the secondary level, utilizing funding provided to VYH by the Pennsylvania Commission on Crime and Delinquency (PCCD). The parties agree as follows:

1. Purpose of the Agreement

The services to be provided by VYH are outlined in *Appendix A*. VYH assures that it will comply with all guidelines required in this Agreement for provision of these services.

2. Term

The period of the contract will be from July 1, 2026 through June 30, 2028. Services will take place for the duration of the 2026-2027 and 2027-2028 school years, with specific start and end dates for each school year determined by VYH and BASD.

3. Payment

BASD will not receive any invoices for these services.

4. Reporting

VYH will submit the following reports to BASD:

- At the end of each school year: a comprehensive end of year report summarizing services provided.

5. Responsibilities of VYH

In this shared agreement, VYH agrees to the following:

- Receive and process referrals from identified schools and obtain consent for services.
- Complete pre-assessments and conduct intake sessions in order to identify treatment goals.
- Provide individual, group, and/or family therapy services to referred youth and/or their families in the school and/or virtually as indicated by school staff.
- Facilitate small groups of the Too Good for Drugs and Violence program and the Cognitive Intervention for Trauma in Schools to identified students, as appropriate.
- Collaborate with school staff to respond/ intervene as needed and able when a crisis situation arises.
- When appropriate, engage collateral contacts (such as teachers) in the therapeutic process by strategizing techniques that can be implemented within the classroom setting and to the benefit of the student.
- Make referrals and recommendations for higher levels of care or treatment by other providers when appropriate.
- Meet with the identified point of contact within each school on a regular basis.
- Complete post-assessments upon discharge.

6. Responsibilities of BASD

In this shared agreement, BASD agrees to the following:

- Identify a district-level contact person who can meet with VYH program leaders on a monthly/ as needed basis.
- Identify a contact person within each school who can meet with the school-based therapist on a regular basis.

- Provide a private, confidential meeting space within each school that allows for social distancing and small groups.
- Upon availability, provide VYH with the results of the most recent PAYS data.

7. Indemnity to Contractor

VYH agrees to indemnify, defend, and hold harmless BASD (its officers, agents, and employees) from any and all loss, claim, cost of damage, including reasonable counsel fees, resulting from liabilities, demands, judgments, assessments, damages, fines, penalties, losses, or expenses, including reasonable attorneys' fees (collectively "Losses"), asserted by reason of a third party claim caused by the Provider's negligence or willful misconduct in its performance of this Agreement, except to the extent that such Losses are solely caused by the willful misconduct of BASD.

8. Confidentiality

The party disclosing Confidential Information will be referred to as the "Disclosing Party" and the party receiving Confidential Information will be referred to as the "Recipient." It is understood that one party can at certain times be a "Recipient" and at other times a "Disclosing Party."

- Recipient agrees that neither it, nor any of its employees, officers, directors, agents, and representatives who need to know such information (collectively, its "Representatives") will: (i) in any fashion or for any purpose use the Confidential Information except for the purpose set forth in the Agreement; or (ii) disclose, divulge, publish or disseminate the Confidential Information except as expressly authorized by Disclosing Party or this Agreement. Recipient further agrees that it and its Representatives will: take all reasonable measures to protect the confidentiality of and avoid disclosure or use of the Confidential Information so as to prevent it from entering the public domain or falling into the possession of persons other than those authorized by this Agreement to have access to it; and only permit those Representatives of Recipient who are authorized to participate, directly or indirectly, to have access to Confidential Information.
- Confidential Information shall not include any information (a) previously known by Recipient, (b) independently developed by Recipient, without use of any Confidential Information, (c) acquired by Recipient from a third party that is not, to Recipient's knowledge after due inquiry, under any legal obligation not to disclose such information or (d) that is, or becomes, public through no breach by Recipient of this Agreement.
- Accordingly, Recipient agrees, subject to applicable law or court order, not to disclose any of its communications, or any of the information it receives and develops in the course of the Services, to any person or entity apart from BASD and such other persons or entities as permitted by law or as BASD may designate.
- Upon request of the Disclosing Party, BASD shall return, and cause any non-public school in possession of, all Confidential Information in its possession, custody or control to the Disclosing Party.

