BOARD OF SCHOOL DIRECTORS' WORK/GENERAL PURPOSES MEETING
Monday, September 14, 2026 - 7:00 PM

The Governor Mifflin School Board meets in public session on the first and third Mondays of each month, at 7:00pm, in the Governor Mifflin Education Center. Alterations to this schedule, due to holidays, inclement weather, etc., will be noted on the district's website.

1. **Meeting Opening**
    1.1. **Call to Order**
    1.2. **Pledge of Allegiance**
    1.3. **Roll Call**
    1.4. **Executive Session Announcement**
2. **Presentations**
    2.1. **High School Keystone Exam Report 2025-2026**
    Description: Presenting: T.J. Miller, High School Principal



Governor Mifflin Keystone Score

2025-2026

Alg 1 Analysis

- Proficient/Advanced - 22.8%
- Basic - 46.8%
- Below Basic - 30.4%

ELA

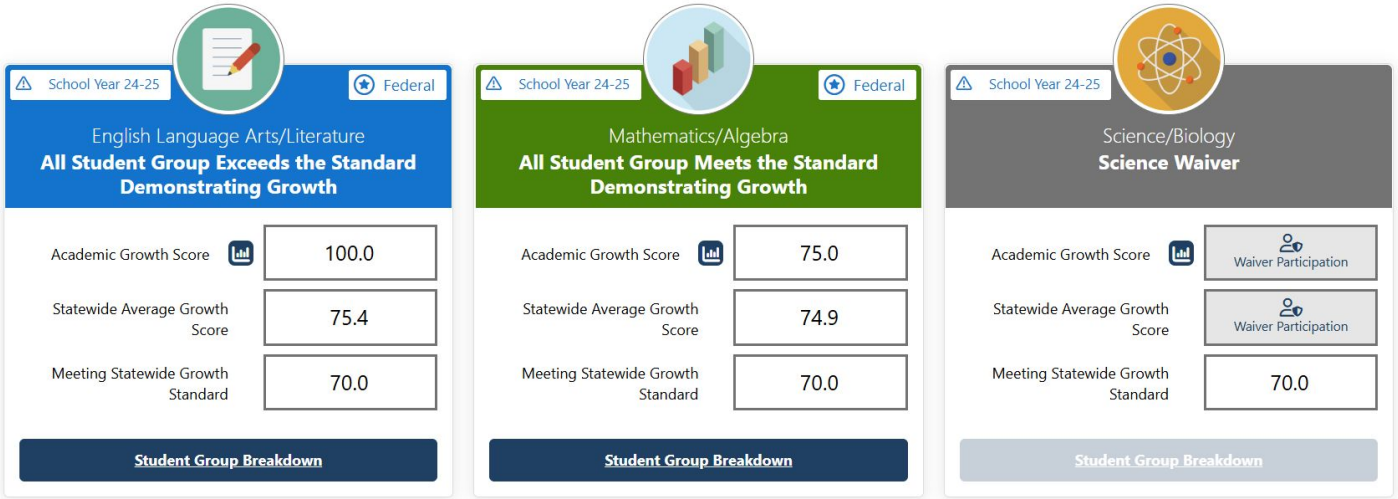
- Proficient/Advanced - 47.8%
- Basic - 20.3%
- Below Basic - 31.9%

Analysis

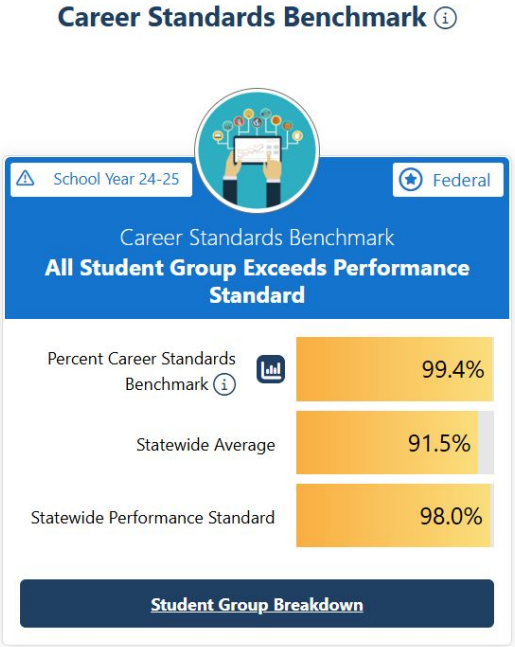
- ELA Mean Score is 1489. The proficient cut score is 1500.
- Alg - Basic group is the target range.
- Alg - Working with all grade levels to increase math skills and executive functioning skills.
- ATSI Plan
  - Focus on Tier 1 Instruction
  - Frequent monitor of data and pivot where needed

Success

Meeting Annual Academic Growth Expectations (PVAAS)



Other area of Success



2.2. **Annual Update on District Internet Safety Measures, per the Children's Protection Act**

Description: Presenting: Mr. Scott LaPlant, Supervisor of Technology

Governor Mifflin School District

Internet Safety Measures

Board of School Directors | September 14, 2026

Scott LaPlant · Supervisor of Technology

What CIPA Requires

Technology Protection Measure

Filtering technology that blocks obscene content or material harmful to minors on all district devices and networks

Board-Adopted Internet Safety Policy

A written policy addressing minors' online safety, security in electronic communications, and restriction of harmful material

Annual Student Internet Safety Education

Age-appropriate instruction on responsible online behavior, digital safety, social networking, and cyberbullying awareness

The board certifies CIPA compliance on E-Rate Form 486 each year. This presentation documents the evidence behind that certification.

Internet Filtering: A Layered Approach

Network Level

All devices on the district network

- **FortiGate Firewall**
  Application-layer content control and traffic inspection
- **Category Blocking**
  Obscene and harmful content categories blocked at the gateway
- **All Device Types**
  Chromebooks, staff laptops, tablets, and guest devices alike

Device Level

Student Chromebooks, on and off network

- **GoGuardian**
  Content filtering, activity monitoring, teacher classroom controls
- **Google Workspace URL Filtering**
  Blocked URL policy applied to student accounts
- **Chrome Policy Management**
  OU-based enforcement built into the device

A student on a district Chromebook at home is still protected by all device-level controls.

Internet Safety Policy: Policy #815

Acceptable Use of Internet, Computers & Network Resources

Adopted July 17, 2006 · Last revised December 18, 2023

Cites 47 U.S.C. §254 (federal CIPA) and 24 P.S. §4601 et seq. (Pennsylvania CIPA)

Covers all five CIPA-required elements:

- Access by minors to inappropriate material on the internet
- Safety and security of minors in electronic communications
- Unauthorized access (hacking) and other unlawful online activities
- Unauthorized disclosure or dissemination of personal information about minors
- Measures restricting minors' access to harmful material

Student Internet Safety Education

Common Sense Education: Digital Literacy & Well-Being Curriculum

New initiative launching this school year

30 Lesson Plans

Grade-appropriate lessons spanning K through 12

Core Topics

Personal information, phishing and scams, privacy, safe communication, cyberbullying

Who Delivers It

District librarian, with support from Rick Lapi, Technology Coach

Compliance Impact

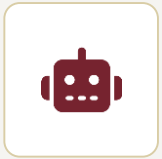
Fulfills the student education requirement under CIPA and Policy #815

Looking Ahead



Ongoing Security Modernization

Identity and device management improvements, including multi-factor authentication and modern device management, continue to strengthen the district's security posture across all systems.



Staff AI Use and Data Privacy Guidance

New guidance rolled out to staff this fall establishes clear data privacy expectations for AI tools used in district work and instructional settings.

In Summary

Governor Mifflin meets all three CIPA requirements



Filtering Technology

FortiGate firewall, GoGuardian, and Google Workspace policy: layered protection on and off network



Internet Safety Policy

Policy #815, revised December 2023, covering all five CIPA-required elements



Student Education

Common Sense Education K through 12 curriculum launching this school year

3. **Board Discussion Items**

3.1. 2026 PSBA Officer Elections

Description: All Pennsylvania school Board members have the opportunity to cast votes of support for incoming 2027 PSBA Leadership positions, based on territory. A roll call vote is not required and there is no general rule that requires Boards to cast votes of support. Background information on incoming officers, as well as unofficial ballot forms, have been provided to all Board members for consideration. If a majority of the GM Board would like to submit votes of support to PSBA, the Board Recording Secretary will do so on its behalf.

4. **Public Comment**

Description: Community Agenda Questions; Other Questions/Concerns - *Please complete and submit yellow card to the Board Recording Secretary prior to the start of the meeting*

5. **Board Business (No scheduled items)**

6. **Finance (No scheduled items)**

7. **Human Resources**

7.1. **Updated High School 2026-2027 Co-Curricular Staffing**

Description: Requesting Approval for the updated High School 2026-2027 Co-Curricular Staffing list, as presented

GM HIGH SCHOOL
CO-CURRICULAR STAFFING
2026-2027

Activity	Staff Member/Advisor
Marching Band	
Director	Al Homicz
Assistant Director	William Benamati
Percussion Director	Travis Williamson
Color Guard Director	Sylas Light
Marching Band Tech	(TBD)
Marching Band Tech	Melissa Benamati
Marching Band Tech	**Sanna Wooten**
Marching Band Tech	Sanna Wooten
Marching Band Tech	Katie Koch
Marching Band Tech	**Abigail Schaeffer**
Marching Band Tech	Addie Herbein
Jazz Band	
Statesmen	Al Homicz
Fall Play Director	
Director	Jacob Leonowitz
Props Designer	**Olesha Ohlinger**
Costume Designer	**Theresa Hoffman**
Spring Swing	
Director	Dakota Adams
Music Director/Co-advisor	Jacob Leonowitz
Vocal Director	Greg Hill
Vocal Director	Cecilia Cooper
Props Designer	**Olesha Ohlinger**
Costume Designer	**Jaia Rahn**
Choreographer	Amanda Morrell
Set Designer	Mike Rhoads

Technical Director	Randy Glahn
House Manager	Heather Troxell

Spring Swing Jr

Director	**Heather Troxell**
Music Director	**Jennifer Scott**
Choreographer	**Jessica Kostival**
Costume Designer	(TBD)
Props Designer	**Cortney Keller**
House Manager	(TBD)

GMHS Responsibilities

Honor Society	Kenneth Newswanger
Co-Graduation Coordinator	Emma Blair
Co-Graduation Coordinator	Mathew Davis
Senior Class	Matthew Davis
Junior Class Co-Advisor	Olivia Slye
Junior Class Co-Advisor	**Stephanie Dorshimer**
Sophomore Class	Arden Kaley
Freshmen Class	Arden Kaley
Yearbook	Abigail McKay
Entrepreneur Club	Josh Rosenbaum

GMHS Clubs / Activities

Academic Challenge	Michael Kurtz
Co-GMbassadors	Matthew Grassucci
Co-GMbassadors	Kimberly Gibson
Governors	Greg Hill
GM Environmental Club	Ken Newswanger
Science Olympiad	Thomas Shive
Science Olympiad	Jill Lynch
Volunteen	Brad Selbst
Service Learning	Brad Selbst
Culture Club	Theresa Weber

Ski Club	Deian Seymour
Teams	Anthony Messina
TSA	Josh Pennington
Threads of Success	Ashley Berg
Co-eSports	Rick Lapi
Co-eSports	(TBD)
Hunting and Fishing	Richard Yenser
Key Club	Brad Selbst
FBLA	Kristen Wilbert
After-School Basketball	Alexis Bialek
After-School Basketball	Matt Karnish
Chess Club	Travis Kurtz
World Quest Club	Michael Kurtz
SGA	Arden Kaley
SGA Assistant Advisor	Mathew Davis
HS Honors Orchestra & Chamber Ensemble	Jacob Leonowitz
Art Club	Leroy Woodward
Math Club	Richard Yenser

Updated 9/09/26

7.2. **Professional Mentors 2026-2027 (Updated)**

Description: Requesting Approval for the updated 2026-2027 Professional Mentor listing, as presented

GOVERNOR MIFFLIN SCHOOL DISTRICT PROFESSIONAL MENTORS 2026-2027	
Brecknock Elementary	Rachel Sebastian
Cumru Elementary	Cynthia Stevens
Mifflin Park Elementary	Kelly Ross
Support – All K-4 Buildings	**Jillian Lynch**
Intermediate School	Amanda Phillips
Middle School	Rebecca Boyer
High School	Rick Lapi; Josh Rosenbaum
Special Education K-6	Allison Giandomenico
Special Education 7-12	Troy Murphy

Updated 9/09/26

7.3. **Kelly Services, Inc., Substitute Staffing Services 2026-2027**

Description: Requesting Approval for a renewal Agreement (via Exhibit A) with Kelly Services, Inc., providing Substitute staffing services during the 2026-2027 school year, as presented

Kelly Education

EXHIBIT A
PRICING FOR KELLY EDUCATION

This Pricing Exhibit A is incorporated and made part of the Agreement for Educational Staffing between Kelly Services, Inc. and Governor Mifflin School District ("Kelly Agreement"), dated June 23rd, 2021. The pricing in Exhibit A is confidential and proprietary to Kelly and is effective September 8th, 2026.

1. Types of Assignments; Pricing

The Assigned Employees will be assigned to the following positions and at the following rates:

Position	Pay Rate	Pay Type	Markup	Bill Rate
Substitute Teachers	$150.00	Daily	1.330	**$ 199.50**
Substitute Teachers Intermediate & Middle School	$160.00	Daily	1.330	**$ 212.80**
Long Term Substitute Teacher 45+consecutive days, retro pay	$244.83	Daily	1.330	**$ 325.62**
Custodians	$12.75	Hourly	1.330	**$ 16.96**
Paraprofessionals	$12.75	Hourly	1.330	**$ 16.96**
Nurses	$27.00	Hourly	1.500	**$ 40.50**

A signed Job Description is required for each position listed.

2. Pricing for Hiring a Kelly Assigned Employee

Customer agrees to pay a placement fee upon hiring the Kelly Assigned Employee to work in full- or part-time position of employment with the Customer. The placement fee is based on days worked. The fee schedule is set forth below.

1 – 30 days worked	$9,000
31– 60 days worked	$5,000
61 – 90 days worked	$3,500
90+ days worked	Fee Waived

Kelly will not charge Customer a placement fee for transition of Customer recruited or transitioned employees.

3. Pricing for Hiring a Direct Hire Candidate

If the Customer hires a candidate referred to it by Kelly for direct hire by Customer, the Customer agrees to pay a direct placement fee of $9,000. A Direct Hire is defined as a person who has not been in the employ of Kelly or the school/district prior to being hired by the school/district to fill a targeted open position.

4. Short Notice Cancellation.

If a Kelly Assigned Employee has shown up for a Customer assignment on time, and Customer cancels the assignment without timely notice, due to reasons not related to the employee's performance, if Kelly is required to pay such Assigned Employee "show up time", Kelly will invoice Customer for such time up to four (4) hours.

5. **Changes to Absence Management Provider**.

In the event that Customer changes its absence management provider during the term of this Agreement, Kelly will invoice Customer a conversion fee of ten thousand dollars ($10,000) to account for associated administrative and implementation costs.

KELLY SERVICES, INC.

By: _____

Name:_____

Title: _____

Date: _____

Governor Mifflin School District

By: _____

Name:_____

Title: _____

Date: _____

7.4. **Retirements**

Description: Requesting Approval for Retirements, as presented

RETIREMENTS

September 14, 2026

Burkey, Angela	- Middle School, Science; effective October 30, 2026 (22 years of service)

7.5. **Resignations**

Description: Requesting Approval for Resignations, as presented

RESIGNATIONS

September 14, 2026

Bitting, Kourtney	- Brecknock, Full-time Paraprofessional; effective September 9, 2026
Cavallucci, Janell	- Cumru, Noontime Aide; effective August 17, 2026
Dreibelbis, Vanessa	- Cumru, Paraprofessional; effective September 17, 2026
Frederick, Tanya	- Middle School, Associate Principal; effective October 26, 2026
Grim, Megan	- Middle School, Full-time 12-month Secretary; effective September 25, 2026
Jimenez-Jimenez, Yuribia	- High School, Full-time 10-month Secretary (stationed @ GMACC); effective September 9, 2026
Leinbach, Melanie	- High School, Full-time Hourly Nurse; effective August 28, 2026
Murray, Kathleen	- Middle School, Librarian; release date TBD (subject to 60-day hold)
Romano, Marie	- Mifflin Park, Paraprofessional; effective August 26, 2026
Rosado, Zaida	- Mifflin Park, Paraprofessional; effective August 17, 2026

Co-Curricular Resignations

Williamson, Travis	- HS Marching Band Tech/Percussion Director; effective September 10, 2026

7.6. **Terminations** (none)

7.7. **Employments**

Description: Requesting Approval for Employments, as presented

EMPLOYMENTS

September 14, 2026

All employments are approved pending the successful and satisfactory completion of new hire documentation, acceptable clearance results, and meeting all employment requirements

Gualdarramos DeJesus, Daiseyamille	- High School, Part-time Food Service; effective date TBD (replacing Lois Himmelright – resignation)
King, Lawrence	- High School, Part-time Food Service; effective September 21, 2026 (replacing Ashley Krick – resignation)
Pinkerton, Jessica	- High School, Part-time Food Service; effective date TBD (replacing Stephanie Leinbach – resignation)
Slovich, Jessica	- Substitute Paraprofessional (rehire); effective September 9, 2026
Thompson, Krystal	- GMIS, Substitute School Psychologist; effective date TBD (covering vacancy created by Amber Murray's resignation)

2026 Mustangs of the Year
Traci Huddleson, Brandon Snyder
$2,000 stipend each

HS Career Education & Work Point Persons: 2026-2027
Kristi Bonanno, Kimberly Murray, Rick Lapi
$1,500 stipend each; covered by Title IV Funds

7.8. **Status Changes**

Description: Requesting Approval for Status Changes, as presented

STATUS CHANGES

September 14, 2026

Althouse, Kathleen	- Brecknock, Part-time Paraprofessional to Substitute Noontime Aide; effective September 8, 2026
Blessing, Brianna	- Summer Custodian to Middle School, Full-time Custodian; effective August 31, 2026 (replacing Dean Shade – resignation)
Dodge, Celia	- High School, Full-time Food Service to High School, Part-time Food Service; effective September 14, 2026 (newly budgeted position)
Heckman, Brent	- Summer Custodian to Substitute Custodian; effective September 9, 2026
Rosario Perez, Alwin	- Summer Custodian to GMACC, Full-time 2nd shift Custodian; effective September 14, 2026 (replacing Liam Galvin – position change)

7.9. **Leaves of Absence**

Description: Requesting Approval for Leaves of Absence, as presented

LEAVES OF ABSENCE

September 14, 2026

Employee #3685	- Family Medical Leave (intermittent); effective August 24, 2026 - TBD
Employee #20724	- Family Medical/Child-Rearing Leave; effective November 1, 2026 through the end of the 2026-2027 school year
Employee #20589	- Family Medical Leave (intermittent); effective August 24, 2026 - TBD

7.10. **Coaching Volunteers - Fall, 2026**

Description: Requesting Approval of Coaching Volunteers for the Fall, 2026 sports season, as presented

VOLUNTEER COACHES
FALL SEASON, 2026

High School Football
Elias Marrero, John Woytko, TJ Miller

Middle School Football (Pony/Freshman)
Dave Waldbiesser, Shawn Blank,
Mike McLendon, Evan Harper

High School Boys Soccer
Said Amrani, Nicholas Thomas

High School Girls Soccer
Eric Dreibelbis

Middle School Field Hockey
Timarie Rayburg, Matt Forrer

High School Cross Country
John Hyneman

High School Girls Volleyball
Caroline Blickley, Macy Shewmake
Morgan Reiss

High School Girls Tennis
Oleg Erlikh

7.11. **Professional Development Course Requests**

Description: Requesting Approval for Professional Development Course Requests, as presented

COURSEWORK REQUESTS

September 14, 2026

Bachelors Level

Adkins, Brianna	- Alvernia University, Course #520: Ethics & Moral Leadership; Fall, 2026; 3 credits; tuition $1,548; reimbursement $1,548 (Cumru, Art)
Cirulli, Kate	- Alvernia University, Course #605: Enhancing Literacy for Special Needs Students; Fall, 2026; 3 credits; tuition $1,548; reimbursement $1,548 (Cumru, Special Education)
Gettler, Julia	- American College of Education, Course #5303: Engaging learners in Digital Environments; Fall, 2026; 3 credits; tuition $705; reimbursement $705 (GMIS, Special Education)
Gicking, Emily	- Rowan University, Course #50511: Teacher Leadership & learning Communities; Fall, 2026; 3 credits; tuition $2,721; reimbursement $1,680 (Cumru, ESL)
Kemp, Kristen	- Kutztown University, Course #560: Master's Capstone Project: Action Research; Fall, 2026; 3 credits; tuition $1,680; reimbursement $1,680 (GMIS, Grade 6)
Mayer, Marley	- American College of Education, Course #5203: Strengthening Literacy; Fall, 2026; 3 credits; tuition $705; reimbursement $705 (GMIS, Special Education)
McCoach, Kaitlyn	- American College of Education, Course #5263: Fundamentals of Integrated Thinking; Fall, 2026; 3 credits; tuition $705; no reimbursement (GMIS, Grade 5)
Weber, Theresa	- Universidad Ana G Mendez, Course #551: Reading Processed in the Second Language Setting; Fall, 2026; 3 credits; tuition $1,602; reimbursement $1,602 (High School, ESL)
Weber, Theresa	- Universidad Ana G Mendez, Course #553: Language Cognition and ESL Development; Fall, 2026; 3 credits; tuition $1,602; reimbursement $1,602 (HS, ESL)

Masters Level

Adams, Paige	- Alvernia University, Course #590: Transformative AI for Educators & Educational Leaders; Fall, 2026 3 credits; tuition $1,548; reimbursement $1,548 (Mifflin Park, Grade 1)
Bialek, Alexis	- American College of Education, Course #5013: Strategies for Teaching Varied Learners; Fall, 2026; 3 credits; tuition $705; reimbursement $705 (HS, LS)
Bialek, Alexis	- American College of Education, Course #5103: Ethical Practices and Standards in Special Education; Fall, 2026; 3 credits; tuition $705; reimbursement $705 (HS, LS)
Colagreco, Rebecca	- Central Connecticut University, Course #534: Women Writers of the Spanish Speaking World; Fall, 2026; 3 credits; tuition $2,475; reimbursement $1,680 (Middle School, ESL)
Lynch, Jill	- University of Delaware, Course #690: Programming for Bioinformatics; Fall, 2026; 3 credits; tuition $3,447; reimbursement $1,680 (High School, Biology)
Oplinger, Scott	- Kutztown University, Course #545: Problem-Based Learning through Technology; Fall, 2026; 3 credits; tuition $1,680; reimbursement $1,680 (High School, Science)
Sebastian, Rachel	- Alvernia University, Course #701: Research Design; Fall, 2026; 3 credits; tuition $1,350; reimbursement $1,350 (Brecknock, Librarian)
Sebastian, Rachel	- Alvernia University, Course #702: Research and Professional Communication; Fall, 2026; 3 credits; tuition $1,350; reimbursement $1,350 (Brecknock, Librarian)
Straub, Taylor	- Kutztown University, Course #544: Action Research for Teacher Leaders; Fall, 2026; 3 credits; tuition $1,680; no reimbursement (GMIS, Grade 5)

Administrators

Crider, Cory	- Gannon University, Course #748: Superintendent Introductory Internship; Fall, 2026; 1 credit; tuition $595 (GMIS, Principal)

Crider, Cory	- Gannon University, Course #740: Superintendent Architect School Reform; Fall, 2026; 3 credits; tuition $1,785 (GMIS, Principal)

Total: $24,148

8. **Curriculum/Instruction**

8.1. **Middle School TSI Plan 26-27**

Description: Requesting Approval for the Middle School TSI (Targeted Support Improvement) Plan for 2026-2027, as presented

Governor Mifflin MS

TSI non-Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Governor Mifflin MS		114063003
Address 1		
130 East Lancaster Avenue		
Address 2		
City	**State**	**Zip Code**
Shillington	PA	19607
Chief School Administrator		**Chief School Administrator Email**
Dr Lisa T Hess		lisa.hess@gmsd.org
Principal Name		
Carissa Harley		
Principal Email		
carissa.harley@gmsd.org		
Principal Phone Number		**Principal Extension**
610-775-1465		2010
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Carissa Harley		carissa.harley@gmsd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Lisa Hess	Chief School Administrator	Governor Mifflin School District	lisa.hess@gmsd.org
Dr. Erin Anderson	District Level Leaders	Governor Mifflin School District	erin.anderson@gmsd.org
Karen DeNunzio	District Level Leaders	Governor Mifflin School District	karen.denunzio@gmsd.org
Carissa Harley	Principal	Governor Mifflin Middle School	carissa.harley@gmsd.org
Tanya Frederick	Principal	Governor Mifflin Middle School	tanya.frederick@gmsd.org
Rebecca Boyer	Education Specialist	Governor Mifflin Middle School	rebecca.boyer@gmsd.org
Rebecca Colagreco	Teacher	Governor Mifflin Middle School	rebecca.colagreco@gmsd.org
Jennifer Caron	Teacher	Governor Mifflin Middle School	jennifer.caron@gmsd.org
Tamica Walsh Cheney	Teacher	Governor Mifflin Middle School	tamica.walshcheney@gmsd.org
Dominique Fecenda	Teacher	Governor Mifflin Middle School	dominique.fecenda@gmsd.org
Kirsten Thiele	Teacher	Governor Mifflin Middle School	kristen.thiele@gmsd.org
Irene Ziemer	Teacher	Governor Mifflin Middle School	irene.ziemer@gmsd.org
Amy Dobrosky	Teacher	Governor Mifflin Middle School	amy.dobrosky@gmsd.org
Stacey Yoder	Teacher	Governor Mifflin Middle School	stacey.yoder@gmsd.org
Erik Bresnahan	Teacher	Governor Mifflin Middle School	erik.bresnahan@gmsd.org
Layla Sheppard	Student	Student	layla.sheppard@gmsd.org
Colleen Stamm	Parent	Parent	colleenstamm03@gmail.com
Betsy Adams	Board Member	GMSD School Board Member	betsy.adams@gmsd.org

Vision for Learning

Vision for Learning

District Mission The Governor Mifflin School District: Educating, Inspiring, and Empowering Every Student, Every Day. District Vision The Governor Mifflin School District is a community of dedicated individuals working together to achieve the mission of Educating, Inspiring, and Empowering Every Student Every Day.

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 who scored proficient or advanced increased by 2.6% in 24-25 from 23-24 school year.

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
English Learners	The number of English learners who scored proficient or advanced increased by 10.4% in 24-25 from 23-24 school year.
Economically Disadvantaged	The number of economically disadvantaged students who scored proficient or advanced increased by 2.4% in 24-25 from 23-24 school year.
Students with Disabilities	The number of students with disabilities who scored proficient or advanced increased by 1.9% in 24-25 from 23-24 school year.

Challenges

ESSA Student Subgroups	Indicator
Hispanic	The number of students who scored proficient or advanced decreased by 1.9% in the 24-25 from 23-24 school year.

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

All student groups who scored proficient or advanced increased by .7% in 24-25 from 23-24 school year.

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	The number of economically disadvantaged students who scored proficient or advanced increased by 1.5% in 24-25 from 23-24 school year.

Challenges

ESSA Student Subgroups	Indicator
English Learners	The number of English Learners who scored proficient or advanced decreased by 4.2% in the 24-25 from 23-24 school year.
Hispanic	The number of Hispanic students who scored proficient or advanced decreased by 3.8% in the 24-25 from 23-24 school year.

Students with Disabilities	The number of students with disabilities who scored proficient or advanced decreased by .5% in the 24-25 from 23-24 school year.

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 did not meet the standard demonstrating growth.

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
English Learners	English Learners meets or exceeds statewide goal - increase in performance from the previous year from 57.0 in 23-24 to 80.0 in 24-25 school year.

Challenges

ESSA Student Subgroups	Indicator
Hispanic	Hispanic students not meeting statewide goal/interim target - maintained the same performance of 50.0 from the 23-24 to 24-25 school year.
Economically Disadvantaged	Economically disadvantaged students not meeting statewide goal/interim target - maintained the same performance of 50.0 from the 23-24 to 24-25 school year.
Students with Disabilities	Students with disabilities not meeting statewide goal/interim target - decrease in performance by 2.0 from the 23-24 to 24-25 school year.

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 did not meet the standard demonstrating growth.

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
English Learners	English Learners meets or exceeds interim target - decrease in performance by 4.7 from 23-24 to 24-25 school year.
Students with Disabilities	Students with disabilities meets or exceeds interim target - decrease in performance by 1.0 from 23-24 to 24-25 school year.

Challenges

ESSA Student Subgroups	Indicator
Hispanic	Hispanic students not meeting statewide goal/interim target - decrease in performance by 24.0 from the 23-24 to 24-25 school year.

Economically Disadvantaged	Economically disadvantaged students not meeting statewide goal/interim target - decrease in performance by 18.7 from the 23-24 to 24-25 school year.

English Language Growth and Attainment

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

Comments/Notable Observations

All student groups met interim goal/improvement target for English Language Growth and Attainment (23.1%) during the 24-25 school year.

