EPS - October 14, 2026

Wednesday, October 14, 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.	Routine Approvals	**Speaker(s):** Dr. Donnelly
3.B.	Student Services Department Regular Update : Gifted Services	**Speaker(s):** Shauna Chilton
3.C.	5-year review presentation: Wellness/Fitness Department	
3.D.	5-year review presentation: Business Department	
3.E.	5-year review presentation: Social studies Department	
4.	**Discussion**	
4.A.	Middle School Schedule	
5.	**Committee Approved Expenditures**	
5.A.	None.	
6.	**Informational**	
7.	**Next Scheduled Meeting Date**	
7.A.	November 11, 2026 at 6:30 PM	
8.	**Adjournment**	
9.	**Minutes from previous meeting**	
9.A.	September 2026 Minutes	

Memorandum of Understanding
Palisades Cyber Program

Representatives from the Palisades School District and the Palisades Education Association met to memorialize our understanding regarding the implementation and staffing of the Palisades Cyber Program. The following statements represent our guidelines for October, 2026 through the 2026-2027 school year.

The Palisades School District and the Palisades Education Association agree that the Association has not waived its right to bargaining unit work by virtue of this provision, and agrees that it will not assert in any forum or circumstance that the Association has waived its exclusive right to bargaining unit work. The Palisades School District and Palisades Education Association recognize that student scheduling needs may occur which PEA members are not able to fulfill; therefore when such situations arise the district will notify PEA of externally purchased courses.

Instructing a cyber class is one type of teaching assignment. Teachers will have time in their schedules to instruct their cyber assignments. Staffing and assignment practices for cyber classes will be consistent with traditional teaching assignments. Factors considered in making assignments will include number of students, number of classes and preparations, type of platform, and extent of direct teacher responsibility. Unusual situations regarding teacher scheduling will be discussed with PEA prior to their implementation. Additionally at the elementary level, 1 hour per student per week will be used as an assignment guide.

Compensation for curriculum writing will be applied the same regardless of the method of course delivery (face to face/online) and in accordance with previously-established rates for such work. Lesson planning and preparation are part of the teacher's professional responsibilities and will not be compensated as course development.

The District has the managerial right to assign teachers to teaching assignments within their area(s) of certification.

The District and Association will work collaboratively to develop and staff a summer school program at the middle and high school that leverages technology to meet student needs for acceleration and remediation. Compensation and teacher assignment will be consistent with the existing collective bargaining agreement and current practice.

Any contingencies and issues not covered by this agreement shall be governed by the existing collective bargaining agreement and the Pennsylvania School Code.

The District and the Association will continue to work together in good faith to resolve any issues with the Palisades Cyber Program.

PALISADES EDUCATION ASSOCIATION

By _____
Co-President

By _____
Co-President

PALISADES SCHOOL DISTRICT
BOARD OF SCHOOL DIRECTORS

By _____
President

By _____
Secretary

MEMORANDUM OF AGREEMENT
BETWEEN
MARSHALL UNIVERSITY AND
PALISADES SCHOOL DISTRICT

This Memorandum of Agreement ("Agreement") is effective this 17th day of September 2026, by and between Marshall University on behalf of its College of Education and Professional Development, a postsecondary education institution ("College"), and Board of Education of Palisades School District in Bucks County, Pennsylvania ("District").

PURPOSE

College desires that students enrolled in College's School Psychology Program ("Program") have certain off-campus educational experiences, including a requirement that each student in the Program work in an adoptive school under the mentorship of a school psychologist employed by the adoptive school in order to apply learning and theory to a "real life" experience in a school setting ("Placement"), and District desires to cooperate with College by allowing a student in the program ("Student") to participate in a Placement with District, upon the conditions set forth in this Agreement.

A. TERM AND TERMINATION

1. This Agreement shall be effective from the date of its execution through the end of the then-current fiscal year (June 30). At the end of this initial term, the Agreement may be renewed for additional one (l)-year terms upon agreement of College and District.

2. Either party may terminate this Agreement, with or without cause, at any time during any term by giving sixty (60) days' prior written notice to the other party, provided that any Student participating in a Placement with District shall be given an opportunity to complete their Placement, if reasonably practical, such completion not to exceed six (6) months.

