Franklin Regional School District

A Committee-of-the-Whole Meeting of the Franklin Regional Board of School Directors will be held on October 12, 2026, beginning at 7:30 PM. The meeting will be held at Murrysville Municipal Building, 4100 Sardis Rd., Murrysville, PA 15668.

A. Call to Order: Mr. Kurimsky

B. Roll Call: Mrs. Mickey

A record of attendance for the meeting.

C. Executive Session Announcement: Mr. Kurimsky

D. Superintendent's Report: Dr. Piraino **3**

- **Advanced Healthcare Career Academy**
- **Beyond the Classroom: Dr. Regelski**

E. Student Representative Reports **19**

- **FRobotics**

F. Public Comment

G. Solicitor's Comment

H. Consent Agenda Items: Mr. Kurimsky

Motion to approve consent agenda items 1 through 9 as written or amended.

1. PSBA Slate of Candidates for Review: Mr. Kurimsky **45**

Motion to approve the PSBA slate of candidates.

2. Replacement of Curriculum Technology Equipment: Mr. Schrecengost **50**

In previous fiscal years, Franklin Regional School District teachers secured specialized curriculum technology and classroom equipment. The equipment being replaced is used extensively at the elementary and middle school levels and plays an important role in supporting classroom instruction and student learning.

Intermediate School:
Finch Robots: $2,707.50
HummingBird Kits: $547.05
Ozobos: $832.14
Blue-Bots: $645.26
Total: $4,731.95

Middle School
2 Mobile Double-Sided Floor Racks: $299.98
VEX Robotic Items: $7,624.43
total: $7,924.41

Grand Total: $12,656.36

Motion to approve the replacement of curriculum technology equipment.

3. Gifts, Grants, and Donations: Mr. Perry

Company/Organization Name	Gift Amount	Contribution Utilization
Grable Foundation through The Mentoring Partnership	$1,500.00	Family Engagement activities
Total	$1,500.00	

The Administration recommends that the Board approve the following contribution(s) per policy 702 Gifts, Grants, and Donations. * Grable Foundation through The Mentoring Partnership contribution of

$1,500.00 for Family Engagement activities.

4.Property Assessment Settlements: Mr. Perry **60**

That the Board ratify the property assessment settlement stipulations for properties with map numbers 49-14-08-0-066 and 49-03-00-0-252 and that the Board approve the property assessment settlement stipulation for property with map number 49-16-16-0-048.

5.2027-2028 Academic Calendar: Dr. Baginski **76**

Motion to approve the proposed academic calendar for the 2027-2028 school year.

6.Magic School AI for High School Students Pilot: Dr. Delp **77**

A mid-year update will be brought to the curriculum committee on January 25, 2026.

Motion to approve Magic School AI for High School Students Pilot

7.Quill AI Resource for the High School: Dr. Delp **96**

Motion to approve Quill AI Resource for the High School

8.Policy Review - Second Read: Dr. Delp **118**

Motion to approve the second reading and adopt the following policies *Policy 102 Academic Standards *Policy 105 Curriculum *Policy 204.1 Virtual Attendance and Wellness Checks *Policy 209 Health Examinations/Screenings *Policy 246 School Wellness *Policy 249 Bullying/Cyberbullying

9.Personnel Agenda: Dr. Delp **142**

Motion to provisionally approve the attached personnel items upon submission of the appropriate documentation, as prescribed by state and federal regulations.

I.Roll-Call Agenda Item

1.Teamsters Collective Bargaining Agreement Memorandum of Understanding: Dr. Delp

Motion to approve the Memorandum of Understanding for the Teamsters Union Local No. 205 Collective Bargaining Agreement

J.Adjournment

A motion to adjourn the meeting.

Beyond the Classroom

Special and Gifted Education Board Brief

Franklin Regional School District • Dr. Richard E. Regelski, Jr., Director of Special Education

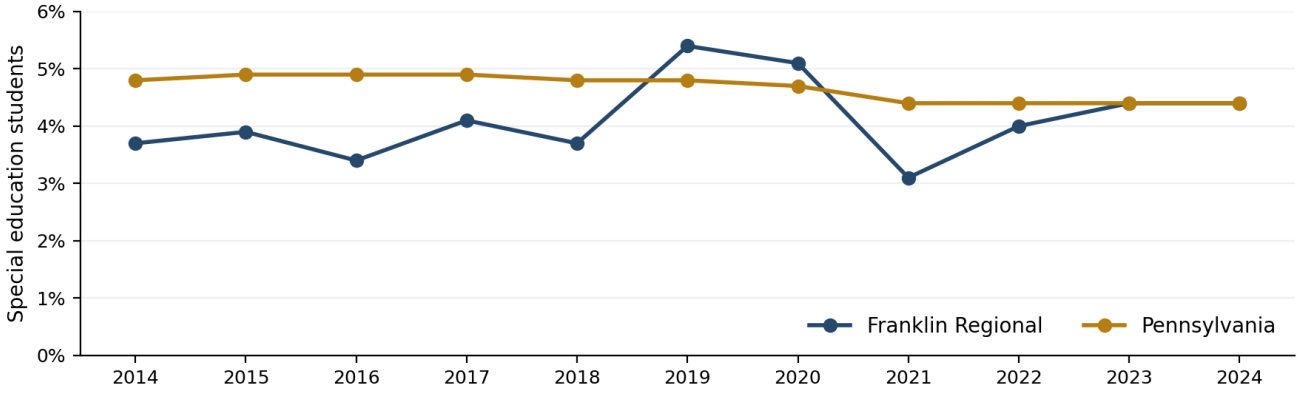
1 What Is It

Special and gifted education ensure that students receive instruction designed for their individual learning needs. The Individuals with Disabilities Education Act (IDEA) and Pennsylvania Chapter 14 require a free appropriate public education (FAPE) for eligible students with disabilities. Pennsylvania Chapter 16 establishes separate requirements for gifted students who need specially designed instruction. Both depend on individualized planning and meaningful parent participation.

FAPE — Free Appropriate Public Education. The District must provide eligible students with special education and related services at public expense and without charge to their families. The Individualized Education Program (IEP) translates this obligation into instruction, measurable goals, and supports designed to help each student make progress appropriate to their circumstances. Parents participate in identifying needs and services, which may include speech therapy, occupational therapy, assistive technology, or specialized transportation. Staff implement the IEP, monitor progress, and revise the program when expected progress is not occurring. Students must also be educated with nondisabled peers to the maximum extent appropriate, consistent with least restrictive environment requirements.

When an outside placement is needed. Sometimes a student's needs require a program that cannot be provided appropriately within the District, even with appropriate supports. The IEP team, including parents, reviews evaluations, progress, academic and functional needs, and supplementary aids and services to determine the least restrictive appropriate placement. A student may need intensive behavioral support or specialized communication, sensory, or instructional services. Options may include an intermediate unit program, another public school, a private school, or an approved private school. For a District-arranged placement, our responsibility continues: we ensure FAPE, coordinate the IEP, monitor progress, and fund required services and transportation without charge to the family.

Special Education Students Educated in Other Settings



2 What Are We Required To Do

IDEA establishes the federal framework for special education; Pennsylvania Chapters 14 and 16 specify state requirements for special education and gifted education. The District carries out these responsibilities through student identification, evaluation, individualized planning, and ongoing compliance activities.

Child Find. The District has an ongoing duty to identify, locate, and evaluate children suspected of having a disability and needing special education, including children who are homeless, attend private schools, or are homeschooled. Staff respond to parent and school referrals; screening and intervention do not replace a needed evaluation.

Evaluations and reevaluations. With required parental consent, a multidisciplinary team uses multiple sources of information to determine eligibility and educational needs. Evaluations address all areas of suspected disability and guide

instruction and services. Reevaluations examine continued eligibility and changing needs and may use existing data when appropriate. Gifted evaluations follow Chapter 16 requirements.

IEPs and GIEPs. For eligible students with disabilities, the Individualized Education Program (IEP) documents current performance, measurable annual goals, specially designed instruction, related services, accommodations, and progress reporting. For eligible gifted students, the Gifted Individualized Education Plan (GIEP) identifies learning needs, goals, and instruction through enrichment or acceleration. Both processes include parents and require at least annual team review. These responsibilities follow specific deadlines, requiring staff to coordinate consent, assessments, reports, team meetings, and services within established timeframes.

Required Timelines

Required step	Deadline
Special education permission form after oral parent request	10 calendar days
Initial special or gifted evaluation after written consent[1]	60 calendar days
Special education report before IEP meeting[2]	10 school days
IEP or GIEP development after evaluation report	30 calendar days
IEP implementation after completion	10 school days
GIEP implementation after signing[3]	10 school days

[1] Regulatory summer exclusion applies. [2] Parents may waive in writing. [3] If completed fewer than 30 days before the last scheduled school day, implementation may begin at the next school year's start.

Beyond individual student evaluations and plans, the District must maintain records, provide required notices, and complete ongoing program monitoring, planning, and reporting.

Cyclical monitoring. PDE reviews special education programs on a six-year cycle and conducts separate Chapter 16 gifted monitoring. Both reviews require records, staff participation, and correction of identified noncompliance. Gifted monitoring examines evaluations, GIEPs, instruction, safeguards, and staffing. Required restraint reporting is an additional ongoing special education responsibility.

Special Education Plan. Every three years, the District develops, submits to PDE for approval, and implements a plan describing programs, services, staffing, and how it will meet students' needs. The plan must be available for public inspection and comment for at least 28 days before Board approval and submission to PDE.

Child Count and PennData. Staff validate and report students with IEPs, disability categories, and educational environments for the December 1 count. Additional submissions cover personnel, students exiting special education, and disciplinary removals.

Act 16. Special education staff, finance staff, and service providers coordinate annual reporting of IEP-related expenditures by student cost category.

Indicator 13. The District reviews transition IEPs for measurable postsecondary goals, appropriate assessments, services, and aligned annual goals. In Pennsylvania, transition planning begins during the year a student turns 14.

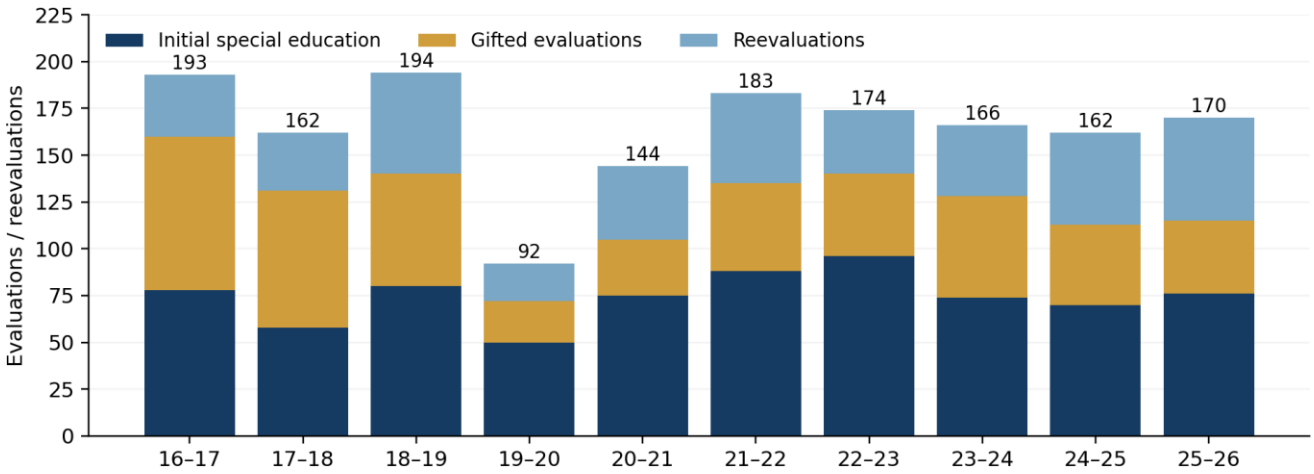
Indicator 14. For the assigned cohort, staff collect information when students leave school and follow up one year later about education, training, and employment.

3 Evaluations

Pennsylvania school psychologists support students' academic, behavioral, and emotional needs through evaluations, consultation with teachers and families, behavior intervention planning, and student support. Evaluation responsibilities represent a substantial demand on staff time: every case requires records review, assessment or data analysis, interpretation, written reporting, and team collaboration, regardless of whether the student qualifies for services.

During 2025–26, our school psychologist completed **170 evaluations and re-evaluations**, including **76 initial special education evaluations, 39 gifted evaluations, and 55 re-evaluations**. This represents the highest annual re-evaluation total in a decade. From 2016–17 through 2025–26, annual evaluation totals ranged from **92 to 194**, with an average of **171 annually over the most recent five years**. These figures illustrate the sustained staffing demands associated with identifying student needs and meeting evaluation requirements, alongside the psychologist's broader responsibilities.

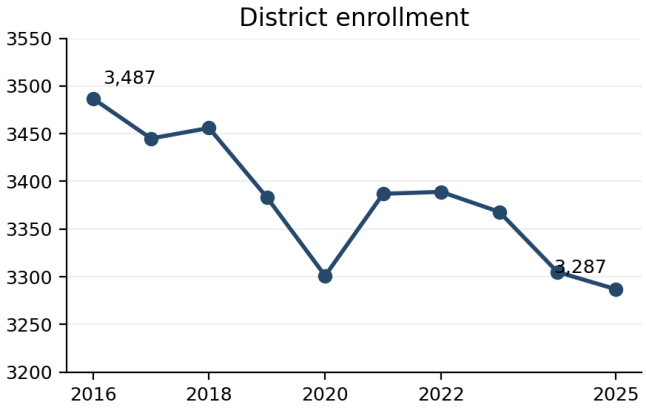
Evaluation Workload Over Time

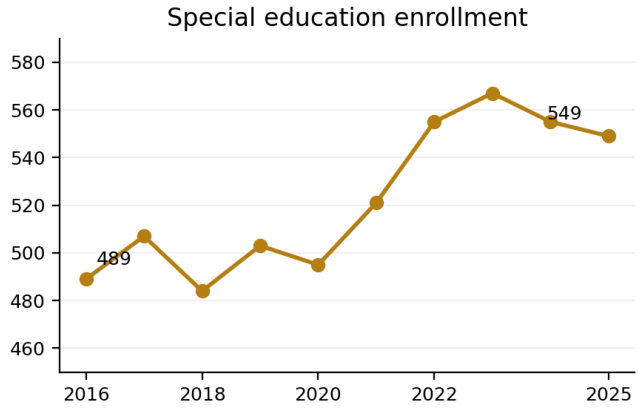


4 District and Special Education Enrollment Trends

From 2016 to 2025, District enrollment decreased by 200 students (5.7%), while special education enrollment increased by 60 students (12.3%). Special education students represented 16.7% of District enrollment in 2025, compared with 14.0% in 2016—a rise of 2.7 percentage points.

These trends show why overall enrollment alone does not capture special education staffing and service needs. Planning must also consider individual IEPs, service intensity, placements, and evaluation workload. Enrollment counts and evaluations measure different responsibilities; the 549 students reported in 2025 are not the same measure as the 170 evaluations and reevaluations completed in 2025–26.





Annual Enrollment Counts

Year	District students	Special education students	Special education share
2016	3,487	489	14.0%
2017	3,445	507	14.7%
2018	3,456	484	14.0%
2019	3,383	503	14.9%
2020	3,301	495	15.0%
2021	3,387	521	15.4%
2022	3,389	555	16.4%
2023	3,368	567	16.8%
2024	3,305	555	16.8%
2025	3,287	549	16.7%

5 Due Process and Dispute Resolution

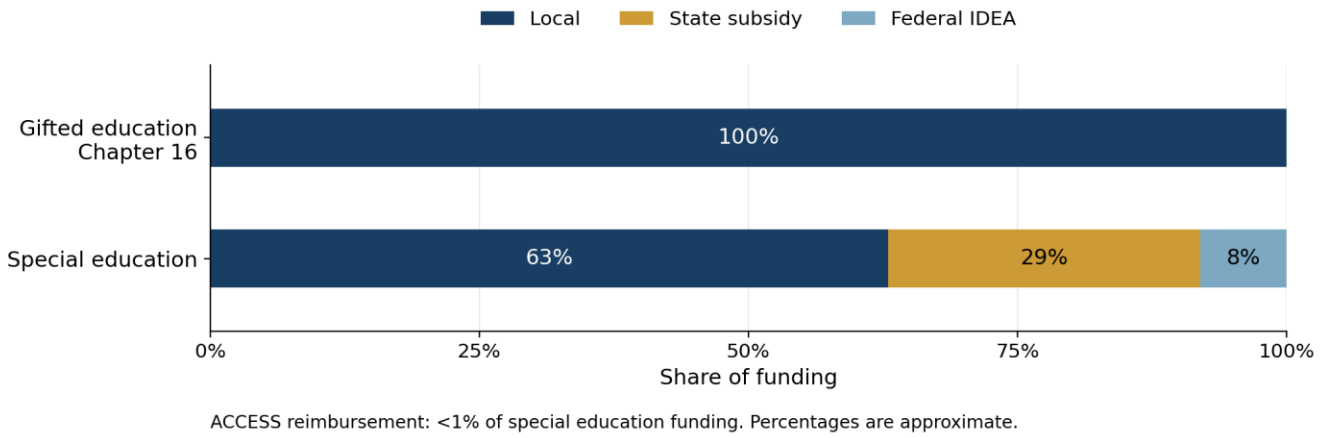
Pennsylvania provides several ways for parents to address special education concerns, including IEP team meetings, voluntary IEP facilitation, mediation, and state complaints to PDE. Parents may also pursue due process or contact the appropriate civil rights agency regarding discrimination concerns. These procedures protect parent rights and require district time, documentation, and follow-through.

6 District Financial Responsibility

Chapter 16 gifted education is an unfunded mandate and is 100% locally funded. Special education funding is approximately 63% local, 29% state subsidy, 8% federal IDEA, and less than 1% ACCESS reimbursement.
The District must budget for individualized instruction, special education teachers, paraprofessionals, related services, school psychology, transportation, specialized materials, and placements needed to deliver required programs. Compliance adds staff time for evaluations, IEPs and GIEPs, reporting, monitoring, training, and the Special Education Plan. Due process adds legal expenses, staff preparation, and potential costs to implement ordered services or other remedies.

Enrollment trends support this planning: from 2016 to 2025, total District enrollment fell 5.7%, while special education enrollment rose 12.3%. Overall student counts therefore do not fully describe the resources needed. Budget decisions must account for individual student needs, service intensity, and the District's ongoing legal obligations.

Education Funding Sources



ACCESS reimbursement: <1% of special education funding. Percentages are approximate.

Advanced Healthcare Career Academy

One Pathway. Four Partners. Endless Healthcare Opportunities









Franklin Regional. Northern Westmoreland Career and Technical Center. Allegheny Health Network. Westmoreland County Community College.

Our Program

This one-of-a-kind program gives students a rigorous, hands-on healthcare education and real-world career preparation.

Mission: Prepare students for healthcare employment and give them a strong foundation for continued education in nursing, allied health, and other medical fields.

Our focus is to provide more advanced opportunities and job-ready skills for all students interested in this pathway. This program is…

a. Open to all students grades 9-12
b. Targets students who plan on enrolling in courses such as biology, chemistry, physics, anatomy and physiology, etc, and have a strong interest in the medical field after high school.
c. For students who have a desire to pursue active employment within this field.
d. Enables students to engage in all FR curricular opportunities with the addition of a CTC experience and certification(s).

