August 12, 2026 - EPS Committee

Wednesday, August 12, 2026 6:30 PM
High School Library, 35 Church Hill Road, Kintnersville, PA 18930

1. **Committee Members**

2. **Meeting Opening**

3. **Topics/Descriptions/Presented by**

3.A. Planned Course Statement - 6th grade Digital Literacy

3.B. Chief Science Officer Memorandum of Understanding

4. **Discussion**

4.A. Areas of Focus for 2026-2027

5. **Committee Approved Expenditures**

5.A. None.

6. **Informational**

6.A. Professional Learning Plan 2026-2027

6.B. Middle School Schedule - update

6.C. Elementary Summer Academy Review

7. **Next Scheduled Meeting Date**

7.A. September 9, 2026 at 6:30 PM

8. **Adjournment**

9. **Minutes from previous meeting**

9.A. June 2026 Minutes

Planned Course Statement

Digital Literacy : Level Up Your Cyber IQ

Grade Level: 6

Frequency: Every other day for one marking period
Class time: Approximately 45 minutes

Objectives of the Instruction

The primary goal of this curriculum is to equip 6th-grade students with essential cyber literacy skills through a 23-day rotation. Key objectives include:

- Developing typing proficiency and understanding the physical and environmental impacts of technology.
- Learning to use Artificial Intelligence (AI) as a tool for inquiry rather than a simple answer-generator.
- Cultivating the ability to identify social engineering and phishing attempts to ensure online safety.
- Recognizing algorithmic bias and navigating misinformation within the digital landscape.
- Managing digital wellness and personal privacy across social platforms.
- Understanding the legal and ethical frameworks of Intellectual Property (IP), Copyright, and Plagiarism.
- Synthesizing all learned concepts into a practical Capstone project designed to educate others.

Concepts and Skills to be Taught

Students will master a variety of technical and critical thinking skills, including:

- Typing Mastery: Increasing Words Per Minute (WPM) and tracking growth using line graphs.
- Prompt Engineering: Utilizing the S.P.E.C. Formula (Setting, Purpose, Expectations, Context) and prompt iteration.
- Cybersecurity Sleuthing: Identifying "red flags," performing the "Hover Test" for URLs, and creating secure passphrases with Multi-Factor Authentication (2FA).
- Information Literacy: Understanding the "Information Bubble," identifying "Loaded Language," and practicing lateral reading through the "Open a New Tab" rule.
- Digital Citizenship: Auditing digital footprints using the "Grandma Test," understanding the psychology of "dopamine loops" in social media, and acting as an "Upstander" against cyberbullying.
- Creative Ethics: Distinguishing between Creative Commons, original work, and "Patchwork Plagiarism".

Proposed at EPS on June 10 and August 12, 2026
Board approved on…

Activities Designed to Achieve the Objectives

The course utilizes hands-on, interactive activities scheduled daily:

- Unit 1: Daily 10-minute "Level Up" gamified typing sessions.
- Unit 2: AI word prediction demonstrations, "Prompt Wars" for specific inquiry, and class debates on AI ethics.
- Unit 3: Anatomy of a Scam analysis and live simulations using a Phishing Trainer site.
- Unit 4: "Unboxing the FYP" to map algorithmic bubbles and analyzing Deepfakes for visual bias.
- Unit 5: Deep dives into app permissions and roleplaying effective ways to report or stop "trolls".
- Unit 6: Searching for free-to-use media and practicing proper attribution in the "Plagiarism Lab".
- Unit 7: Creating a 60-second "Survival Video" or infographic aimed at educating 4th-grade students.

Methods of Instruction

The instruction follows a structured 45-minute daily rotation. Methods include:

- Gamified Practice: Used for daily typing mastery to maintain engagement.
- Cross-Curricular Integration: Linking lessons to Math (graphing), Science (biology of stress), English (hooks/paraphrasing), and Social Studies (news accounts).
- Inquiry-Based Learning: Using AI demos and "Prompt Wars" to encourage iterative questioning.
- Simulation and Roleplay: Hands-on practice with phishing simulators and social conflict scenarios.
- Project-Based Learning (PBL): A final Capstone project allows students to synthesize and demonstrate their knowledge.
- Safe-Space Inquiry: Implementing "The Parking Lot" for anonymous student questions regarding sensitive online topics.