B. COLLEGE AND STUDENT RESPONSIBILITIES

1. College and Student shall become familiar with the District and its policies prior to beginning any Student Placement.

2. College and Student shall be responsible for planning Student Placement in consultation with appropriate District representatives.

3. College shall be responsible for supervising and/or coordinating each Student Placement to facilitate optimum experience for all involved; final evaluation of Student performance is ultimately the responsibility of the instructor of record.

4. College shall assist with the orientation of District personnel to the aims, objectives, and educational methods of the Program(s).

5. College shall ensure that each Student participating in a Placement is covered by professional liability insurance provided by College with minimum limits of $1,000,000 per occurrence and $3,000,000 aggregate while assigned to a Placement with District.

6. College, if required by the District or College policy, shall require Students to have all vaccinations, medical exams, background checks, or other required screenings or evaluations.

7. College shall provide Student orientation to, and require compliance with, standards of conduct and dress codes and standards set by the District.

8. College, at the written request of District, shall remove any Student from a Placement for violation of the District's policies, standards, or procedures, when such violations present a danger to clients, staff, visitors, or the premises or are disruptive to District operations. Upon request of College, District will provide a detailed explanation for the decision to remove a Student from the District site and will make reasonable efforts to cooperate in any internal College disciplinary process related to the Student's removal.

9. College and Student shall assure that personally identifiable information, including protected health information and educational records, on any student in the District is maintained in a manner consistent with confidentiality laws and regulations.

10. District acknowledges and agrees that the students' education records and any personally identifiable information from such education records (collectively "Student Information") created by District and/or provided by College to District is subject to the confidentiality provisions of the federal Family Educational Rights and Privacy Act, 20 USC 1232g, ("FERPA") and its implementing regulations (34 C.F.R. Part 99). Accordingly, District agrees not to disclose or re-disclose any Student Information to any other party without the prior written consent of College and the student(s) to whom the Student Information pertains unless the disclosure or re-disclosure falls under a FERPA exception allowing disclosure without the student(s)' consent. District also agrees to only use Student Information for the purpose(s) for which the Student Information was disclosed. For the purposes of this Agreement, pursuant to FERPA, Educational Institution hereby designates District as an Educational Institution official with a legitimate educational interest in the educational records of the Student(s) who participate in the Program to the extent that access to the records is required by District to carry out the Program. If District receives a court order, subpoena, or similar request for Student Information, District shall, to the extent permitted by law, notify College within two (2) business days of its receipt thereof, and reasonably cooperate with College in meeting College's and/or District's FERPA obligations in complying with or responding to such request, subpoena, and/or court order.

11. College shall plan with District representatives to evaluate the Program/Placement as needed.

C. DISTRICT RESPONSIBILITIES

1. District shall serve as a laboratory for Placement of Student under mentorship of a District school psychologist.

2. District shall cooperate with College in selection of a school psychologist who is willing to volunteer his/her time to serve as a mentor for Student.

3. District shall retain full and complete responsibility for the care of its own students and staff.

4. District shall provide reasonable assistance if Student requires emergency care on site. However, each Student shall be responsible for any cost incurred unless and until another party is found to be responsible.

5. District shall have no obligation to pay any Student any compensation for participation in any Placement. The Placement program is voluntary for each Student and, to the extent that any compensation is due to a Student, it shall not be the responsibility of the District.

6. District shall plan with College representatives to evaluate the Program/Placement as needed.

D. GENERAL PROVISIONS

1. No individual will be discriminated against on the basis of gender, race, color, religion (or lack thereof), national origin, age, disability, marital status, sexual orientation, gender identity, genetic information, pregnancy, veteran or social status, social origin, indigenous status, or any other characteristic, trait, or identification protected by law.

2. Each Placement shall be scheduled in accordance with the College curriculum and the District's standard operating procedures.

3. Students in Placements and faculty of the College are not employees or agents of the District, and as such, they shall not be entitled to wages, workers' compensation, medical or liability insurance, or any other employee benefits from District for activities related to any Placement. Nothing in this Agreement or in any Placement is intended, nor shall be construed, to create an employer-employee relationship, joint venture relationship, or partnership between District and any Student in a Placement.

4. This written Agreement constitutes the complete agreement between the parties and supersedes all prior agreements between the parties relating to services to be provided by Provider. There are no other understandings or agreements between the parties except as set forth in this Agreement. Any amendment to this Agreement must be in writing and executed by both parties hereto.

