

Board Meeting

Tuesday, August 11, 2026 7:00 PM

Administration Complex, 101 Edgeway Road, Dover, PA 17315

1. OPENING

1.A. Pledge of Allegiance

1.B. Roll Call

2. COMMUNICATIONS

3. PUBLIC COMMENT

4. BOARD PRESIDENT'S COMMUNICATION

4.A. Announcement of Executive Session

5. BOARD COMMITTEE REPORTS

5.A. Educational Excellence Committee Report -
Director Miller

5.B. Facilities/Safety Committee Report - Director
Emig

5.C. Resource Oversight Committee Report - Director
McKinney

5.D. Policy Committee Report - Director Kindig

6. ACTION/CONSENT: HUMAN RESOURCES

6.A. Appointments

6.B. Transfers

6.C. Resignations and Terminations

6.D. Leaves

6.E. Retirements

7. ACTION

7.A. 2026-2027 High School ATSI non-Title I School
Plan

7.B. Minutes: July 21, 2026 Board Meeting

8. ACTION - CONTRACTS/AGREEMENTS

8.A. Affiliation Agreement with Robert Morris
University

8.B. TechLink Consortium Memorandum of Understanding
between HACC and Dover Area High School CTE

8.C. 2026-2027 Letter of Agreement with TrueNorth
Wellness Services for Student Assistance Program
Drug and Alcohol Liaison Services

8.D. Automated Logic Contracting Services Plan for
2026-2027

8.E. 11400 LLC Quote for North Salem Elementary
Combi Oven

9. **ACTION: FINANCE**

9.A. Bills Paid

9.B. Treasurers Report

9.C. YTD Budget to Actual Report

10. **POLICIES (2nd Reading)**

11. **POLICIES (1st Reading)**

11.A. AI Handbooks

12. **PUBLIC COMMENT**

13. **MISCELLANEOUS**

13.A. Comments/Observations from Board Members

14. **ADJOURNMENT**

14.A. Future Meeting Announcements

14.B. Adjourn Meeting

Profile and Plan Essentials

School		AUN/Branch
Dover Area HS		112671803
Address 1		
4500 Intermediate Ave		
Address 2		
City	State	Zip Code
Dover	PA	17315
Chief School Administrator		Chief School Administrator Email
Dr Catherine R Houck		crhouck@doversd.org
Principal Name		
Jennifer Fasick		
Principal Email		
jfasick@doversd.org		
Principal Phone Number		Principal Extension
717-292-8066		10101
School Improvement Facilitator Name		School Improvement Facilitator Email
Jeremy Overlander		jroverlander@iu12.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jennifer Fasick	Principal	Dover Area School District	jfasick@doversd.org
Pam Seiders	Teacher	Dover Area High School	psseiders@doversd.org
Angie Blevins	Teacher	Dover Area High School	acblevins@doversd.org
Catherine Houck	Chief School Administrator	Dover Area School District	crhouck@doversd.org
Tim Mitzel	Chief School Administrator	Dover Area School District	twmitzel@doversd.org
Kara Hetrick	Parent	Dover Area High School	hetrick.kara@gmail.com
Kai Hetrick	Student	Dover Area High School	280316@students.doversd.org
Maureen Keller	Teacher	Dover Area School District	mkeller@doversd.org
Rachel Reachard	Teacher	Dover Area High School	rreachard@doversd.org
Stacy Pisco	Teacher	Dover Area High School	Spisco@doversd.org
Jamie Snyder	District Level Leaders	Dover Area School District	jksnyder@doversd.org
Lyn Phoukio	Community Member	Dover Area School District	lphoukio@doversd.org
Brian Deal	Principal	Dover Area High School	Bdeal@doversd.org
Dawn Strickland	Principal	Dover Area High School	Dmstrickland@doversd.org
Allison Dietz	Teacher	Dover Area High School	adietz@doversd.org

Vision for Learning

Vision for Learning

Our vision is for students to excel to their full potential, for staff to perform at their highest level by engaging students with rigorous, inspiring, and relevant instruction, and for the community to value students for their high level of competency and success.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

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

Comments/Notable Observations

The all-student group met the interim goal/target for Literature achievement and was above the state average.

True Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	The Students with Disabilities subgroup showed an increase in English achievement.
Economically Disadvantaged	The Economically Disadvantaged subgroup showed an increase in English achievement.
White	The White subgroup met the interim goal/improvement target and showed an increase in Literature achievement.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	The Students with Disabilities subgroup did not meet the interim goal/target for Literature achievement.
Hispanic	The Hispanic subgroup did not meet the interim goal/target for Literature achievement and showed a decrease.
Economically Disadvantaged	The Economically Disadvantaged subgroup did not meet the interim goal/target for Literature achievement.
Combined Ethnicity	The Combined Ethnicity subgroup did not meet the interim goal/target for Literature achievement and showed a decrease.

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

The all-student group increased the percentage of students proficient/advanced on Keystone Algebra, but did not meet the interim goal/improvement target.

True Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	The SWD subgroup increased the percentage of students proficient/advanced on Keystone Algebra.
White	The White subgroup met the interim goal/improvement target and increased the percentage of students who scored proficient/advanced on Keystone Algebra in 2025.
Combined Ethnicity	The Combined Ethnicity subgroup increased the percentage of students proficient/advanced on Keystone Algebra in 2025.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	The SWD subgroup did not meet the interim goal/target for Keystone Algebra achievement.
Hispanic	The Hispanic subgroup did not meet the interim goal/target for Keystone Algebra, and the percentage of students who scored proficient/advanced decreased in 2025.
Economically Disadvantaged	The Economically Disadvantaged subgroup did not meet the interim goal/target for Keystone Algebra, and the percentage of students who scored proficient/advanced decreased in 2025.
Combined Ethnicity	The Combined Ethnicity subgroup did not meet the interim goal/target for Keystone Algebra in 2025.

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

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

Comments/Notable Observations

The all-student group did not meet the growth standard, and growth has decreased since 2024.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	The SWD subgroup met the growth standard for Literature.
Hispanic	The Hispanic subgroup met the growth standard for Literature, and the growth has increased since 2024.
Economically Disadvantaged	The Economically Disadvantaged subgroup met the growth standard for Literature.
Combined Ethnicity	The Combined Ethnicity met the growth standard for Literature, and the growth has increased since 2024.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	The Economically Disadvantaged subgroup met the growth standard for Literature, but growth has decreased since 2024.
White	The White subgroup did not meet the growth standard for Literature, and growth has decreased since 2024.

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

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

Comments/Notable Observations

The all-student group exceeded the growth standard in Algebra, and growth was maintained at 100.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	The students with disabilities subgroup exceeded the growth standard for Algebra, and growth increased in 2025.
Hispanic	The Hispanic subgroup exceeded the growth standard for Algebra, and growth increased in 2025.
White	The White subgroup exceeded the growth standard in Algebra, and growth was maintained at 100.
Economically Disadvantaged	The students with disabilities subgroup exceeded the growth standard in Algebra, and growth increased in 2025.
Combined Ethnicity	The students with disabilities subgroup exceeded the growth standard in Algebra, and growth increased in 2025.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	The SWD subgroup demonstrated a lower growth standard than the all-student group or any other subgroups.

English Language Growth and Attainment

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

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Regular Attendance

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

Comments/Notable Observations

The all-student group met the performance standard, and the percentage of students who met the standard for regular attendance increased.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	The SWD subgroup met the regular attendance performance standard, and the percentage increased.
African-American/Black	The black subgroup met the regular attendance performance standard, and the percentage increased.
Hispanic	The Hispanic subgroup met the regular attendance performance standard, and the percentage increased.
White	The White subgroup met the regular attendance performance standard, and the percentage increased.
Multi-Racial (not Hispanic)	The multi-racial subgroup met the regular attendance performance standard, and the percentage increased.
Economically Disadvantaged	The Economically Disadvantaged subgroup met the regular attendance performance standard, and the percentage increased.
Combined Ethnicity	The Combined Ethnicity subgroup met the regular attendance performance standard, and the percentage increased.
English Learners	The English Learner subgroup met the regular attendance performance standard, and the percentage increased.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	The percentage of students who met the regular attendance standards in the SWD subgroup was slightly lower than that of the all-student group.

Career Standards Benchmark

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

Comments/Notable Observations

The all-student group met the performance standard for Career Standards Benchmark, and increased.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	The White subgroup met the performance standard for the Career Standards benchmark, and increased.
Hispanic	The Hispanic subgroup exceeded the performance standard for the Career Standards benchmark, and increased to 100%.
Economically Disadvantaged	The Economically Disadvantaged subgroup exceeded the performance standard for the Career Standards benchmark, and increased.
Combined Ethnicity	The Combined Ethnicity subgroup exceeded the performance standard for the Career Standards benchmark, and increased.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	The SWD subgroup did not meet the performance standard for the Career Standards benchmark, and the percentage decreased.

High School Graduation Rate Four-Year Cohort

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

Comments/Notable Observations

The all-student group met the interim goal/target for the 4-year graduation cohort, and increased.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Hispanic	The Hispanic subgroup showed an increase in the percentage of students for the 4-year graduation cohort.
Economically Disadvantaged	The ED subgroup met the interim goal/target for the 4-year graduation cohort, and increased.
White	The white subgroup exceeded the interim goal/target for the 4-year graduation cohort, and increased.
Students with Disabilities	The Students with Disabilities subgroup met the interim goal/target for the 4-year graduation cohort.
Combined Ethnicity	The Combined Ethnicity subgroup showed an increase in the percentage of students for the 4-year graduation cohort.

Challenges

ESSA Student Subgroups	Indicator
Hispanic	The Hispanic subgroup did not meet the interim goal/improvement target for the 4-year cohort graduation rate.
Combined Ethnicity	The Combined Ethnicity subgroup did not meet the interim goal/improvement target for the 4-year cohort graduation rate.

Summary

Strengths

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

The white subgroup met the interim goal/target for Literature, and the percentage of students who scored proficient/advanced increased. The SWD and ED subgroups also showed an increase.
The white subgroup met the interim goal/target and increased the Algebra achievement percentage. The SWD and combined ethnicity subgroups also showed an increase.
The Hispanic, SWD, ED, and Combined Ethnicity subgroups met the growth standard for Literature. The Hispanic and the Combined Ethnicity subgroups showed an increase.
The all-student group and all subgroups exceeded the growth standard in Algebra and showed an increase.

Challenges

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

The all-student group and the Hispanic, ED, SWD, and Combined Ethnicity subgroups did not meet the interim goal/target for Literature achievement; the Hispanic and Combined Ethnicity subgroups showed a decrease.
The all-student group and the Hispanic, ED, SWD, and Combined Ethnicity subgroups did not meet the interim goal/target for Algebra achievement; the Hispanic and ED subgroups showed a decrease.
The all-student group and the white subgroup did not meet the growth standard for Literature, and decreased. The ED subgroup also decreased.
The Hispanic and Combined Ethnicity subgroups did not meet the interim goal/target for the 4-year graduation cohort.
The SWD subgroup did not meet the performance standard for the Career Standards Benchmark, and decreased.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
CDTS for 9th Grade	The indicator shows that students met the growth expectations for 9th grade.
CDTS for 10th Grade	The indicator shows that students exceeded the growth expectations for 10th grade.

English Language Arts Summary

Strengths

Students in 9th and 10th grade are meeting or exceeding the growth expectations. This includes the students within the IEP sub groups

Challenges

Student achievement on the Keystone Literature is still low for Students with Disabilities
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Mathematics

Data	Comments/Notable Observations
CDTs	Evidence shows that students in Algebra I are well above the growth standard for Algebra.
CDTs	Students in the IEP subgroup meet the growth standard based on CDT scores.

Mathematics Summary

Strengths

There is significant evidence that students with disabilities are growing in Algebra.

Challenges

Some students in all subgroups are passing the course, but it is not reflected in their achievement score on the Keystone Algebra

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
CDTs	The All Student group who took the CDT for Biology exceeded the expected growth standard.

Science, Technology, and Engineering Education Summary

Strengths

Predictive projections show students are exceeding the growth target.

Challenges

Students are passing the course with a high success rate, but it is not reflected in the achievement of the whole school
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Related Academics

Career Readiness

Data	Comments/Notable Observations
SmartFutures	DAHS is improving in this area and has implemented a plan to get to 100%
Cohort Graduation Rates	Graduation rates for students with disabilities is comparative to their regular ed peers

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Enrollment	Enrollment numbers have increased, as well as students competing programs to earn industry credentials.
Advanced on Industry-Based Competency Exams	School-wide percent advanced is 7.5%, Students with disabilities is 5%
Industry-Based Learning	All student group is 48.5%, Student with Disabilities is 63.2%

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Summary

Strengths

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

Students enrolled in CTE programs earning industry credentials.
CTE Program director is doing early intervention at MS to promote career readiness. CTE staff are engaging with students with disabilities as they reach transition age as they being to plan for career readiness.

Challenges

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

Parents of students with disabilities are not always completing paperwork in a timely manner.

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
Percent Proficient/Advanced Keystone Literature	The SWD subgroup did not meet the interim goal/target for Literature achievement, but the percentage increased in 2025.
Percent Proficient/Advanced Keystone Algebra	The SWD subgroup did not meet the interim goal/target for Algebra achievement, but the percentage increased in 2025.
Growth Standard Keystone Literature	The SWD subgroup met the growth standard for Literature, but the growth decreased since 2024.
Growth Standard Keystone Algebra	The SWD subgroup exceeded the growth standard for Literature, and the growth increased.
Regular Attendance	The SWD subgroup met the performance standard for regular attendance, and the percentage increased.
4-year cohort HS Graduation Rate	The SWD subgroup met the interim goal/improvement target for the 4-year cohort graduation rate, and increased.
Career Standards Benchmark	The SWD subgroup did not meet the performance standard for the Career Standards benchmark, and decreased in 2025.

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

The white subgroup met the interim goal/target and increased the Literature achievement percentage. The SWD and ED subgroups also showed an increase.
The white subgroup met the interim goal/target and increased the Algebra achievement percentage. The SWD and combined ethnicity subgroups also showed an increase.
The Hispanic, SWD, ED, and Combined Ethnicity subgroups met the growth standard for Literature. The Hispanic and the Combined Ethnicity subgroups showed an increase.
The all-student group and all subgroups exceeded the standard for demonstrating growth in Algebra, and growth increased.
The all-student group and all subgroups met the performance standard for regular attendance and showed an increase.

Challenges

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

The all-student group and the Hispanic, ED, SWD, and Combined Ethnicity subgroups did not meet the interim goal/target for Literature achievement; the Hispanic and Combined Ethnicity subgroups showed a decrease.
The all-student group and the Hispanic, ED, SWD, and Combined Ethnicity subgroups did not meet the interim goal/target for Algebra achievement; the Hispanic and ED subgroups showed a decrease.
The all-student group and the white subgroup did not meet the growth standard for Literature, and decreased. The ED subgroup also decreased.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Not Yet Evident
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

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

Summary

Strengths

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

>

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Foster a culture of high expectations for success for all students, educators, families, and community members
Collectively shape the vision for continuous improvement of teaching and learning

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
Implement an evidence-based system of schoolwide positive behavior interventions and supports

Challenges

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

>
Align curricular materials and lesson plans to the PA Standards
Identify and address individual student learning needs
Implement a multi-tiered system of supports for academics and behavior
Use multiple professional learning designs to support the learning needs of staff
Monitor and evaluate the impact of professional learning on staff practices and student learning

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
The white subgroup met the interim goal/target for Literature, and the percentage of students who scored proficient/advanced increased. The SWD and ED subgroups also showed an increase.	True
The white subgroup met the interim goal/target and increased the Algebra achievement percentage. The SWD and combined ethnicity subgroups also showed an increase.	True
The Hispanic, SWD, ED, and Combined Ethnicity subgroups met the growth standard for Literature. The Hispanic and the Combined Ethnicity subgroups showed an increase.	False
The all-student group and all subgroups exceeded the growth standard in Algebra and showed an increase.	True
The all-student group and all subgroups met the performance standard for regular attendance and showed an increase.	False
The all-student group and SWD subgroups met the interim goal/target for the 4-year graduation rate, and increased. The ED subgroup met the interim goal/target. The white subgroup exceeded the interim goal/target.	False
The all-student group and the white subgroup met the performance standard for Career Standards Benchmark, and increased. The Hispanic, ED, and Combined Ethnicity subgroups exceeded the performance standard and increased.	False
The all-student group met the performance standard and increased.	False
Students in 9th and 10th grade are meeting or exceeding the growth expectations. This includes the students within the IEP sub groups	False
There is significant evidence that students with disabilities are growing in Algebra.	False
Predictive projections show students are exceeding the growth target.	False
Students enrolled in CTE programs earning industry credentials.	False
CTE Program director is doing early intervention at MS to promote career readiness. CTE staff are engaging with students with disabilities as they reach transition age as they being to plan for career readiness.	False
The white subgroup met the interim goal/target and increased the Literature achievement percentage. The SWD and ED subgroups also showed an increase.	False
The white subgroup met the interim goal/target and increased the Algebra achievement percentage. The SWD and combined ethnicity subgroups also showed an increase.	False
The Hispanic, SWD, ED, and Combined Ethnicity subgroups met the growth standard for Literature. The Hispanic and the Combined Ethnicity subgroups showed an increase.	False
The all-student group and all subgroups exceeded the standard for demonstrating growth in Algebra, and growth increased.	False
The all-student group and all subgroups met the performance standard for regular attendance and showed an increase.	False
Foster a culture of high expectations for success for all students, educators, families, and community members	True
Collectively shape the vision for continuous improvement of teaching and learning	False

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	False

Challenges

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

Strength	Check for Consideration in Plan
The all-student group and the Hispanic, ED, SWD, and Combined Ethnicity subgroups did not meet the interim goal/target for Literature achievement; the Hispanic and Combined Ethnicity subgroups showed a decrease.	False
The all-student group and the Hispanic, ED, SWD, and Combined Ethnicity subgroups did not meet the interim goal/target for Algebra achievement; the Hispanic and ED subgroups showed a decrease.	False
The all-student group and the white subgroup did not meet the growth standard for Literature, and decreased. The ED subgroup also decreased.	False
Student achievement on the Keystone Literature is still low for Students with Disabilities	False
Some students in all subgroups are passing the course, but it is not reflected in their achievement score on the Keystone Algebra	False
Students are passing the course with a high success rate, but it is not reflected in the achievement of the whole school	False
Parents of students with disabilities are not always completing paperwork in a timely manner.	False
The all-student group and the Hispanic, ED, SWD, and Combined Ethnicity subgroups did not meet the interim goal/target for Literature achievement; the Hispanic and Combined Ethnicity subgroups showed a decrease.	True
The all-student group and the Hispanic, ED, SWD, and Combined Ethnicity subgroups did not meet the interim goal/target for Algebra achievement; the Hispanic and ED subgroups showed a decrease.	True
The all-student group and the white subgroup did not meet the growth standard for Literature, and decreased. The ED subgroup also decreased.	True
The Hispanic and Combined Ethnicity subgroups did not meet the interim goal/target for the 4-year graduation cohort.	False
The SWD subgroup did not meet the performance standard for the Career Standards Benchmark, and decreased.	False
Align curricular materials and lesson plans to the PA Standards	True
Identify and address individual student learning needs	True
Implement a multi-tiered system of supports for academics and behavior	False
Use multiple professional learning designs to support the learning needs of staff	False
Monitor and evaluate the impact of professional learning on staff practices and student learning	True

Most Notable Observations/Patterns

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

The data analysis in the needs assessment showed that the all-student group and subgroups are meeting or exceeding the growth standard in Algebra; however, the achievement percentage is low and has decreased. The all-student group and subgroups are not meeting the growth standard in Literature, and the achievement percentage is low and has decreased. The steering committee identified the need for ELA/English and Math teachers in grades 6-12 to meet and vertically articulate standards, break them down into skills, and determine gaps in the skill progressions. Determining how to mitigate skill gaps earlier, providing HS teachers with strategies to meet individual student needs, and supporting data-informed instruction could increase achievement percentages.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The all-student group and the Hispanic, ED, SWD, and Combined Ethnicity subgroups did not meet the interim goal/target for Literature achievement; the Hispanic and Combined Ethnicity subgroups showed a decrease.	Root cause analysis discussions revealed that English teachers may struggle to identify the prerequisite skills to master Keystone Literature content. Without a clear understanding of skill progressions or instructional strategies to meet student needs, the achievement percentage will continue to decrease.	True
The all-student group and the Hispanic, ED, SWD, and Combined Ethnicity subgroups did not meet the interim goal/target for Algebra achievement; the Hispanic and ED subgroups showed a decrease.	Root cause analysis discussions revealed that Algebra teachers may struggle to find instructional strategies or know how to scaffold instruction so students can master Keystone Algebra content. Without a clear understanding of skill progressions or instructional strategies to meet student needs, the achievement percentage will continue to decrease.	True
The all-student group and the white subgroup did not meet the growth standard for Literature, and decreased. The ED subgroup also decreased.		False
Align curricular materials and lesson plans to the PA Standards		False
Identify and address individual student learning needs	Root cause analysis discussions revealed that the English and Math teachers were often struggling to understand skill progressions, could not identify how to provide access to on-grade-level material while trying to scaffold instruction, and were unclear about the resources/knowledge to address individual student learning needs.	False
Monitor and evaluate the impact of professional learning on staff practices and student learning	Root cause analysis discussions revealed there is no process to monitor and evaluate the impact of professional learning on instructional practice or student learning. The administrators want to provide support for Keystone content teachers and ensure the impact is measured.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
The white subgroup met the interim goal/target for Literature, and the percentage of students who scored proficient/advanced increased. The SWD and ED subgroups also showed an increase.	Some subgroups are performing better than others
The white subgroup met the interim goal/target and increased the Algebra achievement percentage. The SWD and combined ethnicity subgroups also showed an increase.	Some subgroups are performing better than others
The all-student group and all subgroups exceeded the growth standard in Algebra and showed an increase.	Growth is important, but if achievement is not increasing, we are still stuck
Foster a culture of high expectations for success for all students, educators, families, and community members	Some stakeholder groups believe there are high expectations, but how does this filter down to everyone?

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	The committee wondered if the same people who feel empowered and develop into leadership positions are then chosen to support various initiatives. Maybe there are too many initiatives, and we need to consolidate.
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Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Dover Area High School will develop a systematic approach to English instruction that includes consistent implementation of priority standards, evidence-based resources/materials, common assessment & rubrics, data analysis protocols, and targeted Tier 2 and Tier 3 interventions to improve achievement for all students and accelerate growth among Hispanic, Economically Disadvantaged, Students with Disabilities, and other underperforming student groups.
	Dover Area High School will develop a systematic approach to mathematics instruction that includes consistent implementation of priority standards, common formative assessments, data analysis protocols, and targeted Tier 2 and Tier 3 interventions to improve achievement for all students and accelerate growth among Hispanic, Economically Disadvantaged, Students with Disabilities, and other underperforming student groups.
	Dover Area High School will develop a systematic approach to monitor and evaluate the impact of professional learning opportunities on instructional practice to increase student learning, knowledge, and achievement. Teams will use a collaborative approach to identify and address student learning needs based on the analysis of common assessment data to adjust instructional practices.

Goal Setting

Priority: Dover Area High School will develop a systematic approach to mathematics instruction that includes consistent implementation of priority standards, common formative assessments, data analysis protocols, and targeted Tier 2 and Tier 3 interventions to improve achievement for all students and accelerate growth among Hispanic, Economically Disadvantaged, Students with Disabilities, and other underperforming student groups.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 30, 2027, students enrolled in Algebra I will demonstrate at least a 10% increase in their individual trajectories toward predicted proficiency, as measured by individual predictions across administrations of the same benchmark assessment.			
Measurable Goal Nickname (35 Character Max)			
Keystone Algebra Achievement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2026, Algebra I teachers will have administered a baseline assessment and collected/analyzed the data to create instructional groups based on student need. Teachers of 6-12 math will have met in a vertical teaming session to unwrap the standards and identify steps to address gaps in foundational skills.	By December 31, 2026, Algebra I teachers will have gathered diagnostic data and attended at least one data consultation with the IU to plan for instructional adjustments. All Algebra teachers will attend professional learning and be able to identify prerequisite skills in a learning progression to support skill acquisition and use evidence-based strategies to meet students' instructional needs.	By March 31, 2027, teachers of 6-12 math will have met in a follow-up vertical teaming session to continue planning to address the gaps in foundational skill acquisition. Algebra I teachers will have administered a second benchmark assessment, collected/analyzed data, attended at least a second data consultation with the IU to plan for instructional adjustments before Keystone administration.	By June 30, 2027, students enrolled in Algebra I will demonstrate at least a 10% increase in their individual trajectories toward predicted proficiency, as measured by individual predictions across administrations of the same benchmark assessment.

Priority: Dover Area High School will develop a systematic approach to English instruction that includes consistent implementation of priority standards, evidence-based resources/materials, common assessment & rubrics, data analysis protocols, and targeted Tier 2 and Tier 3 interventions to improve achievement for all students and accelerate growth among Hispanic, Economically Disadvantaged, Students with Disabilities, and other underperforming student groups.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By June 30, 2027, students enrolled in English II will demonstrate at least 3% individual growth, as measured by a change in scores on the same assessment.			
Measurable Goal Nickname (35 Character Max)			
Keystone Literature Growth			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2026, English II teachers will have administered a baseline assessment, collected/analyzed the data, and held conferences with students about goals. Teachers of 6-12 ELA/English will have met in a vertical teaming session to unwrap the standards, identify steps to address gaps in foundational skills, discuss evidence-based, relevant resources used to	By December 31, 2026, English II teachers will have gathered diagnostic data, attended at least one data consultation with the IU to plan instructional adjustments, and met with students to monitor progress on their goals. All English teachers will attend professional learning and be able to identify prerequisite skills in a learning progression to	By March 31, 2027, teachers of 6-12 ELA/English will have met in a follow-up vertical teaming session to continue planning to address the gaps in foundational skill acquisition. English II teachers will have administered a second benchmark assessment, collected/analyzed data, attended at least a second data consultation with the IU to plan for instructional	By June 30, 2027, students enrolled in English II will demonstrate at least 3% individual growth, as measured by a change in scores on the same assessment.

support instruction, and establish common language & rubrics for grading writing tasks.	support skill acquisition and use evidence-based strategies to meet students' instructional needs.	adjustments, and met with students to discuss growth & progress toward goals before Keystone administration.	
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Priority: Dover Area High School will develop a systematic approach to monitor and evaluate the impact of professional learning opportunities on instructional practice to increase student learning, knowledge, and achievement. Teams will use a collaborative approach to identify and address student learning needs based on the analysis of common assessment data to adjust instructional practices.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By June 30, 2027, the Keystone-tested subjects will use common assessment data to inform changes in instructional practices as measured by learning walks.			
Measurable Goal Nickname (35 Character Max)			
Data-Informed Instruction & Practice			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2026, Keystone teachers will establish a process to analyze common assessment data to adjust instruction and provide just-in-time support for content mastery. Administrators will establish a process to measure teacher efficacy, create a walkthrough form with look-fors to measure efficacy, and schedule non-evaluative learning walks with Keystone content teachers. The admin will establish a common feedback tool with consistent language and a process for the debrief sessions with teachers. The school will establish additional support available for teachers (if needed) to gain knowledge on evidence-based instructional practices beyond the currently scheduled PD sessions.	By December 31, 2026, Keystone teachers will have met at least once in their content teams to analyze common assessment data and document plans for changes in instructional practice. Administrators will facilitate at least one round of learning walks and debrief sessions with teachers using the established forms. Additional support will be offered to teachers based on real-time feedback on instructional practices as needed.	By March 31, 2027, Keystone teachers will have met at least twice in their content teams to analyze common assessment data and document plans for changes in instructional practice. Administrators will facilitate a second round of learning walks and debrief sessions with teachers using the established forms. Additional support will be offered to teachers based on real-time feedback on instructional practices as needed.	By June 30, 2027, the Keystone-tested subjects will use common assessment data to inform changes in instructional practices as measured by learning walks.

Action Plan

Measurable Goals

Keystone Algebra Achievement	Keystone Literature Growth
Data-Informed Instruction & Practice	

Action Plan For: Priority Standards

Measurable Goals:	
- By June 30, 2027, students enrolled in Algebra I will demonstrate at least a 10% increase in their individual trajectories toward predicted proficiency, as measured by individual predictions across administrations of the same benchmark assessment. - By June 30, 2027, students enrolled in English II will demonstrate at least 3% individual growth, as measured by a change in scores on the same assessment. - By June 30, 2027, the Keystone-tested subjects will use common assessment data to inform changes in instructional practices as measured by learning walks.	

Action Step		Anticipated Start Date	Anticipated Completion Date
Map priority standards in a facilitated vertical teaming session for grades 6-12 Math & English teachers. Identify the skills for mastery of Keystone Algebra & Literature content, align standards to specific skills at each grade level, and eliminate "orphaned" standards.		2026-08-12	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jen Fasick/Principal Dawn Strickland/Assistant Principal Brian Deal/Assistant Principal Emily Miller/Teacher	Standards Unit Maps	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Math & English teachers in grades 6–12 will collaboratively develop and implement a vertical alignment document that includes power standards, grade-level learning progressions, Keystone-aligned skills, and common expectations for instruction and assessment. The resulting curriculum framework will ensure consistent skill development across grade levels and improved readiness for proficiency on Keystone Algebra & Keystone Literature.	This step will be monitored every quarter by Jennifer Fasick (Principal), Dawn Strickland (AP), and Brian Deal (AP) through quarterly reviews of the identified priority standards for each department. The administrators will debrief with the departments after each quarterly review and develop action steps to be completed in the following quarter.

Action Plan For: Standards Review

Measurable Goals:	
- By June 30, 2027, students enrolled in Algebra I will demonstrate at least a 10% increase in their individual trajectories toward predicted proficiency, as measured by individual predictions across administrations of the same benchmark assessment. - By June 30, 2027, students enrolled in English II will demonstrate at least 3% individual growth, as measured by a change in scores on the same assessment. - By June 30, 2027, the Keystone-tested subjects will use common assessment data to inform changes in instructional practices as measured by learning walks.	

Action Step		Anticipated Start Date	Anticipated Completion Date
Unwrap the English 9/10 standards into discrete skills and prerequisite knowledge, and identify exactly what students need to know, understand, and do to achieve Keystone content mastery.		2026-08-24	2027-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jen Fasick/Principal Angie Blevins/English Teacher	English Curriculum	Yes	

Rachel Reachard/English Teacher			
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Action Step		Anticipated Start Date	Anticipated Completion Date
Unwrap the Algebra I standards into discrete skills and prerequisite knowledge, and identify exactly what students need to know, understand, and do to achieve Keystone content mastery.		2026-08-24	2027-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jen Fasick/Principal	Math Curriculum	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A Keystone-aligned skills framework for Algebra & English 9/10 that clearly defines the knowledge, prerequisite skills, learning targets, and mastery criteria associated with each prioritized standard, ensuring consistent instruction and assessment across courses.	This step will be monitored quarterly by Jennifer Fasick (Principal) through reviewing the progress of the Algebra & English I and II teachers and developing action steps to be completed in the following quarter.

Action Plan For: Student Centered Support

Measurable Goals:
- By June 30, 2027, students enrolled in Algebra I will demonstrate at least a 10% increase in their individual trajectories toward predicted proficiency, as measured by individual predictions across administrations of the same benchmark assessment. - By June 30, 2027, students enrolled in English II will demonstrate at least 3% individual growth, as measured by a change in scores on the same assessment.

Action Step		Anticipated Start Date	Anticipated Completion Date
MMA Restructuring		2026-08-03	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jen Fasick/Principal Brian Deal/Assistant Principal	Meeting with IU Staff Building Schedule	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Initiative Inventory & Hexagon Tool		2026-07-17	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jen Fasick/Principal Brian Deal/Assistant Principal	Scheduled Meetings with Admin Team and IU Staff	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Co-Teaching Strategies		2026-08-24	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jen Fasick/Principal	PD session facilitated by IU TaC Staff	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The Dover admin team will participate in a facilitated initiative inventory and use the hexagon tool to align systems within the district. The results of the system alignment will support MMA restructuring. Teachers will learn evidence-based strategies to support effective co-teaching partnerships and instructional strategies to increase student success.	Administrators will monitor this step during the first quarter through learning walks. Perceptual data will be discussed with the SIF during a quarterly monitoring meeting, and action steps will be developed to adjust as needed.

Action Plan For: Data-Informed Instruction

Measurable Goals:	
By June 30, 2027, the Keystone-tested subjects will use common assessment data to inform changes in instructional practices as measured by learning walks.	

Action Step		Anticipated Start Date	Anticipated Completion Date
Data Consultations		2026-08-31	2027-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jen Fasick/Principal	Access to Firefly	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Keystone content teachers will participate in multiple consultations with IU12 staff throughout the year to discuss various data points. The multiple data points will be used to inform and change instructional practices.	Administrators will monitor this step through scheduled learning walks. Perceptual data will be discussed with the teachers, and action steps will be developed to adjust instruction as needed.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Priority Standards	Map priority standards in a facilitated vertical teaming session for grades 6-12 Math & English teachers. Identify the skills for mastery of Keystone Algebra & Literature content, align standards to specific skills at each grade level, and eliminate "orphaned" standards.
Standards Review	Unwrap the English 9/10 standards into discrete skills and prerequisite knowledge, and identify exactly what students need to know, understand, and do to achieve Keystone content mastery.
Standards Review	Unwrap the Algebra I standards into discrete skills and prerequisite knowledge, and identify exactly what students need to know, understand, and do to achieve Keystone content mastery.
Student Centered Support	Co-Teaching Strategies

Vertical Teaming & Alignment

Action Step		
- Map priority standards in a facilitated vertical teaming session for grades 6-12 Math & English teachers. Identify the skills for mastery of Keystone Algebra & Literature content, align standards to specific skills at each grade level, and eliminate "orphaned" standards. - Unwrap the English 9/10 standards into discrete skills and prerequisite knowledge, and identify exactly what students need to know, understand, and do to achieve Keystone content mastery. - Unwrap the Algebra I standards into discrete skills and prerequisite knowledge, and identify exactly what students need to know, understand, and do to achieve Keystone content mastery.		
Audience		
Math & English teachers in grades 6-12		
Topics to be Included		
Mapping priority standards, identifying pre-requisite and foundational skill gaps, aligning standards with specific skills, and determining scaffolded support for students to achieve mastery of Keystone content		
Evidence of Learning		
Perceptual data from learning walks using a walkthrough protocol that measures the impact of learning on instructional practice		
Lead Person/Position	Anticipated Start	Anticipated Completion
Jen Fasick/Principal	2026-08-17	2027-05-28

Learning Format

Type of Activities	Frequency
Inservice day	Professional Learning sessions scheduled by IU12 in September & March; follow-up consultations scheduled between sessions to address needs based on the perceptual data gathered in learning walks
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Co-Teaching

Action Step		
Co-Teaching Strategies		
Audience		
Co-teachers		
Topics to be Included		
Evidence-based strategies that support effective co-teaching partnerships		
Evidence of Learning		
Change in instructional practices as evidenced in learning walks and student growth measures		
Lead Person/Position	Anticipated Start	Anticipated Completion

Jen Fasick/Principal	2026-08-24	2027-04-30
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Learning Format

Type of Activities	Frequency
Workshop(s)	IU12 staff will lead a professional learning workshop in September, and administrators will follow up with learning walks to measure the impact on instructional practice and monitor student growth.
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

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

DOVER AREA SCHOOL DISTRICT

Board Meeting MINUTES

Tuesday, July 21, 2026 7:00 PM

Administration Complex, 101 Edgeway Road, Dover, PA 17315

David Conley:	Present
Terry Emig:	Present
Craig Kindig:	Present
Rob McKinney:	Present
Tyler Wagner:	Present
David Wolverton:	Present

Allen Hogan:	Absent
Miguel Lluberres:	Absent
Karen Miller:	Absent

Also in Attendance: Dr. Timothy Mitzel, Interim Superintendent; Amy Aumen, Assistant Board Secretary

President Conley called the meeting to order at 7:00 PM.