9. Termination or Cancellation

This Agreement is contingent upon the continued availability of third-party funding. In the event such funding is reduced, delayed, suspended, or terminated, VYH reserves the right to modify, suspend, or terminate services and/or this Agreement upon written notice. Any party to this Agreement will have the right to terminate this Agreement subject to a 60-day written notice at any time.

10. Miscellaneous

Force Majeure: No party will be liable for non-performance or in default to the other party for failures of performance resulting from events beyond the reasonable control of such party, including, by way of example and not limitation, acts of God, disease outbreak or widespread illness, computer virus attacks or infiltration, civil disturbances, war, and strikes.

Severability: If any provision of this agreement is held invalid, the validity of the remainder of this agreement shall not be affected.

Governing Law: The parties intend the law of the Commonwealth of Pennsylvania to govern this agreement.

Forum Selection: Sole and exclusive jurisdiction for any claim or suit arising from or under this agreement shall be in the Court of Common Pleas for Lehigh County Pennsylvania, and in no other forum.

Waiver of Consequential Damages: VYH waives claims against BASD for lost profits, lost expected profits, consequential damages and/or incidental damages arising out of or relating to this agreement or termination thereof.

We have affixed our signatures below in acceptance of this agreement.

Ashley Dallas

2026-Jul-17 | 12:53 PDT

Ashley Dallas, Director of Prevention Services/ VYH

Mike Ramsey

2026-Jul-27 | 04:45 PDT

Mike Ramsey, Vice President/ VYH

Tom Quinn

2026-Jul-17 | 13:13 PDT

Thomas Quinn, Executive Vice President of Finance & Administration/ VYH

Michael Faccinetto, President, BASD Board of School Directors

Appendix A: Scope of Work

Program Description

This project is a comprehensive, school-based violence prevention and mental health initiative designed to reduce youth involvement in violence by addressing the underlying risk factors that contribute to aggressive behavior, victimization, and school disruption. Valley Youth House will employ a masters-level, school-based therapist to provide mental health services within identified secondary schools.

The overall goal of the project is to prevent youth violence before it escalates by strengthening students' emotional, behavioral, and social skills; addressing the impact of trauma; and increasing protective factors that promote safety, resilience, and positive school engagement. The project is intentionally designed as an upstream prevention strategy, targeting students who are at risk for violence involvement but not yet engaged in serious or chronic violent behavior.

All students within the identified schools may be referred to this program. Services available include: individual, group, and family counseling sessions, which may also involve parents/ caregivers, school counselors, teachers, health care providers, and siblings; small groups of the evidence-based Too Good for Drugs and Violence and Cognitive Behavior for Trauma in Schools curriculums; crisis support as warranted.

Sessions are conducted within the school and during regular school hours. Sessions may also be delivered virtually if deemed appropriate. Once clients have been identified and consent is obtained, the School-Based Therapist will complete pre-assessments with students in order to identify specific goals and opportunities for growth. Please note that students ages 14 and up can self-consent for program participation. The modality, frequency, and duration of sessions will be determined based on the individual needs of the student and with consideration to their academic schedule.

Timeline

The timeline of this contract is July 1, 2026 through June 30, 2028.

MORAVIAN UNIVERSITY

Agreement for Pennsylvania Commission on Crime and Delinquency Grant

This Agreement (Agreement) dated as of June 29, 2026 is by and between Moravian University, a Pennsylvania nonprofit corporation located at 1200 Main Street, Bethlehem, PA 18018 (Moravian or the University) and the Bethlehem Area School District located at 1516 Sycamore Street, Bethlehem, PA 18017 (BASD) is related to funding support through the Pennsylvania Commission on Crime and Delinquency (PCCD) Grant for the 2026–2027 academic year.

PCCD awarded grant funding to the BASD, designating the amount of Eleven Thousand Dollars (\$11,000) to Moravian as a subawardee for the period of July 1, 2026 through June 30, 2027. These funds will support the continued arrangement between Moravian and the BASD through the Occupational Therapy Program of Wellness and Resilience (OT-POWER).