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Hispanic	20.8% of Hispanic students achieved English language proficiency.
English Learners	24.0% of English Learners achieved English language proficiency.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Economically disadvantaged students - Insufficient sample
Students with Disabilities	Students with disabilities - Insufficient sample

Regular Attendance

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

Comments/Notable Observations

All student groups met or exceeded the interim target - increase in performance from the previous school year by 4.1% from the 23-24 to 24-25 school year. 85.5% of students not chronically absent, during the 24-25 school year, exceeding the statewide average of 79.6%.

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Hispanic	Hispanic students meets or exceeds interim target - increase in performance by 8.5% from the 23-24 to 24-25 school year.
Economically Disadvantaged	Economically disadvantaged students not meeting statewide goal/interim target - increase in performance by 7% from the 23-24 to 24-25 school year.
Students with Disabilities	Students with disabilities not meeting statewide goal/interim target - increase in performance by 7.6% from the 23-24 to 24-25 school year.

Challenges

ESSA Student Subgroups	Indicator
English Learners	English Learners not meeting statewide goal/interim target - decrease in performance by 4.5% from the 23-24 to 24-25 school year.

Career Standards Benchmark

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

Comments/Notable Observations

All student groups exceeded the performance standard (99.0%), exceeding the statewide average of 91.5% and statewide performance standard of 98.0% during the 24-25 school year.

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Hispanic	Hispanic students meetings or exceeds statewide goal - decrease in performance by 1.8% from the 23-24 to 24-25 school year.
Economically Disadvantaged	Economically disadvantaged students meetings or exceeds statewide goal - decrease in performance by 1.6% from the 23-24 to 24-25 school year.
Students with Disabilities	Students with disabilities meetings or exceeds statewide goal - decrease in performance by 1.6% from the 23-24 to 24-25 school year.

Challenges

ESSA Student Subgroups	Indicator
English Learners	English Learners - Insufficient sample

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.

All student groups increased by 2.6% in 24-25 from 23-24 school year.
Increased by 14.4% in 24-25 from 23-24 school year.

Proficient or advanced increased by 2.4% in 24-25 from 23-24 school year.
All student groups who scored proficient or advanced increased by .7% in 24-25 from 23-24 school year.

Challenges

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

Proficient or advanced decreased by 1.9% in the 24-25 from 23-24 school year.
Proficient or advanced decreased by 4.2% in the 24-25 from 23-24 school year.
Proficient or advanced decreased by 1.9% in the 24-25 from 23-24 school year.
Proficient or advanced decreased by .5% in the 24-25 from 23-24 school year.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
7th grade iReady Diagnostic 24-25 school year: All students- On or above grade level: 31% Below grade level: 69%	Diagnostic administered three times per year: September, January, April
8th grade iReady Diagnostic 24-25 school year: All students- On or above grade level: 37% Below grade level: 63%	Diagnostic administered three times per year: September, January, April
7th grade iReady Diagnostic 25-26 school year: All students- On or above grade level: 43% Below grade level: 57%	Diagnostic administered three times per year: September, December, March
8th grade iReady Diagnostic 25-26 school year: All students- On or above grade level: 41% Below grade level: 59%	Diagnostic administered three times per year: September, December, March

English Language Arts Summary

Strengths

Common planning time with entire content area department.
Teaming collaboration to track student performance across multiple content areas.
Dedicated intervention time in addition to core content block.

Challenges

Inconsistent alignment to PA Core Standards.
Students entering 7th grade performing below grade level.
Turnover rate of staff.

Mathematics

Data	Comments/Notable Observations
7th grade iReady Diagnostic 24-25 school year: All students - Performing on or above grade level: 33% Performing below grade level: 67%	Diagnostic administered three times per year: September, January, April
8th grade iReady Diagnostic 24-25 school year: All students - Performing on or above grade level: 23% Performing below grade level: 77%	Diagnostic administered three times per year: September, January, April
7th grade iReady Diagnostic 25-26 school year: All students - On or above grade level: 32% Below grade level: 68%	Diagnostic administered three times per year: September, December, March
8th grade iReady Diagnostic 25-26 school year: All students - On or above grade level: 30% Below grade level: 70%	Diagnostic administered three times per year: September, December, March

Mathematics Summary

Strengths

Common planning time with entire content area department.
Teaming collaboration to track student performance across multiple content areas.

Dedicated intervention time in addition to core content block.

Challenges

Inconsistent alignment to PA Core Standards.
Students entering 7th grade performing below grade level.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
7th grade 24-25 Science CDT Data: All students- Students on or above grade level: 51% Students below grade level: 49%	Science grades 6-HS
8th grade 24-25 Science CDT Data: All students- Students on or above grade level: 48% Students below grade level: 52%	Science grades 6-HS
7th grade 25-26 Science CDT Data: All students- Students on or above grade level: 46% Students below grade level: 54%	Science grades 6-HS
8th grade 25-26 Science CDT Data: All students- Students on or above grade level: 45% Students below grade level: 55%	Science grades 6-HS

Science, Technology, and Engineering Education Summary

Strengths

Early adoption of STEELS standards.
Program alignment to STEELS standards.
STEELS standards are covered in 7th & 8th grade Science and STEAM.

Challenges

Students only receive 28 days of instruction in STEAM due to being a special.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Students complete surveys in Career Discovery course.	Data housed in Naviance.

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.

Students take a career discovery course in 8th grade.

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.

The course meets for a total of 28 days due to being a special.

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.

Accommodations and modifications provided for ESL and special education students.
Direct ESL instruction based on WIDA levels.
ESL and special education push-in support.

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.

Limited English proficiency.
High volume of students require ESL and special education support.

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	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	Emerging
Implement evidence-based strategies to engage families to support learning	Not Yet Evident
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?

>

Align curricular materials and lesson plans to PA standards.
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.
Use a variety of assessments 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 a multi-tiered system of supports for academics and behavior.
Provide frequent, timely, and systematic feedback and support on instructional practices.

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
All student groups increased by 2.6% in 24-25 from 23-24 school year.	False
Increased by 14.4% in 24-25 from 23-24 school year.	False
Proficient or advanced increased by 2.4% in 24-25 from 23-24 school year.	False
All student groups who scored proficient or advanced increased by .7% in 24-25 from 23-24 school year.	False
Proficient or advanced increased by 1.5% in 24-25 from 23-24 school year.	False
Proficient or advanced increased by 1.9% in 24-25 from 23-24 school year.	False
Meets of Exceeds Statewide Goal - Increase in performance from the previous year from 57.0 in 23-24 to 80.0 in 24-25 school year.	False
Meets or Exceeds Interim Target - Decrease in performance by 4.7 from 23-24 to 24-25 school year.	False
Meets or Exceeds Interim Target - Decrease in performance by 1.0 from 23-24 to 24-25 school year.	False
All student groups meets interim goal/improvement target for English Language Growth and Attainment (23.1%).	False
20.8% of students achieved English language proficiency.	False
24.0% of students achieved English language proficiency.	False
All student groups met the performance standard for regular attendance (23.1%) during the 23/34 school year.	False
Meets or exceeds interim target - increase in performance by 8.5% from the 23-24 to 24-25 school year.	False
Not meeting statewide goal/interim target - increase in performance by 7% from the 23-24 to 24-25 school year.	False
Not meeting statewide goal/interim target - increase in performance by 7% from the 23-24 to 24-25 school year.	False
All student groups exceeded the performance standard (99.0%), exceeding the statewide average of 91.5% and statewide performance standard of 98.0% during the 24-25 school year.	False
All student groups did not meet the standard demonstrating growth.	False
Meetings or exceeds statewide goal - decrease in performance by 1.8% from the 23-24 to 24-25 school year.	False
Meetings or exceeds statewide goal - decrease in performance by 1.6% from the 23-24 to 24-25 school year.	False
Meetings or exceeds statewide goal - decrease in performance by 1.6% from the 23-24 to 24-25 school year.	False
Common planning time with entire content area department.	False
Teaming collaboration to track student performance across multiple content areas.	False

Dedicated intervention time in addition to core content block.	False
Common planning time with entire content area department.	False
Teaming collaboration to track student performance across multiple content areas.	False
Dedicated intervention time in addition to core content block.	False
Early adoption of STEELS standards.	False
Program alignment to STEELS standards.	False
STEELS standards are covered in 7th & 8th grade Science and STEAM.	False
Students take a career discovery course in 8th grade.	False
Accommodations and modifications provided for ESL and special education students.	False
Direct ESL instruction based on WIDA levels.	False
ESL and special education push-in support.	False
Align curricular materials and lesson plans to PA standards.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	True
Use a variety of assessments to monitor student learning and adjust programs and instructional practices.	True

Challenges

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

Strength	Check for Consideration in Plan
Proficient or advanced decreased by 1.9% in the 24-25 from 23-24 school year.	False
Proficient or advanced decreased by 4.2% in the 24-25 from 23-24 school year.	False
Proficient or advanced decreased by 1.9% in the 24-25 from 23-24 school year.	False
Proficient or advanced decreased by .5% in the 24-25 from 23-24 school year.	False
Not Meeting Statewide Goal/Interim Target - Maintained the same performance of 50.0 from the 23-24 to 24-25 school year.	False
Not Meeting Statewide Goal/Interim Target - Maintained the same performance of 50.0 from the 23-24 to 24-25 school year.	False
Not Meeting Statewide Goal/Interim Target - Decrease in performance of 2.0 from the 23-24 to 24-25 school year.	False
Not Meeting Statewide Goal/Interim Target - Decrease in performance by 24.0 from the 23-24 to 24-25 school year.	False
Not Meeting Statewide Goal/Interim Target - Decrease in performance by 18.7 from the 23-24 to 24-25 school year.	False
Insufficient sample	False
Insufficient sample	False
Not meeting statewide goal/interim target - decrease in performance by 4.5% from the 23-24 to 24-25 school year.	False
All student groups did not meet the standard demonstrating growth.	False
All student groups did not meet the standard demonstrating growth.	False
Inconsistent alignment to PA Core Standards.	False

Students entering 7th grade performing below grade level.	False
Turnover rate of staff.	False
Inconsistent alignment to PA Core Standards.	False
Students entering 7th grade performing below grade level.	False
Students only receive 28 days of instruction in STEAM due to being a special.	False
The course meets for a total of 28 days due to being a special.	False
Limited English proficiency.	False
High volume of students require ESL and special education support.	False
Implement a multi-tiered system of supports for academics and behavior.	True
Provide frequent, timely, and systematic feedback and support on instructional practices.	True

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
Implement a multi-tiered system of supports for academics and behavior.	Build strong tier 1 instruction through the use of high-quality standards aligned curriculum, evidence based instructional practices, the use of common assessments, the use of data to monitor student performance. Provide targeted tier 2 support through the use of small group instruction and conferencing.	True
Provide frequent, timely, and systematic feedback and support on instructional practices.	Increase the frequency of systematic feedback to improve instructional practices.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	Continue the use of collaborative planning time for data analysis to drive planning and instruction.
Use a variety of assessments to monitor student learning and adjust programs and instructional practices.	The use of a benchmark and diagnostic assessments to monitor student learning on grade level standards as well as identify deficit areas for growth.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Provide explicit instruction in academic language, particularly in mathematics and content-area literacy.
	Provide consistent implementation of language-rich instructional practices across content areas.

Goal Setting

Priority: Provide explicit instruction in academic language, particularly in mathematics and content-area literacy.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By May 2027, 80% of English Learner (EL) and Hispanic students will demonstrate proficiency in identifying key vocabulary, determining central ideas, and citing relevant textual evidence through structured close-reading and annotation tasks, as measured by common ELA assessments.			
Measurable Goal Nickname (35 Character Max)			
ELA Goal			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
50% of English Learner (EL) and Hispanic students will demonstrate proficiency in identifying key vocabulary, determining central ideas, and citing relevant textual evidence through structured close-reading and annotation tasks.	60% of English Learner (EL) and Hispanic students will demonstrate proficiency in identifying key vocabulary, determining central ideas, and citing relevant textual evidence through structured close-reading and annotation tasks.	70% of English Learner (EL) and Hispanic students will demonstrate proficiency in identifying key vocabulary, determining central ideas, and citing relevant textual evidence through structured close-reading and annotation tasks.	80% of English Learner (EL) and Hispanic students will demonstrate proficiency in identifying key vocabulary, determining central ideas, and citing relevant textual evidence through structured close-reading and annotation tasks.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By May 2027, 80% of English Learner (EL) and Hispanic students will demonstrate proficiency in explaining mathematical reasoning using appropriate academic vocabulary, mathematical language, and evidence to justify their solutions, as measured by weekly mathematical justification tasks and common math assessments.			
Measurable Goal Nickname (35 Character Max)			
Math Goal			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
50% of English Learner (EL) and Hispanic students will demonstrate proficiency in explaining mathematical reasoning using appropriate academic vocabulary, mathematical language,	60% of English Learner (EL) and Hispanic students will demonstrate proficiency in explaining mathematical reasoning using appropriate academic vocabulary, mathematical language,	70% of English Learner (EL) and Hispanic students will demonstrate proficiency in explaining mathematical reasoning using appropriate academic vocabulary, mathematical language,	80% of English Learner (EL) and Hispanic students will demonstrate proficiency in explaining mathematical reasoning using appropriate academic vocabulary, mathematical language,

and evidence to justify their solutions.	and evidence to justify their solutions.	and evidence to justify their solutions.	and evidence to justify their solutions.

Priority: Provide consistent implementation of language-rich instructional practices across content areas.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
By May 2027, 85% of English Learner (EL) and Hispanic students will demonstrate proficiency in analyzing and applying the meaning of academic vocabulary using prefixes, suffixes, and roots across content areas, as measured by content area common assessments.			
Measurable Goal Nickname (35 Character Max)			
Building-wide Goal			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
60% of English Learner (EL) and Hispanic students will demonstrate proficiency in analyzing and applying the meaning of academic vocabulary.	70% of English Learner (EL) and Hispanic students will demonstrate proficiency in analyzing and applying the meaning of academic vocabulary.	80% of English Learner (EL) and Hispanic students will demonstrate proficiency in analyzing and applying the meaning of academic vocabulary.	90% of English Learner (EL) and Hispanic students will demonstrate proficiency in analyzing and applying the meaning of academic vocabulary.

Action Plan

Measurable Goals

ELA Goal	Math Goal
Building-wide Goal	

Action Plan For: Structured Close Reading and Annotation

Measurable Goals:
• By May 2027, 80% of English Learner (EL) and Hispanic students will demonstrate proficiency in identifying key vocabulary, determining central ideas, and citing relevant textual evidence through structured close-reading and annotation tasks, as measured by common ELA assessments.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Professional learning will equip teachers with the knowledge and resources needed to strengthen students' reading comprehension through structured close-reading practices. Training will include a review of English Learner (EL) and Hispanic student baseline ELA data, an examination of how language access impacts comprehension, instruction on implementing a structured annotation protocol, modeling of the protocol using grade-level texts, and alignment of instructional practices to the rigor and text complexity of the PSSA.		2026-08-20	2026-09-08
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal & Instructional Coach	To support consistent implementation, teachers will receive a close-reading protocol guide, an annotation symbol key, a 4-point student rubric, a monthly progress-monitoring template, and sentence frame posters to promote academic language and evidence-based responses.	Yes	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Implement a structured close-reading and annotation routine in all ELA classrooms at least twice per instructional cycle using grade-level curriculum texts. During each session, students will identify unfamiliar vocabulary and morphemes, determine the central idea, cite relevant textual evidence, and explain how the evidence supports the central idea through written responses.		2026-09-08	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	

ELA teachers & Instructional Coach	Teachers will utilize a common annotation protocol, sentence frames, and an annotation key to support student comprehension and academic language development.	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Implement consistent classroom walkthroughs to monitor the use of the structured close-reading and annotation protocol across ELA classrooms. Walkthroughs will focus on evidence of student engagement with the annotation process, including visible annotations in text, identified vocabulary, highlighted textual evidence, and written explanations that demonstrate students' understanding of the text and ability to support their thinking with evidence.		2026-09-14	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal & Instructional Coach	Support will include walkthrough feedback, review of data and implementation trends, and ongoing collaboration to refine instructional practices.	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Teachers will analyze proficiency data for English Learner (EL) and Hispanic students and monitor student growth from fall through spring to identify trends and make instructional adjustments that support increased achievement.	Monitor implementation and student progress through ongoing data collection and analysis. Teachers will complete a weekly implementation check documenting the completion of at least two close-reading lessons per instructional cycle and the instructional text used. Every two weeks, students will complete a four-question close-reading assessment measuring central idea, vocabulary in context, text evidence, and written explanation using a common 4-point rubric.

Action Plan For: Constructed Response Justification

Measurable Goals:
• By May 2027, 80% of English Learner (EL) and Hispanic students will demonstrate proficiency in explaining mathematical reasoning using appropriate academic vocabulary, mathematical language, and evidence to justify their solutions, as measured by weekly mathematical justification tasks and common math assessments.

Action Step	**Anticipated Start Date**	**Anticipated Completion Date**
Provide professional learning for math teachers on implementing a structured mathematical justification strategy to support student reasoning and academic language development. The training will focus on defining clear	2026-08-20	2026-09-08

mathematical reasoning, integrating weekly justification prompts, using sentence frames to support English Learner (EL) students, and efficiently scoring student responses using a common rubric. Teachers will collaborate to develop student exemplars and establish common grading look-fors to ensure consistent expectations and implementation across all math classrooms.			
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal & Instructional Coach	Teachers will receive example mathematical justification prompts, sentence frame supports for EL students, sample student responses, and common scoring guidance to support consistent implementation. Collaborative time will be provided for teachers to develop student exemplars, establish shared grading look-fors, calibrate scoring practices, and review student work. Ongoing instructional support and feedback will be provided to ensure teachers have the resources and guidance needed to effectively implement the structured mathematical justification strategy across all math classrooms.	Yes	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Teachers will incorporate one justification task per lesson by selecting an appropriate problem from current instruction, spiral review, or benchmark-style questions and asking students to explain, “How do you know your answer is correct?” Students will demonstrate their mathematical reasoning by using academic vocabulary and writing a 2–4 sentence explanation of their thinking. Teachers will provide opportunities for students to first discuss their reasoning orally before transitioning to written responses to support the progression from listening to speaking, reading/vocabulary, and writing.		2026-09-08	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Math teachers & Instructional Coach	Teachers will provide students with sentence frame supports to assist students, particularly English Learner (EL) and Hispanic students, in communicating mathematical reasoning (e.g., “I know this because…,” “The formula I used was…,” and “This shows that…”). Teachers will have access to justification prompts, examples of student responses, and instructional supports aligned to the building-wide language progression. Collaborative planning time and ongoing instructional support will be provided to help teachers develop effective prompts, analyze student responses, and refine implementation practices.	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Administrators will conduct classroom walkthroughs to monitor key instructional practices, including the presence of a visible justification prompt, availability of sentence frames, and evidence that students are explaining their mathematical reasoning through written responses.		2026-09-14	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, Instructional Coach, Math teachers	Provide ongoing instructional support and monitoring to ensure consistent implementation of the structured mathematical justification strategy. Teams will use feedback and student data to identify areas for support, monitor subgroup progress, analyze exemplar student responses, and adjust vocabulary supports and scaffolds to better meet student needs.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will demonstrate increased ability to communicate mathematical reasoning using academic vocabulary, provide clear written explanations, and justify their solutions. Improved performance on classroom justification tasks and benchmark assessments will indicate growth in students' mathematical reasoning skills and contribute to increased mathematics proficiency among English Learner (EL) and Hispanic students.	Math teachers will monitor student progress through weekly review and scoring of a rotating sample of student justification responses using a common rubric focused on mathematical reasoning and academic vocabulary. Teachers will record student performance data, including subgroup progress for English Learner (EL) and Hispanic students, in a shared tracking system. Progress will be evaluated through alignment of rubric data with benchmark assessments, constructed-response performance, released PSSA items, and subgroup achievement trends.

Action Plan For: Morphology

Measurable Goals:
• By May 2027, 85% of English Learner (EL) and Hispanic students will demonstrate proficiency in analyzing and applying the meaning of academic vocabulary using prefixes, suffixes, and roots across content areas, as measured by content area common assessments.

Action Step	Anticipated Start Date	Anticipated Completion Date
Teachers will participate in training focused on identifying and teaching morphemes (prefixes, suffixes, and roots), understanding the impact of morphology on language development for English Learner (EL) and Hispanic students, and integrating vocabulary instruction through the Listening ? Speaking ? Reading/Vocabulary ? Writing progression. Following training,	2026-05-26	2026-08-20

teachers will collaborate with grade-level partners to identify 2–3 transferable academic vocabulary words per unit, identify the associated morphemes, develop student-friendly definitions, and plan how vocabulary will be reinforced and displayed within the classroom environment.			
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal & Instructional Coach	Teachers will receive a morphology routine template, word wall formatting examples, and a unit vocabulary planning template to support implementation. Additional support will include professional learning time for teacher collaboration, opportunities to develop shared expectations for vocabulary instruction, and access to examples of transferable academic vocabulary and morpheme analysis across content areas.	Yes	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
For each selected vocabulary word, teachers will explicitly teach the meaning of the morpheme, provide opportunities for students to verbally explain word meanings, display the word and morpheme meaning on classroom word walls, and reinforce understanding through reading, writing, and discussion. Students will engage with vocabulary through multiple exposures by identifying morphemes within new words and applying academic vocabulary appropriately across content areas.		2026-09-08	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Teachers & Instructional Coach	Teachers will utilize classroom word walls, morphology routine templates, and vocabulary planning resources to support consistent implementation. Support will include examples of effective word wall displays, opportunities for teacher collaboration, and ongoing instructional guidance to ensure morphemes are clearly highlighted, meanings are accessible to students, and vocabulary is reinforced through multiple modalities.	No	

Action Step	**Anticipated Start Date**	**Anticipated Completion Date**
Monitor the implementation and impact of morphology-based vocabulary instruction through ongoing documentation and classroom walkthroughs. Teachers will maintain a shared tracking system to document selected vocabulary words, identified morphemes, and classroom word wall implementation. Administrators will use walkthroughs to monitor consistent implementation of vocabulary routines, including visible vocabulary words,	2026-09-14	2027-05-28

highlighted morphemes, displayed meanings, and evidence of interactive word wall use.			
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Teachers, Principal, Instructional Coach	Teachers will use a shared implementation tracker to document vocabulary instruction across units and access established expectations for classroom word walls and morphology routines. Support will include administrative walkthrough feedback, opportunities to review implementation data, and continued collaboration to ensure consistent use of morphology-based vocabulary practices across content areas.	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Students will demonstrate increased ability to identify and apply morphemes to determine the meaning of academic vocabulary across content areas. English Learner (EL) and Hispanic students will show measurable growth in vocabulary acquisition and application, as evidenced by improved performance on morpheme checks and common assessments.	Student progress will be monitored through bi-weekly morpheme checks embedded within existing classroom assessments. Students will complete five questions requiring them to identify morphemes and determine word meanings using academic vocabulary from multiple content areas. Data will be disaggregated by English Learner (EL) and Hispanic student groups, tracking the percentage of students scoring 4/5 or higher and monitoring growth from fall through spring. Implementation data, including teacher compliance, morpheme check results, benchmark vocabulary strand performance, and classroom walkthrough data, will be reviewed to evaluate the effectiveness of the instructional strategy. If progress is limited, instructional adjustments will include increased opportunities for explicit verbal practice, intentional use of word walls during reading and writing activities, and additional review opportunities.

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
Structured Close Reading and Annotation	Professional learning will equip teachers with the knowledge and resources needed to strengthen students' reading comprehension through structured close-reading practices. Training will include a review of English Learner (EL) and Hispanic student baseline ELA data, an examination of how language access impacts comprehension, instruction on implementing a structured annotation protocol, modeling of the protocol using grade-level texts, and alignment of instructional practices to the rigor and text complexity of the PSSA.
Constructed Response Justification	Provide professional learning for math teachers on implementing a structured mathematical justification strategy to support student reasoning and academic language development. The training will focus on defining clear mathematical reasoning, integrating weekly justification prompts, using sentence frames to support English Learner (EL) students, and efficiently scoring student responses using a common rubric. Teachers will collaborate to develop student exemplars and establish common grading look-fors to ensure consistent expectations and implementation across all math classrooms.
Morphology	Teachers will participate in training focused on identifying and teaching morphemes (prefixes, suffixes, and roots), understanding the impact of morphology on language development for English Learner (EL) and Hispanic students, and integrating vocabulary instruction through the Listening ? Speaking ? Reading/Vocabulary ? Writing progression. Following training, teachers will collaborate with grade-level partners to identify 2–3 transferable academic vocabulary words per unit, identify the associated morphemes, develop student-friendly definitions, and plan how vocabulary will be reinforced and displayed within the classroom environment.

Instructional Planning Meeting

Action Step
• Professional learning will equip teachers with the knowledge and resources needed to strengthen students' reading comprehension through structured close-reading practices. Training will include a review of English Learner (EL) and Hispanic student baseline ELA data, an examination of how language access impacts comprehension, instruction on implementing a structured annotation protocol, modeling of the protocol using grade-level texts, and alignment of instructional practices to the rigor and text complexity of the PSSA. • Provide professional learning for math teachers on implementing a structured mathematical justification strategy to support student reasoning and academic language development. The training will focus on defining clear mathematical reasoning, integrating weekly justification prompts, using sentence frames to support English Learner (EL) students, and efficiently scoring student responses using a common rubric. Teachers will collaborate to develop student exemplars and establish common grading look-fors to ensure consistent expectations and implementation across all math classrooms.
Audience
Math & ELA Teachers

Topics to be Included		
Evidence-based instructional strategies, data review		
Evidence of Learning		
Quarterly data reports demonstrating student growth, documentation of effective instructional practices and/or instructional adjustments		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Principal & Instructional Coach	2026-09-14	2027-05-28

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Once every cycle
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	**Date**
Carissa Harley	2026-08-06
School Improvement Facilitator Signature	**Date**

8.2. **Reading Hospital Healthcare Internship Program**

Description: Requesting Approval for an Affiliation Agreement with Reading Hospital, supporting a Healthcare Internship program for High School seniors during the 2026-2027 school year, as presented

AFFILIATION AGREEMENT
Internship Program

Non-Clinical

This Affiliation Agreement is made effective this _____ day of _____ 2026, by and between **READING HOSPITAL**, a Pennsylvania nonprofit corporation, ("Hospital"), and **GOVERNOR MIFFLIN SCHOOL DISTRICT** ("School").

WHEREAS, This Internship Program ("Program") is intended to help high school seniors gain valuable knowledge in the healthcare field; and

WHEREAS, School desires to supplement the classroom training of students enrolled in the Program ("Students") by making available a broad range of non-clinical practical experience and training opportunities in health care environments; and

WHEREAS, Hospital, in furtherance of its charitable and health care education mission, desires to assist School in providing such non-clinical practical experience and training opportunities for Students by serving as a non-clinical practical training site for Students in the Program.

NOW, THEREFORE, in consideration of the mutual promises contained herein, the parties, intending to be legally bound, agree as follows:

1. **Non-Clinical Practical Training.**

a. Hospital agrees to accept and permit School to send a mutually agreed upon number of Students who are recommended by the School to use Hospital's facilities and resources for the purpose of providing non-clinical practical training and experience under the Program ("Practical Training"). An outline of the Intern Job Description is attached hereto as Exhibit A. Hospital reserves the right to limit the number of Students sent to Hospital for Practical Training and to deny or terminate participation in Practical Training to any Student if such Student does not meet and maintain the requirements of Hospital and this Agreement.

b. Hospital shall retain its right to request the removal of a Student and terminate the use of its facilities, equipment, or supplies by a Student at any time where violations of Hospital rules, regulations, policies, or procedures have occurred. Such action will not be taken until the grievance against any Student has been discussed with School. Notwithstanding the foregoing**,** Hospital reserves the right to take immediate action to remove a Student as necessary, in its sole discretion, to maintain operation of its facilities free from interruption and/or to protect the best interests and safety of Hospital's patients and employees.