Assessment Criteria and Methods

Student progress is evaluated through both formative and summative assessments:

- Daily Reflection: Every session concludes with a 5-minute "Save State" reflection or exit ticket.
- Growth Tracking: Students maintain a line graph to record and analyze their Words Per Minute (WPM) growth over the 23-day period.
- Performance Tasks: Successful completion of the "Prompt War" and the classroom's agreed-upon AI ethics norms.
- Simulated Testing: Scores achieved during the Live Phishing Simulation to measure the ability to detect dangerous emails.

- Capstone Evaluation: The final "Digital Survival Guide" is assessed during the "Vanguard Gallery Walk," which includes peer reviews and a showcase of their videos or infographics.

Materials and Technology Tools

The following tools and descriptions support the course:

- Typing Mastery Software: Gamified platforms used daily to increase keyboarding speed and accuracy. (Typing Agent)
- Artificial Intelligence Tools: Used for demonstrating word prediction and practicing iterative prompting techniques. (Google Gemini, Google Notebook LM)
- Phishing Trainer Site: A controlled, simulated environment where students practice identifying safe vs. dangerous digital communications. (Phishing Quiz with Google)
- Infographic and Video Creation Software: Platforms (such as Canva or video editors) used by students to produce their final Digital Survival Guides. (Google Slides, Google Docs, Canva)
- "The Parking Lot": A physical or digital sticky note board used for anonymous student inquiry and data collection. (Whiteboard, sticky notes, pencil, pen, Google Docs, Google Forms)

- Other: Notebook, pen/pencil, highlighter, Chromebook

- Websites as references:
    - AI and Digital Literacy Media (PA Department of Education)
    - Digital Citizenship (Discovery Education)
    - Information and Media Literacy Toolkit (PA Department of Education)

Throughout the first year of implementation, additional tools and resources may be added, from the vetting process established between technology and curriculum.

Standards to be Addressed

The Digital Literacy curriculum is aligned with the PA Technology & Engineering Standards (3.5.6-8 series), which are integrated throughout the 23-day rotation to address specific digital competencies. These standards are a component of the PA STEELS (Science, Technology & Engineering, Environmental Literacy & Sustainability). The course is divided into the following units mapped to specific standard codes:

Interface and Physical Impact (Standards 3.5.6-8.X, 3.5.6-8.N)

These standards are addressed daily through Typing Mastery. The goal is for students to not only increase their typing speed (Words Per Minute) but also to understand the physical and

environmental impacts of technology.

AI and Inquiry (Standards 3.5.6-8.Q, 3.5.6-8.Y, 3.5.6-8.Z)

These standards focus on using technology for research and creation:

- Prompt Engineering: Students use AI as a tool for inquiry rather than a simple answer-generator (3.5.6-8.Q, 3.5.6-8.Y).
- Project Synthesis: The final Capstone project (Digital Survival Guide) uses these standards to evaluate how well students can synthesize their learning into a creative, informative product for others (3.5.6-8.Z, 3.5.6-8.Y).

Cybersecurity and Social Engineering (Standards 3.5.6-8.P, 3.5.6-8.U)

Aligned with the "Cyber-Sleuths" unit, these standards teach students to identify threats:

- Phishing & Scams: Identifying "red flags" like a false sense of urgency or generic greetings.
- Technical Defense: Learning subsystems like Multi-Factor Authentication (2FA) and using tools like the "Hover Test" to verify URLs.

Information Literacy and Algorithms (Standards 3.5.6-8.O, 3.5.6-8.M)

These standards address the social and cognitive aspects of the internet:

- Algorithmic Bias: Understanding how clicks build a "digital bubble" and recognizing the "spin" or loaded language in news headlines.
- Verification: Applying the "Open a New Tab" rule for lateral reading to verify claims across multiple sites.