1. **OPENING**

1.A. Pledge of Allegiance

1.B. Roll Call

2. **PRESENTATIONS**

3. **COMMUNICATIONS**

4. **PUBLIC COMMENT**

5. **BOARD PRESIDENT'S COMMUNICATION**

5.A. Announcement of Executive Session

- 5/5/26 - Personnel
- 5/12/26 - Personnel
- 5/26/26 - Governance
- 6/4/26 - Personnel
- 6/9/26 - Legal
- 6/16/26 - Legal
- 6/30/26 - Security, Personnel
- 7/9/26 - Labor
- 7/21/26 – Personnel

6. **Board Committee Reports**

6.A. Facilities/Safety Committee Report - Director Emig

6.B. Resource Oversight Committee Report - Director McKinney

7. **Staff Recognition - July 2026**

8. **ACTION/CONSENT: MINUTES**

Motion to approve all items listed under Action/Consent Minutes.
This motion, made by Terry Emig and seconded by Tyler Wagner,

Carried.

David Conley: Yes
Terry Emig: Yes
Allen Hogan: Absent
Craig Kindig: Yes
Miguel Lluberres: Absent
Rob McKinney: Yes
Karen Miller: Absent
Tyler Wagner: Yes
David Wolverton: Yes
Yes: 6, No: 0, Absent: 3

8.A. June 16, 2026 Board Meeting Minutes

8.B. June 30, 2026 Special Board Meeting Minutes

8.C. July 9, 2026 Special Board Meeting Minutes

9. **ACTION/CONSENT: STUDENT ACTIVITY**

Motion to approve all items listed under Action/Consent: Student Activity. This motion, made by Terry Emig and seconded by Rob McKinney, Carried.

David Conley: Yes
Terry Emig: Yes
Allen Hogan: Absent
Craig Kindig: Yes
Miguel Lluberres: Absent
Rob McKinney: Yes
Karen Miller: Absent
Tyler Wagner: Yes
David Wolverton: Yes
Yes: 6, No: 0, Absent: 3

9.A. 2026-2027 Elementary Student Handbook

9.B. 2026-2027 Middle School Student Handbook

9.C. 2026-2027 High School Handbook

9.D. 2026-2027 Athletic Handbook

9.E. 2026-2027 Foreign Exchange Student — Alejandra Soto Mera
from Spain

10. **ACTION/CONSENT: HUMAN RESOURCES**

Motion to approve all items listed under Action/Consent: Human Resources. This motion, made by Terry Emig and seconded by Tyler Wagner, Carried.

David Conley: Yes
Terry Emig: Yes
Allen Hogan: Absent

Craig Kindig: Yes
Miguel Lluberes: Absent
Rob McKinney: Yes
Karen Miller: Absent
Tyler Wagner: Yes
David Wolverton: Yes
Yes: 6, No: 0, Absent: 3

10.A. Approval of updated job description Central Registrar and Homeless Liaison

10.B. Approved Driver Listing

10.C. Appointments

Professional-pending receipt of all required paperwork				
Name	Building	Position	Effective Date	Salary
Schmidt, Autumn	HS	Teacher, Biology	8/10/2026	\$61204 bachelors step 1
Smith, Daynna	MS	Teacher, Math Grade 7	8/10/2026	\$65036 Bachelors step 5
Raupach, Laura	HS	Teacher, Life Skills	8/12/2026	\$81,174 Masters +30 step 1
Taylor, Erin	MS	Teacher, English 7th grade	8/10/2026	\$61,204 Bachelors step 1
Support-pending receipt of all required paperwork				
Name	Building	Position	Effective Date	Pay Rate
Sall, Shellee	LE	Building Aide	8/12/2026	\$15.30 level 2 step 1
Trimmer, Kristina	LE	Secretary, Attendance	8/3/2026	\$17.23 level 3 step 4
Foster, Sabrina	NSE	PCA, AS	8/12/2026	\$19.16 level 3 step 9
Diehl, Lisa	WE	PCA, AS	8/12/2026	\$17.97 level 3 step 6
Mekhaeal, Amel	WE	PCA, AS	8/12/2026	\$16.88 level 3 step 3
Davis, Shayla	NSE	PCA, AS	8/12/2026	\$17.97 level 3 step 6
Leitzel, Heather	MS	PCA, 1:1	8/12/2026	\$16.20 level 3 step 1
Harner, Hannah	HS	Food Service Worker, 4.5 hours	8/12/2026	\$14.88 level 1 step 1
Bretz, Zachary	DE	Building Aide	8/12/2026	\$15.92 level 2 step 3
Leierer, Samantha	DE	Building Aide	8/12/2026	\$15.92 level 2 step 3
Wack, Caryl	MS	Food Service Worker, 5 hours	8/12/2026	\$14.88 level 1 step 1
Coaches/Advisors-pending receipt of all required paperwork				
NAME	Year/Level	Position	Effective Date	Pay Rate
Moyer, Abigaile	n/a	Department Chair, Math	7/21/2026	\$1000/year
Eby, Rebecca	Year 1 level 1	Advisor, Memory Book	7/21/2026	\$673/year
Gaetjen, Emma	Year 1 level 1	Advisor, Choreographer Musical	7/21/2026	\$1240/year

10.D. Transfers

Name	Position Type	Prev Position	Effective Date	New Position	New Salary	For
Taylor, Tammy	Support	Instructional Aide - ISS	8/12/2026	Paraprofessional, Learning Support	\$18.13 level 4 step 5	Vacancy
Williams, Tonisha	Support	PCA, Learning Support	8/12/2026	Instructional Aide - ISS	Same	Vacancy
Pazdan, Stan	Support	Food Service Worker	8/12/2026	Head Cook	\$17.75 level 4 step 4	Vacancy
Regler, Kristen	Support	Food Service Worker - HS	8/12/2026	Food Service Worker - MS	Same	Vacancy
Neal, Mark	Coach	Coach, Girls JH Volleyball	7/22/2026	Coach, Girls Varsity Head Volleyball	\$4,529 Level 4	Vacancy
Krebs, Diane	Support	Paraprofessional - NSE	8/12/2026	PCA - DE	\$19.16 level 3 step 9	Vacancy

10.E. Leaves

Building	Position	Effective Date	Est Return Date	Reason
MS	Custodian, Evening	6/15/2026	TBD	Medical Condition

10.F. Resignations and Terminations

Name	Position	Emp Type	Building	Effective Date	Reason
Swan, Alexandra	Teacher, Learning Support	Professional	NSE	6/1/2026	Voluntary
Beers, Haley	PCA, Learning Support	Support	MS	7/8/2026	Voluntary
Bavis, Charles	Coach, Varsity Assistant Softball	Coach	Ath	7/8/2026	Voluntary
Farley, David	Coach, Varsity Assistant Volleyball Coach Girls	Coach	Ath	7/13/2026	Voluntary
Bennett, Brady	Musical Choreographer	Advisor	HS	7/7/2026	Voluntary

10.G. Retirements

Name	Position	Building	Emp Type	Effective Date	DASD Years of Service
Gettys, Tammy	Custodian, part-time	HS	Support	7/9/2026	1 year
Nace, Mary	Food Service	MS	Support	7/13/2026	4 years

11. **ACTION: CONTRACTS/AGREEMENTS**

11.A. 2026-2027 Contract for Reservation of Slots with River Rock

Motion to approve 2026-2027 Contract for Reservation of Slots with River Rock. This motion, made by Rob McKinney and seconded by Terry Emig, Carried.

David Conley:	Yes
Terry Emig:	Yes
Allen Hogan:	Absent
Craig Kindig:	Yes
Miguel Llubes:	Absent
Rob McKinney:	Yes
Karen Miller:	Absent
Tyler Wagner:	Yes
David Wolverton:	Yes

Yes: 6, No: 0, Absent: 3

11.B. 2026-2027 Agreement for Alternative Education Services with River Rock Academy

Motion to approve Agreement for Alternative Education Services with River Rock Academy. This motion, made by Tyler Wagner and seconded by Rob McKinney, Carried.

David Conley:	Yes
Terry Emig:	Yes
Allen Hogan:	Absent
Craig Kindig:	Yes
Miguel Llubes:	Absent
Rob McKinney:	Yes
Karen Miller:	Absent
Tyler Wagner:	Yes
David Wolverton:	Yes

Yes: 6, No: 0, Absent: 3

11.C. 2026-2027 New Story (New Cumberland) Educational Services Agreement

Motion to approve 2026-2027 New Story (New Cumberland) Educational Services Agreement. This motion, made by Tyler Wagner and seconded by Terry Emig, Carried.

David Conley:	Yes
Terry Emig:	Yes
Allen Hogan:	Absent
Craig Kindig:	Yes
Miguel Llubes:	Absent
Rob McKinney:	Yes

Karen Miller: Absent
Tyler Wagner: Yes
David Wolverton: Yes
Yes: 6, No: 0, Absent: 3

- 11.D. Memorandum of Understanding with Northern York County Regional Police, June 2026 - June 2028
Motion to approve Memorandum of Understanding with Northern York County Regional Police, June 2026 - June 2028. This motion, made by Terry Emig and seconded by Tyler Wagner, Carried.

David Conley: Yes
Terry Emig: Yes
Allen Hogan: Absent
Craig Kindig: Yes
Miguel Llubes: Absent
Rob McKinney: Yes
Karen Miller: Absent
Tyler Wagner: Yes
David Wolverton: Yes
Yes: 6, No: 0, Absent: 3

- 11.E. 2026-2027 Memorandum of Understanding with Head Start Community Progress Council
Motion to approve 2026-2027 Memorandum of Understanding with Head Start Community Progress Council. This motion, made by Terry Emig and seconded by Craig Kindig (Dover), Carried.

David Conley: Yes
Terry Emig: Yes
Allen Hogan: Absent
Craig Kindig: Yes
Miguel Llubes: Absent
Rob McKinney: Yes
Karen Miller: Absent
Tyler Wagner: Yes
David Wolverton: Yes
Yes: 6, No: 0, Absent: 3

- 11.F. 2027-2029 Josten's Yearbook Agreement for Dover Area High School
Motion to approve 2027-2029 Josten's Yearbook Agreement for Dover Area High School. This motion, made by Tyler Wagner and seconded by Terry Emig, Carried.

David Conley: Yes
Terry Emig: Yes
Allen Hogan: Absent
Craig Kindig: Yes
Miguel Llubes: Absent

Rob McKinney: Yes
Karen Miller: Absent
Tyler Wagner: Yes
David Wolverton: Yes
Yes: 6, No: 0, Absent: 3

- 11.G. 2026-2027 Standing Orders for Emergency Care and Communicable Disease Regulations
Motion to approve 2026-2027 Standing Orders for Emergency Care and Communicable Disease Regulations. This motion, made by Tyler Wagner and seconded by Rob McKinney, Carried.

David Conley: Yes
Terry Emig: Yes
Allen Hogan: Absent
Craig Kindig: Yes
Miguel Llubes: Absent
Rob McKinney: Yes
Karen Miller: Absent
Tyler Wagner: Yes
David Wolverton: Yes
Yes: 6, No: 0, Absent: 3

12. **ACTION: FINANCE**

- 12.A. Bills Paid June 2026
Motion to approve Bills Paid Report, June 2026. This motion, made by Rob McKinney and seconded by Terry Emig, Carried.

David Conley: Yes
Terry Emig: Yes
Allen Hogan: Absent
Craig Kindig: Yes
Miguel Llubes: Absent
Rob McKinney: Yes
Karen Miller: Absent
Tyler Wagner: Yes
David Wolverton: Yes
Yes: 6, No: 0, Absent: 3

- 12.B. Treasurers Report
Motion to approve Treasurers Report. This motion, made by Rob McKinney and seconded by Terry Emig, Carried.

David Conley: Yes
Terry Emig: Yes
Allen Hogan: Absent
Craig Kindig: Yes
Miguel Llubes: Absent
Rob McKinney: Yes
Karen Miller: Absent

Tyler Wagner: Yes
David Wolverton: Yes
Yes: 6, No: 0, Absent: 3

- 12.C. June 2026 YTD Budget to Actual Report
Motion to approve June 2026 YTD Budget to Actual Report.
This motion, made by Rob McKinney and seconded by Terry Emig, Carried.

David Conley: Yes
Terry Emig: Yes
Allen Hogan: Absent
Craig Kindig: No
Miguel Llubes: Absent
Rob McKinney: Yes
Karen Miller: Absent
Tyler Wagner: Yes
David Wolverton: Yes
Yes: 5, No: 1, Absent: 3

13. **ACTION**

- 13.A. Curriculum Revision Handbook
Motion to approve Curriculum Revision Handbook. This motion, made by Tyler Wagner and seconded by Craig Kindig Carried.

David Conley: Yes
Terry Emig: Yes
Allen Hogan: Absent
Craig Kindig: Yes
Miguel Llubes: Absent
Rob McKinney: Yes
Karen Miller: Absent
Tyler Wagner: Yes
David Wolverton: Yes
Yes: 6, No: 0, Absent: 3

- 13.B. LIU Joint Authority Capital Project Resolution
Motion to approve LIU Joint Authority Capital Project Resolution. This motion, made by Rob McKinney and seconded by Craig Kindig, Carried.

David Conley: Yes
Terry Emig: Yes
Allen Hogan: Absent
Craig Kindig: Yes
Miguel Llubes: Absent
Rob McKinney: Yes
Karen Miller: Absent
Tyler Wagner: Yes
David Wolverton: Yes

Yes: 6, No: 0, Absent: 3

13.C. Stricklers Signs Proposal for Scoreboard Install

Motion to approve Stricklers Signs Proposal for Scoreboard Install. This motion, made by Terry Emig and seconded by Rob McKinney, Carried.

David Conley: Yes
Terry Emig: Yes
Allen Hogan: Absent
Craig Kindig: Yes
Miguel Llubes: Absent
Rob McKinney: Yes
Karen Miller: Absent
Tyler Wagner: Yes
David Wolverton: Yes

Yes: 6, No: 0, Absent: 3

13.D. 11400 LLC Quote for Leib Elementary Dishwasher

Motion to approve 11400 LLC Quote for Leib Elementary Dishwasher. This motion, made by Tyler Wagner and seconded by Terry Emig, Carried.

David Conley: Yes
Terry Emig: Yes
Allen Hogan: Absent
Craig Kindig: Yes
Miguel Llubes: Absent
Rob McKinney: Yes
Karen Miller: Absent
Tyler Wagner: Yes
David Wolverton: Yes

Yes: 6, No: 0, Absent: 3

13.E. 11400 LLC Quote for North Salem Elementary Dishwasher

Motion to approve 11400 LLC Quote for North Salem Elementary Dishwasher. This motion, made by Terry Emig and seconded by Tyler Wagner, Carried.

David Conley: Yes
Terry Emig: Yes
Allen Hogan: Absent
Craig Kindig: Yes
Miguel Llubes: Absent
Rob McKinney: Yes
Karen Miller: Absent
Tyler Wagner: Yes
David Wolverton: Yes

Yes: 6, No: 0, Absent: 3

14. **REPORTS**

14.A. Dover Eagle Foundation Report – Director McKinney

14.B. York Adams Academy (YAA) Report - Director Emig

- 14.C. York County School of Technology (YCST) Report -
Director Conley
- 14.D. LIU #12/YORK LEARNING CENTER – No Report
- 14.E. Legislative Liaison - Director McKinney
- 14.F. Dover Industrial & Commercial Development Committee
(ICDC) Report - Director Wolverton
- 14.G. Pennsylvania School Boards Association (PSBA) Report –
No Report
- 14.H. Superintendent's Report - Dr. Timothy Mitzel

15. **PUBLIC COMMENT**

16. **MISCELLANEOUS**

- 16.A. Comments/Observations from Board Members

17. **ADJOURNMENT**

- 17.A. Future Meeting Announcements

17.B. Adjourn Meeting

Motion to adjourn at 8:03 PM. This motion, made by Terry Emig and seconded by Tyler Wagner, Carried.

David Conley:	Yes
Terry Emig:	Yes
Allen Hogan:	Absent
Craig Kindig:	Yes
Miguel Llubes:	Absent
Rob McKinney:	Yes
Karen Miller:	Absent
Tyler Wagner:	Yes
David Wolverton:	Yes
Yes: 6, No: 0, Absent: 3	

Board Secretary

**AFFILIATION AGREEMENT FOR
EDUCATION CAPSTONE/PRACTICUM/INTERNSHIP
between
Robert Morris University
and
Dover Area School District**

THIS AGREEMENT, is made this 20 day July, 2026 between Robert Morris University, (hereinafter referred to as “University”), and Dover Area School District (hereinafter after referred to as “Site”) (collectively referred to as “Parties”). The Parties intend to be legally bound to the following terms.

I. DUTIES AND RESPONSIBILITIES OF THE UNIVERSITY

- a. Selection of Students.* The University shall be responsible for the selection of qualified students to participate in the practicum or internship. Selected students must have the appropriate educational background and skills consistent with the contemplated educational experience offered by the Site.
- b. Education of Students.* The University shall assume full responsibility for the classroom education of its students. The University shall be responsible for the administration of the program, the curriculum content, and the requirements of matriculation, grading, and graduation.
- c. Advising Students of Rights and Responsibilities.* The University will be responsible for advising the student of his or her own responsibilities under this Agreement. The student shall be advised of his or her obligations to abide by the policies and procedures of the Site, and the University shall review applicable policies and procedures with each student prior to commencement of the assignment.
- d. Designation of Representative.* Each student is assigned an RMU Faculty supervisor who is responsible for overseeing the student’s academic components and is the point of contact for questions and concerns. This supervisor and/or the Field Placement & Certification Specialist may serve as a liaison between the Parties who is available to speak with representatives of the Site in order to discuss, plan and evaluate the experience of the student(s).
- e. Professional Liability Insurance.* Students shall be responsible for procuring professional liability insurance at their own expense. This policy must remain in full force and effect for the duration of the practicum or internship experience. Students will also be responsible for providing written proof of professional liability insurance to the University prior to the beginning of the capstone, practicum, or internship. The student will provide proof of professional liability insurance to the Site upon its request.
- f. Background Clearances.* Students must have Pennsylvania Act 34, 151, and 114 clearances prior to participating in any program set forth in this Agreement. Upon

request, the University shall provide Site verification of Act 34, 151, and 114 clearances or documents evidencing such clearances.

II. DUTIES AND RESPONSIBILITIES OF SITE

- a. *Establishment of Practicum and Internship.* The Site authorizes the use of its facilities as may be agreed upon by the Site and the University.
- b. *Policies of Site.* The Site will provide the University all the applicable policies, codes and other relevant information at least four (4) weeks in advance of the student's participation, whenever possible.
- c. *Administration and Safety.* The Site will have sole authority and control over all aspects of student participation at the Site. The Site will be responsible for and retain control over the organization and operation of its programs and shall have ultimate responsibility for client care, as applicable. The Site shall promptly report to the University any and all injuries to University's students that occur at the Site.
- d. *Removal of Noncompliant Student.* The Site shall have the authority to immediately remove a student who fails to comply with its policies and procedures. If such a removal occurs, the Site shall immediately notify the faculty supervisor or the University's Dean of the College of Health and Human Sciences.
- e. *Supervision of Students.* The Site shall provide, as applicable, a practicum/internship site supervisor ("Site Supervisor") who will supervise student activities during their practicum/internship. Participation as a site supervisor involves developing a mentoring relationship with the student, providing weekly supervision, sharing institutional knowledge and advice, being available to the student for questions and feedback, and completing evaluation(s) of the student's skills and performance.
- f. *Reporting of Student Progress.* The Site and Site Supervisor shall provide all reasonable information requested by the University on a student's work performance. If there are any student evaluations, they will be completed and returned according to any reasonable schedule agreed to by the University and the Site.
- g. *Student Records.* The Site shall protect the confidentiality of student records as dictated by the Family Educational Rights and Privacy Act (FERPA) and shall release no information absent written consent of the student unless required to do so by law or as dictated by the terms of this Agreement.
- h. *Indemnification.* The Site shall indemnify and hold harmless University including, without limitation, its students, faculty, agents, Trustees, directors, officers, employees, invitees, or guests, and any University contractors, from and against all claims, losses, costs, damages, and expenses (including, without limitation, attorneys' fees) relating to any loss, injury or death of any person or any damage to real or personal property whether the above result from or arise in connection with (i) any breach by Site, its agents, directors, officers, employees or any provision of this Agreement; (ii) Site's supervision and/or control over University's students under

this Agreement, or (iii) any negligent act or omission by Site agents, directors, officers, or employees. This section shall not apply to any loss or action resulting from or arising out of the negligence or willful misconduct to the extent caused by the University or its students, faculty, agents, Trustees, directors, officers, employees, invitees or guests.

III. MUTUAL TERMS AND CONDITIONS

- a. *Number of Participating Students.* The Parties will mutually agree upon the number of students that shall be assigned to the Site for the practicum experience.
- b. *Term of Agreement.* The term of this Agreement shall be five (5) year(s) from the date of execution. Thereafter, the parties may mutually agree to extend this Agreement for an additional five (5) year period.
- c. *Termination of Agreement.* The University or the Site may terminate this Agreement for any reason with ninety (90) days written notice. However, should the Site terminate this Agreement prior to the completion of an academic semester, all students enrolled at that time may continue their educational experience at the Site until the Site experience have been concluded absent the termination.
- d. *Nondiscrimination.* The Parties agree to continue their respective policies of nondiscrimination and shall not discriminate based on sex, age, race, color, creed, national origin, disability, sexual orientation or any other protected classification under applicable local, state or federal law.
- e. *Interpretation of the Agreement.* The laws of the Commonwealth of Pennsylvania shall govern this Agreement.
- f. *Modification of Agreement.* This Agreement may only be modified if reduced to writing and signed by both Parties.
- g. *Relationship of Parties.* The relationship between the Parties to this Agreement to each other is that of independent contractors. The relationship of the Parties to this contract to each other shall not be construed to constitute a partnership, joint venture or any other relationship, other than that of independent contractors.
- h. *Liability.* Neither of the Parties shall assume any liabilities to each other. As to liability to each other or death to persons or damages to property, the Parties do not waive any defenses as a result of entering into this contract.
- i. *Notices.* Any notice required or permitted to be given under this Agreement shall be in writing and shall be sent by regular or first-class mail, or in such other manner as the Parties agree, to the following:

Dover Area School District
101 Edgeway Road
Dover, PA 17315

Robert Morris University
6001 University Boulevard
Moon Township, PA 15108

Attn: Dr. Timothy Mitzel
Interim Superintendent,
Dover Area School District

Attn: Nadine Englert, Dean
College of Health and Human Sciences
(412) 397-6805
englert@rmu.edu

j. Entire Agreement. This Agreement represents the entire understanding between the Parties. No other prior or contemporaneous oral or written understandings or promises exist in regards to this relationship.

IN WITNESS WHEREOF, the authorized representatives of the Parties have executed this Agreement as of the date previously indicated.

Robert Morris University

By:

By:

Name:

Name:

Title:

Title:



TechLink Consortium
Memorandum of Understanding Between
HACC (LEA)
&
Dover Area High School CTE

I. PURPOSE:

The purpose of this Memorandum of Understanding (MOU) is to define the roles and responsibilities of the TechLink Partnership as it relates to the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) which amended the Carl D. Perkins Career and Technical Education Improvement Act of 2006. The goal is to maintain a partnership with HACC (LEA) and the Partner Institutions within its service region.

The purpose of the agreement is to:

1. Provide opportunities for administrative staff and teachers within the region to collaborate.
2. Provide in-service opportunities to maintain and continue professional development.
3. Coordinate data gathering in the region to use as a public relations tool.

This agreement shall serve as the agreement whereby the LEA provides services that support the maintenance and development of Programs of Study and Articulation Agreements in collaboration with the consortium partners.

This MOU, together with the TechLink Consortium Bylaws, constitutes the governing framework for the Consortium.

II. EFFECTIVE DATE:

This agreement shall be effective upon signed approval by representatives of **Dover Area High School CTE** and Harrisburg Area Community College, serving as LEA for the TechLink partnership.

This agreement shall be effective for school year 2026-27 or until one party notifies the other party to end the Agreement or withdraws from the Partnership. In accordance with the TechLink bylaws, membership fees are non-refundable if an institution withdraws prior to the end of the membership term.

III. RESPONSIBILITIES:

The LEA and Partner Institution agree to the following responsibilities:

A. HACC will:

1. Provide direction and fiscal oversight for the consortium activities.
2. Provide collaboration and assistance with secondary education partners on the development and implementation of Programs of Study (POS) according to the PDE POS frameworks.
3. Facilitate the generation of local articulation agreements and dual enrollment opportunities, and encourage adoption of and participation in the statewide articulation agreements as part of PDE's Programs of Study, allowing the opportunity for transportability of credits.
4. Provide professional development opportunities for teachers, faculty, counselors and administrators on topics that support the Programs of Study.
5. Support the alignment of curriculum from grade to grade (9-12) and from secondary to postsecondary education (vertical curriculum alignment).
6. Support the development of integrated academic, and career and technical curriculum and instruction (horizontal curriculum alignment).
7. Offer a forum for the development and implementation of innovative teaching and learning strategies and application of new and creative instructional approaches that encourage academic and technical teachers and faculty to collaborate in the design of how content can be integrated and delivered to engage students.

Examples of Well-designed strategies:

- a. Are jointly led, to the greatest extent possible, by interdisciplinary teaching teams of academic and technical teachers or faculty.
 - b. Employ work-based, project-based, and problem-based learning.
 - c. Incorporate team-building, critical thinking, and problem-solving.
8. Provide educational opportunities for parents and students on Programs of Study and statewide articulation as supported in the grant guidelines.
 9. Provide Consortium representation at WIB and regional workforce development entities.
 10. Offer and develop activities that support the Programs of Study and have been approved by the majority of the consortium members.
 11. Develop an annual calendar of activities and events based on member collaboration.
 12. Evaluate the effectiveness of the individual activities and the partnership through:
 - a. Surveys
 - b. Discussions
 - c. Compilation of Data
 13. Provide an update of the financial records at the quarterly meeting.
 14. Coordinate regional data that matches student outcomes with regional employment data and identify avenues for marketing the results for advocacy with public officials.

15. Provide fiscal oversight for the TechLink Consortium professional development fund, including the payment and reimbursement of expenses directly related to the approved calendar of professional development. HACC will not be held liable for expenses incurred for activities outside the approved consortium calendar of professional development.

B. The Partner Institution will:

1. Provide collaboration with postsecondary partners on the development and implementation of Programs of Study according to the PDE and POS frameworks.
2. Send a representative to attend Consortium Advisory Committee meetings quarterly.
3. Set aside funds in their local Perkins plan to assist with expenses related to professional development – but NOT to pay any HACC operating expenses or personnel salary/benefits.
4. Actively participate in the creation of scheduled events and activities.
5. Agree that the set aside dollars provided by each partner will be used as a fund to finance the agreed upon events and activities.
6. Agree to submit to HACC the set aside dollar amount listed in the MOU after receiving an invoice from HACC within 60 days of receipt of the invoice.
7. Acknowledge that all or any financial arrangements must be negotiated and will depend upon the availability of funds.

C. The following Career and Technical Centers have agreed to participate at the corresponding set aside amount:

<u>Career & Technical Centers</u>	<u>Set Aside Amount</u>
Adams County Technical Institute	\$2,000.00
Carlisle High School CTE Program	\$2,000.00
Cumberland Perry Area Career & Technical Center	\$7,000.00
Dauphin County Technical School	\$7,000.00
Dover Area High School CTE Program	\$2,000.00
Franklin County Career and Technology Center	\$7,000.00
Lancaster County Career and Technology Center	\$10,000.00
Lebanon County Career and Technology Center	\$7,000.00
York County School of Technology	\$10,000.00

IV. HACC/TECHLINK DUAL ENROLLMENT SCHOLARSHIP:

A. Purpose

The TechLink Consortium Dual Enrollment Scholarship Fund (DE Scholarship Fund) shall provide financial assistance to Career & Technical Education students who wish to pursue Dual Enrollment at HACC while enrolled at one of the TechLink Consortium partner schools.

B. Terms of Awards

No more than \$20,000.00 per year from the annual TechLink budget may be used to provide at least twenty (20) scholarship awards per academic year. Scholarship recipients may apply the award to tuition and fees. Any unspent TechLink funds budgeted for the DE Scholarship Fund may be carried over to next fiscal year.

C. Eligibility

The TechLink Consortium's DE Scholarship Fund Review Committee shall consider and give preference to students based on the following criteria:

- Those students demonstrating scholastic achievement and passion for realizing their CTE goals.
- Those students demonstrating engagement in outside activities, including work experience, community service involvement, extracurricular activities, honors, awards and/or scholarships.
- Those students demonstrating leadership skills.
- Those students demonstrating through their biographical statement that despite any extenuating circumstances, including financial need, they have been successful in their CTE program.
- Those students demonstrating effort in and completing the application process.

D. Selection Procedure

The TechLink Consortium managers shall solicit and select a committee of five (5) volunteers (from TechLink partner schools and from HACC) to perform a blind review of the TechLink Consortium DE Scholarship applications. A rubric will be provided to reviewers, who will score and select scholarship applicants based on the aforementioned criteria. The scholarship winners and their TechLink schools will be notified.

V. SIGNATURES:

A. Dover Area High School CTE:

Emily Miller, Career and Technical Education Director
Dover Area High School CTE

Date

B. HACC:

Dr. Chrissy Davis-Jones
Vice President, Student Affairs & Enrollment Management
HACC, Central Pennsylvania's Community College

Date

Lisa A. DeLorenzo, Director of High School Partnerships
Office of Student Affairs and Enrollment Management
HACC, Central Pennsylvania's Community College

Date

2026-2027
Letter of Agreement
For Student Assistance Program Drug and Alcohol Liaison Services

This Letter of Agreement (LOA) serves as a contractual arrangement between TrueNorth Wellness Services (hereafter referred to as the Provider Agency) and the Dover Area School District (hereafter referred to as the School).

SECTION A: Overview

The Commonwealth of Pennsylvania's Student Assistance Program (SAP) utilizes a systematic team approach comprised of professionals from various disciplines within the schools to include but not be limited to school counselors, teachers, principals, and SAP liaisons from community agencies. These selected professionals identify barriers to learning, and, in collaboration with families, identify students for assistance to enhance their school success.

As representatives of the County drug and alcohol service system, professionally trained Provider Agency SAP liaisons provide consultation to teams and families regarding the need for referral to community or school-based services and supports or referral for assessment to determine the need for treatment.

SECTION B: Agreement

The School and the Provider Agency agree to cooperate in the provision of the Student Assistance Program (SAP) Drug and Alcohol liaison services within the agreed upon school buildings of the school district as listed in this Letter of Agreement (LOA) to be conducted by the Provider.

The Provider Agency and the School agree that this LOA shall be supplemented by, included by reference, and be governed by:

- The provisions of the Public School Code of 1949, as amended, 24P.S section 15-1547;
- Any other statutory or regulatory provisions pertaining to the Student Assistance Program; and
- The School District's alcohol, tobacco, and other drugs policy, suicide/mental health crisis policy, weapons policy, record release policy, and any other policy regarding the Student Assistance Program.

SECTION C: Provider Agency Responsibilities

The Provider agency agrees to provide SAP services to student assistance teams as outlined below:

1. The Provider agency shall ensure adherence to all related federal, state and local laws pertaining to the delivery of Drug and Alcohol services including adherence to confidentiality laws and any other statutory or regulatory provisions pertaining to the Student Assistance Program and provision of Student Assistance Program services.
2. The provider agency agrees to ensure an agency contact: Provider agency contact: the provider agency supervisor, Stefanie Griffith, can be contacted at eglenn@truenorthwellness.org or 717-632-4900 ext.2417 should the need arise.
3. Provider agency agrees to appoint a representative to attend and participate in the previously established SAP District Council Meetings that will be held periodically throughout the year.