In testimony whereof, witness the duly authorized signatures of the Parties hereto:

(District Name) **Palisades School District**	(College Name) **Marshall University Graduate College**
_____ *Printed Name*	_____ *Printed Name*
_____ *Signature/Title*	_____ *Signature/Title*
_____ *Date*	_____ *Date*

Palisades Gifted Services
2026 / 2027

EPS : October 14, 2026

Presenter:

Shauna Chilton

Gifted Services Updates: 2026-2027

- New Elementary Gifted Liaison: **Shauna Chilton**
- New PALMS Gifted Teacher: **Tiffany Frentzen**
- Professional Development for Elementary Teachers: **‘How to best support our gifted students in your classroom.’** - (January 2027)

Elementary PAL

- **PAL Gifted Support:** Students are pulled for gifted support and enrichment in their areas of strength.
- **Enrichment:** Enrichment also occurs in the regular education classroom, as needed, and differs for each individual student.
- **Gifted Support Teachers/Case Managers:**
  - **Springfield** - Jillian Boshkoski
  - **Durham** - Jennie MacDonald, Charles Traber
  - **Tinicum** - Shauna Chilton, Dayna McNichol, Niki Kielkucki, Katherine Vidoni, and Christina Crews

Elementary PAL - Continued

- **Continued opportunities for students across the district to interact and engage with one another.**
  - Two activity days scheduled (November and April)
    - Various subject areas
    - Group Challenges
    - Trivia
    - Escape Rooms
    - *HS gifted students have been invited to attend and run an activity.

Elementary PAL - Continued

- **Examples of Current Topics:**
  - Debate Units: Learning about the process of debating. Groups are debating possible PAL topics of study.
  - Greekemon Cards: Creating mythological creature trading cards using Greek and Latin roots.
  - Fabrics: Comparing, predicting, researching and testing different fabrics.
  - Math - Complex problem solving, integers, square roots, multi-step math challenges, creating logic puzzles, and many more.

PALMS Gifted Support

- **New Schedule:** includes Gifted Seminar during Pirate Block.
- **Gifted Seminar:** Gifted students in grades 6-8 have the opportunity to explore various subject areas and collaborate with other gifted students.
- **Enrichment/Acceleration:**
  - GIEP goals are set for students in their areas of strength, and enriched, as needed, within the regular education classrooms.

PALMS Gifted Support - Continued

- **What is happening in PALMS gifted seminar?**
  - Daily challenges: The Missing Treasure, Sudoku Challenge, ‘Your Stranded’ Challenge, Giftopia, Tower with a Twist, and many more.
  - Collaborative team building activities.
  - Understanding their own gifted goals
  - Exploring topics of choice by developing project ideas.

- **Gifted Support Teacher and Case Manager:**
  Tiffany Frentzen

High School Gifted Support

- **Gifted Seminar:** Electives for gifted students. (4 courses)
  - Gifted seminar courses are being held in the spring semester this year. **Course Descriptions**
- **Enrichment/Acceleration:**
  - Occurs in the regular education classrooms, including AP courses and gifted seminar.
  - *Can include:* independent research, exploring own interests, collaborating with other gifted students, self-paced learning, and increased level of challenge.
- **Gifted Support Teacher and Case Manager:** Amy Colyer

Wellness / Fitness Department

K - 12 Curriculum Review
2026 - 2031

Wellness / Fitness Review Team

K-12 Department Chair: Jennifer Kukowski

High School Department: Lauren Rood and Chris Hastie

Middle School Department : Jennifer Kukowski, Josh Kline, and Nathan Michener

Elementary School Department: Shauna Chilton and Jason Blocher

Assistant to the Superintendent for Educational Services: Dr. Michael Donnelly

MISSION

We seek to empower students to make informed decisions so that they can lead healthy, active lives.

F - Foster a positive learning environment that motivates students.

I - Inspire life-long healthy decision makers.

T - To provide students with the knowledge and skills to live an active lifestyle.