OT-POWER, a program overseen by the Master of Science in Occupational Therapy Program at Moravian, provides wellness workshops, individualized supplemental occupational therapy services, and Peace Room oversight within the Wellness Center Peace Rooms at Liberty High School and Freedom High School.

For Academic Year 2026–2027, the grant funding will support occupational therapy supervision services for the OT-POWER program. The occupational therapy supervisors will be employed by Moravian, and Moravian will request reimbursement/payment through BASD utilizing the approved grant funding.

Moravian University will provide eight (8) hours of Occupational Therapy supervision per scheduled week for Occupational Therapy students delivering services for Academic Year 2026–2027. The schedule is determined based on the Occupational Therapy student fieldwork requirements (two 12-14 week periods during the Fall and Spring semesters).

Moravian will provide BASD with quarterly invoices for reimbursement of supervisory services provided. Each quarter, Moravian is responsible for providing a brief description of the services provided, program highlights, student impact, and overall progress. BASD will reimburse Moravian within forty-five (45) days of receipt of each quarterly invoice.

Quarterly invoice dates will include:

- October 30, 2026
- January 8, 2027
- March 5, 2027
- April 23, 2027

MORAVIAN UNIVERSITY

The parties acknowledge their shared commitment to supporting student wellness, mental health, and school-based wellness initiatives through this collaborative arrangement.

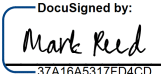
This Agreement will remain in effect from July 1, 2026 through June 30, 2027 unless modified in writing by both parties.

The parties, intending to be legally bound, have caused their duly authorized representatives to sign this Agreement effective as of the date set forth above.

Moravian University

Name: Mark Reed

Title: VP for Finance and Administration, CFO

Signature: 
37A16A5317FD4CD...

Date: 6/29/2026

Bethlehem Area School District

Name: _____

Title: _____

Signature: _____

Date: _____

RESOLUTION

BE IT RESOLVED, by authority of the **Board of School Directors** of the **Bethlehem Area School District**, and it is hereby resolved by authority of the same, that **Dr. Renato M. Lajara**, who is the **Superintendent** of the above-named body is authorized and directed to sign any and all contracts, agreements, grants and/or licenses (hereinafter collectively referred to as contract(s)) with the Pennsylvania Department of Education (Department); and

BE IT FURTHER RESOLVED, that the body consents to the use of electronic signatures by the above named individual and that no handwritten signature from the above named individual shall be required in order for any contract with the Department to be legally enforceable and that by affixing his/her electronic signature to an electronic file of the contract via the Department's e-grants system, the above designated authorized individual shall have effectively executed and delivered the contract, binding the **Board of School Directors** to comply with the terms of said contract; and

BE IT FURTHER RESOLVED, that no writing shall be required in order to make the contract valid and legally binding, provided that the Department and all other necessary Commonwealth approvers affix their signatures electronically and an electronically-printed copy of the Contract is e-mailed or is otherwise made available to the body by electronic means; and

BE IT FURTHER RESOLVED, that the body will not contest the due authorization, execution, delivery, validity or enforceability of the electronic Contract under the provisions of a statute of frauds or any other applicable law. The Contract, if introduced as evidence on paper in any judicial, arbitration, mediation, or administrative proceedings, will be admissible as between the parties to the same extent and under the same conditions as other business records originated and maintained in documentary form and the admissibility thereof shall not be contested under either the business records exception to the hearsay rule or the best evidence rule; and

BE IT FURTHER RESOLVED, that the body will notify the Department's Bureau of Management Services promptly in the event that the above-named individual is no longer authorized to execute agreements on behalf of the body electronically and that the Department shall be entitled to rely upon the above-named officer's authority to execute agreements electronically on behalf of the body until such notice is received by the Department's Office of Chief Counsel.