Partners and Introductions

Northern Westmoreland Career and Technical Center

Dr. Jason Hicks

jhicks@northwmctc.org

Mrs. Alexzandrea Fleming

afleming@northwmctc.org

Allegheny Health Network

Ms. Hope Waltenbaugh

Hope.Waltenbaugh2@ahn.org

Westmoreland County Community College

Mrs. Tameka King-Buchak

kingbuchakt@westmoreland.edu

Goals and Outcomes

Certifications

- AMCA Patient Care Technician Certification
- AMCA EKG Technician Certification
- AMCA Phlebotomy Certification
- Basic Life Support
- Stop the Bleed
- HIPAA/Patient Privacy Training
- Bloodborne Pathogen Training
- OSHA Safety-Healthcare Emphasis
- NOCTE Occupational Competency Assessment

Additional Certifications and Degree Pathways

- Associate of Art, Focus in Health Sciences
- Acceleration to Registered Nurse (RN) Degree through WCCC or Bachelor of Science in Nursing (BSN) through AHN
- Preparation for and acceleration towards enrollment in other Associate of Science in Health Sciences
- AHN Futures Program (learn, work, and advance)

The Technical Foundation Starts at NWCTC.

Skills. Credentials. Preparation.

Curriculum and Task Grid

- NWCTC's curriculum follows the Pennsylvania Department of Education's (PDE) approved task grid, outlining the essential knowledge and hands-on skills students will develop. These skills align with industry expectations and prepare students for NOCTI assessments, industry-recognized certifications, and future healthcare careers.

Access NWCTC's Task Grid Here

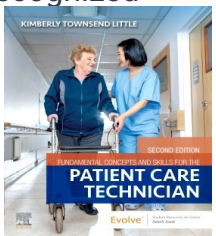
Delivery Model

- Classroom Instruction – Engaging lessons and presentations
- Hands-On Learning – Instructor demonstrations and practical skill development
- Teach-Back Method – Students demonstrate skills to reinforce understanding
- Patient-Care Scenarios – Simulated healthcare experiences and collaborative activities
- Industry Connections – Guest speakers, field experiences, and exposure to healthcare professional

PCT Textbook / Workbook

- Our textbook will guide students through the essential knowledge and skills needed to prepare for industry-recognized certifications and future careers in healthcare.

To explore the textbook, click on the image to the right.



NORTHERN WESTMORELAND CTC

Certifications

- **PCT** — PATIENT CARE TECHNICIAN
- **EKG**
- **PHLEBOTOMY**
- **BLS** — BASIC LIFE SUPPORT
- **STOP THE BLEED**
- **HIPAA** — HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT
- **BLOOD BORNE PATHOGENS**
- **OSHA SAFETY** — OCCUPATIONAL SAFETY AND HEALTH ADMINISTRATION
- **NOCTI** — NATIONAL OCCUPATIONAL COMPETENCY TESTING INSTITUTE

Industry, Clinical Partnership, and Post-Secondary Pathway



College in High School and Post-Secondary Pathway



Scheduling

1. Student will meet with FRSHS counselor:

Counselor	9th Grade	10th Grade	11th Grade	12th Grade
Ms. Marissa Fenwick 724-327-5456 ext. 5007 mfenwick@franklinregional.k12.pa.us	A-F	A-E	A-D	A-E
Mr. Arthur Earl 724-327-5456 ext. 5008 aearl@franklinregional.k12.pa.us	G-L	F-LI	E-LE	F-LE
Mrs. Carrie Jones 724-327-5456 ext. 5026 cjones@franklinregional.k12.pa.us	M-RI	LO-RA	LI-REC	LI-RI
Mrs. Ami Zachetti (Mr. Jack Maloney-LTS) 724-327-5456 ext. 5009 jmaloney@franklinregional.k12.pa.us	RO-Z	RE-Z	RED-Z	RO-Z

1. Complete application to Northern Westmoreland Career and Technical Center; students will be enrolled in both FR and NWCTC.
2. Career Academy added to student's schedule in the following block:
    a. QRT
    b. A/B rotation
    c. 0.5 credit

Points of Contact

Franklin Regional Senior High School

Mrs. Casey Pope

cpope@franklinregional.k12.pa.us

FRSHS Counselors

Ms. Marissa Fenwick
Mr. Arthur Earl
Mrs. Carrie Jones
Mr. Jack Maloney

Northern Westmoreland Career and Technical Center

Dr. Jason Hicks

jhicks@northwmctc.org

Mrs. Alexzandrea Fleming

afleming@northwmctc.org

Allegheny Health Network

Ms. Hope Waltenbaugh

Hope.Waltenbaugh2@ahn.org

Westmoreland County Community College

Mrs. Tameka King-Buchak

kingbuchakt@westmoreland.edu

Franklin Regional Advanced Healthcare Academy

About the Franklin Regional Advanced Healthcare Academy

The Advanced Healthcare Academy is a one-of-a-kind program that gives students a rigorous, hands-on healthcare education and real-world career preparation.

The mission of the Advanced Healthcare Academy is to prepare students for healthcare employment and give them a strong foundation for continued education in nursing, allied health, and other medical fields.

Northern Westmoreland Career and Technology Center and Franklin Regional School District deliver the program together and partner with Allegheny Health Network and Westmoreland County Community College to extend learning beyond high school.

The Advanced Healthcare Academy may be for you if...

- You have a strong interest in the medical field after high school.
- You are able to commit to a rigorous academic and technical foundation.
- This includes enrolling in courses such as Biology, Chemistry, Physics, Anatomy and Physiology, Emergency Medicine, and more.
- You are mature, responsible, and an independent thinker and worker.
- You are able to work in a demanding, collaborative environment with students and healthcare professionals.
- You have a potential desire to pursue active employment or further education in the healthcare/medical field.

Postsecondary, Industry, and Community Partners

AHN

WESTMORELAND COUNTY COMMUNITY COLLEGE

NORTHERN WESTMORELAND CTC

Advanced Healthcare College and Career Pathways

Certifications

AMCA - Patient Care Technician Certification
AMCA EKG Technician Certification
AMCA Phlebotomy Certification
Basic Life Support
Stop the Bleed
HIPAA / Patient Privacy Training
Bloodborne Pathogens Training
OSHA Safety - Healthcare Emphasis
NOCTE Occupational Competency Assessment

Additional Certifications & Degree Pathways

Associate of Arts, Focus in Health Sciences

Acceleration to Registered Nurse (RN) degree through WCCC or Bachelor of Science in Nursing (BSN) through AHN

Preparation for and acceleration towards enrollment in other Associate of Science in Health Sciences

AHN Futures Program (learn, work, and advance)

Want to learn more or begin enrollment?

Casey Pope, SHS Assistant Principal
cpope@franklinregional.k12.pa.us
Dr. Jason Hicks, Administrative Director NWCTC
jhicks@northwmctc.org

Or reach out to your school counselor!

FRANKLIN REGIONAL SCHOOL DISTRICT'S HEALTHCARE CAREER ACADEMY INFO SESSION

Wednesday, October 14, 2026 | 6:00pm - 7:00pm
High School Auditorium
(Virtual Option Available through the QR Code below)

ABOUT THIS PROGRAM

This one-of-a-kind program gives students a rigorous, hands-on healthcare education and real-world career preparation. It is provided in partnership with leading health and academic institutions and is housed right here at Franklin Regional.

OUR PARTNERS

This program is brought to you by the following partners:

- Northern Westmoreland Career and Technical Center
- Allegheny Health Network
- Westmoreland County Community College

WHY ATTEND?

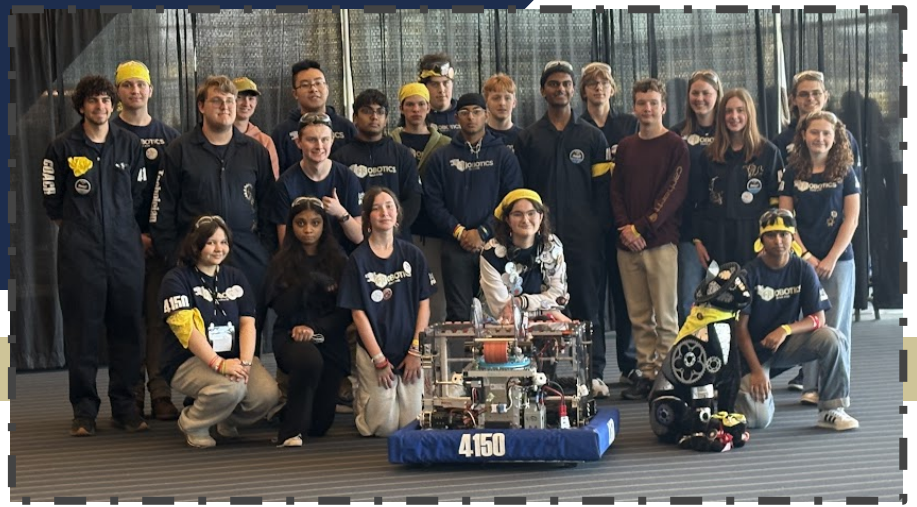
- Learn about the Healthcare Career Academy
- Apply for program enrollment
- Meet the program instructor & partners
- Ask questions & get answers
- Explore healthcare career pathways

CONTACT FRANKLIN REGIONAL SENIOR HIGH SCHOOL FOR MORE INFORMATION:

CASEY POPE
724-327-5456 EXT. 5025
CPOPE@FRANKLINREGIONAL.K12.PA.US

FROBOTICS

TEAM 4150



Meet the Presenters

Students

- Officers
  - President : Anthony Mitro
  - Vice President : Will Larrimer
  - Secretary : Evelyn Makosey
  - Treasurer : Ezra Duchamp
- Leads
  - Build : Charles Howell
  - Programming : Jack Anker
  - Wiring: Isabella Carter
  - Safety: Maddie Zalewski
  - Marketing: Logan St. Amant + Jyoshnaa Vijayakumar
  - Outreach: Lilly Lodovico

Mentors

Greg Vincent

Alyson Fearon

Who are FRobotics?

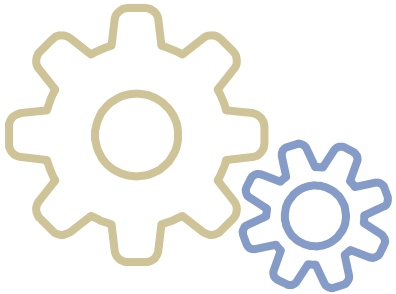


- Franklin Regional High School's Robotics team

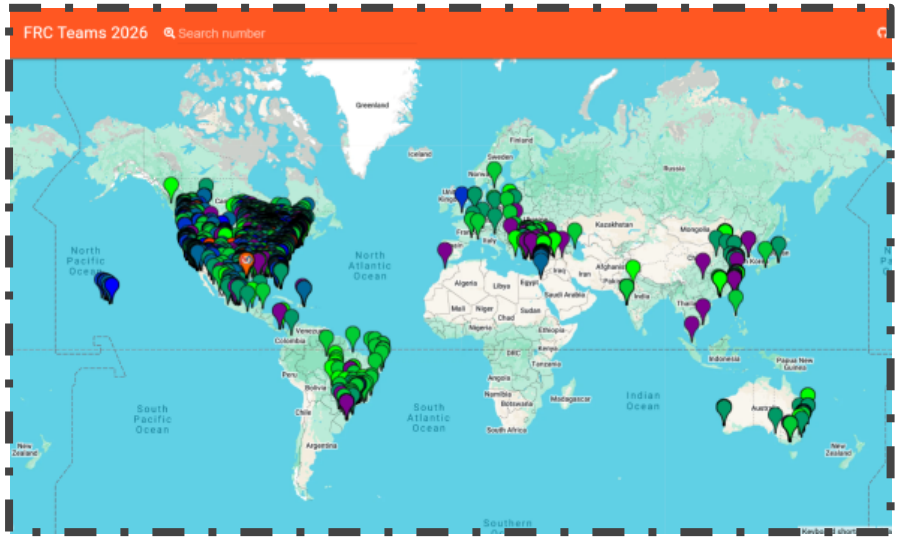


- 15th Season in *FIRST*

What is FIRST Robotics?



What is FIRST



- Encourages STEM interest in students
- Reaches Students Worldwide
- Builds both soft and career oriented skills

FIRST ROBOTICS COMPETITION



- Grades 9-12 or equivalent
- Create the Game and Issue the Game Rules
- Manage the competition season (Jan-Apr)
- Split into three age groups
  - FRC, FTC, FLL

Greater Pittsburgh Regional: Pittsburgh, Pennsylvania











- Critical Thinking
- Collaboration

Rocket City Regional: Huntsville, Alabama



- Artemis Splashdown
- Collaborating with new teams






2026



Season Overview

Season Overview

Pre-Season:

- September: New Recruits!
- October: Intro to the workshop and Basic Training
- November: Subteam Training
- 1st Week of December: Mock Kickoff

Season Overview

Build Season:

- January 9th: Kickoff!
- January-February: Build Season workshop
- March 17-20, 2027: Greater Pittsburgh Regional

Season Overview

Post-Season

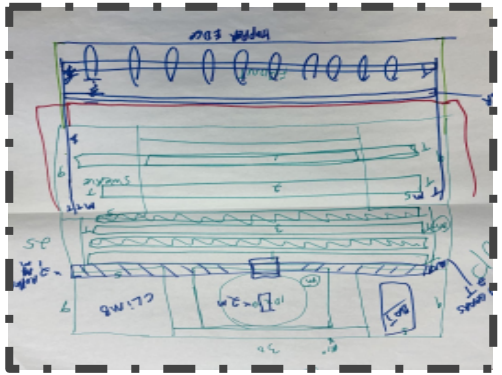
- April: Fix and upgrade Robot for outreach
- Early May: Officer and Lead Elections
- Late May: Banquet Festivities
- May-October : Outreach Events, Offseason Competitions



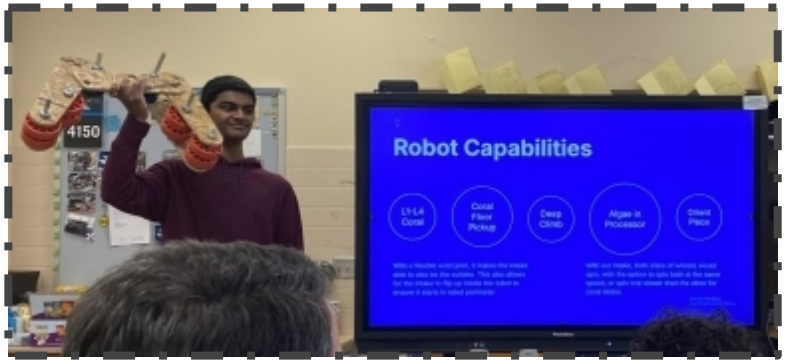
Skills Needed to Build Robots

Build: Design and Prototyping

- Initial design process:
  - Prototyping
  - Design testing and review

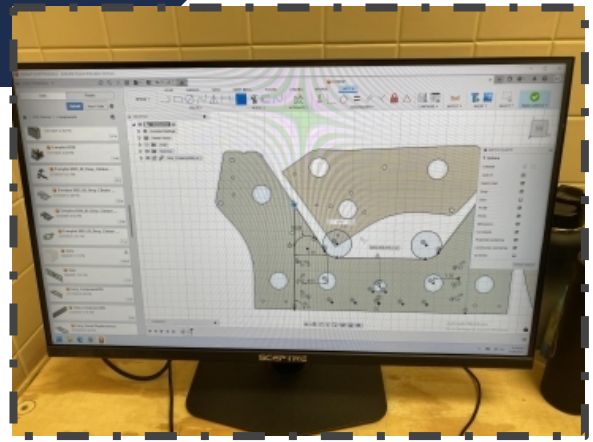






Build: CAD and CNC

- CAD sketching
- Medium sized CNC (computer numerical control) machine to cut out custom parts

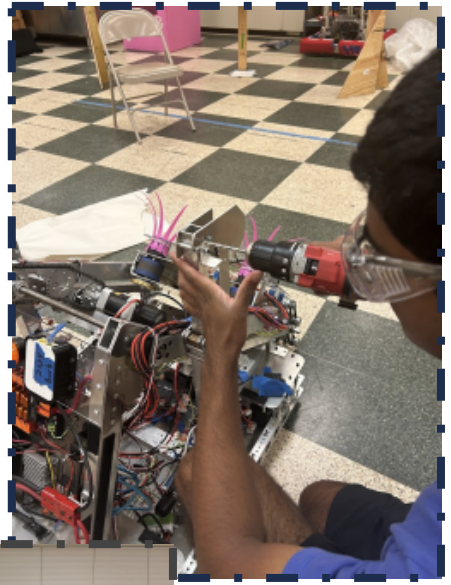


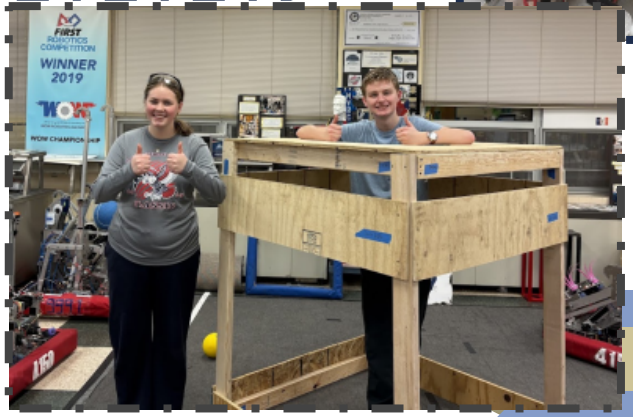


Build: Machining

- Students learn how to custom machine parts for our robots
- Metal/wood working
- Tool usage and experience







Programming / Controls System Engineering

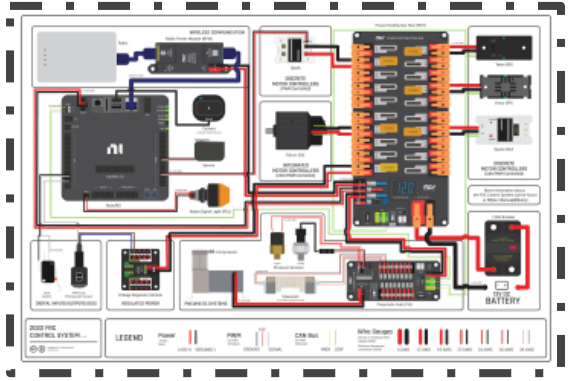


- Our students learn JAVA
- They program all actions of the robot (automatic processes and driver inputs)
- They also customize the dashboard the robot drivers use (bottom right)

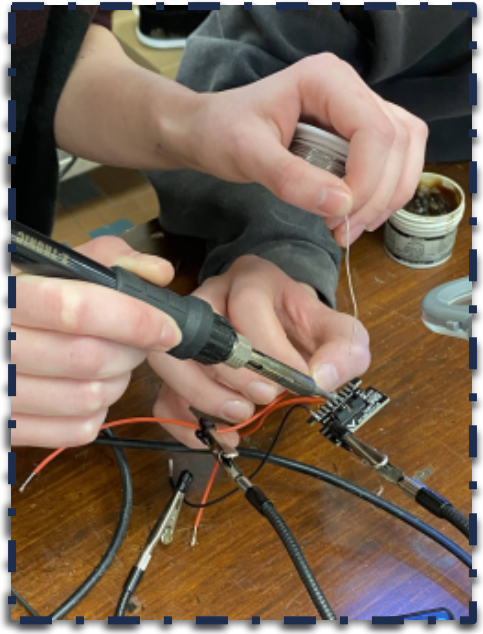


Wiring





- Learn the fundamentals of power and signal wiring
- Also build pneumatic systems if needed