Progress Review

A look at the previous 5 - year plan (2019-2024)

- ➔ K-12 Mindfulness Training
- ➔ Recommendation of a second semester of health at the high school level
- ➔ Career exploration within Wellness and Fitness at the secondary level
- ➔ Healthy boundary education grades 3-12

Current Program

Highlights - Elementary

- Continue to expand and develop Adapted and Modified PE programs at Tinicum and Springfield which continue to grow and incorporate reverse inclusion which not only benefits our students in both the IU classrooms, but our regular ed students as well.
- Just received a new kindergarten biking program which we look forward to implementing next school year. Working on organizing equipment and finishing trainings to make sure we are ready to incorporate next year.
- Continue to hold great events at each building such as our elementary track meet and 3 field days every year, and Kids Heart Challenge.
- Completed the transition of our guest speaker series to The Weller Center–Lehigh Valley Hospital; the move was very well received by students.

Current Program

Highlights - PALMS

- The guest speaker program was successfully transitioned to The Weller Center–Lehigh Valley Hospital and garnered positive reception from participating students.

- Successfully planned and facilitated Red Ribbon Week, Team Unity Day, and Field Day events.

- Increased mindfulness lessons in 6th grade health and mentoring classes with lesson written by Health and PE staff.

Current Program

Highlights - High School

- Continued to provide and expand guest speakers for health class, utilizing the Weller Center
- Expanded on and continued to develop quality LifeSkills Health Lessons. Including Internet Safety and cyber awareness.
- Added more Lifetime activities to PE courses, including pickleball.
- Started to develop curriculum for Gambling Awareness for Health Class.

Area of Focus #1

Curriculum Review

Measurable Goal

Aligning K-12 curriculum with new state standards when the standards are released.

Area of Focus#2

Program Implementation

Measurable Goal

Decrease online student enrollment and offer more face to face courses that are available in our planned courses.

- Health classes miss discussion based learning, social norming, and skills based practice. Maintaining compliance with the new skills based standards would require in person and hands on classes.
- Due to loss of one staff member at the high school we cannot run several of our offered planned courses.
- High school health has 66% of students enrolled in online health. High school PE has 19% of students enrolled in online PE (26-27 school year). Drivers Education is 100% online.

Area of Focus #3

Program Implementation

Measurable Goal

Research and review current expectations of programing and maximize student opportunities, to align with our scope and sequence of planned courses.

- Every child active every year (elementary and middle levels, and maintain high school requirements)
- 50% of 8th graders are enrolled in a PE elective class.
- 35% of freshman are not scheduled for PE. PE 1 is required before a student can be enrolled in another PE class.

Area of Focus#4

Program Implementation

<u>Measurable Goal</u>

Program Sustainability- Elementary Bike Program. Pilot year is occurring this school year.

Increase of unique opportunities in elementary Health and Physical Education

- Look into and review possible new programs: Golf program, roller skating

Area of Focus #5

Health and Safety

<u>Measurable Goal</u>

Climate control of all physical education teaching spaces for health, safety, and welfare of all students and staff.

- Temperatures reaching 95 degrees. Temperature measurements have been recorded for the past five years. Temperatures reach unsafe levels for physical activity. All gym spaces have limited air flow with no windows or doors that open to the outside.
- Student 504 and IEP accommodations.
- Longevity of fitness equipment in the fitness center.

Next Steps...

State standards may be out within the year:

- Aligning K-12 curriculum with new state standards when the standards are released.

Evaluating changes in 8th grade Health & PE:

- Allocating time throughout the semester to accomplish the health curriculum, while keeping all children active.

Increasing face to face instruction and offerings of current planned courses

Sustainability of program offerings at the elementary level

Climate control needs to be addressed for health and safety of students, staff and community

Business Department

6 - 12 Curriculum Review
2026 - 2031

Business Review Team

Leadership

6-12 Department Chair

Brian Gilbert

Instructional Team

Business Department

- Moriah Hoferica
- Rory Mcmullen
- Nancy Rugel
- Breanna Timochenko

Administration

Assistant to the Superintendent

Dr. Michael Donnelly

Progress Review

A look at the previous 5 - year plan (2020-2025)

- ➔ Offer Financial Literacy Online and MOOC for grades 9-12.
- ➔ Utilized video skills outside the classroom to strengthen livestream program.
- ➔ AP Computer Science - Incorporate new curriculum
- ➔ Students who completed the business pathway met future ready standards in multiple ways – by completing job shadows and achieving Excel certification.
- ➔ Cutting-Edge Video Studio

MISSION *and* Vision

The Palisades' Business and Technology Department is dedicated to providing an education the develops applicable skills for a successful career in a globally competitive and diverse work environment.