2. **Hospital Obligations and Responsibilities.** In addition to the responsibilities otherwise set forth in this Agreement, Hospital shall:

a. Assign a Program Administrator to oversee the Program.

b. Provide to Students participating in Practical Training an orientation to the Hospital's policies, rules, regulations, physical layout, and other pertinent matters regarding the Hospital and the specific department where Students will be training, including but not limited to the Hospital's compliance program.

c. In accordance with applicable law, maintain on record, for each Student in Practical Training:

(i) The results of a Pennsylvania Criminal Record Check;

(ii) The results of Child Abuse History Clearance and Electronic FBI clearance;

(iii) Proof of immunity against measles, mumps, and rubella (defined as a series of two MMR vaccines with complete dates OR positive titers to all three diseases);

(iv) Tetanus, diphtheria, and acellular pertussis (whooping cough), one lifetime dose of Tdap vaccine. Td or DTAP vaccines are not acceptable;

(v) Tuberculosis (TB) screening with either a 2-step TST or the QuantiFERON-TB Blood (IGRA laboratory test) within one (1) year of clinical rotation or work at the facility. If the test (IGRA) is positive, a negative chest X-ray report within the previous ten (10) years is required;

(vi) Proof of immunity against varicella (defined as a series of two Varicella vaccines with complete dates OR a positive antibody test documenting immunity to Varicella);

(vii) Proof of immunity against Hepatitis B, (defined as a series of three Hepatitis B vaccines and positive anti-HBs antibody testing results post vaccine administration OR a signed declination);

(viii) Proof of influenza immunization with current seasonal influenza vaccine or documentation of exemption from influenza vaccine for either of the following reasons, subject to the requirements set forth below;

(ix) Documentation is required for any request by a Student for an exemption of any of the requirements in Section 3(c)(iii)-(viii), above, due to sincerely held religious belief or disability. If an exemption is requested, the School and the Hospital will work together to design reasonable and appropriate accommodations, to the extent that reasonable and appropriate accommodations are available; otherwise, Student participation may be denied as permitted by applicable law;

(x) In addition to the above, proof of Pneumovax® vaccination or signed declination is required if the Student will be assigned to Practical Training at Reading Hospital Rehabilitation at Wyomissing.

d. Retain all responsibility for the operation of Hospital and the delivery of patient care.

e. Provide emergency healthcare to Students participating in Practical Training at Hospital in the event of injury, illness, or exposure to infectious disease or environmental hazards, and shall notify School to ensure that proper follow-up care can be arranged. Students shall be responsible for all costs associated with the provision of emergency healthcare.

f. Ensure that Practical Training will be performed in accordance with School's requirements as provided to and agreed by School and under the supervision of appropriate qualified Hospital personnel in the department where Student participates in Practical Training. The Student will provide services on a schedule that is agreed upon by the student, School representative, and Program Administrator. Scheduled hours are required to take place Monday-Friday between the hours of 7a.m. and 5p.m. and are not to exceed 10 hours per week or fall below 6 hours per week.

g. Complete evaluations of Students as required by School.

h. Provide access and availability to the medical library at Hospital and such other space within the Hospital for use by Students during Practical Training.

i. During the Program, for the services rendered by the Student under this Agreement, Hospital shall pay Student an hourly salary of Ten Dollars ($10.00) ("Compensation") payable in accordance with Hospital's usual payment practices.

j. Retain responsibility for developing the curriculum for each Program, providing the Practical Training curriculum to Hospital, and designating a coordinator(s) to work with Hospital to ensure compliance with Hospital requirements.

k. Ensure that every Student selected for Practical Training has been educated as to the requirements to maintain confidentiality and privacy of protected health information in a hospital or community-based practice in accordance with state and federal law, including but not limited to the Health Insurance Portability and Accountability Act of 1996, as amended, and its implementing regulations ("HIPAA"), applicable requirements of federal and state laws and regulations governing the Practical Training area and has signed and agreed to comply with the terms and conditions in the Statement of Confidentiality and Consent form, attached hereto as Exhibit B.

l. Ensure that Students are instructed to display a Hospital identification badge during their Practical Training identifying them as a Student.

m. Pursuant to 24 P.S. Section 1-111, any Hospital representative having direct contact with Students who qualify as "children" under 24 P.S. Section 1-111 shall secure a state criminal record check, a federal (FBI) criminal record check, and a child abuse clearance. Documentation of such clearances/background checks must be provided to the School prior to any direct contact between Hospital and the Students.

n. Hospital shall protect the confidentiality of student records as dictated by the Family Educational Rights and Privacy Act (FERPA), as relevant.

3. **School Obligations and Responsibilities.** In addition to the responsibilities otherwise set forth in this Agreement, School shall:

a. Recommend Students to participate in Practical Training at Hospital who are in good standing and who have satisfactorily completed all necessary preparation for the on-site Practical Training.

b. Ensure that all Students participating in Practical Training are covered under a personal medical insurance plan. At Hospital's request, School shall provide proof of each Student's personal medical insurance coverage.

c. Advise Students that they are responsible for costs of any healthcare provided by Hospital.

d. Advise Students that they shall be subject to substance abuse testing upon reasonable suspicion in accordance with the Hospital substance abuse testing policy applicable to students and that failure of such test or refusal to comply with testing will result in termination of Students' participation in the Practical Training.

4. **Mutual Responsibilities. Both Hospital and School shall:**

a. Ensure that any forms or other documentation required by applicable accrediting organizations or professional associations will be completed by the parties as necessary, and such information as is reasonably requested by either party will be supplied by the other.

b. Take necessary steps to ensure that Students adhere to Hospital's rules, regulations, and policies and procedures, Joint Commission requirements, and laws regarding patient confidentiality during their period of Practical Training.

5. **Relationship of the Parties**.

a. The parties hereby acknowledge that the relationship of the parties hereunder is that of independent contractors and nothing in this Agreement is intended, nor shall be construed to create an employer/employee relationship, a joint venture relationship, agency relationship, a partnership, or other similar relationship between Hospital and School, or any of their agents, representatives, or employees, or between Hospital and any Student.

b. The parties agree that School is not acting as a business associate of Hospital in connection with the Practical Training of Students as contemplated by this Agreement and is not required to execute a business associate agreement under HIPAA. Notwithstanding the foregoing, Students must comply with HIPAA during Practical Training at Hospital.

6. **Mutual Indemnification and Cooperation.** Each party agrees to indemnify and hold harmless the other, and its directors, officers, agents (including, in the case of School, its Students) and employees from and against any and all claims, demands, actions, settlements or judgments, liabilities, losses, damages, suits, costs, charges, payments and expenses, including reasonable attorneys' fees, arising out of or in consequence of the negligent or intentional acts or omissions of the indemnifying party in connection with the performance of this Agreement. In the event there is legal action involving either party arising out of this Agreement in which a Student is a party or witness, Hospital and School shall cooperate in the defense of such action, including the sharing of information. School further agrees to make Students available to assist Hospital in the defense of any legal claim or action arising out of or related to this Agreement.

7. **Insurance.** School shall maintain comprehensive general liability covering itself, and its employees and Students in amounts not less than One Million Dollars ($1,000,000) per occurrence and Three Million Dollars ($3,000,000) in the annual aggregate. School shall also maintain separate professional liability insurance covering itself and its employees in amounts not less than One Million Dollars ($1,000,000) per occurrence and Three Million Dollars ($3,000,000) in the annual aggregate.

8. **Liability.** Neither of the parties shall assume any liabilities to the other, except as specifically stated in this Agreement. As to liability for damage, injuries or death to persons, or injury damages to property, the parties do not waive any defense as a result of entering into this Agreement unless such a waiver is expressly and clearly written into a part of this Agreement. This provision shall not be construed to limit the matter of law or pursuant to any provisions in the Agreement. This provision shall not be construed to limit any governmental immunity afforded to the School or to the Hospital.

9. **Term and Termination.** The term of this Agreement shall be effective as of July 1, 2026, through June 30, 2027. This Agreement may be terminated by either party, with or without cause, at any time, upon thirty (30) days' prior written notice to the other party; provided, however, that any Student already enrolled and participating in good standing in Practical Training at Hospital as of the date of such notice shall be permitted to complete the Practical Training.

10. **Notices.** All notices, requests, and other communications required to be given under this Agreement shall be in writing and shall be deemed effectively given when delivered in person or sent by registered or certified mail, return receipt requested, to the following addresses:

    Hospital:
    Reading Hospital
    PO Box 16052
    Reading, PA 19612
    Attn: Desha Dickson, Vice President, Community Wellness

School:
Governor Mifflin School District
10 South Waverly Street
Shillington, PA 19607
Attn: Dr. Lisa Hess, Superintendent

11. **Successors and Assigns**. This Agreement shall be binding on the parties and their respective successors and assigns. Neither party shall assign this Agreement without the prior written consent of the other party; provided, however, that Hospital may assign this Agreement, in whole or in part to any affiliated organization or to any organization that is the successor in interest to substantially all of the assets of Hospital through acquisition, sale, merger, transfer, consolidation or otherwise a successor in interest.

12. **Entire Agreement**. This Agreement, and the Exhibits attached hereto, constitutes the entire understanding and agreement of the parties regarding the subject matter hereof and supersedes and replaces all prior understandings or agreements of the parties, whether oral or written, with respect to the subject matter hereof.

13. **Amendment**. No amendment, modification, or alteration of the terms of this Agreement shall be binding unless the same be in writing and duly executed by the parties hereto; provided, however, that the parties may revise the list of Programs on Exhibit A from time to time by mutual agreement, without execution of a formal written amendment.

14. **Governing Law**. This Agreement shall be subject to and construed in accordance with the laws of the Commonwealth of Pennsylvania. Sole and exclusive jurisdiction for any claim or suit arising from or under this Agreement shall be in the Court of Common Pleas for Berks County, Pennsylvania, and in no other forum.

15. **Non-Discrimination.** The parties agree not to unlawfully discriminate against any Student on the basis of race, creed, color, sex, religion, age, disability, veteran's status, national origin, or any other basis prohibited by law.

IN WITNESS WHEREOF, the parties hereto have signed this agreement on the day and year written below.

READING HOSPITAL

By: _____
Desha Dickson
Vice President, Community Wellness

GOVERNOR MIFFLIN SCHOOL DISTRICT

By: _____
Dr. Lisa Hess
Superintendent

EXHIBIT A

INTERN JOB DESCRIPTION

Job duties and responsibilities for each Student may include, but are not limited to the following:

- Performing clerical duties including copying, filing, answering phones, data collection and entry
- Serving as an ambassador for patients and their families
- Supporting department functions and assisting with special projects
- Working collaboratively with team members to ensure patient satisfaction at all levels of engagement, as necessary
- Applying academic knowledge to daily activities
- Participating in scheduled monthly workshops
- Observing health professionals and inquiring whenever possible about education and career paths, job duties, and responsibilities
- Performing additional job-related duties and responsibilities as requested

EXHIBIT B

READING HOSPITAL
STATEMENT OF CONFIDENTIALITY AND CONSENT

As consideration for allowing me to participate in the Pathways High School Internship Program at Reading Hospital, I acknowledge that I:

- Understand that my role as a participant is contingent upon compliance with all policies and rules of the Hospital.
- Recognize that, during my participation, I may become aware of private and confidential patient information through verbal, written, or electronic venues.
- Understand that I am required by law to keep this protected health information confidential.
- Agree to keep this information confidential and never to use or disclose it to others except as required for purposes of providing clinical care during Clinical Training and as permitted by the Health Insurance Portability and Accountability Act of 1996, as amended, and its implementing regulations set forth at 45 C.F.R. Parts 160 and 164, from time to time (collectively, "HIPAA").

I consent to substance abuse testing at the Hospital's expense as required by the Hospital while I am participating in the Program, and I understand that a failure of such test or refusal to comply with testing will result in termination of my participation in the Program.

Intending to be legally bound, I have reviewed this Statement and Consent and agree to abide by it.

_____
PRINT: Name of Student

_____ _____
Signature Date

_____ _____
Parent/Guardian Signature Date

4872-5758-2086, v. 1

8.3. **Wilson School District JROTC MOU**

Description: Requesting Approval for a Memorandum of Understanding with the Wilson School District, for qualified GM students to participate in their Junior Reserve Officers' Training Corps (JROTC) program during the 2026-2027 school year at no cost, as presented

MEMORANDUM OF AGREEMENT (CROSSTOWN)

BETWEEN WILSON SCHOOL DISTRICT (HOST) AND GOVERNOR MIFFLIN SCHOOL DISTRICT

I. PURPOSE AND SCOPE

The purpose of this agreement is to make the **Junior Reserve Officers' Training Corps (JROTC)** program available to qualified students of **Governor Mifflin School District** (hereinafter "Institution B") who desire to participate in the program hosted by the **Wilson School District** (hereinafter "Institution A"). The JROTC program is designed to instill the values of citizenship, service to the United States, personal responsibility, and a sense of accomplishment.

II. RESPONSIBILITIES OF THE HOST DISTRICT (INSTITUTION A)

As the host of the Junior Army ROTC unit established under 10 U.S.C. § 2031, Wilson School District agrees to:

1. **Instruction:** Provide Army JROTC instruction to qualified and selected applicants from Institution B on the campus of Wilson High School.
2. **Personnel:** Employ and provide certified instructors authorized and approved by the Army to administer the program. These instructors are responsible to both the Military Service and the School District.
3. **Materials and Uniforms:** Provide necessary uniforms and accessories to all enrolled members of the JROTC unit.
4. **Facilities:** Furnish adequate classrooms, administrative offices, storage areas for government property, and drill areas.
5. **Academic Credit:** Prescribe a course of military instruction of not less than three academic years' duration and provide appropriate academic credit toward graduation.

III. RESPONSIBILITIES OF THE SENDING DISTRICT (INSTITUTION B)

The governing authorities of the sending district agree to:

1. **Transportation:** Ensure and provide all necessary transportation for students from Institution B to the campus of Wilson High School to attend JROTC instruction and activities.
2. **Student Requirements:** Ensure that only students who voluntarily choose to meet and maintain acceptable JROTC standards (academic and conduct) are enrolled.
3. **Information Sharing:** Provide necessary student data to the host district to ensure compliance with enrollment requirements (minimum of 100 students or 10% of the student population).
4. **Academic Credit:** Accept and apply academic credit earned by Institution B students in the JROTC program toward graduation requirements, consistent with Institution B's policies.

IV. OPERATIONAL UNDERSTANDINGS

1. **Nondiscrimination:** Neither party shall discriminate on the basis of race, religion, color, sex, national origin, or disability in the administration of the program.
2. **Health and Wellness:** Institution B students must submit a medical release and parent/guardian acknowledgment of risks associated with physical activity before participating.
3. **Insurance and Liability:** Each party shall maintain insurance coverage appropriate for its obligations under this MOA, including general liability coverage and any coverage required for employees, students, facilities, transportation, and school-sponsored activities. Institution A shall ensure instructors and cadets are provided liability insurance to the same extent as other teachers and students in school-sponsored activities, and Institution B shall maintain coverage for its students and personnel to the extent they participate in transportation or program-related activities under Institution B's supervision.
4. **Reporting Misconduct:** All parties must adhere to mandatory reporting requirements regarding child abuse, neglect, and sexual harassment.
5. **Student Discipline and Conduct:** While on Institution A's campus or participating in JROTC instruction or activities, Institution B students shall comply with Institution A's student code of conduct, school safety rules, and JROTC program standards. Institution A may take immediate reasonable action to preserve safety or remove a student from the program setting, but Institution B shall retain responsibility for any formal suspension, expulsion, manifestation determination, or other disciplinary process required under applicable law or Institution B policy.
6. **Data Privacy and Student Records:** Each party shall protect student education records and personally identifiable information in accordance with the Family Educational Rights and Privacy Act (FERPA), applicable Pennsylvania student records requirements, and all other applicable federal and state privacy laws. Student data shared under this MOA shall be used only to administer the JROTC program, confirm eligibility and attendance, award credit, and satisfy applicable program requirements, and shall not be redisclosed except as permitted by law or with required consent.
7. **Compliance with Law and JROTC Requirements:** The parties shall comply with all applicable federal and Pennsylvania laws, regulations, and policies governing public schools, student records, nondiscrimination, child abuse reporting, student discipline, health and safety, and JROTC program operations. This MOA is subject to applicable federal law and Military Service requirements governing JROTC programs, and the parties shall cooperate in good faith to amend this MOA if program requirements materially change.

V. TERMINATION AND MODIFICATION

1. **Term**: This MOA shall be effective as of August 24th, 2026 and shall remain in effect through the end of the 2026-2027 school year, unless earlier terminated in accordance with this MOA. The MOA may be renewed for successive school years only by written agreement of both parties approved before the start of the applicable school year.
2. **Termination:** This agreement may be terminated by either party by giving written notice (standardly **30 days to one year** depending on the specific Army service addendum).
   To minimize disruption to students, termination should take effect at the end of a semester or school year unless the parties agree otherwise or immediate termination is required for safety, legal compliance, loss of JROTC program authorization, or other material cause.
3. **Modification:** This MOA may only be modified by written agreement of both parties and signed by authorized representatives.
4. **Governing Law and Dispute Resolution:** This MOA shall be governed by and construed in accordance with the laws of the Commonwealth of Pennsylvania. The parties shall first attempt in good faith to resolve any dispute through discussions between their respective superintendents or designees before pursuing any other available remedy.

SIGNATURES

FOR WILSON SCHOOL DISTRICT (HOST)

_____

Dr. Dan Weber, Principal

Date: _____

FOR GOVERNOR MIFFLIN SCHOOL DISTRICT

_____

(Name/Title)

Date: _____

FOR THE MILITARY SERVICE

_____

Maj. Gerald New, JROTC Instructor

Date: _____

8.4. **Pre-K Counts 2026-2027 Flexible Instruction Plan**

Description: Requesting Approval of the GM Pre-K Counts Flexible Instruction Plan for 2026-2027, and submission of the required Emergency Instructional Time Template to the PA Office of Child Development & Early Learning, as presented

Pennsylvania Pre-K Counts and Head Start State Supplemental Program Emergency Instructional Time Template

PKC and HSSAP programs are expected to offer in-person instruction. PDE recognizes there may be a need for remote instruction in certain circumstances and have provided policies specific to each program regarding options for remote learning.

After the information below is completed the Flexible Instruction Plan (FIP) must be approved by the lead agency's governing board and the Preschool Program Specialist (PPS). The lead agency and partners must submit the "Emergency Instructional Time" template to the Office of Child Development and Early Learning (OCDEL) via email to RA-PAPreKCounts@pa.gov.

1. Program's School Year Calendar and Schedule(s)

August 24, 2026	**May 28, 2027**	**180 Days**

2. When using remote learning, describe how the program will ensure access for all students.

Remote Learning: Virtual

Assessing and Addressing Family Technology Needs

Students will be given iPads to take home and utilize on a FIP day, if virtual instruction will be used. Governor Mifflin will confirm that each family has internet access. Hot Spots will be provided for those families that need them.

Tracking Student Participation

Student participation will be tracked by the lead teacher.

Platforms

Google Classroom
Google Meet

Training in the Platforms for students, staff and families
Staff will review procedures and practices for Google Classroom, virtual learning devices, and virtual learning instructional methods throughout the school year. Virtual learning platforms will also be modeled for students and embedded throughout the year, during daily student instruction. In addition, if/when a switch to remote learning is necessary, Google Meets will be held with families to review the virtual learning plan, devices and platforms.

Delivery of Content
Content will be delivered via whole group, small group, and 1:1 Google Meets. In addition, Google Classroom will be utilized for communication, assignments, and asynchronous learning opportunities. Lead teachers will meet with children in whole group learning sessions. Lead and assistant teachers will provide small group instruction and 1:1 conferencing. Instruction will not exceed 30 minutes in length.

Student and Family Engagement
Students will have the opportunity to interact through live instruction during Google Meets. In addition, recordings will be provided for when students/families aren't available during Google Meet times. "At Home Learning Bags" will be created and distributed. Each bag will contain items such as manipulatives, writing tools, paper, and other materials necessary for the completion of instructional activities.

Documenting and Assessing Student Learning
Student learning will be recorded through teacher documentation and anecdotal notes during Google Meets and through activities completed in Google Classroom.

Remote Learning: Non-Virtual
"At Home Learning Bags" will be created and distributed. Each bag will contain items such as manipulatives, writing tools, paper, and other materials necessary for the completion of instructional activities. Families will receive training/information in the form of written directions, as well as informational posts on Class Dojo. Instructional activities will not exceed 30 minutes. Teachers will clearly communicate directions, expectations and the time of the required "office hours" should families need support. Student attendance and participation will be tracked through photographs of completed activities each day. Activity completion timelines/deadlines will be fully explained to families and accommodations will be made for families that need them due to work schedules and/or emergencies as outlined in the family handbook.

Implementing the FIP Plan
Governor Mifflin's FIP Plan may be used for inclement weather closings, Act 80/In-Service Days, emergency-related classroom or building closures such as unsafe building conditions and/or COVID-19 community conditions that require the need to quarantine or the need to clean the classroom or building. The Pre-K Coordinator will notify the Program Specialist within 24 hours of FIP Plan implementation.

3. The program administrator affirms the following:

■ The program's Flexible Instruction Plan (FIP) has been submitted and approved by the Preschool Program Specialist.

■ The proposed school year calendar meets the program requirements for PKC and/or HSSAP.

■ A clearly defined system for tracking attendance and instructional time will be implemented to ensure student engagement in remote instruction.

Name of Program: Governor Mifflin Pennsylvania Pre-K Counts program

Program Type: XPKC ☐ HSSAP

Signature of Administrator: Kristen L. Gerhard

Date Approved by Governing Board or Administrative Body/Person: 09/02/2026

Please scan and submit this entire signed document to RA-PAPreKCounts@pa.gov and copy your Preschool Program Specialist. Questions can also be submitted this e-mail address.

Pre-K Counts will follow the Governor Mifflin School District Calendar with the exception of dates marked with "PK" or "FIP" Pre-K students will receive full-day, in-person instruction on the dates denoted with "PK" and flexible, remote learning on days marked "FIP" unless otherwise communicated by our Pre-K Counts Coordinator, Mrs. Kristen Gerhard.

JULY 2026

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST 2026

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER 2026

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER 2026

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9 PK	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28 ★	29	30 PK	31

NOVEMBER 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18 ◆	19	20	21
22	23 PK	24 PK	25	26	27	28
29	30					

DECEMBER 2026

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21 FIP	22 FIP	23	24	25	26
27	28	29	30	31		

JANUARY 2027

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15 ★	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY 2027

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH 2027

S	M	T	W	T	F	S
	1	2 ◆	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23 ★	24 FIP	25 FIP	26	27
28	29	30 FIP	31			

APRIL 2027

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY 2027

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28 ◆★ PK	29
30	31					

JUNE 2027

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

GOVERNOR MIFFLIN SCHOOL DISTRICT

2026-2027 School Calendar

July 2026

- Holiday - Independence Day 7/4

August 2026

- New Teacher Orientation 8/11-8/14
- In-Service Day 8/19-8/20
- First Day for Teachers 8/19
- First Day For Students 8/24

September 2026

- In-Service Day 9/4
- Holiday - Labor Day 9/7

October 2026

- In-Service Day - PM Half Day for Students 10/9
- In-Service Day 10/12
- ★ End of Quarter 1 ..... 10/28
- In-Service Day - PM Half Day for Students 10/30

November 2026

- ◆ End of Trimester 1 ..... 11/18
- In-Service Day 11/23-11/25
- Parent-Teacher Conferences 11/23-11/24
- Holiday - Thanksgiving 11/26-11/30

December 2026

- In-Service Day 12/21-12/23
- Holiday - Winter Break 12/24-12/31

January 2027

- Holiday - New Years Day 1/1
- ★ End of Quarter 2 ..... 1/15
- Holiday - MLK Jr. Day 1/18

February 2027

- In-Service Day 2/12
- Holiday - Presidents Day 2/15

March 2027

- ◆ End of Trimester 2 ..... 3/2
- ★ End of Quarter 3 ..... 3/23
- In-Service Day 3/24-3/25
- Holiday - Good Friday 3/26
- Holiday - Easter Monday 3/29
- In-Service Day 3/30

May 2027

- In-Service Day - PM Half Day for Students 5/28
- Last Day K-11 (tentative) 5/28
- Graduation 5/28
- ★ End of Quarter 4 ..... 5/28
- ◆ End of Trimester 3 ..... 5/28
- Holiday - Memorial Day 5/31

June 2027

- In-Service Day 6/1

PLEASE NOTE: *Please note: This calendar is subject to change based upon forthcoming guidance from OCDEL. Families will be notified in writing if changes are made to the Pre-K Counts District Calendar 2026-2027.*

9. **Student Services**

9.1. **Settlement Agreement & Release**

Description: Requesting Approval of a Settlement Agreement & Release for Student #809653, as presented

9.2. **CCIU TEACH Program Placement 26-27**

Description: Requesting Approval for Student #821666 to be placed through the Chester County Intermediate Unit's TEACH program, Coatesville, PA, for special education/mental health services; tuition for the 2026-2027 school year is $60,000, as presented

10. **Athletic/Co-Curricular (Voting)**

10.1. **Security Care, Inc., Protection Services Agreement (V)**

Description: Requesting Approval for a Protection Services Agreement with Security Care, Inc., Blue Bell, PA, to provide unarmed security guards for 2026-2027 athletic events; Fall season schedule provided - Winter and Spring schedules to follow; rate is $29.50/hour per agent, as presented

PROTECTION SERVICES AGREEMENT

This PROTECTION SERVICES AGREEMENT (the "Agreement") is entered into this 17th day of August 2026, by and between **Governor Mifflin School District** ("Client") and **Security Care, Inc.**, trading as U.S. Security Care, a Pennsylvania corporation ("USSC").

BACKGROUND

USSC is engaged in the business of providing security consulting, executive protection and asset protection services (the "Services"). Client desires to retain USSC to provide Services to Client.

NOW, THEREFORE, in consideration of the mutual promises and conditions set forth herein, for other good and valuable consideration the receipt and sufficiency of which are hereby acknowledged, and intending to be legally bound hereby, Client and USSC hereby agree as follows:

1. SERVICES: In accordance with and subject to the terms set forth herein, USSC will provide Services to Client from time to time, as more fully described in one (1) or more Statements of Work executed by the parties. Client shall pay for Services in accordance with the terms and conditions of each such Statement of Work. In no event shall Client or its employees be expected to provide services to Client other than the Services specified in a Statement of Work. Services to be provided for Client at any Client location in the State of New Jersey will be provided by U.S. Security Care of New Jersey, Inc., a New Jersey corporation, an affiliate of USSC.

2. PAYMENT: Client shall pay for all Services provided hereunder within thirty (30) days after receipt of a written invoice therefore. Client shall pay USSC one and one-half percent (1.5%) per month interest or such maximum amount as permitted by law, whichever is less, on any invoice not paid within thirty (30) days of invoice date. In the event that legal action is required to collect on any amounts that are past due under this Agreement, Client agrees to pay to USSC the costs and attorney fees incurred by USSC in such action.

3. TERM: The term of this Agreement shall begin on the date hereof and shall extend for a period of one (1) year, and thereafter will automatically renew itself each year. However, either party may terminate this Agreement at any time for any reason or for no reason by giving thirty (30) days' written notice to the other party. In addition, in the event either party violates any of the terms of this Agreement, this Agreement may be terminated by the other party immediately.

4. DISCLAIMER OF LIABILITY OR WARRANTY: USSC shall not be liable to Client or to any party claiming by, through or under Client for any damages, liability, claim, loss, or injury of any nature arising out of or caused in whole or in part by USSC's acts or omissions in the performance of this agreement, unless arising directly from USSC's gross negligence or willful misconduct. If, notwithstanding the foregoing, liability of any nature is imposed on USSC, then USSC's aggregate liability for any and all such claims, regardless of the cause of the loss or injury and regardless of the nature of the legal or equitable right claimed to have been violated, shall not exceed the fees actually paid by Client to USSC to which a given claim relates, as liquidated damages for such claim. USSC

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shall not be liable for any indirect, incidental, consequential or punitive damages, however arising, incurred by Client, or by any party claiming by, through or under Client. USSC does not make and hereby does disclaim all warranties, express and implied, including, without limitation, the merchantability or fitness for a particular purpose of any work performed hereunder.

5. INDEMNIFICATION: Client shall protect, indemnify, defend and hold harmless USSC from and against any and all costs, claims, demands, damages, losses and liabilities (including reasonable attorneys' fees and costs) arising from or in any way related to Client's use of the Services, unless arising solely out of USSC'S gross negligence or willful misconduct.

6. SURVIVAL OF TERMINATION: All provisions of this Agreement regarding disclaimer of liability and warranty, indemnification, or payment for Services shall survive any termination of this Agreement.

7. CONFIDENTIALITY: At all times after the date hereof, neither party shall, except with the express prior written consent of the other party, directly or indirectly, communicate, disclose, divulge or use for its own benefit or the benefit of any other person or entity, any confidential or proprietary knowledge or information of or about this Agreement or of or about the other party acquired prior to or during the term of this Agreement. For this purpose, confidential and/or proprietary information refers to any information that is not readily available to the public.

8. ASSIGNMENT: Neither party shall assign its rights or obligations hereunder without the prior written consent of the other party, which shall not be unreasonably withheld.

9. LAW GOVERNING AGREEMENT: This Agreement shall be governed by the laws of the Commonwealth of Pennsylvania, and all disputes requiring adjudication shall be adjudicated by the Court of Common Pleas of Montgomery County, Pennsylvania, or the United States District Court for the Eastern District of Pennsylvania, as applicable.

10. NO THIRD-PARTY BENEFICIARIES: This Agreement is entered into exclusively by and for the benefit of Client and USSC and does not create any rights for the benefit of third parties.

11. NONSOLICITATION: Client acknowledges that USSC has spent considerable time and expense in recruiting and training its employees and agrees that it will not employ, as a security professional or in any related capacity, directly or indirectly, including employment through a successor security contractor, any person who has been employed by USSC and assigned to Client's location for a period of one hundred and eighty (180) days following the last date of that person's employment with USSC. In the event of a breach of this provision by Client, Client shall pay USSC the sum of Five Thousand Dollars ($5,000.00) as liquidated damages, together with all legal fees, costs and disbursements arising from the breach of this provision.