Other skills our students develop

Marketing

- Help the team reach out to sponsors and run fundraisers
- Real world business experience for those considering a career in the field
- Great for learning to work with others to meet a common goal





Outreach

- Works with Marketing
- Organize and attend demos for our primary, intermediate, and middle school. As well as other community events.
- Manage social media







Safety

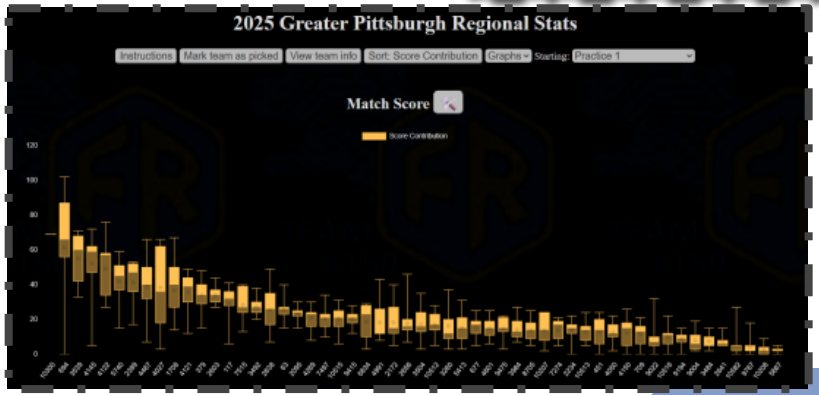
- Plan and run safety workshops
- Ensure that all team members are safety certified
- Keep an eye out for safety hazards in the workshop and at competition

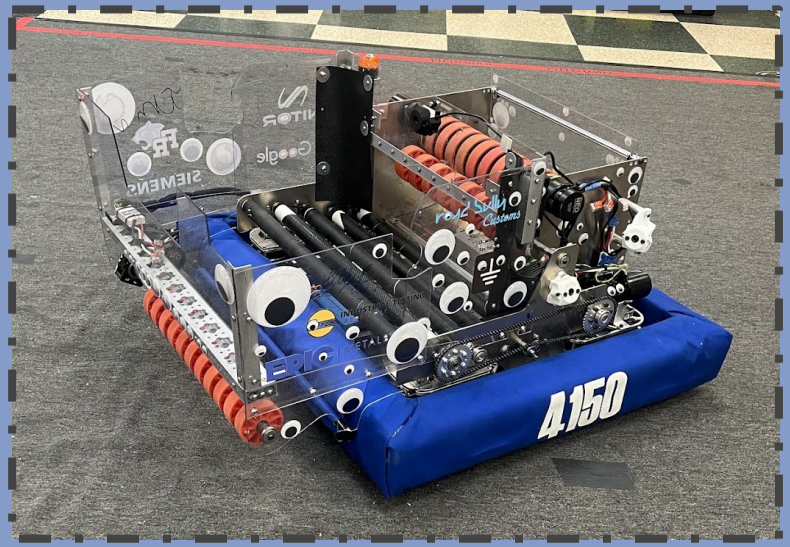


Scouting

- Analyze the game and make recommendations to the team about:
  - Performance improvements
  - Alliance capabilities
- Meet other teams and analyze data during competitions
- Relay information to the drive coach before matches and alliance selection







Robot Demo!

Support the Team!

Follow us on Social Media!

Follow us on Facebook and Instagram! @FRobotics4150.

Donations!

Donation of any quantity is always appreciated! Please email **froboticsteam4150@gmail.com** if you are interested!

Visit our webpage

www.frobotics4150.org

Thank you so much for all the support, we are so proud to be representing the district as FRobotics!

PSBA Officer Elections

PSBA members seeking election to office for the association were required to submit a nomination form no later than June 1, 2026, at 5:00 p.m. to be considered. All applications for nomination were reviewed by the 2026
Nominating Committee, and candidates who met eligibility requirements were interviewed by the Nominating Committee via Teams Meeting. According to PSBA bylaws and Policy 302, the Nominating Committee may endorse slated candidates.

Endorsed candidates are noted with an asterisk (*).

Voting Procedure

Each member entity will have one vote for each officer. This will require boards of the various school entities to come to a consensus on each candidate and cast their vote electronically during the open voting period (September 8 – October 31, 2026, at 5:00 p.m.).

Voting will be accomplished through a secure third-party, web-based voting site that will require a password login. One person from each member entity will be authorized as the official person to register the vote on behalf of their entity. In the case of school districts, intermediate units, career, and technical centers, it will be the board secretary who will cast votes unless requested otherwise. In the case of community colleges, the president is designated as the authorized registrar.

Special note: Boards are strongly encouraged to add “discussion and voting on PSBA officer candidates” to their agenda during one of their meetings before the open voting period ends. Template ballots to use at your entity board meeting can be found at MyPSBA.org.

- Frequently asked questions
- Policy 302
- Voter Instructions

2027 President-Elect

This question is optional.

You may select **one** of the following.
Matt Vannoy*
My name is Matt Vannoy and I am a school director for the Sharon City School District (Mercer Co.) and serve on the Finance, Buildings and Grounds and Budget Committee.

I am also currently in my second term as the vice president of the PSBA Governing Board. Prior to this I was a sectional advisor and sectional advisor representative to the PSBA Governing Board. Professionally, I am a Principal in the Conneaut School District (Crawford Co.) and have also been a Social Studies Teacher, Athletic Director and Assistant Principal in the Farrell Area School District, Moniteau School District and Sharon City School District. I am a member of the PIAA District 10 Committee, PIAA Cross Country Steering Committee, the Slippery Rock University Alumni Association Board of Directors, several boards under the ARC of Mercer County umbrella and several other local boards. In 2018, I was a recipient of the SRU Alumni Association's Distinguished Recent Alumni Award as well as the Mercer County Chambers of Commerce 40 Under 40 award. I graduated Summa Cum Laude from Slippery Rock University in 2009 and earned my M.Ed and Superintendent's Letter of Eligibility from Westminster College. Serving on the PSBA Governing Board has been a highlight of my career and I look forward to continuing to serve PSBA as the President Elect of the Governing Board and working with the staff and PSBA members across the state to advocate for public education. I look forward to working with PSBA to advocate for on time budgets, cyber charter reform, mental health supports for schools, increased education funding and other areas that will benefit school districts. I appreciate your support. Thank you.

Abstain

2027 Vice President

This question is optional.

You may select **one** of the following.

Kristy Bolte*
It has been an honor to serve as the Western Zone Representative on the PSBA Governing Board since 2024. I am honored to seek election as Vice President of the Pennsylvania School Boards Association and to continue advancing our shared mission of supporting school board directors as they lead their districts, build strong relationships, and advocate for public education across Pennsylvania. I am a graduate of Edinboro University with a bachelor's degree in Elementary Education. As a former teacher, a mother of six, and the wife of a middle school teacher in the Conneaut School District, I have experienced public education from many perspectives. My family and I live in West Springfield, Pennsylvania, where I have been inspired to serve because I believe quality public education is the cornerstone of strong communities. I am currently serving my second term on the Northwestern School District Board of School Directors in Albion and am privileged to serve as board president. I also serve on the Tri County

Intermediate Unit 5 Board. These leadership roles have reinforced my belief in the importance of effective governance, collaboration, and continuous learning. Through PSBA's training, advocacy, and support, I have grown as a leader and have become better equipped to serve my district and community. If elected Vice President, I will remain committed to PSBA's vision of fostering informed, engaged, and passionate school board directors who lead with integrity and advocate effectively for excellent public education. I will work to strengthen connections between PSBA and local school boards, ensuring directors throughout the Commonwealth understand and benefit from the valuable resources and services our association provides. Public education faces both significant challenges and tremendous opportunities. By working together with honesty, integrity, collaboration, and innovation, we can support school directors, strengthen our districts, and create the best possible educational opportunities for every student. I would be honored to continue serving the members of PSBA as your Vice President. I respectfully ask for your trust, your vote, and your support as we work together to advance public education and ensure a bright future for Pennsylvania's students.

Abstain

2027-2029 Treasurer

This question is optional.

You may select **one** of the following.

David Hein*
My name is David Hein, and I am honored to ask for your support as Treasurer of the Pennsylvania School Boards Association. For more than a decade, I have been privileged to serve PSBA in a variety of volunteer and governing board leadership roles, including as President, Eastern Zone Representative, E-2 Sectional Advisor, member of the Finance Committee, and other PSBA committees. These experiences have given me a deep understanding of our association, its mission, and the importance of responsible financial stewardship. Locally, I am serving my fourth term on the Parkland School Board and currently have the privilege of serving as Board President. Throughout my service, I have chaired our Personnel and Finance Committee and worked collaboratively on many of the complex financial and governance issues facing public education today. Beyond K-12 education, I currently serve as Chair of the Lehigh Carbon Community College Board of Trustees after being reappointed to a second six-year term. I also served for twelve years on the Lehigh Career and Technical Institute Joint Operating Committee, holding several leadership positions there. These experiences have reinforced my commitment to sound governance, fiscal responsibility,

and long-term strategic planning. Professionally, I bring more than 35 years of finance and accounting experience across banking, healthcare IT, health insurance, and the nonprofit sector. Today, I serve as Assistant Business Administrator at Lehigh Career and Technical Institute, where fiscal accountability and responsible stewardship are central to my daily work. If elected Treasurer, I will work to ensure that PSBA's financial resources are managed with transparency, integrity, and a focus on delivering value to every member school district. I believe strong financial management allows our association to remain a trusted advocate for public education while providing the services and support our members depend on. I am passionate about protecting and strengthening public education through the fair allocation of resources, advocating for fully funded state and federal mandates, and ensuring a level playing field for our public schools in relation to charter and cyber charter schools. Public service has always been a family commitment. My wife and daughter are both elementary school teachers, giving me a firsthand appreciation for the work happening in our classrooms every day. I also proudly serve as President of the Parkland CARES Food Pantry, supporting families throughout our community. It would be an honor to continue serving PSBA in this new capacity. I respectfully ask for your vote for Treasurer, and I thank you for your continued commitment to Pennsylvania's students, schools, and communities.

Abstain

PSBA Insurance Trust Trustees

Member entities also are asked to vote for open trustee positions on the PSBA Insurance board. There are currently two seats open and two candidates. A member school entity can vote for up to two individuals. PSBA Insurance provides complimentary travel/accident insurance to all school directors from member school entities while on official school board business. As such, all member entities are considered participants in PSBA Insurance programs and are eligible to vote.

Trustee (term ends Dec. 31, 2029)

Seat 1

This question is optional.

You may select **one** of the following.

Marianne L. Neel

Abstain

Seat 2

This question is optional.

You may select **one** of the following.

Dr. Michael Faccinetto
Dr. Michael Faccinetto has served on the Bethlehem Area School District Board of Directors since 2009, providing 17 years of leadership in public school governance, budgeting, labor relations, and education policy. As Board President, he has advocated for underserved students, responsible stewardship, and programs that expand opportunities for every learner. His statewide leadership includes serving as PSBA from 2017–2018 and advocating for public education before the Pennsylvania General Assembly. Dr. Faccinetto is the Principal of Southern Lehigh Middle School and previously served as an elementary teacher in the Southern Lehigh and Allentown school districts. He earned his Doctorate in Educational Leadership, master's degree, and K–12 Principal Certification from Lehigh University.

Abstain

QUOTE

Quote #: 111251099
Creation Date: Jun 10, 2026
Expiration Date: Aug 9, 2026

Bill to:
Carmen Loughner
FRANKLIN REGIONAL MIDDLE SCHOOL
4660 Old William Penn Hwy
Murrysville, Pennsylvania, 15668-2015
United States
T: 7243275456

Ship to:
Carmen Loughner
FRANKLIN REGIONAL MIDDLE SCHOOL
4660 Old William Penn Hwy
Murrysville, Pennsylvania, 15668-2015
United States
T: 7243275456

Payment Method
Generate Quote

Shipping Method
FedEx - Ground

Sku	Product	Price	Qty	Subtotal
275-1189	Bevel Gearbox Bracket (2-pack)	$12.29	**15**	$184.35
276-5771	Rack Gearbox Bracket v2 (2-pack)	$12.29	**15**	$184.35
275-1187	Worm Gearbox Bracket (2-pack)	$15.99	**15**	$239.85
276-1546	Winch and Pulley Kit	$18.99	**10**	$189.90
228-3510	Rubber Shaft Collar (30-Pack)	$7.99	**30**	$239.70
276-2176	LED Indicator Pack	$12.25	**5**	$61.25
276-8107	4" (320mm Travel) Omni-Directional Anti-Static Wheel (2-Pack)	$30.89	**10**	$308.90

Sku	Product	Price	Qty	Subtotal
276-8103	4" (320mm Travel) Anti-Static Wheel (2-Pack)	$16.49	**10**	$164.90
228-3057	Shaft Add-On Kit	$12.99	**50**	$649.50
276-1149	12" Drive Shaft (4-pack)	$11.19	**15**	$167.85
276-4810	V5 Robot Brain	$384.99	**5**	$1,924.95
276-6010	Claw Kit v2	$24.49	**10**	$244.90
276-4840	V5 Smart Motor (11W)	$49.99	**10**	$499.90
276-7758	30 Degree Gusset Pack	$8.49	**10**	$84.90
276-7759	45 Degree Gusset Pack	$8.49	**10**	$84.90
276-1110	Gusset Pack	$9.29	**5**	$46.45
276-2575	C-Channel Coupler Gusset (8-pack)	$24.49	**10**	$244.90
276-7760	60 Degree Gusset Pack	$8.49	**10**	$84.90
276-2578	Angle Coupler Gusset (8-pack)	$24.49	**10**	$244.90
276-2576	Angle Corner Gusset (4-pack)	$24.49	**10**	$244.90
276-2577	90-Degree Gusset Set (4-pack)	$8.49	**10**	$84.90
276-7761	90 Degree Gusset Pack	$8.49	**10**	$84.90
275-1272	Hinge (2-pack)	$12.29	**10**	$122.90

VEX Robotics, Inc. - 6725 W. FM 1570, Greenville, TX 75402 (Headquarters)

Sku	Product	Price	Qty	Subtotal
276-4860	Smart Cables (Short Assortment)	$6.49	**15**	$97.35
276-4861	Smart Cables (Long Assortment)	$12.89	**10**	$128.90
276-5840	Smart Motor 36:1 Cartridge (100 RPM)	$13.29	**15**	$199.35
276-5842	Smart Motor 6:1 Cartridge (600 RPM)	$13.29	**5**	$66.45

Subtotal:	$6,880.90
Shipping & Handling:	$312.01
Tax:	$431.52
Grand Total:	**$7,624.43**

Please note our new remittance address below:

VEX Robotics, Inc.
Dept 140
P O Box 650444
Dallas, TX 75265

Three ways to proceed once you are ready to purchase:

1. With an account you can order from your quote.
   Purchase Orders and Credit cards are accepted.
2. Email your Purchase Order to sales@vexrobotics.com. Include your quote and your tax exemption certificate (if applicable).
3. Call Tyler Kirkpatrick at 9034530840 tyler_kirkpatrick@innovationfirst.com

GENERAL PURCHASE ORDER FORM

Account # (PLEASE CIRCLE ONE)	1100-300	Professional Services
	1100-400	Repairs
	1100-550	Rebinding
	1100-610	General Supplies
	1100-640	Books
	1100-750	New Equipment
	1100-760	Replacement Equipment
	1100-800	Student Registration
	2250-648	Videos, Films

Company Name: Harbor Freight

If new company, address https://www.harborfreight.com/

Quantity	Description (Reason for Purchase)	Catalog #	Unit Price	Total Price
2	**STOREHOUSE** 74-Bin Mobile Double-Sided Floor Rack		$149.99	299.98
			Total	$299.98

NAME: Carmen Loughner **DATE:** June 2026

DEPARTMENT: Tech

Quote

201665
9/24/2026
Expires: 11/23/2026

CreXo, Inc.
2709 Mondovi Rd
Eau Claire, WI 54701 USA
(888) 371-6161
www.crexo.com

Prepared For	Bill To	Ship To
Tammy Gianvito	Franklin Reg School District 3210 School Rd Murrysville PA 15668 United States	Franklin Reg School District 3210 School Rd Murrysville PA 15668 United States

READY TO PLACE ORDER?

- Email PO and copy of quote to sales@crexo.com or call 1.888.371.6161 for payment options.
- Include Accounts Payable email address on PO

QUESTIONS?
Contact Evan Dexter
evan.dexter@crexo.com
(715) 734-4132

Item #	Description	Price	Quantity	Extended
80220002	**Finch Robot Starter Flock w/ micro:bit**	$950.00	3	$2,850.00

Subtotal	$2,850.00
Additional Discount	($285.00)
Shipping and Handling	$142.50
Tax	$0.00
Total	$2,707.50
Terms	Net 30

CreXo, Inc.
2709 Mondovi Rd
Eau Claire, WI 54701 USA
(888) 371-6161
www.crexo.com

Quote

201727
9/25/2026
Expires: 11/24/2026

Prepared For	Bill To	Ship To
Tammy Gianvito	Franklin Reg School District 3210 School Rd Murrysville PA 15668 United States	Franklin Reg School District 3210 School Rd Murrysville PA 15668 United States

READY TO PLACE ORDER?

- Email PO and copy of quote to sales@crexo.com or call 1.888.371.6161 for payment options.
- Include Accounts Payable email address on PO

QUESTIONS?
Contact Evan Dexter
evan.dexter@crexo.com
(715) 734-4132

Item #	Description	Price	Quantity	Extended
80210008	**Hummingbird Bit Controller**	$50.00	1	$50.00
80210009	**Sound Sensor (Hummingbird Bit)**	$8.00	3	$24.00
80210010	**Light Sensor (Hummingbird Bit)**	$5.00	3	$15.00
80210011	**Distance Sensor (Hummingbird Bit)**	$15.00	2	$30.00
80210012	**Dial Sensor**	$5.00	2	$10.00
80210014	**Tri-color LED**	$6.00	5	$30.00
80210015	**Single Color LED - GREEN**	$3.00	10	$30.00
80210017	**Single Color LED - RED**	$3.00	10	$30.00
80210018	**Single Color LED - YELLOW**	$3.00	10	$30.00
80210019	**Position Servo - FS5103B**	$15.00	3	$45.00
80210020	**Rotation Servo - FS5103R**	$15.00	3	$45.00
80210022	**Servo Wheel (Orange)**	$4.00	15	$60.00
80210023	**Servo Plastic Block Adapter (Purple)**	$4.00	3	$12.00
80210028	**Terminal Tool**	$3.00	5	$15.00
80210031	**Hummingbird Battery Holder (4x AA)**	$5.00	5	$25.00
80290005	**Micro:bit Battery bundle**	$35.00	2	$70.00
	MB Battery Pack AAA		2	
	MB USB 6"		2	
	Finch/Hummingbird Programmed micro:bit		2	

Subtotal	$521.00
Shipping and Handling	$26.05
Tax	$0.00
Total	$547.05
Terms	Net 30

Evo Trade-In

franklinregional.k12.pa.us
2381 Mount Vernon Avenue
Export, PA 15632

Reference: 20260928-112204772
Quote created: September 28, 2026
Quote expires: October 28, 2026

Tammy Gianvito
tgianvito@franklinregional.k12.pa.us
724-327-5456

Quote created by: Allison Moss
allison@ozobot.com
+14243070477

Purchase terms & information

Payment terms are Net 30 - This order qualifies for free shipping

Email a copy of your PO and sales tax exempt form (if applicable) to:

- sales@ozobot.com

Or, upload your PO and tax-exempt form (if applicable) here:

- Submit PO

Products & Services

Item & Description	SKU	Quantity	Unit Price	Total
Replacement Program - Evo Classroom Kit (6 Bots)	070010-27	1	$999.00	$819.00 after $180.00 discount

One-time subtotal	$819.00 after $180.00 discount
Estimated Shipping Fee	$13.14
Total	**$832.14**
Total value	**$832.14**

Questions? Contact me



Allison Moss
allison@ozobot.com
+14243070477

Ozo Edu Inc
190 Newport Center Drive
Suite #150
Newport Beach, CA 92660

Terrapin
955 Massachusetts Avenue # 365
Cambridge, MA 02139-3233
Phone 800-774-5646
Fax 617-302-9778
sales@terrapinlogo.com
www.terrapinlogo.com

Hello Tammy Gianvito,

Thank you for requesting this quote from Terrapin. It is valid for one year from the issue date.