Digital Wellness and Ethics (Standards 3.5.6-8.L, 3.5.6-8.P, 3.5.6-8.H, 3.5.6-8.J)

These standards cover personal conduct and legal obligations:

- Privacy Management: Auditing digital footprints (the "Grandma Test") and understanding app permissions (3.5.6-8.L, 3.5.6-8.P).
- Intellectual Property (IP): Defining ownership of music, code, and art while learning the difference between original work and "patchwork plagiarism" (3.5.6-8.H, 3.5.6-8.J).

Bucks County
Intermediate Unit

Memorandum of Understanding (MOU) between

Bucks County Intermediate Unit #22 and Palisades School District

This Memorandum of Understanding (MOU) is entered on **August 18, 2026** by and between the **Bucks County Intermediate Unit #22**, 705 N. Shady Retreat Road, Doylestown, PA 18901, hereinafter referred to as the "Bucks IU" and **Palisades School District** located at 39 Thomas Free Dr, Kintnersville, PA 18930 hereinafter referred to as the "School Entity".

WHEREAS, the Bucks IU has been awarded a Pennsylvania Department of Education Job Training and Education Programs Grant to provide funding for the Chief Science Officers (CSO) Program. Bucks IU serves as the fiscal agent and program coordinator for this grant. Funding is accountability-based and contingent upon fulfillment of program requirements.

AND, WHEREAS, the CSO Program is an international program that aims to elevate student voice through leadership opportunities with a focus on science, technology, engineering, and mathematics (STEM). CSOs are students in grades 6 to 12 who serve as liaisons for STEM and innovation in their schools and community.

NOW, THEREFORE, the parties, intending to be legally bound, agree to the following terms.

1. The term of this MOU is September 1, 2026 through June 30, 2027.
2. Individual Entity Responsibilities:
    a. It is mutually agreed and understood that the Bucks IU is responsible for:
        i. Directly reimbursing the School Entity-designated CSO Advisor(s) through a separate agreement with the CSO Advisor(s) for a total amount of $3,000.
        ii. Funding student project mini-grants for an amount of $2,000. All expenditures must be pre-approved. If additional grant funds become available, the Bucks IU may advise the school entity of an additional amount not to exceed $2,000.
        iii. Purchasing student project mini-grant items wherever possible and requested.
        iv. Reimbursing pre-approved student project mini-grant expenditures upon receipt of invoices, copy of payment, and completion of the student project timeline.

v. Countywide coordination of CSO activities.
vi. Advisor guidance and coaching support.
vii. Developing and submitting an impact report that includes information about the School Entity project.

b. It is mutually agreed and understood that the School Entity is responsible for:
   i. Designating a teacher advisor or co-advisory team. The IU will serve as the fiscal agent and pay advisor stipends directly.
   ii. Designating at least one participating school and supporting execution of a school-level Program Participation Agreement (PPA).
   iii. Establishing or affiliating with a student club to broaden the CSO's reach within the school.
   iv. Ensuring advisors participate in all aspects of the CSO program (leadership training institute, advisor training, fall cabinet, spring cabinet, and end-of-year celebration).
   v. Hosting at least one STEM engagement event open to multiple grade levels within the school entity (e.g., elementary and middle, or middle and high), such as, STEM Night, tree planting, environmental or community engagement projects.
   vi. Completing required beginning-, mid-, and end-of-year reflections to document impact.
   vii. Requesting pre-approval for all student mini-grant expenditures. Pre-approved funds may be used for student project materials and supplies, transportation related to projects or events, and/or food and logistical costs for STEM engagement events.
   viii. Submitting invoices or itemized requests for pre-approved, eligible expenses (e.g., student project materials, transportation, food, or event logistics).
   ix. Complying with all applicable PDE grant terms and conditions.

c. It is mutually agreed and understood that the School Entity's designated teacher advisor or co-advisory team is responsible for:
   i. Attending required CSO advisor training
   ii. Participating with CSOs in:
      1. Leadership Training Institute
      2. Fall CSO Cabinet Meeting
      3. Spring CSO Cabinet Meeting
      4. End-of-year Celebration
   iii. Supporting student CSOs in designing and implementing a student-led STEM project
   iv. Facilitating or supporting an affiliated student club to ensure sustainability

v. Guiding students in collaborating with school staff and community partners
vi. Supporting planning and implementation of one STEM engagement event per year that is open to multiple grade levels within the school entity (e.g., elementary–middle or middle–high)
vii. Completing beginning-, mid-, and end-of-year reflections
viii. Assisting with submission of invoices or itemized requests for eligible expenses

d. The School Entity acknowledges that failure to complete the above requirements by the School Entity or by the School Entity's designated teacher advisor or co-advisory team will result in non-disbursement of funds for the School Entity and the teacher advisor or co-advisory team.