4. Provider agency agrees to designate a qualified liaison (bachelor's level minimum) to provide SAP services to the district as outlined in the Letter of Agreement. The SAP liaison will act as an ad hoc member of the school's Student Assistance Program core team (hereafter referred to as the SAP team). The SAP liaison for the School District will serve as a member of the core team as a Drug and Alcohol/Behavioral Health liaison.
5. The SAP liaison will be available to attend core team meetings as available either in person or virtually at a minimum of 1 meeting per secondary school per month for the purpose of consultation, recommendations, referrals, and follow-up services. The SAP Liaison will be available to elementary SAP teams when requested or the school has student referrals
6. The SAP liaison will provide Drug and Alcohol problem identification and referral services which include initial screenings and referral for other services as appropriate with written parent/guardian permission. Referrals to additional services may include drug and alcohol level of care assessments among other services. The provider agency will secure releases of information from the student/parent/guardian prior to disclosing information to agencies that may be involved in handling a referral. The liaison will meet with students within 1 week after receiving a referral from the SAP team (depending on availability of the student). Students with emergent needs will be immediately referred to appropriate services, such as crisis. If appropriate, the liaison shall ensure that the drug and alcohol level of care assessment is scheduled within seven calendar days following the liaison screening.
7. The SAP liaison will facilitate and support school-based aftercare planning and services for students who are returning/have returned to school following treatment. This may include assistance in aftercare planning or educational groups.
8. The SAP liaison will provide referral information for identified students. Referral information should include identification of agencies and/or resources that could serve the needs of identified students and their families. The provider agency liaison may assist the identified student and/or family in linking up with the appropriate services.
9. The SAP liaison shall meet with staff identified students to check-in regarding their progress/status in addition to meeting with parents as appropriate and providing follow-up on the student progress/status.
10. The SAP liaison will provide technical assistance to core teams regarding best practices for SAP as per state standards and guidelines.
11. The SAP liaison will provide crisis response consultation via phone while not in the building and on site during scheduled times available in district.
12. The SAP liaison will provide Drug and Alcohol education groups offered to students referred through the core team as permitted through the Provider York/Adams Drug & Alcohol Commission contract. Student participation in these groups shall be provided only with parental permission in accordance with school policies. (Best practice: at least one of the co-facilitators of the group should be school district personnel).
13. The SAP liaison will provide educational resources to school personnel, students, families, and community as requested and within the limits of staff availability.
14. The SAP liaison will facilitate or participate in core team maintenance.

15. The SAP liaison will consult with schools around strategies for engaging parents in the SAP process.
16. The SAP liaison will provide technical assistance to the school districts for policy development in areas related to his/her field of expertise.

SECTION D: School District Responsibilities

Dover Area School District agrees to comply with all related federal, state, and local laws pertaining to the delivery of Drug and Alcohol services within school districts, including but not limited to the Family Education Rights and Privacy Act (FERPA) and the Protection of Pupil Rights. The school district also agrees to provide a SAP team that complies with the BEC 24 P.S. 15-1547 for membership, training, common planning times, and ongoing maintenance. Additional responsibilities of the school district include:

1. The school district will designate a contact person between the team and the provider to ensure effective communication. The school district's contact will be Tim Mitzel and can be reached at twmitzel@doversd.org or 717-292-3671 ext 80111
2. The school district will appropriate a safe and private space in the school where the SAP liaison can provide services; provide for secure storage of student records, and adhere to SAP confidentiality provisions.
3. The school district will provide copies of the district's alcohol, tobacco, and other drug policy, suicide/mental health crisis policy, school calendar, a schedule of special activities, and any other school policies, which may affect Student Assistance Program services to the provider agency liaison.
4. The school district will provide family and community education on the Student Assistance Program.
5. The school district will provide faculty, pupil personnel and student orientation to the Student Assistance Program that includes staff, services, and referral procedures.
6. The school district will provide release time as established by the core team for referred students. Release time shall coincide with the normal school day and will be designed so that instructional time is not abused.
7. The school district will contact parents or guardians of identified students in order to explain referral, gather information, and obtain permission to involve students in the Student Assistance Program.
8. The school will contact the identified student to explain the SAP process before meeting with the liaison.
9. The school will submit data (on-line reporting) regarding the Student Assistance Program as requested to the Departments of Health, Education, and Public Welfare.
10. The school district will appoint a representative from Central Office along with the Building Administrator(s) or designee(s) to attend and participate in the established SAP District Council Meetings that will be held within the school year.

SECTION E: Records

Provider agency and School District agree to the following regarding records:

All records generated by the school district's Student Assistance Team, with respect to individual students, are records of the district; the retention and disclosure of which shall be governed by the policies of the district and applicable federal laws which include:

FERPA (Family Education Rights and Privacy Act of 1974) and HIPAA (Health Insurance Portability and Accountability Act of 1996) regulations should govern procedures regarding any records developed from agency screenings or assessments.

FERPA, amended in 2002 provides parental rights to inspect, review, amend and control disclosure form a child's school record.

HIPAA is a federal mandate that requires safeguards that protects health information and provides guidelines for disclosing protected information. HIPAA is designed to regulate the exchange of confidential and sensitive information. It requires providers of health care services, including behavioral health providers to keep information secure and available only to authorized personnel by defining standards and methods that will safeguard information

Protection of Pupil Rights Law (HATCH Amendment 2002) (BEC 20 USC 1232h) which states that "...No student shall be required, as part of any program, to submit to a survey, analysis, or evaluation that reveals information concerning: ... Mental and/or psychological problems... without the consent of the parent."

When a student has been referred to a liaison designated by the provider agency for screening and/or assessment, the records generated become the property of the provider agency and are regulated by the applicable Mental Health laws (PA Code Title 55) which requires parental consent for release of information when the child is under the age of 14; for Drug and Alcohol confidentiality laws (4PA Code 255.5, and 42 CFR Part 2, Chapter 1) which states that it is the minor patient (student) of a Drug and Alcohol facility or program that controls the release of records and that the minor can receive Drug and Alcohol treatment without the consent of his or her parents.

SECTION F: Conflict Resolution Process

Should there be a conflict between the Core Team and the Provider agency (liaison); the conflict resolution process should work through the levels as follows:

- Step 1. Members of the Core Team and Provider Agency Liaison meet to discuss conflict.
- Step 2. School Building Administrator and Administrator of Local Provider Agency meet.
- Step 3. School District Central Office Administrator, County Drug and Alcohol Administrator meet.
- Step 4. Chief School Administrator/Superintendent, Office of Drug and Alcohol Programs Representatives, County Drug and Alcohol Administrator and Pennsylvania Network for Student Assistance Services' Regional Coordinator meet.
- Step 5. Commonwealth SAP Interagency Committee meets.

Note: The personnel indicated at each step do not preclude the inclusion of other individuals involved with the Student Assistance Program.

SECTION G: PAYMENT

TrueNorth Wellness Services agrees to provide SAP Drug and Alcohol Liaison services free of charge to the School District as outlined under Section C of this LOA for the agreed upon schools.

Additional services can be made available to the School, such as extra educational support groups, or elementary SAP team services, and such services can be arranged for an additional cost to the School. Refer to Letter of Agreement for Secondary/Elementary SAP Liaison Services document.

SECTION H: Agreement Terms

As a result of this agreement, SAP liaisons from the agency, are school officials and thus have a legitimate educational interest in participating as full members of the SAP Team.

This agreement will be in force throughout the 2026-2027 school year. Effective dates of this agreement are August 20, 2026– June 20, 2027. Agreements will be renewed on a yearly basis. Should either party choose to be released from this agreement, written notification must be made within thirty (30) days of termination to all parties whose signatures appear on this document. This agreement can be amended by mutual agreement of both parties.

SAP Liaison services are available in person or virtually as needed.

FOR SCHOOL DISTRICT

FOR PROVIDER

Stephen Williams, Esq.

Superintendent

COO

Date

2/18/26

Date

Team

Core Team Representatives

- cc: SAP Liaison Supervisor
 SAP Liaisons
 Building Administrators
 SAP Core Team Coordinator or SAP Team Representatives
 SCA Administration

Automated Logic
Contracting Services
Assurance Plans
Enhance



Prepared For: **Dover Area School District**
Attn: **Thomas Fluke**
Location: **2 School Lane**
Dover, PA

Project ID: **26-02956**

AutomatedLogic

Building automation, energy and environmental control
www.automatedlogic.com

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- Clarifications and Exclusions

General Services Provided

Enhance

Automated Logic's Enhance service assurance program is a complete technical program and preventive maintenance plan that includes proactive monitoring of health, efficiency, and performance of your network with actionable insights that identify opportunities for reducing operating costs and avoiding failures. Additionally, our Enhance program includes routine scheduled service visits that keep our factory trained eyes on your equipment following our hands-on tasking to ensure your entire network is maintained. Included is a brief overview and description of the different services provided in this Assurance Plan.

Dedicated Account Management Support

As a valued Automated Logic customer, a dedicated account manager will be assigned to you to provide summarized reporting and consulting services as well as recommendations for improved facility performance and general support. We will work with you and guide our resources on their scheduled service visits to focus on areas where our technology lets us know attention may be required.

ALC Digital Core

WebCTRL® Software Updates

To keep your WebCTRL® server operating efficiently and securely, software updates are included in this agreement and will be installed as they are made available and scheduled with your staff. Typically provided at least once annually, software updates keep your system up to date, may include feature enhancements and security functions as well as optimize your user experience.

Controller Software maintenance

Revisions and updates to purchased software drivers (firmware) are included in this agreement and will be installed as they are made available and scheduled with your staff. These may include controller firmware updates that improve performance and security of your Automated Logic components.

Database protection and backup Automated Logic helps ensure the WebCTRL® configuration and history are preserved in a secure location.

24/7 call-center support

As an assurance program customer, you will have access to our 24/7 call center. Should an event occur where you require support, either onsite or via remote assistance, an experience service specialist will respond and interrogate your system. Should a site visit be required, we will work with you to determine the best time to dispatch our specialist. Additional charges may apply if our response and action are outside of our agreed upon scope of work.

General Services Provided

Scheduled Preventive Maintenance

Planned Preventive Maintenance

Our Enhance service program includes hands on preventive maintenance tasking commensurate with our experience and factory recommended maintenance routines. Scheduled maintenance visits provide preventative support to physical equipment including servers, controllers, field devices and operational checks of mechanical equipment.

Service Reports

During each planned visit, our specialists will document the work performed, discuss any material used for the work performed and discuss any additional findings that need attention including anything that may need to be prioritized.

Facility Management Consulting

Your dedicated Service Account Manager will provide periodic on-site consulting services that specifically address your facility needs and performance. Your account manager will share with you any opportunities to improve your facility performance uncovered by our technical team and work with you to prioritize any work that may even be out of scope of this agreement. Your Service Account Manager will also be your first point of contact for any requests, additional needs and will also work with your team to schedule visits that meet the needs of your team and occupants.

Systems Included

Qty	Equipment	Tag	Location
1	Hot Water System	Leib Elementary	
1	Chilled Water System	Leib Elementary	
8	Air Handling Unit	Leib Elementary	
1	Hot Water System	North Salem Elementary	
1	Chilled Water System	North Salem Elementary	
19	Air Handling Unit	North Salem Elementary	
1	Hot Water System	Weigelstown Elementary	
11	Air Handling Unit	Weigelstown Elementary	
1	Chilled Water System	Middle School	
1	Hot Water System	Middle School	
9	Air Handling Unit	Middle School	
1	Hot Water System	High School	
1	Chilled Water System	High School	
34	Air Handling Unit	High School	
1	Condenser Water System	Dover Elementary	
1	Hourly Visits	(144 Hrs.)	
1	WebCTRL Version Upgrade		
1	Phone Support		
1	Service Account Management		

Equipment Calendar

Visit/Option	Spring	Summer	Fall	Winter	Annual
Hot Water System (Leib Elementary)					
Software Maintenance			✓		
System Verification			✓		
Chilled Water System (Leib Elementary)					
Software Maintenance	✓				
System Verification	✓				
Air Handling Unit (Leib Elementary) (Qty: 8)					
Software Maintenance		✓			
System Verification		✓			
Hot Water System (North Salem Elementary)					
Software Maintenance			✓		
System Verification			✓		
Chilled Water System (North Salem Elementary)					
Software Maintenance	✓				
System Verification	✓				
Air Handling Unit (North Salem Elementary) (Qty: 19)					
Software Maintenance		✓			
System Verification		✓			
Hot Water System (Weigelstown Elementary)					
Software Maintenance			✓		
System Verification			✓		
Air Handling Unit (Weigelstown Elementary) (Qty: 11)					
Software Maintenance		✓			
System Verification		✓			
Chilled Water System (Middle School)					
Software Maintenance	✓				
System Verification	✓				
Hot Water System (Middle School)					
Software Maintenance			✓		
System Verification			✓		
Air Handling Unit (Middle School) (Qty: 9)					
Software Maintenance		✓			
System Verification		✓			
Hot Water System (High School)					
Software Maintenance			✓		
System Verification			✓		
Chilled Water System (High School)					
Software Maintenance	✓				

Equipment Calendar

Visit/Option	Spring	Summer	Fall	Winter	Annual
System Verification	✓				
Air Handling Unit (High School) (Qty: 34)					
Software Maintenance		✓			
System Verification		✓			
Service Account Management					
Service Account Management					✓
Hourly Visits ((144 Hrs.))					
Hourly Visit					✓
Condenser Water System (Dover Elementary)					
System Verification	✓				
Phone Support					
Phone Support					✓
WebCTRL Version Upgrade					
WC-P Version Upgrade					✓

NOTE: This schedule represents a tentative time frame per year. A formal service delivery plan will be discussed and furnished at the Customer kickoff meeting and modified as needed throughout the course of the Agreement. Our intent is that overall Task Frequency will stay the same; however, visits may change to meet any schedule requirements for the site.

Detailed Description of Work

Hourly Visits

Hourly Visit

- Provide (144 Hrs.) on-site visits to perform routine maintenance as directed by your facility management. Routine maintenance could include patches and driver updates, systems checks, optimum performance checks, device calibration, wiring and device checks, contactor checks, and other key items requested by your facility management.

Phone Support

Phone Support

- As an assurance program customer, you will have access to our 24/7 call center. Should an event occur where you require support, either onsite or via remote assistance, an experience service specialist will respond and interrogate your system. Should a site visit be required, we will work with you to determine the best time to dispatch our specialist. Additional charges may apply if our response and action are outside of our agreed upon scope of work.

Service Account Management

Service Account Management

- A dedicated service account manager will provide on-site consulting services that specifically address your facility needs. We will work with you to help define operational practices that facilitate your business needs based on our discussions and findings during our service visits.

WebCTRL Version Upgrade

WC-P Version Upgrade

- To keep your WebCTRL server operating efficiently and securely, software updates are included in this agreement and will be installed as they are made available and scheduled with your staff. Typically provided at least once annually, software updates keep your system up to date, may include feature enhancements and security functions as well as optimize your user experience.

Detailed Description of Work

Air Handling Unit

Software Maintenance

- Revisions and updates to purchased software drivers (firmware) are included in this agreement and will be installed as they are made available and scheduled with your staff

System Verification

- Verify that AHU is being controlled at the appropriate values, while the fan is operating.
- Change one set point value; verify smooth transition and stable control at the new set point.
- Return set point to original value. Repeat for each additional control loop, if any.
- Verify that controlled valves and dampers will stroke fully in both directions, sealing tightly where appropriate.
- Verify the proper operation of critical control processes and points associated with this unit. Make adjustments if necessary.
- Verify the setting/operation of the low temperature safety device, if applicable.
- Verify the operation of the cooling, pre-heat, reheat, & humidity control device, if applicable.
- Field test any alarm device or sensor and verify alarm condition is reported properly.
- Verify sensors are within acceptable range, calibrate if applicable.
- Check associated controller(s) and expansion modules for proper 24 Volt power and communication.
- Inspect wiring for signs of corrosion, fraying and discoloration, defective shielding or shield grounding.
- Document any issues and discuss "Corrective Maintenance" options with customer

Air Handling Unit

Software Maintenance

- Revisions and updates to purchased software drivers (firmware) are included in this agreement and will be installed as they are made available and scheduled with your staff

System Verification

- Verify that AHU is being controlled at the appropriate values, while the fan is operating.

Detailed Description of Work

- Change one set point value; verify smooth transition and stable control at the new set point.
- Return set point to original value. Repeat for each additional control loop, if any.
- Verify that controlled valves and dampers will stroke fully in both directions, sealing tightly where appropriate.
- Verify the proper operation of critical control processes and points associated with this unit. Make adjustments if necessary.
- Verify the setting/operation of the low temperature safety device, if applicable.
- Verify the operation of the cooling, pre-heat, reheat, & humidity control device, if applicable.
- Field test any alarm device or sensor and verify alarm condition is reported properly.
- Verify sensors are within acceptable range, calibrate if applicable.
- Check associated controller(s) and expansion modules for proper 24 Volt power and communication.
- Inspect wiring for signs of corrosion, fraying and discoloration, defective shielding or shield grounding.
- Document any issues and discuss "Corrective Maintenance" options with customer

Air Handling Unit

Software Maintenance

- Revisions and updates to purchased software drivers (firmware) are included in this agreement and will be installed as they are made available and scheduled with your staff

System Verification

- Verify that AHU is being controlled at the appropriate values, while the fan is operating.
- Change one set point value; verify smooth transition and stable control at the new set point.
- Return set point to original value. Repeat for each additional control loop, if any.
- Verify that controlled valves and dampers will stroke fully in both directions, sealing tightly where appropriate.
- Verify the proper operation of critical control processes and points associated with this unit. Make adjustments if necessary.
- Verify the setting/operation of the low temperature safety device, if applicable.
- Verify the operation of the cooling, pre-heat, reheat, & humidity control device, if applicable.

Detailed Description of Work

- Field test any alarm device or sensor and verify alarm condition is reported properly.
- Verify sensors are within acceptable range, calibrate if applicable.
- Check associated controller(s) and expansion modules for proper 24 Volt power and communication.
- Inspect wiring for signs of corrosion, fraying and discoloration, defective shielding or shield grounding.
- Document any issues and discuss "Corrective Maintenance" options with customer

Air Handling Unit

Software Maintenance

- Revisions and updates to purchased software drivers (firmware) are included in this agreement and will be installed as they are made available and scheduled with your staff

System Verification

- Verify that AHU is being controlled at the appropriate values, while the fan is operating.
- Change one set point value; verify smooth transition and stable control at the new set point.
- Return set point to original value. Repeat for each additional control loop, if any.
- Verify that controlled valves and dampers will stroke fully in both directions, sealing tightly where appropriate.
- Verify the proper operation of critical control processes and points associated with this unit. Make adjustments if necessary.
- Verify the setting/operation of the low temperature safety device, if applicable.
- Verify the operation of the cooling, pre-heat, reheat, & humidity control device, if applicable.
- Field test any alarm device or sensor and verify alarm condition is reported properly.
- Verify sensors are within acceptable range, calibrate if applicable.
- Check associated controller(s) and expansion modules for proper 24 Volt power and communication.
- Inspect wiring for signs of corrosion, fraying and discoloration, defective shielding or shield grounding.
- Document any issues and discuss "Corrective Maintenance" options with customer

Detailed Description of Work

Air Handling Unit

Software Maintenance

- Revisions and updates to purchased software drivers (firmware) are included in this agreement and will be installed as they are made available and scheduled with your staff

System Verification

- Verify that AHU is being controlled at the appropriate values, while the fan is operating.
- Change one set point value; verify smooth transition and stable control at the new set point.
- Return set point to original value. Repeat for each additional control loop, if any.
- Verify that controlled valves and dampers will stroke fully in both directions, sealing tightly where appropriate.
- Verify the proper operation of critical control processes and points associated with this unit. Make adjustments if necessary.
- Verify the setting/operation of the low temperature safety device, if applicable.
- Verify the operation of the cooling, pre-heat, reheat, & humidity control device, if applicable.
- Field test any alarm device or sensor and verify alarm condition is reported properly.
- Verify sensors are within acceptable range, calibrate if applicable.
- Check associated controller(s) and expansion modules for proper 24 Volt power and communication.
- Inspect wiring for signs of corrosion, fraying and discoloration, defective shielding or shield grounding.
- Document any issues and discuss "Corrective Maintenance" options with customer

Chilled Water System

Software Maintenance

- Revisions and updates to purchased software drivers (firmware) are included in this agreement and will be installed as they are made available and scheduled with your staff

System Verification

- Verify system is enabled and system components are in the automatic position.

Detailed Description of Work

- Verify reasonable readings are received into the system from the Outside Air Temperature/Relative Humidity sensor.
- Ensure enable/disable or lockout setpoints are reasonable for the application and equipment i.e. air cooled, liquid cooled etc.
- Confirm setpoints or optimized setpoints are in the proper range for equipment
- Confirm chilled water supply and return temperature readings are reasonable for the condition of the system (prior to startup).
- Confirm with the operator the system water levels are full i.e. chilled water, condenser water etc.
- Start system and confirm the lead equipment i.e. pumps; chillers, towers etc. started as expected note any deficiencies.
- Confirm chilled water supply and return temperature readings are reasonable for the condition of the system (post startup).
- Note any deficiencies.
- Confirm flow readings are reasonable for the amount of pumps running.
- Enable Pump rotation sequence to confirm failure recovery. This process should be initiated once for the amount of pumps present. Note any deficiencies.
- If equipped with VFD's adjust setpoint of process variable i.e. flow or differential pressure and confirm the control loop responds appropriately. Restore setpoint to original setting and note any deficiencies.
- Enable chiller rotation as applicable and be sure to allow for adequate runtime in between rotation in order to avoid the short-cycle of the cooling equipment. Note any deficiencies.
- Adjust parameters to allow for staging of equipment as applicable. Return parameters to original values once complete.
- Verify critical alarm reporting & Trend Configuration
- Test Chiller Manager roll-over sequence of recovery if equipped.
- Return parameters to original values once complete.
- Note any deficiencies of all of the above tests in detail on service report.
- Make any recommendations on findings to Facility Manager

Condenser Water System

Software Maintenance

- Revisions and updates to purchased software drivers (firmware) are included in this agreement and will be installed as they are made available and scheduled with your staff

Detailed Description of Work

System Verification

- Verify system is enabled and system components are in the automatic position.
- Verify reasonable readings are received into the system from the Outside Air Temperature/Relative Humidity sensor.
- Ensure enable/disable or lockout setpoints are reasonable for the application and equipment i.e. air cooled, liquid cooled etc.
- Confirm setpoints or optimized setpoints are in the proper range for equipment
- Confirm chilled water supply and return temperature readings are reasonable for the condition of the system (prior to startup).
- Confirm with the operator the system water levels are full i.e. chilled water, condenser water etc.
- Start system and confirm the lead equipment i.e. pumps; chillers, towers etc. started as expected note any deficiencies.
- Confirm chilled water supply and return temperature readings are reasonable for the condition of the system (post startup). Note any deficiencies.
- Confirm flow readings are reasonable for the amount of pumps running.
- Enable Pump rotation sequence to confirm failure recovery. This process should be initiated once for the amount of pumps present. Note any deficiencies.
- If equipped with VFD's adjust setpoint of process variable i.e. flow or differential pressure and confirm the control loop responds appropriately. Restore setpoint to original setting and note any deficiencies.
- Enable chiller rotation as applicable and be sure to allow for adequate runtime in between rotation in order to avoid the short-cycle of the cooling equipment. Note any deficiencies.
- Adjust parameters to allow for staging of equipment as applicable. Return parameters to original values once complete.
- Verify critical alarm reporting & Trend Configuration
- Test Chiller Manager roll-over sequence of recovery if equipped.
- Return parameters to original values once complete.
- Note any deficiencies of all of the above tests in detail on service report.
- Make any recommendations on findings to Facility Manager

Detailed Description of Work

Hot Water System

Software Maintenance

- Revisions and updates to purchased software drivers (firmware) are included in this agreement and will be installed as they are made available and scheduled with your staff

System Verification

- Verify system is enabled and system components are in the automatic position.
- Verify reasonable readings are received into the system from the Outside Air Temperature/Relative Humidity sensor.
- Ensure enable/disable or lockout setpoints are reasonable for the application and equipment.
- Confirm setpoints, reset schedules or optimized setpoints are in the proper range for equipment.
- Confirm hot water supply and return temperature readings are reasonable for the condition of the system (prior to startup).
- Confirm with the operator the system water levels are full to appropriate levels.
- Start system and confirm the lead equipment i.e. pumps, boilers, etc. started as expected note any deficiencies.
- Confirm hot water supply and return temperature readings are reasonable for the condition of the system (post startup). Note any deficiencies.
- Confirm flow readings (if applicable) are reasonable for the amount of pumps running.
- Enable Pump rotation sequence to confirm proper failure recovery. This process should be initiated once for the amount of pumps present. Note any deficiencies.
- If equipped with VFD's adjust setpoint of process variable i.e. flow or differential pressure and confirm the control loop responds appropriately. Restore setpoint to original setting and note any deficiencies.
- If equipped with a mixing valve, adjust setpoint or reset schedule to force a response from valve. Verify the system responded appropriately and achieved setpoint. Restore setpoint to original and note any deficiencies.
- If equipped with a heat exchanger, adjust setpoint or reset schedule to force a response from valve. Verify the system responded appropriately and achieved setpoint. Restore setpoint to original and note any deficiencies.
- Enable boiler rotation as applicable and be sure to allow for adequate runtime in between rotation in order to avoid the short-cycle of the heating equipment. Note any deficiencies.

Detailed Description of Work

- Adjust parameters to allow for staging of equipment as applicable. Return parameters to original values once complete.
- Note any deficiencies of all of the above tests in detail on service report. & Make any recommendations on findings to Facility Manager.

Service Agreement

Customer Name: Dover Area School District
Submitted By: Mitchell Megonnell
Customer Address: 2 School Lane, Dover, PA

Scope of Service

Automated Logic Contracting Services, Inc. (ALCS) will perform scheduled maintenance during the term of this Agreement covering the automation equipment and systems listed in the Systems Included section of this Agreement. More detailed systems related tasks can be found in the Detailed Description of Work section of this Agreement.

Agreement Term

This Agreement shall become effective upon 07/01/2026 and shall continue for a 1 year(s) term. The Agreement shall automatically renew at each Agreement anniversary (see Terms and Conditions).

Agreement Billing

In each contract year, there will be a total of 1 payment(s), paid Annually, in advance, in the amount of \$75,343.00 for Year 1.

Agreement Price (Proposal pricing valid for (60) days)

Year 1 pricing 07/01/2026 - 06/30/2027 \$75,343.00 (1 payment(s) of \$75,343.00)

Preferred Rates

Refer to the Service Billable Rates section for details on preferred rates for hours not included in this agreement. Rates subject to annual increase.

Acceptance and Approval

This Agreement will become binding upon signature by Customer and signature by an ALCS representative and is subject to the **Automated Logic Terms & Conditions of Service** posted on Carrier's webpage: <https://www.corporate.carrier.com/legal/terms-of-sale>.

Customer Acceptance (typed/printed name)

Title

Customer Acceptance (signature)

Automated Logic Contracting Services, Inc. Acceptance
(typed/printed name)

Title

Automated Logic Contracting Services, Inc. (signature)

Contacts

The following controls professionals at Automated Logic are listed for your convenience whenever you need to contact us:

Your Service Coordinator: Linda Gante schedules preventive maintenance visits, emergency calls, and manages priorities.

Contact at: 412-444-0460 , or linda.gante@carrier.com

Your Remote Support Engineer: Timothy Evans is responsible for providing Remote Technical support during normal business hours.

Contact at 717.909.7000 dial 2 for Technical Support or timothy.evans1@carrier.com

Your Service Account Manager: Ryan Wiser provides overall support and ensures resource availability for your service agreement. Your account manager has the final responsibility to make sure your needs are met in the manner that meets your criteria.

Contact at: 717-461-6434 or ryan.wiser@carrier.com

Your Area Service Manager: Norm Hockley manages our service department. He is responsible for the overall quality of service and ensuring the teams have the proper resources to service your account. The service manager ensures the team is properly trained, have the equipment necessary and ensures we are delivering the best possible product.

Contact at: 717-773-5768 or norm.hockley@carrier.com

Your Branch Manager: Adam Woods serves as General Manager of Automated Logic Pennsylvania.

Contact at: adam.woods@carrier.com

General Office Information:

Automated Logic Contracting Services – Pittsburgh
1011 Alcon Street
Pittsburgh, PA 15220
Phone: 412-444-0400

Automated Logic Contracting Services – Harrisburg
6345 Flank Drive Suite 100
Harrisburg, PA 17112
Phone: 717-909-7000

Service Billable Rates

SERVICE AGREEMENT CUSTOMERS (Billable Labor Rates / Material Rates) January 1, 2026 – December 31 st , 2026	
\$218.00/HOUR	Field Engineer, Normal Business Hours
\$328.00/HOUR	Field Engineer, After Hours Overtime
\$437.00/HOUR	Field Engineer, Holidays & Sundays
<i>*Rates subject to an annual increase</i>	
*Note	<i>Each on-site service call is subject to a minimum billing of four hours if premium time labor is not included in the Service agreement.</i> <i>These labor rates include travel time and expenses (tolls, and parking).</i> <i>Holidays include – Nationally recognized Holidays plus ALC Company observed Holidays.</i>
RESPONSE TIMES	
<u>Emergency</u> 4-8 hours (OT Rates May Apply)	<u>Non-Emergency</u> 24-48 hours

LIST PRICING (Billable Labor Rates / Material Rates) January 1, 2026 – December 31 st , 2026	
\$272.00/HOUR	Field Engineer, Normal Business Hours
\$409.00/HOUR	Field Engineer, After Hours Overtime
\$546.00/HOUR	Field Engineer, Holidays & Sundays
<i>*Rates subject to an annual increase</i>	
*Note	<i>Each on-site service call is subject to a minimum billing of four hours.</i> <i>Customer trip charge of \$125.00 per each site visit.</i> <i>Holidays include – Nationally recognized Holidays plus ALC Company observed Holidays.</i>

Please contact the Service Department at
Pittsburgh Office: 419-887-1611
Harrisburg Office: 717-909-7000

Clarifications and Exclusions

Clarifications:

- This agreement is based on work being performed during normal business hours defined as (7am – 3:30pm weekdays)
- Activities performed under this agreement are dependent on the level of Assurance Plan selected.
- Repair and/or replacement of equipment installed by Automated Logic Corporation is dependent on the level of Assurance Plan selected and identified in the covered equipment list.

Exclusions:

- Premium Time for emergency or after normal business hours.
- Mechanical repairs.
- Taxes are not included in price.
- Removal, handling, or transporting any hazardous material.

Equipment Exclusions:

- All items not directly terminated to an Automated Logic control module are excluded from this agreement. Such items include but are not limited to fan motors, pump motors, fuses, disconnects, motor starters, smoke detectors, fire alarms, variable speed drives, air compressors, exhaust air valves, humidifiers, heating coils, mechanical dampers or any computer hardware and DDC controllers not provided by Automated Logic.
- Third party devices not originally installed by Automated Logic.
- Any control wiring or pneumatic tubing outside Automated Logic control panels, variable speed drives, combination fire/smoke dampers and actuators.

Project:
Dover ASD Rational 8.3.26

From:
11400 Inc.
Danielle Cargile
2551 Horseshoe Road
Lancaster, PA 17601
(717) 392-7429

Job Reference Number: 27931

11400 LLC
Direct Sales
(717) 553-2056 opt 2

QUOTE IS VALID THROUGH 9/3/26

QUOTE INCLUDES COST OF FREIGHT TO LOADING DOCK OR RECEIVING AREA. Does not include liftgate, inside delivery, or set in place.

QUOTE BASED ON INCOMPLETE SPECS. CUSTOMER TO VERIFY ALL INFORMATION AND SPECS FOR ACCURACY.

CUSTOMER SHOULD INDICATE TO US IF WE NEED TO REFERENCE A CERTAIN CONTRACT NUMBER, PURCHASING CO-OP, ETC. (I.E. COSTARS, TIPS, PA DGS, DE STATE CONTRACT, ETC.)

CHANGING ANY PART OF QUOTE MAY REQUIRE ENTIRE QUOTE TO BE REPRICED.

NOTE: End user is responsible for ensuring Energy Star Compliance in their state (specifically in MD, NY, NJ, CA, MA, RI).