Our vision is to inspire the next generation of entrepreneurs, business leaders and professionals who will lead with purpose, adapt to change, embrace innovation and make a positive difference.

Current Program

Highlights

- Business Career Pathway Program - continued to increase our networking opportunities
- Offering additional Advanced Placement opportunities
- Two fully engaged online course offerings
- Financial Literacy course graduation requirement continues to be highly successful
- TV/Video Program - Live streaming events, youtube channel, community outreach, and district news, district events, PCF events, etc
- Ethics Bowl and FBLA Competitions
- Entrepreneurship - service and merchandising hands-on business concepts and experiences

Area of Focus #1

Digital Communications

Measurable Goal

Integrate the use of a Podcast platform across business curriculum areas.

Area of Focus #2

TV / Video Program

Measurable Goal

Evolve PALMS video production program. High School livestream will evolve into a student-led program where students handle the setup, broadcast, and teardown of each stream.

Area of Focus #3

AP Career Kickstart

Measurable Goal

Cybersecurity:

- Benefit: Provides an AP-aligned pathway into high-demand technology careers and develops technical, problem-solving, and career-ready skills.
- Goal: Increase enrollment and successful completion in AP-aligned Cybersecurity courses by 20% over five years.

Business:

- Benefit: Prepares students for college and careers through AP-aligned business, entrepreneurship, and financial literacy skills.
- Goal: Increase enrollment and successful completion in AP-aligned Business courses by 20% over five years.

Area of Focus #4

K - 12 Relevance of Curriculum

Measurable Goal

All program levels will meet annually with school and community stakeholders to evaluate the relevance of the curriculum and make modifications based on identified needs. Authentic learning opportunities will be integrated to enhance student engagement and real-world application.

Next Steps...

Podcast Center:

- Establish a location, equipment needed, and lesson plans.

Evolve Video Production Program:

- Add Unit in TVII/III where students learn to set up and take down live streaming equipment, evolve into full student led task
- Establish PSDtv Broadcast Club in hopes of approval of official club, continue to grow and nourish club.

Next Steps Continued...

AP Career Kickstart

- Launch AP Business with Personal Finance and AP Cyber Security
- Continue to adjust based on College Board requirements and additional resources.

K - 12 Relevance of Curriculum

- Establish a community stakeholder group 7-12, collaborate, continue to integrate industry leaders
- Create guest speaker experiences.

Social Studies Department

K - 12 Curriculum Review
2026 - 2031

Social Studies Review Team

High School Department Chair: Alex Bobsein

Middle School Department Chair: Dennis Gluck/Dave Hinkle

Elementary School Department Chairs: Bridge Snively

Assistant to the Superintendent for Educational Services: Dr. Michael Donnelly

Input from all elementary teachers and secondary social studies teachers

Progress Review

A look at the previous 5 - year plan (2019-2024)

- Exercising student choice and voice, new electives were added to the high school course guide
- Off campus professional learning experiences for department members, 6 - 12, brought about ideas for supporting classroom instruction
- Fully implemented our new district-written SS curriculum. We valued teacher creativity by offering multiple ways to present lessons with explicit scopes and sequences to follow, incorporating project-based learning and interactive learning.

MISSION

The mission of the social studies department is to develop active and informed citizens who embrace diversity, understand the context of historical and current events, and think independently when presented with conflicting sources of information.

Rationale: A democracy requires educated citizens who can make informed decisions. Social studies helps students understand and participate in the democratic process. As our society becomes more culturally diverse and we live in a more interdependent world, social studies provides students with the knowledge and understanding of the past necessary for coping with the present and planning for the future. Our mission is that students not only learn information but also how to learn so that they can continue to seek the knowledge that will allow them to reach their full potential and be productive members of our society

Current Program

Highlights

Elementary-

- Working relationship with Hellertown Historical Society in relation to America 250
- Worked with former Palisades students to portray the importance of military veterans and their service
- Engagement with the Mercer Museum's Tile Works
- Continued work on district Social Studies curriculum
- Investigation and implementation of new PA Personal Finance Standards