3. The School Entity agrees that participation data, reflections, and outcomes may be aggregated by the Bucks IU for reporting to PDE and for inclusion in a countywide impact report. No personally identifiable student information will be publicly disclosed.
4. School Entity agrees to indemnify and hold harmless the Bucks IU, its Directors, officers, agents, workers, servants, contractors, subcontractors or employees from any and all claims, demands, causes of action, suits, damages, costs, expenses, including attorneys' fees, which arise directly or indirectly, in whole or in part, as a result of any willful or negligent act or omission of the Bucks IU.
5. Bucks IU shall not discriminate against any person because of race, color, religious creed, ancestry, national origin, age, sex, gender or handicap/disability in performing the duties and/or services required by this Agreement.
6. School Entity acknowledges and agrees that Bucks IU has developed writings, drawings, designs and other works of authorship that Bucks IU may use in the course of performance of this Agreement. School Entity agrees that all such materials developed by and/or used by Bucks IU are not works for hire and that Bucks IU is the sole and exclusive owner of all such materials and any copyrights therein.
7. Any change in this Agreement may be accomplished only by a written amendment executed by both School Entity and Bucks IU.
8. This Agreement may be terminated upon 90 days written notice by either party. If the Agreement is terminated, the School Entity understands that it will not be partially reimbursed for any costs incurred for student project mini-grants.
9. Neither the Bucks IU nor School Entity may assign or transfer any interest in this Agreement without prior written consent of both parties.
10. Any notice permitted or required under this Agreement shall be in writing and signed by the party giving or serving the same, and shall be served by either by personal delivery or certified mail to the following persons and at the following addresses:

Bucks County Intermediate Unit #22
Attn: Rachel Holler, Ed.D.,
Assistant Executive Director
705 N. Shady Retreat Road
Doylestown, PA 18901

Palisades School District
Attn: Dr. Bridget O'Connell,
Superintendent
39 Thomas Free Dr
Kintnersville, PA 18930

11. This Agreement includes the terms and conditions set forth in this document. This Agreement constitutes the entire understanding and agreement between the parties.

(Signatures on a separate page)

THIS AGREEMENT is signed below by the duly authorized representatives of the parties:

Palisades School District	Bucks County Intermediate Unit #22
Approved By:	Approved By:
Silvia LeBlanc Palisades Board of School Directors	John D'Angelo, President Bucks IU Board of School Directors
Attest:	Attest:
Deana Cronk, Secretary Palisades Board of School Directors	Michele Ruggiero, Secretary Bucks IU Board of School Directors
(Date)	(Date)

Professional Education Schedule (Act 48)
2026 - 2027

Reviewed with committee on 13/May/2026

(New Teacher Induction : August 18, 19, 20)

Date	AM Session 8:00 - 11:15	PM Session 12:15 - 3:30
August 24	Welcome Back - All Staff	Individualized Professional Work
August 25	Building	District
August 26	Department	District **elementary K orientation / open house*
October 12	Building	Department
November 3	Department	District
December 23	*Early dismissal*	Building
January 18	Department	District
January 25	Individualized Professional Work	Individualized Professional Work
May 18	District (virtual)	District (virtual)
June 10	*Early dismissal*	Individualized Professional Work
June 11	Department	Building

Professional Education Schedule (Act 48)
2026 - 2027

Reviewed with committee on 13/May/2026

2026-2027 Curricular Areas:

- New middle level RELA program, 6 - 8 (CKLA)
- New middle school science program: Twig, IXL, and STEELS standards
- Continued work on curriculum documents and accessible platform
- Inclusion practices
- Best practices with engagement and differentiation, K - 12
- Continued work with MTSS processes and practices (Tier 2 and Tier 3 supports)

Marissa Moyer (K) -

The students had a great time during Summer Academy and showed a lot of growth in their confidence with reading and writing! They especially enjoyed our hands-on activities, like watching the caterpillars form their chrysalises and learning about bats with Dr. Brokaw. We were able to connect these experiences to reading and writing activities, which kept the students engaged and excited to learn. (photos in shared folder)

Mia Barahona (1) -

During Summer Academy, students participated in small-group reading instruction focused on phonological skills and fluency. Students demonstrated consistent effort and engagement throughout the program.