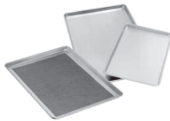
Proposals are not transferable from recipient.
Recipient:

Item	Qty	Description	Sell	Sell Total
1	1 ea	COMBI OVEN, GAS RATIONAL Model No. ICP 6-HALF ON 6-HALF NG 120V 1 PH Two (2) (CB1GRRRA.0000230) iCombi Pro® 6-Half Size Combi Ovens, double stack, natural gas, (12) 13" x 18" sheet pan or (12) 12" x 20" steam pan or (12) 1/1 GN pan capacity, intelligent cooking system with (4) assistants; iDensityControl, iCookingSuite, iProductionManager, & iCareSystem, (6) operating modes, (5) cooking methods, (3) manual operating modes, 85° to 572°F	\$23,783.11	\$23,783.11



Item	Qty	Description	Sell	Sell Total
		temperature range, quick clean, care control, eco mode, 6-point core temperature probe, retractable hand shower, Ethernet interface, Wi-Fi enabled, 49,500 BTU each, 120v/60Hz/1-ph, 6 ft. cord, 0.6 kW each, CE, IPX5, cCSAus, NSF, ENERGY STAR®		
	1 kt	60.75.751 Combi-Duo Universal Stacking Kit, for Combi-Duo, iCombi XS or 6-half size (electric or gas) on iCombi 6-half (gas only)	\$898.59	\$898.59
	1 ea	60.31.200 Stand I Stationary Oven Stand for Combi-Duo, 7-3/4"H, open sides, for iCombi 6-half size on 6-half size	\$427.77	\$427.77
	1 ea	NOTE: All discounts subject to approval by manufacturer		
	1 ea	2 years parts and labor, 5 years steam generator warranty		
	1 ea	1900.1158US Water Filtration Double Cartridge System, for full-size Combi-Duos or if used for more than (2) units, includes: (1) double head with pressure gauge, (2) R95-CLX filter & (1) filter installation kit (for each additional unit add (1) additional head & additional cartridge. Maximum (4) cartridges)	\$1,346.81	\$1,346.81
	1 ea	Note: The RATIONAL Water Filtration Systems helps provide consistent high-quality water to your RATIONAL cooking systems. The patented carbon block technology reduces the effects of sediment, chloramines, and chlorine while delivering the required flow rates.		
	1 ea	NOTE: All public water systems using surface water and most ground water systems treat with either chlorine/chloramine or chlorine dioxide (EPA will allow levels as high as 4ppm safe for drinking water, exceeding our maximum level of .2ppm.		
	1 ea	NOTE: Chloride concentrations above 80ppm can cause corrosion. RATIONAL Water Filtration does NOT reduce chloride		
	1 ea	Free Water Testing Kits are available (contact factory for info)		
	2 ea	60.71.022 Positioning aid for core temperature probe, facilitates the correct placement of the core temperature probe in liquid and in soft or very small products, for all iCombi models except XS	\$11.30	\$22.60
	1 ea	NOTE: If a heat source (grill, ranges, wok etc.) is on the left side of the unit, the minimum distance should be 14". The distance can be reduced to a 2" clearance for all models with an optional heat shield. All heat shields can be used on respective single units or in Combi-Duo configurations. Heat shields cannot be used with UltraVent and UltraVent Plus.		
	2 ea	60.75.113 Heat Shield, for right side panel, type 6-half size Pro/Classic, 2"W, stainless steel construction	\$184.02	\$368.04
	12 ea	6010.1101 Gastronorm Grid Shelf, 1/1 size, 12-3/4" x 20-7/8", stainless steel	\$29.59	\$355.08
	2 ea	9999.4104 K-12 Extended Warranty: Extends the warranty for 12 months beyond the Original Equipment Warranty to 3 years parts and labor. iCombi Pro/Classic gas 6-half, 6-full, 10-half, 10-full (NET)	\$700.00	\$1,400.00

Item	Qty	Description	Sell	Sell Total
	1 ea	NOTE: RATIONAL Certified Installation or Commissioning is required		
	1 ea	CAP Chef Assistance Program, a RATIONAL certified Chef conducts 4 hours/location specialized application training with personnel, no charge		
	1 ea	9999.2002 Pre-Installation Site Consultation, provides an installation consultation to ensure the site has proper space and connections for gas, electric, drain & water, one (1) Consultation is needed for every four (4) cooking systems, add 'in one (1) kitchen', includes 100 miles (200 miles round trip). (see attached installation flyer for details) THIS ITEM IS NON-DISCOUNTABLE, USA ONLY (NET)	\$525.00	\$525.00
	2 ea	9999.2252 RCI RATIONAL Certified Installation, new certified installation for each table-top iCombi of a combi-duo, 100 miles (200 round-trip) included. (See attached installation flyer for details) THIS ITEM IS NON-DISCOUNTABLE, USA ONLY (NET)	\$1,325.00	\$2,650.00
	2 ea	8720.1560US Installation Kit, for gas iCombi/SCC/CMP 101G (120/60Hz/1ph); gas iCombi/SCC/CMP 62G (208-240/60Hz/1ph); gas iCombi/SCC/CMP 61G (120/60Hz/1ph) THIS ITEM IS NON-DISCOUNTABLE, USA ONLY (NET)	\$654.00	\$1,308.00
	1 ea	9999.2271 RCI RATIONAL Certified Installation, additional installation cost for a RATIONAL Water Filter System is available when purchased with Certified Installation of RATIONAL unit THIS ITEM IS NON-DISCOUNTABLE, USA ONLY (NET)	\$175.00	\$175.00
ITEM TOTAL:				\$33,260.00
2	1 ea	OVEN CLEANER RATIONAL Model No. 56.01.535 Active Green Cleaner Tabs, for all iCombi Pro/Classic, 150 pieces/bucket (minimum order quantity- 2 ea, unless ordered with a unit) (NET)	\$146.00	\$146.00
ITEM TOTAL:				\$146.00
3	1 ea	OVEN CLEANER RATIONAL Model No. 56.00.562 Care Tabs, bucket of 150 packets for all iCombi Pro/Classic models and SelfCooking Center® units from 10/2008, with CareControl - Serial SG, SH or SI series (minimum order quantity: 2pcs, unless ordered with a unit) (NET)	\$118.00	\$118.00
ITEM TOTAL:				\$118.00
4	1 ea	RATIONAL RECEIVE, DELIVER Custom Model No. RATIONAL RECEIVE, DELIVER RECEIVE, DELIVER of Combi on installation day		
5	24 ea	BUN / SHEET PAN	\$14.50	\$348.00

Item	Qty	Description	Sell	Sell Total
		Advance Tabco Model No. 18-8A-13 Packed 12 ea		
		Bun Pan, half size, 18 ga. aluminum (must purchase in multiples of 12)		
ITEM TOTAL:				\$348.00
Subtotal				\$33,872.00
Total				\$33,872.00

****For smallwares and disposables pricing as well as best and final equipment pricing on new quote requests, please contact orders@11400inc.com.****

Acceptance: _____ Date: _____

Printed Name: _____

Project Grand Total: \$33,872.00



Datasheet

iCombi® Pro 6-half size + 6-half size G UG



Capacity

- > Twelve (12) Half-size sheet pans or Twelve (12) Steam table pans / GN 1/1
- > Removable standard hinging rack with 2 5/8 inch rack spacing (68 mm)
- > Large selection of accessories for various cooking procedures, such as grilling, braising or baking
- > For use with 1/1, 1/2, 2/3, 1/3 GN accessories

Combi-steamer mode

- > Steaming 86 °F – 266 °F
- > Convection 86 °F – 572 °F
- > Combination of steam and convection 86 °F – 572 °F

Description

Two intelligent, network-compatible cooking systems with poultry, meat, fish, egg-based dishes/desserts, side dishes/vegetables, baked goods modes as well as pan frying, grilling, steaming, baking, and finishing cooking methods.

- > Combi steamer as per DIN 18866 (in manual mode).
- > For most cooking processes used in commercial kitchens.
- > For using steam and convection, individually, one after the other, or combined.

The following intelligent assistants are available:

Intelligent assistant

iDensityControl  iProductionManager  iCookingSuite  iCareSystem 

iDensityControl

iDensityControl is the iCombi Pro's intelligent climate management. The interaction among intelligent sensors, a high-performance heating system and fresh steam generator, and active dehumidification ensures that the right cooking cabinet climate is always available. Intelligent air circulation ensures the best possible energy input into the food. Consequently, this ensures extraordinary productivity while maintaining high levels of food quality, even cooking and minimum energy consumption.

iCookingSuite

The iCookingSuite is the iCombi Pro's cooking intelligence. The user starts by selecting the right cooking path for the food, choosing from among 6 operating modes and / or 5 cooking methods. Users also specify the desired cooking result. The unit suggests settings for browning and degree of doneness. Intelligent sensors detect the size, quantity and condition of the food. While the cooking path is in progress, the system adjusts key parameters like cooking cabinet temperature, airspeed, and cooking time accurately to the second. The selected desired results are achieved, yielding the best possible quality in the shortest possible time. It is possible to optionally influence the cooking sequence and adapt the cooking result. Users can change to iProductionManager or manual mode at any time. Thanks to iCookingSuite you can simply save time, raw materials, and energy while maintaining a standardized food quality without having to check the procedure.

iProductionManager

iProductionManager intelligently and flexibly organizes the production process. This includes which products can be prepared together on different trays, the ideal sequence of dishes, and monitoring the cooking sequence. iProductionManager supports users with prompts to load or unload dishes. Depending on kitchen processes you can freely position orders (up to two per level) or schedule them on the basis of a certain target time. iProductionManager arranges the sequence of dishes accordingly and automatically specifies the correct settings. Users decide whether dishes are cooked based on optimum energy consumption or a certain target time. Simple monitoring activities are no longer required, saving you working time and energy.

iCareSystem

The iCareSystem is the intelligent iCombi Pro cleaning and descaling system. It recommends the amount of chemicals and ideal cleaning stage from the nine available programs based on usage and any limescale in the steam generator. Ultra-fast interim cleaning cleans iCombi Pro in only 12 minutes, all cleaning programs can also run overnight without the need for supervision. The iCareSystem is particularly efficient and environmentally friendly, consuming small quantities of phosphate-free care products, water, and energy. This means that the iCombi Pro is always hygienically clean without manual work and at minimal costs.

Unit description and functions

Intelligent functions

- > Intelligent climate management that measures, adjusts and controls the humidity down to the exact percentage
- > The actual measured humidity in the cooking cabinet can be adjusted and viewed
- > Dynamic air circulation in the cooking cabinet thanks to intelligent, reversible, high-performance five-speed fan with intelligent activation and manual programming capabilities
- > Intelligent cooking path regulation and automatic adjustment of cooking steps in order to achieve the target results, e.g., browning and degree of doneness, safely and efficiently - regardless of product size, load quantity, or who is using the unit
- > Monitoring accurate to the second and calculation of browning on the basis of the Maillard reaction to reproduce ideal cooking results
- > Adjust intelligent cooking methods or switch between iCookingSuite and iProductionManager for maximum flexibility
- > Intelligent cooking step to proof baked goods
- > Individual, intuitive programming of up to 1,200 cooking programs with up to 12 steps using drag-and-drop, per cooking system
- > Easy transfer of cooking programs to other cooking systems through secure cloud connection with ConnectedCooking or via USB stick
- > iProductionManager, the automated, intelligent planning and controlling tool, organizes multiple cooking processes and mixed loads perfectly. Automatic closing of planning gaps. Automatically optimize schedules and energy consumption in planning and target time preparation to start or end cooking dishes at the same time.
- > Visual indication of loading and removal requests using energy-saving LED lighting
- > Automatically resumes and optimally completes cooking processes following power outages lasting less than 15 minutes
- > Intelligent cleaning system suggests cleaning programs and the required amount of care products based on the degree of soiling within the cooking system
- > Display of the current cleaning and descaling status
- > Intelligent VarioSmokers control (accessory) by the cooking methods
- > Condensation/exhaust air hoods (accessories) with situational adjustment of the extraction performance and transfer of service messages.

Cooking functions

- > High-performance steam generator for optimal steaming performance even at low temperatures below 212°F
- > Power-steam function: increased steaming power available for Asian applications
- > Integrated, maintenance-free grease separation system without an additional grease filter
- > Cool-down function to quickly cool down the cooking cabinet; additional fast cooling using internal water nozzle
- > Core temperature probe with six measuring points and automatic error correction in the event of incorrect positioning. Optional positioning tool for soft or very small cooking products (accessory)
- > Delta-T cooking for extremely gentle preparation with minimal cooking losses
- > Precise burst-steam injection; water quantities can be set to 4 different levels within a temperature range of 85°F – 500°F for convection or steam-convection combination modes
- > Digital temperature display, can be set to °C or °F, displays target and actual values
- > Cooking cabinet humidity and time displayed digitally; displays target and actual values
- > Time can be set to display in 12- or 24-hour format
- > 24-hour real-time clock with automatic adjustment for daylight savings time when connected to ConnectedCooking
- > Automatic pre-selected starting time with variable date and time
- > Integrated hand shower with automatic retraction and switchable spray/jet function
- > Energy-saving, long-lasting LED lighting in the cooking cabinet, with excellent color fidelity to allow quick determination of cooking progress
- > No-charge 4-hour RATIONAL certified chef assistance program

Occupational and operating safety

- > Electronic safety temperature limiter for steam generator and convection heating
- > Integrated fan wheel brake
- > Contact temperature of the cooking cabinet door max. 163 °F
- > Use of Active Green cleaning tabs and Care tabs (solid cleaning agent) for ideal occupational safety levels
- > HACCP data storage and output via USB or optional storage and management in the cloud-based networking solution ConnectedCooking
- > Tested according to national and international standards for unsupervised operation
- > Maximum tray height must not exceed 63 inch when using a RATIONAL stand
- > Ergonomic door handle with right- / left-handed door opening and swing-shut function

Networking

- > Integrated, IP-protected Ethernet interface for wired connection to the cloud-based ConnectedCooking networking solution or for networking with each other
- > Integrated Wi-Fi interface for wireless connection to the cloud-based networking solution ConnectedCooking
- > Integrated USB interface for local data exchange
- > Cloud-based ConnectedCooking solution allows central unit management; recipe, shopping cart and program management; HACCP data management; maintenance management

Cleaning and care

- > Automatic, water pressure-independent cleaning and maintenance system for cooking cabinet and steam generator
- > Nine cleaning programs for unsupervised cleaning, also overnight, with automatic cleaning and removal of limescale deposits within the steam generator
- > Ultrafast cleaning in only 12 minutes for practically uninterrupted, hygienic production
- > Automatic cleaning routine following power outages, ensuring that cooking cabinet remains free of cleaning agents even after the cleaning process has been canceled

- > Use of phosphate and phosphorus-free Active-Green cleaning agent tabs and Care tabs
- > Hygienic setup that is flush with the counter without feet for simple, safe cleaning
- > Triple glass pane cooking cabinet door with rear ventilation, thermally reflecting special coating and swiveling glass panes for easy cleaning
- > Inside and outside material: stainless steel DIN 1.4301 / ASTM 304, seamless hygienic cooking cabinet with rounded corners and optimized air flow
- > Glass and stainless steel surfaces allow easy, safe external cleaning; IPX5-class protection against spraying water in all directions
- > Monitoring option for automatic cleaning using the cloud-based ConnectedCooking networking solution

Operation

- > High-resolution 10.1 inch TFT color display and capacitive touchscreen with self-explanatory icons for simple, intuitive operation with gestures like swiping and dragging
- > Acoustic prompts and visual messages when user action is required
- > Central dial with Push function for intuitive selection and confirmation of entries
- > User interface and help function can be set to over 55 languages
- > Basic national cuisine preferences can be selected regardless of language settings. Possible to select additional, local cuisine
- > Specially adapted cooking parameters for international or country-specific dishes can be selected and started regardless of unit language settings
- > Extensive search function including all cooking paths, application examples and settings
- > Context-sensitive support that always shows the current help content for the displayed screen content
- > Start application examples from help file
- > Simple selection of cooking paths using six operating modes and/or five cooking methods
- > Cockpit function to display information about the processes within a cooking path
- > Customization and control of user profiles to prevent operator errors
- > Interactive notifications regarding cooking paths, requested actions, intelligent functions and warnings thanks to Messenger
- > Use the upper unit to control the lower unit conveniently and ergonomically

Installation, maintenance and environment

- > Professional installation by RATIONAL-certified technicians recommended
- > Fixed waste water connection conforming to SVGW requirements is permitted
- > Adaptation to the installation site (height above sea level) through automatic calibration
- > Operation without water softener and without additional manual descaling possible
- > Installation flush with the floor and wall through connection in the base area *
- > Installation variations with RATIONAL Stand I (standard, mobile, with fixing) or RATIONAL Stand II (standard, mobile)
- > Service diagnostic system with automatic service message display, self-test function for active testing of unit functions
- > Remote diagnosis via ConnectedCooking by certified RATIONAL service partners
- > 2-year RATIONAL warranty including parts, labor, and travel and 5-year steam generator warranty**
- > Regular maintenance is recommended. Servicing by RATIONAL service partner according to manufacturer recommendations
- > Energy-efficiency tested as per DIN 18873 and consumption values published in HKICert database
- > Energy efficiency in accordance with ENERGY STAR tested and passed. Published at www.energystar.gov

* See the installation or planner manual for details

** Terms and conditions apply, see manufacturer warranty statement at www.rational-online.com

Options

- > Cooking cabinet door, left-hinged
- > SecurityLine – prison / security version
- > HeavyDutyLine – particularly heavy-duty version
- > Integrated fat drain
- > Safety door lock
- > Lockable control panel
- > Mobile oven rack package for Combi-Duo

Technical specifications

Dimensions and weights

Dimensions (W x H x D)	
Cooking system (total, incl. Stand I)	33 1/2 x 76 1/4 x 38 1/2 inches
Weights	
Net weight cooking system incl. Combi-Duo kit and Stand I	622 lb
Maximum load size per level	33/33 lb
Maximum total load capacity	66/66 lb

Each cooking system is individually

Connected loads - gas

Natural gas G20	
Nominal heat load, total	49500 BTU
Nominal heat load, Steam mode	45500 BTU
Nominal heat load, Hot Air mode	49500 BTU
Required connection flow pressure	6.5 – 10 inch w.c.
Liquid gas	
Nominal heat load, total	48500 BTU
Nominal heat load, Steam mode	44500 BTU
Nominal heat load, Hot Air mode	48500 BTU
Required connection flow pressure	10 – 15 inch w.c.

3/4" NPT with 3/4" gas shut off

Additional gas types and voltages available on request

Connected loads - gas

Voltage 2 AC 208 V	
Connected loads - gas	0.6 kW
Breaker	15 A
RCD Type	B
Voltage 1 NAC 120 V	
Connected loads - gas	0.6 kW
Breaker	15 A
RCD Type	F

All gas units are supplied with cord.

Connection conditions water

Water inlet (pressure hose), each	3/4"
Water pressure (flow pressure), each	14.5-87.0 psi

Water drain, each	2" OD
Maximum flow rate per cooking system	3.17 gal/min

Water quality requirements

Untreated water can be 0 to 24.5 gr/gal (0 to 420ppm) hardness. We do not recommend treated water hardness < 5 gr/gal (86ppm) because the water could be corrosive. Sodium ion exchangers are not recommended; H+ Ion exchange systems are recommended. Water that does not meet the following minimum standards will require the proper conditioning

Contaminant	Water Requirements	If > than recommended
Sand / Particles	< 15 µm	Particle filter
Chlorine (Cl ₂)	< 0.12 gr/gal (0.2 ppm)	Active carbon filter
Chloride (Cl ⁻)	< 4.68 gr/gal (80 ppm)	RO

Connected loads - exhaust air and thermal load

Latent heat load	3886 BTU
Sensible heat emission	4782 BTU
Sound level	60 dBA

Connection loads - data

LAN data interface	RJ45
WiFi data interface	IEEE 802.11 a/g/n

Minimum distances at installation

Clearance Requirements

To facilitate servicing, we recommend leaving a 20" (500 mm) gap on the left-hand side of the unit. If there is not 20" (500 mm) left side clearance available, provisions for moving the unit to the left for service access must be made. Such provisions include, but are not limited to, having quick connections (water, gas, etc.) and lengthened electrical connections with flexible cords.

If there are no external heat sources acting on the unit, there should be at least 2" (50 mm) of clearance on either side of the unit. The back of the unit can be mounted flush with the wall.

If a high temperature heat source is on the left side of the unit, clearance of at least 14" (350 mm) must be maintained on the left-hand side. This clearance may be reduced to 2" (50 mm) if a heat shield is used (see accessories).

Recommended clearance from unobstructed rear exhaust pipes and any surface collecting grease or flammable material; 16" (400 mm) gas, 10" (254 mm) electric. It is recommended to have a hood overhang of 6" (150 mm) to 18" (450 mm) at the front of the unit and 6" (150 mm) on the sides if installed at the end of the cooking line. Please refer to the Installation Manual for additional technical data and for instructions on installation and setup.

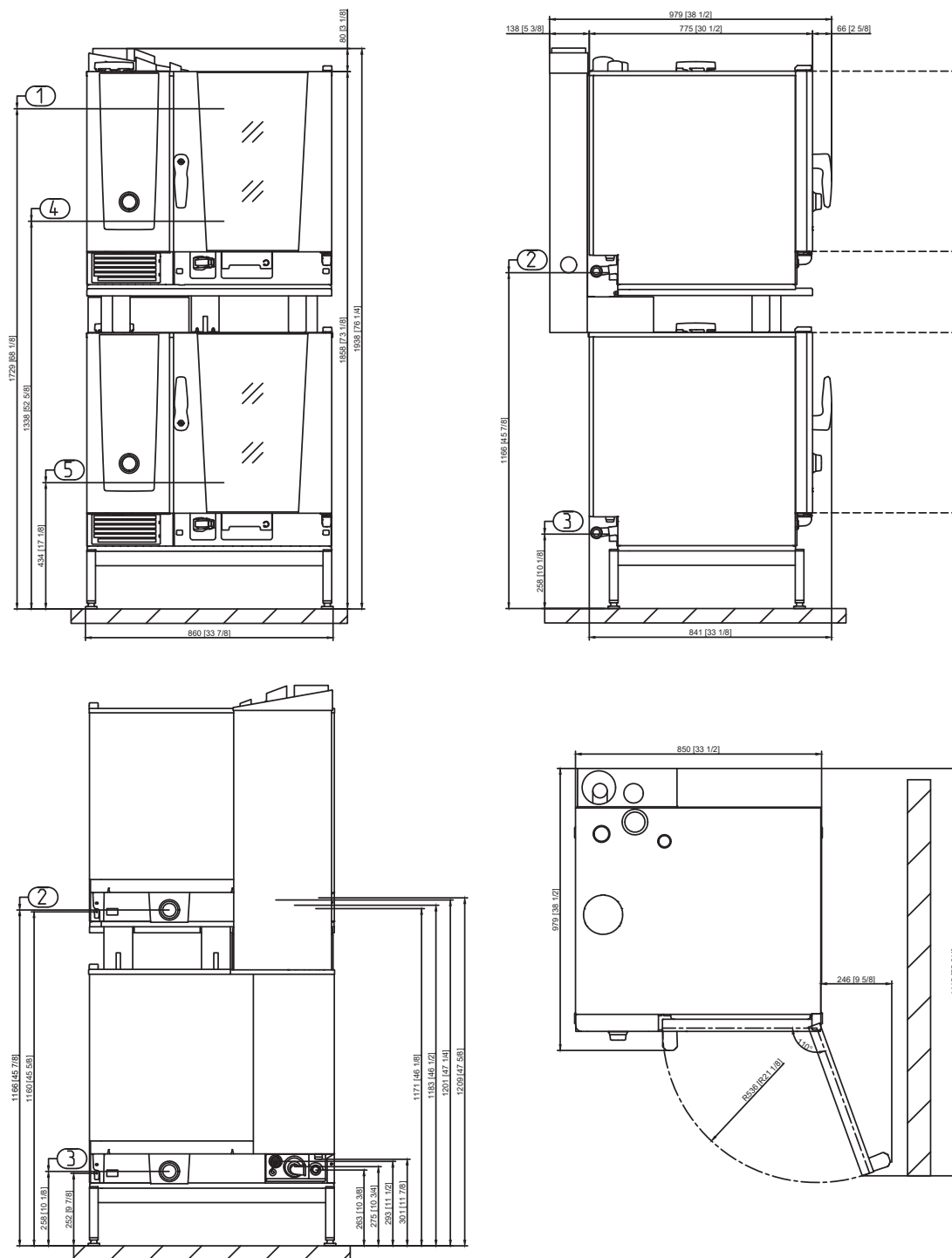
Terms and conditions of installation

- > Observe all local and country-specific standards and regulations regarding the installation and operation of industrial cooking appliances. The local standards and regulations for interior ventilation systems must also be taken into account.
- > To use ConnectedCooking, an RJ45 network socket or a WLAN connection option (IEEE 802.11 a/g/n) must be in place on-site. For optimal performance, a data rate of at least 100 MB/s is required.

Approvals

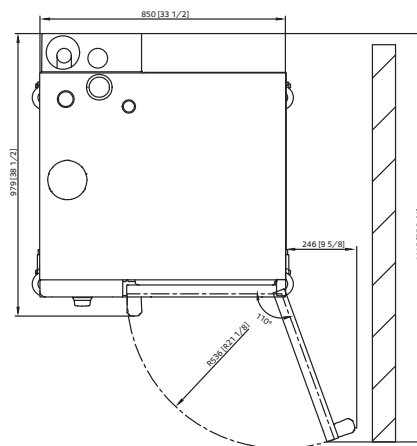
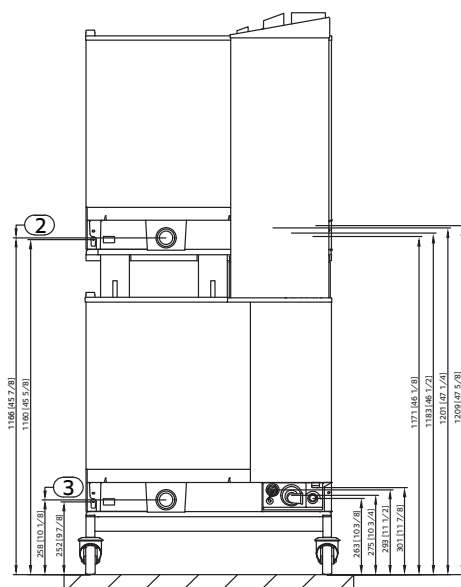
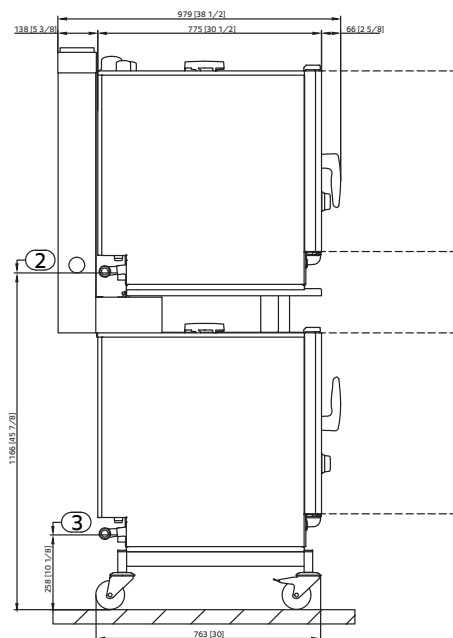
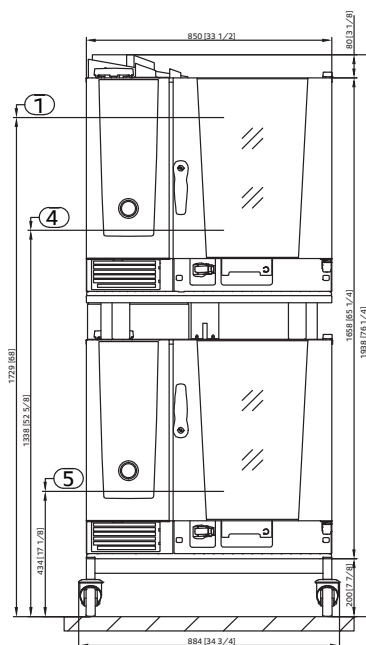


Technical drawing, gas, with Stand I – feet



1	Top rack height
2	Water drain height - top unit
3	Water drain height - bottom unit
4	Rack loading height - top unit
5	Rack loading height - bottom unit

Technical drawing, gas, with Stand I – mobile



1	Top rack height
2	Water drain height - top unit
3	Water drain height - bottom unit
4	Rack loading height - top unit
5	Rack loading height - bottom unit

Accessories

Accessories	Item number
RATIONAL Active Green cleaning agent tabs – guarantee the best cleaning performance	Item no. 56.01.535
RATIONAL Care tabs – effectively prevent limescale deposits	Item no. 56.00.562
Mobile oven rack and mobile plate oven rack – for simple loading outside the cooking system	See Cooking Systems and Accessories catalog
Combi-Duo run-in rail for mobile rack and mobile plate rack Size 6-half size, 10-half size	Item no. 60.75.761
Condensation breaker – diverts steam and vapors to an existing exhaust air system Sizes 6-half size, 10-half size, 6-full size and 10-full size	Item no. 60.72.592
RATIONAL USB stick – to securely transfer cooking programs and HACCP data	Item no. 42.00.162
Finishing system for banquets Size 6-half size, 20 plates	Item no. 60.61.741
Hinging racks - Size 6-half size	Item no. 7 racks 60.61.624 Item no. 5 racks 60.61.615
Heat shield – for installing a unit near a heat source, e.g. a grill - Size 6-half size	Item no. left side 60.75.110 Item no. right side 60.75.113
Stackable Combi-Duo kit - Size 6-half size E/G on Size 6-half size G	Item no. right-side hinges 60.75.751 Item no. left-side hinges 60.75.753
RATIONAL Single Water Filter - for all single models and Combi-Duo XS/XS, 6-half size/6-half size and 6-half size/10-half size	Item no. 1900.1154US
Stands are available in various versions - standard, with casters, or with anchorable stainless steel feet	See Cooking Systems and Accessories catalog

We offer a wide range of cooking accessories to help you achieve ideal cooking results; for more information, please consult our accessories brochure, ask your dealer, or visit www.rational-online.com

Planner	RATIONAL USA Inc.
	1701 Golf Road, Suite C-120, Commerce Rolling Meadows, IL 60008 Toll Free: 888-320-7274 Fax: 847-755-9583 Email: info@rational-online.com Visit us on the internet: www.rational-online.com

Universal Stacking kit.



Combi-Duo Electric Universal Stacking kit on Stand I or Mobile Roller Kit. To provide the possibility to add other equipment with a max load of 551 lbs (250 kg) on top of the RATIONAL unit.

1



Half-Size

G	60.75.751	Universal Stacking Kit Gas
I	60.75.755	Universal Stacking Kit Electric

Mobile kit – Half-Size

Kit with height-adjustable rollers. Surface height with 6-half size (38 7/8" (989 mm)) or 10-half size (49 1/8" (1,249 mm)) Height adjustment by up to 3/4 in (20 mm); three settings.

60.31.622	Sizes 6-half size, 10-half size, dimensions W D H: 37 2/7 25 3 1/8 in (948 634 80 mm)
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Stand I – Half-Size

Open on all sides. Surface height with 6-half size (43 1/2" (1,104 mm)) or 10-half size (53 5/8" (1,364 mm))

60.31.200	Standard, dimensions W D H: 33 7/8 27 7 7/8 in (860 685 200 mm)
60.31.201	With height-adjustable casters, dimensions W D H: 34 3/4 30 7 7/8 in (884 763 200 mm)
60.31.202	With anchoring (MarineLine), dimensions W D H: 34 7/8 28 7 7/8 in (885 710 200 mm)

2



Full-Size

H	60.75.752	Universal Stacking Kit Gas
J	60.75.756	Universal Stacking Kit Electric

Mobile kit – Full-Size

Kit with height-adjustable rollers. Surface height with 6-full size (38 7/8" (989 mm)) or 10-full size (49 1/8" (1,249 mm)) Height adjustment by up to 3/4 in (20 mm); three settings.

60.31.635	Sizes 6-full size, 10-full size dimensions W D H: 46 32 5/6 3 1/8 in (1170 834 80 mm)
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Stand I – Full-Size

Open on all sides. Surface height with 6-full size (43 1/2" (1,104 mm)) or 10-full size (53 5/8" (1,364 mm))

60.31.203	Standard, dimensions W D H: 42 5/8 34 7/8 7 7/8 in (1082 885 200 mm)
60.31.204	With height-adjustable casters, dimensions W D H: 43 1/2 37 7/8 7 7/8 in (1106 963 200 mm)
60.31.205	With anchoring (MarineLine), dimensions W D H: 43 5/8 35 7/8 7 7/8 in (1107 910 200 mm)

❶ iCombi Pro 6-half size, electric ❷ iCombi Pro 6-full size, gas

Specification/Datasheet

Stand I Combi-Duo 6-half size on 6-half size or 10-half size E - Standard



Article number

60.31.200

Description

The stand ensures safe installation of the Combi-Duo, consisting of the iCombi Pro or iCombi Classic 6-half size and 10-half size. The cooking system can be fixed on the stand using a mounting kit.



Intended use

This product is intended exclusively for professional use, such as in restaurant kitchens or catering operations for schools, hospitals, or delis. Any other use runs counter to its intended purpose, and could be dangerous. RATIONAL AG assumes no liability for consequences of improper use.

Features

- Open on all sides
- Height-adjustable feet
- Mounting kit for fixing the cooking system on the base frame

Technical specifications

Clearance from floor panel to floor:	5 7/8 in (150 mm)
Max. fixed power:	1,320 lb (600 kg)
Feet height adjusts by up to:	1 1/8 in (30 mm)

Dimensions and weights

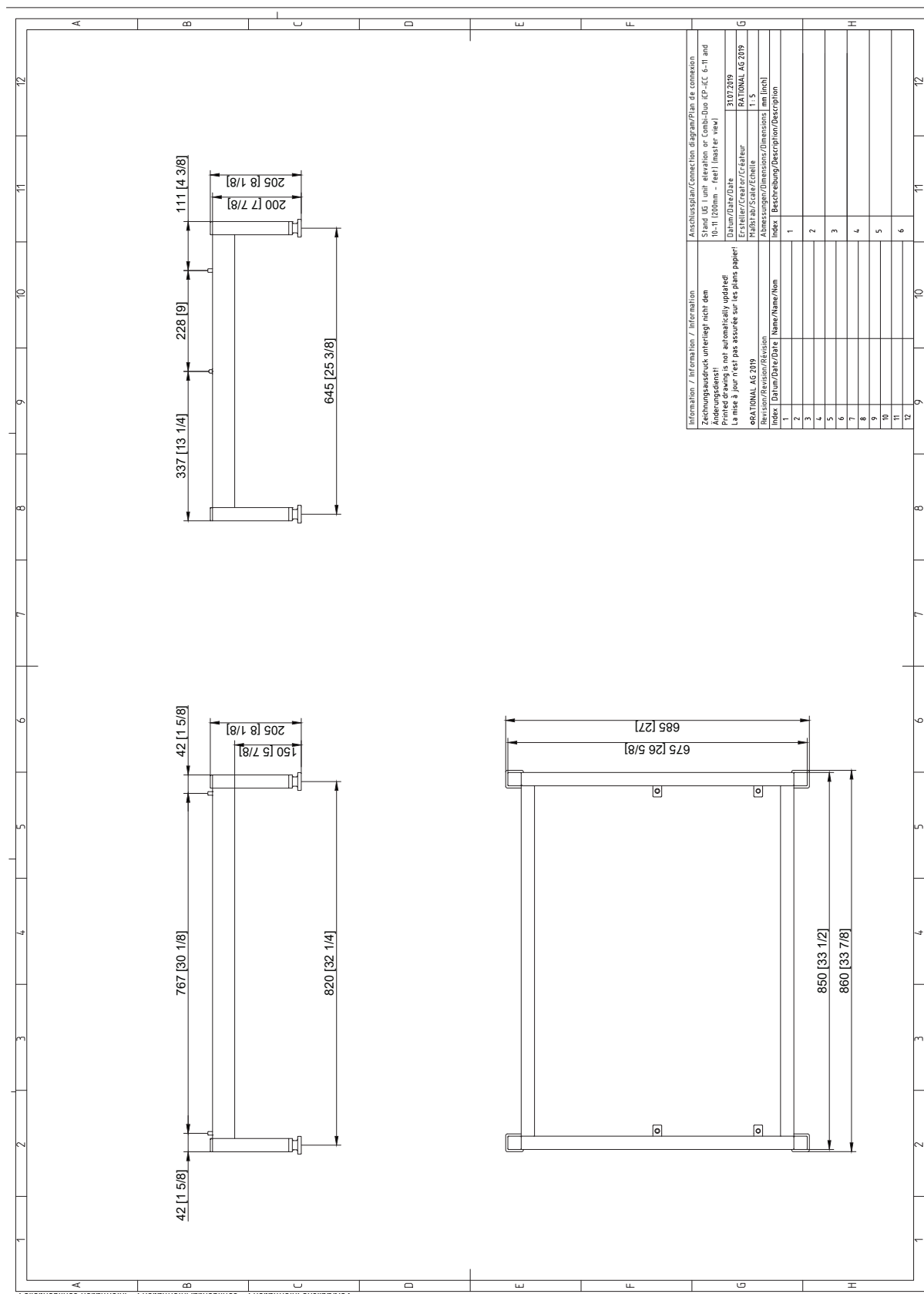
Width (W):	33 7/8 in (860 mm)
Height (H):	7 7/8 in (200 mm)
Depth (D):	27 in (685 mm)
Weight:	13 lb (5.9 kg)

Material

Stainless steel (CNS 1.4301/AISI 304)

Specification/Datasheet

Stand I Combi-Duo 6-half size on 6-half size or 10-half size E - Standard



Visit us on the internet: www.rational-online.com
We reserve the right to make technical improvements

Water Filtration Products.