12. ENTIRE AGREEMENT: This Agreement constitutes the entire Agreement between Client and USSC with respect to the subject matter hereof and shall not be amended or modified except in writing duly executed by both parties.

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13. SEVERABILITY: If any provision of this Agreement is determined at law to be unenforceable for any reason, such provision shall be reformed only to the minimum extent required to allow it to be so enforceable, and such provision shall not affect the enforceability of the remaining provisions hereunder.

14. REPRESENTATION: Each of the undersigned, on behalf of the respective parties hereto, represents and warrants that he or she is duly authorized to execute this Agreement, understands and acknowledges that the terms and conditions including the disclaimers of liability and warranty, indemnification, and limitations on use of information provided hereunder constitute a material part of this Agreement in consideration for which Services hereunder are rendered, and that the other party may rely upon all of the terms and conditions in entering this Agreement.

15. INSURANCE: USSC shall maintain and keep in full force and effect during the course of USSC's performance under this Agreement the following insurance: commercial general liability insurance with a limit of not less than $1,000,000 per each occurrence; umbrella coverage with a limit of not less than $3,000,000, including terrorism coverage; employers' liability insurance with a limit of not less than $500,000 per accident; and workers compensation insurance as required by law.

IN WITNESS WHEREOF, the parties have executed this Agreement the day and year first above written.

For: Security Care, Inc.

By: _____ _____

John Guiseppe, Athletic Director Nancy A. Wolfson, President

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STATEMENT OF WORK
SECURITY OPERATIONS

THIS STATEMENT OF WORK IS EXECUTED IN ACCORDANCE WITH AND IS AT ALL TIMES SUBJECT TO THE TERMS AND CONDITIONS SET FORTH IN THE CONSULTATORY AND EXECUTIVE PROTECTION SERVICES AGREEMENT BY AND BETWEEN SECURITY CARE, INC., TRADING AS U.S. SECURITY CARE ("USSC") AND CLIENT.

General Information

1. ***Billing information as follows***:
   Governor Mifflin School District
   10 South Waverly Street
   Shillington, PA 19607
   John Guiseppe, Athletic Director
   Tel: (610) 775-1461
   Email: john.guiseppe@gmsd.org

2. Conduct security operations at Governor Mifflin Stadium ("GM Stadium"), S Brobst St, Reading, PA 19607 or Governor Mifflin Athletic & Community Center (GMACC), 50 S Waverly Street, Shillington, PA 19607 utilizing one (1) to five (5) unarmed security personnel for event security for the Governor Mifflin School District.

3. Billable security operations shall be conducted as set forth on the following schedule:

Friday September 18, 2026	Boys Varsity Football GM Stadium	5:15pm – 9:15pm (1715 – 2115)	6 UAP
Monday September 21, 2026	Boys Varsity Soccer GM Stadium	6:15pm – 10:15pm (1815 – 2215)	2 UAP
Tuesday September 22, 2026	Girls Varsity Soccer GM Stadium	6:15pm – 10:15pm (1815 – 2215)	1 UAP
Thursday September 24, 2026	Girls Varsity Field Hockey GM Stadium	6:00pm – 10:00pm (1800 – 2200)	1 UAP
Thursday September 24, 2026	Girls Varsity Volleyball GMACC	6:00pm – 10:00pm (1800 – 2200)	1 UAP
Saturday September 26, 2026	Boys Varsity Soccer GM Stadium	6:15pm – 10:15pm (1815 – 2215)	1 UAP
Monday September 28, 2026	Girls Varsity Volleyball GMACC	6:00pm – 10:00pm (1800 – 2200)	1 UAP
Tuesday September 29, 2026	Girls Varsity Soccer GM Stadium	6:15pm – 10:15pm (1815 – 2215)	1 UAP

October

Date	Sport & Location	Times	Agent
Thursday October 1, 2026	Girls Varsity Soccer GM Stadium	6:15pm – 10:15pm (1815 – 2215)	1 UAP
Thursday October 1, 2026	Girls Varsity Volleyball GMACC	6:00pm – 10:00pm (1800 – 2200)	1 UAP
Monday October 5, 2026	Boys Varsity Soccer GM Stadium	6:15pm – 10:15pm (1815 – 2215)	2 UAP
Monday October 5, 2026	Girls Varsity Volleyball GMACC	6:00pm – 10:00pm (1800 – 2200)	1 UAP
Tuesday October 6, 2026	Girls Varsity Field Hockey GM Stadium	6:00pm – 10:00pm (1800 – 2200)	1 UAP
Thursday October 8, 2026	Girls Varsity Volleyball GMACC	6:00pm – 10:00pm (1800 – 2200)	1 UAP
Friday October 9, 2026	Boys Varsity Football GM Stadium	5:15pm – 9:15pm (1715 – 2115)	6 UAP
Monday October 12, 2026	Boys Varsity Soccer GM Stadium	6:15pm – 10:15pm (1815 – 2215)	1 UAP
Monday October 12, 2026	Girls Varsity Volleyball GMACC	6:00pm – 10:00pm (1800 – 2200)	1 UAP
Tuesday October 13, 2026	Girls Varsity Soccer GM Stadium	6:15pm – 10:15pm (1815 – 2215)	1 UAP
Tuesday October 13, 2026	Girls Varsity Field Hockey Multi-Purpose Field	6:00pm – 10:00pm (1800 – 2200)	1 UAP
Wednesday October 14, 2026	Boys Varsity Soccer GM Stadium	6:15pm – 10:15pm (1815 – 2215)	2 UAP
Friday October 16, 2026	Boys Varsity Football GM Stadium	5:15pm – 9:15pm (1715 – 2115)	6 UAP

Notes:

- Agent attire is USSC issued polo and khakis.
- Agents will be positioned as per the attached map.
- Radios will be provided by Governor Mifflin School District.
- Unarmed asset protection agents (UAP) and/or Armed asset protection agent do not need to be Act 67 School trained per Athletic Director, John Guiseppe, because the agents will have “incidental contact” with the students.
- Agents will follow post orders created by a USSC Operations Manager and John Guiseppe, Athletic Director.
- Agent(s) will report to John Guiseppe or other point of contact upon arrival.
- Any changes must be in writing, via email, to opsadmin@usscinc.com and CarrollM@usscinc.com.

4. Security operations may extend beyond normal operating hours if warranted by police involvement due to incident or apprehension.

Deliverable(s)

Client will be informed verbally or in writing in the event of an incident that involves the police, fire or EMS.

Performance Period

All work is to begin on the date specified by the Client. Security operations are to be performed within the abovementioned time period, unless extended at the Client’s request. This Statement of Work is valid upon Security Care, Inc. receiving a signed original of the Consultatory and Executive Protection Services Agreement.

Billable Rates and Payment Terms

1. Unarmed asset protection agents are billed at a rate of $ 29.50 per hour, per agent. Based on the dates provided, the estimated amount of the contract is $4,602.00 for unarmed personnel.

2. Armed asset protection agent is billed at a rate of $49.00 per hour, per agent.

3. If a guard works on any of the following Holiday’s the rate is double ($59.00 and/or $98). New Year’s Eve, New Year’s Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, Christmas Eve, and Christmas Day.

4. There is a four-hour minimum.

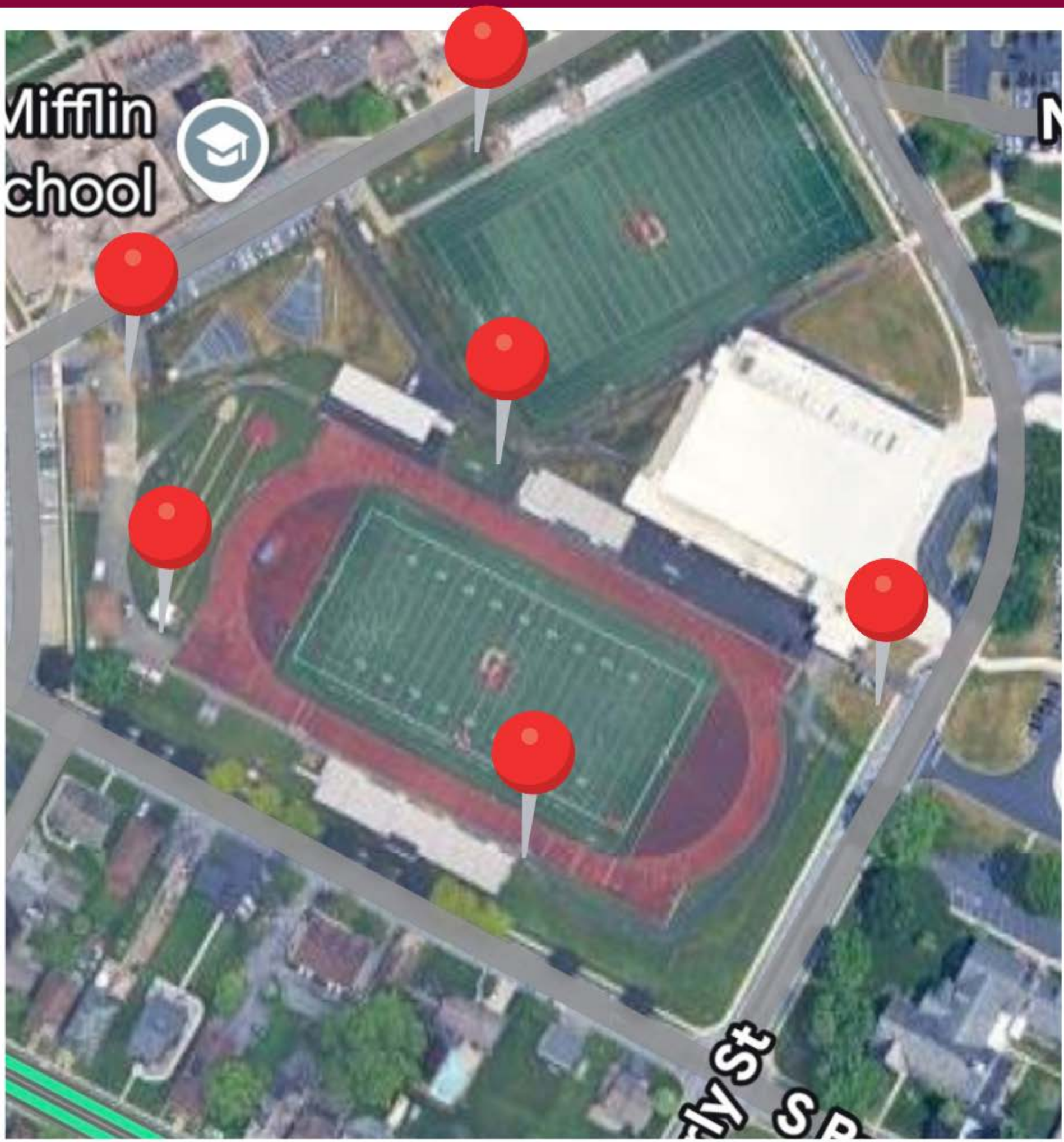
5. Payment for services is due 30 days after the date of invoicing.

Conditions

Above prices are valid for 30 days from the date of execution of this Statement of Work. USSC reserves the right to negotiate additional fees for services rendered above and beyond those enumerated herein. All material utilized above during the performance of the services set forth herein and any travel, lodging and meals will be billed as pass through expenses.

If these terms are acceptable to you, please execute both copies of this Statement of Work and return one to Security Care Inc., 960B Harvest Drive, Suite 130, Blue Bell, PA 19422. Fax: 866-282-8772 Voice: (215) 542-7789.

Security Care, Inc.	**Governor Mifflin School District**
Nancy A. Wolfson, President	John Guiseppe, Athletic Director
Date:	Date:



Security Guard Locations

GMACC Gate, Middle School Gate, Back gate, Ed Center Parking lot, Student Section and Concession Stand.

10.2. **MOTION TO APPROVE all Athletic/Co-Curricular Agenda Items**
Description: Requesting Approval for all Athletic/Co-Curricular Agenda Items, as presented

11. Operations

11.1. **GMIS Gym Floor Repairs**
Description: Requesting Approval for repairs to the GMIS Gym floor due to a water leak in February, 2026; insurance claim accepted by Utica in the amount of $92,360; Utica to cover cost, less depreciation, in the amount of $82,645; GMSD to fund balance of $9,715 through the Operating Budget, as presented

Utica National Insurance Group

P.O. Box 6610
Utica NY 13504-6610

Insured:	GOVERNOR MIFFLIN SCHOOL DISTRICT	E-mail:	claimcentral@willis.com
Property:	600 GOVERNOR DRIVE SHILLINGTON, PA 19607		
Home:	10 S WAVERLY STREET SHILLINGTON, PA 19607		
Business:	600 GOVERNOR DRIVE SHILLINGTON, PA 19607		

Claim Rep.:	Evalena Pakuris	Home:	PO BOX 6610 Utica, NY 13504-6610
		Business:	(315) 266-4021
		Other:	(888) 538-2018
		E-mail:	Evalena.Pakuris@uticanational.com

Estimator:	Heather Shive	Business:	(610) 952-6485
Company:	RGA Claims Management	E-mail:	hshive@rgacm.com
Business:	200 Barr Harbor Drive, Suite 400 W. Conshohocken, PA 19428		

Claim Number: 0020074801 **Policy Number:** 4665554 **Type of Loss:** WATER

Date Contacted:	7/16/2026 11:14 AM		
Date of Loss:	1/28/2026 12:01 AM	Date Received:	7/14/2026 7:54 AM
Date Inspected:	7/22/2026 10:00 AM	Date Entered:	7/16/2026 10:17 AM

Price List:	PARE8X_JUL26 Restoration/Service/Remodel
Estimate:	GOVERNOR_MIFFLIN_S-1

Utica National Insurance Group

P.O. Box 6610
Utica NY 13504-6610

“Enclosed is our estimate of repairs to your property following our inspection. This estimate represents our current evaluation of the damages to your insured property and may be revised as we continue to evaluate your claim.

This estimate does not express or imply coverage for this loss. Your carrier will review the terms, conditions, and limits of your insurance policy and all information submitted during our evaluation to determine whether coverage is provided. Your carrier will make all coverage decisions on your loss, including, but not limited to, coverage, scope, damages, and any settlement offered. No coverage is provided by this estimate.

All estimates are subject to review and approval by your insurance company. We do not have authority to authorize any work or guarantee any payments for repairs made to an insured risk. If you choose to hire a contractor, please provide this estimate to them. All unit costs in this estimate are based on current local prices based on the date the loss occurred. If there are any differences between our estimate and your contractor's estimate, please provide us with that estimate before repairs are started so that we can review it for accuracy and completeness and so that we can try to resolve any differences in the estimates before work begins. Pending approval of this estimate, neither the insurer nor its representatives assume responsibility for the sufficiency or quality of repairs made. You have a right to reject (and appeal) the estimate and request an appraisal.

In the event additional damages are discovered after our inspection or during the course of repair, please make sure to document them accordingly and contact us immediately, as a reinspection may be required to verify that the damages are related to the loss. If we are not notified or provided this opportunity for reinspection before repairs are completed, payment by the insurer for the additional damages may be withheld and subject to review and approval by the insurer of any documentation provided.

Any person who knowingly and with intent to defraud any insurance company or other person files an application for insurance or statement of claim containing any materially false information or conceals for the purpose of misleading, information concerning any fact material thereto commits a fraudulent insurance act, which is a crime and subjects such person to criminal and civil penalties.”

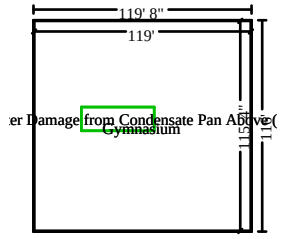
Please be sure to send all email communications to Homeofficeclaimsmailbox@uticanational.com.

Utica National Insurance Group

P.O. Box 6610
Utica NY 13504-6610

GOVERNOR_MIFFLIN_S-1

Main Level



Gymnasium **Height: 8'**

3749.33	SF Walls	13724.67	SF Ceiling
17474.00	SF Walls & Ceiling	13724.67	SF Floor
1524.96	SY Flooring	468.67	LF Floor Perimeter
468.67	LF Ceil. Perimeter		

DESCRIPTION	QUANTITY	UNIT PRICE	TAX	RCV	DEPREC.	ACV
1. Floor Covering - Wood (Bid Item) Miller Sports - Repair Proposal Gym Floor - 7/6/26	1.00 EA	92,360.00	0.00	92,360.00	(9,715.00)	82,645.00
Totals: Gymnasium			**0.00**	**92,360.00**	**9,715.00**	**82,645.00**
Total: Main Level			**0.00**	**92,360.00**	**9,715.00**	**82,645.00**
Line Item Totals: GOVERNOR_MIFFLIN_S-1			**0.00**	**92,360.00**	**9,715.00**	**82,645.00**

Grand Total Areas:

3,749.33	SF Walls	13,724.67	SF Ceiling	17,474.00	SF Walls and Ceiling
13,724.67	SF Floor	1,524.96	SY Flooring	468.67	LF Floor Perimeter
0.00	SF Long Wall	0.00	SF Short Wall	468.67	LF Ceil. Perimeter
13,724.67	Floor Area	13,881.33	Total Area	3,749.33	Interior Wall Area
4,242.00	Exterior Wall Area	471.33	Exterior Perimeter of Walls		
0.00	Surface Area	0.00	Number of Squares	0.00	Total Perimeter Length
0.00	Total Ridge Length	0.00	Total Hip Length		

Utica National Insurance Group

P.O. Box 6610
Utica NY 13504-6610

Summary for Blanket Building & BPP

Line Item Total	92,360.00
Replacement Cost Value	**$92,360.00**
Less Depreciation	(9,715.00)
Actual Cash Value	**$82,645.00**
Net Claim	**$82,645.00**
Total Recoverable Depreciation	9,715.00
Net Claim if Depreciation is Recovered	**$92,360.00**

Heather Shive

Recap of Taxes

Utica National Insurance Group

P.O. Box 6610
Utica NY 13504-6610

Recap by Room

Estimate: GOVERNOR_MIFFLIN_S-1

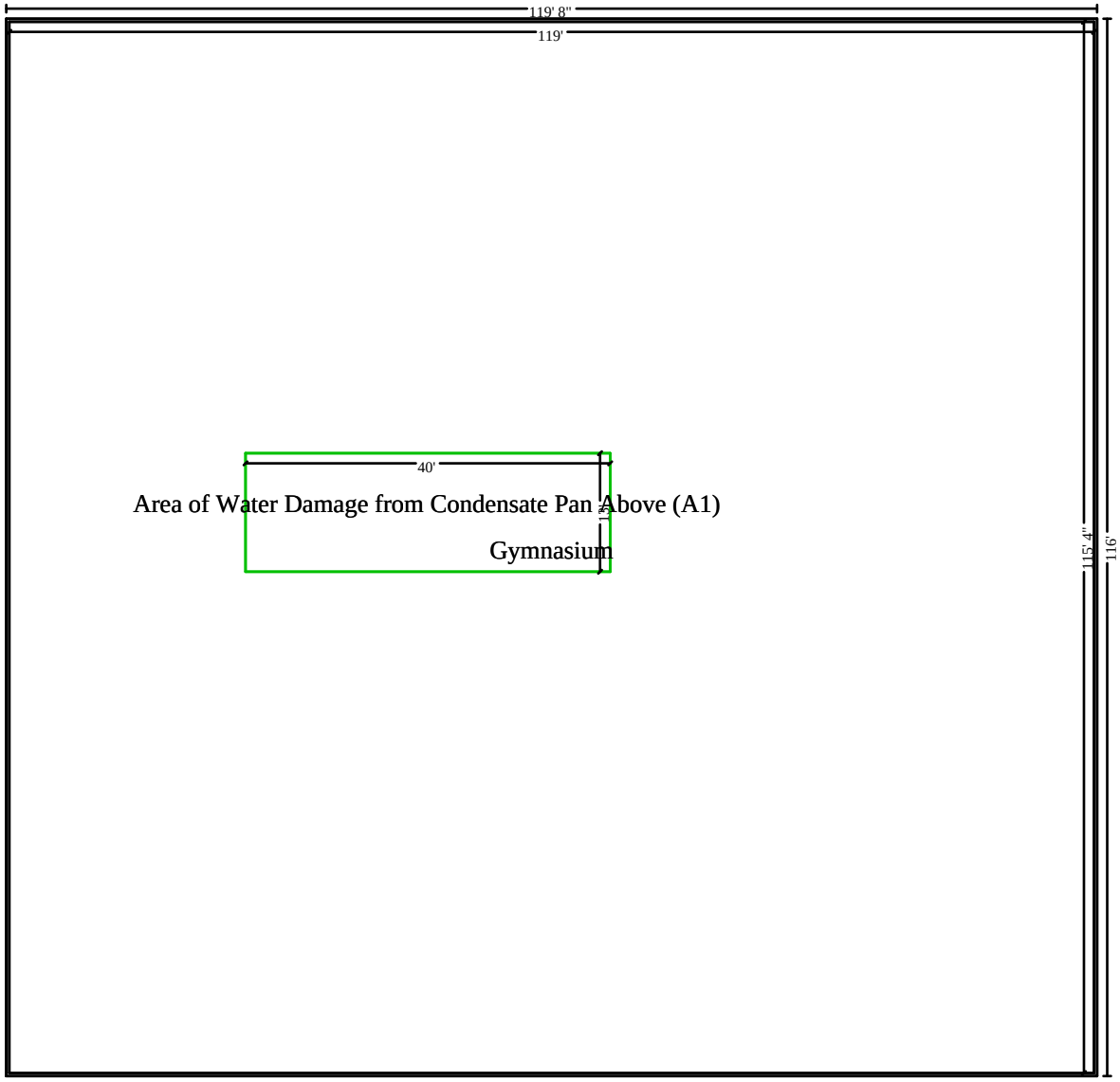
Area: Main Level		
Gymnasium	**92,360.00**	**100.00%**
Area Subtotal: Main Level	**92,360.00**	**100.00%**
Subtotal of Areas	**92,360.00**	**100.00%**
Total	**92,360.00**	**100.00%**

Utica National Insurance Group

P.O. Box 6610
Utica NY 13504-6610

Recap by Category with Depreciation

Items	RCV	Deprec.	ACV
FLOOR COVERING - WOOD	**92,360.00**	**9,715.00**	**82,645.00**
Subtotal	**92,360.00**	**9,715.00**	**82,645.00**


119' 8"
119'
40'
Area of Water Damage from Condensate Pan Above (A1)
Gymnasium
115' 4"
116'

Main Level

MILLER SPORTS
BUILD | PERFORM | WIN

REPORT-PROPOSAL

SPORTS CONSTRUCTION DIVISION
Athletic Surfaces & Equipment

TO: **TIM ZIEGLER- GOVERNOR MIFFLIN S.D.** FROM: **BILL MILLER**

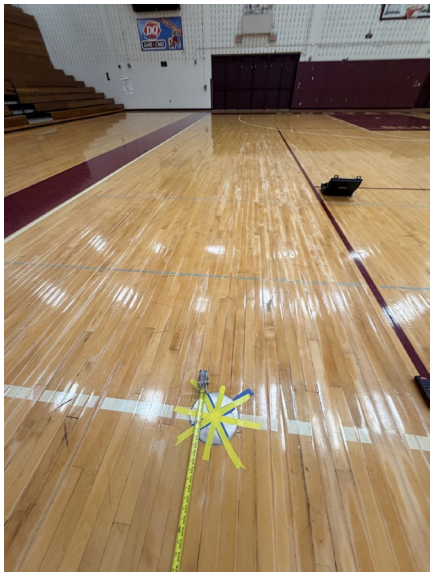
JOB: **GOVERNOR MIFFLIN INTERMEDIATE- GYM DAMAGE** DATE: **JULY 6, 2026**

Tim: I have prepared a Report Proposal for the water damaged gym floor at the Governor Mifflin Intermediate School located at 600 Governor Drive, Shillington, PA in the Governor Mifflin School District. Miller Sports Construction (Miller/MSC) proposes to supply all materials, labor, and equipment necessary to complete the work as specified.

COSTARS Contract Pricing: The following pricing is based on the PA Cooperative Purchasing Platform - Costars. Costars is a Pennsylvania state approved joint purchasing contract. Miller Flooring Company, West Chester, PA is authorized under Costars contract number 014-E23-327 (Recreation/Fitness)

INSPECTION

I inspected the (12,596 sf) gymnasium floor with you (Tim Ziegler) on Tuesday June 30, 2026, at 2:30 PM. I inspected the floor in response to a request to evaluate the gym floor after being exposed to moisture. Upon my arrival I found the floor both cupped and crowned with elevated moisture readings in an area approximately 1,215 square feet in size. It was explained the floor took on moisture due to a plumbing leak above the gym floor. It was confirmed the plumbing has since been repaired and it has not leaked since. The floor sustained moisture exposure which caused considerable cupping. As the floor was drying the district sanded the high edges of the cupped board edges smooth and applied and polyurethane coating. This was to make the floor safe to get through the school year.





MOISTURE READINGS: I took moisture readings with a Delmhorst RDM2 Moisture Meter and found the damaged area with readings up to 14%. Dry readings outside the damage read between 7.4% to 8.2%. Standard reading in maple flooring during the month of July in the Mid Atlantic States of the US should range between 7.5% and 8.5% moisture content.

RECOMMENDATION: I feel the district did what was necessary to keep the kids safe until they could shut down the gym. The floor is almost dry with some residual moisture trapped between the layers of maple and the sub floor. The cupped areas which were sanded have now crowned since the maple has dried. I have prepared two options for repair.

> ***Option 1- Repair and Refinish***. Repair 1,215 square feet of damaged flooring to remove the residual moisture and replace the sanded maple. Once repaired the floor will then be fully sanded to restore to its predamaged condition.
>
> ***Option 2***- **Replacement**. Remove and replace the floor completely. This is the only way the floor will perform to level prior to the water damage. Most often when floors are exposed to this level of moisture it can often loosen fasteners and cause inconsistent play.

OPTION 1: REPAIR, SAND, & REFINISH:

Remove the wet maple flooring approximately 1,215 square feet. Place materials in the school dumpster. Replace the damaged flooring with new maple and sub floor as needed using a staggered method of repair. Once repaired, sand the entire floor down to bare wood to remove residual cupping and to guarantee consistent coloration. Apply a five (5) coat Bona Super Sport finish system and the game lines and graphics repainted to match the existing. Reinstall base and floor plates where affected to complete the process.

Repair Work:	$38,860.00
Sand & Refinish:	$53,500.00
TOTAL:	**$92,360.00**

OPTION 2: REPLACE GYM FLOOR:

Remove the base, thresholds and floor plates and store for reinstallation. Move the bleachers during construction and reinstall once the floor has been replaced. Remove the entire floor and haul materials off site. Replace the floor system with a new floor to match the grade, species, and performance level. Install the entire floor system per manufacturer's recommendations. Sand and finish the floor to match the game lines, markings, and graphics. Apply a five (5) coat Bona Super Sport finish system. Reinstall the base, thresholds and floor plates

TOTAL…….$364,200.00

REPORT-PROPOSAL

SPORTS CONSTRUCTION DIVISION
Athletic Surfaces & Equipment

Schedule: Option 1- Repair Work will take approximately three (3) weeks and Option 2- Replacement approximately nine (9) weeks to complete.
Clarifications: The owner is responsible for; access for our vehicles and dumpsters, proper electric, or cost of a generator to run our equipment, use of restrooms, security of the space during construction, access to the building for extended hours / 7 days per week to keep on schedule if needed.
Exclusions: Mitigation work if needed, athletic equipment beyond what is specified, artwork or game lines beyond existing, sanding beneath the bleachers in option 1, bonds, permits & permit fees if needed, prevailing wage rates, and taxes.
Terms: 50% down payment to secure and release materials, 25% when materials arrive on site and 25% balance upon completion. Monthly billing if applicable. 1.5% late fees per month. Applicable charges for credit card payments.
Acceptance: The above terms, pricing, specifications, and conditions are satisfactory and hereby approved. Payments will be made as outlined above.

SERVICES TO BE CONTRACTED (Please select)

[X]	SCOPE OF WORK	PRICE
	Option 1 - Repair, Sand & Refinish	**$ 92,360.00**
	Option 2 – Replace Gym Floor	**$364,200.00**

Governor Mifflin School District

Signature: _____

Title: _____

Date: _____

Miller Sports Construction

Signature: Wm. H. Miller

Title: President

Date: July 6, 2026

To process this proposal/order please sign and email to carol@millerflooring.com. Please follow with a purchase order, as applicable.
Thank you for your consideration.