We sent this quote to **tgianvito@franklinregional.k12.pa.us**. If you would like additional recipients added, please **contact Terrapin**.

How to Place Your Order

To convert this quote into a live order, you can:

- Email your purchase order to **sales@terrapinlogo.com**
- Fax it to **617-302-9778**
- Mail it to Terrapin

If you need a W-9 to complete your purchase order, **click here to download it**.

Prefer to pay by credit card? Call us at **1-800-774-5646** and we'll assist you.

Need Help or Updates?

You can review your quote or check order status anytime by **logging into your account**.

If you have questions or would like to make changes, we're happy to help:
support@terrapinlogo.com
1-800-774-LOGO

Quote # 138508 (Placed on September 28, 2026 at 8:35:39 AM EDT)

Billing Information

Tammy Gianvito
Franklin Regional School District
3170 School Rd
Murrysville, PA, 15668

United States
T: 7243275456

Shipping Information

Tammy Gianvito
Franklin Regional School District
3170 School Rd
Murrysville, PA, 15668
United States
T: 7243275456

Payment Method

Create a Quote

Shipping Method

Best Way - Flat Rate

Items	Qty	Price
Blue-Bot Price: $129.95	5	$649.75
Subtotal		$649.75
Discount (5% Off 500 – 999; bundles excluded)		-$32.49
Shipping & Handling		$28.00
Grand Total		**$645.26**

Best wishes,
Terrapin

Original

IN THE COURT OF COMMON PLEAS OF WESTMORELAND COUNTY, PENNSYLVANIA

WASHINGTON GARDENS I, LP, WASHINGTON GARDENS II, LP by Hoss's Restaurant Operations, Inc. tenant as agent, Petitioner, vs. COUNTY OF WESTMORELAND BOARD OF ASSESSMENT & APPEALS, COUNTY OF WESTMORELAND, MUNICIPALITY OF MURRYSVILLE, FRANKLIN REGIONAL SCHOOL DISTRICT, Respondents Tax Map No. 49-14-08-0-066	No. 3706 of 2024

FILED
PROTHONOTARY'S OFFICE
WESTMORELAND COUNTY
2026 APR 10 P 2:08
GINA O'BARTO
TIME IN

JOINT PETITION

AND NOW comes the Petitioner, WASHINGTON GARDENS I, LP, WASHINGTON GARDENS II, LP BY HOSS'S RESAURANT OPERATIONS, INC, TENNANT AS AGENT, ("Taxpayer"), the Respondents, BOARD OF ASSESSMENT APPEALS OF WESTMORELAND COUNTY ("the Board") and the interested parties, FRANKLIN REGIONAL SCHOOL DISTRICT, ("School District"), MURRYSVILLE ("Municipality") and WESTMORELAND COUNTY ("County"), by and through their respective counsel and jointly petition the court as follows:

1. Taxpayer as the current owners of certain real property with improvements thereon, which property is located in Murrysville, Westmoreland County, Pennsylvania, being identified as Tax Map Parcel No. 49-14-08-0-066 consisting of land and improvements.

2. The Board set an assessment of the aforesaid property for the tax year 2025 at $257,950.

3. Being aggrieved, the Taxpayer filed an appeal to the Board for the tax year effective January 2025.

4. After a hearing, the Board maintained the assessment at $257,950.

5. The Taxpayer, being further aggrieved and dissatisfied with the aforementioned action of the Board, filed an appeal with the court.

6. Taxpayer, the Board, the Municipality, the County and the School District reviewed the premises, the property record cards, the structures on the premise, the economic climate, the physical condition of the premises, the rents and expenses, as well as all of the other various factors which are taken into consideration in determining market value of a property, and negotiated a proposed settlement which would set the market value of the premises for the tax year at issue in this appeal and applied to this market values the state tax equalization board ratio for the tax years at issue in this appeal.

7. The proposed market values for the tax year in question is as follows:

YEAR	PROPOSED MARKET VALUE
2025	$1,900,000
2026	$1,900,000

8. The state tax equalization ratio for Westmoreland County for said tax year, when applied to the agreed upon market value, results in proposed assessments as follows:

YEAR	STEB RATIO	RESULTING ASSESSMENT
2025	9.3%	$176,700
2026	8.88%	$168,720

9. The proposed settlement was presented to the Taxpayer, School District, County and the Municipality, who have all received copies of this joint petition, the stipulation of the parties and a proposed order of court setting forth the time, date, and place of the presentation of this joint petition and all taxing districts have agreed to the proposed market value and methods of reimbursement of overpaid taxes.

10. The joint petitioners believe that the proposed settlement is just and equitable, having due regard to the valuation and assessment of other real estate in Westmoreland County, because:

(1) The taxing districts believe that the settlement properly reflects market

JAM

value;

(2) The present physical condition, occupancy rate and economic climate of the premise's location is such that the present assessed value should be adjusted in the manner set forth in this joint petition and the stipulation of the parties;

(3) The parties will avoid the costs of litigation if the matter is concluded by settlement;

(4) The parties will avoid the uncertainty relevant to the outcome of the trial if the matter is concluded by settlement; and

(5) The taxing districts will avoid the uncertainty relevant to the effect on their tax basis.

11. The parties have embodied the proposed settlement in a stipulation of the parties, which is attached hereto as Exhibit "A", and made a part hereof.

WHEREFORE, the parties hereto request this Honorable Court to consider the allegations contained in this Joint Petition, along with the Stipulation of the parties, to find the proposed settlement to be just and equitable, having due regard to the valuation and the assessments made of other real estate in Westmoreland County, and to execute the accompanying Order of Court.

Respectfully submitted,

Joseph A. Grappone, Esq. Counsel
for the Taxpayer

Darrell Arbore, Solicitor
for the Westmoreland County
Board of Assessment Appeals

Melissa Guiddy, Solicitor
for Westmoreland County

Wesley T. Long, Solicitor
for Murrysville

Joseph R. Dalfonso, Solicitor for
Franklin Regional School District

IN THE COURT OF COMMON PLEAS OF WESTMORELAND COUNTY, PA
CIVIL DIVISION

WASHINGTON GARDENS I, LP, WASHINGTON GARDENS II, LP by Hoss's Restaurant Operations, Inc. tenant as agent, Petitioner, vs. COUNTY OF WESTMORELAND BOARD OF ASSESSMENT & APPEALS, COUNTY OF WESTMORELAND, MUNICIPALITY OF MURRYSVILLE, FRANKLIN REGIONAL SCHOOL DISTRICT, Respondents Tax Map No. 49-14-08-0-066	No. 3706 of 2024

STIPULATION OF SETTLEMENT

AND NOW comes the Petitioner, WASHINGTON GARDENS I, LP, WASHINGTON GARDENS II, LP BY HOSS'S RESAURANT OPERATIONS, INC, TENNANT AS AGENT, ("Taxpayer"), the Respondents, BOARD OF ASSESSMENT APPEALS OF WESTMORELAND COUNTY ("the Board") and the interested parties, FRANKLIN REGIONAL SCHOOL DISTRICT, ("School District"), MURRYSVILLE ("Municipality") and WESTMORELAND COUNTY ("County"), by and through their respective counsel and jointly stipulate as follows:

1. The tax years that are at issue this tax assessment appeal are 2025 and 2026.

2. The market value of the Appellant's property for the tax year in question is as follows:

YEAR	PROPOSED MARKET VALUE
2025	$1,900,000
2026	$1,900,000

3. The state tax equalization ratio for Westmoreland County for said tax years, when applied to the agreed upon market value, results in proposed assessments as follows:

YEAR	STEB RATIO	RESULTING ASSESSMENT
2025	9.3%	$176,700
2026	8.88%	$168,720

4. That all new tax bills issued pursuant to this Stipulation and Order shall provide for new discount, face and penalty periods.

5. The parties hereto request that this Honorable Court enter the foregoing Order attached hereto approving and confirming this stipulation to settle.

6. No interest shall be due on said overpayment, if any, from the taxing bodies. The taxing bodies will refund to taxpayers any such overpayment of taxes, if any, due from said taxing bodies within 60 days of this Order of Court approving this proposed settlement.

Respectfully submitted,

Joseph A. Graziano, Esq. Counsel
for the Taxpayer

Darrell Arbore, Solicitor
for the Westmoreland County
Board of Assessment Appeals

Melissa Guiddy, Solicitor
for Westmoreland County

Wesley T. Long, Solicitor
for Murrysville

Joseph R. Dalfonso, Solicitor for
Franklin Regional School District

Original

IN THE COURT OF COMMON PLEAS OF WESTMORELAND COUNTY, PA
CIVIL DIVISION

ERIE INDEMNITY COMPANY, THE ATTORNEY IN FACT FOR THE SUBSCRIBERS AT THE ERIE INSURANCE EXCHANGE,

Appellant,

vs.

WESTMORELAND COUNTY BOARD OF ASSESSMENT APPEALS,

Appellee,

vs.

WESTMORELAND COUNTY, MUNICIPALITY OF MURRYSVILLE, AND FRANKLIN REGIONAL SCHOOL DISTRICT,

Interested Parties.

TAX MAP NO. 49-03-00-0-252

No. 5475 of 2025

SETTLEMENT STIPULATION

Filed on Behalf of:

ERIE INDEMNITY COMPANY, THE ATTORNEY IN FACT FOR THE SUBSCRIBERS AT THE ERIE INSURANCE EXCHANGE

Counsel of Record for This Party:

Gerald J. Schirato Jr.
PA ID #200459
DUANE MORRIS LLP
625 Liberty Ave., Suite 1000
Pittsburgh, PA 15222-3112
(412) 497-1028
(412) 202-8749 (fax)
gjschirato@duanemorris.com

FILED
PROTHONOTARY'S OFFICE
WESTMORELAND COUNTY
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TIME IN

IN THE COURT OF COMMON PLEAS OF WESTMORELAND COUNTY, PA
CIVIL DIVISION

ERIE INDEMNITY COMPANY, THE ATTORNEY IN FACT FOR THE SUBSCRIBERS AT THE ERIE INSURANCE EXCHANGE,

No. 5475 of 2025

Appellant,

vs.

WESTMORELAND COUNTY BOARD OF ASSESSMENT APPEALS,

Appellee,

vs.

WESTMORELAND COUNTY, MUNICIPALITY OF MURRYSVILLE, AND FRANKLIN REGIONAL SCHOOL DISTRICT,

Interested Parties.

TAX MAP NO. 49-03-00-0-252

SETTLEMENT BY STIPULATION

AND NOW, come the Parties, by and through their respective counsel, who stipulate as follows:

1. The Westmoreland County Board of Assessment Appeals (referenced hereinafter as the "Board") has assessed the property located at or around 1000 Murry Ridge Lane, Murrysville, PA in Westmoreland County, which the Westmoreland County Tax Assessment Office has identified as Parcel No. 49-03-00-0-252 (the "Property"), as follows:

	Land	**Improvements**	**Total**
Assessed Value	$53,800	$418,630	$472,430

2. Petitioner Erie Indemnity Company, the Attorney in Fact for the Subscribers at the Erie Insurance Exchange ("Erie Indemnity" or "the Taxpayer"), filed an appeal to this Court on or about November 10, 2025.

3. After consultation, counsel for the Petitioner and counsel for Respondents and Interested Parties have agreed upon a settlement and have agreed that the Fair Market Value of the Property identified as Parcel No. 49-03-00-0-252 for tax year 2026 should be $2,400,000.

4. When applying Westmoreland County's applicable common level ratio for tax years 2026 of 8.88%, the assessed value is as follows:

	Land	**Improvements**	**Total**
2026 Assessed Value	$53,800	$157,400	$211,200

5. Any refunds due the Taxpayer for overpayments of taxes shall be made to the Taxpayer within ninety (90) days of the Court's entry of the attached Order concerning this Stipulation. The refunds shall be mailed directly to the Taxpayer.

6. The Parties who have entered their appearance in this action have consented to this Stipulation.

7. The Parties believe that the proposed settlement is just and equitable, having due regard to the valuation and assessment of other real estate in Westmoreland County, because:

(a) The taxing districts believe that the settlement properly reflects market value;

(b) The present physical condition, occupancy rate and economic climate of the premise's location is such that the present assessed value should be adjusted in the manner set forth in this Settlement Stipulation;

(c) The Parties will avoid the costs of litigation if the matter is concluded by settlement;

(d) The Parties will avoid the uncertainty relevant to the outcome of the trial if the matter is concluded by settlement; and

(e) The taxing districts will avoid the uncertainty relevant to the effect on their tax basis.

8. The Parties have embodied the Settlement Stipulation in the attached proposed order, which is made a part hereof.

WHEREFORE, the Parties respectfully request this Honorable Court approve the agreement of Settlement by Stipulation.

Respectfully submitted,

Gerald J. Schivato Jr.

Counsel for Erie Indemnity Company, the Attorney in Fact for the Subscribers at the Erie Insurance Exchange

Joseph R. Dalfonso

Solicitor for Franklin Regional School District

Darrell J. Arbore

Counsel for Westmoreland County Board of Assessment Appeals

Wesley Long

Solicitor for Municipality of Murrysville

Solicitor for Westmoreland County

CERTIFICATE OF SERVICE

I certify that a copy of the foregoing Settlement Stipulation is being served upon the following by electronic mail this __ day of August, 2026:

Gerald J. Schirato, Jr.

IN THE COURT OF COMMON PLEAS OF WESTMORELAND COUNTY, PENNSYLVANIA

JOSEPH M and LYNN M. MARQUEZ Appellant vs. WESTMORELAND COUNTY BOARD OF ASSESSMENT APPEALS, Appellee, vs. WESTMORELAND COUNTY, FRANKLIN REGIONAL SCHOOL DISTRICT and MURRYSVILLE, Interested Parties. Tax Map No. 49-16-16-0-048	]]]]]]]]]]]]]]]]]	No. 2543 of 2026

JOINT PETITION

AND NOW comes the appellant's JOSEPH M. MARQUEZ and LYNN M. MARQUEZ ("Taxpayers"), the appellee, BOARD OF ASSESSMENT APPEALS OF WESTMORELAND COUNTY ("the Board") and the interested parties, FRANKLIN REGIONAL SCHOOL DISTRICT ("School District"), MURRYSVILLE ("Municipality") and WESTMORELAND COUNTY ("County"), by and through their respective counsel and jointly petition the court as follows:

1. Taxpayers are the current owners of certain real property with improvements thereon, which property is in Murrysville, Westmoreland County, Pennsylvania, being identified as Tax Map Parcel No. 49-16-16-0-048 consisting of land and improvements.

2. The assessed value of the subject property for the tax year of 2026 was set at $61,340.

3. Being aggrieved, the taxpayer filed an appeal to the Board for the tax year effective 2026.

4. After hearing, the Board maintained the taxable status and assessment value at $61,340.

5. The taxpayer, being further aggrieved and dissatisfied with the aforementioned action of the Board, filed an appeal with the trial court.

6. Taxpayers, the Board, the Municipality and the School District reviewed the use of the premises, the property record cards, the structures on the premise, the economic climate, the physical condition of the premises, the rents and expenses, and an appraisal as well as all of the other various factors which are taken into consideration in determining the use and market value of a property, and negotiated a proposed settlement which would set the market value of the premises for the tax year at issue in this appeal and applied to this market values the state tax equalization board ratio for the tax years at issue in this appeal.

7. The proposed market values for the tax year in question is as follows:

YEAR	PROPOSED MARKET VALUE
2026	$619,369
2027	$632,183

8. The state tax equalization ratio for Westmoreland County for said tax years, when applied to the agreed upon market value, results in proposed assessments as follows:

YEAR	STEB RATIO	RESULTING ASSESSMENT
2026	8.88%	$55,000
2027	8.7%	$55,000

9. The proposed settlement was presented to the Taxpayers, Westmoreland County and Murrysville, who have all received copies of this joint petition, the stipulation of the parties and a proposed order of court setting forth the time, date, and place of the presentation of this joint petition and all taxing districts have agreed to the proposed market value and methods of reimbursement of overpaid taxes.

10. The joint petitioners believe that the proposed settlement is just and equitable, having due regard to the valuation and assessment of other real estate in Westmoreland County, because:

(1) The taxing districts believe that the settlement properly reflects market value;

(2) The present physical condition and economic climate of the premise's location is such that the present assessed value should be adjusted in the manner set forth in this joint petition and the stipulation of the parties;

(3) The parties will avoid the costs of litigation if the matter is concluded by settlement;

(4) The parties will avoid the uncertainty relevant to the outcome of the trial if the matter is concluded by settlement; and

(5) The taxing districts will avoid the uncertainty relevant to the effect on their tax basis.

11. The parties have embodied the proposed settlement in a stipulation of the parties, which is attached hereto as Exhibit "A", and made a part hereof.

WHEREFORE, the parties hereto request this Honorable Court to consider the allegations contained in this Joint Petition, along with the Stipulation of the parties, to find the proposed settlement to be just and equitable, having due regard to the valuation and the assessments made of other real estate in Westmoreland County, and to execute the accompanying Order of Court.