Students who have experienced behavioral challenges during the school year had limited behavioral incidents during Summer Academy. Students also had opportunities to interact with peers from other schools and develop new friendships.

As part of a writing activity, students responded to the prompt, “What are you looking forward to in second grade?” Responses included looking forward to reading books from the library, being the oldest students on the playground, making new friends, learning new things, and becoming better readers.

Overall, students demonstrated growth, engagement, and a positive attitude toward learning throughout the Summer Academy program.

Susan Kozluskly (2) -

Second Grade Summer Academy students enjoyed a five week program of reading, writing, listening and speaking. Each day students shared special events and hobbies. They enjoyed practicing their reading while learning about the digestive system and special foods. Many students were heard saying how much they love reading and writing in cursive.

Donna O’Rourke (3) -

Ms. O’Rourke reported that the third-grade Summer Academy emphasized collaboration, organization, and student engagement. Teachers and instructional support staff worked together to provide students with a structured and supportive learning environment.

Instructional support included movement breaks and interactive activities to maintain student engagement. Fluency instruction incorporated high-interest activities to reinforce reading skills.

Students also participated in an interdisciplinary learning experience focused on local bat populations. Using *The Magic School Bus* resources, the class completed a unit on bats and connected the content to the local environment. A local expert provided a virtual presentation about bats in Bucks

County, including information about local species, safety, and interesting facts. Students participated in a question-and-answer session and remained engaged throughout the presentation.

Ms. O'Rourke also highlighted the Summer Academy's program structure, including its duration and transportation availability, as factors that support student participation. The program provided students with an opportunity to maintain and strengthen reading skills over the summer through engaging, supportive learning experiences.

Student Enrollment:

- DN = 17 students
- SP = 17 students
- TN = 13 students

PALISADES school district
INSPIRED TO LEAD...PREPARED TO SUCCEED

MINUTES

Educational Programs and Services

Library at PHS
June 10, 2026
6:30 PM

Committee members present: Dr. Karen Beerer (committee co-chair), Dr. Michael Donnelly (co-chair/Assistant to the Superintendent), Cora Landis (committee member), Betsy Nilsen (committee alternate), Dr. Bridget O'Connell (superintendent)

Other Board members present: Linda Wenhold

Presentations for each topic below can be found on BoardDocs, where agendas and minutes are posted for Palisades Board meetings and Board committee meetings. For that link, please click here.

6:30 PM - 6:31 PM
Opening

Review Agenda and Introductions

Director Beerer and Dr. Donnelly welcomed everyone and reviewed the committee format and the agenda for the evening.

6:30 PM - 6:39 PM
Presentation

Advanced Placement French materials

Margit Neiman (PHS French teacher) shared the changes to the AP French exam (entirely online, multiple choice changes, includes an essay, spoken component as part of project, and no more cultural comparison section). As a result of these changes, newly aligned materials are being recommended at a cost of $819 to prepare students for the revisions and the workbooks will be funded through the Ready to Learn Block Grant.

The committee recommends moving the request forward to the full Board for recommended approval on June 17, 2026.

6:40 PM - 7:05 PM
Presentation

End-of-year Data Review

Dr. Donnelly shared EOY data for subject areas and grade levels for which there were new program implementations this school year. The presentation is posted in the June EPS agenda.

7:07 PM - 7:27 PM
Presentation

6th grade digital literacy course

Dr. Donnelly shared a draft of the Planned Course Statement: Digital Literacy: Level up your Cyber IQ. This draft can be found as an attachment to the June EPS agenda.

This planned course statement is still in draft form and will be further developed to include a materials section.

The committee recommends continued work on this planned course statement with Board approval at the August 2026 meeting.