Project: Governor Mifflin Intermediate School - 600 Governor Drive, Shillington, PA 19607
Scope: Repair Athletic flooring options
Opportunity ID: 26-0879
Contact: Tim Ziegler | 484.995.8830 | timothy.ziegler@gmsd.org
Miller Contact: Bill Miller | 610.656.5173 | bill@millersports.com

11.2. **High School Change Order GC-PCO-99178**

Description: Requesting Ratification for High School Change Order GC-PCO-99178 - fabricate and install (3) 6"x3.5"x5/16" galvanized lintels to support the existing brick veneer at the High School Auxiliary Gym Locker Room area exterior openings; cost of $667.88 to be paid from the Construction Fund, as presented

Governor Mifflin School District Renovations

Job# 197-24

Potential Change Order Summary (Prime Contractor)

Date: 8/14/2026

PCO No.: 991778

PCO Description: Galvanized Lintels at HS Aux Gym

Prime Contractor	Prime RFCO Number	RFI / ASI Number	Date Received	Description		Proposed Amount
Baver	X-131		8/13/2026	Fabricate and deliver (3) 6" x 3 1/2" x 5/16" galvanized lintels to support the existing brick veneer at thre three new exterior doors in HS Area E. Lintels are not specified on the contract documents at these openings		$ 667.88
						$ -
						$ -
						$ -
						$ -
						$ -
						$ -
						$ -
						$ -
				Subtotal		$ 667.88

GRAND TOTAL $ 667.88

If approved, this change will add an additional 0.00 calendar days to the Contract Time.

☐ The Prime Contractors listed above have proceeded with the revised work as directed and therefore requests your prompt acceptance of this proposal. Please acknowledge your acceptance of this proposal by signing and returning a copy to us for our records.

☒ The Prime Contractors listed above have NOT proceeded with this work and will only proceed upon written approval of this proposal. Please acknowledge your acceptance of this proposal by signing and returning a copy to us for our records.

Submitted By: Benjamin Ross

Benjamin Ross, Sr. Project Manager

Owner: ✓ Approved ☐ Rejected

☐ Approved As Noted

Owner Name: Tim Ziegler
Chief Operating Officer GMSD

Owner Signature: Tim Ziegler 08-31-26

PROPOSAL NOTES/COMMENTS:

1. The Prime Contractors may request additional compensation, and/or a future time extension, which, in the future, may be justified as the result of this change order's unforeseeable cumulative effect with other change orders.
2. Please refer to any additional qualifications on the attached proposals / backup included from the respective Prime Contractors.

GORDON H BAVER, INC.
CONTRACTORS Since 1960

- General Contractors
- Facility Maintenance
- Construction Management
- Design/Build

CHANGE ORDER

To:	Governor Mifflin School District 10 South Waverly Street Shillington, PA 19607	Date:	August 13, 2026
		C.O. #:	X-131
		Project:	Governor Mifflin HS & MS Renovations
		Job #:	2511
Email:	timothy.ziegler@gmsd.org	Cost Code:	X-131
		Related:	N/A

We hereby agree to make change(s) specified below:
To furnish all the labor, material, equipment and supervision necessary to fabricate and deliver three 6" x 3-1/2" x 5/16" galvanized lintels to support the existing brick veneer at the three new exterior doors in High School Area E (Aux Gym Locker Rooms). Note that lintels are not specified on the contract documents at these openings.

Project Manager for 1 Hour @ $124.00/Hour:	$	124.00
Zellner Invoice #8109:	$	493.70
Total	$	617.70
Contractor Fee	$	12.40
Subcontractor Fee	$	24.69
Bond	$	13.10
	$	667.88

The contract time will be changed by Zero (0) days.

This Change Order is valid for 30 Calendar Days from Date of Change Order.

Gordon H. Baver, Inc.	SCHRADERGROUP architecture llc	Governor Mifflin School District
August 13, 2026		
Date	Date	Date

ACCEPTED - The above process and specifications of this change order are satisfactory and are hereby accepted.
All work to be performed under the same terms and conditions as specified in original contract unless otherwise stipulated.

NOTE - This change order becomes part of and in conformance with the existing contract.

Invoice

Zellner Welding

2820 Lehigh Street
Whitehall, PA 18052

Date	Invoice #
7/30/2026	8109

DOORS @ AUX GYM OPENINGS

Bill To
GORDON H. BAVER, INC. 187 W. 8TH ST. PENNSBURG, PA 18073

Ship To

P.O. Number	Terms	Rep	Ship	Via	F.O.B.	Project
EXTRA	30 DAYS		7/30/2026			GOVERNOR MIFFLIN

Quantity	Item Code	Description	Price Each	Amount
1	Welding - in shop	6/24/2026 -- LABOR TO CUT, COLD GALV ENDS AND DELIVER TO SITE (3) 6 X 3 1/2 X 5/16 ANGLE @ 56"	110.00	110.00T
	JOB MATERIALS	MATERIALS	355.75	355.75T
		Sales Tax	6.00%	27.95

It's been a pleasure working with you!

Total $493.70

11.3. **Middle School/High School Change Order GC-PCO-99179**

Description: Requesting Ratification for Middle School/High School Change Order GC-PCO-99179 - re-work of the existing rough-in plumbing locations at Room 214 of the High School and re-work of the existing rain leader in the Middle School; cost of $3,138.64 to be paid from the Construction Fund, as presented

Governor Mifflin School District Renovations

Job# 197-24

Potential Change Order Summary (Prime Contractor)

Date: 8/17/2026

PCO No.: 99179

PCO Description: Rework rain leader in MS and Rough in HS 214

Prime Contractor	Prime RFCO Number	RFI / ASI Number	Date Received	Description		Proposed Amount
MYCO	P-09		8/17/2026	Changing rough-in in HS 214 and rework existing		$ 3,138.64
				rain leaders in MS		
						$ -
						$ -
						$ -
						$ -
						$ -
						$ -
						$ -
						$ -
				Subtotal		$ 3,138.64

GRAND TOTAL $ 3,138.64

If approved, this change will add an additional 1.00 calendar days to the Contract Time.

☐ The Prime Contractors listed above have proceeded with the revised work as directed and therefore requests your prompt acceptance of this proposal. Please acknowledge your acceptance of this proposal by signing and returning a copy to us for our records.

☒ The Prime Contractors listed above have NOT proceeded with this work and will only proceed upon written approval of this proposal. Please acknowledge your acceptance of this proposal by signing and returning a copy to us for our records.

Submitted By: Benjamin Ross

Benjamin Ross, Sr. Project Manager

Owner: ☐ Approved ☐ Rejected

☐ Approved As Noted

Owner Name: Owner Signature:

PROPOSAL NOTES/COMMENTS:

1. The Prime Contractors may request additional compensation, and/or a future time extension, which, in the future, may be justified as the result of this change order's unforeseeable cumulative effect with other change orders.
2. Please refer to any additional qualifications on the attached proposals / backup included from the respective Prime Contractors.

MYCO MECHANICAL

PROPOSED CHANGE ORDER REQUEST

Project:	Governor Mifflin HS/MS Plumbing
Description:	**Changing rough in in room 214 HS reworking existing rain leader MS**
PCO #:	**3**

COST BREAKDOWN

LABOR COST

Classification	Certified Payroll Base Rate *	Fringe Benefits (as defined by L&I) *	Total Hourly Rate	Hours		Total
Project Manager	$250.00		$250.00	2		$500.00
Superintendant	$60.28	$35.26	$95.54			$0.00
Foreman	$58.28	$35.26	$93.54	8		$748.32
Pipe Fitter			$0.00			$0.00
Sheet Metal			$0.00			$0.00
Plumber	$54.28	$35.26	$89.54	6		$537.24
Equipment Operator			$0.00			$0.00
Laborer			$0.00			$0.00
Truck Driver	$65.00		$65.00			$0.00
Service Technician			$0.00			$0.00
CAD Detailer	$200.00		$200.00			$0.00
			$0.00			$0.00
			$0.00			$0.00
			$0.00			$0.00
				Sub-Total		**$1,785.56**

On Base Labor Rate ONLY

Social Security @	6.20%	$110.70
Medicare @	1.45%	$25.89
Unemployment @	10.96%	$195.77
Workmans Compensation @	8.38%	$149.63
Public Liability Insurance @	5.01%	$89.46
	Sub-Total	**$571.45**
** Labor Markup	15.00%	$353.55
	TOTAL LABOR	**$2,710.56**

MATERIAL COST (attach material list if necessary, insert totals as shown)

Item	Quantity	Unit Cost	Sub Total	Tax	Total Cost
Pipe and fittings	1	$288.37	$288.37	6.00%	$305.67
			$0.00	6.00%	$0.00
			$0.00	6.00%	$0.00
			$0.00		$0.00
			Sub-Total		**$305.67**
** Material Markup	15.00%				$45.85
	MATERIAL TOTAL				**$351.52**

EQUIPMENT COST (equipment cost for owned equipment (depreciation, insurance, etc.) or documentation supporting lease of equipment)

Classification	Hour Rate	Hours		Total Cost
				$0.00
				$0.00
			Sub-Total	**$0.00**
** Equipment Markup	15.00%			$0.00
	EQUIPMENT TOTAL			**$0.00**

SUBCONTRACT COST (see attached cost breakdown sheet)

Classification	Hour Rate	Hours		Total Cost
			Sub-Total	**$0.00**
** Subcontract Markup	5.00%			$0.00
	SUBCONTRACT TOTAL			**$0.00**
	SUBTOTAL			**$3,062.09**
	Bond	2.50%		**76.55**
	TOTAL			**$3,138.64**

An additional __1____ day(s) will be required on contract time for this proposal.
Prices are subject to change if not accepted within 30 day(s).

Submitted By ***Kody Hall***	Date 8/14/26	Accepted By:	Date

Kody,
Heres the list for moving the rough-ins due to the casework being drawn incorrectly in HS 214:
8- 2” NHCI 90
8- ½” Propress 90
8- ½” Mega press 90

8 man hours

MIKE KREIDER
Foreperson
MYCO MECHANICAL

Kody,
Heres the list for moving the rainwater in MS second floor by science rooms 205,206:

6 Hours

2 – 4” NHCI 45
2 – 4” NHCI 90
1 – 10’ Length of 4” NHCI pipe
6 – 4” No hub bands
1 – 4” fernco coupling
1 – 4” hanger

MIKE KREIDER
Foreperson
MYCO MECHANICAL

FERGUSON

FEL-OAKS, PA #114
1116 LONGFORD ROAD
OAKS, PA 19456

Phone: 610-935-6660
Fax: 610-935-4609

Deliver To:
From: **Jesse Albeck**
jesse.albeck@ferguson.com
Comments:

FERGUSON ENTERPRISES LLC #501
Price Quotation
Phone: 610-935-6660
Fax: 610-935-4609

Bid No: B449399
Bid Date: 08/14/26
Quoted By: JJA

Cust Phone: 267-382-0267
Terms: 3% 10TH NET 25TH

Customer: MYCO MECHANICAL INC
1 N WASHINGTON STREET
TELFORD, PA 18969

Ship To: MYCO MECHANICAL INC
1 N WASHINGTON STREET
TELFORD, PA 18969

Cust PO#:

Job Name: SECOND FLOOR SCIENCE

Item	Description	Quantity	Net Price	UM	Total
TNH4P	4 NH CI 1/8 BEND	2	16.086	EA	32.17
TNH9P	4 NH CI 1/4 BEND	2	23.557	EA	47.11
TNHPP10	4X10 NH CI SOIL PIPE	10	1554.564	C	155.46
DNHCP	4 NH COUP	6	6.729	EA	40.37
F105644	4 CI PVC X 4 CI PVC COUP	1	8.071	EA	8.07
FNW7005Z0400	4 PLTD ADJ STD CLEVIS HGR	1	5.190	EA	5.19

Net Total:	$288.37
Tax:	$17.30
Freight:	$0.00
Total:	$305.67

Quoted prices are based upon receipt of the total quantity for immediate shipment (48 hours). SHIPMENTS BEYOND 48 HOURS SHALL BE AT THE PRICE IN EFFECT AT TIME OF SHIPMENT UNLESS NOTED OTHERWISE. QUOTES FOR PRODUCTS SHIPPED FOR RESALE ARE NOT FIRM UNLESS NOTED OTHERWISE.

Due to the uncertain impact of potential tariffs, Ferguson's quotation/proposal has not included any provision or contingency for future tariffs or increase of existing tariffs. Ferguson reserves the right to adjust prices to reflect the impact of any new or increased tariffs that affect our costs at the time of shipment. Ferguson will provide notice of any such adjustments along with documentation supporting the changes.

CONTRACTOR CUSTOMERS: IF YOU HAVE DBE/MBE/WBE//VBE/SDVBE/SBE GOOD FAITH EFFORTS DIVERSITY GOALS/ REQUIREMENTS ON A FEDERAL, STATE, LOCAL GOVERNMENT, PRIVATE SECTOR PROJECT, PLEASE CONTACT YOUR BRANCH SALES REPRESENATIVE IMMEDIATELY PRIOR TO RECEIVING A QUOTE/ORDER.

Seller not responsible for delays, lack of product or increase of pricing due to causes beyond our control, and/or based upon Local, State and Federal laws governing type of products that can be sold or put into commerce. This Quote is offered contingent upon the Buyer's acceptance of Seller's terms and conditions, which are incorporated by reference and found either following this document, or on the web at https://www.ferguson.com/content/website-info/terms-of-sale
Govt Buyers: All items are open market unless noted otherwise.

LEAD LAW WARNING: It is illegal to install products that are not "lead free" in accordance with US Federal or other applicable law in potable water systems anticipated for human consumption. Products with *NP in the description are NOT lead free and can only be installed in non-potable applications. Buyer is solely responsible for product selection.
Buyer shall accept delivery of products within 60 days of Seller receiving the products at Seller's warehouse. If Buyer causes or requests a delay in delivery of the products, Buyer may be subject to storage fees and additional costs caused by such delay. Seller reserves the right to requote the products and reschedule the delivery date, subject to manufacturer's lead times and price increases, if Buyer is unable to accept delivery within 60 days.

HOW ARE WE DOING? WE WANT YOUR FEEDBACK!
Scan the QR code or use the link below to complete a survey about your bids:
https://survey.medallia.com/?bidsorder&fc=777&on=359764

11.4. **Middle School Change Order GC-PCO-99180**

Description: Requesting Ratification for Middle School Change Order GC-PCO-99180 - cut and re-wrap acoustical wall panels around cable raceway and speakers in the Middle School Band Room 121; cost of $942.38 to be paid from the Construction Fund, as presented

Governor Mifflin School District Renovations

Job# 197-24

Potential Change Order Summary (Prime Contractor)

Date: 8/27/2026

PCO No.: 99180

PCO Description: Cut AWP in MS band room suite

Prime Contractor	Prime RFCO Number	RFI / ASI Number	Date Received	Description		Proposed Amount
Baver	X-132		8/27/2026	Cut and rewrap acoustical wall panels around wiremold and speakers in MS band room in accordance with email to Tim Ziegler on 8/18/26		$ 942.38
						$ -
						$ -
						$ -
						$ -
						$ -
						$ -
						$ -
						$ -
				Subtotal		$ 942.38

GRAND TOTAL $ 942.38

If approved, this change will add an additional 0.00 calendar days to the Contract Time.

☐ The Prime Contractors listed above have proceeded with the revised work as directed and therefore requests your prompt acceptance of this proposal. Please acknowledge your acceptance of this proposal by signing and returning a copy to us for our records.

☒ The Prime Contractors listed above have NOT proceeded with this work and will only proceed upon written approval of this proposal. Please acknowledge your acceptance of this proposal by signing and returning a copy to us for our records.

Submitted By: Benjamin Ross

Benjamin Ross, Sr. Project Manager

Owner: ✓ Approved ☐ Rejected

☐ Approved As Noted

Owner Name: Tim Ziegler
Chief Operating Officer GMSD

Owner Signature: Tim Ziegler 08-31-26

PROPOSAL NOTES/COMMENTS:

1. The Prime Contractors may request additional compensation, and/or a future time extension, which, in the future, may be justified as the result of this change order's unforeseeable cumulative effect with other change orders.
2. Please refer to any additional qualifications on the attached proposals / backup included from the respective Prime Contractors.

GORDON H BAVER, INC.
CONTRACTORS Since 1960

- General Contractors
- Facility Maintenance
- Construction Management
- Design/Build

CHANGE ORDER

To:	Governor Mifflin School District 10 South Waverly Street Shillington, PA 19607	Date:	August 27, 2026
		C.O. #:	X-132
		Project:	Governor Mifflin HS & MS Renovations
		Job #:	2511
Email:	timothy.ziegler@gmsd.org	Cost Code:	X-132
		Related:	N/A

We hereby agree to make change(s) specified below:
To furnish all the labor, material, equipment and supervision necessary to cut and rewrap acoustical wall panels around wiremold and speakers in the Middle School Band Room in accordance with my e-mail to Timothy Ziegler on 8/18/26.

Project Manager for 1 Hour @ $124.00/Hour:	$	124.00
Supreme Email dated 8/25/26:	$	750.00
Total	$	874.00
Contractor Fee	$	12.40
Subcontractor Fee	$	37.50
Bond	$	18.48
	$	942.38

The contract time will be changed by Zero (0) days.

This Change Order is valid for 30 Calendar Days from Date of Change Order.

Gordon H. Baver, Inc.	SCHRADERGROUP architecture llc	Governor Mifflin School District
August 27, 2026		
Date	Date	Date

ACCEPTED - The above process and specifications of this change order are satisfactory and are hereby accepted.
All work to be performed under the same terms and conditions as specified in original contract unless otherwise stipulated.

NOTE - This change order becomes part of and in conformance with the existing contract.

Commercial • Industrial • Institutional
187 West Eighth Street • Pennsburg, PA 18073
Phone (215) 679-7988 • www.gordonhbaverinc.com

Ray Orehowsky

From: Ray Orehowsky
Sent: Tuesday, August 18, 2026 9:42 AM
To: 'Timothy Ziegler'
Cc: Brian Good; Ben Ross; Josh Morren; George Leonhardt; Pete Nugent; Office
Subject: RE: Sound Panels

Tim,

The revised plan for the acoustical wall panels in the Middle School Band Room results in twelve (12) cuts (mostly around wire mold and speakers). Per our discussion this morning, Supreme Ceilings will complete the cuts on a Time and Material basis. The extra work ticket will be presented to Pete for approval and the final costs of labor incurred will be incorporated into a future proposal for inclusion in a Change Order.

Please contact me immediately if you should not agree with this extra work process.

Thank you.

Raymond M. Orehowsky
Vice President of Construction
187 W Eighth Street
Pennsburg, PA 18073
215-679-7988, Office
267-406-2105, Cell
rorehowsky@baverinc.com

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From: Timothy Ziegler <timothy.ziegler@gmsd.org>
Sent: Tuesday, August 18, 2026 7:07 AM
To: Pete Nugent <pnugent@Baverinc.com>
Cc: Ray Orehowsky <rorehowsky@Baverinc.com>; George Leonhardt <gleonhardt@supremeceilings.com>
Subject: Re: Sound Panels

OK. Thank you Pete. Please proceed with the installation.

On Tue, Aug 18, 2026 at 6:52 AM Pete Nugent <pnugent@baverinc.com> wrote:

> Tim:

I spoke with Brian yesterday Regarding the acoustical panels in the band room as of now we are keeping the panels even with the top of the white board on the East wall. The panels the North wall and the West wall will be the same elevation about 7" lower than the East wall because the soffit is lower than excepted. Any questions please let me know.

Regards,

Pete Nugent

Superintendent

187 W Eighth Street

Pennsburg, PA 18073

610-741-5668, Cell

pnugent@baverinc.com





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Ray Orehowsky

From: George Leonhardt <gleonhardt@supremeceilings.com>
Sent: Tuesday, August 25, 2026 10:40 AM
To: Ray Orehowsky
Subject: MS band area cutting panels

Price to cut the wall panels to fit=$750.00

George W. Leonhardt, III
President
Supreme Ceilings, Inc.
Phone: 610-374-1200
Fax: 610-374-4977
Cell: 610-780-5962

11.5. **High School Change Order GC-PCO-99181**

Description: Requesting Ratification for High School Change Order GC-PCO-99181 - laminate existing mural wall with 5/8" GWB in the High School Uniform Storage Room A171, per RFI GC170; cost of $2,045.51 to be paid from the Construction Fund, as presented

Governor Mifflin School District Renovations

Job# 197-24

Potential Change Order Summary (Prime Contractor)

Date: 8/27/2026

PCO No.: 99181

PCO Description: Laminate existing mural wall

Prime Contractor	Prime RFCO Number	RFI / ASI Number	Date Received	Description		Proposed Amount
Baver	X-133	RFI 170	8/27/2026	Laminate existing south mural wall of HS room A171 with 5/8" GWB in accordance RFI GC170		$ 2,045.51
						$ -
						$ -
						$ -
						$ -
						$ -
						$ -
						$ -
						$ -
				Subtotal		$ 2,045.51

GRAND TOTAL $ 2,045.51

If approved, this change will add an additional 0.00 calendar days to the Contract Time.

☐ The Prime Contractors listed above have proceeded with the revised work as directed and therefore requests your prompt acceptance of this proposal. Please acknowledge your acceptance of this proposal by signing and returning a copy to us for our records.

☒ The Prime Contractors listed above have NOT proceeded with this work and will only proceed upon written approval of this proposal. Please acknowledge your acceptance of this proposal by signing and returning a copy to us for our records.

Submitted By: Benjamin Ross

Benjamin Ross, Sr. Project Manager

Owner: ✓ Approved ☐ Rejected

☐ Approved As Noted

Owner Name: Tim Ziegler
Chief Operating Officer GMSD

Owner Signature: Tim Ziegler 08-31-26

PROPOSAL NOTES/COMMENTS:

1. The Prime Contractors may request additional compensation, and/or a future time extension, which, in the future, may be justified as the result of this change order's unforeseeable cumulative effect with other change orders.
2. Please refer to any additional qualifications on the attached proposals / backup included from the respective Prime Contractors.

GORDON H BAVER, INC.
CONTRACTORS Since 1960

- General Contractors
- Facility Maintenance
- Construction Management
- Design/Build

CHANGE ORDER

To:	Governor Mifflin School District 10 South Waverly Street Shillington, PA 19607	Date:	August 27, 2026
		C.O. #:	X-133
		Project:	Governor Mifflin HS & MS Renovations
		Job #:	2511
Email:	timothy.ziegler@gmsd.org	Cost Code:	X-133
		Related:	RFI GC170 / 256

We hereby agree to make change(s) specified below:
To furnish all the labor, material, equipment and supervision necessary to laminate the existing south mural wall of High School Room A171 with 5/8" GWB in accordance with the response to RFI GC170. Per Timothy Ziegler's direction at the 8/26/26 progress meeting, this cost is approved and we have proceeded with this work.

Project Manager for 1 Hour @ $124.00/Hour:	$	124.00
Supreme Email dated 8/26/26:	$	1,780.00
Total	$	1,904.00
Contractor Fee	$	12.40
Subcontractor Fee	$	89.00
Bond	$	40.11
	$	2,045.51

The contract time will be changed by Zero (0) days.

This Change Order is valid for 30 Calendar Days from Date of Change Order.

Gordon H. Baver, Inc.	SCHRADERGROUP architecture llc	Governor Mifflin School District
August 27, 2026		
Date	Date	Date

ACCEPTED - The above process and specifications of this change order are satisfactory and are hereby accepted.
All work to be performed under the same terms and conditions as specified in original contract unless otherwise stipulated.

NOTE - This change order becomes part of and in conformance with the existing contract.

GORDON H BAVER, INC.
CONTRACTORS Since 1960

187 West Eighth Street
Pennsburg, PA 18073
(215) 679-7988 Office

Project	Governor Mifflin HS/MS Renovations
Owner	Governor Mifflin School District
Architect	SCHRADERGROUP architecture llc
Architect's Project Number	20.008 & 20.009

Request for Information

RFI No: GC- 170

Contractor	Gordon H. Baver, Inc.	Contractor Proj. No:	2511
By	Raymond Orehowsky		
Date	Thursday, August 20, 2026		
Subject	High School Room A171	Requested Priority	
Reference	Drawing # -	Low / Normal / High (Normal)	Note: Please limit urgent requests to those necessary.
	or Spec Section # -		

QUESTION:

Per the attached pictures, there is an existing applied mural on the south wall of Room A171. New paint and ceramic tile finishes will not adhere to this applied mural. We suggest laminating the wall with GWB. Please provide a directive.

Attachments (describe here and attach)	Pictures

RESPONSE:

Laminate the wall with GWB so finishes can be applied.

B.Good, 8/25/2026

Attachments (describe here and attach)	

Ray Orehowsky

From: George Leonhardt <gleonhardt@supremeceilings.com>
Sent: Wednesday, August 26, 2026 8:35 AM
To: Ray Orehowsky
Subject: RE: GV HS extras

See below

George W. Leonhardt, III
President
Supreme Ceilings, Inc.
Phone: 610-374-1200
Fax: 610-374-4977
Cell: 610-780-5962

From: Ray Orehowsky <rorehowsky@Baverinc.com>
Sent: Wednesday, August 26, 2026 7:09 AM
To: George Leonhardt <gleonhardt@supremeceilings.com>
Subject: RE: GV HS extras

Please provide a breakdown of the labor and material so I can submit the costs.

Thank you.

Raymond M. Orehowsky
Vice President of Construction
187 W Eighth Street
Pennsburg, PA 18073
215-679-7988, Office
267-406-2105, Cell
rorehowsky@baverinc.com

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From: George Leonhardt <gleonhardt@supremeceilings.com>
Sent: Tuesday, August 25, 2026 4:35 PM

To: Ray Orehowsky <rorehowsky@Baverinc.com>
Subject: GV HS extras

1. Mural wall- laminate drywall=

Mat'l= $415.00- drywall , glue, screws, tape and spackle
Labor=$1,365.00
ADD=$1,780.00

2. Room A159 bulkhead at window=

Mat'l=$430.00- track, studs, drywall, screws, tape and spackle
Labor=$1,365.00
ADD=$1,795.00

George W. Leonhardt, III
President
Supreme Ceilings, Inc.
Phone: 610-374-1200
Fax: 610-374-4977
Cell: 610-780-5962

11.6. **High School Change Order GC-PCO-99182**

Description: Requesting Ratification for High School Change Order GC-PCO-99182 - construct GWB pocket at the existing window in High School Room A171, per RFI GC171; cost of $2,061.57 to be paid from the Construction Fund, as presented

Governor Mifflin School District Renovations

Job# 197-24

Potential Change Order Summary (Prime Contractor)

Date: 8/27/2026

PCO No.: 99182

PCO Description: GWB Window pockets at HS A159

Prime Contractor	Prime RFCO Number	RFI / ASI Number	Date Received	Description		Proposed Amount
Baver	X-134	RFI 171	8/27/2026	Construct a GWB pocket at the existing windows in the HS room A159 in accordance with RFI 171		$ 2,061.57
						$ -
						$ -
						$ -
						$ -
						$ -
						$ -
						$ -
						$ -
				Subtotal		$ 2,061.57

GRAND TOTAL $ 2,061.57

If approved, this change will add an additional 0.00 calendar days to the Contract Time.

☐ The Prime Contractors listed above have proceeded with the revised work as directed and therefore requests your prompt acceptance of this proposal. Please acknowledge your acceptance of this proposal by signing and returning a copy to us for our records.

☒ The Prime Contractors listed above have NOT proceeded with this work and will only proceed upon written approval of this proposal. Please acknowledge your acceptance of this proposal by signing and returning a copy to us for our records.

Submitted By: Benjamin Ross

Benjamin Ross, Sr. Project Manager

Owner: ✓ Approved ☐ Rejected

☐ Approved As Noted

Owner Name: Tim Ziegler
Chief Operating Officer GMSD

Owner Signature: Tim Ziegler 08-31-26

PROPOSAL NOTES/COMMENTS:

1. The Prime Contractors may request additional compensation, and/or a future time extension, which, in the future, may be justified as the result of this change order's unforeseeable cumulative effect with other change orders.
2. Please refer to any additional qualifications on the attached proposals / backup included from the respective Prime Contractors.

GORDON H BAVER, INC.
CONTRACTORS Since 1960

- General Contractors
- Facility Maintenance
- Construction Management
- Design/Build

CHANGE ORDER

To:	Governor Mifflin School District 10 South Waverly Street Shillington, PA 19607	Date:	August 27, 2026
		C.O. #:	X-134
		Project:	Governor Mifflin HS & MS Renovations
		Job #:	2511
Email:	timothy.ziegler@gmsd.org	Cost Code:	X-134
		Related:	RFI GC171 / 257

We hereby agree to make change(s) specified below:
To furnish all the labor, material, equipment and supervision necessary to construct a GWB pocket at the existing windows in High School Room A159 in accordance with the response to RFI GC171.

Project Manager for 1 Hour @ $124.00/Hour:	$	124.00
Supreme Email dated 8/26/26:	$	1,795.00
Total	$	1,919.00
Contractor Fee	$	12.40
Subcontractor Fee	$	89.75
Bond	$	40.42
	$	2,061.57

The contract time will be changed by Zero (0) days.

This Change Order is valid for 30 Calendar Days from Date of Change Order.

Gordon H. Baver, Inc.	SCHRADERGROUP architecture llc	Governor Mifflin School District
August 27, 2026		
Date	Date	Date

ACCEPTED - The above process and specifications of this change order are satisfactory and are hereby accepted.
All work to be performed under the same terms and conditions as specified in original contract unless otherwise stipulated.

NOTE - This change order becomes part of and in conformance with the existing contract.