R295-CLX



R295-CLX

RATIONAL Water Filtration Products Model R295-CLX water filtration system helps provide consistent high quality water for your RATIONAL combi by reducing the effects of sediment, chloramines, chlorine, taste & odor while providing required flow rates for Combi-Duo models 6-full size/6-full size, 6-full size/10-full-size or if used for more than 2 units. For each additional unit add one additional head and cartridge.

Product Benefits

- › Carbon block technology effectively reduces chloramines, chlorine, taste & odor for better equipment protection.
- › NSF Standard 42 and FDA CFR-21 compliant materials.
- › Sanitary Quick Change (SQC) encapsulated cartridge design allows for fast and easy cartridge change-outs with 1/4" turn.
- › 3/4" MNPT horizontal inlet and outlet ports allow direct or easily adaptable connections to existing plumbing lines.

Model Number	Article No.	Reduction Claims	Nominal Micron Rating	Capacity	Replacement Cartridge	Service Flow Rate
R295-CLX	1900.1158US	Chlorine, Taste and Odor Chloramine	5.0 ¹	108,000 gallons (408,824 liters)	R295-CLX (Qty 2) 1900.1155US	10 gpm (37.85 lpm) 3 gpm (11.36 lpm)

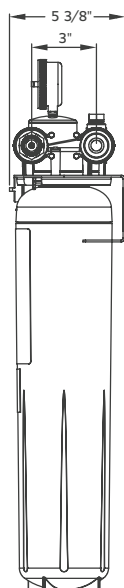
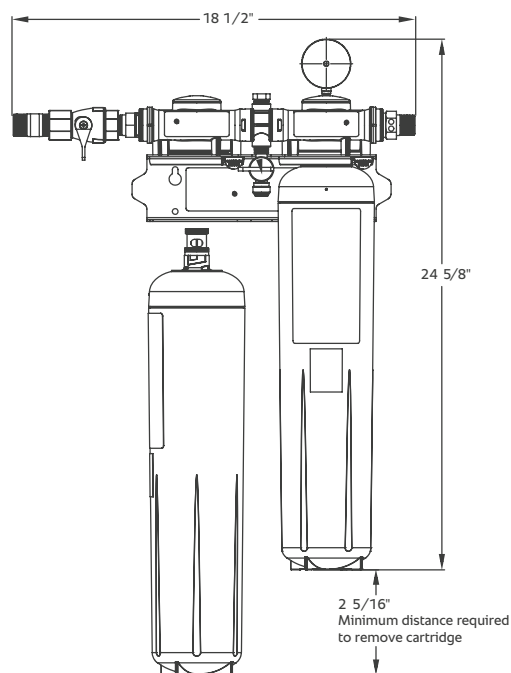
¹ NSF Certified for Particulate Reduction



Visit www.nsf.org for the claims associated with products that are NSF listed.

Water Filtration Products.

R295-CLX



Application Guide

- › 6-full size/6-full size or 6-full size/10-full-size.
Add up to 2 additional units with extra heads and cartridges.

Important: Installation Tips

These installation tips are for informational purposes only and are not intended to be used as actual installation instructions. **CAUTION:** To reduce the risk associated with property damage due to water leakage:

- › Read and follow Use Instructions before installation and use of this system.
- › Installation and use **must** comply with all state and local plumbing codes.
- › Protect from freezing, remove filter cartridge when temperatures are expected to drop below 40 °F (4.4 °C).
- › Do not install on hot water supply lines. The maximum operating water temperature of this filter system is 100 °F (37.8 °C).
- › Water pressure range- minimum 25 to maximum 80 psi (172-552 kPa). If your water pressure exceeds 80 psi (552 kPa), you must install a pressure limiting valve. Contact a plumbing professional if you are uncertain how to check your water pressure.
- › Do not install where water hammer conditions may occur. If water hammer conditions exist you must install a water hammer arrester. Contact a plumbing professional if you are uncertain how to check for this condition.
- › The disposable filter cartridge **must** be replaced every 12 months, at the rated capacity or sooner if a noticeable reduction in flow rate occurs.

Warning

To reduce the risk associated with the ingestion of contaminants: Do not use with water that is microbiologically unsafe or of unknown quality without adequate disinfection before or after the system.

RATIONAL recommends regularly scheduled maintenance and replacement of the filter cartridge(s) in order for the product to perform as advertised/sold. RATIONAL shall not be liable for system failures due to improper maintenance.

Limited Warranty

RATIONAL warrants this Product will be free from defects in material and manufacture for five (5) years from the date of purchase: The filter cartridge or filter membrane is warranted to be free from defects in material and manufacture for one (1) year. This warranty does not cover failures resulting from abuse, misuse, alteration or damage not caused by RATIONAL Water Filters or failure to follow installation and use instructions. No warranty is given as to the service life of any filter cartridge or membrane as it will vary with local water conditions and water consumption. RATIONAL MAKES NO OTHER WARRANTIES OR CONDITIONS, EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTY OR CONDITION OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE OR ANY IMPLIED WARRANTY OR CONDITION ARISING OUT OF A COURSE OF DEALING, CUSTOMER OR USAGE OF TRADE. If the Product fails to satisfy this Limited Warranty during the warranty period, RATIONAL will replace the Product or refund your Product purchase price. This warranty does not cover labor. The remedy stated in this paragraph is Customer's sole remedy and RATIONAL exclusive obligation. For additional information, see the entire Limited Warranty located in the product Installation and Operating Instruction Manual.

Limitation of Liability. RATIONAL will not be liable for any loss or damage arising from this RATIONAL product, whether direct, indirect, special, incidental, or consequential, regardless of the legal theory asserted, including warranty, contract, negligence or strict liability. Some states and countries do not allow the exclusion or limitation of incidental or consequential damages, so the above limitation or exclusion may not apply to you.

RATIONAL USA

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Tel. 888-320-7274 (Toll Free)
Fax 847-755-9583

info@rational-online.us
rationalusa.com



Installation Information Form.

To ensure maximum customer satisfaction and proper future service support.
Dealer is responsible for completing this form.

Submit this form with every PO.

Project Name (required)

Phone Number Project Location (required)

Street Address (required)

City/State/Zip Code (required)

Location Contact Name (required)

Phone Number Location Contact (required)

Location Contact Email (required)

RATIONAL PO Number

Please select one of the shipping options for your order below (required). If RATIONAL does not receive any notice, we will proceed with the requested shipping date noted below.

☐ Ship ASAP. Ships 2 to 3 days after confirmation by RATIONAL (with or without Pre-Installation Site Consultation).

☐ Ship after Pre-Installation Site Consultation is complete. Ship no later than

☐ Ship by date (with or without Pre-Installation Site Consultation).

☐ Hold until confirmation to ship. Estimated shipping date.

List your preferred RATIONAL Service Provider, or RATIONAL will select an RSP based on location.

☐ New Construction

Approximate Pre-Installation Site Consultation Date (If Purchased):

☐ Replacement

Approximate Installation Date:

Dealer:

Contact at Dealer:

Phone Number:

Email:

Signature:

Date:

The ship date will be the date indicated on the sales confirmation. This date may be subject to change.

1701 Golf Road Suite C-120, Commerce Rolling Meadows, IL 60008
Phone (224) 366-3500 Fax (847) 755-9583



Installation Kit

Article no. 8720.1560US

The RATIONAL Installation Kit ensures that the installer has all the essential connection materials on hand at the time of install. Not all parts are used in every installation.

Gas RATIONAL Combi Oven 6-half size G (120v/60/1ph) or (208v/60/1ph)

Gas RATIONAL Combi Oven 10-half size G (120v/60/1ph) or (208v/60/1ph)

Gas RATIONAL Combi Oven 6-full size (208-240v/60/1ph)

The Installation Kit for the above models includes:

1	ea	Gas Connector Hose, 3/4" NPT connection, 48" long, stainless steel braid with Plastic coat exterior, brass push to connect quick disconnect coupling, for castered equipment with cable strain relief
1	ea	90 degree black iron elbows, 3/4" NPT
2	ea	90 degree black iron street elbows, 1" NPT
1	ea	18" long × 3/4" NPT black iron pipe
1	ea	10" long × 3/4" NPT black iron pipe
1	ea	8" long × 3/4" NPT black iron pipe
1	ea	Close nipple 3/4" NPT black iron pipe
2	ea	45 degree black iron elbows, 3/4" NPT
2	ea	2" Minnies
1	ea	3/4" minnies
2	ea	3/4" Water Connector Hose, 5/8" ID, 3/4" female hose thread both ends, 60" long rubber coated, NSF approved
1	ea	Male union 3/4" × 3/4" MHT
2	ea	90 deg Fresh water elbow
8	feet	2" copper pipe (two 4' pieces)
2	ea	2" copper pipe 90 degree elbow
1	ea	2" copper pipe T fitting
2	ea	2" copper pipe 45 degree elbow
1	ea	2" copper pipe 90 degree elbow female to male
1	ea	2" copper pipe 90 degree long sweep
1	ea	2" copper pipe coupling
1	ea	Receptacle NEMA 6-15R 15A-250V
1	ea	NEMA 6-15R cover plate single junction box
1	ea	NEMA 6-15P
1	ea	NEMA 5-15P

Please note that installation kits are non-discountable.

Rational AG

Safety Data Sheet

according to 29 CFR 1910.1200(g)

Oven Delimer Tablets for RATIONAL SelfCookingCenter®, Art. Nr. 56.00.560, 56.00.562

Print date: 03.02.2016

Product code: 00625-0016_US_GHS

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1. Identification

Product identifier

Oven Delimer Tablets for RATIONAL SelfCookingCenter®, Art. Nr. 56.00.560, 56.00.562

Recommended use of the chemical and restrictions on use**Use of the substance/mixture**

Preservative agent

Details of the supplier of the safety data sheet

Company name: Rational AG

Street: Iglinger Strasse 62

Place: D-86899 Landsberg

Telephone: +49 (0)8191-3270

Telefax: +49 (0)8191-21735

Responsible Department: Responsible for the safety data sheet: reinigung@rational-online.de**Emergency phone number:**

In North America contact Info Trac at 1-800-535-5053

outside USA/CA contact +49 89 19240



2. Hazard(s) identification

Classification of the chemical**Regulation (EC) No. 1272/2008**

Hazard categories:

Skin corrosion/irritation: Skin Irrit. 2

Serious eye damage/eye irritation: Eye Irrit. 2

Hazard Statements:

Causes skin irritation

Causes serious eye irritation

Label elements**Regulation (EC) No. 1272/2008**

Signal word: Warning

Pictograms:

**Hazard statements**

Causes skin irritation

Causes serious eye irritation

Precautionary statements

Keep out of reach of children.

If medical advice is needed, have product container or label at hand.

Wear protective gloves/protective clothing/eye protection/face protection.

If on skin: Wash with plenty of water.

If in eyes: Rinse cautiously with water for several minutes. Remove contact lenses, if present and easy to do.

Continue rinsing.

If exposed or concerned: Get medical advice/attention.

Hazards not otherwise classified

Not known.

3. Composition/information on ingredients

Mixtures

Safety Data Sheet

according to 29 CFR 1910.1200(g)

Oven Delimer Tablets for RATIONAL SelfCookingCenter®, Art. Nr. 56.00.560, 56.00.562

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Hazardous components

CAS No	Components	Quantity
77-92-9	Citric acid	> 20 %
617-48-1	Malic acid	> 20 %
124-04-9	Adipic acid	1 - 5 %

4. First-aid measures**Description of first aid measures****General information**

If you feel unwell, seek medical advice.

After inhalation

Move to fresh air in case of accidental inhalation of dust or fumes from overheating or combustion.

After contact with skin

In case of contact with skin wash off immediately with soap and water.

Consult a doctor if skin irritation persists.

After contact with eyes

Rinse immediately with plenty of water, also under the eyelids, for at least 15 minutes.

Seek medical treatment by eye specialist.

After ingestion

Rinse out mouth thoroughly with water.

Do not induce vomiting.

Never give anything by mouth to an unconscious person.

Summon a doctor immediately.

Most important symptoms and effects, both acute and delayed

WARNING !

Causes serious eye irritation.

Causes skin irritation.

OSHA Hazard Communication: This material is considered hazardous by the OSHA Hazard Communication Standard 29CFR 1910.1200.

Indication of any immediate medical attention and special treatment needed

Treat symptoms.

5. Fire-fighting measures**Extinguishing media****Suitable extinguishing media**

Product does not burn, fire-extinguishing activities according to surrounding.

Unsuitable extinguishing media

Full water jet.

Specific hazards arising from the chemical

Fire may produce:

Irritant/corrosive, flammable as well as toxic distillation gases (carbonization gases).

Special protective equipment and precautions for fire-fighters

Use breathing apparatus with independent air supply.

Protective suit.

Additional information

Cool containers at risk with water spray jet.

Fire residues and contaminated firefighting water must be disposed of in accordance with the local regulations.

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6. Accidental release measures

Personal precautions, protective equipment and emergency procedures

No special precautions required.

Environmental precautions

Do not discharge into the drains/surface waters/groundwater.

Methods and material for containment and cleaning up

Pick up mechanically, avoiding dust, and provide disposal in suitable recipients.

Flush rests with sufficient amount of water.

Reference to other sections

Observe protective instructions (see Sections 7 and 8).

Information for disposal look up chapter 13.

7. Handling and storage

Precautions for safe handling

Advice on safe handling

Avoid the formation of dust.

Avoid contact with eyes, skin or mucous membrane.

Advice on protection against fire and explosion

No special protective measures against fire required.

Conditions for safe storage, including any incompatibilities

Requirements for storage rooms and vessels

Keep in the original sealed container.

Keep containers tightly closed in a dry, well-ventilated place.

Further information on storage conditions

Keep away from food, drink and animal feeding stuffs.

8. Exposure controls/personal protection

Control parameters

Exposure controls

Appropriate engineering controls

Provide appropriate exhaust ventilation at machinery and at places where dust can be generated.

Protective and hygiene measures

Avoid contact with eyes and skin.

Wash hands before breaks and at the end of workday.

When using do not eat, drink or smoke.

Remove and wash contaminated clothing before re-use.

Eye/face protection

Tightly fitting goggles.

Eye wash bottle with pure water.

Hand protection

Protective gloves resistant to chemicals made off natural-rubber latex, Minimum coat thickness 0.6 mm, Permeation resistance (wear duration) approx. 480 minutes, i.e. protective glove <Lapren 706> made by www.kcl.de.

This recommendation refers exclusively to the chemical compatibility and the lab test conforming to EN 374 carried out under lab conditions.

Requirements can vary as a function of the use. Therefore it is necessary to adhere additionally to the recommendations given by the manufacturer of protective gloves.

Safety Data Sheet

according to 29 CFR 1910.1200(g)

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Respiratory protection

No personal respiratory protective equipment normally required.
Breathing apparatus (particle filter) only if dust is formed.

9. Physical and chemical properties**Information on basic physical and chemical properties**

Physical state:	Tablet
Color:	White
Odor:	Characteristic

Test method

pH-Value:	2,5 (1%)
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Changes in the physical state

Flash point:	n.a.
Lower explosion limits:	n.a.
Upper explosion limits:	n.a.
Ignition temperature:	n.a.

Oxidizing properties

n.a.

Vapor pressure: (at 20 °C)	n.a.
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Water solubility: (at 20 °C)	Soluble
---------------------------------	---------

Partition coefficient:	n.d.
------------------------	------

Other information

Bulk density: approx. 800 g/L

10. Stability and reactivity**Reactivity**

No decomposition if stored and applied as directed.

Chemical stability

Stability:	Stable
------------	--------

Stable under normal conditions.

Possibility of hazardous reactions

Hazardous reactions:	Will not occur
----------------------	----------------

No hazardous reactions known.

Conditions to avoid

Protect from moisture.

Incompatible materials

No materials to be especially mentioned.

Hazardous decomposition products

No hazardous decomposition products known.

11. Toxicological information**Information on toxicological effects**

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Route(s) of Entry

Skin and eye contact, inhalation and ingestion.

Acute toxicity

Based on available data, the classification criteria are not met.

Citric acid

LD50/oral/rat: 6730 mg/kg

Adipic acid

LD50/oral/rat: 11000 mg/kg

Malic acid

LD50/oral/rat: >3200 mg/kg

CAS No	Components				
	Exposure routes	Method	Dose	Species	Source
77-92-9	Citric acid				
	oral	LD50	11700 mg/kg	Rat	
	dermal	LD50	> 2000 mg/kg	Rat	

Irritation and corrosivity

Causes skin irritation

Causes serious eye irritation

Skin irritation: Irritant

Eye irritation: Irritant

Sensitizing effects

Based on available data, the classification criteria are not met.

Irritant

Specific target organ toxicity (STOT) - single exposure

Based on available data, the classification criteria are not met.

Severe effects after repeated or prolonged exposure

Based on available data, the classification criteria are not met.

STOT - Single exposure: Not classified.

STOT - Repeated exposure: Not classified.

Aspiration hazard: Not classified.

Carcinogenic/mutagenic/toxic effects for reproduction

Based on available data, the classification criteria are not met.

Carcinogenicity: Not classified.

Mutagenicity: Not classified.

Teratogenicity: Not classified.

Carcinogenicity (NTP): Not listed

Carcinogenicity (IARC): Not listed

Carcinogenicity (OSHA): Not listed

Aspiration hazard

Based on available data, the classification criteria are not met.

Practical experience

Other observations

Ingestion causes irritation of upper respiratory system and gastrointestinal disturbance.

Inhalation of dust may cause shortness of breath, tightness of the chest, a sore throat and cough.

12. Ecological information

Ecotoxicity

Citric acid :

LC50/Leuciscus idus/96 h: 440 - 706 mg/l

Rational AG

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according to 29 CFR 1910.1200(g)

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EC50/Daphnia magna: 85 mg/l

Adipic acid:

LC50/Pimephales promelas/96 h: 97 mg/l

Persistence and degradability

Product is biodegradable.

Bioaccumulative potential

No data available.

Mobility in soil

The product is soluble in water.

Other adverse effects

No data available.

13. Disposal considerations**Waste treatment methods****Advice on disposal**

Remove in accordance with local official regulations.

Contaminated packaging

Empty containers should be taken for local recycling, recovery or waste disposal.

Contaminated packaging should be emptied as far as possible and after appropriate cleansing may be taken for reuse.

Packaging that cannot be cleaned should be disposed of like the product.

14. Transport information**US DOT 49 CFR 172.101****Proper shipping name:**

Not regulated.

Other applicable information

Non hazardous material as defined by the transport regulations.

15. Regulatory information**U.S. Regulations****National Inventory TSCA**

All of the components are listed on the TSCA inventory.

National regulatory information

SARA Section 304 CERCLA:

Adipic acid (124-04-9): Reportable quantity = 5,000 (2270) lbs. (kg)

SARA Section 311/312 Hazards:

Citric acid (77-92-9): Immediate (acute) health hazard

Malic acid (617-48-1): Immediate (acute) health hazard

Adipic acid (124-04-9): Immediate (acute) health hazard

SARA

To the best of our knowledge this product contains no toxic chemicals subject to the supplier notification requirements of Section 313 of the Superfund Amendments and Reauthorization Act (SARA/EPCRA) and the requirements of 40 CFR Part 372.

State Regulations**Safe Drinking Water and Toxic Enforcement Act of 1986 (Proposition 65, State of California)**

This product contains no chemicals known to the State of California to cause cancer, birth defects or other reproductive harm.

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16. Other information**Hazardous Materials Information Label (HMIS)**

Health: 2
Flammability: 0
Physical Hazard: 0

NFPA Hazard Ratings

Health: 2
Flammability: 0
Reactivity: 0
Unique Hazard:

**Changes**

Revision date: 03.02.2016
Revision No: 6,1
-

Other data

The information in this document is based on the present state of knowledge and is applicable to the product with regard to appropriate safety precautions.

The information describes exclusively the safety requirements for the product (s) and is based on the present level of our knowledge.

The delivery specifications are contained in the corresponding product sheet.

This data does not constitute a guarantee for the characteristics of the product(s) as defined by the legal warranty regulations.

(n.a. = not applicable; n.d. = not determined)

(The data for the hazardous ingredients were taken respectively from the last version of the sub-contractor's safety data sheet.)



ALUMINUM BAKING PANS

Item #: _____ Qty #: _____

Model #: _____

Project #: _____

FEATURES:

Die formed from one sheet aluminum.

Wire reinforced top perimeter edge for optimum strength.

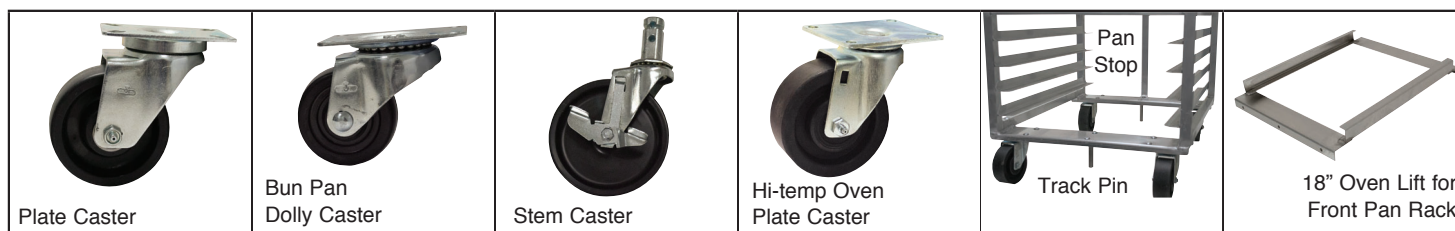
Pans "nest" to maximize storage.

MATERIAL:

Heavy gauge aluminum.

MODEL #	Size	Style	Gauge	Weight
18-A-26	18" x 26" x 1"	Heavy Duty	16	48 lbs. per dz.
18-8A-26	18" x 26" x 1"	Standard	18	40 lbs. per dz.
18-8P-26	18" x 26" x 1"	Perforated	18	33 lbs. per dz.
18-8A-13	18" x 13" x 1"	Half size	18	24 lbs. per dz.

Pan Rack Accessories



Bun Pan Rack Covers with 3 Zippers

28" L x 23" W x 62" H

PRC-1



PRC-2



RA-24

MODEL #	Description	Qty.
RA-10	Pan Stop	
RA-20	Track Pin	
RA-24	12" Tall Vertical Bumpers (Set of 4)	
RA-25	5" Stem Bolted Caster	
RA-26	5" Stem Bolted Caster w/ Brake	
RA-25SV	5" Stem Bolted Caster (For PR18-3K, PR20-3K & PR12-5K Only)	
RA-26SV	5" Stem Bolted Caster w/Brake (For PR18-3K, PR20-3K & PR12-5K Only)	
RA-30	4" Plate Caster w/ built-in Zerk Grease Fitting	
RA-35	4" Plate Caster w/ Brake w/ built-in Zerk Grease Fitting	
RA-40	4" Hi-temp Oven Plate Caster w/ built-in Zerk Grease Fitting	
RA-45	4" Hi-temp Oven Plate Caster w/ Brake w/ built-in Zerk Grease Fitting	
RA-50	3" Bun Pan Dolly Caster	
RA-55	4" Set of Plate Casters, Factory Installed	
RA-60	5" Heavy Duty Stem Caster for Universal & Oval Racks Only	
RA-65	5" Heavy Duty Stem Caster with Brake for Universal & Oval Racks Only	
PRC-1	Enclosed Heavy Duty Plastic Cover with Clear Front	
PRC-2	Economy See-Thru Plastic Cover	
ORL-B	Oven Lift for Front Load Pan Racks	



Customer Service Available To Assist You **1-800-645-3166** 8:30 am - 8:00 pm E.S.T.

For Orders & Customer Service:

Email: customer@advancetabco.com or Fax: 631-242-6900

For Smart Fabrication™ Quotes:

Email: smartfab@advancetabco.com or Fax: 631-586-2933

Combi Oven Replacment Quote Tally Sheet								
August 2026								
North Salem ES								
North Salem ES								
Company	Combi Oven	Model #	Price					Job Total
11400llc	Rational Combi-Oven Half Pan	ICP-6 Half NG	\$33,872.00	Pans, cleaner, installation and disposal of old included				\$33,872.00
Brady Plus	Rational Combi-Oven Half Pan	ICP-6 Half NG	\$39,789.65	Pans, cleaner, installation and disposal of old included				\$39,789.65
Singer Equipment	Rational Combi-Oven Half Pan	ICP-6 Half NG	\$40,301.59	Pans, cleaner, installation and disposal of old included				\$40,301.59

General Fund - Checking - Checks dated 07/01/26-07/31/26

Check	Full Name (FL)	Description	Amount
3682	Penserv Plan Services Inc	2025-2026 ER Contributions	\$29,048.05
3683	A T & T Mobility	District Wireless	\$2,510.71
3684	Rutter's Farm Stores - Fm Net	2025/26 Blanket PO for Rutter's Farm Stores - FM Net - District	\$1,538.02
3685	Rutter's Farm Stores - Fm Net	2025-2026 Blanket PO for Rutter's Farm Stores - FM Net - F&S	\$200.40
3686	Rutter's Farm Stores - Fm Net	2025-2026 Blanket PO for Rutter's Farm Stores - FM Net - E&B	\$759.33
3687	Lincoln Benefit Trust	JULY 2026	\$740,712.
3688	Sip Us Llc	Phone Service	\$492.26
1044209	Wyndham Garden York	Scholarship Banquet	(\$4,469.77)
1044283	Apple Inc	K-5 MacBook 4YR Lease Payment 2 of 4	\$40,527.50
1044284	Apple Inc	MacBook/Mac Mini 4YR Lease Payment #3 of 4	\$54,826.00
1044284	Apple Inc	K-12/Staff iPads 4 YR Lease Payment #3 of 4	\$441,028.
1044285	Follett School Solutions Inc	Destiny Titlepeek Online Service Renewal 7/1/26 - 6/30/27	\$7,410.24
1044286	Hslc	Access PA/POWER Library Technology Support Fee 7/1/26 - 6/30/27	\$325.00
1044286	Hslc	Access PA/POWER Library Technology Support Fee 7/1/26 - 6/30/27	\$325.00
1044286	Hslc	Access PA/POWER Library Technology Support Fee 7/1/26 - 6/30/27	\$250.00
1044286	Hslc	Access PA/POWER Library Technology Support Fee 7/1/26 - 6/30/27	\$250.00
1044286	Hslc	Access PA/POWER Library Technology Support Fee 7/1/26 - 6/30/27	\$250.00
1044286	Hslc	Access PA/POWER Library Technology Support Fee 7/1/26 - 6/30/27	\$250.00
1044287	Incident Iq Llc	Help Desk Subscription 7/1/26 - 6/30/27	\$11,875.64
1044288	Journeyed.Com Inc	Adobe License MS/HS 7/1/256- 6/30/27	\$2,500.00
1044288	Journeyed.Com Inc	Adobe License MS/HS 7/1/256- 6/30/27	\$2,500.00
1044289	Onhand Schools Inc, Harris School Sol	EdInsight Data Management System 7/1/26 - 6/30/27	\$26,301.21
1044290	Pa School Boards Assoc	2026-27 Membership Package	\$18,443.60
1044291	Powerschool Group Llc	Schoology Subscription 7/1/26 - 6/30/27	\$19,490.78
1044292	Seesaw Learning Inc	Seesaw 7/1/26-6/30/27	\$8,668.64
1044293	Skyward	Software Licenses 7/1/26 - 6/30/27	\$41,709.92
1044293	Skyward	Benefit Management 7/1/26 - 6/30/27	\$900.00
1044293	Skyward	Annual License Fees 7/1/2026 - 6/30/2027	\$29,247.00
1044294	York Adams Academy	YAA Tuition 26-27 SY	\$19,800.00
1044295	York County Sch Of Tech Auth	Bond Payment	\$10,251.00
1044296	21st CCCS	Invoice #1101806	\$5,408.70
1044297	Achievement House Cyber	Invoice #1099771	\$1,106.07
1044298	Aerofitness Services, Inc.	PE Equipment Preventative Maintenance Contract Fee	\$300.00
1044299	Agora Cyber Charter School	Invoice #1102193	\$1,106.07
1044300	Ainsworth Inc.	Proposal to replace the main controller in the panel on chiller 1	\$5,970.00
1044300	Ainsworth Inc.	Replace the Discharge Isolation Valve on Chiller 1	\$10,300.00
1044300	Ainsworth Inc.	Replace the Suction Temp Sensor and Harness on Chiller 2, Circuit 1	\$1,300.00

General Fund - Checking - Checks dated 07/01/26-07/31/26

Check	Full Name (FL)	Description	Amount
1044301	Arthur J. Gallagher Risk Management Services	Insurance Renewal 7/1/2026 - 7/1/2027	\$264,327.
1044302	Atlantic Tractor Llc	Parts	\$20.90
1044302	Atlantic Tractor Llc	Parts	\$35.90
1044303	Bfpe International	2025/26 Extinguisher Services	\$5,155.00
1044303	Bfpe International	2025/26 Extinguisher Services	\$1,290.00
1044303	Bfpe International	2025/26 Extinguisher Services	\$2,668.00
1044304	Blick Art Materials	Art Supplies per Quote QBP6184-99 Customer 12315306	\$108.76
1044305	Central Pa Digital Learning Foundation	Reconciliation 2026 Tuition	\$1,106.07
1044306	Commonwealth Charter Academy	Invoice# 1100083	\$206,636.
1044307	Crispus Attucks Charter School	May Tuition	\$1,467.62
1044308	Dauphin Electric Supply	Digium Phone System Renewal 5/31/26-5/31/27	\$9,345.00
1044309	Direct Energy Business	District Electric	\$9,084.30
1044309	Direct Energy Business	District Electric	\$10,847.46
1044309	Direct Energy Business	District Electric	\$0.14
1044309	Direct Energy Business	District Electric	\$0.13
1044309	Direct Energy Business	District Electric	\$10,571.68
1044309	Direct Energy Business	District Electric	\$6,052.20
1044309	Direct Energy Business	District Electric	\$37,509.54
1044310	Doceo Office Solutions Llc	Postage for mailing of 26-27 tax bills	\$6,600.00
1044311	Dover Township	2025/26 Water & Sewer Blanket	\$4,344.06
1044312	Earlbeck Corporation, Db Earlbeck Gas	Caster Leg Tripods - Ag Mechanics	\$1,191.68
1044313	Facilities Management Express Llc	FMX - Software 7/1/2026 - 6/30/2027	\$7,074.24
1044314	Gettysburg Montessori Charter School	Invoice# 1102540	\$4,229.78
1044315	Giant Food Stores Inc	Donuts-Custodians	\$48.00
1044316	Insight Pa Cyber Charter School	Invoice #1101446	\$7,499.16
1044317	Leaf Capital Funding Llc	Copier Lease	\$5,514.00
1044318	Mcclure Company	Service	\$2,208.70
1044318	Mcclure Company	Service	\$714.00
1044318	Mcclure Company	Service	\$1,442.00
1044319	Menchey Music Service Inc	Mellophone Repair	\$102.00
1044320	Pa Distance Learning Charter	Invoice #1100960	\$3,196.55
1044321	Pa Leadership Charter School	Invoice #1099367	\$2,212.14
1044322	Pa Virtual Charter School	Invoice #1102903	\$2,212.14
1044323	Pennsylvania Principals Association	PA Principals Association Annual Membership Renewal - D. Strickland	\$605.00
1044323	Pennsylvania Principals Association	PA Principals Association Annual Membership Renewal - B, Deal	\$605.00
1044323	Pennsylvania Principals Association	PA Principals Association Membership Annual Renewal - Fasick	\$605.00
1044324	Physicians Supply Co	Nursing Supplies - DE	\$77.25
1044324	Physicians Supply Co	Nursing Supplies - LE	\$17.00
1044324	Physicians Supply Co	Nursing Supplies - NSE	\$3.89
1044324	Physicians Supply Co	Nursing Supplies - WE	\$13.14
1044324	Physicians Supply Co	Nursing Supplies - MS	\$30.35

General Fund - Checking - Checks dated 07/01/26-07/31/26

Check	Full Name (FL)	Description	Amount
1044325	Quaker City Paper Co	equipment repair	\$95.00
1044325	Quaker City Paper Co	equipment repair	\$220.00
1044325	Quaker City Paper Co	20' brush	\$335.00
1044325	Quaker City Paper Co	Terra Glaze	\$426.16
1044325	Quaker City Paper Co	Terra Glaze	\$170.16
1044326	Quizizz Inc	Quizizz Renewal July 22, 2026 - July 21, 2027	\$7,895.90
1044327	Robert'S Oxygen Company Inc	CO2	\$241.75
1044328	School Specialty LLC	Art supplies	\$231.77
1044329	Sherwin-williams Co	Paint	\$258.60
1044330	Smart Futures	26-27 Smart Futures District License	\$9,750.00
1044331	Specialized Education Of Pennsylvania Inc.	2025-26 SY Invoice #INV248800 Secondary Special Ed Students placed at Alt Ed program	\$6,462.00
1044331	Specialized Education Of Pennsylvania Inc.	2025-26 SY Invoice #INV248341 Elem & Secondary Special Ed Students placed at Alt Ed program	\$15,449.00
1044332	Tk Elevator Corporation	Blanket Elevator Agreement-HS	\$1,614.40
1044333	Triangle Communications Inc	Supplies - walkies and batteries	\$1,122.22
1044334	Troup'S Auto And Transmission Repair	2025/2026 Blanket PO for Troup's Auto & Transmission Repair	\$959.59
1044335	Unified Door And Hardware Group, Llc	District Keys	\$460.00
1044336	United Refrigeration Inc	Maint. Supplies	\$456.12
1044336	United Refrigeration Inc	Maint. Supplies	\$5,062.50
1044336	United Refrigeration Inc	Maint. Supplies	(\$1,000.00)
1044337	Veritiv Operating Company	custodial supplies	\$1,124.64
1044338	Verizon Wireless	2025/26 Wireless	\$197.01
1044338	Verizon Wireless	2025/26 Wireless	\$109.82
1044339	Voyager Sopris Learning Inc	Acadience Data	\$12,041.25
1044340	Wisler Pearlstine, Llp	Legal fees for April, May & June 2026	\$16,048.00
1044341	York County Alliance For Learning	YCAL K-12 Educational Partner School Fee 2026 - 2027 School Year	\$3,000.00
1044342	A T & T Mobility	District Wireless	\$52.06
1044343	Allegheny Intermediate Unit	25/26 SY Transperfect Translation Services - May '26	\$44.65
1044344	B & H Photo-video	MS Business Lab Equipment - Kennedy	\$2,927.10
1044345	Blick Art Materials	Beginning of the year art supplies	\$2,650.54
1044346	Canon-Mcmillan School District	2025-26 Invoice# SW-052026BM Special Ed Secondary student placed at alt ed program	\$3,150.00
1044346	Canon-Mcmillan School District	2025-26 Invoice# SW-042026BM Special Ed Secondary student placed at alt ed program	\$2,835.00
1044347	CCIU	2025-26 Invoice #480995 Special Ed Secondary student placed at alt ed program	\$4,423.96
1044348	Cm Regent Llc	Income Protection - 2026-27 Blanket	\$581.62
1044349	Cm Regent Llc	Life Insurance 2026-27 Blanket	\$2,068.99
1044350	Columbia Gas	2025/26 Natural Gas	\$10,381.15
1044351	Wilda Dipietro	25/26 SY Translations	\$516.25
1044352	Dirt Hurts Foundation	Invitational - Cross Country	\$500.00
1044353	District III PIAA	Rule Books	\$316.00
1044354	Edmentum Inc	Study Island/Exact Path/Comprehensive Library of Programs 3 Payments 1 of 3 payments	\$86,579.00
1044355	Foxbright	CMS-Hosting Maintenance	\$6,897.00
1044356	Gettysburg Area High School	Tournament - Girls' Basketball	\$250.00
1044356	Gettysburg Area High School	Invitational - JH Cross Country	\$250.00