Current Program

Highlights

PALMS-

- Expanded Rho Kappa
  - Toured Revolutionary Museum in Philadelphia
  - Assisted Veteran's Day at PHS
  - Visited Local Legion displays and memorials
  - Connections with local historical societies (Durham, Grist Mill, Hellertown)
- Expanded 7th grade Global Awareness resources
  - Textbook and supporting resources (World Cultures and Geography)
- Expanded Kami/NewsELA use in the classroom
- Resumed the 8th grade Washington DC class trip (paused during Covid)
- Continued with evidence based writing assignments (document-based questions/text dependent analysis)
  - Utilized AI to enhance lessons with additional short writing assignments

Current Program

Highlights

High School-

- Successfully designed and implemented new elective courses, based on student interest survey
  - Recently added electives enjoy consistent enrollment requests
  - Students report positive, enriching experiences; teachers report rewarding engagement
  - The courses enhance the curriculum menu, offering more diverse options for students within the field
- Successfully piloted and utilized new textbooks and curricular materials
  - Department members are constantly reviewing and revising, as new resources are published
- AP courses enjoying high enrollment and yielding impressive Exam results
- Continue to administer the civics exam, 100% pass rate, with about 50% of students achieving a perfect score during the 2024/2025 school year.

Area of Focus #1

Increase student achievement

Measurable Goal:

Continue to see an increase in student writing and reading comprehension of informational texts through a variety of offered strategies as defined by the department.

Area of Focus #2

Curriculum Review

Measurable Goal

Review and adjust current curriculum guidelines and course offerings to reflect evolving state requirements, school goals, student enrollment trends, departmental staff expertise, and scheduling availability. All courses will be reviewed and a recommendation will be made for which to discontinue in advance of the publication of the high school's course offerings.

Area of Focus #3

Professional Development

Measurable Goal

Increase opportunities for K-12 collaboration with colleagues through professional development. These internal and outside trainings and enrichment activities will provide opportunities to explore and share best practices. Also, these opportunities will hopefully assist in improving the effectiveness of instructional strategies, especially in the area of Artificial Intelligence in the classroom.

Area of Focus #4

Resources Review

Measurable Goal

Continue to examine and evaluate current online and traditional resources. The department will also explore new and effective materials that could potentially increase student engagement and learning outcomes.

Next Steps...

K - 5:

- Implement new lessons for the PA Personal Finance Standards
- Evaluate current CKLA curriculum and analyze ties to current district Social Studies curriculum
- Explore additional historical enrichment opportunities outside of the classroom

6 - 8:

- Evaluate new 6th and 8th grade textbook class sets
- Purchase additional 7th grade class set (we now have 2 teachers)
- Continue to expand field trip learning opportunities for students
- Continued professional development on AI and its impact on education
- Continue to explore and implement reading and writing strategies to increase student performance

9-12:

- Evaluate and update course offerings/curriculum guide
- Evaluate potential updates/modifications to the the Graduation Project and the Senior Seminar
- Continue to expand field trip learning opportunities for students
- Maintain a dynamic curriculum by refreshing reading materials, leveraging innovative educational technology, and strengthening digital citizenship instruction.
- Continue to strengthen students' reading, writing, and research skills

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

MINUTES

Educational Programs and Services

Library at PHS
September 9, 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), Sylvia LeBlanc (board president/committee member), Betsy Nilsen (committee alternate), Dr. Bridget O'Connell (superintendent)

Other Board members present: Linda Wenhold, Saul Ramos, Scott Freeman, Jim Hallowell, Jim Ott

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

6:30 PM - 6:33 PM
Opening

Review Agenda and Introductions

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

It was noted that the previously scheduled 5-year review presentations were postponed to be shared at the October 14 EPS meeting in order to allow the full meeting to focus on the building consolidation and resource optimization presentation.

6:33 PM - 8:21 PM
Presentation

Exploring Building Consolidation and Resource Optimization

Dr. O'Connell shared information to speak about each of the slides associated with the presentation.

Committee members and the public were invited to share comments. Notes were taken to identify themes and a summary will be shared with the full board and included in Keystone Agenda for the public.

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

Adjournment
The meeting adjourned at: **8:21 PM**

The next meeting is on Wednesday, October 14, 2026 at 6:30 PM.