Commercial • Industrial • Institutional
187 West Eighth Street • Pennsburg, PA 18073
Phone (215) 679-7988 • www.gordonhbaverinc.com

GORDON H BAVER, INC.
CONTRACTORS Since 1960

187 West Eighth Street
Pennsburg, PA 18073
(215) 679-7988 Office

Project	Governor Mifflin HS/MS Renovations
Owner	Governor Mifflin School District
Architect	SCHRADERGROUP architecture llc
Architect's Project Number	20.008 & 20.009

Request for Information

RFI No: GC- 171

Contractor	Gordon H. Baver, Inc.	Contractor Proj. No:	2511
By	Raymond Orehowsky		
Date	Tuesday, August 25, 2026		
Subject	Instrument Storage Windows	Requested Priority	
Reference	Drawing # -	Low / Normal / High (Normal)	Note: Please limit urgent requests to those necessary.
	or Spec Section # -		

QUESTION:

The existing window heads in High School Instrument Storage A159 are approximately 12" higher than the proposed 10'-6" ceiling height in this room. Please advise how we are to finish the new ceiling at the existing windows.

Attachments (describe here and attach)	-

RESPONSE:

Install a GWB window pocket similar to what was done at the new HS Kitchen windows.

B.Good, 8/25/2026

Attachments (describe here and attach)	

Ray Orehowsky

From: George Leonhardt <gleonhardt@supremeceilings.com>
Sent: Wednesday, August 26, 2026 8:35 AM
To: Ray Orehowsky
Subject: RE: GV HS extras

See below

George W. Leonhardt, III
President
Supreme Ceilings, Inc.
Phone: 610-374-1200
Fax: 610-374-4977
Cell: 610-780-5962

From: Ray Orehowsky <rorehowsky@Baverinc.com>
Sent: Wednesday, August 26, 2026 7:09 AM
To: George Leonhardt <gleonhardt@supremeceilings.com>
Subject: RE: GV HS extras

Please provide a breakdown of the labor and material so I can submit the costs.

Thank you.

Raymond M. Orehowsky
Vice President of Construction
187 W Eighth Street
Pennsburg, PA 18073
215-679-7988, Office
267-406-2105, Cell
rorehowsky@baverinc.com

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From: George Leonhardt <gleonhardt@supremeceilings.com>
Sent: Tuesday, August 25, 2026 4:35 PM

To: Ray Orehowsky <rorehowsky@Baverinc.com>
Subject: GV HS extras

1. Mural wall- laminate drywall=

Mat'l= $415.00- drywall , glue, screws, tape and spackle
Labor=$1,365.00
ADD=$1,780.00

2. Room A159 bulkhead at window=

Mat'l=$430.00- track, studs, drywall, screws, tape and spackle
Labor=$1,365.00
ADD=$1,795.00

George W. Leonhardt, III
President

Supreme Ceilings, Inc.
Phone: 610-374-1200
Fax: 610-374-4977
Cell: 610-780-5962

11.7. **High School Change Order GC-PCO-99183**

Description: Requesting Ratification for High School Change Order GC-PCO-99183 - complete extensive floor prep work in the High School Music Suite Area prior to installation of the finished floor system; scope of work to include additional demo, grinding, patching, ramping, cleaning, and leveling; total cost is $44,146.57; utilizing $40,000 included in the contract allowances for floor prep and paying the Change Order balance of $4,482.46 from the Construction Fund, as presented

Governor Mifflin School District Renovations

Job# 197-24

Potential Change Order Summary (Prime Contractor)

Date: 9/4/2026

PCO No.: 99183

PCO Description: Floor Prep in HS Music Suite

Prime Contractor	Prime RFCO Number	RFI / ASI Number	Date Received	Description		Proposed Amount
Baver	X-135		9/4/2026	Complete extensive floor prep in HS music suite prior to installing finishes		$ 4,482.46
						$ -
						$ -
						$ -
						$ -
						$ -
						$ -
						$ -
						$ -
				Subtotal		$ 4,482.46

GRAND TOTAL $ 4,482.46

If approved, this change will add an additional 0.00 calendar days to the Contract Time.

☐ The Prime Contractors listed above have proceeded with the revised work as directed and therefore requests your prompt acceptance of this proposal. Please acknowledge your acceptance of this proposal by signing and returning a copy to us for our records.

☒ The Prime Contractors listed above have NOT proceeded with this work and will only proceed upon written approval of this proposal. Please acknowledge your acceptance of this proposal by signing and returning a copy to us for our records.

Submitted By: Benjamin Ross

Benjamin Ross, Sr. Project Manager

Owner: ☐ Approved ☐ Rejected

☐ Approved As Noted

Owner Name: Owner Signature:

PROPOSAL NOTES/COMMENTS:

1. The Prime Contractors may request additional compensation, and/or a future time extension, which, in the future, may be justified as the result of this change order's unforeseeable cumulative effect with other change orders.
2. Please refer to any additional qualifications on the attached proposals / backup included from the respective Prime Contractors.

GORDON H BAVER, INC.
CONTRACTORS Since 1960

- General Contractors
- Facility Maintenance
- Construction Management
- Design/Build

CHANGE ORDER

To:	Governor Mifflin School District 10 South Waverly Street Shillington, PA 19607	Date:	September 4, 2026
		C.O. #:	X-135
		Project:	Governor Mifflin HS & MS Renovations
		Job #:	2511
Email:	timothy.ziegler@gmsd.org	Cost Code:	X-135
		Related:	N/A

We hereby agree to make change(s) specified below:
To furnish all the labor, material, equipment and supervision necessary to complete extensive floor preparation in the High School Music Suite prior to installing specified finishes. The specific scope of work is outlined in detail in the attached CFC proposal. Note that this proposal was approved on 9/4/26 per the attached email thread and will be completed on a lump sum basis. The overall cost has been decreased by the $40,000.00 GC-1 Floor Repair allowance included in the contract.

Project Manager for 2 Hours @ $124.00/Hour:	$	248.00
CFC Revised Proposal:	$	44,146.57
GC-1 Repair Floor Slab Allow:	$	(40,000.00)
Total	$	4,394.57
Bond	$	87.89
	$	4,482.46

The contract time will be changed by Zero (0) days.

This Change Order is valid for 30 Calendar Days from Date of Change Order.

Gordon H. Baver, Inc.	SCHRADERGROUP architecture llc	Governor Mifflin School District
September 4, 2026		
Date	Date	Date

ACCEPTED - The above process and specifications of this change order are satisfactory and are hereby accepted.
All work to be performed under the same terms and conditions as specified in original contract unless otherwise stipulated.

NOTE - This change order becomes part of and in conformance with the existing contract.

Commercial • Industrial • Institutional
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Phone (215) 679-7988 • www.gordonhbaverinc.com

Ray Orehowsky

From: Ray Orehowsky
Sent: Friday, September 4, 2026 1:07 PM
To: Brian Good; Ben Ross
Cc: Timothy Ziegler; Office
Subject: RE: GMSR - High School Music Suite (Area C) Floor Preparation proposal

Brian,

The revised number is lump sum since the contractor is assuming a great deal of risk by completing the work at cost with no O&P.

Raymond M. Orehowsky
Vice President of Construction
187 W Eighth Street
Pennsburg, PA 18073
215-679-7988, Office
267-406-2105, Cell
rorehowsky@baverinc.com

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From: Brian Good <BGood@sgarc.com>
Sent: Friday, September 4, 2026 1:06 PM
To: Ben Ross <bross@burkeyconstruction.com>
Cc: Ray Orehowsky <rorehowsky@Baverinc.com>; Timothy Ziegler <timothy.ziegler@gmsd.org>; Office <Office@Baverinc.com>
Subject: Re: GMSR - High School Music Suite (Area C) Floor Preparation proposal

We are good with this revised proposal. I believe it was discussed with Tim that the work would be done T&M with this as a not to exceed number.

Sent from my iPhone

Brian Good
Construction Administration Manager

p: 717.537.1159
e: BGood@sgarc.com **w:** www.sgarc.com

SCHRADERGROUP
AN HCM STUDIO

On Sep 4, 2026, at 12:11 PM, Ben Ross <bross@burkeyconstruction.com> wrote:

Brian, Can you please respond to this?

Thanks

Ben Ross
Vice President of Preconstruction
Senior Project Manager

<image001.png>

506 Morgantown Road
Reading, PA 19611
Phone: 610.413.0106
www.burkeyconstruction.com

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From: Ray Orehowsky <rorehowsky@Baverinc.com>
Sent: Wednesday, September 2, 2026 5:06 PM
To: Brian Good <bgood@sgarc.com>
Cc: Timothy Ziegler <timothy.ziegler@gmsd.org>; Ben Ross <bross@burkeyconstruction.com>; Office <Office@Baverinc.com>
Subject: RE: GMSR - High School Music Suite (Area C) Floor Preparation proposal

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Brian,

After speaking with you and Tim earlier this week, I reached out to CFC Flooring and asked them to review the previous floor prep proposal in the amount of $54,343.72 to see if it could be reduced to reflect standard floor prep that would have been included in his bid. The attached proposal reflects this

reduction as well as good faith concessions on overhead, profit, administrative costs, and equipment costs.

Please review and advise if this proposal is acceptable for us to move forward.

Thank you.

Raymond M. Orehowsky
Vice President of Construction
187 W Eighth Street
Pennsburg, PA 18073
215-679-7988, Office
267-406-2105, Cell
rorehowsky@baverinc.com

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From: Ray Orehowsky
Sent: Monday, August 31, 2026 11:17 AM
To: 'Brian Good' <bgood@sgarc.com>
Cc: 'Timothy Ziegler' <timothy.ziegler@gmsd.org>; 'Ben Ross' <bross@burkeyconstruction.com>; Office <Office@Baverinc.com>
Subject: GMSR - High School Music Suite (Area C) Floor Preparation proposal

Brian & others,

I would like to get the floor prep issue in the High School Music Suite resolved as soon as possible to avoid hampering work progress in the field. In addition, I will be out of the office starting on Monday 9/7/26 until Thursday 9/17/26.

Thank you.

Raymond M. Orehowsky
Vice President of Construction
187 W Eighth Street
Pennsburg, PA 18073
215-679-7988, Office
267-406-2105, Cell
rorehowsky@baverinc.com

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CFC Solutions, LLC
Commercial Floor Covering Solutions, LLC
1701 Union Blvd. Suite 100A Allentown, PA 18109

To: Gordon H Baver, Inc.
187 W 8th St,
Pennsburg, PA 18073
ATTN: Raymond Orehowsky

Ray,

As per our conversation, yesterday, I have revised the proposal for Additional Prep in GMHS Area C. I have agreed to make secessions, such as applied credit from basic prep factored into the original bid and removing Overhead/ Profit, Grinder Charge, and Admin Time from this proposal so that we can proceed with the necessary extra work that must be done to complete this final phase of work. Please let me know if there are any questions or concerns regarding this revision.

Existing Quarry Tile: 3,193 SF

- Clean/Scarify surface of Quarry Tile to remove any embedded grease and provide a surface for K60 leveler to bond to. Then, utilize Ardex 60 Leveler to pour 3/16" of towelable underlayment. K60 is designed to be troweled down to "nothing" and thus works as a crossover between patching compound and leveler. Skimming this would take as many as 3 coats with patching compound and requires the use of a primer, so the K60 reduces material and labor cost, and provides a consistent, smooth underlayment.
    - Labor: 66 manhours @ $93.75 = $6,225.70
    - Material: $3.94/SF @ 3/16" = $12,580.42
    - ~~10% Overhead/Profit: $1,880.61~~
    - TOTAL = $18,806.12

Grinding/Skimming:

- Skim Coat Concrete and Grind Residues: 7,504 SF.
    - Labor: 92 manhours @ $93.75 = $8,625
    - Material: $.25/SF = $1,876
    - ~~Overhead/Profit: $1,050.10~~
    - TOTAL = $10,501
- Grind Thick Black Mastic, Existing Ramping and Patching Compounds: 2,880 SF.
    - Labor: 80 manhours @ $93.75 = $7,500
    - Material: $.25/SF = $720
    - ~~O/P: $822~~
    - TOTAL = $8,220

CFC Solutions, LLC
Commercial Floor Covering Solutions, LLC
1701 Union Blvd. Suite 100A Allentown, PA 18109

Patching in New Concrete, Repairing Compromised Quarry Tiles (Remove and Fill Holes): approximately 500SF.

- 48 manhours @ $93.75 = $4,500
- Material: V1300, Cast Concrete, Patching Compound: $2.75/SF = $1,375
- ~~O/P: $587.50~~
- TOTAL = $5,875

Ramping:

- Labor: 7 Manhours @ $93.75 = $656.25
- Material: $63.60/ Bag @ 12 Bags = $763.20
- ~~O/P: $141.94~~
- TOTAL = $1,419.45

Equipment:

- ~~240V 2amp/3 phase Grinder/ HEPA Vacuum: $2,240~~
- Generator: $2,125.

~~Administrative Time: 3 separate Site Visits, including on-site meeting with Tech Rep.~~

- ~~9 hours @ $75 = $675~~

Credit for $.20/SF Basic Prep @14,000 SF: -$2,800
Removal of O/H: -$4,482.15
Removal of Equipment Charge for 3 phase Grinder/Vacuum: -$2,240
Removal of Administrative Time: -$675

OVERALL TOTAL: $44,146.57

Respectfully,

George Koury
Project Manager
Commercial Floor Covering (CFC) Solutions
C: (610) 417-0480
gkoury@cfcsolution.net

12. **Policy**

12.1. **First Reading of Policy Revisions**

Description: Requesting a First Reading of Policy Revisions, as listed
102 - Academic Standards
105 - Curriculum
204.1 - Virtual Attendance & Wellness Checks (New)
209 - Health Examinations/Screenings
246 - School Wellness
249 - Bullying/Cyberbullying
704 - Maintenance
803 - School Calendar
805.2 - School Security Personnel
822 - Automated External Defibrillators (AED)/Cardiopulmonary Resuscitation (CPR)

GOVERNOR MIFFLIN SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: ACADEMIC STANDARDS

ADOPTED: November 21, 2005

REVISED: November 17, 2025
First Reading: September 21, 2026
Second Reading: October 26, 2026

102. ACADEMIC STANDARDS

Purpose

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

Definition

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

Authority

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

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

	9. Health, Safety and Physical Education. 10. Family and Consumer Sciences.
Guidelines	The district's curriculum shall be designed to provide students with the planned instruction needed to attain established academic standards. **Such standards require the incorporation of education on social media literacy.** (2)(4)(5) **The district shall address social media literacy by providing instruction to students on the potential health and academic impacts, and safety and security concerns associated with social media use. (9)** The district shall assess individual student attainment of established academic standards and provide assistance for students having difficulty attaining academic standards. (2)(6)(7) Students with disabilities may attain academic standards by completion of their Individualized Education Programs in accordance with law, regulations and Board policy. (2)(8) <u>Legal References</u> 1. 22 PA Code 4.11 2. 22 PA Code 4.12 3. 22 PA Code 4.3 4. Pol. 105 5. Pol. 107 6. Pol. 127 7. Pol. 212 8. Pol. 113 9. 24 P.S. 1556

GOVERNOR MIFFLIN SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: CURRICULUM

ADOPTED: November 21, 2005

REVISED: November 17, 2025
First Reading: September 21, 2026
Second Reading: October 26, 2026

	105. CURRICULUM
Purpose	The Board recognizes its responsibility for the development, assessment and improvement of the educational program of the schools. To this end, the curriculum shall be evaluated, developed and modified on a continuing basis and in accordance with a plan for curriculum improvement. (1)
Definition	For purposes of this policy, **curriculum** shall be defined as a series of planned instruction aligned with established academic standards in each subject that is coordinated, articulated and implemented in a manner designed to result in the achievement of academic standards at the proficient level by all students. (2)(3)**(4)**
Authority	The Board shall be responsible for the curriculum of the district's schools. The curriculum shall be designed to provide students the opportunity to achieve the academic standards established by the Board. Attaining the academic standards requires students to demonstrate the acquisition and application of knowledge. (1)(3)**(4)** In order to provide a quality educational program for district students, the Board shall adopt a curriculum plan that includes the requirements for courses to be taught; subjects to be taught in the English language; courses adapted to the age, development and needs of students; and strategies for assisting those students having difficulty attaining the academic standards. (1)(3)(5)(6)**(7)(8)** <u>Special Instruction/Observances</u> The district's curriculum plan must also include provisions for special instruction and observances to comply with state and federal law including, but not limited to, Constitution Day and Citizenship Day, Arbor Day and the Bill of Rights Week. (20)(21)(22)

Guidelines	The District's curriculum shall provide the following: 1. Continuous learning through effective collaboration among the schools of this district. 2. Continuous access for all students to sufficient programs and services of a library/media facility and classroom collection to support the educational program. **(9)** 3. Guidance and counseling services for all students to assist in career and academic planning. (23) 4. A continuum of educational programs and services for all students with disabilities, pursuant to law and regulation. **(11)** **5.** Language Instruction Educational Program for English Learner students, pursuant to law, regulation and Board policy. (12)**(13)** 6. Compensatory education programs for students, pursuant to law and regulation. 7. Equal educational opportunity for all students, pursuant to law and regulation. **(14)(15)** 8. Career awareness and vocational education, pursuant to law and regulation. **(16)** **9.** Educational opportunities for identified gifted students, pursuant to law and regulation. **(17)** 10. Regular and continuous instruction in required safety procedures. **(18)**
Delegation of Responsibility	As the educational leader of the district, the Superintendent shall be responsible to the Board for the district's curriculum. The Superintendent shall establish procedures for curriculum development, evaluation and modification, which ensure the utilization of available resources, and effective participation of administrators and teaching staff members.(1) A listing of all curriculum materials shall be made available for the information of parents/guardians, students, staff and Board members. (1)**(19)** With prior Board approval, the Superintendent may conduct pilot programs as deemed necessary to the continuing improvement of the instructional program. The Superintendent shall report periodically to the Board on the status of each pilot program, along with its objectives, evaluative criteria, and costs.

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

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

Legal References

1. 22 PA Code 4.4
2. 22 PA Code 4.3
3. 22 PA Code 4.12
4. Pol. 102
5. 24 P.S. 1511
6. 24 P.S. 1512
7. Pol. 107
8. Pol. 127
9. Pol. 109
11. Pol. 113
12. 22 PA Code 4.26
13. Pol. 138
14. Pol. 103
15. Pol. 103.1
16. Pol. 115
17. Pol. 114
18. Pol. 805
19. Pol. 105.1
20. 24 P.S. 1541-1555
21. 36 U.S.C. 106
22. P.L. 108-447 – P.L. 108-447
23. Pol. 112
31. 24 P.S. 1511

GOVERNOR MIFFLIN SCHOOL DISTRICT

SECTION: STUDENTS

TITLE: VIRTUAL ATTENDANCE & WELLNESS CHECKS

ADOPTED: First Reading: September 21, 2026
Second Reading: October 26, 2026

REVISED:

	204.1. VIRTUAL ATTENDANCE & WELLNESS CHECKS
Purpose	This policy establishes standards for wellness checks for students who receive academic instruction exclusively through the district's virtual instruction program for the full school year. Wellness checks are conducted to verify attendance and to facilitate the safety and well-being of students.
Authority	The Board directs the maintenance of a wellness check process that complies with state law. (1) This policy shall be posted on the district's publicly accessible website. (1)
Definition	**District employee/representative** – a district teacher, administrator or other district representative who is subject to mandated reporter requirements for child abuse under the Child Protective Services Law. (2)(3)
Delegation of Responsibility	The Superintendent or designee shall be responsible for implementing this policy. It shall be the responsibility of the designated district employee/representative to administer wellness check procedures, in accordance with applicable law and this policy.
Guidelines	**Weekly Wellness Checks** Weekly wellness checks must be conducted for each student enrolled in the district's virtual instruction program who receives academic instruction exclusively through virtual means for the full school year. (1) At least once during any week consisting of three (3) or more full or partial academic instructional days, a district employee/representative shall ensure that each student is visibly seen and communicated with in real time, either in-person or through electronic means. (1)

Wellness Check Methods

Acceptable methods of conducting wellness checks include: (1)

1. A student turning on a webcam and the district employee/representative visibly seeing and communicating with the student during synchronous online instruction.

2. Virtual or face-to-face participation by the student in any of the following activities:
   a. Health screenings.
   b. Standardized testing.
   c. Advising sessions.
   d. Tutoring sessions.
   e. In-person, school-sponsored activities chaperoned by a district employee/ representative.

Excused Absence Exemptions

A student may be exempt from a wellness check on the day a check is attempted if the student has an excused absence pursuant to applicable attendance requirements. (1)(4)(5)

If this occurs, the district shall conduct the wellness check on the next school day or another school day during the same week. If a student has an excused absence for all school days during the same week, the student shall be exempt from the wellness check requirement for that week. (1)(4)(5)

Internet or Power Outage Exemptions

A student may be exempt from a wellness check when the student's household experiences a documented internet or power outage during the day and time of the attempted wellness check. (1)

If this occurs, the district shall conduct the wellness check on the next school day or another school day during the same week following resolution of the outage. (1)

The student's parent/guardian shall provide documentation of the outage to the district as soon as possible. (1)

Failure to Complete a Required Wellness Check

Within one (1) school day after a student fails to complete a required wellness check, the district shall: (1)

1. Make documented and ongoing efforts to complete the required wellness check and contact the student's parent/guardian using at least two (2) different methods of communication; and

2. Provide written notice to the parent/guardian, in the parent's/guardian's preferred language, stating that the required wellness check has not been completed.

Wellness Review Conference

If the required wellness check is not completed within three (3) school days following the issuance of written notice, the district shall immediately schedule a wellness review conference to occur within one (1) school day. The wellness review conference may be conducted in person or through electronic means. (1)

The wellness review conference will be conducted to: (1)

1. Complete the required wellness check through real-time visual interaction with the student;
2. Reestablish communication with the student and the student's parent/guardian; and
3. Identify interventions to facilitate future participation in wellness checks.

The wellness review conference shall convene as scheduled regardless of whether the student or the student's parent/guardian participates. (1)

In-Person Wellness Check

If a student does not participate in the wellness review conference, the district must conduct an in-person wellness check within twenty-four (24) hours of the scheduled conference, even if this time period falls on a weekend or holiday. (1)

When the district has been unable to reach or obtain a response from the student or the student's parent/guardian, the Superintendent or designee shall consult with the district solicitor for guidance.

Wellness Check Records

The district shall maintain accurate records of all wellness checks, including the date, time, method, and outcome of each check. (1)

District administrators are prohibited from altering attendance records for wellness checks after a wellness check has been performed, except to correct an identified error. (1)

Reporting Requirements

Any district employee/representative who observes any indication of abuse, neglect or harm to a child during a wellness check, wellness review conference, or related contact, the district employee/representative is required to report the concerns in accordance with law and Board policy. (1)(2)(3)

The district shall maintain documentation sufficient to demonstrate compliance with this policy and applicable law. (1)

Such documentation shall be provided to the Pennsylvania Department of Education (PDE) upon request. Failure to comply with such requests may result in: (1)

1. A requirement to report to PDE the date, time and method of each wellness check for each student enrolled exclusively in the district's virtual instruction program.

2. Mandating district educators, administrators and staff to complete child abuse recognition, prevention and reporting training annually.

3. Requiring the district to meet in person with each student enrolled in a virtual instruction program at least once during the school year following the school year in which the district was found to be out of compliance.

4. Prohibiting the district from being awarded a competitive state grant by PDE until the district demonstrates compliance.

<u>Legal References</u>

1. 24 P.S. 1327-A
2. 23 Pa. C.S.A. 6301
3. Pol. 806
4. 24 P.S. 1329
5. Pol. 204

GOVERNOR MIFFLIN SCHOOL DISTRICT

SECTION: STUDENTS

TITLE: HEALTH EXAMINATIONS/ SCREENINGS

ADOPTED: November 21, 2005

REVISED: October 19, 2020
First Reading: September 21, 2026
Second Reading: October 26, 2026

209. HEALTH EXAMINATIONS/SCREENINGS

Authority

In compliance with applicable law and regulations, and Board-approved health and safety plans, the Board shall require that district students submit to health and dental examinations, screenings and health monitoring in order to protect the school community from the spread of communicable disease, to ensure that the student's participation in health, safety and physical education courses meets the student's individual needs, and that the learning potential of each student is not lessened by a remediable physical disability. (1)(2)(3)(4)

Guidelines

Each student shall receive a comprehensive health examination, conducted by the school physician, upon original entry, in sixth grade, and in eleventh grade. (2)(4)(5)

Each student shall receive a comprehensive dental examination, conducted by the school dentist, upon original entry, in third grade, and in seventh grade. (3)(4)(5)

A private health and/or dental examination conducted at the parents'/guardians' request and expense shall be accepted in lieu of the school examination. The district shall accept reports of privately conducted physical and dental examinations completed within one (1) year prior to a student's entry into the grade where an exam is required. (5)

The school nurse or medical technician shall administer, to each student, vision tests, hearing tests, tuberculosis tests **and** other tests deemed advisable, at intervals established by the district. Height and weight measurements shall be used to calculate the student's weight-for-height ratio. (2)(4)(6)

The school nurse or other health care practitioner shall conduct measurements of height and weight for each student for the purpose of tracking growth patterns. Height and weight measurements will be conducted at intervals established by the district and in a manner that protects student confidentiality.

Parents/Guardians have the right to request an exemption from height and weight measurements for their child, and the district must provide notification of the exemption request procedure. (2)(25)

Parents/Guardians of students who are to receive physical and dental examinations or screenings shall be notified. The notice shall include the date and location of the examination or screening and notice that the parents/guardians may attend. The notice shall encourage the parents/guardians to have the examination or screening conducted by the student's private physician or dentist at the parent's/guardian's expense, to promote continuity of care. Such statement may also include notification that the student may be exempted from such examination or screening if it is contrary to the parent's/guardian's religious beliefs. (7)(8)(9)

A student who presents a statement signed by the parent/guardian that a health examination is contrary to the student's or parent's/guardian's religious beliefs shall be examined only when the Secretary of Health determines that facts exist indicating that certain conditions would present a substantial menace to the health of others in contact with the student if the student is not examined for those conditions. (10)(11)

Where it appears to school health officials or teachers that a student deviates from normal growth and development, or where school examinations reveal conditions requiring health or dental care, the parent/guardian shall be notified of the apparent need for a special examination by the student's private physician or dentist. The parent/guardian shall report to the school whether a special examination occurred. If the parent/guardian fails to report whether the examination occurred within a reasonable time after being notified of the apparent need and the abnormal condition persists, appropriate school health personnel shall arrange a special health examination for the student. (2)(4)(12)

In the event that the parent/guardian objects to or refuses to obtain a regular or special health or dental examination or refuses to permit the child to be examined as arranged by the school nurse or school physician, the school nurse, in consultation with the school physician, shall determine whether the student appears to have unaddressed health conditions such that, under the circumstances, the refusal should be reported to the Pennsylvania Department of Health or other appropriate authorities.