Respectfully submitted,

_____
Gregory A. Biernacki, Esq., Counsel
for the Taxpayer

_____
Darrell Arbore, Solicitor
for the Westmoreland County
Board of Assessment Appeals

_____
Melissa Guiddy, Solicitor
for Westmoreland County

_____
Wesley T. Long , Solicitor
for Murrysville

_____
Joseph Dalfonso, Solicitor
for Franklin Regional School District

JOSEPH M and LYNN M. MARQUEZ	]	
	]	No. 2543 of 2026
	]	
Appellant	]	
	]	
vs.	]	
	]	
WESTMORELAND COUNTY BOARD OF ASSESSMENT APPEALS,	]	
	]	
Appellee,	]	
	]	
vs.	]	
	]	
WESTMORELAND COUNTY, FRANKLIN REGIONAL SCHOOL DISTRICT and MURRYSVILLE,	]	
Interested Parties.	]	
	]	
Tax Map No. 49-16-16-0-048	]	

STIPULATION OF SETTLEMENT

AND NOW comes the appellant's JOSEPH M. MARQUEZ and LYNN M. MARQUEZ ("Taxpayers"), the appellee, BOARD OF ASSESSMENT APPEALS OF WESTMORELAND COUNTY ("the Board") and the interested parties, FRANKLIN REGIONAL SCHOOL DISTRICT ("School District"), MURRYSVILLE ("Municipality") and WESTMORELAND COUNTY ("County"), by and through their respective counsel and jointly stipulate as follows:

1. The tax years at issue in this appeal are 2026 and 2027.

2. The market value of the Appellant's property for the tax year in question is as follows:

YEAR	PROPOSED MARKET VALUE
2026	$619,369
2027	$632,183

3. The state tax equalization ratio for Westmoreland County for said tax years, when applied to the agreed upon market value, results in proposed assessments as follows:

YEAR	STEB RATIO	RESULTING ASSESSMENT
2026	8.88%	$55,000
2027	8.7%	$55,000

4. That all new tax bills are issued pursuant to this stipulation and Order shall provide for new discount, face and penalty periods.

5. The parties hereto request that this Honorable Court enter the foregoing Order attached hereto approving and confirming this stipulation to settle.

6. No interest shall be due on said overpayment, if any, from the taxing bodies. The taxing bodies will refund to taxpayers any such overpayment of taxes, if any, due from said taxing bodies within 60 days of this Order of Court approving this proposed settlement.

Respectfully submitted,

_____
Gregory A. Biernacki, Esq., Counsel
for the Taxpayer

_____
Darrell Arbore, Solicitor
for the Westmoreland County
Board of Assessment Appeals

_____
Melissa Guiddy, Solicitor
for Westmoreland County

_____
Wesley T. Long , Solicitor
for Murrysville

_____
Joseph Dalfonso, Solicitor
for Franklin Regional School District
Respectfully submitted,

JOSEPH M and LYNN M. MARQUEZ	]	
	]	No. 2543 of 2026
	]	
Appellant	]	
	]	
vs.	]	
	]	
WESTMORELAND COUNTY BOARD OF ASSESSMENT APPEALS,	]	
	]	
Appellee,	]	
	]	
vs.	]	
	]	
WESTMORELAND COUNTY, FRANKLIN REGIONAL SCHOOL DISTRICT and MURRYSVILLE,	]	
	]	
Interested Parties.	]	
	]	
Tax Map No. 49-16-16-0-048	]	

AND NOW, to-wit, this _____ of _____, 2026, upon the joint petition of all interested parties and with the express approval of all involved municipal taxing bodies, leave is hereby GRANTED, without passing upon the reasonableness of the amounts of the agreed upon assessments, to the parties to settle this matter in accordance with the foregoing Joint Petition Requesting Entry of Settlement Order executed by counsel for Appellant, counsel for the Appellee and counsel for the Interested Parties.

BY THE COURT:

ATTEST:

_____
Anthony G. Marsili, J.

_____

2027-2028 Franklin Regional Academic Calendar Proposal

July 2027

Su	M	Tu	W	Th	F	Sa
				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 2027

Su	M	Tu	W	Th	F	Sa
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 2027

Su	M	Tu	W	Th	F	Sa
			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 2027

Su	M	Tu	W	Th	F	Sa
					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						

November 2027

Su	M	Tu	W	Th	F	Sa
	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				

December 2027

Su	M	Tu	W	Th	F	Sa
			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	

July

4	Independence Day

August

12*13, 16*17	New Teacher Orientation
19*20	Professional Development
23	Act 80 | No Classes
25	First Day of School

September

6	Labor Day | No Classes

October

11	Columbus Day | No Classes | Prof. Dev.
28	End of First Quarter (Day 46)

November

11	Veterans Day
11	Act 80 | Parent Conf. | Staff Hrs. 11AM-7PM
12	No Clases | Professional Development
24*29	Contractual Holidays | Thanksgiving | No Classes

December

	No Classes 12-23-27 through 1-2-28
24	Christmas Eve
25	Christmas Day (Contractual Holiday 12/23)
27	Day After Christmas Contractual Holiday
28*29	Contractual Holidays
31	New Year's Eve

January 2028

Su	M	Tu	W	Th	F	Sa
						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 2028

Su	M	Tu	W	Th	F	Sa
		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				

March 2028

Su	M	Tu	W	Th	F	Sa
			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	

April 2028

Su	M	Tu	W	Th	F	Sa
						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 2028

Su	M	Tu	W	Th	F	Sa
	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			

June 2028

Su	M	Tu	W	Th	F	Sa
				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	

January

1	New Year's Day (Contractual Holiday 12/30)
3	Classes Resume
17	Martin Luther King Jr. Day | No Classes
18	End of Second Quarter (Day 91)

February

21	President's Day | No Classes | Prof. Dev.

March

23	End of Third Quarter (Day 137)

April

13	No Classes | Professional Development
14*18	Spring Break | No Classes
24*28	PSSA English Language Arts Grades 3-8

May

1*5	PSSA Math and Science Grades 3-8
1*12	AP Exam Testing Window
15*26	Keystone Exam Testing Window
29	Memorial Day | No Classes

June

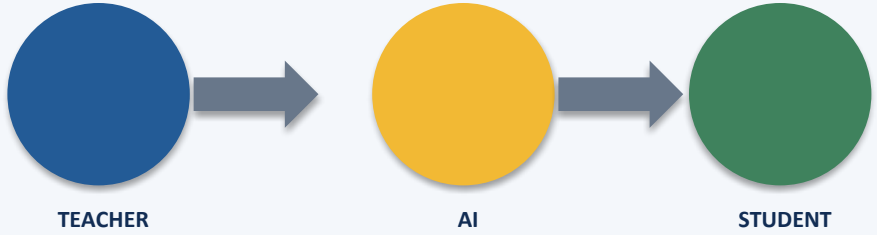
1	Step-Up Day
2	Graduation | Last Day (1/2 Day) (Day 183)
19	Juneteenth

00-047Calendar Template © 2021 by Vertex42.com. Free to print.

00-047https://www.vertex42.com/calendars/school-calendar.html

Magic School

Making Teaching Responsive



A district investment in teacher capacity, student support, and responsible AI use

Franklin Regional School District • School Board

October 2026

What are we getting for the investment as reported by Magic School?

7+

hours/week reported by 94% of users

80+

teacher tools available

4 in 5

teachers report improved engagement/learning behaviors

Built in trainings and certifications provided for self- paced learning. Teachers will have in-house opportunities throughout the school year to work and learn more about Magic School.

The metrics above are MagicSchool-reported and should be treated as vendor-reported claims, not independent district findings. Sources: MagicSchool Lesson Plan / Platform pages, 2026.

Benefits of Magic School

The district opportunity is not "more technology." It is more time and capacity for teachers.

Teacher Time

Reduce repetitive preparation—lesson planning, materials, assessments, differentiation, and communication—so teachers can spend more time on students.

Student Support

Create and adapt materials for different readiness levels, reading levels, and learning needs while keeping the core learning goal intact.

Teacher Capacity

Give educators a structured starting point, examples, and AI support without handing instructional decisions over to AI.

The goal: less time creating routine materials • more time teaching, responding, and connecting.

MagicSchool reports 80+ teacher tools and positions them around planning, differentiation, assessment, and communication. Source: MagicSchool, 2026.

Magic School at FRMS:

AI is used as a teaching partner with a priority of expert teacher decision making.

Training Teachers

In the infancy stage of implementation.

- Completed induction of new teachers
- Currently planning a training for FRMS Staff
- Teachers are exploring on their own and at their own pace

Students Benefits

- Timely writing feedback
- Differentiation: both support and enrichment
- Exit tickets to provide student data of understanding
- Clear expectations for students through rubrics

End Goal for Teacher Use

- More time to meet student needs
- Greater engagement for all learners
- Routine tasks completed faster
- More time in the creative lesson planning process

MagicSchool reports 80+ teacher tools and positions them around planning, differentiation, assessment, and communication. Source: MagicSchool, 2026.

Sept./Oct.

Nov./Dec.

Jan./Feb.

Mar.-May



Our approach: people first, AI second

A successful implementation depends on professional judgment, professional learning, and clear guardrails.

1

TRAIN

Build teacher confidence and practical AI skills.

2

GUIDE

Set expectations for appropriate, responsible use.

3

REVIEW

Keep educators responsible for accuracy, quality, and final decisions.

4

MEASURE

Look at student benefits, time saved, teacher experience, and instructional value.

The investment is not in AI alone —
It is creating a tool for better solutions in a safe environment for teachers and students.

MagicSchool describes its platform as educator-led and says generated content remains editable and subject to educator judgment. Source: MagicSchool Quality & Responsible AI / FAQ, 2026.

FRANKLIN REGIONAL

OUR 5 C's IN ACTION

WITH MAGIC SCHOOL

EMPOWERING LEARNERS • SUPPORTING EDUCATORS • BUILDING BRIGHTER FUTURES

COLLABORATION

Magic School helps teachers work together to address student needs.



CREATIVITY

Teachers are able to create more in depth, student-centered lessons.



COMMUNICATION

Magic School provides timely and relevant feedback.



CRITICAL THINKING

Magic School allows teachers access to expansive resources with the ability to tap into the higher level of teacher expertise and make better educational decisions.



CITIZENSHIP

Magic School provides real world experiences in a controlled environment for digital citizenship.



THE 5 C's BUILD SKILLS FOR TODAY AND TOMORROW

BEYOND THE BROWNIE:

An improvement based approach to designing meaningful instruction as learning intersects with AI



IS IT THE BROWNIE That matters most?



FRSD AI Guidelines for Students

1 AI Level
LEVEL 1 NO AI ASSISTANCE

No AI tools are used at any point.

Students rely solely on their knowledge and skills.

(0% AI created content)

2 AI Level
LEVEL 2 AI-SUPPORTED BRAINSTORMING

AI tools can help generate ideas or brainstorm for the purpose of initiating activities by the student.

Final content/product should be solely created by the student.

(0% AI created content)

3 AI Level
LEVEL 3 AI-SUPPORTED DRAFTING

AI can help with editing as described by the teacher. Students may possibly use AI feedback for their work.

AI acts as a contributor from an educational or instructional perspective, but is not used for content creation.

(0% AI created content)

4 AI Level
LEVEL 4 AI-COLLABORATIVE CREATION

AI-generated content may be included. AI is used to complete certain elements of the task, as specified by the teacher.

The majority of the work is still generated/created by the student.

(< 25% AI created content)

5 AI Level
LEVEL 5 AI AS CO-CREATOR

Extensive use of AI in content creation.

Work adheres to academic integrity with proper citations.

(> 25% AI created content)

*It is preferred that all student AI usage be cited within the activity, assignment, or assessment in Levels 2-5.

AI Guidelines were directly adopted and adapted from Washington State's Washington Office of Superintendent of Public Instruction's *Human-Centered AI Guidance for K-12 Public Schools* and from Oklahoma State's *Guidance and Considerations for Using Artificial Intelligence in Oklahoma K-12 Public Schools.*

WHY Plan - Do - Study - Act?

1

Cyclical Improvement Model (also mirrors scientific method)

Teachers test changes for improvement in low-stakes environments.



2

Accounts for Complexity and Variables

Predictable and unpredictable variables occur in complex system. PDSA allows for the flexibility to account for them.

3

Straight-forward Process to Maximize PLC Time

Singular goal.

Thought process and framework for future learning.

PLCS are cross-curricular in nature.

BEST PRACTICES FOR LESSON DESIGN AND ASSESSMENT AS THEY INTERSECT WITH AI

Objectives

- **To critically evaluate and re-design or re-imagine a lesson, assessment, or both through:**
- **The support of a cross-curricular PLC, guided questions, and basic AI literacy.**
- **The "Plan, Do, Study, Act" cycle.**
- **The lens of suggested SHS AI Guidelines.**

Timeline

- **September 24th - November 19th**
- **Both bookend the two faculty meetings through which this takes place**

(Plan and Do Sept. 24th and Study and Act Nov. 19th)

Success Criteria

- **Increase metacognition and apply a framework to thinking about how students learn best and how we know they have learned.**
- **Develop a lesson or assessment that is meaningful, effective, and that moves towards the fluency and discernment regarding AI.**

PLAN

- Pick an essential standard or skill.
- Pick a correlating lesson or assessment.
- Review AI guidelines.
- Estlabish a "change idea"
- Make predictions.

DO

- Carry-out the plan.
- Document problems and unexpected observations.
- Document findings.

STUDY

- Complete analysis of data.
- Compare to predictions.
- Summarize what was learned. What new questions emerge?

ACT

- What changes are next in the cycle or are applicable to other lessons or assessments?
- What is adoptable and what may need abandoned?

BUILDING CAPACITY:
EXPLORING MAGIC SCHOOL AI TOOLS

Objectives

- **To explore 1-2 tools in MagicSchool that can potentially impact your professional role.**
- **This CAN tie to our Semester 1 PDSA lesson/assessment.**
- **To reflect on our learnings, ask critical questions, and grow capacity for AI literacy/usage where relevant.**

Timeline

- **February 25th - April 29th**
- **Both bookend the two faculty meetings through which this takes place**

(Plan and Do Feb. 24th and Study and Act April 19th)

Success Criteria

- **Increase basic AI literacy.**
- **Complete reflection of implementation including your professional concerns/hopes.**
- **Willingness to try something new.**

PLAN

- Pick 1-2 tools (over 80 to choose from).
- Review AI guidelines.
- Estlabish a "change idea."
- Make predictions.

DO

- Carry-out the plan.
- Document problems and unexpected observations.
- Document findings.

STUDY

- Complete analysis of data.
- Compare to predictions.
- Summarize what was learned. What new questions emerge?

ACT

- What changes are next in the cycle or are applicable to other like contexts/situations?
- What is adoptable and what may need abandoned?

Working through the Iterative Process of PDSA

Start Small	PDSA allows for “quick, incremental improvements.” Feasibility in classroom contexts informs schoolwide possibilities.
Feedback Loops	Work to identify gaps and barriers to instructional design and learning. Helps us determine what is working and what is not as well as why.
“Transformation Zone”	Improvement cycles allow for disruption of a “slice” of the system, but allow for current practices to continue normally. New systems are built inside of current infrastructure.
Identify and Address Gaps	What improvements will need to be made for systematic implementation? How do we know our model/ our tools are working?

WHY MAGIC SCHOOL?

Whether teachers "permit" AI or not, students have unlimited access outside of the school building.

Magic School:

1. Singular tool that both students and teachers can use.
2. Allows for common language and intentionally designed instruction.
3. Allows co-learning to occur and development of metacognition.

3 Questions:

What are we trying to accomplish?

How will we know that a change is an improvement?

- Observable changes in student thinking and performance before and after an AI interaction.
- Students' ability to explain "why" is as valuable or more valuable than final products.
- Improved ability to prompt AI.
- Students show they can verify AI sources / cite AI use.
- Learn to use AI as a brainstorming tool, but don't sacrifice the critical cognitive work that follows.
- Students make visible their use of AI as well as metacognitively converse about their learning.
- Students follow guidelines with integrity.
- IE. Canva for education - students are co-learners with teacher to prompt. DOK 1-4 employed surrounding AI "Level 5" use in activity.

What can we change that will result in improvement?

Cultivating a Mindset to Thrive in the midst of Disruptive Technology



What specific learning should occur?

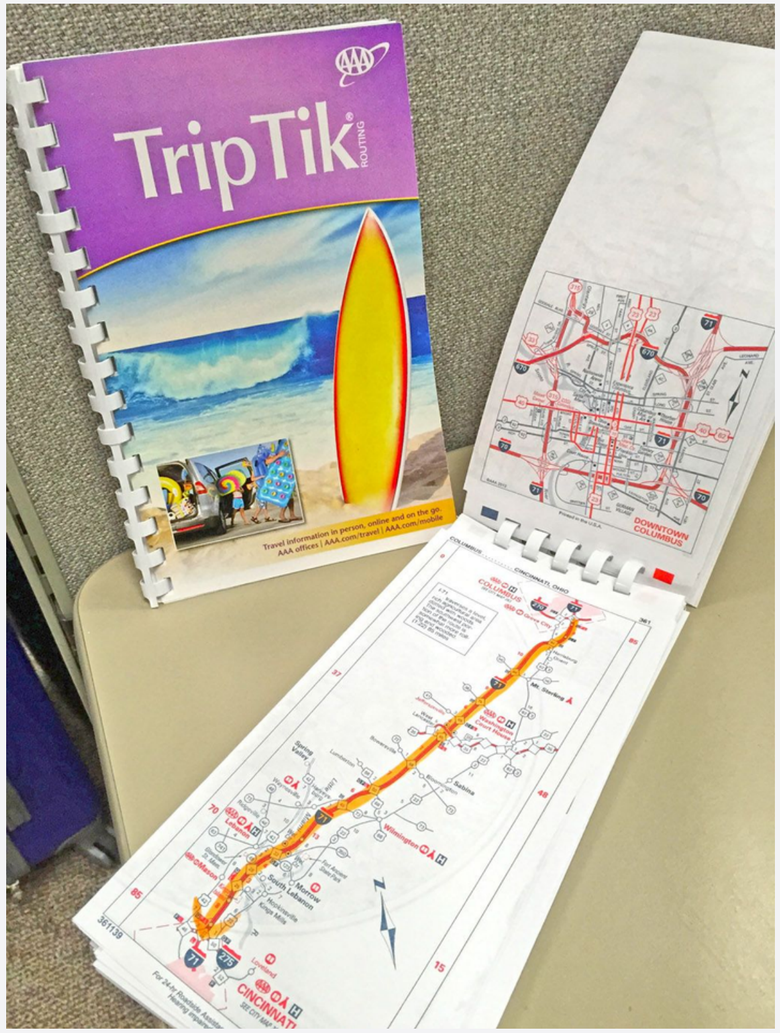
How do we intentionally design instruction and assessments that ensure that learning occurs?

How do we make learning the focus, not just the product?

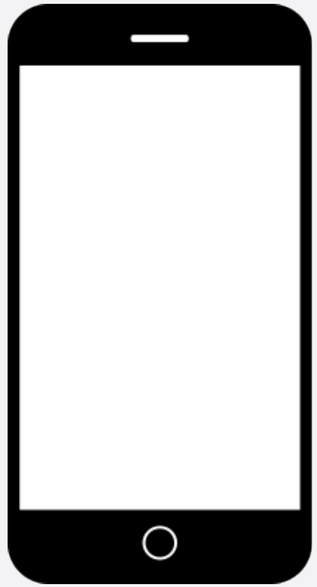
How do we account for and plan for the disruptive technology that exists?

How do we learn together, improve metacognition, and continue to be a true learning organization?

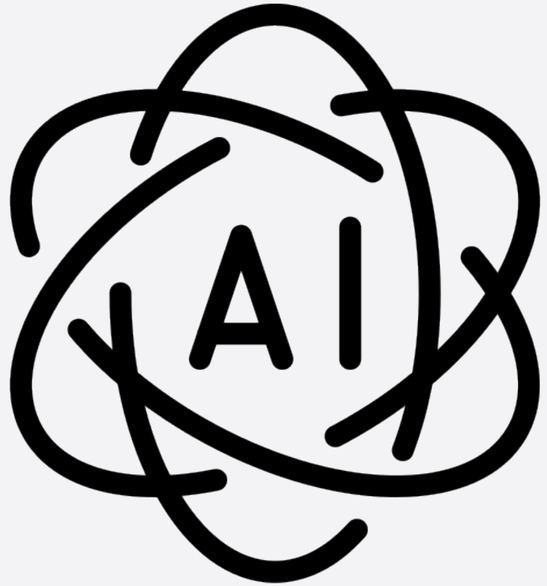
How do we help students become “digital citizens” who are technologically literate, use discernment, and maintain their ability to think critically and independently?