General Fund - Checking - Checks dated 07/01/26-07/31/26

Check	Full Name (FL)	Description	Amount
1044357	Kristie Harris	Start Up Change	\$4,000.00
1044358	Hoffman Homes Inc	2025-26 Invoice no.: 22378 Special Ed Secondary & Elementary student placed at Alt. Ed. program	\$4,200.00
1044358	Hoffman Homes Inc	Invoice no: 22369 2025-26 Special Ed elementary and secondary students placed at alt ed program	\$1,911.00
1044359	Jerry Holcomb	2026/27 Blanket Pest Maintenance Service	\$85.00
1044359	Jerry Holcomb	2026/27 Blanket Pest Maintenance Service	\$95.00
1044359	Jerry Holcomb	2026/27 Blanket Pest Maintenance Service	\$95.00
1044359	Jerry Holcomb	2026/27 Blanket Pest Maintenance Service	\$95.00
1044359	Jerry Holcomb	2026/27 Blanket Pest Maintenance Service	\$105.00
1044359	Jerry Holcomb	2026/27 Blanket Pest Maintenance Service	\$110.00
1044360	Howies Athletic Tape	Supplies - Athletic Trainers	\$316.77
1044361	Interstate Tax Service Inc	Unemployment Compensation Cost Control Services	\$460.74
1044362	Languagers Inc.	25/26 SY Translation Services	\$89.00
1044363	Levin Legal Group, P.C.	Legal Services	\$1,382.50
1044363	Levin Legal Group, P.C.	Legal Services	\$2,537.50
1044364	Lift Inc.	Compact Electric Pallet Jack	\$3,405.00
1044365	Lincoln Intermediate Unit # 12	2025/2026 SY Mid Year Title I - YC Consortium Invoice	\$6,236.95
1044366	Linde Gas & Equipment Inc.	Cylinder Rental Fee - Ag Ed	\$209.67
1044366	Linde Gas & Equipment Inc.	Cylinder Rental	\$51.99
1044367	Longstreth Sporting Goods	Equipment - Field Hockey	\$224.00
1044368	Mascot Junction, Inc.	Mascot Junction_Banner	\$444.00
1044369	MFAC LLC	Equipment - Track and Field	\$1,861.00
1044370	National Assoc Of Sec Sch Prin	Student Activities, Dues - Nat'l Jr. Honor Society	\$385.00
1044371	Northern Girls Volleyball Boosters	Tournament - JV Girls Volleyball	\$400.00
1044372	Pa Assoc Of Career &	PACTA Annual Membership - Miller	\$425.00
1044372	Pa Assoc Of Career &	PACTA Conference Registration (Perkins) - Miller	\$375.00
1044373	Pa School Boards Assoc	Keystone Agenda	\$2,000.00
1044374	Penn Elevator Company	Quarterly Maint.	\$2,617.87
1044375	Pnc Bank C/o Parentsquare Inc	ParentSquare Renewal 7/1/26 - 6/30/27	\$14,404.64
1044376	Raptor Technologies, LLC	Hall Pass Pro Annual Subscription (7/1/2026 - 6/30/2027)	\$6,769.61
1044377	Rydin Decal	Student Parking Tags	\$488.77
1044378	S&s Activewear	Eagle Ambassador T-Shirts	\$152.54
1044379	Salisbury Township School District	Invoice#07836 2025-26 Reg Ed Secondary student placed @ KidsPeace hospital treatment facility	\$2,623.10
1044380	Schaedler Yesco Distrib Inc	Supplies	\$23.75
1044380	Schaedler Yesco Distrib Inc	Supplies	\$420.00
1044380	Schaedler Yesco Distrib Inc	Supplies	\$552.60
1044380	Schaedler Yesco Distrib Inc	Supplies	\$429.00
1044380	Schaedler Yesco Distrib Inc	Supplies	\$104.38
1044381	School & Office Services Inc	Laminator Service Policy Renewal 9/1/26 - 8/31/2027	\$465.00
1044382	Southwood Psychiatric Hospital, Llc	2025-26 Invoice#20260623-March 2026 Special Ed Secondary student admitted to psychiatric hospital program	\$842.92
1044382	Southwood Psychiatric Hospital, Llc	2025-26 Invoice#20260623-April 2026 Special Ed Secondary student admitted to psychiatric hospital program	\$750.83
1044382	Southwood Psychiatric Hospital, Llc	2025-26 Invoice#20260623-February 2026 Special Ed Secondary student admitted to psychiatric hospital program	\$715.42
1044383	Susquehannock All -sports Booster Club	Invitational - JH Cross Country	\$150.00

General Fund - Checking - Checks dated 07/01/26-07/31/26

Check	Full Name (FL)	Description	Amount
1044384	Upmc Health Benefits Inc.	Workers Compensation (7/1/2026 - 7/1/2027)	\$206,838.
1044385	USA Today LocaliQ	Advertising	\$42.26
1044385	USA Today LocaliQ	Advertising	\$75.38
1044386	Varsity Spirit Fashions	Equipment - Cheerleading	\$217.50
1044387	Veritiv Operating Company	custodial supplies	\$371.86
1044388	WellSpan Philhaven	2025-26 MRN: 000931000 Special Ed Secondary Student admitted to Philhaven Hospital outpatient program	\$740.25
1044388	WellSpan Philhaven	2025-26 MRN: 000925525 Reg Ed Secondary Student admitted to Philhaven Hospital outpatient program	\$387.75
1044388	WellSpan Philhaven	MRN:008929289 Reg Ed Secondary Student admitted to Philhaven hospital program 25-26 SY	\$1,010.50
1044388	WellSpan Philhaven	MRN:008693878 Reg Ed Secondary Student admitted to Philhaven hospital program 25-26 SY	\$728.50
1044388	WellSpan Philhaven	MRN:008461830 Reg Ed Secondary Student admitted to Philhaven hospital program 25-26 SY	\$411.25
1044389	Zaner-bloser	3rd-6th grade Handwriting Curriculum	\$8,316.00
1044389	Zaner-bloser	3rd-6th grade Handwriting Curriculum	\$12,189.10
1044390	Wyndham Garden York	Scholarship Banquet	\$4,469.77
1044391	Met-ed	District Electric	\$10,610.03
1044391	Met-ed	District Electric	\$7,197.47
1044392	2 The Tee Outfitters, The Rojel Company	Equipment - Boys/Girls Basketball, Boys/Girls Tennis	\$3,727.00
1044393	Acia Ltd	Filters	\$458.41
1044394	B & H Photo-video	CTE Demonstration Equipment - Marsh (Perkins)	\$149.67
1044395	Batteries Plus Bulbs #187	Batteries	\$1,068.70
1044396	Bfpe International	2025/26 Extinguisher Services	\$1,445.00
1044396	Bfpe International	2025/26 Extinguisher Services	\$1,090.00
1044396	Bfpe International	Monitoring	\$390.00
1044396	Bfpe International	Monitoring	\$390.00
1044396	Bfpe International	Monitoring	\$390.00
1044396	Bfpe International	Monitoring	\$390.00
1044396	Bfpe International	Repair	\$1,233.00
1044397	Biomedical Services Inc	Athletic Trainer - Inspection of AEDs and Equipment	\$519.44
1044398	Blick Art Materials	Art supplies	\$62.16
1044398	Blick Art Materials	Art supplies	\$174.59
1044399	Cheerleading Co	Equipment - Cheerleading	\$410.38
1044400	Crankshooter Llc	Equipment - Girls' Lacrosse	\$382.92
1044401	Direct Energy Business	District Electric	\$0.04
1044401	Direct Energy Business	District Electric	\$0.04
1044401	Direct Energy Business	District Electric	\$0.04
1044401	Direct Energy Business	District Electric	\$39,987.57
1044401	Direct Energy Business	District Electric	\$1.54
1044401	Direct Energy Business	District Electric	\$11,373.51
1044401	Direct Energy Business	District Electric	\$8,242.50
1044401	Direct Energy Business	District Electric	\$8,812.22
1044401	Direct Energy Business	District Electric	\$11,360.56
1044401	Direct Energy Business	District Electric	\$5,430.85
1044401	Direct Energy Business	District Electric	\$11,703.61
1044401	Direct Energy Business	District Electric	\$0.04
1044401	Direct Energy Business	District Electric	\$0.04

General Fund - Checking - Checks dated 07/01/26-07/31/26

Check	Full Name (FL)	Description	Amount
1044402	Eagle Mountain Flag & Flagpole	Equipment - Cross Country	\$80.40
1044403	Grainger	floor stripper shoes	\$190.16
1044404	Kurtz Bros	Beginning of the year supplies	\$2,678.59
1044405	Laboratory Analytical & Biological Services	Routine Weekly Sample Collection Water Sampling-Pool	\$1,580.80
1044406	Library Journals, Llc	School Library Journal Annual Subscription - Helwig	\$179.00
1044407	Medco Supply Co	Equipment and Supplies - Athletic Trainers	\$1,489.34
1044407	Medco Supply Co	Equipment and Supplies - Athletic Trainers	\$90.63
1044408	Nexus Sports Medicine & Tactical Design, LLC	Equipment - Athletic Trainer	\$103.00
1044409	Nrg Business Marketing	Natural Gas	\$125.30
1044409	Nrg Business Marketing	Natural Gas	\$720.06
1044409	Nrg Business Marketing	Natural Gas	\$545.29
1044409	Nrg Business Marketing	Natural Gas	\$1,205.13
1044409	Nrg Business Marketing	Natural Gas	\$888.92
1044409	Nrg Business Marketing	Natural Gas	\$5.38
1044409	Nrg Business Marketing	Natural Gas	\$3,550.32
1044410	Oticon Inc	D/HH Equip	\$639.99
1044411	Pathful, Inc.	JobReady 360 - CTE	\$6,400.00
1044412	Pennsylvania Principals Association	Principal Membership	\$605.00
1044413	Plaques & Such Llc	Supplies - Athletic Office	\$359.00
1044414	Raptor Technologies, LLC	SmartPass Flex Annual Subscription 7/1/26 - 6/30/27	\$936.34
1044415	Recreonics Inc	Equipment - Swimming	\$806.71
1044415	Recreonics Inc	Equipment - Swimming	\$1,441.24
1044416	Kelly Reider	Reimbursement - Renewal of Scoring System for Cross Country Meets	\$120.00
1044417	Rotary Club Of York - North	1st Quarter Dues 2026-2027	\$185.00
1044418	Saxton & Stump Llc	Legal Services	\$321.50
1044419	Smsd	Girls' Wrestling - Tournament	\$450.00
1044420	South Central Athletic Conference	League/Conference 26/27 Annual Dues	\$3,937.17
1044421	Stericycle Inc	Medical Waste	\$413.57
1044422	Steve Weiss Music	Percussion Equipment	\$2,399.61
1044423	Swim Bridge Llc	Equipment - Swimming	\$240.65
1044424	Triangle Communications Inc	2026-2027 Blanket PO for Triangle Communications, Inc.	\$51.07
1044424	Triangle Communications Inc	2026-2027 Blanket PO for Triangle Communications, Inc.	\$766.08
1044425	Troup'S Auto And Transmission Repair	2026/2027 Blanket PO for Troup's Auto & Transmission Repair	\$1,049.48
1044426	United Refrigeration Inc	Maint. Supplies	\$440.51
1044426	United Refrigeration Inc	Maint. Supplies	\$1,566.11
1044427	Veritiv Operating Company	custodial supplies	\$74.98
1044427	Veritiv Operating Company	custodial supplies	\$744.66
1044427	Veritiv Operating Company	custodial supplies	\$1,312.08
1044427	Veritiv Operating Company	gym floor finish	\$3,235.64
1044427	Veritiv Operating Company	custodial supplies	(\$1,124.64)
1044427	Veritiv Operating Company	custodial supplies	(\$524.83)
1044428	West Music Company Inc	Musicplay online by Gagne, Denis for music teacher. We are splitting cost with North Salem Elementary	\$200.00
1044429	Wilmington Trust	Dover ASD 19A Sink 1	\$780.00
1044430	WJ Strickler Signs, Inc.	Football Scoreboard	\$10,850.00
1044431	York County School Of Tech	Regular/Learning Support	\$136,454.

General Fund - Checking - Checks dated 07/01/26-07/31/26

Check	Full Name (FL)	Description	Amount
9000000175	Pennwood Cyber Charter School	Invoice 31912	\$10,591.07
9000000176	Reach Cyber Charter School	Invoice# 1098909	\$15,241.68
9000000177	Emily Bentzel	Tuition Reimbursement 2025-2026	\$435.00
9000000178	Elizabeth Meyer	Tuition Reimbursement 2025-2026	\$595.00
9000000179	Lisa Spaulding	Mileage Reimbursement	\$46.40
9000000180	Brett Young	Tuition Reimbursement 2025-2026	\$1,956.30
9000000181	New Story LLC	2025-26 ESY Summer Program Elementary Special Ed student placed at alt ed program	\$2,790.00
9000000182	Wellspan Occupational Health	New Hire Physicals and TB Tests	\$624.00
9000000182	Wellspan Occupational Health	New Hire Physicals and TB Tests	\$283.00
9000000183	Addisyn Ambrose	Tuition Reimbursement 2025-2026	\$1,770.00
9000000184	Brooke Depatto	Tuition Reimbursement 2025-2026	\$2,550.00
9000000185	Amber Forry	Tuition Reimbursement 2025-2026 MED590	\$1,770.00
9000000186	Madelynn Gruber	Tuition Reimbursement 2025-2026	\$1,770.00
9000000187	Alyssa Inners	Tuition Reimbursement 2025-2026	\$1,770.00
9000000188	Haley Jeszenka	Tuition Reimbursement 2025-2026	\$1,770.00
9000000189	Laura Witmer	Tuition Reimbursement 2025-2026 Course EDUC5598P-42801	\$165.00
9000000190	E & B Transportation	2025-2026 Blanket PO for E&B Transportation	\$6,499.99
9000000190	E & B Transportation	2025-2026 Blanket PO for E&B Transportation - Special Needs Vans	\$8,434.15
9000000190	E & B Transportation	2025-2026 Blanket PO for E&B Transportation - Busing - Athletics	\$1,760.00
9000000191	Penn Waste Inc	District Trash	\$4,249.92
9000000191	Penn Waste Inc	District Trash	\$694.14
9000000192	Wellspan Occupational Health	New Hire Physicals and TB Tests	\$341.00
9000000193	Erica Baker	Tuition Reimbursement 2025-2026	\$1,770.00
9000000194	Joshua Brandstadter	Tuition Reimbursement 2025-2026 KINE 734 EDUC712E	\$840.00
9000000195	Annika Nave	Tuition Reimbursement 2025-2026	\$1,770.00
9000000196	Sarah Riley	Tuition Reimbursement 2025-2026	\$2,037.00
9000000197	Riley Runk	Tuition Reimbursement 2026-2027	\$2,007.00
Total			\$3,046,242.52

General Fund - Payroll -Checks dated 07/01/26 - 07/31/26

Check	Full Name (FL)	Description	Amount
3794	Public Sch Employees Retire Sy	2POS - PSERS PURCHASE OF SERVIE for 06.12.26 Payroll	\$254.43
3795	Public Sch Employees Retire Sy	2POS - PSERS PURCHASE OF SERVIE for 06.26.26 Payroll	\$61.36
3796	Public Sch Employees Retire Sy	2CTD - PSERS RETIREMENT CONTRIBUTION2 for 06.12.26 Payroll	\$66,297.71
3797	Public Sch Employees Retire Sy	2CTE - PSERS RETIREMENT CONTRIBUTION3 for 06.12.26 Payroll	\$21,913.66
3798	Public Sch Employees Retire Sy	2TGDB - PSERS TG-DB for 06.12.26 Payroll	\$18,595.10
3799	Public Sch Employees Retire Sy	2CTF - PSERS RETIREMENT CONTRIBUTION4 for 06.12.26 Payroll	\$7,989.32
3800	Public Sch Employees Retire Sy	2PSER - PSERS ADJUSTMENT \$ for 06.12.26 Payroll	\$93.50
3801	Public Sch Employees Retire Sy	2CTD - PSERS RETIREMENT CONTRIBUTION2 for 06.26.26 Payroll	\$32,715.82
3802	Public Sch Employees Retire Sy	2CTE - PSERS RETIREMENT CONTRIBUTION3 for 06.26.26 Payroll	\$14,096.97
3803	Public Sch Employees Retire Sy	2TGDB - PSERS TG-DB for 06.26.26 Payroll	\$12,347.41
3804	Public Sch Employees Retire Sy	2CTF - PSERS RETIREMENT CONTRIBUTION4 for 06.26.26 Payroll	\$5,366.43
3805	Public Sch Employees Retire Sy	2PSER - PSERS ADJUSTMENT \$ for 06.26.26 Payroll	\$93.50
3806	Public Sch Employees Retire Sy	MISC ADJUSTMENT	(\$0.01)
3807	Commonwealth Of Pa-State Withholding	1STAT - STATE TAX W/H for 07.10.2026 Payroll	\$26,292.66
3808	Dover Area Education Assoc	5DUPF - UNION DUES PROFESSIONAL for 07.10.2026 Payroll	\$6,710.64
3809	Dover Area Education Support	5DUSP - UNION DUES SUPPORT STAFF for 07.10.2026 Payroll	\$256.62
3810	Dover Eagle Foundation	5DEAG - DOVER EAGLE FOUNDATION for 07.10.2026 Payroll	\$35.00
3811	Pa Department Of Revenue	9WGMS - WAGE GARNISHMENT MISC for 07.10.2026 Payroll	\$130.71
3812	Penserv Plan Services Inc	4AN - TAX-SHELTERED ANNUITY for 07.10.2026 Payroll	\$7,037.00
3813	Penserv Plan Services Inc	4AN% - TAX-SHELTERED ANNUITY % for 07.10.2026 Payroll	\$936.48
3814	Penserv Plan Services Inc	4ROTH - TAX SHELTERED ANNUITY - ROTH for 07.10.2026 Payroll	\$5,516.00
3815	United States Treasury	1FED - FEDERAL TAX W/H for 07.10.2026 Payroll	\$68,790.63
3816	United States Treasury	1FED\$ - FED TAX ADD \$ AMT W/H for 07.10.2026 Payroll	\$5,396.48
3817	United States Treasury	1FED% - FED TAX % W/H for 07.10.2026 Payroll	\$0.56
3818	United States Treasury	1MEDI - MEDICARE for 07.10.2026 Payroll	\$12,424.07
3819	United States Treasury	1SS - SOCIAL SECURITY for 07.10.2026 Payroll	\$53,123.76
3820	United States Treasury	1MEDI - Medicare for 07.10.2026 Payroll	\$12,424.07
3821	United States Treasury	1SS - Social Security for 07.10.2026 Payroll	\$53,123.76
3822	Voya Financial	2TGV - PSERS TGDC VOYA for 07.10.2026 Payroll	\$4,029.11
3823	Voya Financial	2DCV7.5% - PA Retirement (Voya) DC 7.5% for 07.10.2026 Payroll	\$221.43
3824	Voya Financial	2RETEEDC - PA Employee (Voya) DC for 07.10.2026 Payroll	\$1,169.61
3825	Voya Financial	2DCV - PSERS DCDC VOYA for 07.10.2026 Payroll	\$59.05
3826	Voya Financial	2TGV - PSERS TGDC VOYA for 07.10.2026 Payroll	\$3,268.85
3827	Voya Financial	2RETERDC - Employer (Voya) Retirement DC for 07.10.2026 Payroll	\$984.63
3828	Commonwealth Of Pa	Employee Withholding Contributions 2nd Quarter 2026	\$6,087.18
3829	York Adams Tax Bureau	Earned Income Tax 2nd Quarter 2026	\$103,197.
3830	York Adams Tax Bureau	Dover Township LST 2nd Quarter 2026	\$4,717.50
3831	York Adams Tax Bureau	Dover Boro LST 2nd Quarter 2026	\$3,187.50

General Fund - Payroll -Checks dated 07/01/26 - 07/31/26

Check	Full Name (FL)	Description	Amount
3832	Public Sch Employees Retire Sy	2PSAD - PSERs Adjustment for 04.03.26 Payroll	\$423.85
3833	Public Sch Employees Retire Sy	2PSER - Retirement for 04.03.26 Payroll	\$307,721.
3834	Public Sch Employees Retire Sy	2TGDB - PSERS TG-DB for 04.03.26 Payroll	\$102,731.
3835	Public Sch Employees Retire Sy	2DCDB - PSERS DC-DB for 04.03.26 Payroll	\$2,071.94
3836	Public Sch Employees Retire Sy	2THDB - PSERS TH-DB for 04.03.26 Payroll	\$891.65
3837	Public Sch Employees Retire Sy	2PAD\$ - PSERS Adjustment \$ amount for 04.03.26 Error	(\$1,894.76)
3838	Public Sch Employees Retire Sy	2THDB\$ - PSERS THDB ER Amount Adj for 04.03.26 Error	(\$891.65)
3839	Public Sch Employees Retire Sy	2PAD\$ - PSERS Adjustment \$ amount for 04.17.26 Payroll	\$287.20
3840	Public Sch Employees Retire Sy	2PSAD - PSERs Adjustment for 04.17.26 Payroll	\$423.85
3841	Public Sch Employees Retire Sy	2PSER - Retirement for 04.17.26 Payroll	\$299,562.
3842	Public Sch Employees Retire Sy	2TG\$ - PSERS TGDB ER Amount Adj for 04.17.26 Payroll	\$194.75
3843	Public Sch Employees Retire Sy	2TGDB - PSERS TG-DB for 04.17.26 Payroll	\$100,840.
3844	Public Sch Employees Retire Sy	2DCDB - PSERS DC-DB for 04.17.26 Payroll	\$1,180.03
3845	Public Sch Employees Retire Sy	2PSAD - PSERs Adjustment for 05.01.26 Payroll	\$423.85
3846	Public Sch Employees Retire Sy	2PSER - Retirement for 05.01.26 Payroll	\$308,906.
3847	Public Sch Employees Retire Sy	2TGDB - PSERS TG-DB for 05.01.26 Payroll	\$108,139.
3848	Public Sch Employees Retire Sy	2DCDB - PSERS DC-DB for 05.01.26 Payroll	\$1,177.91
3849	Public Sch Employees Retire Sy	2PSAD - PSERs Adjustment for 05.15.2026 Payroll	\$423.85
3850	Public Sch Employees Retire Sy	2PSER - Retirement for 05.15.2026 Payroll	\$296,683.
3851	Public Sch Employees Retire Sy	2TGDB - PSERS TG-DB for 05.15.2026 Payroll	\$102,070.
3852	Public Sch Employees Retire Sy	2DCDB - PSERS DC-DB for 05.15.2026 Payroll	\$1,174.94
3853	Public Sch Employees Retire Sy	2PSAD - PSERs Adjustment for 05.29.26 Payroll	\$423.85
3854	Public Sch Employees Retire Sy	2PSER - Retirement for 05.29.26 Payroll	\$299,322.
3855	Public Sch Employees Retire Sy	2TGDB - PSERS TG-DB for 05.29.26 Payroll	\$101,903.
3856	Public Sch Employees Retire Sy	2DCDB - PSERS DC-DB for 05.29.26 Payroll	\$397.21
3857	Public Sch Employees Retire Sy	2PSAD - PSERs Adjustment for 06.12.26 Payroll	\$423.85
3858	Public Sch Employees Retire Sy	2PSER - Retirement for 06.12.26 Payroll	\$427,282.
3859	Public Sch Employees Retire Sy	2TGDB - PSERS TG-DB for 06.12.26 Payroll	\$106,436.

General Fund - Payroll -Checks dated 07/01/26 - 07/31/26

Check	Full Name (FL)	Description	Amount
3860	Public Sch Employees Retire Sy	2DCDB - PSERS DC-DB for 06.12.26 Payroll	\$282.60
3861	Public Sch Employees Retire Sy	2PSAD - PSERS Adjustment for 06.26.26 Payroll	\$423.85
3862	Public Sch Employees Retire Sy	2PSER - Retirement for 06.26.26 Payroll	\$230,110.
3863	Public Sch Employees Retire Sy	2TGDB - PSERS TG-DB for 06.26.26 Payroll	\$71,111.18
3864	Public Sch Employees Retire Sy	2DCDB - PSERS DC-DB for 06.26.26 Payroll	\$1,238.06
3865	Public Sch Employees Retire Sy	MISC ADJUSTMENT	(\$4,989.19)
3866	Commonwealth Of Pa-State Withholding	1STAT - STATE TAX W/H for 07.24.26 Payroll	\$25,943.60
3867	Dover Area Education Assoc	5DUPF - UNION DUES PROFESSIONAL for 07.24.26 Payroll	\$6,710.64
3868	Dover Area Education Support	5DUSP - UNION DUES SUPPORT STAFF for 07.24.26 Payroll	\$256.62
3869	Dover Eagle Foundation	5DEAG - DOVER EAGLE FOUNDATION for 07.24.26 Payroll	\$35.00
3870	Pa Department Of Revenue	9WGMS - WAGE GARNISHMENT MISC for 07.24.26 Payroll	\$134.99
3871	Penserv Plan Services Inc	4AN - TAX-SHELTERED ANNUITY for 07.24.26 Payroll	\$7,052.00
3872	Penserv Plan Services Inc	4AN% - TAX-SHELTERED ANNUITY % for 07.24.26 Payroll	\$936.48
3873	Penserv Plan Services Inc	4ROTH - TAX SHELTERED ANNUITY - ROTH for 07.24.26 Payroll	\$5,516.00
3874	Penserv Plan Services Inc	403B - HOUCK	\$13,085.35
3875	United States Treasury	1FED - FEDERAL TAX W/H for 07.24.26 Payroll	\$66,869.29
3876	United States Treasury	1FED\$ - FED TAX ADD \$ AMT W/H for 07.24.26 Payroll	\$5,381.48
3877	United States Treasury	1MEDI - MEDICARE for 07.24.26 Payroll	\$12,259.17
3878	United States Treasury	1SS - SOCIAL SECURITY for 07.24.26 Payroll	\$52,418.68
3879	United States Treasury	1MEDI - Medicare for 07.24.26 Payroll	\$12,259.17
3880	United States Treasury	1SS - Social Security for 07.24.26 Payroll	\$52,418.68
3881	Voya Financial	2TGV - PSERS TGDC VOYA for 07.24.26 Payroll	\$4,067.36
3882	Voya Financial	2DCV7.5% - PA Retirement (Voya) DC 7.5% for 07.24.26 Payroll	\$232.01
3883	Voya Financial	2RETEEDC - PA Employee (Voya) DC for 07.24.26 Payroll	\$1,283.22
3884	Voya Financial	2DCV - PSERS DCDC VOYA for 07.24.26 Payroll	\$61.87
3885	Voya Financial	2TGV - PSERS TGDC VOYA for 07.24.26 Payroll	\$3,327.80
3886	Voya Financial	2RETERDC - Employer (Voya) Retirement DC for 07.24.26 Payroll	\$1,049.83
3887	Pa Unemployment Comp Fund	Unemployment Compensation 2nd Quarter 2026 ER	\$1,381.91
Total			\$3,698,536.83

General Fund - PSDLAF MAX- Checks dated 07/01/26 - 07/31/26

Check	Full Name (FL)	Description	Amount
4621	Aldi Inc	Team Meeting Supplies	\$112.79
4622	Amazon.com	Social Worker Supplies	\$55.96
4623	Amazon.com	Social Worker Supplies	\$95.94
4624	Amazon.com	Ag-Seedling Curriculum Materials / Books	\$19.11
4625	Amazon.com	Ag-Seedling Curriculum Materials / Books	\$19.98
4626	Amazon.com	Ag-Seedling Curriculum Materials / Books	\$437.87
4627	Amazon.com	Ag-Seedling Curriculum Materials / Books	(\$19.98)
4628	Amazon.com	supplies	\$420.00
4629	Amazon.com	supplies	\$69.99
4630	Amazon.com	supplies	\$29.00
4631	Amazon.com	supplies	\$64.99
4632	Amazon.com	supplies	\$1,893.45
4633	Amazon.com	supplies	\$319.90
4634	Amazon.com	Supplies	\$1,799.95
4635	Amazon.com	Supplies	\$1,799.95
4636	Amazon.com	Folding Tables - (Photo Contest Deferred Revenue \$1,000)	\$599.98
4637	Amazon.com	Office Supplies	\$169.99
4638	Amazon.com	Office Supplies	\$139.98
4639	Amazon.com	Office Supplies	\$9.99
4640	Amazon.com	Office Supplies	\$49.52
4641	Amazon.com	Engineering Supplies - Smith	\$234.95
4642	Amazon.com	Engineering Supplies - Goode	\$196.57
4643	Amazon.com	Engineering Supplies - Goode	\$534.94
4644	Amazon.com	Engineering Supplies - Goode	\$353.16
4645	Amazon.com	CTE Supplies	\$599.98
4646	Amazon.com	CTE Supplies	\$315.67
4647	Amazon.com	CTE Supplies	\$107.98
4648	Amazon.com	CTE Supplies	\$256.58
4649	Amazon.com	CTE Supplies	\$189.82
4650	Amazon.com	CTE Supplies	\$750.14
4651	Amazon.com	CTE Supplies	\$124.78
4652	Amazon.com	CTE Supplies	\$53.98
4653	Amazon.com	CTE Supplies	\$127.46
4654	Amazon.com	Amazon_EOY General Supplies	\$209.97
4655	Amazon.com	Amazon_EOY General Supplies	\$99.38
4656	Amazon.com	Amazon_EOY General Supplies	\$19.99
4657	Amazon.com	Amazon_EOY General Supplies	\$33.09
4658	Amazon.com	Amazon_EOY General Supplies	\$892.27
4659	Amazon.com	Amazon_EOY General Supplies	\$958.96
4660	Amazon.com	Amazon_Principal	\$74.64
4661	Amazon.com	Amazon_Principal	\$61.92
4662	Amazon.com	Amazon_Filament	\$40.76
4663	Amazon.com	Amazon_Filament	\$12.59
4664	Amazon.com	Amazon_Stem	\$281.93
4665	Amazon.com	Amazon_Stem	\$477.00
4666	Amazon.com	Amazon_Art	\$19.76
4667	Amazon.com	Amazon_Art	\$70.32
4668	Amazon.com	Amazon_Misc Supplies	\$79.99
4669	Amazon.com	Amazon_Misc Supplies	\$1,066.99

General Fund - PSDLAF MAX- Checks dated 07/01/26 - 07/31/26

Check	Full Name (FL)	Description	Amount
4670	Amazon.com	Amazon_Misc Supplies	\$242.95
4671	Amazon.com	Amazon_Events	\$27.39
4672	Amazon.com	Amazon_Events	\$67.96
4673	Amazon.com	Amazon_Events	\$202.90
4674	Amazon.com	Aamazon_PBIS	\$32.35
4675	Amazon.com	Aamazon_PBIS	\$48.97
4676	Amazon.com	Aamazon_PBIS	\$544.82
4677	Amazon.com	Aamazon_PBIS	\$324.44
4678	Amazon.com	Amazon_Sticky Notes	\$34.95
4679	Amazon.com	Amazon_Storage Containers	\$19.98
4680	Amazon.com	Amazon_Storage Containers	\$14.99
4681	Amazon.com	Amazon_PBIS	\$78.67
4682	Amazon.com	General Supplies - Phys. Ed Dept	\$199.98
4683	Amazon.com	MS Student Council Student Activities Acct - Supplies	\$160.19
4684	Amazon.com	MS Student Council Student Activities Acct - Supplies	(\$160.19)
4685	Amazon.com	pencils, art supplies, notebook paper, folders, crayons	\$26.05
4686	Amazon.com	pencils, art supplies, notebook paper, folders, crayons	\$479.98
4687	Amazon.com	pencils, art supplies, notebook paper, folders, crayons	\$1,260.46
4688	Amazon.com	general teacher and office supplies, highlighters, tape, staples, paper, book rings	\$122.24
4689	Amazon.com	general teacher and office supplies, highlighters, tape, staples, paper, book rings	\$76.72
4690	Amazon.com	general teacher and office supplies, highlighters, tape, staples, paper, book rings	\$1,507.34
4691	Amazon.com	general teacher and office supplies, highlighters, tape, staples, paper, book rings	(\$55.92)
4692	Amazon.com	PROUD reward cart - Mr. H	\$126.48
4693	Amazon.com	PROUD reward cart - Mr. H	\$29.99
4694	Amazon.com	PROUD reward cart - Mr. H	\$16.99
4695	Amazon.com	PROUD reward cart - Mr. H	\$203.13
4696	Amazon.com	Student Activity Supply for Sunshine Bucket	\$7.99
4697	Amazon.com	Supplies	\$159.98
4698	Amazon.com	Supplies	\$46.74
4699	Amazon.com	Supplies	\$159.98
4700	Amazon.com	Supplies	\$219.98
4701	Amazon.com	Supplies	\$348.29
4702	Amazon.com	Office Chair	\$99.99
4703	Amazon.com	Classroom Supplies	\$24.99
4704	Amazon.com	Classroom Supplies	\$7.04
4705	Amazon.com	Office Supplies	\$23.79
4706	Amazon.com	Psych Supplies	\$56.23
4707	Amazon.com	Classroom Supplies	\$26.78
4708	Amazon.com	Classroom Supplies	\$169.32
4709	Amazon.com	Classroom Supplies	\$80.31
4710	Amazon.com	Transition Classroom Supplies	\$639.96
4711	Amazon.com	Classroom Supplies	\$9.49
4712	Amazon.com	Classroom Supplies	\$9.48
4713	Amazon.com	Eagle Eatery	\$174.11
4714	Amazon.com	Laptop, keyboard & mouse - funded through ACCESS	\$36.62
4715	Amazon.com	Laptop, keyboard & mouse - funded through ACCESS	\$1,049.69