7:27 PM - 7:44 PM
Presentation

Curriculum Warehouse - Toddle

Dr. Donnelly shared a presentation on implementing Toddle, a curriculum warehouse, beginning with the 26/27 school district. The presentation can be found on the June EPS agenda. The cost for year one is $5,000 which will be funded through the Ready to Learn Block Grant. Cost for year 2 is $10,500 which will be budgeted for the 27/28 school year.

The committee recommends moving the agreement to the full board for recommended approval on June 17, 2026.

7:45 PM - 7:51 PM
Presentation

Bucks County Community College Dual Enrollment Agreement

Dr. Donnelly shared a BCCC Dual Enrollment Agreement in which several courses will be taught at Palisades High School including:

Intro to Psych
Intro to Sociology
History of US I HIST 151
History of US II HIST 152
English Comp I COMP 110

The committee is recommending moving the Dual Enrollment Agreement to the full board for recommended approval at the June 17, 2026 meeting.

7:52 PM - 8:40 PM
Discussion

PALMS Schedule for 2026-2027

Dr. Donnelly and Dr. Scheibenhofer shared an FAQ on questions related to the new PALMS schedule and what the changes will look like for the PAL program. This FAQ can be found on the June EPS meeting agenda.

8:40 PM - 8:57 PM
Informational

Informational Items

Dr. Donnelly and Dr. O'Connell reviewed a variety of informational items which are all posted on BoardDocs.

Specific to the cell phone discussion: Dr. O'Connell shared that the Bucks County Commissioners passed a resolution to provide $2,000 for districts that have passed or will pass a policy banning cell phones during instructional time. Our policy was accepted and funds will be released after July 1, 2026 for professional development and/or parent education. Dr. O'Connell also shared the Bucks Unplugged website as a resource for the community.

Presentations for each topic above can be found on BoardDocs, where agendas and minutes are posted for Palisades Board meetings and Board committee meetings. For that link, please click here.

Committee Comments:

Topic: AP French Materials

Board Committee Member	Comments/Discussion
Director Beerer	Asked if all students have the same project.
Director Landis	Inquired about class size and the requirements to be in the course.
Director LeBlanc	Very supportive.
Director Nilsen	
Public Comments/Questions:	
Drew Williams (Bridgeton)	Shared that he teaches a Science AP course in New Jersey and his updated text has helped the students.

Topic: EOY Data Review

Board Committee Member	Comments/Discussion
Director Beerer	Shared that research is showing that curriculum-specific interventions aligned to the core program shows better results than separate "non-aligned" programs. Asked about math data for grades K and 1.
Director Landis	Asked about the success of special education students in the program.
Director LeBlanc	Shared that the Board created the goal and provided direction to the administration about what constituted growth. MAP was used to determine if growth was achieved.
Director Nilsen	Asked about implementation dip and shared that the visitors from CKLA were complimentary of the teachers. Shared that there is conversation about some collaboration with LifeSpan to align to the CKLA curriculum in the PreK program.
Public Comments / Questions:	

Laura Cantwell (Nockamixon)	Asked for better clarity regarding the % of students who met the growth goal. Shared that it struck her that there were still about 35% not at the benchmark.
Drew Williams (Bridgeton)	What is the benchmark for showing growth? Wondered how that is calculated.

Topic: 6th grade Digital Literacy Course Planned Course Statement

Board Committee Member	Comments/Discussion
Director Beerer	Some of these topics would be good for community members. Shared that a materials section will be added to the planned course statement. Consider incorporating the PA Career Standards into this course.
Director Landis	Wondering if this course will be all online or if there will be opportunities for students not to be on the screen. Would like to have students interacting with each other. Will the same teacher teach this class to all the students?
Director LeBlanc	Glad to see this course. Suggests that the course includes information on how different AI models will yield a different response. Consider when to take notes vs. when you use technology.
Director Nilsen	Interested in how 7th and 8th graders will continue to have opportunities for this content. Interested in educating younger families about screen time/cell phone use.
Public Comments / Questions:	
Jim Nilsen (Springfield)	Shared the use of AI in the business environment and the need for employees to know how to use this tool.