TripTik
ROUTING
Travel information in person, online and on the go:
AAA offices | AAA.com/travel | AAA.com/mobile
DOWNTOWN
COLUMBUS
CINCINNATI






12
1
2
3
4
5
6
7
8
9
10
11
Minute
Hour


AI

References

https://nirn.fpg.unc.edu/blog/pdsa-cycles-improvement-and-implementation/

https://aqua.nhs.uk/wp-content/uploads/2023/07/qsir-pdsa-cycles-model-for-improvement.pdf

https://www.carnegiefoundation.org/basics-of-pdsa-cycles/

Proposal to partner with Quill for their "Building AI Knowledge activities" in Mr. Crider's courses at the senior high school.

Summary:
Franklin Regional teacher Roger Crider has volunteered to pilot Quill.org's "Building AI Knowledge activities" as part of the Remake Learning and Richard K. Mellon Foundation initiative. The pilot engages students in relevant AI literacy skills through reading and writing practice. The attached MOU outlines the data & privacy parameters of the pilot program.

Included in the pilot participation is free building access to Quill Premium which is a tool that can be leveraged to improve reading and writing skills and scores.

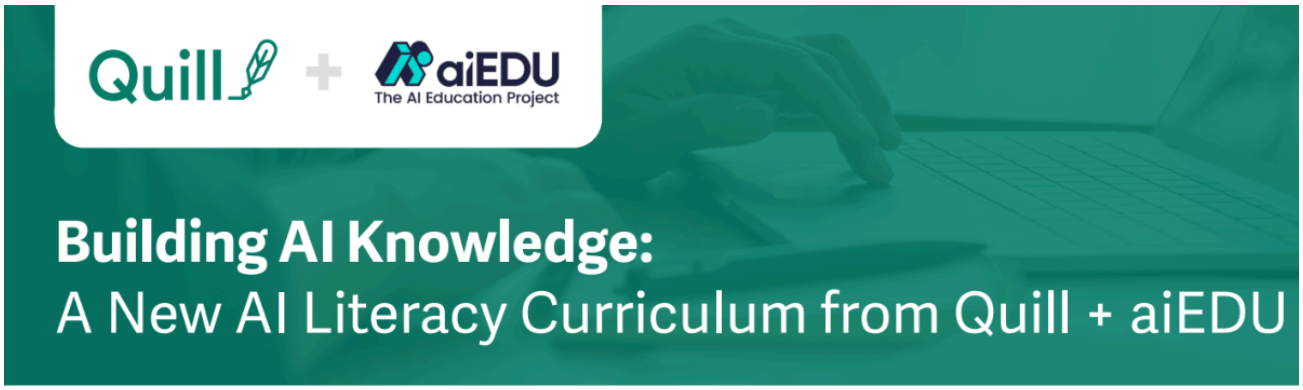
What is Quill?
"Quill.org is a nonprofit that develops supplementary literacy tools to engage students in learning to write and writing to learn through sentence-writing activities powered by immediate coaching and feedback. Over 12 million students have strengthened their literacy skills with Quill, writing and revising over three billion sentences."

What is the pilot program?
(Click here for full invitation)
"During the 2026–27 school year, Quill is piloting our Building AI Knowledge activities in Western Pennsylvania, in partnership with Remake Learning and supported by the Richard K. Mellon Foundation. Pilot participants will implement at least 15 of Quill's Building AI Knowledge activities with students over the school year. Each activity takes 15-20 mins and aims to provide students with an understanding of how AI works and to explain what skills and knowledge are needed to thrive in an AI-driven world.

We will offer a 90-minute virtual introductory professional learning session and ongoing support throughout the year. To evaluate the pilot, the Allegheny Intermediate Unit will administer pre- and post-surveys to educators and students to help us understand what's working and improve the resources.

Participating schools will have access to Quill's premium features and receive a $1,000 stipend. In addition, participating teachers will have four opportunities to receive $100 gift cards for time outside school hours for professional learning and feedback."

AI Knowledge activity Curriculum:
https://www.quill.org/interdisciplinary-science / Click here for overview



The AI Education Project (aiEDU) and Quill.org are teaming up to provide a free, year-long AI literacy curriculum during the 2025-26 school year.

What is the Curriculum?

21 instructional modules designed for grades 8–12

10-minute aiEDU warm-ups paired with 15-minute Quill activities

Grouped into packs of three by theme—mix and match to fit student needs

Quill Premium (we get this free subscription)
https://docsend.com/view/d87neiawevaziak5

Quill MOU
https://docs.google.com/document/d/1-boeD3aQB6nqjoLni7FCX7gjLb-n9ISigIHG9dY_IZs/edit?tab=t.0

2026-27 Quill Services for Premium Schools

A school subscription to Quill Premium offers a range of services to allow for seamless account setup, teacher training, ongoing support, and access to school-wide teacher and student data. These services include:

✓ **Onboarding and implementation support** for administrators from our School Implementation Team via **schools@quill.org**.

✓ **Access to all Quill features and Premium teacher reports** for all teachers at the school (including the new actionable Skills and Standards reports)

✓ **Access to Quill's Administrator Dashboard** for all school administrators, providing account management abilities and school-wide data reports.

✓ **Access to Quill Academy,** Quill's asynchronous training platform, for all teachers.

✓ **An Onboarding Welcome Packet** delivered at the start of the school year with key resource links and contact information.

✓ **Integration with Google Classroom, Clever Secure Sync**, **Classlink, or Canvas**, providing single-sign-on access for students and teachers.

✓ **Priority technical and implementation support** for teachers from our support team (**support@quill.org**).

Professional Learning Add-ons

In addition to the above services, your school can schedule live virtual professional learning workshops at an additional cost. Explore how our flexible PD offerings can align with your vision—and lock in options tailored to your timeline, priorities, and budget.

→ View live Professional Learning offerings

Contact us: schools@quill.org

View all interdisciplinary science activities

Building AI Knowledge

In recent years, significant advancements have been made in artificial intelligence, and now it's expected to play an integral part in everyday life in the near future. Quill's Building AI Knowledge activities aim to provide teachers and students with an understanding of how AI works and to explain what skills and knowledge are needed to thrive in an AI-driven world.

Quill Reading for Evidence activities are designed to engage students in learning about AI by exploring how it might impact their lives and the world around them. Students read a mix of stories that explore both the potential promises and pitfalls of AI. One of the main goals of this offering is to show students that AI is not just something that exists in the world; it is something that humans create. The young people reading these articles will have the opportunity to shape the future of AI, either by working with technology directly or by being informed citizens who influence laws.

Download Quill + aiEDU flyer

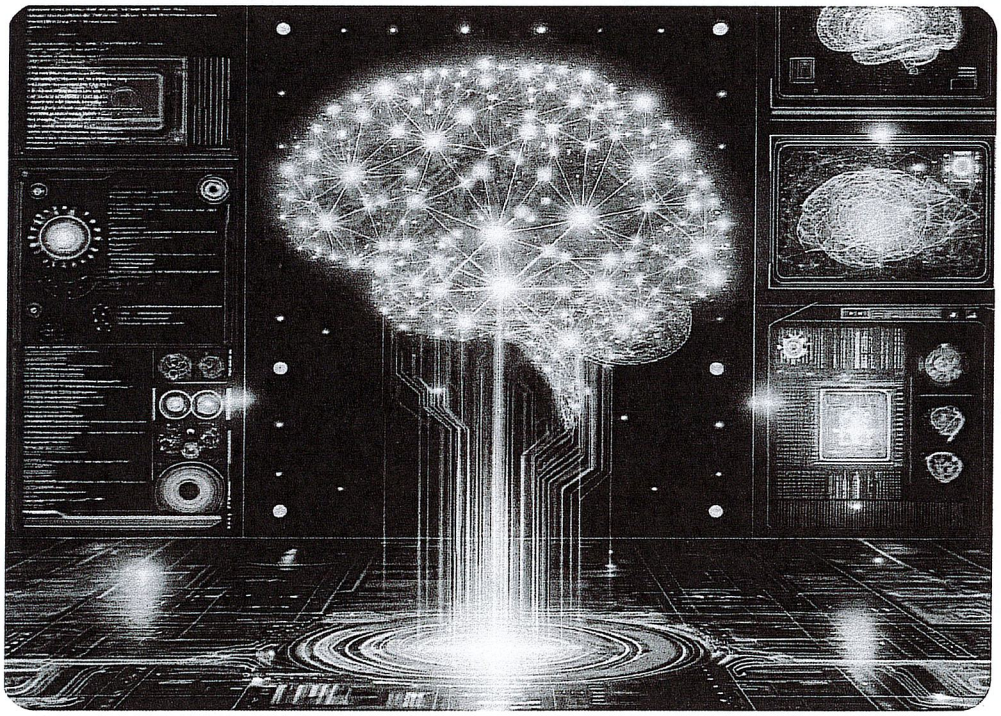


Image credit

Reading for Evidence Activities

Expand all Collapse all

AI & Animal Conservation

Preview & Assign

One exciting application of AI is helping to protect endangered and vulnerable animals. In this activity pack, students will learn about how researchers are using AI to help protect elephants from poachers, try to communicate with whales, and monitor the health of coral reefs. Students will also be introduced to foundational concepts in AI, including computer vision, large language models, and machine learning.

Download all unit texts

Activities

How Can Computer Vision Protect Elephants From Poachers? View results

Students will read a text that explores how TrailGuard uses computer vision to protect wild elephants from poachers, while also investigating the limits of this technology.

Optional Paired aiEDU Activity: Science: "3-2-1...say honey!"

How Can Large Language Models Help Humans Talk to Whales? View results

Students will read a text that explores how researchers are using large language models to try to communicate with whales.

Optional Paired aiEDU Activities: Interspecies Communication App and Science: "Paging Dr. Doolittle"

How Are Marine Biologists Using Machine Learning to Protect Coral Reefs? View results

Students will read a text that explores how researchers are using AI and audio analysis to monitor the health of coral reefs.

Optional Paired aiEDU Activity: Science: "AI Nose No Limits"

aiEDU Aligned Resources

aiEDU website

AI & Arts and Entertainment

Preview & Assign

Many people are concerned about how AI will impact jobs, and those working in arts and entertainment are no exception. In this activity pack, students will explore debates related to the use of AI in music, visual art, and video game development. They will also be introduced to foundational AI concepts, including voice cloning, image generation, and generative artificial intelligence.

Download all unit texts

Activities

Should AI Be Used to Clone Musicians' Voices? View results

Students will read a text that explores the benefits and drawbacks of AI voice cloning technology in the music industry.

Optional Paired aiEDU Activity: English: "Where credit is due"

Should AI Image Generators Be Trained on Copyrighted Artwork? View results

Students will read a text that explores whether AI companies broke copyright laws when creating their AI image generators.

Optional Paired aiEDU Activity: English: "Not the Real Thing"

Can Generative AI Improve Non-Player Characters in Video Games? View results

Students will read a text that explores opposing perspectives on using generative artificial intelligence to improve non-player characters (NPCs) in video games.

Optional Paired aiEDU Activity: English: "Methink'st thou art a general offense"

aiEDU Aligned Resources

aiEDU website

AI & Bias

Preview & Assign

Bias in AI can occur at multiple stages of the development process, and it can lead to serious problems if it isn't caught. In this activity pack, students will explore issues of bias in AI as well as the ways in which human researchers have tried to uncover and combat it. They will also be introduced to foundational AI concepts such as computer vision and algorithmic bias.

Download all unit texts

Activities

How Did AI Researchers Combat Bias in a Dataset of 14 Million Pictures?

View results

Students will read a text that explores how researchers addressed bias within a dataset commonly used for AI image recognition tools.

Optional Paired aiEDU Activity: Social Studies: "Pixelated prejudice"

How Can Digital Bounty Hunters Help Make AI Systems Less Biased?

View results

Students will read a text that explores opposing perspectives on technology companies holding bias bounties where digital bounty hunters search artificial intelligence (AI) systems for bias.

Optional Paired aiEDU Activity: Science: "Screened out"

How Did MIT Researchers Discover Bias in AI-Powered Facial Recognition Tools?

View results

Students will read a text that explores how researchers at MIT discovered and began to address the issue of bias in AI-powered facial recognition tools.

Optional Paired aiEDU Activity: Social Studies: "Let's face it"

aiEDU Aligned Resources

aiEDU website

AI & Daily Life

Preview & Assign

AI is beginning to make its way into people's daily lives, both on social media and in the home. In this activity pack, students will explore AI's potential impact on daily life by learning about the benefits and drawbacks of AI influencers, AI-powered robotic pets, and AI-powered humanoid robots. Students will also be introduced to foundational AI concepts, such as the importance of obtaining accurate training data when building AI models.

Download all unit texts

Activities

Could an AI-Generated Digital Character Be Your Next Favorite Influencer? View results

Students will read a text that explores opposing perspectives on AI influencers.

Optional Paired aiEDU Activity: English: "Where credit is due"

Will AI-Powered Robots Do Our Chores in the Future? View results

Students will read a text that explores the use of AI-powered humanoid robots in the home.

Optional Paired aiEDU Activity: Social Studies: "AI reporting for duty"

Will AI-Powered Robots Become Our Future Pets? View results

Students will read a text that explores the benefits and drawbacks of AI-powered robotic pets.

Optional Paired aiEDU Activity: English: "Will you be my friend?"

aiEDU Aligned Resources

aiEDU website

AI & Global Health

Preview & Assign

AI is starting to have an impact on health outcomes worldwide. In this activity pack, students will explore AI's potential impact on malaria diagnosis in Uganda, vision loss and blindness in Vietnam, and prenatal health in Guatemala. Students will also be introduced to foundational AI concepts, such as the concerns that can arise when using AI-powered tools in a medical context.

Download all unit texts

Activities

How Can Computer Vision Help Diagnose Malaria in Uganda? View results

Students will read a text about an AI-powered program that can help diagnose malaria in Uganda.

Optional Paired aiEDU Activity: Math: "Your AI doctor will see you now"

How Can AI Help Detect Eye Disease in Vietnam? View results

Students will read about an AI-powered program that can help diagnose diabetic retinopathy in Vietnam.

Optional Paired aiEDU Activity: Science: "A little of this, a little of that"

How Can AI-Powered Toolkits Help Pregnant Women in Guatemala? View results

Students will read a text about how AI-powered toolkits can help improve pregnancy outcomes in Guatemala.

Optional Paired aiEDU Activity: Science: "A little of this, a little of that"

aiEDU Aligned Resources

aiEDU website

AI & Sports

Preview & Assign

AI changing the way that athletes train and play, as well as the ways in which they are recruited and judged. In this activity pack, students will explore AI's impact in the field by learning about AI applications in gymnastics judging, soccer scouting, and basketball training. Students will also be introduced to foundational AI concepts, such as the tension between quantitative data versus qualitative human observation.

Download all unit texts

Activities

Could AI Help Make Gymnastics Judging More Accurate? View results

Students will read a text about the pros and cons of an AI-powered gymnastics judging tool.

Optional Paired aiEDU Activity: Math: "The A(Eye) Test"

How Will AI Help Sports Scouts Find the Next Generation of Professional Soccer Players? View results

Students will read a text about the pros and cons of an AI-powered athletic scouting tool.

Optional Paired aiEDU Activity: Math: "The A(Eye) Test"

How Are NBA Players Using AI to Improve Their Performance? View results

Students will read a text about the pros and cons of using physical AI for NBA training.

Optional Paired aiEDU Activity: Evaluating AI Outputs: "Mistaken Identity"

aiEDU Aligned Resources

aiEDU website

AI & Environmental Protection

Preview & Assign

AI is being used for environmental protection in several different contexts. In this activity pack, students will explore its impact in the field by learning about AI-powered tools that can prevent wildfires, identify plastic waste sites, and identify areas that are at risk of deforestation. Students will also be introduced to foundational AI concepts, such as computer vision.

Download all unit texts

Activities

How Can Computer Vision Help Manage Wildfires?

View results

Students will read a text about an AI-powered program that can help spot wildfires in remote areas in California.

Optional Paired aiEDU Activities: Science: "Beyond the Blaze" and Science: "3-2-1... Say Honey!"

How Can Computer Vision and Satellites Help Combat Plastic Pollution?

View results

Students will read a text about an AI-powered program that can spot plastic waste sites using satellite images.

Optional Paired aiEDU Activities: Science: "3-2-1... Say Honey!" and Math: "Taking one "byte" at a time"

How Can AI Help Prevent Deforestation in the Amazon Rainforest?

View results

Students will read a text about an AI-powered program that can help prevent deforestation in the Amazon Rainforest.

Optional Paired aiEDU Activities: Science: "Paging Dr. Doolittle" and Social Studies: "Pixelated Prejudice"

aiEDU Aligned Resources

aiEDU website

Paired with aiEDU for deeper learning

Quill.org & aiEDU, two nonprofit organizations dedicated to building foundational AI literacy, have partnered to curate a suite of resources from each organization that can be paired together to build student knowledge of AI. Each Quill activity can be paired with an aiEDU activity, which range from in-depth, 2-3 hour activities to 5-minute snapshot discussion items. Want to learn more? Visit www.aiedu.org!

Learn more about Quill's interdisciplinary science activities

Quill

aiEDU
The AI Education Project

Building AI Knowledge:
A New AI Literacy Curriculum from Quill + aiEDU

The AI Education Project (aiEDU) and Quill.org are teaming up to provide a free, year-long AI literacy curriculum during the 2025-26 school year.

What is the Curriculum?

21 instructional modules designed for grades 8–12

10-minute aiEDU warm-ups paired with 15-minute Quill activities

Grouped into packs of three by theme—mix and match to fit student needs

EACH MODULE:

- Teaches a foundational AI concept (e.g., computer vision, large language models, voice cloning)
- Explores real-world applications of AI in society
- Aligns to an aiEDU "AI Snapshot" activity for added discussion, extensions, and classroom engagement

How Does it Work?

After the aiEDU warmup, students will:

READ	RESPOND	REVISE
a 700-900 word nonfiction text about AI.	to three open-ended writing prompts.	their writing to better represent key ideas from the text, based on Quill's AI-powered feedback.

What Will Students Learn?

Quill's modules are designed to develop students' writing and critical thinking skills, deepen their content knowledge, and introduce them to foundational AI concepts and their real-world applications. Students will practice:

- Reading comprehension
- Citing textual evidence
- Paraphrasing information from a text
- Supporting a claim with logical reasoning

What Are Some Topics Students Will Be Exploring?

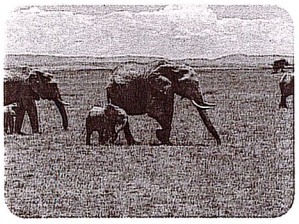
USING AI TO ADVANCE ANIMAL CONSERVATION



How Can Large Language Models Help Humans Talk to Whales?

Students will read a text that explores how researchers are using large language models to try to communicate with whales.

Optional Paired aiEDU Activity: Interspecies Communication App



How Can Computer Vision Protect Elephants From Poachers?