General Fund - PSDLAF MAX- Checks dated 07/01/26 - 07/31/26

Check	Full Name (FL)	Description	Amount
4716	Amazon.com	Wireless keyboard and mouse	\$33.22
4717	Amazon.com	Badge Supplies	\$22.99
4718	Amazon.com	Transition Classroom Supplies	\$999.99
4719	Amazon.com	Transition Classroom Supplies	\$522.99
4720	Amazon.com	Classroom Supplies	\$36.09
4721	Amazon.com	Classroom Supplies	\$75.53
4722	Amazon.com	Classroom Supplies	\$281.53
4723	Amazon.com	Classroom Supplies	\$81.41
4724	Amazon.com	Classroom Supplies	\$74.82
4725	Amazon.com	Classroom Supplies	\$103.95
4726	Amazon.com	Classroom Supplies	\$151.60
4727	Amazon.com	Classroom Supplies	\$61.87
4728	Amazon.com	Classroom Supplies	\$133.98
4729	Amazon.com	Classroom Supplies	\$176.96
4730	Amazon.com	Classroom Supplies	\$66.22
4731	Amazon.com	Classroom Supplies	\$219.60
4732	Amazon.com	Maint. CC#7005	\$806.90
4733	Amazon.com	Supplies CC #6965	\$899.00
4734	Atlanta Airport Marriott Hotel	Atlanta SkillsUSA Leadership Conference Advisor Lodging - Smith	\$1,964.08
4735	Backblaze Inc	Cloud Storage CC #6965	\$156.39
4736	Best Buy Business Advantage	Supplies CC #6965	\$478.93
4737	Bj'S	Paper Towels CC#7005	\$16.99
4738	Blick Art Materials	Blick_Art	\$1,498.41
4739	Colony Labs, Inc., Scribe	Educational Tutorials CC #6965	\$851.99
4740	Delta Airlines	Baggage Fee - SkillsUSA Leadership Conference	\$90.00
4741	Delta Airlines	Return Flight Baggage Fee - SkillsUSA Leadership Conference GA	\$90.00
4742	Dollar Car Rental	SkillsUSA GA National Leadership Conference Car Rental - Smith	\$621.86
4743	Fireplace, Inc., Smore	Smore_Membership	\$99.00
4744	Five Below Inc	School COounselor Supplies	\$49.00
4745	Giant Food Stores Inc	Maint. Dept. Lunch CC#6940	\$51.12
4746	Giant Food Stores Inc	Team Meeting Supplies	\$11.19
4747	Godaddy.com	Standard Wildcard SSL CC #6965	\$999.98
4748	Guernsey Office Products Inc	Supplies	\$53.55
4749	Guernsey Office Products Inc	Supplies	\$543.82
4750	Harrisburg International (Parking)	SkillsUSA Leadership Conference GA - Long term Airport Parking	\$156.00
4751	Home Depot Credit Services	Supplies CC #6965	\$117.22
4752	J & W Hardware, Inc.	Driveway Sealer CC#8091	\$80.97
4753	Linkedin Corporation	Advertise	\$366.60
4754	Lowe's	Supplies	\$72.44
4755	Lowe's	Supplies	\$66.71
4756	Lowe's	Supplies	\$1,904.96
4757	Lowe's	Supplies	\$27.04
4758	Lowe's	Supplies	(\$21.48)
4759	Lowe's	Supplies	\$2.28
4760	Lowe's	Supplies	\$54.92

General Fund - PSDLAF MAX- Checks dated 07/01/26 - 07/31/26

Check	Full Name (FL)	Description	Amount
4761	Lowe's	Supplies CC #6965	\$399.98
4762	Pearson Clinical Assessments	Adobe Pro Voucher + Retake (Perkins Funding)	\$553.00
4763	Penn Tire Exchange, Llc	Tire CC#8091	\$171.60
4764	Qbs Llc	Training	\$70.00
4765	Qbs Llc	Training	\$175.00
4766	Qbs Llc	Training	\$357.00
4767	R F Fager Company	Supplies	\$49.23
4768	R F Fager Company	Supplies	\$53.55
4769	Sam'S Club - 8161	Student Activities, Meal/Refreshments - Year End Reward	\$29.94
4770	Sangoma Us Inc.	Cyber Phone CC #6965	\$35.65
4771	Sawstop Llc	Engineering Supplies - Goode	\$27.00
4772	Saxton & Stump Llc	Building Administrators' 201 Training	\$750.00
4773	School Specialty LLC	School Specialty_Art	\$217.15
4774	Sherwin-williams Co	Paint CC#6965	\$83.90
4775	Sherwin-williams Co	Paint CC#8091	\$689.30
4776	Spangler'S Ace Hardware	Supplies CC #6965	\$13.66
4777	Sunoco	SkillsUSA Leadership Conference Vehicle Gas	\$69.01
4778	Sunoco	SkillsUSA Leadership Conference Vehicle Gas	\$39.51
4779	The Restaurant Store	Program Food	\$340.01
4780	The Restaurant Store	Food Service Supplies	\$0.00
4781	The Restaurant Store	Food Service Supplies	\$0.00
4782	Therapy Shoppe Inc	OT Supplies	\$37.98
4783	Transply Inc	Maint. Supplies	\$300.23
			Total \$44,933.82

Food Service Fund - Checks dated 07/01/26 - 07/31/26

Check	Full Name (FL)	Description	Amount
506561	Cybersoft Technologies	Yearly Subscription Renewal	\$10,400.25
506562	Neiman Refrigeration	Repair	\$270.00
506563	Gold Star Foods Inc	MS - Program Food	\$99.84
506564	Feeser'S Inc	District Schools - Food	\$3,632.30
506564	Feeser'S Inc	District Schools - Food	\$763.23
506565	Neiman Refrigeration	PM Cafe	\$3,587.00
9000000007	Singer Equipment Co Inc	Dover Elementary Food Service Supplies	\$593.60
9000000007	Singer Equipment Co Inc	North Salem Elementary Food Service Supplies	\$111.30
9000000007	Singer Equipment Co Inc	North Salem Elementary Food Service Supplies	\$185.50
9000000007	Singer Equipment Co Inc	Weigelstown Elementary Food Service Supplies	\$371.00
9000000007	Singer Equipment Co Inc	MS Food Service Supplies	\$251.67
9000000007	Singer Equipment Co Inc	High School Food Service Supplies	\$6.88
9000000008	Nicole Walter	Mileage Reimbursement	\$8.27
Total			\$20,280.84

Student Activity Fund - Checks dated 07/01/26 - 07/31/26

Check	Full Name (FL)	Description	Amount
815390	Dover Area School District	FFA - Invoice #2512600065	\$284.48
815390	Dover Area School District	DAMS Student Council - Invoice #2512600042	\$343.92
815390	Dover Area School District	Student Council - Invoice# 2512600062	\$2,083.16
815390	Dover Area School District	Class of 2027 - Invoice 2512600064	\$643.43
815391	Wisehaven Banquet & Expo Ctr	Class of 2028 - Prom Venue Deposit	\$1,000.00
9000000011	Nolan Smith	SkillsUSA - Advisor Reimbursement	\$88.54
Total \$4,443.53			

**DOVER AREA SCHOOL DISTRICT
TREASURER'S REPORT
FOR THE MONTH OF JULY 2026**

GENERAL FUND

MAIN OPERATING ACCOUNTS (AP & PR) - MEMBERS FIRST

Beginning Balance 2,425,656.61

Receipts and Deposits:

County of York-Realty Transfer Tax	61,087.72
County of York-Delinquent Real Estate Taxes	61,113.54
EIT	364,807.02

State/Federal Subsidy Payments

Special Education Subsidy	481,810.00
Federal Grants	48,188.40
PCCD	27,628.17
ACCESS	1,086.31
Demand Response Reimbursement	1,798.28
Activities Fund/PTO Reimbursement	4,317.49
Student Class Fees/Obligations	7.00
Misc. Reimbursements/Refunds	354.00
Rentals	10,498.75
Transfer from PSDLAF	9,000,000.00
Tuition	5,214.40
Tuition Reimbursement	11,491.00
Transportation Reimbursement	1,144.30
Real Estate Taxes	72,074.77
Interest	520.25

Total Receipts and Deposits	10,153,141.40
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Disbursements:

Payroll	(4,899,349.83)
Checks Disbursed	(2,275,235.42)
Wire Transfers/ACH Debits	(839,588.56)
Bank/Merchant Fees/NSFs	(549.54)

Total Disbursements	(8,014,723.35)
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<i>Ending Balance:</i>	4,564,074.66
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SUMMARY - OPERATING

Cash - Operating Accounts (AP & PR), .20%	4,564,074.66
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OTHER GENERAL FUNDS ACCOUNTS - PSDLAF

<i>Beginning Balance</i>	11,819,081.58
<i>Receipts and Deposits:</i>	
Interest	19,346.76
Total Receipts and Deposits	19,346.76
<i>Disbursements:</i>	
Transferred to Members First	(9,000,000.00)
Purchase Card Payment	(44,943.81)
Total Disbursements	(9,044,943.81)
<i>Ending Balance:</i>	2,793,484.53

SUMMARY - GENERAL FUND

PSDMAX, 3.423% average	2,733,276.70
PSDLAF Flex, 3.590% average	32,537.52
PSDLAF Flex, 3.590% average	27,670.31
SUBTOTAL	2,793,484.53
Members First, (Main operating from above)	4,564,074.66

TOTAL GENERAL FUND 7,357,559.19

CAPITAL RESERVE FUND**MEMBERS FIRST & PSDLAF**

<i>Beginning Balance:</i>	8,054,406.82
<i>Receipts and Deposits:</i>	
Interest	17,717.03
Total Receipts and Deposits	17,717.03
<i>Disbursements:</i>	
Checks Disbursed	-
Total Disbursements	-
<i>Ending Balance:</i>	8,072,123.85

SUMMARY

Members First, .10%	47,019.10
PSDMAX, 3.423% average	4,100,478.73
PSDLAF Flex, 3.590% average	2,001,726.02
PSDLAF CDs, Various Rates, 10-9-26 maturity	1,682,900.00
PSDLAF CDs, Various Rates, 10-20-26 maturity	240,000.00
TOTAL	8,072,123.85

FOOD SERVICE FUND

MEMBERS FIRST & PSDLAF

Beginning Balance		1,263,806.71
Receipts and Deposits:		
On-line deposits	-	
Cash deposits	-	
NSLP	-	
Interest	2,197.09	
Total Receipts and Deposits		2,197.09
Disbursements:		
Checks Disbursed	-	
Total Disbursements		-
Ending Balance:		1,266,003.80
SUMMARY		
Members First, .20%		508,043.66
PSDMAX, 3.423% average		757,960.14
TOTAL		1,266,003.80

HIGH SCHOOL STUDENT ACTIVITIES FUND

MEMBERS FIRST & PSDLAF

Beginning Balance		191,191.00
Receipts and Deposits:		
Skills USA	773.66	
Yearbook	500.00	
Class of 2027	469.40	
Student Council	75.00	
All School Play	266.09	
Interest	220.16	
Total Receipts and Deposits		2,304.31
Disbursements:		
Checks	(4,532.53)	
Total Disbursements		(4,532.53)
Ending Balance:		188,962.78
SUMMARY INCLUDING INVESTMENTS		
Members First, .15%		118,235.56
PSDMAX, 3.423% average		70,727.22
TOTAL		188,962.78

Dover Area School District
2026-27 General Fund Year-To-Date Revenue Report for the Period Ending July 31, 2026
With Comparative Actual Amounts for Fiscal Year Ended 2026

	2025-2026			2026-2027		
	Budgeted Revenue	YTD Revenue	% of Budget Received	Budgeted Revenue	YTD Revenue	% of Budget Received
LOCAL REVENUE						
Current Real Estate Taxes	29,393,433	53,578	0.18%	30,606,001	27,168	0.09%
Interim Real Estate Taxes	376,220	-	0.00%	328,200	44,906	13.68%
Public Utility Real Estate Taxes	31,600	-	0.00%	34,800	-	0.00%
Payment in Lieu of Taxes	800	-	0.00%	600	-	0.00%
Earned Income Taxes	7,017,000	-	0.00%	7,525,000	-	0.00%
Real Estate Transfer Taxes	700,000	-	0.00%	700,000	-	0.00%
Delinquent Real Estate Taxes	640,000	-	0.00%	650,000	-	0.00%
Delinquent Earned Income Taxes	100,000	-	0.00%	130,000	-	0.00%
Interest On Investments	950,000	50,896	5.36%	700,000	20,143	2.88%
Athletic Gate Receipts	55,500	-	0.00%	55,000	-	0.00%
Student Store	17,000	2,484	14.61%	20,500	-	0.00%
Student Fees	35,000	415	1.19%	28,000	-	0.00%
Ad Sales	150	-	0.00%	500	-	0.00%
Other Student Income	8,500	-	0.00%	8,200	1	0.02%
Fed Rev Received - Other LEAs	140,000	-	0.00%	80,000	-	0.00%
Fed Rev Passed Thru IU	835,100	-	0.00%	800,000	-	0.00%
Rentals	50,000	58	0.12%	60,000	5,343	8.90%
Regular Day Tuition	16,750	-	0.00%	13,000	-	0.00%
Revenue from other LEAs	5,000	-	0.00%	75,000	-	0.00%
Trans Svcs Provided by LEAs	5,000	-	0.00%	20,000	-	0.00%
Fines, Truancy, Other Fees	43,000	-	0.00%	21,000	-	0.00%
Energy Rebates	-	-	0.00%	-	-	0.00%
Misc.	7,750	-	0.00%	8,000	370	4.63%
<i>Total Local Revenue</i>	<i>40,427,803</i>	<i>107,431</i>	<i>0.27%</i>	<i>41,863,801</i>	<i>97,932</i>	<i>0.23%</i>

Dover Area School District
2026-27 General Fund Year-To-Date Revenue Report for the Period Ending July 31, 2026
With Comparative Actual Amounts for Fiscal Year Ended 2026

	2025-2026			2026-2027		
	Budgeted Revenue	YTD Revenue	% of Budget Received	Budgeted Revenue	YTD Revenue	% of Budget Received
<i>STATE REVENUE</i>						
Basic Ed Subsidy - Formula	14,184,900	-	0.00%	14,038,275	-	0.00%
Tuition From the State	100,000	-	0.00%	125,000	-	0.00%
Charter School Reimbursement	301,450	-	0.00%	-	-	0.00%
Vocational Ed Subsidy	416,700	-	0.00%	403,000	-	0.00%
Special Ed Subsidy	3,013,800	-	0.00%	3,203,300	481,810	15.04%
Transportation	1,745,267	-	0.00%	1,831,050	-	0.00%
Rental Sinking Fund	1,213,250	-	0.00%	1,165,050	-	0.00%
Health Services	60,000	-	0.00%	60,000	-	0.00%
Property Tax Relief	2,227,596	-	0.00%	2,226,830	-	0.00%
PA Block Grant/Ready to Learn	1,666,860	-	0.00%	2,219,818	-	0.00%
SS Reimbursement	1,305,340	-	0.00%	1,360,000	-	0.00%
Retirement Reimbursement	6,040,500	-	0.00%	6,191,700	-	0.00%
Feminine Hygiene Products Grant	-	-	0.00%	-	-	0.00%
Supplemental Equipment Grant	-	14,046	N/A	-	-	0.00%
PCCD Grants	71,146	-	0.00%	-	-	0.00%
<i>Total State Revenue</i>	<i>32,346,809</i>	<i>14,046</i>	<i>0.04%</i>	<i>32,824,023</i>	<i>481,810</i>	<i>1.47%</i>
<i>FEDERAL REVENUE</i>						
Title I	598,350	-	0.00%	589,643	-	0.00%
Title II	86,950	-	0.00%	88,713	-	0.00%
Title III	-	-	0.00%	-	-	0.00%
Title IV	46,025	-	0.00%	44,470	-	0.00%
Vocation Education	41,300	-	0.00%	41,300	-	0.00%
Other Cares Funding	-	-	0.00%	-	-	0.00%
ACCESS	635,000	-	0.00%	435,000	-	0.00%
<i>Total Federal Revenue</i>	<i>1,407,625</i>	<i>-</i>	<i>0.00%</i>	<i>1,199,126</i>	<i>-</i>	<i>0.00%</i>
<i>OTHER REVENUE</i>						
Extended Financing	302,500	-	0.00%	-	-	0.00%
Sale of Fixed Assets	10,000	-	0.00%	5,000	-	0.00%
<i>Total Other Revenue</i>	<i>312,500</i>	<i>-</i>	<i>0.00%</i>	<i>5,000</i>	<i>-</i>	<i>0.00%</i>

Dover Area School District
2026-27 General Fund Year-To-Date Revenue Report for the Period Ending July 31, 2026
With Comparative Actual Amounts for Fiscal Year Ended 2026

	2025-2026			2026-2027		
	Budgeted Revenue	YTD Revenue	% of Budget Received	Budgeted Revenue	YTD Revenue	% of Budget Received
<i>TOTAL REVENUE</i>	74,494,737	121,477	0.16%	75,891,950	579,742	0.76%

Dover Area School District
2026-27 General Fund Year-To-Date Expenditure Report for the Period Ending July 31, 2026
With Comparative Actual Amounts for Fiscal Year Ended 2026

	2025-2026			2026-2027		
	Budgeted Expenditures	YTD Exp.	% of Budget Expended	Budgeted Expenditures	YTD Exp.	% of Budget Expended
BY FUNCTION:						
1000 - Instruction						
1100 Regular Instruction	28,400,932	133,430	0.47%	29,128,217	207,092	0.71%
1200 Special Education	13,906,155	124,085	0.89%	15,511,980	60,847	0.39%
1300 Vocational Education	3,625,056	184,966	5.10%	3,974,490	164,690	4.14%
1400 Other Instructional Programs	241,004	-	0.00%	299,151	5,161	1.73%
1500 Non-Public Programs	8,700	-	0.00%	13,000	6,174	47.49%
<i>Total Instruction</i>	<i>46,181,847</i>	<i>442,481</i>	<i>0.96%</i>	<i>48,926,838</i>	<i>443,964</i>	<i>0.91%</i>
2000 - Support Services						
2100 Pupil Personnel	1,980,662	14,105	0.71%	2,024,809	12,490	0.62%
2200 Instructional Staff Support	2,849,525	141,980	4.98%	2,511,530	192,645	7.67%
2300 Administration	3,329,329	220,087	6.61%	3,382,131	187,987	5.56%
2400 Pupil Health Services	896,773	24,971	2.78%	1,067,584	1,755	0.16%
2500 Business Services	829,305	74,550	8.99%	848,105	72,341	8.53%
2600 Plant Services	5,578,356	225,459	4.04%	6,444,598	555,002	8.61%
2700 Student Transportation	4,299,182	8,756	0.20%	4,604,458	9,186	0.20%
2800 Central Support Svcs	747,857	48,227	6.45%	728,051	40,912	5.62%
2900 Other Support Svcs	5,000	-	0.00%	0	0	0.00%
<i>Total Support Services</i>	<i>20,515,989</i>	<i>758,135</i>	<i>3.70%</i>	<i>21,611,266</i>	<i>1,072,318</i>	<i>4.96%</i>
3000 - Non-Instructional Services						
3200 Student Activities	1,254,751	60,587	4.83%	1,250,313	64,032	5.12%
3300 Community Services	6,000	-	0.00%	7,700	0	0.00%
<i>Total Non-Instructional Svcs</i>	<i>1,260,751</i>	<i>60,587</i>	<i>4.81%</i>	<i>1,258,013</i>	<i>64,032</i>	<i>5.09%</i>
4000 - Facilities Acquisition, Construction & Improve						
4000 Construction & Improve	-	-	N/A	-	-	0.00%
<i>Total Facilities Acquisition</i>	<i>-</i>	<i>-</i>	<i>N/A</i>	<i>-</i>	<i>-</i>	<i>0.00%</i>

Dover Area School District
2026-27 General Fund Year-To-Date Expenditure Report for the Period Ending July 31, 2026
With Comparative Actual Amounts for Fiscal Year Ended 2026

	2025-2026			2026-2027		
	Budgeted Expenditures	YTD Exp.	% of Budget Expended	Budgeted Expenditures	YTD Exp.	% of Budget Expended
5000 - Other Financing Sources						
5100 Debt Service	8,292,498	517,899	6.25%	8,257,798	536,382	6.50%
<i>Total Other Financing</i>	<i>8,292,498</i>	<i>517,899</i>	<i>6.25%</i>	<i>8,257,798</i>	<i>536,382</i>	<i>6.50%</i>
TOTAL BY FUNCTION	76,251,085	1,779,102	2.33%	80,053,915	2,116,696	2.64%
BY OBJECT:						
100 Salaries	29,903,018	345,075	1.15%	30,658,174	315,274	1.03%
200 Benefits	19,738,712	232,657	1.18%	20,285,407	244,481	1.21%
300 Purchased Professional & Technical Services	2,942,305	304,290	10.34%	3,866,806	57,796	1.49%
400 Purchased Property Services	696,249	5,995	0.86%	678,415	15,611	2.30%
500 Other Purchased Services	10,671,530	-	0.00%	11,969,015	466,658	3.90%
600 Supplies, Books, Software	3,271,123	317,495	9.71%	3,878,447	463,515	11.95%
700 Equipment	506,085	44,607	8.81%	219,000	2,927	1.34%
800 Other Objects	3,669,297	9,076	0.25%	3,434,073	14,051	0.41%
900 Other Uses of Funds	4,852,766	519,906	10.71%	5,064,578	536,382	10.59%
TOTAL BY OBJECT	76,251,085	1,779,102	2.33%	80,053,915	2,116,695	2.64%

Book Policy Manual
Section 300 Employees
Title Educator Misconduct
Code 317.1 Vol II 2025
Status From PSBA

Legal

1. 22 PA Code 235.1 et seq
2. 24 P.S. 2070.1a
3. 24 P.S. 2070.1b
4. 23 Pa. C.S.A. 6303
5. 24 P.S. 2070.9a
6. Pol. 806
7. 24 P.S. 111
8. Pol. 317
9. 24 P.S. 2070.9c
10. 24 P.S. 2070.11
11. Pol. 103
12. Pol. 104
13. 24 P.S. 2070.17b
14. 24 P.S. 2070.17a
- 23 Pa. C.S.A. 6301 et seq
- 24 P.S. 2070.1a et seq

Purpose

The Board adopts this policy to promote the integrity of the education profession and to create a climate within district schools that fosters ethical conduct and practice.

Authority

The Board requires certificated district employees to comply with the Code of Professional Practice and Conduct and the requirements of the Educator Discipline Act.[\[1\]](#)[\[2\]](#)

Definitions

Educator - shall mean a person who holds a certificate.[\[3\]](#)

Certificate - shall mean any Commonwealth of Pennsylvania certificate, commission, letter of eligibility or permit issued under the School Code.[\[3\]](#)

Sexual Abuse or Exploitation - shall mean any of the following:[\[4\]](#)

1. The employment, use, persuasion, inducement, enticement or coercion of a child to engage in or assist another individual to engage in sexually explicit conduct,

which includes, but is not limited to, the following:

- a. Looking at the sexual or other intimate parts of a child or another individual for the purpose of arousing or gratifying sexual desire in any individual.
 - b. Participating in sexually explicit conversation either in person, by telephone, by computer or by a computer-aided device for the purpose of sexual stimulation or gratification of any individual.
 - c. Actual or simulated sexual activity or nudity for the purpose of sexual stimulation or gratification of any individual.
 - d. Actual or simulated sexual activity for the purpose of producing visual depiction, including photographing, videotaping, computer depicting or filming.
2. Any of the following offenses committed against a child: rape; statutory sexual assault; involuntary deviate sexual intercourse; sexual assault; institutional sexual assault; aggravated indecent assault; indecent assault; indecent exposure; incest; prostitution; sexual abuse; unlawful contact with a minor; or sexual exploitation.

Sexual Misconduct - any act, including, but not limited to, any verbal, nonverbal, written or electronic communication or physical activity, directed toward or with a child or student that is designed to establish a romantic or sexual relationship with the child or student, such acts include but are not limited to: [\[3\]](#)

1. Sexual or romantic invitation.
2. Dating or soliciting dates.
3. Engaging in sexualized or romantic dialog.
4. Making sexually suggestive comments.
5. Self-disclosure or physical disclosure of a sexual or erotic nature.
6. Any sexual, indecent, romantic or erotic contact with a child or student.

Delegation of Responsibility

Duty to Report

The Superintendent or designee shall report to the Pennsylvania Department of Education on the required form, within fifteen (15) days of receipt of notice from an educator or discovery of the incident, any educator: [\[5\]](#)

1. Who has been provided with notice of intent to dismiss or remove for cause, notice of nonrenewal for cause, notice of removal from eligibility lists for cause, or notice of intent not to reemploy for cause.
2. Who has been arrested or indicted for, or convicted of any crime that is graded a misdemeanor or felony.
3. Against whom there are any allegations of sexual misconduct or sexual abuse or exploitation involving a child or student.
4. Where there is reasonable cause to suspect that the educator has caused physical injury to a child or student as the result of negligence or malice.
5. Who has resigned or retired or otherwise separated from employment after a school entity has received information of alleged misconduct under the Educator Discipline Act.
6. Who is the subject of a report filed by the school entity under 23 Pa. C.S. Ch. 63 (relating to child protective services).[6]
7. Who the school entity knows to have been named as a perpetrator of an indicated or founded report under 23 Pa. C.S. Ch. 63.

An educator who knows of any action, inaction or conduct which constitutes sexual abuse or exploitation or sexual misconduct under the Educator Discipline Act shall report such misconduct to the Pennsylvania Department of Education on the required form, and shall report such misconduct to the Superintendent and immediate supervisor, within fifteen (15) days of discovery of such misconduct.[\[5\]](#)

All reports submitted to the Pennsylvania Department of Education shall include an inventory of all information, including: documentary and physical evidence in possession or control of the school relating to the misconduct resulting in the report.[\[5\]](#)

An educator who is arrested or convicted of a crime shall report the arrest or conviction to the Superintendent or designee, within seventy-two (72) hours of the occurrence, in the manner prescribed in Board policy.[\[5\]](#)[\[7\]](#)[\[8\]](#)

Failure to comply with the reporting requirements may result in professional disciplinary action.[\[9\]](#)

Guidelines

Investigation

School officials shall cooperate with the Pennsylvania Department of Education during its review, investigation, or prosecution, and shall promptly provide the Pennsylvania Department of Education with any relevant information and documentary and physical evidence upon request.[\[10\]](#)

Upon receipt of notification in writing from the Pennsylvania Department of Education, the Superintendent or designee shall investigate the allegations of misconduct as directed by the Department and may pursue its own disciplinary procedure as established by law or by collective bargaining agreement.[\[10\]](#)

Within ninety (90) days of receipt of notification from the Pennsylvania Department of Education directing the school district to conduct an investigation (extensions may be requested), the Superintendent or designee shall report to the Department the outcome of its investigation and whether it will pursue local employment action. The Superintendent or designee may make a recommendation to the Department concerning discipline. If the district makes a recommendation concerning discipline, it shall notify the educator of such recommendation.[\[10\]](#)

Discrimination/Harassment

Whenever the allegations underlying a report of educator misconduct include conduct that appears to constitute harassment or other discrimination, including **Title IX sexual harassment**, subject to policies and procedures specific to such conduct, the Title IX Coordinator shall be promptly notified and shall respond to such allegations as provided in the applicable Board policies. Whenever an investigation by the district of educator misconduct reveals indications of conduct by any person that appears to constitute harassment or other discrimination, including **Title IX sexual harassment**, the Title IX Coordinator shall be promptly notified and shall respond to such allegations as provided in policies specific to such conduct. To the extent feasible, investigations shall be conducted jointly with investigations by the district of educator misconduct.[\[11\]](#)[\[12\]](#)

Confidentiality Agreements

The district shall not enter into confidentiality or other agreements that interfere with the mandatory reporting requirement.[\[10\]](#)

Confidentiality

Except as otherwise provided in the Educator Discipline Act, all information related to any complaint, any complainant, or any proceeding related to discipline under the Educator Discipline Act shall remain confidential unless or until public discipline is imposed.[\[13\]](#)

Immunity

Any person who, in good faith, files a complaint or report, or who provides information or cooperates with the Pennsylvania Department of Education or Professional Standards and Practices Commission in an investigation or proceeding shall be immune from civil liability. The district also is immune from civil liability for the disclosure of information about the professional conduct of a former or current employee to a prospective employer of that employee. [\[14\]](#)

Book	Policy Manual
Section	300 Employees
Title	Conduct/Disciplinary Procedures
Code	317 Vol II 2025
Status	From PSBA

Legal

1. 22 PA Code 235.1 et seq
2. Pol. 824
3. 24 P.S. 510
4. 24 P.S. 514
5. Pol. 351
6. 24 P.S. 1122
7. 24 P.S. 1151
8. 24 P.S. 1121
9. 24 P.S. 1127
10. 24 P.S. 1126
11. 24 P.S. 1128
12. 24 P.S. 1129
13. 24 P.S. 1130
14. 24 P.S. 1131
15. 24 P.S. 1132
16. 24 P.S. 1133
17. 2 Pa. C.S.A. 551 et seq
18. 24 P.S. 111
19. 24 P.S. 2070.9a
20. 23 Pa. C.S.A. 6344.3
21. Pol. 806
- 23 Pa. C.S.A. 6301 et seq
- 24 P.S. 2070.1a et seq

Neal Follman v. School District of Philadelphia (Department of Education), 320 A.3d 882 (Commw. Ct. 2024)

Pol. 317.1

Authority

All administrative, professional and support employees are expected to conduct themselves in a manner consistent with appropriate and orderly behavior. Effective operation of district schools requires the cooperation of all employees working together and complying with a system of Board policies, administrative regulations, rules and procedures, applied fairly and consistently.

The Board requires employees to maintain professional, moral and ethical relationships with students at all times.^{[1][2]}

The Board directs that all district employees shall be informed of conduct that is required and is prohibited during work hours and the disciplinary actions that may be applied for violation of Board policies, administrative regulations, rules and procedures.[3][4]

Delegation of Responsibility

All district employees shall comply with state and federal laws and regulations, Board policies, administrative regulations, rules and procedures. District employees shall endeavor to maintain order, perform assigned job functions and carry out directives issued by supervisors.[3]

Certificated employees shall comply with the Code of Professional Practice and Conduct for Educators, in accordance with applicable law and regulations.[1]

When engaged in assigned duties, district employees shall not participate in activities that include, but are not limited to, the following:

1. {X } Physical or verbal abuse, or threat of harm, to anyone.
2. {X } Nonprofessional relationships with students.[2]
3. {X } Causing intentional damage to district property, facilities or equipment.
4. {X } Forceful or unauthorized entry to or occupation of district facilities, buildings or grounds.
5. {X} Use, possession, distribution, or sale of alcohol, drugs or other illegal substances.[5]
6. {X} Use of profane language.
7. {X} Breach of confidential **student, staff or district** information.
8. {X} Failure to comply with directives of district officials, security officers or law enforcement officers.[6]
9. {X} Carrying onto **or** possessing a weapon on school grounds without authorization from the appropriate school administrator.
10. {X} Violation of Board policies, administrative regulations, rules or procedures.[6]
11. {X} Violation of federal, state, or applicable municipal laws or regulations.[6]

12. {X} Conduct, whether occurring during assigned duties or outside of them, when such conduct has a direct nexus to, or obstructs, disrupts, or interferes with, the teaching, research, service, operations, administrative or disciplinary functions of the district, or any activity sponsored or approved by the Board.

The Superintendent or designee shall develop and disseminate disciplinary rules for violations of Board policies, administrative regulations, rules and procedures that provide progressive penalties, including but not limited to

{X} verbal warning

{X} written warning

{X} suspension

{X} demotion[7]

{X} dismissal[6]

{X} pursuit of civil and **legal remedies.** [6][14]

Prior to considering demotion or dismissal of an employee, and at other times when employee conduct has been reported, the Superintendent or designee shall investigate allegations that an employee has violated Board policies, administrative regulations, rules or procedures and shall recommend appropriate action to the Board, in accordance with applicable law and regulations.[4][6][8][9]

When demotion or dismissal charges are filed against a certificated administrative or professional employee, a Board hearing shall be provided as required by applicable law. Noncertificated administrative and support employees may be entitled to a Local Agency Law hearing, at the employee's request.[4][6][8][9][10][11][12][13][14][15][16][17]

Arrest or Conviction Reporting Requirements

Employees shall use the designated form to report to the Superintendent or designee, within seventy-two (72) hours of the occurrence, an arrest or conviction required to be reported by law.[18][19]

Employees shall also report to the Superintendent or designee, in writing, within seventy-two (72) hours of notification, that the employee has been named as a perpetrator in a founded or indicated report pursuant to the Child Protective Services Law.[20]

The Superintendent may also receive notice from the PA Department of Education when a certificated educator has a pending record of arrest, indictment or charge entered upon their state record in the Teacher Information Management System (TIMS).