ATTEST

(individual receiving signatory authority may not attest on behalf of himself/herself)

Signature

Dr. Michael Faccinetto

Print/type Name

Board President

Title

Signature

Harry Aristakesian

Print/type Name

Board Secretary

Title

TO BE EXECUTED BY SECRETARY OF THE GOVERNING BODY:

I, Harry Aristakesian, Secretary, of Bethlehem Area School District, do certify that
the foregoing is a true and correct copy of the Resolution adopted at a regular meeting of the
Board of School Directors of the Bethlehem Area School District _____, held the 24 day of
August, 20 26 .

Dated: _____

Signature

Harry Aristakesian

Print/type Name

CFO/Board Secretary

Title

TO BE EXECUTED BY AUTHORIZED OFFICER:

As the person authorized to sign on behalf of the above-named body, I agree that I shall not provide any other person with my e-grants password or otherwise authorize any other individual to affix my electronic signature to any agreement with the Department.

Dated: _____

Signature

Dr. Renato M. Lajara

Print/type Name

Superintendent

Title

University-District Certification Preparation Memorandum of Understanding

Wilkes University School of
Education Certification
Programs in partnership with
Bethlehem Area School District

Purpose

Bethlehem

The purpose of the partnership between Wilkes University (“University”) and Area School District (“District”) is to jointly prepare and support new school leaders or instructors to improve curriculum, instruction and student achievement in our region’s schools. We agree to work together to improve the selection of candidates, curriculum and instruction of the preparation programs, learning opportunities in field-based experiences, evaluation processes, and the ongoing support of participants. University and District may hereinafter be individually referred to as a “Party” and collectively referred to as the “Parties.”

RECITALS

WHEREAS, University provides academic programs and coursework designed to prepare students for certain professional certifications, including but not limited to Reading Specialist and Principal certifications; and

WHEREAS, the District employs individuals who are enrolled in, or seeking to enroll in, such certification programs through the University; and

WHEREAS, in partnership with the University, the District agrees to host field-based experiences for such individuals (the “Internship”), while the University provides the associated academic instruction and coursework, and together such components shall comprise a single integrated program (the “Program”); and

WHEREAS, employees of the District who participate in the Program shall be referred to herein as “Participants”; and

WHEREAS, Participants serve in a dual capacity as students of the University for academic and certification purposes and as employees of the District for all employment-related purposes, and nothing herein shall be construed to create an employment relationship between the University and any Participant or to alter a Participant’s existing employment relationship with the District.

NOW, THEREFORE, in consideration of the premises and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties hereby agree as follows:

Responsibilities of University and District Partners

The University agrees to:

- Collaborate with the District in the Program admissions process
- Provide training for District mentors to assist with the delivery of the field-based experience component of the Program
- Support and educate Participants and assess Participant's performance in their new roles;
- Provide university instructors to guide each Participant's field-based experiences;
- Ensure that the Participant's learning plan addresses District strategic goals;
- Assist the Participant in developing a portfolio demonstrating mastery of performance tasks;
- Evaluate Participants and assign grades with input from their District mentor;
- Provide seminars for Participants to share what they are learning, critique each other's observations and activities, discuss alternative courses of action, and obtain feedback from university faculty;
- Allocate time for frequent, regular contacts with the Participant;
- Provide feedback and support to the Participant;
- Adequately maintain records and understand all university, District and state requirements for Participant.

The District agrees to:

- Collaborate in the admissions process from the pool of aspiring school and District personnel;
- Provide mentoring for each Participant's field-based experiences at the appropriate certification level;
- Facilitate and designate opportunities for completion of Internship activities;
- Allocate mentor time for frequent, regular contacts with the Participant;
- Encourage reflection and self-assessment while providing feedback on the Participant's performance in the field-based experience;
- Consult with the Participant's university instructor, as needed;
- Ensure that Participants have a thorough understanding of the duties, roles, and responsibilities of all parties involved in the Program;
- Evaluate the Participant's performance (i.e. Pennsylvania's Core and Corollary Standards for Leaders);
- Encourage participation of District personnel in professional development activities designed to prepare them to mentor Participants;

Participant's paid work responsibilities shall take precedence over Internship activities. Internship related learning experiences may be completed only during contractually provided break periods and must not interfere with assigned work duties.