Students will read a text that explores how TrailGuard uses computer vision to protect wild elephants from poachers, while also investigating the limits of this technology.

Optional Paired aiEDU Activity: 3-2-1...say honey

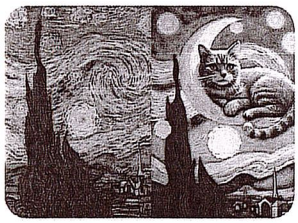
AI'S IMPACT ON THE FUTURE OF MUSIC & ART



Should AI Be Used to Clone Musicians' Voices?

Students will read a text that explores the benefits and drawbacks of AI voice cloning technology in the music industry.

Optional Paired aiEDU Activity: Sounds like...me!
and Where credit is due



Should AI Image Generators Be Trained on Copyrighted Artwork?

Students will read a text that explores whether AI companies broke copyright laws when creating their AI image generators.

Optional Paired aiEDU Activity: Counting Mars

What are Students Saying?

Quill partnered with STEM Coding Lab to bring AI literacy into 8th-grade classrooms. The result:

95% of students
said they learned something new.

91% of students
found Quill's feedback to be either always helpful or sometimes helpful when revising their sentences.

Get Started Here

Quill.org *41 E 11th St, 11th Floor, New York, NY 10003*

Dear _____,

On behalf of the Quill.org Team and Remake Learning, we are thrilled to partner with [School] in the 2026–27 Quill AI Literacy Pilot, made possible with support from the Richard King Mellon Foundation.

Quill.org is a nonprofit that develops supplementary literacy tools to engage students in learning to write and writing to learn through sentence-writing activities powered by immediate coaching and feedback. Over 12 million students have strengthened their literacy skills with Quill, writing and revising over three billion sentences.

This pilot invites a small group of up to ten high schools in Allegheny and Westmoreland Counties to bring Quill's AI Literacy activities into grade 9–12 classrooms during the 2026–27 school year. There is no cost to your school, and we have designed participation to be meaningful but manageable.

To evaluate the impact of Quill's AI Literacy activities, this pilot will be evaluated by our partner, the Allegheny Intermediate Unit (AIU), through student and teacher surveys, and the collection of student writing samples through Quill's platform.

This Memorandum of Understanding (MOU) explains what your school agrees to do and what Quill and Remake Learning provide in return.

Sincerely,

Peter Gault
Executive Director, Quill.org
Pilot contact: Timothy Lent, Professional Learning Manager, Quill.org tim@quill.org

Partner School MOU — Quill AI Literacy Pilot (2026–27)

1. Purpose of School Participation

This pilot helps students understand how AI works while strengthening their writing, reading, and critical thinking skills. Through Quill's AI Literacy activities, students read about real-world AI topics, respond to writing prompts using evidence, receive immediate feedback, and revise their work over several rounds. Topics range from animal conservation and global health to bias, sports, and the arts. In addition, this pilot will be evaluated by our partner, the Allegheny Intermediate Unit (AIU), which will measure how much students learn about AI over the year and the teachers' perceptions of Quill's activities.

2. School Point People

Your school will name and provide the email address of at least one administrator who will be the main contact for the pilot. In addition, you will name and provide the email address of one person who will be responsible for adding Quill to the students' single-sign-on platform. (You will list these people in the School Profile which is linked to at the end of this document.)

3. Participating Teachers, Classes, and Grade Levels

For each teacher participating in the pilot, your school will identify their name and email in the School Profile which is linked at the end of this document. In addition, please provide the class(es), grade(s), and approximate number of students that will take part in the pilot. This information can be updated if staffing or scheduling changes occur.

4. Comparison Teachers, Classes, and Grade Levels

To evaluate this pilot, the AIU would like to compare AI knowledge among students who complete Quill's AI Literacy activities with that of students who did not participate in the program. To do this, your school will identify teachers, classes, and students who will not complete Quill's AI Literacy activities to act as a comparison group, and who will be surveyed by the AIU near the start and end of the school year. The surveys will take no longer than 10 minutes. Ideally, the number of students in the comparison group would be similar to the number participating in the pilot. Your school will identify the name and email of each teacher in the comparison group in the School Profile which is linked at the end of this document. In addition, please provide the class(es), grade(s), and approximate number of students who will be in the comparison group. This information can be updated if staffing or scheduling changes occur.

5. What the School Agrees To

- Support pilot teachers in implementing at least 15 Quill AI Literacy activities over the school year (each activity takes about 15–20 minutes).
- Encourage pilot teachers to take part in professional learning with Quill. This includes a 90-minute introductory workshop, which will take place outside of school hours, and ongoing support during the school year (about 3-5 hours total).
- Support students in both the pilot and comparison groups in completing short baseline (mid-September to early October 2026) and end-of-year surveys (May 2027) administered by the AIU to evaluate the program. Schools will make reasonable efforts to achieve high survey participation rates among both pilot and comparison group students to support the validity of the evaluation.
- Schools will make reasonable efforts to achieve high survey participation by pilot and comparison group teachers who will be asked to complete brief surveys at the beginning and end of the school year and may be asked to provide additional implementation feedback during the pilot, as requested by AIU and Quill.
- Allow Quill and its evaluation partner, AIU, to collect activity data, survey responses, and student writing samples, and to enter into a Data Sharing Agreement if needed, as described in Section 7.

6. What Quill Will Provide

- Free access to Quill's high school AI Literacy activities for participating classes.
- One free year of schoolwide Quill Premium. Quill Premium includes:
    - Integration with Google Classroom, Clever Secure Sync, Classlink, or Canvas
    - Quill's curriculum and tools
    - Premium teacher reports, including the Skills and Standards reports

    - Administrator Dashboard for school administrators, providing account management abilities and school-wide data reports
    - Quill Academy, Quill's asynchronous training platform
- Professional learning and ongoing implementation support from the Quill team.
- A $1,000 stipend to your school for taking part.
- Up to four $100 gift cards for each participating teacher for time spent outside school hours on professional learning and feedback.
- The opportunity to help shape a regional model for AI literacy in Western Pennsylvania.

7. Data and Privacy

We take student privacy seriously and follow the Family Educational Rights and Privacy Act (FERPA). In plain terms:

- We collect only what we need for the pilot: how students use the activities, their survey responses, and samples of their writing.
- Some student responses are reviewed and scored with the help of AI, checked by people. This is part of the program evaluation and will be noted as a limitation in any reporting.
- We do not sell student data, and we do not share information that could identify an individual student.
- In any program evaluation reporting, we use combined, aggregate numbers only — never personally identifiable information. For purposes of program evaluation, Quill may provide the Allegheny Intermediate Unit with student-level activity and implementation data necessary to evaluate program participation and outcomes. Such data may include activity completion information, usage metrics, and writing submission data. AIU will use these data solely for evaluation purposes and will report findings only in aggregate form that does not identify individual students.
- If your school shares any files containing student information, we handle them securely and not over plain email.
- Participation in the pilot evaluation may require execution of a separate Data Sharing Agreement (DSA) between the participating school district and the Allegheny Intermediate Unit, depending on district requirements and data necessary to support evaluation activities.
- Evaluation data will be retained only as long as necessary to complete the evaluation and meet applicable record retention requirements.
- For additional information about Quill's data practices and terms, see the Quill.org Terms of Service: https://www.quill.org/tos

8. Timeline and Term

This MOU covers the 2026–27 school year. The general timeline is:

- Summer 2026: technology integration onboard to include Quill.org on your school's single-sign-on service.
- Summer-Fall 2026: initial professional learning session for teachers.

- Fall 2026 (mid-September to early October): students and teachers take the baseline survey.
- School year 2026–27: teachers implement AI Literacy activities and participate in professional learning.
- Spring 2027 (around May): students and teachers take the end-of-year survey, and results are analyzed.

This agreement begins when both parties sign and ends on June 30, 2027.

9. Public Attribution and Media

With your permission, we would love to recognize you and your school as a pilot partner and to share photos, quotes, or stories in Quill and Remake Learning materials. This is entirely opt-in. Please check the box that fits your school:

- ☐ Yes, our school agrees to be named and featured in pilot materials and media.
- ☐ No, please do not name or feature our school publicly.

10. Changing or Ending Participation

Either Quill or your school may change or end participation at any time, for any reason, with written notice (email is fine) to the other party's contact listed in this MOU. If participation ends, we handle any student data as described in Section 7. There is no penalty for withdrawing.

11. Signatures

By signing below, the school and Quill agree to the terms of this MOU.

For the School

Signature of School Leader / Point Person

Printed Name and Title

School Name

Date

For Quill.org

Timothy Lent

Signature of Quill Representative

Timothy Lent, Professional Learning Manager, Quill.org

Printed Name and Title

Date

12. School Profile

Use this link to access and complete the School Profile which indicates which administrators, teachers, and classes will be involved in the pilot.

Help Shape AI Literacy in Western Pennsylvania

A Grant-Funded Pilot Opportunity for the 2026–27 School Year

Prepare students for an AI-driven future while strengthening writing, reading, and critical thinking.

Quill.org and Remake Learning, with support from the Richard King Mellon Foundation, are inviting a small group of up to 10 high schools in Allegheny and Westmoreland Counties to participate in a 2026–27 pilot of Quill's high school AI Literacy activities.

This pilot is designed to help students build the knowledge and habits they need to navigate a world shaped by artificial intelligence, while strengthening core academic skills of writing, reading, and critical thinking. **There is no cost to participating schools, and each school receives a $1,000 stipend and a free year of Quill Premium.**

In addition, teachers will have opportunities to receive four $100 gift cards for time spent outside of school hours.

What Students Experience

Through Quill's AI Literacy activities, students read about real-world AI topics and then practice a skill that matters across every subject: supporting a claim with evidence. After responding to a prompt using textual evidence, students receive immediate, personalized feedback that guides them to strengthen what they've written through multiple rounds of revision. Activities explore the intersection of AI and real-world topics, including animal conservation, arts and entertainment, bias, daily life, global health, sports, and environmental protection, with topics designed to spark curiosity and debate. Sample activities include:

- 🐋 How Can Large Language Models Help Humans Talk to Whales?
- 🎤 Should AI Be Used to Clone Musicians' Voices?
- 📸 How Did AI Researchers Combat Bias in a Dataset of 14 Million Pictures?
- 🤖 Will AI-Powered Robots Become Our Future Pets?
- 👁️ How Can AI Help Detect Eye Disease?

The activities each take approximately 15–20 minutes each and are cross-disciplinary by design, meaning that they can work in both ELA and STEM classrooms. You can explore the full set of activities at quill.org/interdisciplinary-science/building-ai-knowledge.

Evidence of Impact

Quill's tools build real literacy skills alongside AI knowledge and are backed by a strong evidence base:

- In a 2024 pilot in Pittsburgh-area schools, **95% of students reported learning something new about AI** and 91% said Quill's feedback was helpful.
- A study of 100,200 students found that **Quill users improved writing skills 1.6x faster than peers**, meeting ESSA Tier III evidence standards.
- An independent randomized controlled trial by the College Board found **large effect sizes that persisted at 2-week and 2-month follow-ups**.

What Participating Schools Receive

- Free access to Quill's high school AI Literacy activities
- Professional learning and implementation support from Quill
- $1,000 stipend per participating school
- One free year of schoolwide Quill Premium
- The opportunity to help shape a regional model for AI literacy in Western PA

In addition, participating teachers will have **four opportunities to receive $100 gift cards** during the project for time spent outside school hours for professional learning and feedback on the Quill AI Literacy resources.

What Participation Involves

The goal is to make participation meaningful, but manageable. Schools should expect to:

- Identify 1–2 teachers (grades 9–12) and their classrooms for the pilot
- Implement Quill's AI Literacy activities in participating classrooms, with a target of 15–20 activities over the school year. Each activity takes about 15–20 minutes and can be taught whole class, in small groups, or as an independent activity for students during a reading block or at the start or end of a class period.
- Participate in professional learning with the Quill team, including an introductory workshop and ongoing implementation support (~3–5 hours total)
- Support student completion of short surveys to measure learning and engagement

In addition, participating teachers will provide feedback on Quill's AI Literacy activities through short surveys throughout the school year.

Interested in Learning More?

We are currently identifying schools for the 2026–27 AI Literacy Pilot. To explore whether your school or district could be a good fit, we'd welcome the chance to schedule a brief conversation:

Tim Lent | tim@quill.org | https://calendly.com/tim-quill/quill-org-ai-literacy-meeting

Franklin Regional School District

POLICY PORTAL™ PSBA

BOARD POLICY

102 Academic Standards

POLICY NUMBER	VERSION	DOCUMENT STATUS	PRINTED
102	v3.1	DRAFT	9/16/2026

Proposed addition Proposed deletion

PURPOSE

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

DEFINITION

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

AUTHORITY

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

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

Guidelines

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

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

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

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

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Legal Footnotes

[1] **22 PA Code 4.11**
LEGAL REFERENCE

[2] **22 PA Code 4.12**
LEGAL REFERENCE

[3] **22 PA Code 4.3**
LEGAL REFERENCE

[4] **Pol. 105 — Curriculum**
POLICY REFERENCE

[5] **Pol. 107 — Adoption of Planned Instruction**
POLICY REFERENCE

[6] **Pol. 127 — Assessment System**
POLICY REFERENCE

[7] **Pol. 212 — Reporting Student Progress**
POLICY REFERENCE

[8] **Pol. 113 — Special Education**
POLICY REFERENCE

[9] **24-P-S-1556**
LEGAL REFERENCE

Legal References

No additional references listed.

Franklin Regional School District

POLICY PORTAL™ PSBA

BOARD POLICY

105 Curriculum

POLICY NUMBER	VERSION	DOCUMENT STATUS	PRINTED
105	v3.4	DRAFT	9/16/2026

PURPOSE

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

DEFINTION

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

AUTHORITY

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

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

Special Instruction/Observances

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

GUIDELINES

The district's curriculum shall provide the following:

1. Continuous learning through effective collaboration among the schools of this district.
2. Continuous access for all students to sufficient programs and services of a library/media facility and classroom collection to support the educational program. **[9]**
3. Guidance and counseling services for all students to assist in career and academic planning.[23]
4. A continuum of educational programs and services for all students with disabilities, pursuant to law and regulation. **[11]**

5. Language Instruction Educational Program for English Learner students, pursuant to law, and regulation and Board policy.[12] [13]
6. Compensatory education programs for students, pursuant to law and regulation.
7. Equal educational opportunity for all students, pursuant to law and regulation. [14] [15]
8. Career awareness and vocational education, pursuant to law and regulation. [16]
9. Educational opportunities for identified gifted students, pursuant to law and regulation. [17]
10. Regular and continuous instruction in required safety procedures. [18]

DELEGATION OF RESPONSIBILITY

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

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

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Legal Footnotes

[1] 22 PA Code 4.4
LEGAL REFERENCE

[2] 22 PA Code 4.3
LEGAL REFERENCE

[3] 22 PA Code 4.12
LEGAL REFERENCE

[4] Pol. 102 — Academic Standards
POLICY REFERENCE

[5] 24 P.S. 1511
LEGAL REFERENCE

[6] 24 P.S. 1512
LEGAL REFERENCE

[7] Pol. 107 — Adoption of Planned Instruction
POLICY REFERENCE

[8] Pol. 127 — Assessment System
POLICY REFERENCE

[9] Pol. 109 — Resource Materials
POLICY REFERENCE

[11] Pol. 113 — Special Education
POLICY REFERENCE

[12] 22 PA Code 4.26
LEGAL REFERENCE

[13] Pol. 138 — Language Instruction Educational Program for English Learners
POLICY REFERENCE

[14] **Pol. 103 — Discrimination/Title IX Sexual Harassment Affecting Students**
POLICY REFERENCE

[15] **Pol. 103.1 — Nondiscrimination - Qualified Students with Disabilities**
POLICY REFERENCE

[16] **Pol. 115 — Career and Technical Education**
POLICY REFERENCE

[17] **Pol. 114 — Gifted Education**
POLICY REFERENCE

[18] **Pol. 805 — Emergency Preparedness and Response**
POLICY REFERENCE

[19] **Pol. 105.1 — Review of Instructional Materials by Parents/Guardians and Students**
POLICY REFERENCE

[20] **24 P.S. 1541-1555**
LEGAL REFERENCE

[21] **36 U.S.C. 106**
LEGAL REFERENCE

[22] **P.L. 108-447 — P.L. 108-447**
LEGAL REFERENCE

[23] **Pol. 112 — School Counseling**
POLICY REFERENCE

Legal References

No additional references listed.

Franklin Regional School District

POLICY PORTAL™ PSBA

BOARD POLICY

204.1 Virtual Attendance and Wellness Checks

POLICY NUMBER	VERSION	DOCUMENT STATUS	PRINTED
204.1	v3.3	DRAFT	9/16/2026

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]

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 an indications 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 the 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.

Legal Footnotes

[1] **24 P.S. 1327.4**
LEGAL REFERENCE

[2] **23 Pa. C.S.A. 6301**
LEGAL REFERENCE

[3] **Pol. 806 — Child Abuse**
POLICY REFERENCE

[4] **24 P.S. 1329**
LEGAL REFERENCE

[5] **Pol. 204 — Attendance**
POLICY REFERENCE

Legal References

No additional references listed.

Franklin Regional School District

POLICY PORTAL™ PSBA

BOARD POLICY

209 Health Examinations/Screenings

POLICY NUMBER	VERSION	DOCUMENT STATUS	PRINTED
209	v3.1	DRAFT	9/16/2026

Proposed addition Proposed deletion

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 and 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 parent/guardian 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 PA 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]

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Legal Footnotes

[1] 24 P.S. 1401
LEGAL REFERENCE

[2] 24 P.S. 1402
LEGAL REFERENCE

[3] 24 P.S. 1403
LEGAL REFERENCE

[4] 22 PA Code 12.41
LEGAL REFERENCE

[5] 24 P.S. 1407
LEGAL REFERENCE

[6] 28 PA Code 23.1
LEGAL REFERENCE

[7] 24 P.S. 1405
LEGAL REFERENCE

[8] 28 PA Code 23.2
LEGAL REFERENCE

[9] 20 U.S.C. 1232h
LEGAL REFERENCE

[10] 24 P.S. 1419
LEGAL REFERENCE

[11] 28 PA Code 23.45
LEGAL REFERENCE

[12] 24 P.S. 1406
LEGAL REFERENCE

[13] 23 Pa. C.S.A. 6311
LEGAL REFERENCE

[14] Pol. 806 — Child Abuse
POLICY REFERENCE

[15] Pol. 203 — Immunizations for Communicable Diseases
POLICY REFERENCE

[16] Pol. 103 — Discrimination/Title IX Sexual Harassment Affecting Students
POLICY REFERENCE

[17] **Pol. 103.1 — Nondiscrimination - Qualified Students with Disabilities**
POLICY REFERENCE

[18] **24 P.S. 1409**
LEGAL REFERENCE

[19] **Pol. 113.4 — Confidentiality of Special Education Student Information**
POLICY REFERENCE

[20] **Pol. 216 — Student Records**
POLICY REFERENCE

[21] **20 U.S.C. 1232g**
LEGAL REFERENCE

[22] **34 CFR Part 99**
LEGAL REFERENCE

[23] **Pol. 805 — Emergency Preparedness and Response**
POLICY REFERENCE

[24] **Pol. 800 — Records Management**
POLICY REFERENCE

[25] **28 PA Code 23.7**
LEGAL REFERENCE

[26] **24 P.S. 1408**
LEGAL REFERENCE

[27] **24-P-S-1426**
LEGAL REFERENCE

Legal References

No additional references listed.