Where school health officials or staff have reasonable cause to suspect that a student may be the victim of child abuse, the school employee shall make a report of suspected child abuse in accordance with law and Board policy.
(13)**(14)**

Health Monitoring

The Board directs district staff to monitor student health in accordance with applicable Board policy and the Board-approved health and safety plan. **(15)**

A student may request an alternative method of monitoring as a religious accommodation, and designated district staff shall assess and respond to such request in accordance with applicable law, regulations and Board policy. A request for an accommodation that would unreasonably impair safety or cause undue hardship will not be granted. **(16)**

A student with a health condition that may render a monitoring method ineffective should notify designated staff so that alternative or supplemental methods may be considered. **(16)(17)**

Students who may be exhibiting symptoms that indicate health concerns shall be referred to the school nurse or designated staff for further assessment and response, in accordance with Board policy. **(15)**

Health Records

The district shall maintain for each student a comprehensive health record which includes a record of immunizations and the results of tests, measurements, regularly scheduled examinations and special examinations. (2)

All health records shall be confidential and shall be disclosed only when necessary for the health of the student or when requested by the parent/guardian, in accordance with law and Board policy. (18)**(19)(20)**

The district may disclose information from health records to appropriate parties in connection with an emergency, when necessary to protect the health or safety of the student or other individuals, in accordance with applicable law and Board policy. **(15)**(18)**(19)(20)**(21)(22)**(23)**

Designated district staff shall request, from the transferring school, the health records of students transferring into district schools. Staff shall respond to such requests for the health records of students transferring from district schools to other schools. (18)

The district shall destroy student health records only after the student has not been enrolled in district schools for at least two (2) years. (18)**(24)**

Delegation of Responsibility	The Superintendent or designee shall instruct all staff members to continually observe students for conditions that indicate health concerns or disability and to promptly report such conditions to the school nurse or designated staff. (2) **The Superintendent or designee shall ensure that educational information and materials regarding eating disorder awareness and education are made available to students in grades six through twelve. Eating disorder awareness and educational materials must also be posted on the district's website.** (26)(27) The Superintendent or designee shall ensure that notice is provided to all parents/guardians regarding the existence of and eligibility for the Children's Health Insurance Program (CHIP). (12) <u>Legal References</u> 1. 24 P.S. 1401 2. 24 P.S. 1402 3. 24 P.S. 1403 4. 22 PA Code 12.41 5. 24 P.S. 1407 6. 28 PA Code 23.1 7. 24 P.S. 1405 8. 28 PA Code 23.2 9. 20 U.S.C. 1232h 10. 24 P.S. 1419 11. 28 PA Code 23.45 12. 24 P.S. 1406 13. 23 Pa. C.S.A. 6311 14. Pol. 806 15. Pol. 203 16. Pol. 103 17. Pol. 103.1 18. 24 P.S. 1409 19. Pol. 113.4 20. Pol. 216 21. 20 U.S.C. 1232g 22. 34 CFR Part 99 23. Pol. 805 24. Pol. 800 25. 28 PA Code 23.7 26. 24 P.S. 1408 27. 24 P.S. 1426

GOVERNOR MIFFLIN SCHOOL DISTRICT

SECTION: STUDENTS

TITLE: SCHOOL WELLNESS

ADOPTED: May 15, 2006

REVISED: January 21, 2019
First Reading: September 21, 2026
Second Reading: October 26, 2026

	246. SCHOOL WELLNESS
Purpose	The Governor Mifflin School District recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development, and readiness to learn. The Board is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education and promotion, and regular physical activity as part of the total learning experience. In a healthy school environment, students will learn about and participate in positive dietary and lifestyle practices that can improve student achievement.
Authority	The Board adopts this Policy based on the recommendations of the Wellness Committee and in accordance with federal and state laws and regulations. (2)(3) To ensure the health and well-being of all students, the Board establishes that the district shall provide to students: 1. A comprehensive nutrition program consistent with federal and state requirements. 2. Access, at reasonable cost, to foods and beverages that meet established nutritional guidelines. 3. Physical Education courses and opportunities for developmentally appropriate physical activity during the school day. 4. Curriculum and programs for Grades K-12 that are designed to educate students about proper nutrition and lifelong physical activity, in accordance with State Board of Education curriculum regulations and academic standards.
Delegation of Responsibility	The Superintendent or designee shall be responsible for the implementation and oversight of this policy to ensure each of the district's schools' programs and curriculum are compliant with this policy, related policies and established guidelines or administrative regulations. (2)(3)

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

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

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

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

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

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

	At least once every three (3) years, the district shall update or modify this policy as needed, based on the results of the most recent triennial assessment and/or as district and community needs and priorities change; wellness goals are met; new health science, information and technologies emerge; and new federal or state guidance or standards are issued. (3) The district shall annually inform and update the public, including parents/guardians, students and others in the community about the contents, updates and implementation of this policy via the district website, student handbooks, newsletters, posted notices and/or other efficient communication methods. This annual notification shall include information on how to access the School Wellness policy; information about the most recent triennial review and update of the School Wellness policy; and a means of contacting Wellness Committee leadership. (2)(3)
Guidelines	<u>Recordkeeping</u> The district shall retain records documenting compliance with the requirements of the School Wellness policy, which shall include: (3)(4) 1. The written School Wellness policy. 2. Documentation demonstrating that the district has informed the public, on an annual basis, about the contents of the School Wellness policy and any updates to the policy. 3. Documentation of efforts to review and update the School Wellness policy, including who is involved in the review and methods used by the district to inform the public of their ability to participate in the review. 4. Documentation demonstrating the most recent assessment on the implementation of the School Wellness policy and notification of the assessment results to the public. <u>Wellness Committee</u> The district shall establish a Wellness Committee comprised of, but not necessarily limited to, at least one (1) of each of the following: School Board member, district administrator, district food service representative, student, parent/guardian, school health professional, physical education teacher and member of the public. It shall be the goal that committee membership will include representatives from each school building and reflect the diversity of the community. (2)

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

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

Advisory Health Council

An Advisory Health Council may be established by the Superintendent to study student health issues and to assist in organizing follow-up programs. (5)

The Advisory Health Council may examine related research, assess student needs and the current school environment, review existing Board policies and administrative regulations, and raise awareness about student health issues.

The Advisory Health Council may make policy recommendations related to other health issues necessary to promote student wellness.

The Advisory Health Council shall provide periodic reports to the Superintendent or designee regarding the status of its work, as required.

Individuals who conduct student medical and dental examinations shall submit to the Advisory Health Council annual reports and later reports on the remedial work accomplished during the year, as required by law. (5)

Nutrition Education

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

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

Nutrition education shall provide all students with the knowledge and skills needed to lead healthy lives. Nutrition education lessons and activities shall be age-appropriate.

	Nutrition curriculum shall teach behavior-focused skills, which may include menu planning, reading nutrition labels and media awareness. School food service and nutrition education classes shall cooperate to create a learning laboratory. Nutrition education shall be integrated into other subjects such as math, science, language arts and social sciences to complement but not replace academic standards based on nutrition education. Lifelong lifestyle balance shall be reinforced by linking nutrition education and physical activity. The staff responsible for providing nutrition education shall be properly trained and prepared and shall participate in appropriate professional development. The district shall develop standards for such training and professional development. Nutrition education shall extend beyond the school environment by engaging and involving families and the community. <u>Nutrition Promotion</u> Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. District schools shall promote nutrition through the implementation of Farm to School activities, where possible. Activities may include, but not be limited to, the initiation/maintenance of school gardens, taste-testing of local products in the cafeteria and classroom, classroom education about local agriculture and nutrition, field trips to local farms and incorporation of local foods into school meal programs. District staff shall cooperate with agencies and community organizations to provide opportunities for appropriate student projects related to nutrition. District food service personnel shall review and implement research-based, behavioral economics techniques in the cafeteria to encourage consumption of more whole grains, fruits, vegetables and legumes, and to decrease plate waste. Consistent nutrition messages shall be disseminated and displayed throughout the district, schools, classrooms, cafeterias, homes, community and media.

	Consistent nutrition messages shall be demonstrated by avoiding use of unhealthy food items in classroom lesson plans and school staff avoiding eating less healthy food items in front of students. District schools shall offer resources about health and nutrition to encourage parents/guardians to provide healthy meals for their children. <u>Physical Activity</u> District schools shall strive to provide opportunities for developmentally appropriate physical activity during the day for all students. District schools shall contribute to the effort to provide students opportunities to accumulate at least sixty (60) minutes of age-appropriate physical activity daily, as recommended by the Centers for Disease Control and Prevention. Opportunities offered at school will augment physical activity outside the school environment, such as outdoor play at home, sports, etc. Students shall participate daily in a variety of age-appropriate physical activities designed to achieve optimal health, wellness, fitness, and performance benefits. Age-appropriate physical activity opportunities, such as outdoor and indoor recess, before and after school programs, during lunch, clubs, intramurals and interscholastic athletics, shall be provided to meet the needs and interests of all students, in addition to planned physical education. A physical and social environment that encourages safe and enjoyable activity for all students shall be maintained. Extended periods of student inactivity, two (2) hours or more, shall be discouraged. Before and/or after school programs shall provide developmentally appropriate physical activity for participating children. District schools shall partner with parents/guardians and community members and organizations, such as YMCA's, Boys & Girls Clubs, local and state parks, hospitals, etc., to institute programs that support lifelong physical activity. Physical activity shall not be used or withheld as a form of punishment. Students and their families shall be encouraged to utilize district-owned physical activity facilities, such as playgrounds and fields, outside school hours in accordance with established district rules.

	Physical Education A sequential physical education program consistent with State Board of Education curriculum regulations and Health, Safety and Physical Education academic standards shall be developed and implemented. All District students must participate in physical education. (7)(8)(10) **Instruction involving the collection of a student's height and weight measurements must be conducted in a manner that protects student confidentiality. The calculation of body mass index (BMI) is prohibited.** (10) Quality physical education instruction that promotes lifelong physical activity and provides instruction in the skills and knowledge necessary for lifelong participation shall be provided. Physical Education classes shall be the means through which all students learn, practice and are assessed on developmentally appropriate skills and knowledge necessary for lifelong, health-enhancing physical activity. A comprehensive physical education course of study that focuses on providing students the skills, knowledge and confidence to participate in lifelong, health-enhancing physical activity shall be implemented. A varied and comprehensive curriculum that promotes both team and individual activities and leads to students becoming and remaining physically active for a lifetime shall be provided in the physical education program. Adequate amounts of planned instruction shall be provided in order for students to achieve the proficient level for Health, Safety and Physical Education academic standards. A local assessment system shall be implemented to track student progress on health, Safety and Physical Education academic standards. Students shall be moderately to vigorously active as much time as possible during a physical education class. Documented medical conditions and disabilities shall be accommodated during class. Safe and adequate equipment, facilities and resources shall be provided for physical education courses. Physical Education shall be taught by certified health and physical education staff. Appropriate professional development shall be provided for physical education staff.

Physical Education classes shall have a teacher-student ratio comparable to those of other courses for safe and effective instruction.

Physical activity shall not be used or withheld solely as a form of punishment.

Social Media

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

1. **Mental, psychological and physical effects of social media and mobile device use.**

2. **Potential impacts of social media and mobile device use on academic growth and learning.**

3. **Safe use of social media, including how to recognize suspicious online behavior including, but not limited to:**
   a. **Cyberbullying.**
   b. **Predatory behavior.**
   c. **Potential human trafficking.**

4. **Personal security and privacy on mobile devices.**

Other School-Based Activities

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

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

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

Students shall be provided a clean and safe meal environment.

	Students shall be provided adequate time to eat: ten (10) minutes sit down time for breakfast; twenty (20) minutes sit down time for lunch. Meal periods shall be scheduled at appropriate hours, as required by federal regulations and as defined by the district. (11) Students shall have access to hand washing or sanitizing before meals and snacks. Access to the food service operation shall be limited to authorized staff. Nutrition content of school meals shall be available to students and parents/guardians. Students and parents/guardians may be involved in menu selections through various means, such as taste-testing and surveys. Goals of the School Wellness Policy shall be considered in planning all school based activities. Administrators, teachers, food service personnel, students, parents/guardians and community members shall be encouraged to serve as positive role models through district programs, communications and outreach efforts. The district shall support the efforts of parents/guardians to provide a healthy diet and daily physical activity for children by communicating relevant information through various methods. The district shall maintain a healthy school environment, including but not limited to indoor air quality, in accordance with the district's healthy learning environment program and applicable laws and regulations. <u>Nutrition Guidelines for All Foods/Beverages in School</u> All foods and beverages available in district schools during the school day shall be offered to students with consideration for promoting student health and reducing obesity. Foods and beverages provided through the National School Lunch or School Breakfast Programs shall comply with established federal nutrition standards. (11)(12)(15)(16) Foods and beverages offered or sold at school-sponsored events outside the school day, such as athletic events and dances, shall offer healthy alternatives in addition to more traditional fare.

Competitive Foods

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

Competitive foods are defined as foods and beverages offered or sold to students on school campus during the school day, which are not part of the reimbursable school breakfast or lunch.

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

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

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

Fundraiser Exemptions

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

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

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

Non-Sold Competitive Foods

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

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

1. Rewards and Incentives: Foods and beverages shall not be used as a reward for classroom or school activities unless the reward is an activity that promotes a positive nutrition message (ex. guest chef, field trip to a farm or farmers market, etc).

2. Classroom Parties and Celebrations: Classroom parties shall offer a minimal amount of foods (maximum 2-3 items) containing added sugar as the primary ingredient (ex. cupcakes, cookies) and will provide the following:

a. Fresh fruits/vegetables; and
b. Water, 100 percent juice diluted with water, low-fat milk or nonfat milk.

Food celebrations shall not occur until thirty (30) minutes after the end of the last lunch period.

Shared Classroom Snacks

Shared classroom snacks are not permitted in district schools.

Marketing/Contracting

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

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

Management of Food Allergies in District Schools

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

1. Reduce and/or eliminate the likelihood of severe or potentially life-threatening allergic reactions.

2. Ensure a rapid and effective response in case of a severe or potentially life-threatening allergic reaction.

3. Protect the rights of students by providing them, through necessary accommodations when required, the opportunity to participate fully in all school programs and activities.

Safe Routes to School

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

Legal References

2. 42 U.S.C. 1758b
3. 7 CFR 210.31
4. 7 CFR 210.15
5. 24 P.S. 1422
6. 24 P.S. 1513
7. Pol. 102
8. Pol. 105
9. Pol. 808
10. 24 P.S. 1512.1
11. 7 CFR 210.10
12. 7 CFR 220.8
13. 24 P.S. 701
15. 42 U.S.C. 1751
16. 42 U.S.C. 1773
17. 7 CFR 210.30
18. 7 CFR 210.11
19. 7 CFR 220.12
20. Pol. 229
21. 24 P.S. 504.1
22. Pol. 209.1
23. 24 P.S. 1556
24. 24 P.S. 742.1

GOVERNOR MIFFLIN SCHOOL DISTRICT

(next 3-year acknowledgement due October, 2029)

SECTION: STUDENTS

TITLE: BULLYING/CYBERBULLYING

ADOPTED: December 15, 2008

REVISED: December 16, 2024
First Reading: September 21, 2026
Second Reading: October 26, 2026

249. BULLYING/CYBERBULLYING

Purpose

The Board recognizes that bullying **and cyberbullying create** an atmosphere of fear and intimidation, detract from the safe environment necessary for student learning, and may lead to more serious violence. **The Board is committed to providing a safe, positive learning environment for district students that is free from bullying and cyberbullying.**

Definitions

Artificial Intelligence-Generated or Modified Media – means text, code, images, audio or video data that has been created or modified from its original source data through the use of artificial intelligence technology, programs or platforms. (1)

Bullying - means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting and/or outside a school setting, that is severe, persistent or pervasive and has the effect of doing any of the following: (1)

1. Substantially interfering with a student's education; **or**
2. Creating a threatening environment; **or**
3. Substantially disrupting the orderly operation of the school.

Cyberbullying - means bullying through the use of electronic technology or communication, including data, computer software or online platforms, regardless of their origin, using a device, system network, internet service, email, social media or other digital means, including artificial intelligence-generated or modified media. Cyberbullying includes bullying conduct which occurs in a school setting. (1)

School setting - means in the school, on school grounds, in school vehicles, at a designated bus stop, or at any activity sponsored, supervised or sanctioned by the school. (1)

Authority	The Board prohibits all forms of bullying **and cyberbullying** by district students **and requires that this policy be accessible in every classroom. The policy shall be posted in a prominent location within each school building and on the district website**. (1) The Board encourages students who believe they or others have been bullied to promptly report such incidents to the building principal or designee. The Board directs that complaints of bullying **and cyberbullying** be investigated promptly, and appropriate corrective or preventative action be taken when allegations are substantiated. The Board directs that any complaint of bullying **or cyberbullying** brought pursuant to this policy shall also be reviewed for conduct which may not be proven to be bullying **or cyberbullying** under this policy, but merits review and possible action under other Board policies. (1) <u>Confidentiality</u> Confidentiality of all parties, witnesses, the allegations, the filing of a complaint and the investigation shall be handled in accordance with applicable law, regulations, this policy and the district's legal and investigative obligations. <u>Retaliation</u> Reprisal or retaliation relating to reports of bullying **or cyberbullying,** or participation in an investigation of allegations of bullying **or cyberbullying,** is prohibited and shall be subject to disciplinary action.
Delegation of Responsibility	Each student shall be responsible to respect the rights of others and to ensure an atmosphere free from bullying **and cyberbullying.** The Superintendent or designee shall develop administrative regulations to **support** this policy. The Superintendent or designee shall ensure that this policy and administrative regulations are reviewed annually with students. (1) The Superintendent or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the Board. (1)

	District administration shall annually provide the following information with the school safety and security incident report: (1)(2) 1. Board's Bullying**/Cyberbullying** policy. 2. Report of bullying **and cyberbullying** incidents. 3. Information on the development and implementation of any bullying **and cyberbullying** prevention, intervention or education programs.
Guidelines	**Reports of bullying or cyber bullying may be made orally or in writing and may be anonymous, except where made by district staff. Students are encouraged to use the district's reporting form attached to this policy, or to submit a written complaint; however, oral complaints will be accepted, documented and investigated.** **Any individual receiving a complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor any person involved.** **District staff who observe bullying/cyberbullying or receive a report of bullying/cyberbullying shall not conduct an independent investigation but shall take appropriate action to protect the safety of involved students and promptly provide a summary of the observed or reported conduct to the building principal or designee.** **For purposes of this policy, a reporter is an individual, other than district staff, who reports alleged bullying/cyberbullying directed at one or more students. A complainant is the alleged victim or target of the conduct. In some circumstances, the same individual may serve as both reporter and complainant.** **The building principal or designee shall encourage the complainant or reporter to complete the district's designated report form. If, due to age, disability or other incapacity, the complainant or reporter is unable to complete the form, the building principal or designee shall document the report and complete the form on the individual's behalf. If the report is made by someone other than the complainant, the complainant shall be notified promptly, informed of the report, and encouraged to complete the district reporting form.** **As soon as practicable after the receipt of a report of bullying or cyberbullying, the district shall notify the parent(s)/guardian(s) of any student involved in the incident.**

If the complainant, district staff, or other professionals with knowledge of the complainant's health and well-being indicate that notifying a parent/guardian could place the complainant or another person at risk of abuse, neglect or other imminent harm, the building principal, in consultation with the Superintendent and legal counsel, and as appropriate, law enforcement, child welfare authorities and other qualified professionals, may determine whether parental notification should be delayed, as permitted by law. The basis for the delay must be documented, and parent/guardian notification shall occur as soon as legal and safely practicable. (3)(4)

Every report of bullying/cyberbullying shall be reviewed and investigated promptly and sufficiently to address the alleged misconduct, even if the report is anonymous or the complainant requests that no action be taken.

Threat Assessment

When a student's behavior indicates a threat to the safety of the student, other students, school employees, school facilities, the community, or other, district staff shall make a referral to the district's threat assessment team in accordance with applicable law and Board policy. (5)(6)

Discrimination/Harassment

If, at the time of the report or at any time during the investigation of the alleged bullying/cyberbullying, there is reason to believe that the conduct may fall within the provisions of the district's discrimination/harassment policies, the Title IX Coordinator must be promptly notified. Upon notification, the Title IX Coordinator will immediately initiate steps to comply with appropriate policies and procedures. The investigation will be handled as a joint and concurrent investigation to address all applicable allegations and legal requirements. (7)(8)

Investigation Procedures

After determining that the matter does not require handling under Policy 103, the building principal shall determine whether the investigation may be conducted by the principal or designee, or whether the matter must be referred to the Superintendent or another appropriate administrator.

If law enforcement has been notified, a law enforcement report has been filed, or substantiated allegations could result in expulsion, the building principal shall consult with the Superintendent or appropriate administrator, who may seek advice from legal counsel.

Investigations shall be timely, impartial, thorough and comprehensive. The investigation may include:

1. **Interviewing the complainant.**
2. **Interviewing the individual(s) accused of the conduct.**
3. **Interviewing witnesses.**
4. **Reviewing physical, electronic or documentary evidence.**
5. **Reviewing any other relevant information provided during the investigation.**
6. **Conducting any additional inquiry reasonably necessary to determine the facts and address proven misconduct.**

Investigative Findings

The investigator shall prepare findings that summarize the investigation, determine whether the allegations have been substantiated, identify any violation of Board policy or applicable law, and recommend appropriate corrective action.

As soon as practicable after determining that an incident of bullying or cyberbullying has occurred, the district shall notify the parent(s)/guardian(s) of any student involved in the incident, of the determination of the investigation.

The complainant/reporter and the accused shall be informed of the outcome of the investigation within a reasonable period of time, consistent with the Family educational Rights and Privacy Act (FERPA) and other applicable laws. The accused shall not be informed of any individual remedies provided to the complainant. (9)

District Response and Corrective Action

If an investigation results in a finding that bullying or cyberbullying or other misconduct occurred, the district shall take prompt and appropriate corrective action designed to stop the conduct, prevent its recurrent, protect affected students, eliminate any hostile or disruptive environment, and prevent retaliation. (1)

The district shall document corrective actions taken and, when permitted by law, inform the complainant or reporter of responsive measures. District administrators shall monitor the effectiveness of corrective actions and take additional measures when necessary. (1)

If an investigation reveals violations of other Board policies or circumstances requiring additional review, referral, discipline or intervention, the district shall address those matters through the appropriate disciplinary, administrative or support processes.

Any disciplinary action imposed shall be consistent with the Code of Student Conduct, Board policies and administrative regulations, applicable collective bargaining agreements, and state and federal law, and may include: (1)(2)(13)

- **Counseling within the school**
- **Parental conference.**
- **Loss of school privileges.**
- **Transfer to another school building, classroom or school bus.**
- **Exclusion from school-sponsored activities.**
- **Detention.**
- **Suspension.**
- **Expulsion.**
- **Counseling/Therapy outside of school.**
- **Referral to law enforcement officials.**

The Code of Student Conduct, which shall contain this policy, shall be disseminated annually to students. (1)(2)(10)

<u>Education</u>

The district shall develop, implement and evaluate bullying prevention and intervention programs and activities. Programs and activities shall provide district staff and students with appropriate training for effectively responding to, intervening in and reporting incidents of bullying. (1)(11)(12)

School Safety and Security Incidents Report

Annually, by July 31, the Superintendent shall report on the designated form, to the PA Department of Education, all new incidents as required by state law. The report must include the total number of bullying and cyberbullying incidents that occurred during the school year, including the number of cyberbullying incidents suspected to involve artificial intelligence-generated or modified media. (2)(14)

Legal References

1. 24 P.S. 1303.1-A
2. Pol. 805.1
3. 23 Pa. C.S.A. 6301
4. Pol. 806
5. 24 P.S. 1302-E
6. Pol. 236.1
7. Pol. 103
8. Pol. 103.1
9. Pol. 216
10. 22 PA Code 12.3
11. 20 U.S.C. 7188
12. 24 P.S. 1302-A
13. Pol. 236
14. 24 P.S. 1319-B

GOVERNOR MIFFLIN SCHOOL DISTRICT

SECTION: PROPERTY

TITLE: MAINTENANCE

ADOPTED: March 20, 2006

REVISED: January 21, 2019
First Reading: September 21, 2026
Second Reading: October 26, 2026

704. MAINTENANCE

Purpose

Adequate maintenance of buildings, property and equipment is essential to fiscal responsibility and efficient management of district facilities.

Authority

The Board directs that a continuous program of inspection and maintenance of all District buildings, property and equipment be established and implemented. Wherever possible, maintenance shall be preventive. (2)(3)

Delegation of Responsibility

The Superintendent or designee shall develop and supervise a maintenance program which shall include:

1. Regular program of **maintenance, repair and improvement of buildings and facilities.**
2. **Testing lead levels in drinking water.** (3)
3. Critical spare parts inventory.
4. Equipment replacement program.
5. Long-range plans for building modernization and conditioning.

The Superintendent or designee shall develop a maintenance checklist applicable to all district buildings.

The Superintendent or designee shall report annually to the Board regarding the current maintenance and improvement program and projected maintenance needs that include cost analysis.

Legal References

2. 24 P.S. 701
3. 24 P.S. 742.1

GOVERNOR MIFFLIN SCHOOL DISTRICT

SECTION: OPERATIONS

TITLE: SCHOOL CALENDAR

ADOPTED: July 17, 2006

REVISED: January 27, 2025
First Reading: September 21, 2026
Second Reading: October 26, 2026

803. SCHOOL CALENDAR

Purpose

The Board recognizes that preparation of an annual school calendar is necessary for the efficient operation of the district and communication with students, staff, parents/guardians and the school community.

Authority

The Board shall determine annually the days and the hours when the schools will be in session for instructional purposes, in accordance with state law and regulations. This may include, as appropriate, activities qualifying as instructional days or hours, under the direction of certified school employees, for fulfilling the minimum required days or hours of instruction under law, regulations and state guidance. (1)(2)(3)(4)(5)(6)(7)(8)(9)

The school calendar shall normally consist of a minimum of 180 student days OR 900 hours of instruction at the elementary level and 990 hours of instruction at the secondary level. (1)(2)(8)(10)

The Board reserves the right to alter the school calendar when it is in the best interests of the district, including in cases of emergency, in accordance with applicable law and regulations. The Board shall take action to establish temporary provisions in cases of emergency, in accordance with law, and shall document such actions with the PA Department of Education, when required. (2)(5)(6)(7)(9))11)(12)(13)(**14**)

Temporary provisions established in accordance with law may include but are not limited to: (1)(2)(5)(6)(7)(8)(9)(12)(13)(**15**)

1. Keeping schools in session such days and hours as the Board deems necessary, which shall include maintaining the requirement for a minimum of 180 student days or 900 hours of instruction at the elementary level and 990 hours of instruction at the secondary level.

	2. Reducing the length of time of daily instruction for courses and classes. 3. Implementing remote and other alternative methods of delivering instruction under the direction of certified school employees. **Each year, prior to finalizing the school calendar, the Board must discuss the use or potential use of flexible instruction days and remote or virtual instructional days at a public Board meeting.** (7)**(14)**
Delegation of Responsibility	The Superintendent shall annually prepare a school calendar for Board consideration. The Superintendent or designee shall document alterations to the school calendar and any temporary provisions in accordance with law, regulations, guidance from the PA Department of Education and Board policy. (7)**(14)(15)** <u>Legal References</u> 1. 24 P.S. 133 2. 24 P.S. 1501 3. 24 P.S. 1502 4. 24 P.S. 1503 5. 24 P.S. 1504 6. 24 P.S. 1505 7. 24 P.S. 1506 8. 22 PA Code 11.1 9. 22 PA Code 11.2 10. 22 PA Code 4.4 11. 24 P.S. 520 12. 24 P.S. 520.1 13. 24 P.S. 1501.3 14. Pol. 006 15. Pol. 805

GOVERNOR MIFFLIN SCHOOL DISTRICT

SECTION: OPERATIONS

TITLE: SCHOOL SECURITY PERSONNEL

ADOPTED: October 19, 2020

REVISED: March 16, 2026
First Reading: September 21, 2026
Second Reading: October 26, 2026

805.2. SCHOOL SECURITY PERSONNEL

Authority

The Board shall employ, contract for and/or assign staff to coordinate the safety and security of district students, staff, visitors and facilities.

The district shall employ or contract for at least one (1) full-time school security personnel who has completed the training required by law and this Board policy, to be on duty during the school day. (1)

The district shall certify to the state School Safety and Security Committee annually that it has met the requirements for school security personnel or has received a waiver, in accordance with applicable law. (1)

Definitions

School Security Personnel – school police officers, school resource officers and school security guards. (2)

Independent Contractor – an individual, including a retired federal agent or retired state, municipal or military police officer or retired sheriff or deputy sheriff, whose responsibilities, including work hours, are established in a written contract with the district for the purpose of performing school security services. (2)

Third-Party Vendor – a company or entity approved by the PA Commission on Crime and Delinquency that provides school security services in accordance with law. (2)

Delegation of Responsibility

The Superintendent shall appoint a school administrator to serve as the School Safety and Security Coordinator, in accordance with law. When a vacancy occurs in the role of the School Safety and Security Coordinator, the Superintendent shall appoint another school administrator to serve as the School Safety and Security Coordinator within thirty (30) days of the vacancy and shall notify the Board regarding the appointment. (3)

The Superintendent or designee shall submit the name and contact information for the appointed School Safety and Security Coordinator to the state's School Safety and Security Committee within thirty (30) days of the appointment. (3)

The School Safety and Security Coordinator shall report directly to the Superintendent, and shall be responsible for the following: (3)

1. Oversee all school police officers (SPOs), school resources officers (SROs), and/or school security guards

2. Review and provide oversight of all Board policies, administrative regulations and procedures related to school safety and security, and ensure compliance with federal and state laws and regulations regarding school safety and security.

3. Coordinate training and resources for students and staff related to situational awareness, trauma-informed approaches, behavioral health awareness, suicide **awareness and prevention,** bullying **and cyberbullying** awareness **and prevention**, substance use awareness, emergency procedures and training drills, and identification or recognition of student behavior that may indicate a threat to the safety of the student, other students, school employees, other individuals, school facilities or the community, in accordance with the standards established by the state's School Safety and Security Committee and the requirements of applicable law and regulations. (3)(4)(5)(6)(7)(8)(9)(10)(11)(12)(13)

4. Meet with school employees annually to seek their input on the mandatory school safety and security training. (4)

5. Coordinate a tour of the district's buildings and grounds biennially, or when a building is first occupied or reconfigured, with law enforcement and first responders responsible for protecting and securing the district, to discuss and coordinate school safety and security matters.

6. Serve as the liaison with law enforcement and other state committees and agencies on matters of school safety and security.