General Terms & Conditions

Term and Termination

This Agreement shall be effective as of June 18, 2026, for a term of five (5) years ending

June 17, 2031 and shall automatically renew itself for like periods; provided, however, that this Agreement may be terminated by either party at any time, for any reason, upon sixty (60) days' prior written notice to the other Party.

In the event that the University or the District exercise their option to terminate this Agreement without cause, the District shall use reasonable best efforts to permit a Participant to complete his/her Internship hereunder, even when the effective date of the termination of this Agreement occurs prior to the completion date of the applicable Internship. In such event, all applicable provisions of this Agreement will continue until the end of the academic term in which the Participant is enrolled.

Notwithstanding the foregoing, if a Participant's employment with the District is terminated for any reason, the Participant's Internship shall automatically terminate effective as of the date of employment termination, and the District shall have no further obligation to permit completion of the Internship.

Indemnification

The University shall indemnify and hold harmless the District and each of their trustees, officers, employees, agents, Board members, administrators and invitees (the "District Indemnified Parties") from and against any liability, damages, claims, costs, charges or expenses (including attorneys' fees) (collectively, "Liability") to the extent arising from the negligence, gross negligence, or willful misconduct of the University, and/or its employees and/or agents, including without limitation, interns and Faculty.

The District shall indemnify and hold harmless the University, its trustees, officers, employees, interns and agents (the "University Indemnified Parties") from and against any Liability to the extent arising from the negligence, gross negligence, or willful misconduct of the District and/or its employees and/or agents. However, in no event shall the District's liability either directly or indirectly for indemnity be greater than it could be liable under the Pennsylvania Political Subdivision Tort Act. The protections and immunities of the Political Subdivision Tort Act are expressly not waived by the Academic Institution. The obligations set forth in this paragraph shall survive the termination of this Agreement.

Independent Parties

The District and University shall be considered "independent entities" with respect to each other. None of the provisions of this Agreement are intended to create nor shall be deemed or construed to create any relationship between the District and the University, other than that of independent entities contracting with each other solely for the purpose of effecting the provisions of this Agreement.

Insurance

The University carries general liability and educator's legal liability (professional liability) protection for the University, its employees, interns, officers, trustees and faculty only. The District shall be named as an additional insured on the University's insurance policies including its employment practice policy. Copies of such policies shall be made available to District upon

request.

Assignment

Neither party may assign its rights or obligations hereunder without the prior written approval of the other.

Nondiscrimination

Pennsylvania law, in general, prohibits discrimination based on race, color, age (40 and over), sex, ancestry, national origin, religion, familial status (only in housing), disability and the use, handling or training of guide or support animals for disability. The parties agree not discriminate on these, or any other grounds, in performance of this Agreement.

Non-Exclusivity

Each party hereto shall be free to enter into other agreements, such as this Agreement, with other parties, as each deems appropriate for its respective manner of business.

Governing Law

This Agreement shall be governed by and construed in accordance with the laws of the Commonwealth of Pennsylvania.

Notices

All notices and communications hereunder shall be in writing and deemed given when personally delivered to or upon receipt when deposited with the United States Postal Service, certified or registered mail, return receipt requested, postage prepaid, addressed as follows or to such other person and/or address as the party to receive may designate by notice to the other.

If to the University: Wilkes University
 Attention: Dean, Graduate Studies
 84 West South Street
 Wilkes-Barre, PA 18766

AND

Wilkes University
 Attention: Vice-President, Finance
 84 West South Street
 Wilkes-Barre, PA 18766

If to the District: Bethlehem School District
 Attention: Superintendent
 Street Address
 City/Town, PA 18707

Headings

The headings of this Agreement are inserted for convenience only and are not to be considered in the interpretation of this Agreement.

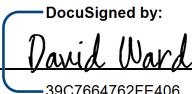
Entire Agreement/Amendments

This Agreement contains the entire agreement between the University and the District and supersedes all prior existing agreements, either oral or in writing. No terms may be modified or waived except by the mutual written consent of both Parties hereto.

IN WITNESS THEREOF and intending to be legally bound hereby, the parties have hereunto caused their properly authorized representative to sign this AGREEMENT on the day and year first above written.