Topic: Curriculum Warehouse - Toddle

Board Committee Member	Comments/Discussion
Director Beerer	Supports a program that will map and structure the curriculum and make it easily accessible for teachers and parents.
Director Landis	Noted that many districts are using Toddle and is interested in how districts can

	collaborate on content and pacing.
Director LeBlanc	Interest in how Canvas interacts with Toddle.
Director Nilsen	Asked about the teachers' role in further developing the curriculum platform. Community members will be able to review the planned course statements on the website.
Public Comments/Questions:	
Linda Wenhold (Springfield)	Interested in how supplemental programs will be shared through this system. Asked about pacing versus providing sufficient time for students to master content.

Topic: BCCC Dual Enrollment Agreement

Board Committee Member	Comments/Discussion
Director Beerer	Is a bigger fan of dual enrollment than Advanced Placement and shared how dual enrollment paid off for her daughters.
Director Landis	Confirmed that the family would pay for the course credits. Asked if the credits transfer to higher ed institutions.
Director LeBlanc	Shared that this update to provide additional options is phenomenal.
Director Nilsen	Shared that the credits should generally transfer.
Public Comments/Questions:	
Jim Nilsen (Springfield)	Shared that dual enrollment is a great opportunity for the students.
Drew Williams (Bridgeton)	Shared that he tried to bring dual enrollment to his school district.

Topic: PALMS Schedule 26-27

Board Committee	Comments/Discussion

Member	
Director Beerer	A main concern that she has heard focuses on how students will be involved in activities and Pirate Block/Gifted Seminar. Shared that the CKLA program will increase the rigor. Asked Dr. Scheibenhofer to share more about a communication plan. Asked if we should revisit the conversation at the August EPS meeting.
Director Landis	
Director LeBlanc	Shared that one of her children had a passion for music and that was her area of desire. Stated that her student was in a class of 6th and 8th graders and is less concerned about that mix. Shared a concern about enrichment in the CKLA class, but believes it is solvable. Mentioned that for one of her children, it was built into his GIEP to tutor certain subjects. Encouraged parents to have conversations along the way. Shared that a lot of work has gone into this and has taken input and opinions into the version that it is today.
Director Nilsen	Asked if there is a knowledge of what extracurriculars the PAL students are involved in and recommended that knowing that information may help with scheduling.
Public Comments/Questions:	
Kim Barbaro (Durham)	Shared that not all extracurricular activities take place within the school; stated that her son participates in competitive dance outside of the district. Talked about how the needs may change from year to year based on which students are in the class. Interested in seeing how the change will meet her child's needs and is looking forward to it.
Drew Williams (Bridgeton)	Inquired about when students involved in musical arts would meet.
Jim Nilsen (Springfield)	Shared that this conversation harkens back to the 70s when students in grades 7 - 12 were mixed together and talked about the benefit of those interactions.
Jen Weeland (Springfield)	Her son really enjoyed tutoring 6th graders during the resource period this year and hopes that does not go away. Wants to make sure he has the same opportunities.
Laura Cantwell (Nockamixon)	Shared that she had a meeting yesterday and that the school was very helpful and supportive. Stated that she has a sixth grader incoming with a reading goal and would like to see the new teacher also teach the 6th grade so that it creates an equitable service throughout all three grades.
Robin Mahoney (Springfield)	Concerned about the ability to meet a reading goal without the reading gifted reading seminar class. Concerned about competing interests with students in the PAL program and music.

Drew Williams (Bridgeton)	Shared that there is a perception of ambiguity. He wanted to believe this is a great opportunity but does have skepticism. Was hopeful at middle school to have a period with peers to thrive.
Linda Wenhold (Springfield)	Shared that putting the students together, it is easier based on merit. Asked if it's possible to place the students together.

Topic: Informational Items

Board Committee Member	**Comments/Discussion**
Director Beerer	Asked if the amount of work that goes into the Title III grant is worth it. Shared that maybe the professional development monies we are receiving for having a cell phone policy can be used to educate parents.
Director Landis	
Director LeBlanc	
Director Nilsen	
Public Comments/Questions:	

Adjournment

The meeting adjourned at: **8:57 PM**

The next meeting is on Wednesday, August 12, 2026 at 6:30 PM.