7. Serve on the district's threat assessment team(s) and participate in required training and the threat assessment process. (8)(14)

8. Coordinate School Safety and Security Assessments, School Safety and Security grant requirements and respond to School Safety and Security surveys, as applicable. (12)(15)

9. Coordinate school safety and security meetings with school and building leadership, at least on a quarterly basis.

The School Safety and Security Coordinator shall, within one (1) year of appointment, complete required training as specified by the state's School Safety and security Committee for serving in the role of a School Safety and Security Coordinator. This training shall be in addition to other training requirements for school administrators, but shall count toward professional education credit, where applicable. (3)(16)(17)(18)

The School Safety and Security Coordinator must complete any additional continuing education as required by the School Safety and Security Committee. (3)

By June 30 of each year, the School Safety and Security Coordinator shall make a report to the Board at an executive session on the district's current safety and security practices, and identify strategies to improve school safety and security. (3)(19)

The Board directs the School Safety and Security Coordinator to include the following information in the annual report:

1. Threat assessment team information, including verification of compliance with law and regulations, the number and composition of the district's threat assessment team(s), the total number of threats assessed in the past year, and additional information on threat assessment required by the Superintendent or designee, in accordance with Board policy. (8)(14)

2. The number and type(s) of school security personnel contracted or employed by the district, including: (3)

    a. The number of school security personnel that are armed, listed by type(s) of personnel.

    b. The school building at which each school security personnel is assigned, listed by type(s) of personnel.

    c. The training, including the type of training and completion dates, of each school security personnel, listed by type(s) of personnel.

    d. A listing of other individuals utilized by the district for school safety-related duties.

3. An attendance report of the school and building personnel present at each school safety and security meeting, including yearly attendance totals.

4. Reports of required emergency preparedness, fire, bus evacuation and school security drills. (12)

5. Information on required school safety and security training and resources provided to students and staff. (12)

6. Safe2Say Something aggregate data, including a breakdown of Life Safety and Non-Life Safety reports received.

7. Behavioral health and school climate information, including aggregate data from surveys and assessments issued in the district, information on referrals and services accessed by students and families, and identification of additional resources needed in the district. (20)

8. School Safety and Security incident reports for the previous year(s) and/or data collected to date for the current year. (21)

9. Updates regarding the district's Memorandum of Understanding with local law enforcement agencies. (21)

10. Updates to laws, regulations and/or Board policies related to school safety and security.

11. Information on tours, inspections and/or School Safety and Security Assessments of school facilities and programs.

12. Information on grants or funding applied for and/or received in support of school safety and security efforts.

A copy of the report, including the required information on threat assessment and school security personnel, shall be submitted to the state's School Safety and Security Committee. (3)

The Superintendent or designee shall implement job descriptions and procedures to address the responsibilities and requirements specific to each category of school security personnel in carrying out their duties.

School security personnel shall carry weapons, including firearms, in performance of their duties only if, and to the extent, authorized by the Board, including as provided in an agreement with a law enforcement agency for the stationing of a School Police Officer, School Resource Officer or in a contract with an independent contractor or third-party vendor approved by the Board.

Guidelines	<u>School Police Officers</u> The district shall employ and/or contract for one or more school police officers and apply to the appropriate court for appointment and powers of authority, in accordance with the provisions of law. (2)(22)(23)(24)(25)(26) Within thirty (30) days of court approval for appointment of a school police officer, the district shall notify the School Safety and Security Committee and submit a copy of the court's order. (22) School Police Officer (2)(23)(24) 1. A law enforcement officer employed by the district, whose responsibilities, including work hours, are established by the district; or 2. An independent contractor or an individual provided through a third-party vendor who has been appointed in accordance with law, and who meets the requirements of contracted services personnel, in accordance with Board policy. (26) **Background Checks** Prior to receiving an offer of employment, al school police officers shall comply with the requirements for background checks/certifications and employment history reviews for all school employees, in accordance with applicable law, Board policy and administrative regulations. These requirements are addressed separately in Board policy 304 for school police employed by the district and Board policy 818 for school police employed by an independent contractor or third-party vendor. (25)(26)(27)(28)(29)(30) The district shall conduct a law enforcement agency background investigation in compliance with applicable law and regulations for all school police employed by the district and shall review a background investigation conducted for all school police employed by an independent contractor or third-party vendor. (31)(32) Following an offer of employment, the district shall request the separation record for a school police officer employed or contracted by the district, in accordance with applicable law and regulations for a law enforcement agency. (33)(34)

Requirements

The district shall annually report the following information regarding school police officers receiving required training to the PA Department of education**,** the School Safety and Security Committee, and the PA Commission on Crime and Delinquency: (35)

1. The district's name and the number of school police offers employed or contracted by the district.

2. The municipalities comprising the district.

3. The date and type of training provided to each school police officer.

The district shall make reports regarding hiring and separation, and shall maintain all records, as required for a low enforcement agency, in accordance with applicable law and regulations. (31)(36)

School police officers shall take and subscribe to the Oath of Office required by law. (37)

The district shall request that the court grant the school police officer authority to carry a firearm, in accordance with law. The school police officer shall maintain all applicable firearm license and training requirements, in accordance with law and Board policy. (22)(38)

School police officers shall successfully complete required training, in accordance with law, and other required staff training, included district training on the use of positive behavior supports, de-escalation techniques and appropriate responses to behavior for students with disabilities, in accordance with law, regulations and Board policy. (38)(39)(40)(41)(42)

School police officers shall possess and exercise the following duties: (43)

1. Enforce good order in school buildings, on school buses or vehicles owned or leased by the district, and on school grounds.

2. If authorized by the court, issue summary citations or detain individuals who are in school buildings, on school buses and on school grounds in the district until local law enforcement is notified.

3. If authorized by the court, a school police officer who is a law enforcement officer employed by the district, whose responsibilities, including work hours, are established by the district, may exercise the same powers as exercised under authority of law or ordinance by the police of the municipality in which the school property is located.

School police officers shall wear the assigned shield or badge provided by the district in plain view when on duty. (44)

Legal References

1. 24 P.S. 1316-C
2. 24 P.S. 1301-C
3. 24 P.S. 1309-B
4. 24 P.S. 1310-B
5. Policy 146.1
6. Policy 227
7. Policy 236
8. Policy 236.1
9. Policy 249
10. Policy 333
11. Policy 351
12. Policy 805
13. Policy 819
14. 24 P.S. 1302-E
15. 24 P.S. 1305-B
16. 24 P.S. 1316-B
17. 24 P.S. 1205.1
18. 24 P.S. 1205.5
19. Pol. 006
20. Pol. 235.1
21. Pol. 805.1
22. 24 P.S. 1302-C
23. 24 P.S. 1310-C
24. 24 P.S. 1311-C
25. Pol. 304
26. Pol. 818
27. 24 P.S. 111
28. 24 P.S. 111.1
29. 23 Pa. C.S.A. 6344
30. 23 Pa. C.S.A. 6344.3
31. 44 Pa. C.S.A. 7301
32. 37 Pa. Code 241.5
33. 44 Pa. C.S.A. 7310
34. 37 Pa. Code 241.6

	35. 24 P.S. 1303-C 36. 37 Pa. Code 241.1 37. 24 P.S. 1304-C 38. 24 P.S. 1305-C 39. 22 PA Code 10.23 40. 22 PA Code 14.104 41. 22 PA Code 14.133 42. Pol. 113.2 43. 24 P.S. 1306-C 44. 24 P.S. 1307-C 45. Pol. 909 46. 24 P.S. 1313-C 47. 24 P.S. 1314.C 48. Pol. 907 49. 24 P.S. 1309-C 50. 42 Pa. C.S.A. 8953 51. 53 Pa. C.S.A. 2303

GOVERNOR MIFFLIN SCHOOL DISTRICT

SECTION: OPERATIONS

TITLE: AUTOMATED EXTERNAL DEFIBRILLATOR (AED)/ CARDIOPULMONARY RESUSCITATION (CPR)

First Reading: September 21, 2026
Second Reading: October 26, 2026

ADOPTED: July 17, 2006

REVISED: August 18, 2014

822. AUTOMATED EXTERNAL DEFIBRILLATOR (AED)/ CARDIOPULMONARY RESUSCITATION (CPR)

Purpose

The Board is committed to providing a safe and healthy environment for the school community.

Maintaining automated external defibrillator (AED) units and staff trained in cardiopulmonary resuscitation (CPR) in the schools enables responders to deliver early defibrillation and resuscitation to victims.

Definition

Automated external defibrillator (AED) – a portable device that uses electric shock to restore a stable heart rhythm to an individual in cardiac arrest. (1)

Authority

Each school **building** shall have one (1) person **trained and** certified in the use of **an AED and** CPR during **the school day** when school is in session and students are present. (2)(3)

Each school nurse or designee, coach of an athletic activity, marching band director, physical education teacher and athletic trainer in the district must participate in instruction in the use of an AED and CPR and maintain their certification. (2)

The AED units are owned by the district and shall be properly maintained **and tested,** and located in secure and accessible locations.

The district shall have an AED in a readily accessible location for students participating in interscholastic athletics and practices. Individuals trained in the use of an AED and CPR will be present during these times. (4)(5)

The automated external defibrillator (AED) units shall be used in accordance with approved district procedures.

Guidelines	A Core Team shall be trained in CPR and AED procedures by completing a training program offered by approved providers. Members of the team shall be provided opportunities for annual training and retraining. **The district shall make instruction in the use of an AED available to all its employees and volunteers at least once every two (2) years. The instruction is optional and shall be conducted by an approved provider that may be through the internet or other electronic means.** (2) Written guidelines for medical emergencies related to the use of AED units shall be provided to all **employees instructed in the use of an AED.** Responders' use of AED units shall not replace the care provided by emergency medical services (EMS) providers. Patient care shall be transferred to the EMS providers upon their arrival.
Delegation of Responsibility	The Superintendent or designee shall develop and disseminate administrative regulations that detail the use of AED units. **The Superintendent or designee shall annually, by June 30, report to the PA Department of Education detailing the number, condition, age, expiration date and placement of AEDs in each school building.** (6) <u>Legal References</u> 1. 24 P.S. 1401 2. 24 P.S. 1423.1 3. 24 P.S. 1424 4. 24 P.S. 1423.3 5. Pol. 123 6. 24 P.S. 1423.2

SUMMARY OF POLICY REVISIONS
First Reading: September 21, 2026
Second Reading: October 26, 2026

The following policy revisions feature updates from the Omnibus Bill and State Regulations, including new academic standards for the 2026-2027 school year, curriculum, virtual attendance and wellness checks, height and weight measurements, including eating disorder awareness and education, body mass index (BMI), social media literacy, bullying and cyberbullying, lead testing for drinking water, flexible instruction days (FID), and school safety training.

Policy 102 – Academic Standards
This update reflects the requirements of a new section under the PA School Code regarding Social Media Literacy. This law requires that the standards adopted by the State Board of Education, in accordance with Chapter 4 regarding academic standards and instruction, include instruction to students on the potential health and academic impacts, and safety and security concerns associated with social media use. Also included in this update is the Chapter 4 requirement for Personal Finance, and clearer identification of which standards are based on PA Core Standards and PA Integrated Standards.

Policy 105 – Curriculum
Due to specific instructional requirements regarding Physical Education and Social Media, legal citations to reference 24 P.S. Sec. 15-1512.1 and 24 P.S. Sec. 15-1556 have been added to the policy.

Note: Policy 246 – School Wellness (appearing later in this listing) expands upon both of these topics as the issues directly relate to student wellness

Policy 204.1 – Virtual Attendance and Wellness Checks (NEW)
A new section under the PA School Code now requires Weekly Wellness Checks for any student who receives academic instruction exclusively through the district's virtual instruction program for the full school year. The purpose is to ensure that each student is visibly seen and communicated with in real time. Ongoing efforts to complete wellness checks, with accurate recordkeeping, must be made, and documentation demonstrating compliance with law must be provided to PDE upon request.

Policy 209 – Health Examinations/Screenings

This policy has been updated, per Code amendments, to reflect that height and weight measurements of students are to be conducted by the school nurse or other health care practitioner, for purposes of tracking a student's growth pattern – not to calculate body mass index (BMI). Confidentiality must be maintained and parents/guardians must be provided of their right to request an exemption from such measurements. Secondly, a new section of the School Code requires districts to make eating disorder awareness, and education information and materials, available for students in Grades 6 through 12.

Policy 246 – School Wellness

Revisions to this policy address two key elements:

First, the section on Physical Education has been updated to comply with Code amendments regarding the requirement to maintain student confidentiality when instruction involves the collection of a student's height and weight measurements. The use of measurements to calculate a student's body mass index (BMI) is prohibited. Second, a section has been added to address Social Media, in compliance with 24 P.S. Sec. 15-1556: Social Media Literacy Education and Academic Standards. Social media literacy in schools must address mental, psychological and physical effects of social media and mobile device use, personal security and privacy on mobile devices, potential impacts of social media and mobile device use on academic growth and learning, and safe use of social media, including how to recognize suspicious online behavior such as cyberbullying, predatory behavior, and potential human trafficking.

Policy 249 – Bullying/Cyberbullying

As a result of the Omnibus Bill amendments, this policy has been updated to include new definitions for Artificial Intelligence-Generated or Modified Media and Cyberbullying. The policy is also now required to include "procedures for investigating a report of alleged bullying and cyberbullying." Therefore, the separate procedures have been moved directly into the policy content to comply with this requirement. The merging of policy and procedural content resulted in content realignment and additional sections related to Reporting, Investigation and Response to Bullying/Cyberbullying.

Policy 704 – Maintenance

This policy was updated to include a reference to Lead Testing. An option was provided for the addition of testing lead levels in drinking water.

Policy 803 – School Calendar

This policy was updated to comply with new Code amendments regarding Flexible Instruction Days (FID). Required language has been added to reflect that each year, prior to finalizing the school calendar, the Board must discuss the use or potential use of flexible instructional days and remote or virtual instructional days at a public meeting.

Policy 805.2 – School Security Personnel

This policy has been revised to reflect a Code amendment clarifying that the School Safety and Security Coordinator is responsible to coordinate training and resources for staff and students on suicide awareness and prevention, and cyberbullying awareness and prevention.

Policy 822 – Automated External Defibrillators (AED)/Cardiopulmonary Resuscitation (CPR)

This policy has been updated in accordance with Act 17 of 2026, clarifying which individuals in the school entity must maintain their certification in the use of an AED and CPR, as well as optional training opportunities for all employees and volunteers. Information is also now included on the annual report the school entity must make to the PA Department of Education on their AEDs, including the number, condition, age, expiration date, and placement of the AEDs in each school building.

13. **Technology (No scheduled items)**

14. **Facilities Use (Voting)**

14.1. **Facilities Use Requests**

Description: Requesting Approval for Facilities Use Requests, as presented

FACILITIES USE REQUESTS
September 14, 2026

*MAGSA	MAGSA 8U Fall Practice Cumru Softball Field 08-24-26 – 10-28-26 Mondays and Wednesdays 6:00 pm – 8:00 pm No Charge
*MAGSA	MAGSA 10U Fall Practice and Games JV Softball Field 08-24-26 – 10-28-26 Mondays and Wednesdays 6:00 pm – 8:00 pm No Charge
*PA Mustangs	PA Mustangs 16U Practice Cumru Softball Field 08-25-26 – 10-29-26 Saturdays 5:30 pm – 8:00 pm No Charge
*GM Youth Field Hockey	Field Hockey Indoor Practice (Rain) Mifflin Park Gym 08-27-26 5:30 pm – 7:30 pm No Charge
*GM Youth Field Hockey	Field Hockey Indoor Practice (Rain) Cumru Gym 08-27-26 5:30 pm – 7:30 pm No Charge
*GM Youth Field Hockey	Field Hockey Pictures Cumru Gym 09-01-26 5:30 pm – 7:30 pm No Charge
*MAGSA	MAGSA 12U Fall Practice and Games Varsity Softball Field 09-02-26 – 10-28-26 Mondays and Wednesdays 6:00 pm – 8:00 pm No Charge

*PA Mustangs	PA Mustangs 14U Scrimmage Varsity Softball Field 09-03-26 Saturday 5:30 pm – 8:00 pm No Charge
*MBA	MBA Fall League Practice Mifflin Park Gym 09-05-26 – 10-31-26 Saturdays 10:00 am – 12:00 pm No Charge
*PA Mustangs	PA Mustangs 16U Practice Cumru Gym 09-08-26 – 10-08-26 Tuesdays and Thursdays 7:00 pm – 8:00 pm No Charge
*PA Mustangs	PA Mustangs 12U Practice Varsity Softball Field 09-08-26 – 10-27-26 Tuesdays 5:30 pm – 7:30 pm No Charge
*GM Over 40 Soccer	Over 40 Soccer Games Multipurpose FIeld 09-13-26, 09-27-26 5:00 pm – 7:00 pm Rental Fees Apply
MAGSA	MAGSA 10U Game Varsity Softball Field 09-18-26 6:00 pm – 8:00 pm No Charge
PA Mustangs	PA Mustangs Scrimmage Varsity Softball Field 09-19-26 12:00 pm – 5:00 pm No Charge

*PA Mustangs	PA Mustangs 14U Practice Varsity Softball Field 09-19-26 – 10-31-26 Saturdays 9:30 am – 12:00 pm No Charge
*GM Wrestling Club	GMWC Wrestling Practice HS Wrestling Room 09-19-26 – 09-28-26 Mondays 6:00 pm – 8:00 pm No Charge
Science Explorers	Science Explorers - Club CSI Mifflin Park Art Room 203 09-22-26 –10-13-26 Tuesdays 3:30 pm – 4:30 pm No Charge
MAGSA	MAGSA 10U Game Varsity Softball Field 10-01-26 5:45 pm – 8:00 pm No Charge
MAGSA	MAGSA 8U Game Varsity Softball Field 10-03-26 12:00 pm – 2:00 pm No Charge
GM Over 40 Soccer	Over 40 Soccer Games Multipurpose Field 10-04-26, 11-01-26 6:00 pm – 8:00 pm Rental Fees Apply
GM Youth Wrestling	Elementary Wrestling Practice HS Wrestling Room 10-05-26 – 03-29-27 Mondays 5:30 pm – 7:30 pm No Charge

MAGSA	MAGSA 10U Game Varsity Softball Field 10-10-26 2:00 pm – 4:00 pm No Charge
Science Explorers	Science Explorers - Science Rocks! Mifflin Park Art Room 203 10-27-26 –11-17-26 Tuesdays 3:30 pm – 4:30 pm No Charge
PIAA Swim Officials	PIAA Swim Officials Meeting GMIS Cafeteria (poolside) 10-14-26 –02-10-27 Wednesdays 7:00 pm – 8:00 pm No Charge
Brecknock PTO	Brecknock PTO Trunk or Treat Brecknock Grounds and Cafeteria 10-31-26 5:00 pm – 7:30 pm No Charge
GM Wrestling Club	GMWC Parent Meeting High School LGI 11-02-26 5:30 pm – 7:30 pm No Charge
GM Youth Wrestling	Elementary Wrestling Practice HS Aux Gym 11-03-26 – 02-27-27 Tuesdays and Thursdays 5:00 pm – 7:30 pm No Charge
GM Wrestling Club	Carabello Classic Wrestling Tournament GMIS Gym, Cafe, Kitchen, and Faculty Room 12-06-26 5:00 am – 10:00 pm Labor Fees Apply

GM Youth Wrestling	Elementary Wrestling Practice HS Aux Gym 12-18-26 – 02-26-27 Fridays 5:00 pm – 9:00 pm No Charge
Science Explorers	Science Explorers - Candy Chemistry Mifflin Park Art Room 203 01-12-27 –02-02-27 Tuesdays 3:30 pm – 4:30 pm No Charge
Science Explorers	Science Explorers - 3-2-1 Blast Off! Mifflin Park Art Room 203 02-16-27 –03-09-27 Tuesdays 3:30 pm – 4:30 pm No Charge

**Items will have occurred or begun prior to Voting meeting*

14.2. **MOTION TO APPROVE all Facilities Use Agenda Items**
Description: Requesting Approval for all Facilities Use Agenda Items, as presented

15. Communications

15.1. None received

16. Right-to-Know Requests

16.1. Mr. William Scribner
Description: Mr. William Scribner requested Board Policy 202, other policies regarding enrollment, number of nonresident students enrolled in the district, copies of Board meeting minutes approving or denying nonresident student enrollment, guidelines for determining whether a nonresident student may enroll, and any agreements with neighboring districts regarding student attendance or tuition.

16.2. Mr. Max Kraft
Description: Mr. Max Kraft requested all current copier, printer and multifunction device lease agreements, maintenance agreements, board approvals within 5 years authorizing the awarding of the leases or contracts, the awarded vendors' proposals, and any record identifying the contact information for the person responsible for administering those contracts.

16.3. The Data Branch
Description: Ms. Myra Barton, of The Data Branch, requested a listing of all products from Frontline Education, PowerSchool, Red Rover Technologies, Tyler Technologies, and Open Ai/Claude.

16.4. The Data Branch
Description: Ms. Holly Hatton, of The Data Branch, requested a listing of all products from Amerigis, Think Together, Brightly, FMX, Follet School Solutions, One to One Plus, and ServiceNow, from January 1, 2021 through present.

16.5. Smart Procure
Description: Stephanie Vargas, of Smart Procure, requested purchasing records from May 21, 2026 through current.

17. Grant Applications

17.1. The Mark Schonwetter Holocaust Education Grant
Description: The High School Library/Social Studies departments are applying for a Mark Schonwetter Holocaust Education grant in the amount of $1,000, which would support a visit to the US Holocaust Memorial Museum in Washington, DC, and to bring a guest speaker and/or exhibit to the GM High School campus.

GOVERNOR MIFFLIN
SCHOOL DISTRICT

702-AR-2. INTENT TO APPLY FOR GRANT FORM

I/We are requesting the administration approve the following opportunity to apply for a grant. I/We understand that the Board will have the final authority to approve and to accept the grant in order to support and supplement the district's educational and/or student activities program.

Name of individual or group applying for the grant	K. Brumbach & C. Walters
Contact / point person, if group	
Building and Department	Library/Social Studies
District program, school, grade level, or class recipient	Holocaust Studies/US History/Others
Name of grant and sponsor organization	Mark Schonwetter Holocaust Educatio
Pertinent timelines and deadlines for grant	Submission deadline: 10/2/2026
Purpose of the grant as it relates to supplementing and supporting a district program. (Attach grant description, application, budget, and supporting materials)	We plan to use these funds to pay for transportation to Washington, DC to visit the US Holocaust Memorial Museum and to bring a guest speaker or exhibit to campus
Amount of grant	$1000
Recurring expenses not associated with grant	None

Approval Process		
Grant requestor signature		Date: 8/26/26
Building Principal signature		Date: 8/28/26
Assistant Superintendent signature		Date: 8/31/26
CFO signature		Date: 8/31/26
Superintendent signature		Date: 8/31/26

MSHE Foundation 2026-2027 Grant Application

Mark Schonwetter Holocaust Education Foundation

Instructions

The purpose of the Mark Schonwetter Holocaust Education Foundation (MSHEF) is to promote kindness and respect through Holocaust Education. Grant money is available to academic institutions that are looking to either implement or expand their Holocaust curriculum.

The MSHEF Grant is meant for educators to teach their students, in an age-appropriate way, about the Holocaust. The goal of Holocaust education is for students to learn the history and how the lessons of the past can lead to kindness, respect and inclusion in our society.

Grants awarded up to $1,000. * Note any grant applications asking for more than the limit will be automatically disqualified. Also, be aware that you may not be awarded the full amount requested.

Grant Cycle
- Grant submission deadline 10/2/26
- Grant recipients notified by 11/1/26
- Funds must be used by 6/18/27
- Grant evaluations due 6/30/27

Eligibility
-Public & Private Schools
-Grades 4–12
-Secular & Non-secular Schools
-Universities & Colleges
-School Clubs & Organization

Requirements
1. Funds are to be used for Holocaust Education. The objective is to teach students the lessons to be learned from the past and how they relate to today.
2. All Grant recipients must be US based organizations.
3. It is the Grant recipient's responsibility to ensure that their use of funds complies with their State Standards.
4. **All recipients of the grant must submit a Grant Evaluation**, receipts of how funds were utilized, and copies of student reflections/letters/photos where applicable.
5. If Grant Funds are not spent by 6/18/27 and Grant Evaluations are not submitted by 6/30/27, Grant Funds may be asked to be returned.
6. If you are awarded a Grant, you must complete the Grant Contract within 14 days in order to be eligible to receive funding. Please make sure your contact information is correct and we

have a secondary contact. Please add grants@mshefoundation.org and administrator@grantinterface.com to your approved sender emails.
7. Multiple Grants may be awarded to the same school, so long as the grant use of funds do not overlap and impact the same set of students.

Example Uses of Funds:
- Educational Material such as books for the classroom
- Help subsidize a class trip, program or assembly
- Speaker fees
- Museum entrance costs or subsidize travel cost

For more ideas on uses of funds, visit our YouTube Channel and watch our Teacher Resource Webinars or visit our grant page.

Guidelines:
- Grant money cannot be used for any professional education/development courses or materials, meals/refreshments, staff costs, or teacher salaries.
- All Grants must be submitted and used by a school.
- Grants are awarded to the school not the teacher; Grants are not transferable.
- Schools can partner with a program to apply for a Grant however application must be submitted by the school not the program, museum or any other type of company.

Please click on the Question List button above if you would like to preview the application questions.

Collaborate Feature
The Collaborate button at the top of the page can be used to invite other people to work on this request.

- From the Collaborate pop up, enter the email address of the person you wish to help you with the request.
- Set the Permission to either View (the collaborator can only view forms in the request), Edit (the collaborator can view and edit the request), or Submit (the collaborator can view, edit, and submit the request)
- Include a message about what you are asking your collaborator to do for you and select Invite.
- You can revoke permission at any time.

An email will be sent to the collaborator containing your message, their username, and a link to the log-on page. After clicking this link, they will be brought to the log-on page. If this is their first time logging onto the system, they will be asked to create a password.

After logging onto the system, the collaborator will see this request under the Collaboration

Requests tab of their Applicant Dashboard. Here they can select the Edit Application link and complete your instructions.

Collaborate Video Tutorial (1:37)

School Information

Type of School*

Choices

Charter School
College/University
Private/Independent School
Public School
Religious Education - Christian
Religious Education - Jewish
Religious Education - Muslim
Religious Education - Other
Title I School
Other

If Other, please describe

If you chose "Other" in Type of school, please describe what type of organization you are.

Character Limit: 250

What subject do you teach?*

Please let us know what subject you teach, ie ELA, Social Studies, Art, Librarian, etc.

Character Limit: 250

Secondary Contact*

If the primary contact listed in your Grant Application is unable to be reached, please make sure to list a secondary contact who will otherwise be available.

Character Limit: 100

Secondary Email Address*

Character Limit: 254

Secondary Telephone Number*

Character Limit: 100

Requested Grant Details

Project Name*

Ex. Holocaust Speaker Series

Character Limit: 150

How did you hear about us?*

Character Limit: 250

Previous MSHEF Grant Applicant?*

Has your school ever applied for a grant from MSHE Foundation before? Please note prior application or receipt of a Grant does not impact your current eligibility.

Choices

No

Yes

Previous MSHEF Grant Recipient?*

Has your school ever received a MSHE Foundation Grant before? Please note all grant evaluations and required documentation must be submitted from the previous grant cycles in order to be considered for a new grant.

Choices

No

Yes

Amount Requested*

You may request up to $1,000. Grant applications will not be considered if your requested dollar amount exceeds $1,000.

Character Limit: 20

Number of Students Reached*

Estimated number of students that will benefit from this grant.

Character Limit: 5

Grade of Students?*

What grade are the students that will benefit from this grant?

Character Limit: 250

Current Holocaust Education Programming?*

What are you currently doing at your school for Holocaust Education?

Character Limit: 1000

Use of Grant Funds?*

What will the grant money be used for? Check all that apply.
*Make sure to check with your state to make sure the resource you are applying for meets state standards.
**For suggestions on use of grant funds, visit our Holocaust Education Resource Hub to search for ideas.

Choices

Anne Frank Center Program
Assembly
Butterfly Project
Classroom Set of Books
Daffodil Project
Field Trip Entry Tickets
Hate Ends Now: Cattle Car Tour
Museum Entry Tickets
Purchase Holocaust Related Materials
Six Million Voices-Auschwitz Tour
Speaker Fees
Transportation to/from Field Trip
Virtual Museum
Other

Brief Description of Use of Grant Funds.*

Provide a brief description of how you intend to utilize the funds received.

Character Limit: 250

Additional Details?*

Provide additional details to help the committee assess your grant application. For example:
-**Purchasing books** - the name of the book, number of books purchasing, total cost of purchase
-**Field trip** - the name of program or museum you are visiting, entrance fees, date of trip
-**Speaker** - the source of the speaker, name of speaker, what is the topic/subject matter the speaker will be speaking to the students about, Speaker cost
-**Other purpose** - details about the program (fees, cost, timing specific name of program/event, etc.).

Character Limit: 5000

Specific Goals and Expected Outcomes?*

State the specific goals and expected outcomes/success indicators of the requested project/program. Please include details regarding how you plan to meet these goals and outcomes.

Character Limit: 5000

Important Note about System Emails

Please note that important emails regarding your application will be sent from **administrator@grantinterface.com**. Please add this email address to your safe senders list.

18. **Information Items**
    18.1. What Happened at the BCIU - August 2026
    18.2. BCIU NewsLink - August 2026
    18.3. BCIU Legislative Update - August 2026
    18.4. Commonwealth Budget Summary 2026-2027
    18.5. PDE Summary of State Appropriations
    18.6. BCTC Meeting Minutes - June 2026
    18.7. BCTC Meeting Minutes - July 2026
    18.8. BCTC Meeting Briefs - August 2026
19. **Closing Comments (Board)**
20. **Meeting Adjournment *(Voice)***