WILKES UNIVERSITY

DISTRICT

Signed:  _____
39C7664762FE406...

Signed: _____

Title: COO & Provost

Title: _____

Date: 6/18/2026 | 12:36 PM EDT

Date: _____

INVOICE

Kellyn Foundation
P.O. Box 369
Tatamy, PA 18085

info@kellyn.org
+1 (610) 730-8860
www.kellyn.org



Bill to
Bethlehem Area School District
1516 Sycamore Street
Bethlehem, PA 18017 USA

Ship to
Bethlehem Area School District
1516 Sycamore Street
Bethlehem, PA 18017 USA

Invoice details

Invoice no.: 1047
Terms: Net 60
Invoice date: 03/31/2026
Due date: 05/30/2026

#	Date	Product or service	Description	Qty	Rate	Amount
1.		Grants		1	\$30,000.00	\$30,000.00

Ways to pay

BANK

Total \$30,000.00

Overdue 05/30/2026

View and pay

KELLYN INTENSIVE THERAPEUTIC LIFESTYLE CHANGE PROPOSAL

The Kellyn Foundation Intensive Therapeutic Lifestyle Change (ITLC) program will educate and support the journey of healthy behavioral change through experiential programming and longitudinal relationships. The program is made up of twelve in-person sessions, two hours in length. All sessions will include a healthy meal prepared by a chef for participants as well as educating engaged members on topics related to health behavior change. Between sessions, healthy lifestyle educators will connect via phone, text, or email, whichever is preferred by the individual participant request, to advise of the next session, ask about the participants SMART goal progress and provide support.

After the initial twelve sessions, Kellyn provides four-to-eight-week alumni meetings within the following nine months, with healthy food, providing a social connection of like-minded people and supporting the community of participants. The Kellyn Foundation will assess members baseline health data/questionnaires, as well as reassessing at 3 months, 6 months, and 12 months after engagement/completion of program.

Target Population

Bethlehem School District staff to increase personnel health, feeling of well-being, reduce individual stress levels and lower overall corporate healthcare costs by reducing hypertension, hyperlipidemia, and type two diabetes levels with the engaged staff.

Description:

One Introductory Session to introduce the program to participants and potential participants. The initial intensive program is made up of twelve in-person sessions, two hours in length. All sessions include a healthy meal prepared by our chefs for the participants to enjoy and begin training their taste buds to enjoy healthier food options. Sessions are comprised of a healthy meal, followed by reviewing the prior week goals, the session presentation including questions and answers, overall FAQ, and support, ending with new goal setting and announcements.

Topics covered include:

- Whole Food Plant Based Eating
- Understanding Lab Values
- Whole Food Plant Based Cooking
- Physical Activity
- Label Reading and Nutrients
- Habit Hacking
- Sleep
- Stress
- Hunger, Taste, Appetite and Satiety

- Social Connection
- Microbiome

Program Evaluation

We will use a cohort intervention design as well as cross-sectional surveys to evaluate the impact of the Intensive Therapeutic Lifestyle Change program.

The adults in households participating in the ITLC programs will have the following data points assessed: Baseline: Height, weight, BMI, blood pressure, fasting lab work, medical history, mental health/quality of life, lifestyle habits and food frequency questionnaires. 3 months: Weight, BMI, blood pressure, fasting lab work, mental health/quality of life, lifestyle habits, food frequency questionnaires and medication changes. 6 months: Weight, blood pressure and fasting lab work. 12 months: Weight, BMI, blood pressure, fasting lab work, mental health/quality of life, lifestyle habits, food frequency questionnaires and medication changes

Outcome Data		Baseline	3 Months	6 Months	12 months
Height		X			
Weight		X	X	X	X
BMI		X	X	X	X
Blood Pressure		X	X	X	X
Fasting Lab work		X	X	X	X
Medical History		X			
Medication Changes			X		X
Mental Health/Quality of Life Assessment		X	X		X
Lifestyle Habits Survey		X	X		X
Food Frequency Screen		X	X		X
Program Experience Survey			X		X
Fasting Labwork includes:					
HbA1c					
Lipid Panel					
hs- CRP					

Cost for BASD Program - \$35,000 – Winter-Spring 2027 Program

Conclusion:

This will be the 7th Lifestyle Medicine Program provided for the staff and administration of the Bethlehem Area School District. As a self-insured employer, improving the overall health of your employees at the source (preventative) provides not only lower healthcare costs, but reduces staff absenteeism and improves mental health.