Franklin Regional School District

POLICY PORTAL™ PSBA

BOARD POLICY

246 School Wellness

POLICY NUMBER	VERSION	DOCUMENT STATUS	PRINTED
246	v3.5	DRAFT	9/16/2026

PURPOSE

Franklin Regional 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 nutrition guidelines.
3. Physical education courses and opportunities for developmentally appropriate physical activity during the school day.
4. Curriculum and programs for grades K-12 that are designed to educate students about proper nutrition and lifelong physical activity, in accordance with State Board of Education curriculum regulations and academic standards.

DELEGATION OF RESPONSIBILITY

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

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

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

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

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

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

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

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

GUIDELINES

Recordkeeping

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

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

Wellness Committee

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

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

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

Nutrition Education

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

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

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

Nutrition education lessons and activities shall be age-appropriate.

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

Lifelong lifestyle balance shall be reinforced by linking nutrition education and physical activity.

Nutrition Promotion

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

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

Physical Activity

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

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. 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 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.

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.

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 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.

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.

Nutrition Guidelines for All Foods/Beverages at School

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

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

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

Competitive Foods -

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

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

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

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

Fundraiser Exemptions -

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

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

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

Non-Sold Competitive Foods -

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

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

1. Rewards and Incentives: Foods and beverages shall be used sparingly as a reward or incentive in district schools

2. Classroom Parties and Celebrations: Classroom parties/celebrations with food/beverages shall be limited to no more than one (1) per month in each classroom.

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

Marketing/Contracting -

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

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

Management of Food Allergies in District Schools

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

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

Safe Routes to School

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

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Legal Footnotes

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

[3] 7 CFR 210.31
LEGAL REFERENCE

[4] 7 CFR 210.15
LEGAL REFERENCE

[6] 24 P.S. 1513
LEGAL REFERENCE

[7] Pol. 102 — Academic Standards
POLICY REFERENCE

[8] Pol. 105 — Curriculum
POLICY REFERENCE

[9] Pol. 808 — Food Services
POLICY REFERENCE

[10] 24 P.S. 1512.1
LEGAL REFERENCE

[11] 7 CFR 210.10
LEGAL REFERENCE

[12] 7 CFR 220.8
LEGAL REFERENCE

[13] 24 P.S. 701
LEGAL REFERENCE

[15] 42 U.S.C. 1751
LEGAL REFERENCE

[16] 42 U.S.C. 1773
LEGAL REFERENCE

[17] 7 CFR 210.30
LEGAL REFERENCE

[18] 7 CFR 210.11
LEGAL REFERENCE

[19] 7 CFR 220.12
LEGAL REFERENCE

[20] Pol. 229 — Student Fundraising
POLICY REFERENCE

[21] 24 P.S. 504.1
LEGAL REFERENCE

[22] Pol. 209.1 — Food Allergy Management
POLICY REFERENCE

[23] 24 P.S. 1556
LEGAL REFERENCE

[24] 24 P.S. 742.1
LEGAL REFERENCE

Legal References

No additional references listed.

Franklin Regional School District

POLICY PORTAL™ PSBA

BOARD POLICY

249 SD PNN Bullying/Cyberbullying

POLICY NUMBER	VERSION	DOCUMENT STATUS	WORKFLOW
249 SD PNN	v4.2	UNDER-REVIEW	Pending Board Review

PRINTED
9/16/2026

PURPOSE

The Board recognizes that bullying and cyberbullying create an atmosphere of fear and intimidation, detracts 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 or occurs in a manner by which a nexus to the school is established, 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 or occurs in a manner by which a nexus to the school is established.[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 to 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]

Confidentiality

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.

Retaliation

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 cyberbullying may be made orally or in writing, using the Safe2Say Something reporting system, 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 legally 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 others, 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 appliable 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 recurrence, 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: 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, and/or referral to law enforcement officials.[1][2][13]

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

Education

The district may 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]

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Legal Footnotes

[1] 24 P.S. 1303.1-A
LEGAL REFERENCE

[2] Pol. 805.1 — Relations With Law Enforcement Agencies
POLICY REFERENCE

[3] 23 Pa. C.S.A. 6301
LEGAL REFERENCE

[4] Pol. 806 — Child Abuse
POLICY REFERENCE

[5] 24 P.S. 1302-E
LEGAL REFERENCE

[6] Pol. 236.1 — Threat Assessment
POLICY REFERENCE

[7] Pol. 103 — Discrimination/Title IX Sexual Harassment Affecting Students
POLICY REFERENCE

[8] Pol. 103 — Nondiscrimination - Qualified Students with Disabilities
POLICY REFERENCE

[9] Pol. 216 — Student Records
POLICY REFERENCE

[10] 22 PA Code 12.3
LEGAL REFERENCE

[11] 20 U.S.C. 7118
LEGAL REFERENCE

[12] 24 P.S. 1302-A
LEGAL REFERENCE

[13] Pol. 236 — Student Assistance Program
POLICY REFERENCE

[14] 24 P.S. 1319-B
LEGAL REFERENCE

Legal References

No additional references listed.

October 12, 2026

Mr. President and members of the Board of School Directors,

The Administrative Team recommends the attached personnel items be provisionally approved upon submission of appropriate documentation such as Physical/TB test, current Child Abuse, PA State Criminal History, FBI Clearances as required by the Child Protective Services Law and PA School Code and other required forms as prescribed by state and federal regulations.

Certified Personnel

Appointments/Transfers

1. Approve Mackenzie Astorino as a Short-Term 4th Grade Substitute Teacher from October 6, 2026 through to be determined at a pro-rated salary of $64,100 based on Step 1 of the Bachelor's Scale.

Leaves of Absence (Dates are approximate)

2. Approve a Medical Leave for employee #4713, a staff member at the Primary School, effective November 18, 2026 through December 4, 2026.

3. Approve a Disability Leave for employee #4445, a staff member at the Intermediate School, effective October 5, 2026 through to be determined.

Support Personnel

Appointments/Transfers

1. Approve Kathryn Pacek as a 7.0 Paraprofessional at the Primary School, effective October 5, 2026 at an hourly rate of $17.51.

2. Approve Selma Coury as a 4.75 Instructional Aide at the Intermediate School, effective date to be determined, at an hourly rate of $15.40.

3. Approve Sheila Arbaczewski as a 4.75 Instructional Aide at the Intermediate School, effective date to be determined, at an hourly rate of $15.40.

Resignations/Retirements

4. Accept the retirement of Susan Scimio as a 4.75 Library Aide at the High School, effective October 19, 2026.

Substitutes

5. Approve the following internal substitutes at their current rate of pay:
    a. Alisa Jacobson – Administrative Assistant/Library Aide

Supplemental Personnel

Appointments/Transfers

1. Approve Cynthia Smith as a certified FRESP mentor for the 2026/27 school year at a stipend of $600.

October 12, 2026

2. Approve the following Activity Club Sponsors for the 2026/27 school year at a stipend of $250 or $125 for indicated co-sponsors:

Building	Name	Activity Club
High School	Tim McMurray	Anatomy and Dissection Club
High School	Jerred Masley	Anime Club
High School	Bill Besser	Badminton
High School	Matthew Dunlap	Basketball Club
High School	Bobbi Stevens	Bhangra Club
High School	Stefanie Guffey	Blessings Beyond Boarders
High School	William Besser	Catalyst Bible Club
High School	Michele Masseto	Catholic Youth Club (CYC)
High School	Susan LeDonne	Chess Club
High School	Ian Fielder	Children's Hospital at FRSHS
High School	Heidi Herholz	Crafts with the Community
High School	Julie Babal	Creative Writing
High School	Lynne Stalnaker	Drawing Club
High School	Richard Sunny	E-Sports Valorant
High School	Kip Boggs	E-Sports Rocket League
High School	Kip Boggs	E-Sports Marvel Rivals
High School	Kip Boggs	E-Sports Super Smash Brothers
High School	Richard Sunny	E-Sports Fortnite Zero Build
High School	Richard Sunny	E-Sports Overwatch 2
High School	Jerred Masley	Faith through Good Works
High School	Gregory Sill	FCA (Fellowship of Christian Athletes)
High School	Nathan Johnson	Film Club
High School	James Passarelli	Fly Fishing Club
High School	Tim McMurray	Footsteps for the Future
High School	Tim McMurray	Four Square Club
High School	Terry Ventorini	FR Clays
High School	Dina Carsecka	FR Hands Together
High School	Nicholas Nutter	FR Jazz Collective
High School	Kerrie Tonet-Berlin	French Club
High School	Rachel Lancaster	From Scratch Baking Club
High School	James Passarelli	Garden Club
High School	Kerrie Tonet-Berlin	Global Scholars
High School	Nathan Johnson	Guitar Club
High School	Jeffrey Jackson	Helping Homebound Heroes
High School	Julie Babal	Hope for Ghana
High School	Philip Macioce	Hope for Hounds
High School	Kane Daighnault	Investing Club

October 12, 2026

Building	Name	Activity Club
High School	John Danchisko	Leukemia & Lymphoma Society (LLS) Student Visionaries of the Year
High School	Monica Bruno	Maker Club
High School	Kelly Newsted	Men's Ensemble
High School	Carrie Jones	Mini-Thon
High School	Stefanie Guffey	Morgan's Message (Mental Health Awareness for Athletes)
High School	James Pottinger	Mountain Bike Club
High School	Nicholas Nutter	Music Service Club
High School	Alyson Frank	National Disaster Relief and Recovery
High School	Susan LeDonne	National Science Bowl
High School	Kelly Newsted	PanRhythmics
High School	Marissa Fenwick	Petals for a Purpose
High School	Bobbi Stevens	Pickleball Club
High School	Gregory Belmondo	Ping Pong Club
High School	Jenna Rogerson	Playschool
High School	Hannah Beno	Red Cross Club
High School	Tracey Dorsch	Rotary Interact - Volunteer - refused Stipend
High School	Bobbi Stevens	Rowing Club
High School	Katie Rutherford	SAFE
High School	Nicholas Nutter	Ski and Board Club
High School	Lisa Fako	Speech and Debate Club
High School	Nicholas Nutter	Stage Crew
High School	Ian Fielder	Table Top Gaming Club
High School	Kelly Newsted	Treble Choir
High School	Richard Sunny	Ultimate Frisbee Club
High School	Katherine Rutherford	UNICEF Club
High School	Becky Magness	Video Production
High School	Kelly Newsted	Vocal Jazz
High School	Jennifer Copeland	WILDS Club
High School	Maureen Garda	Why Shy Away
High School	Ishan Rayka	Young Life
Middle School	Christen Belgiovane	Library MVP Sponsor
Middle School	Arielle Fitzgerald	French Club
Middle School	Tyler Funk	Jazz Ensemble
Middle School	Tyler Funk	Wind Ensemble
Middle School	Tyler Funk	Theatre Events Club (co-sponsor)
Middle School	Marissa Capuzzi Schmizzi	Ski Club
Middle School	Christie King	Select Show Choir - Gold Notes
Intermediate	Daniel Blumenfeld	Jazz Band - Elementary

October 12, 2026

3. Approve the following Extracurricular Sponsors for the 2026/27 school year:

Building	Name	Position	Stipend
High School	Nicholas Nutter	Band Director	$8,643
High School	Tyler Funk	Band Assistant Director	$5,885
High School	Evan Isenberg	Band Assistant Director	$5,885
High School	Ashley Brett	Majorettes/Pantherettes	$5,885
Middle School	Tyler Funk	Middle School Band Director	$3,016
Intermediate	Daniel Blumenfeld	Elementary Band Director	$2,018
Intermediate	Sara Tamburro	Elementary Band Assistant	$1,213
High School	Mark Wolfgang	Musical Director	$5,885
High School	Kelly Newsted	Musical Assistant	$1,624
High School	Nicholas Nutter	Musical Assistant	$1,624
High School	Jennifer Probola	Musical Assistant	$1,624
High School	Timothy McMurry	Musical Technical Director	$3,016
High School	Richard Sunny	Thespians Director	$5,885
High School	Richard Sunny	Thespians Technical Director	$3,016
Middle School	Christine Klemstine	Thespians Director	$2,018
Middle School	Kathleen Williams	Thespians Assistant	$1,624
High School	Kelly Newsted	Chorus Director	$5,885
Middle School	Christie King	Chorus Director (6th grade)	$1,213
Middle School	Christie King	Chorus Director (7th grade)	$1,213
Middle School	Christie King	Chorus Director (8th grade)	$1,213
Elementary	Katherine Steele	Chorus Director	$3,016
Elementary	Sara Tamburro	Chorus Assistant	$1,213
Middle School	Brandi Crissman	Performing Arts	$2,018
Middle School	Christie King	Performing Arts	$2,018
Middle School	Danielle Hartman	Performing Arts	$2,018
Middle School	Emily Stoken	Performing Arts Choreographer	$2,018
High School	Nicholas Nutter	Concert Band	$1,624
Intermediate	Christine Klemstine	Fifth Grade Musical Director	$3,016
Intermediate	Amanda Urban	Fifth Grade Musical Assistant Director	$1,213
Primary	Amy Smith	Second Grade Musical Director	$3,016
High School	Nicholas Nutter	Orchestra/Strings	$1,213
Middle School	Nicholas Desjardins	Orchestra/Strings	$1,213
Intermediate	Sara Tamburro	Orchestra/Strings	$2,018
Intermediate	Daniel Blumenfeld	Orchestra/Strings	$2,018
High School	Roger Crider	FBLA	$2,559
High School	Samantha Westerlund	Mock Trial	$2,559
High School	Hannah Beno	Envirothon	$2,099
High School	Gregory Vincent	FRobotics	$2,099

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Building	Name	Position	Stipend
High School	Kip Boggs	Mathletes	$1,624
Middle School	Dom Colangelo	Math Counts (co)	$812
Middle School	Tiffani Baldonieri	Math Counts (co)	$812
High School	Richard Sunny	Chain Reaction Contraption (co-sponsor)	$812
High School	Kip Boggs	Chain Reaction Contraption (co-sponsor)	$812
High School	Monica Bruno	Quiz Bowl	$1,624
High School	Susan LeDonne	Science Olympiad	$1,624
Middle School	Doug Bauer	PRSEF (Pittsburgh Regional Science & Engineering Fair)	$1,624
High School	Doug Bauer	PRSEF (Pittsburgh Regional Science & Engineering Fair)	$1,624
High School	William Burtch	WIRC (Westmoreland Interscholastic Reading)	$1,624
Middle School	Christen Belgiovane	WIRC (Westmoreland Interscholastic Reading)	$1,624
Middle School	Jennifer Joyce	Mechanical Design Challenge	$1,624
High school	Anthony Bartolotta	American Field Service (AFS)	$1,624
High School	Hannah Cress	Unified Club (co-sponsor)	$812
High School	Deb Shook	Unified Club (co-sponsor)	$812
High School	Cara Kelly	The Caring Team	$1,081
High School	Lynne Stalnaker	Pay It Forward	$1,081
Middle School	Sharon Bigenho	FR vs. Cancer (co-sponsor)	$1,081
High School	Trevor Ross	FR vs. Cancer (co-sponsor)	$541
High School	Jen Copeland	FR vs. Cancer (co-sponsor)	$541
High School	Cara Kelly	SADD	$1,081
High School	Heidi Herholz	Yearbook	$4,021
High School	Becky Magness	Newspaper	$2,601
Middle School	Laura Yeager	Newspaper	$1,081
High School	Kristin Stewart	Student Council	$2,601
High School	Roger Crider	Student Council	$2,601
Middle School	Brian Coiner	Student Council (co-sponsor)	$1,050
Middle School	Bethany Kelly	Student Council (co-sponsor)	$1,050
High School	Kristen Stewart	Class Sponsor (11,12) - Grade 12	$2,099
High School	Christine Trimnal	Class Sponsor (11,12) - Grade 11	$2,099
High School	Christine Trimnal	Assistant Class Sponsor (11, 12) - Grade 12	$1,441
High School	Melissa Musial	Assistant Class Sponsor (11, 12) - Grade 11	$1,441
High School	Katherine Rutherford	Chick-fil-A Leader Academy	$1,441
High School	Samanatha Westerlund	Chick-fil-A Leader Academy Assistant	$720
High School	Melissa Musial	Class Sponsor - Grade 10	$1,441
High School	Katherine Rutherford	Class Sponsor - Grade 9 (co)	$721
High School	Samanatha Westerlund	Class Sponsor - Grade 9 (co)	$721
High School	Kerrie Tonet-Berlin	National Honor Society	$2,099
High School	Kerrie Tonet-Berlin	National Honor Society - Art	$1,441

October 12, 2026

Building	Name	Position	Stipend
High School	Tim McMurray	National Honor Society - Science	$1,441
High School	Jesse Carnevali	National Honor Society - Spanish	$1,441
High School	Kerrie Tonet-Berlin	National Honor Society - French	$1,441
High School	Stefanie Guffey	Student Mentoring Program	$1,441
Middle School	Brandi Crissman	Photography	$1,081
Intermediate	Kimberly Ord	Building Management Team	$5,762
Intermediate	Paris Gesinski	Building Management Team	$5,762
Intermediate	Doug Kelly	Building Management Team	$5,762
Primary	Timothy Donovan	Building Management Team	$5,762
Primary	Kristen D'Eramo	Building Management Team	$5,762
Primary	Michele Ferace	Building Management Team	$5,762
Districtwide	Jeffrey Traphagen	Game Day Media Coordinator	$3,770
High School	Mark Wolfgang	Auditorium Manager	$3,366
Middle School	Nick Desjardins	Stage Manager (co-sponsor)	$2,020
Middle School	Tyler Funk	Stage Manager (co-sponsor)	$673
Middle School	Christie King	Stage Manager (co-sponsor)	$673
Middle School	Christen Belgiovane	Audio Visual/Technology Coordinator	$2,584
Intermediate	Patrick Marchese	Audio Visual/Technology Coordinator	$1,624
Intermediate	Michael Dibert	Audio Visual/Technology Coordinator	$1,624
Primary	Emily Krivoniak	STREAM Libraries Innovation Support	$1,624
Intermediate	Tammy Gianvito	STREAM Libraries Innovation Support	$1,624
High School	Alicia Leopold	Bus Duty (co-sponsor) PM	$812
Middle School	Barbara Haybarger***	Bus Duty	$1,671
Middle School	Matthew Mager	Bus Duty	$1,624
Intermediate	Douglas Kelly	Bus Duty	$1,624
Intermediate	Desiree Luzader	Bus Duty	$1,624
Intermediate	Julie Martin Fuller	Bus Duty - PM only	$812
Primary	Anthony Berdardinelli	Bus Duty	$1,624
Primary	Michele Ferace	Bus Duty	$1,624
Primary	Katherine Steele	Bus Duty	$1,624
High School	Kerrie Tonet-Berlin	Homecoming Court /Homecoming Bonfire	$1,624

4. Approve Lauren Colosimo as the Girls Lacrosse Coordinator/ Head Coach for the 2026/27 school year at a stipend of $5,662.

5. Approve Richard Lang as the Girls Softball Coordinator/Head Coach for the 2026/27 school year at a stipend of $6,228.

Resignations/Retirements

6. Accept the resignation of Pamela Rowell as a Game Worker for the 2026/27 school year, effective August 31, 2026.

October 12, 2026