Kellyn has been teaching about healthy lifestyles and habits, along with our garden as a classroom program to the students in elementary classrooms since 2011. Teaching healthy lifestyle habits with the teachers and students increases the overall impact.

Testimonials from a few BASD participants

I am very thankful to be part of this program.

I found it very helpful to try the food provided by the program.

I feel this program is very effective and does work very well if the person has the right frame of mind to do it. It also has sustainability, so it can become a lifetime set of habits.

I feel much better. I have more energy. I am not tired all the time and I am not in pain.

Previously I had nearly constant pain in my feet and my hands.

This program has certainly changed my life in a very positive way

The program is backed by science. The staff really care about me and are excellent in motivation.

I lost 17 pounds, dropped two pant sizes, lowered cholesterol, decreased medication, slept better, lowered blood sugar to normal levels.

The Kellyn staff were informative, caring, and available, making the changes that I wanted to make easier.

Eric, Dr. Meagan, Amanda, and Keith and all the helpers were absolutely amazing to work with. So upbeat and encouraging.

I spent most of my life cooking/eating the same way. I prepared a lot of comfort foods. The veggies and other sides were secondary to some sort of meat. I did not know where to begin. I have learned so much about how to eat healthier. I want to continue this journey.



Policy 607 — Tuition Income

Printed 8/7/2026

Policy Number 607
Title Tuition Income
Version v1 · 7/9/2026 · DRAFT

Tuition Income

Authority

When the district receives students who are residents of another school district, it shall assess tuition charges in accordance with the School Code. Tuition shall be assessed for those students whose attendance has been approved by the Board, in accordance with policy. No parent-paid tuition students will be accepted except in the case of seniors whose families move from the district prior to the first day of school of their senior year, or international students.^[1]^[2]

Delegation of Responsibility

It shall be the responsibility of the Chief Financial Officer to invoice tuition for approved students.

Guidelines

Tuition rates shall be determined annually.^[3]

No student shall be admitted from another district unless the student presents a certificate from the district which certifies that the home district will be responsible for the tuition of the student for the term, or the part of the term during which the student continues to attend school.

This certificate shall be presented first to the Supervisor of Child Accounting, who certifies to the fact that the student may be accommodated and has the required certification for admission. The certificate shall then be presented to the building principal of the school district who shall approve the same if all conditions have been met.

In the event that the District issues a determination of non-residence and all subsequent appeals have been exhausted, pursuant to Act 67 of 2024, the District shall immediately disenroll the nonresident student. For any period during which the student was not eligible to receive an education through the district but remained enrolled, the District may seek recovery of tuition, and, where applicable, court costs, in accordance with applicable law, including 24 P.S. § 13-1302(c), and may invoice the parent/guardian accordingly.

In the event that the District issues a determination of non-eligibility under the McKinney-Vento Homeless Assistance Act and all subsequent appeals have been exhausted, the District shall immediately disenroll the nonresident student if the student is otherwise not entitled to attend

the district. For any period during which the student was not eligible to attend but remained enrolled, the District may seek recovery of tuition in accordance with applicable law, where appropriate.

The tuition of any student who terminates attendance shall be pro-rated on the basis of the actual number of school days in each month.

In the event that, for various reasons, approved tuition rates are not received from the State Department for prompt billing of individuals and school districts, the Chief Financial Officer is authorized to bill at the same rate as the previous year, at the same time advising the responsible parties that an adjustment will be made on the accounts as soon as current rates are verified by the State Department.

Footnotes

[1] 24 P.S. 1316
palegis.us
palegis.us
Legal Reference

[View source](#) 

[2] Pol. 202
Policy Reference

[Open policy](#) 

[3] 24 P.S. 2561
palegis.us
palegis.us
Legal Reference

[View source](#) 