An employee shall be required to submit new criminal history background checks if the Superintendent or designee has a reasonable belief that the employee was arrested or has been convicted of an offense required to be reported by law, and the employee has not notified the Superintendent or designee.[18]**[21]**

An employee shall be required immediately to submit a new child abuse history certification if the Superintendent or designee has a reasonable belief that the employee was named as a perpetrator in a founded or indicated report or has provided written notice of such occurrence.[20]**[21]**

Failure to accurately report such occurrences may subject the employee to disciplinary action up to and including termination and criminal prosecution.[18][20]

PSBA Revision 4/25 © 2025 PSBA

Book	Policy Manual
Section	200 Pupils
Title	Threat Assessment
Code	236.1
Status	First Draft

Legal

1. 24 P.S. 1302-E
2. 24 P.S. 1301-E
3. Pol. 236
4. Pol. 805.2
5. Pol. 819
6. Pol. 103
7. Pol. 113.4
8. Pol. 207
9. Pol. 216
10. Pol. 805
11. 24 P.S. 1205.2
12. 24 P.S. 1205.5
13. 24 P.S. 1310-B
14. Pol. 333
15. Pol. 104
16. Pol. 105.1
17. Pol. 249
18. Pol. 805.1
19. 23 Pa. C.S.A. 6311
20. Pol. 806
21. Pol. 247
22. Pol. 252
23. Pol. 226
24. Pol. 103.1
25. Pol. 113
26. Pol. 113.1
27. Pol. 113.2
28. Pol. 113.3
29. Pol. 146
30. Pol. 218
31. Pol. 218.1
32. Pol. 218.2
33. Pol. 233
34. Pol. 709
35. 24 P.S. 1303-A
36. 22 PA Code 10.2
37. 35 P.S. 780-102
38. 24 P.S. 1302.1-A
39. 22 PA Code 10.21
40. 22 PA Code 10.22
41. 22 PA Code 10.25
42. 20 U.S.C. 1232g

43. 20 U.S.C. 1415
44. 34 CFR Part 99
45. 34 CFR Part 300
46. 24 P.S. 1409
47. Pol. 209
48. Pol. 216.1
49. 24 P.S. 1304-D
50. 22 PA Code 12.12
51. 42 Pa. C.S.A. 5945
52. 42 Pa. C.S.A. 8337
53. 42 CFR Part 2
54. 24 P.S. 1309-B
20 U.S.C. 1400 et seq
35 P.S. 7601 et seq
42 Pa. C.S.A. 6341
PA Commission on Crime and Delinquency, School Safety and Security Committee Model K-12
Threat Assessment Procedures and Guidelines
Pol. 146.1
Pol. 203.1
Pol. 218.3
Pol. 333
Adopted July 20, 2021
Last Revised November 15, 2022

Purpose

The Board is committed to protecting the health, safety and welfare of its students and the school community and providing the resources and support to address identified student needs. The Board adopts this policy to address student behavior that may indicate a threat to the safety of the student, other students, school employees, school facilities, the community and others.[\[1\]](#)

Authority

The Board directs the Superintendent or designee, in consultation with the School Safety and Security Coordinator, to establish a threat assessment team and develop procedures for assessing and intervening with students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community, and others.[\[1\]](#)

The established procedures must include protocols for the timely consultation between the team and law enforcement, juvenile justice agencies, county agencies, health care providers, or behavioral service providers, as appropriate, to refer students whose behavior indicates a potential threat for additional interventions or supports, including the exchange of relevant information in accordance with federal and state law.[\[1\]](#)[\[2\]](#)[\[3\]](#)

Definitions

Behavioral service providers – includes, but is not limited to, a state, county, or local behavioral health service provider, crisis intervention center, or psychiatric hospital. The term includes a private service provider that contracts with a state, county, or local government to act as a behavioral health agency.[\[2\]](#)

Bias – the attitudes or beliefs we have about a person or group that affect our understanding, actions, and decisions ~~a conscious or subconscious manner~~ in any manner.

Individualized Management Plan – a plan developed for a student who is referred to the threat assessment team that documents the concerns that brought a student to the team's attention, as well as the resources and supports a student might need based on the information gathered during the assessment.

Threat assessment – a fact-based process for the assessment of and intervention with students whose behaviors may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others.

Delegation of Responsibility

The Superintendent or designee, in consultation with the School Safety and Security Coordinator, shall appoint individuals to a district threat assessment team at each school building in the district.

The Superintendent or designee shall designate a member of the team as team leader for the threat assessment team.[\[1\]](#)

The threat assessment team shall include the School Safety and Security Coordinator and an individual or individuals with expertise in school health, counseling, school psychology, or social work; school administration; and special education as appropriate.[\[1\]](#)

The threat assessment team may also include members of the Student Assistance Program team, law enforcement agency representatives, behavioral health professionals, suicide prevention coordinators, and/or members of the crisis response/crisis intervention team, and juvenile probation professionals.[\[3\]](#)[\[4\]](#)[\[5\]](#)

The Superintendent or designee may assign additional staff members or designated community resources to the threat assessment team for assessment and response support.

The Superintendent or designee shall develop and implement administrative regulations to support the threat assessment process.

Guidelines

Training

The Superintendent or designee shall ensure that threat assessment team members are provided individual and/or group training annually on:[1]

1. Responsibilities of threat assessment team members.
2. Process of identifying, reporting, assessing, responding to, and intervening with threats.
3. Identifying and avoiding racial, cultural or disability bias.[3][8]
4. Confidentiality requirements under state and federal laws and regulations, and Board policies.[4][6][9][10][11]
5. Youth suicide awareness, prevention and response.[7]
6. Trauma-informed approach.[12]
7. Safe2Say Something procedures.[6]
8. Multi-tiered systems of support (MTSS).
9. Positive Behavioral Intervention and Support (PBIS).

Threat assessment team training shall be credited toward professional education requirements and school safety and security training requirements for staff, in accordance with applicable law and Board policy.[\[1\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)[\[14\]](#)

Information for Students, Parents/Guardians, and Staff

The district shall annually notify students, staff, and parents/guardians about the existence and purpose of the threat assessment team through posting information on the district website, publishing in handbooks, and through other appropriate methods.[\[1\]](#)

The threat assessment team shall make available age-appropriate informational materials to students regarding recognition of threatening or at-risk behavior that may

present a threat to the student, other students, school employees, school facilities, the community, or others, and how to report concerns, including through the Safe2Say Something program and other district reporting hotlines or methods. Informational materials shall be available for review by parents/guardians.[\[1\]](#)[\[5\]](#)[\[6\]](#)[\[15\]](#)[\[16\]](#)[\[17\]](#)

The threat assessment team shall make available informational materials for school employees regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others, and how to report concerns, including through the Safe2Say Something program and other district reporting hotlines or methods. Information for school employees shall include a list of the staff members who have been appointed to the threat assessment team.[\[1\]](#)[\[5\]](#)[\[6\]](#)[\[15\]](#)[\[17\]](#)

The district shall annually provide mandatory training on school safety and security for school staff in accordance with law, Board policy, and the standards specified by the state's School Safety and Security Committee.[\[10\]](#)[\[13\]](#)

Reporting and Identification

The threat assessment team shall document, assess, and respond to reports received regarding students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community, or others.[\[1\]](#)

The threat assessment team shall assist in assessing and responding to reports that are received through the Safe2Say Something Program, identifying students who may be a threat to themselves or others.[\[1\]](#)[\[10\]](#)

The threat assessment team shall assist in assessing and responding to reports of students exhibiting self-harm or suicide risk factors or warning signs, as identified in accordance with applicable law and Board policy.[\[1\]](#)[\[5\]](#)

When the threat assessment team has made a preliminary determination that a student's reported behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others, the team shall immediately take the following steps:[\[1\]](#)

1. Notify the Superintendent or designee and School Safety and Security Coordinator of the reported threat.
2. Notify the building principal of the school the student attends of the reported threat, who shall notify the student's parent/guardian of the reported threat.

When a reported student's behavior indicates that there may be an imminent threat to the safety of the student or others, or an emergency situation, a threat assessment team member shall take immediate action, which may include promptly reporting to the appropriate law enforcement agency and school administration.[\[1\]](#)[\[4\]](#)[\[10\]](#)[\[18\]](#)

Where a threat assessment team member has reasonable cause to suspect that a reported situation indicates that a student may be a victim of child abuse, the member shall make a report of suspected child abuse in accordance with law and Board policy.[\[1\]](#)[\[19\]](#)[\[20\]](#)

Inquiry and Assessment

In investigating, assessing and responding to threat reports, the threat assessment team shall make a determination if the report should be addressed under one or more specific Board policies or administrative regulations, based on the subject matter of the report and the requirements of law, regulations and Board policy, including, but not limited to, reports involving:

1. Discrimination/Title IX Sexual Harassment.[\[6\]](#)[\[15\]](#)
2. Bullying/Cyberbullying.[\[17\]](#)
3. Suicide Awareness, Prevention and Response.[\[5\]](#)
4. Hazing.[\[21\]](#)
5. Dating Violence.[\[22\]](#)

Members of the threat assessment team shall engage in an assessment of the reported student behavior that may indicate a threat, in accordance with training and established procedures. This process may include, but is not limited to:

1. Interviewing the student, other students, staff, parents/guardians or others regarding the subject(s) of the reported threat.
2. Reviewing existing academic, health and disciplinary records and assignments, as appropriate, regarding the subject(s) of the report.
3. Conducting searches of lockers, storage spaces, and other possessions on school property as applicable, in accordance with applicable law, regulations and Board policy.[\[23\]](#)
4. Examining outside resources such as social media sites, in coordination with law enforcement, or contacting law enforcement, juvenile probation, or community agencies to request additional information about the subject(s) of the report, in

accordance with law, regulations and Board policies.

5. Where appropriate, convening the appropriate team to assess and/or address the situation that is the subject of the report, such as the Individualized Education Program (IEP) team, Section 504 Team, Behavior Support team, Student Assistance Program team, or others.[3][24][25][26][27][28]

The threat assessment team shall establish and implement procedures, in accordance with the district's Memorandum of Understanding, to address situations where the investigation of a reported threat shall be transferred to the appropriate law enforcement agency.[4][18]

The threat assessment team may request that the county agency or juvenile probation department consult and cooperate with the team in assessing the student who is the subject of a preliminary determination regarding a threat.[1]

When assessment of a student's behavior determines that it is not a threat to the student, other students, school employees, school facilities, the community or others, the threat assessment team shall document the assessment and may refer the student to other appropriate resources such as a child study team, the Student Assistance Program team, an IEP or Section 504 Team or other district supports and services.

Response and Intervention

The threat assessment team shall develop an Individualized Management Plan for each student identified and assessed as posing a threat to the student, other students, school employees, school facilities, the community or others. The plan should document the team's evaluation of the threat and recommendations for disposition of the threat, including the information gathered during the assessment and recommendations for response and intervention.

Following notification to the student's parent/guardian, the threat assessment team may refer the student to an appropriate program or take action to address the reported situation in accordance with applicable Board policy, which may include, but is not limited to:[1]

1. A referral to the Student Assistance Program.[3]
2. A referral to the appropriate law enforcement agency.[4][10][18]
3. An appropriate evaluation to determine whether the student is a qualified student with a disability in need of a Section 504 Service Agreement or in need of special education services through an Individualized Education Program (IEP),

in accordance with applicable law and Board policy.[24][25][28]

4. A referral to the student's IEP Team to review and address the student's IEP and/or Positive Behavior Support Plan. This could include, but is not limited to, a manifestation determination or functional behavioral assessment in accordance with applicable law, regulations and Board policy.[25][26][27][28]
5. A referral to the student's Section 504 Team to review and address the student's Section 504 Service Agreement and/or Positive Behavior Support Plan.[24]
6. With prior parental consent, a referral to a behavioral service provider, health care provider or county agency.[29]
7. Addressing behavior in accordance with applicable discipline policies and the Code of Student Conduct.[30][31][32][33]
8. Ongoing monitoring of the student by the threat assessment team, a child study team, Student Assistance Program team or other appropriate school personnel.
9. Taking steps to address the safety of any potential targets identified by the reported threat.[10][34]

Safe Schools Incident Reporting –

For Safe Schools reporting purposes, the term **incident** means an instance involving an act of violence; the possession of a weapon; the possession, use or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use or sale of alcohol or tobacco; or conduct that constitutes an offense listed under the Safe Schools Act.[18][\[35\]](#)[\[36\]](#)[\[37\]](#)

When a reported threat also meets the definition of an incident under the Safe Schools Act, in accordance with reporting requirements, the Superintendent or designee shall immediately report required incidents, if not previously reported by district staff, and may report discretionary incidents committed by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the Memorandum of Understanding with local law enforcement and Board policies.[18][30][\[35\]](#)[\[36\]](#)[\[38\]](#)[\[39\]](#)[\[40\]](#)

The Superintendent or designee shall notify the parent/guardian, if not previously notified by district staff, of any student directly involved in an incident on school property, at any school-sponsored activity or on a conveyance providing transportation

to or from a school or school-sponsored activity, who is a victim or suspect, immediately, as soon as practicable. The Superintendent or designee will inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee will document attempts made to reach the parent/guardian.[\[18\]](#)[\[36\]](#)[\[41\]](#)

Students With Disabilities –

When reporting an incident committed by a student with a disability or referring a student with a disability to a law enforcement agency, the district shall provide the information required by state and federal laws and regulations and shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by these authorities. The district shall ensure compliance with the Family Educational Rights and Privacy Act when transmitting copies of the student's special education and disciplinary records.[\[7\]](#)[\[9\]](#)[\[42\]](#)[\[43\]](#)[\[44\]](#)[\[45\]](#)

Monitoring and Management

If a student has an Individualized Management Plan, the threat assessment team shall monitor the Individualized Management Plan and coordinate with the designated team or resource to provide support and follow-up assessment as necessary. Follow-up assessments, referrals, re-entry plans and other supports shall be documented as part of the student's Individualized Management Plan.

The threat assessment team, in coordination with other appropriate teams and supports, shall determine when the student's Individualized Management Plan is no longer needed for disposition of the threat(s), and may transfer appropriate information in accordance with applicable law, regulations and Board policy.[\[3\]](#)[\[5\]](#)[\[7\]](#)[\[9\]](#)[\[24\]](#)[\[25\]](#)

Records Access and Confidentiality

In order to carry out their duties and facilitate the timely assessment of and intervention with students whose behavior may indicate a threat, the threat assessment team shall have access to the following student information to the extent permitted under applicable law and regulations:[\[1\]](#)

1. Student health records.[\[46\]](#)[\[47\]](#)
2. Prior school disciplinary records.[\[7\]](#)[\[9\]](#)[\[48\]](#)

3. *Records related to adjudication under applicable law and regulations.*
[\[50\]](#)[\[51\]](#)[\[52\]](#)[\[53\]](#)[\[54\]](#)[\[55\]](#)
4. Records of prior behavioral, mental health, or psychological evaluations or screenings maintained by the district.
5. Other records or information that may be relevant to evaluating a threat or determining treatment or referral options for a student that are maintained by the district.

The threat assessment team shall use all information or records obtained in fulfilling the team's duty in accordance with law to evaluate a threat or to recommend disposition of a threat. Team members shall not re-disclose any record or information obtained or otherwise use any record of a student beyond the purpose for which the disclosure was made to the team, in accordance with the law.[\[1\]](#)

The threat assessment team shall maintain confidentiality and handle all student records in accordance with applicable law, regulations, Board policy, the Student Records Plan, and the district's legal and investigative obligations.[\[3\]](#)[\[5\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[17\]](#)[\[42\]](#)[\[44\]](#)[\[48\]](#)[\[49\]](#)

Threat assessment members whose other assignments and roles require confidentiality of specific student communications, in accordance with law, shall ensure that all confidential communications and information are addressed in accordance with applicable law, regulations, Board policy, and administrative regulations.[\[8\]](#)[\[50\]](#)[\[51\]](#)[\[52\]](#)[\[53\]](#)

Annual Board Report

The threat assessment team shall provide the required information to the Superintendent, in consultation with the School Safety and Security Coordinator, to annually develop and present to the Board, at an executive session, a report outlining the district's approach to threat assessment, which shall include:[\[1\]](#)

1. Verification that the district's threat assessment team and process comply with applicable law and regulations.

2. The number of threat assessment teams assigned in the district, and their composition.
3. The total number of threats assessed that year.
4. A summary of interactions with outside law enforcement agencies, juvenile probation, and behavioral service providers.
5. An assessment of the district's threat assessment team(s) operation.
6. Recommendations for improvement of the district's threat assessment processes.
7. Any additional information required by the Superintendent or designee.

The threat assessment team's information addressing verification of compliance with law and regulations, the number of threat assessment teams assigned in the district and their composition, the total number of threats assessed that year, and additional information required by the Superintendent or designee shall be included in the School Safety and Security Coordinator's annual report on district safety and security practices that is submitted to the state's School Safety and Security Committee. [\[54\]](#)[\[1\]](#)[\[4\]](#)[\[5\]](#)

Book	Policy Manual
Section	100 Programs
Title	Interscholastic Athletics
Code	123 Vol IV 2025
Status	
Legal	

1. 22 PA Code 4.27
2. 24 P.S. 1601-C et seq
3. 34 CFR 106.41
4. Pol. 103
5. Pol. 103.1
6. 24 P.S. 511
7. PIAA Bylaws, Article V
8. Pol. 123.1
9. Pol. 123.2
10. Pol. 218
11. Pol. 204
12. 24 P.S. 5323
13. 24 P.S. 1425
14. 22 PA Code 12.1
15. 22 PA Code 12.4
16. 24 P.S. 1603-C
17. PIAA Bylaws, Article II
- 24 P.S. 5321 et seq

Purpose

The Board recognizes the value of a program of interscholastic athletics as an integral part of the total school experience for all district students and as a conduit for community involvement.

{ X} The interscholastic athletic program fosters the growth of school loyalty within the student body as a whole and inspires community interest.

{ X} Interscholastic athletic activities and practice sessions provide opportunities to teach the values of competition, sportsmanship, and teamwork.

Definition

For purposes of this policy, the program of **interscholastic athletics includes** all activities relating to competitive or exhibition sport contests, games or events involving individual students or teams of students when such events occur between schools within this district or outside this district.

Authority

It shall be the policy of the Board to offer opportunities for participation in interscholastic athletic programs to male and female students on as equal a basis as is practicable and without discrimination, in accordance with **applicable laws**, regulations **and Board policies**.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)

{x } The Board shall approve a program of interscholastic athletics and require that all facilities utilized in that program, whether or not the property of this Board, properly safeguard both players and spectators and are kept free from hazardous conditions.[\[6\]](#)

The Board shall determine the standards of eligibility to be met by all students participating in **the** interscholastic **athletic** program. Such standards shall require that each student, before participating in any interscholastic **athletic** activity, **be offered** student accident insurance and undergo a physical examination by a licensed physician **to ensure that there are no obvious illnesses and/or injuries that would place the student or others at enhanced risk of injury**.[\[6\]](#)[\[7\]](#)

Activity fees may apply. No student may be denied participation because of economic circumstances.

The **Board adopts the** eligibility standards set by the Constitution **and Bylaws** of the Pennsylvania Interscholastic Athletic Association (**P.I.A.A.**).

The Board directs that a student may participate in extracurricular activities who has:

1. {X } Met the requirements for academic eligibility.
2. **{X } Complied with the requirements of applicable handbooks, Board policies and administrative regulations.**[\[8\]](#)[\[9\]](#)[\[10\]](#)
3. {X} Attended school regularly.[\[11\]](#)
4. {X} Been in attendance on the day of the athletic event or practice for the hours required.
5. {X} Returned all school athletic equipment previously used.
6. {X} Adhered to **other** applicable **conduct** standards.

Off-Campus Activities

Student conduct that occurs off school property **or during nonschool hours shall comply with the provisions of the student discipline policy addressing on and off-campus activities in accordance with Policy 218 Student Discipline.**^[10]

This policy and the Code of Student Conduct apply to the behavior of students at all times during the time they are under the supervision of the school or at any time while on school property, while present at school-sponsored activities and while traveling to or from school and school-sponsored activities or at other times whether or not via school-provided means of transportation. ^[3]

This policy shall also apply to student conduct that occurs off school property and would otherwise violate the Code of Student Conduct if any of the following circumstances exist:^[8]

1. The conduct involves, threatens or makes more likely violence, use of force or other serious harm directed at students, staff or the school environment;
2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.
3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.
4. The conduct has a direct nexus to attendance at school or a school-sponsored activity, for example, a transaction conducted outside of school pursuant to an agreement made in school, that would violate the Code of Student Conduct if conducted in school.
5. The conduct involves the theft or vandalism of school or event property.
6. There is otherwise a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.

Delegation of Responsibility

Each school year, prior to participation in an interscholastic athletic activity, every student athlete and their parent/guardian shall sign and return the **acknowledgment** of receipt and review of the following:^[8]^[9]^[12]^[13]

1. Concussion and Traumatic Brain Injury Information Sheet.

2. Sudden Cardiac Arrest Symptoms and Warning Signs Information Sheet, **which includes information about electrocardiogram testing.**

Prior Board approval shall be required for changes that materially alter the approved athletic program, add or eliminate a sport, create significant unbudgeted costs, change league or association affiliation, or otherwise require Board action.

The Superintendent or designee shall disseminate rules for the conduct of students participating in interscholastic athletics. Such rules shall be in conformity with regulations of the State Board of Education, the P.I.A.A., and the district.

The Superintendent shall ensure that similar athletic programs are offered to both sexes in proportion to the district's enrollment, **in accordance with Title IX regulations.**[\[3\]](#)

{x} The Superintendent shall ensure that interscholastic athletics are open to all eligible students and that all students are fully informed of the opportunities available to them.[\[14\]](#)[\[15\]](#)

Guidelines

Male/Female Athletic Opportunities Report

By October 15 of each year, on the designated disclosure form, the Superintendent or designee shall report to the PA Department of Education the interscholastic athletic opportunities and treatment for male and female secondary school students for the preceding school year.[\[16\]](#)

By November 1 of each year, the completed disclosure form shall be made available for public inspection during regular business hours and posted on the district's website.[\[16\]](#)

The availability of the completed disclosure form shall be announced by posting a notice on school bulletin boards, in the school newspaper, on any electronic mailing list or list serve, and by any other reasonable means.[\[16\]](#)

{ x } Name, Image and Likeness

Students and their parents/guardians are responsible for following the rules set by the P.I.A.A. for the student to maintain their amateur status in order to be continuously eligible to participate in the district's interscholastic athletics program.[\[17\]](#)

Students may use their own name, image and likeness for such permissible activities that include commercial endorsements, promotional activities, social

media presence, product or service advertisements and unique digital items/assets.[\[17\]](#)

District employees and any individual affiliated with a P.I.A.A. member school, including booster clubs, coaches, collectives, administrators and alumni, are prohibited from soliciting, arranging, negotiating or paying for a student's use of their name, image and likeness and/or the provision of consideration to a student for the use of their name, image and likeness. This provision does not apply if the use of the name, image and likeness is for their own child.[\[17\]](#)

Students must notify the building principal or Athletic Director in writing upon entering into any type of name, image and likeness contracts or agreements within seventy-two (72) hours of entering into such contract or agreement. Such notification does not serve as approval by the district of any name, image and likeness contract or agreement.[\[17\]](#)



Policy Number 815.1
Title Use of Generative Artificial Intelligence in Education
Version v2 · 8/4/2026

Use of Generative Artificial Intelligence in Education

Purpose

The district recognizes the potential that Generative Artificial Intelligence (Generative AI) offers in enhancing educational opportunities, streamlining operations and preparing students for a future that demands adaptability, critical thinking and digital literacy. When incorporated and used in a responsible and ethical manner, Generative AI can support a dynamic working and learning experience.

This policy addresses guidelines for the proper management and responsible use of Generative AI in the district's educational environment.

Authority

The Board directs that the use of Generative AI in the educational environment shall be limited to approved educational purposes and shall comply with applicable state and federal laws, regulations, Board policies, administrative regulations and school rules including, but not limited to, the Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), the Children's Internet Protection Act (CIPA), the Children's Online Privacy Protection Act (COPPA), as well as Board policies related to acceptable use of computers and network resources, student and staff conduct, copyright protections, student records, personnel records, bullying and cyberbullying, nondiscrimination and harassment, data security and staff and student expression.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)[\[14\]](#)[\[15\]](#)[\[16\]](#)[\[17\]](#)[\[18\]](#)[\[19\]](#)[\[20\]](#)[\[21\]](#)[\[22\]](#)[\[23\]](#)[\[24\]](#)[\[25\]](#)[\[26\]](#)[\[27\]](#)

The availability of access to Generative AI tools and resources by students and staff does not imply endorsement by the district of the Generative AI tool or resource, nor does the district guarantee the accuracy of the information received from Generative AI tools or resources. The district shall not be responsible for any information that may be lost, damaged or unavailable when using a Generative AI tool or resource. Therefore, users remain responsible to verify content and are hereby forewarned that Generative AI outputs may be inaccurate.

It is the prerogative and responsibility of the district to employ active-agent automation to detect unauthorized, unlawful, inappropriate, unapproved use of any AI tool or product.

All teachers, administrators, and staff are required to adhere strictly to the regulations outlined in the Family Educational Rights and Privacy Act (FERPA) when utilizing any AI resources.

The district shall not be responsible for the dissemination, replication or alteration of information or data input by any student or staff into any Generative AI tool or resource. Nothing in this policy is intended to limit the district's obligations under applicable law or regulations.

The district shall not be responsible for any unauthorized charges or fees resulting from access or use of Generative AI tools or resources.

Definitions

AI literacy – the ability to understand, use and interact with AI systems effectively, efficiently and responsibly.

Artificial Intelligence (AI) – technology designed to mimic human intelligence, such as analyzing data, recognizing patterns and making decisions.

Generative Artificial Intelligence (Generative AI) –

Generative Artificial Intelligence (GenAI): Any software, service, or embedded feature that generates or rewrites content—such as text, images, audio, video, code, translations, summaries, or answers—using a trained machine-learning model in response to prompts or other inputs, rather than solely retrieving or displaying existing information.

GenAI includes, but is not limited to, tools used for:

- answering questions or drafting text;
- summarizing or rewriting;
- creating images/audio/video;
- generating or debugging code;
- chat-based tutoring or feedback;
- translation and style conversion.

GenAI does not include routine automation that does not generate new content (e.g., spellcheck/autocorrect, basic search, calculators, or rule-based filters), unless those features generate new text/content beyond simple corrections.

Open-source AI – AI tools and resources that are built on publicly accessible platforms and use and share data among all users who access the platform, both within and outside of the district.

Data Privacy Agreement (DPA) – A legal contract between two or more parties that explains how personal data is collected, used, stored, shared, and protected.

Education Record – (for FERPA)-Any record that is directly related to a student and maintained by a school or someone acting on behalf of the school.

Educational Environment – School, classroom, district-owned and/or operated resources and equipment.

Educational Purposes – Connected to the Board -approved curriculum

Personally Identifiable Information (PII) means information about a person that contains some unique identifier, including but not limited to name or Social Security Number, from which the identity of the person can be determined. In OMB Circular M-06-19, the term "Personally Identifiable Information" is defined as any information about an individual maintained by an agency, including, but not limited to, education, financial transactions, medical history, and criminal or employment history and information which can be used to distinguish or trace an individual's identity, such as their name, Social Security Number, date and place of birth, mother's maiden name, biometric records, including any other personal information which can be linked to an individual. 41 CFR Part 105-64

Delegation of Responsibility

The district shall make every effort to ensure that Generative AI tools and resources are used responsibly by students and staff. The effective integration of Generative AI into education requires a collaborative effort between administration, teachers, staff, students and families.

The district shall inform staff, students, parents/guardians and other users about this policy by posting on the district website and by other efficient methods.

Generative AI tools and resources used in district schools and programs shall be evaluated and authorized on an ongoing basis for age-appropriateness, bias, privacy protections, accessibility standards and data security by the following individuals: [\[8\]](#) [\[9\]](#) [\[10\]](#) [\[27\]](#) [\[28\]](#)

1. { } Superintendent.
2. { } Building principals.
3. { } Solicitor.
4. {X } Director of Information Technology.
5. { } Director of Curriculum and Instruction.

6. { } School librarian.

7. { } _____ Other.

The Board directs that only district-authorized Generative AI tools and resources may be used on district computers and in district schools and programs. Staff shall consult the district's list of authorized Generative AI tools and resources prior to implementation in the educational environment. Unauthorized Generative AI tools and resources may not adhere to required data privacy, monitoring and security standards.^[3]^[25] ^[27]

The Superintendent or designee shall be responsible for developing procedures to address student safety measures and to determine whether Generative AI tools and resources are being used for purposes prohibited by law, Board policy or for accessing sexually explicit materials.^[2]^[25] ^[29]^[30]^[31]^[32]^[33]

The district solicitor, in coordination with the Director of Information Technology, shall evaluate new and existing vendor contracts, collective bargaining agreements and related agreements for impacts related to district use of Generative AI. ^[34] ^[35]

Guidelines

AI Literacy

Staff –

The district shall provide staff with professional development opportunities addressing the effective and safe integration of Generative AI to enhance teaching and learning. Professional development opportunities may include, but not be limited to:

1. Ethical use of Generative AI.
2. The capabilities and limitations of Generative AI.
3. Critical analysis of content produced by Generative AI.
4. How to monitor and evaluate student inputs into Generative AI systems.
5. The parameters established by the district for integrating Generative AI tools into classroom instructional design.

6. _____ Other.

{X } Beyond formal professional development opportunities, the district encourages staff to explore Generative AI to discover lesson plan ideas, create templates or assessments and to generate ideas for the personalization of student learning. Generative AI tools and resources shall be used in accordance with applicable laws, regulations and this Board policy.

Students –

Students will receive age-appropriate instruction on the proper use of AI tools, encompassing fundamental principles such as the necessity of proper human supervision, critical thinking, and skepticism regarding accuracy. Such instruction should aim to empower students with the knowledge and skills needed to navigate the increasingly prevalent presence of AI technologies in their academic and personal lives. By fostering responsible and informed use, expectations students will be better equipped to navigate AI tools effectively while understanding their limitations and ethical implications.

The district shall provide training for students, which may include, but not be limited to:

1. AI Literacy
2. Establishment of expectations regarding the ethical use of Generative AI.
3. The capabilities and limitations of Generative AI.
4. Critical analysis of content produced by Generative AI.
5. How to disclose use and cite Generative AI resources.
6. The importance of not disclosing personally identifiable information when using an open-source Generative AI tool or resource.
7. The Dover Area School District Generative AI Handbook

Ethical Considerations

The district shall prioritize the educational value in the use of Generative AI tools and resources and will take measures to mitigate associated risks. The district shall only authorize Generative AI systems and platforms appropriately equipped for preventing breach of personally identifiable information and addressing the district's prohibitions against discrimination, harassment, bullying, bias and access to sexually explicit materials, or those which are harmful to minors or prohibited by Board policy. [\[8\]](#) [\[9\]](#) [\[10\]](#) [\[20\]](#) [\[25\]](#)

The district's technology protection measures shall be enforced during use of Generative AI on district computers and network resources. [25]

The district shall determine and provide additional training, when needed, and address accessibility needs to provide equitable access to Generative AI tools and resources for students and staff including, but not limited to, individuals with disabilities and English Learner students. [8] [9] [10] [11] [36]

The district prohibits the use of Generative AI in making decisions regarding employee recruitment, hiring, retention, promotion, transfer, evaluation, demotion or dismissal. [10]

The district prohibits the use of Generative AI in making final determinations on student assessments and evaluations. [8] [9] [11] [14] [37] [38]

Academic Integrity –

Any and all use of Generative AI by students is strictly prohibited unless specifically authorized by the teacher. The use of Generative AI by students to complete assignments or assessments shall only be allowed to the extent stated and outlined by the teacher for the individual assignment or course. . In order to accomplish this, all assignments and assessments, unless otherwise stated in advance by the teacher, is a Level 0.

{X } Teachers shall outline use of Generative AI tools and resources in their required lesson plans. [39]

Teachers shall use the following scale for guidance:

- **Level 0- AI Free - AI may not be used at any time or in any way during this assignment. Students must demonstrate their own core skills and Knowledge**
- **Level 1- AI Planning- AI may be used for planning, idea development and research. The final submission should show how the student developed and refined the ideas. No AI-generated content should be submitted in the final product.**
- **Level 2- AI Collaboration- AI may be used to assist with specific elements of assignments, such as drafting, text refining, and evaluating the work. The student must critically evaluate and modify any AI-generated content used to reflect the student's own understanding, voice, and style.**
- **Level 3 - Task-Based AI -AI is used to complete certain tasks or parts of a project with human oversight and evaluation of all AI-generated content. Students must disclose how AI was used.**

- **Level 4 - Full AI Use - AI may be used extensively throughout the assignment unless specific use cases are directed by the teacher. The focus is on directing AI to achieve the student's goals while also demonstrating critical thinking and evaluating all AI-generated outputs for accuracy and fairness.**
- **Level 5 - AI Exploration- AI may be used freely and creatively to enhance problem-solving, generate new insights, or develop innovative solutions to solve problems. The student is responsible for providing human oversight and evaluation of all AI-generated content.**

Students must disclose how AI was used.

Students and staff shall receive training and be expected to appropriately cite original sources for quotations, facts, information, statistics, dates or the paraphrased statements of others. A Generative AI resource shall be cited when the system's generated content is quoted, paraphrased or otherwise used in the student's work. Lack of citation to AI generated work improperly implies that the work is entirely that of the student. [\[16\]](#)

The Board permits the use of AI detection tools as an aid to identify potential academic integrity issues, but prohibits reliance on results from AI detection tools as the sole determination of academic integrity. No Generative AI tools or outputs shall be used as the sole basis for grading, discipline, special education determinations, threat assessment, or eligibility decisions.

Copyright –

Individuals using Generative AI tools and resources must comply with federal law and Board policy regarding the duplication or use of copyrighted materials. [\[4\]](#) [\[24\]](#)

AI-Generated Content Verification -

Individuals using Generative AI tools and resources have a responsibility to apply proper oversight and evaluation of generated information. Generative AI tools shall not be the sole determining factor used to make decisions related to student learning, assessment, academic integrity or conduct. Staff and students should critically evaluate content produced by Generative AI for potential biases or inaccuracies and understand the importance of cross-referencing with trusted resources.

Evaluation and Monitoring of Generative AI

Administrators, network supervisors and teaching staff shall establish processes for ongoing evaluation and monitoring of Generative AI tools and resources used within the district and on district computers and network resources, including periodic assessments of the impact on student learning.

Issues identified during the evaluation and monitoring process shall be reported to the

{ } Superintendent.

{ } Building principal.

{X } Director of Information Technology.

{ } Director of Curriculum and Instruction.

{ } _____ Other.

Consequences for Inappropriate Use

Failure to comply with this policy or district rules regarding appropriate use of Generative AI including, but not limited to, acceptable use of computer and network resources, shall result in usage restrictions, loss of access privileges, disciplinary action and/or referral to legal authorities. [\[12\]](#) [\[16\]](#) [\[21\]](#) [\[25\]](#) [\[40\]](#)

Students and staff must immediately report any violations or suspicious activity to the building principal or designee.

Users of Generative AI shall be responsible for damages to the equipment, systems, platforms and software resulting from deliberate, malicious or willful acts. [\[25\]](#) [\[41\]](#)

Illegal use of Generative AI; intentional modification without permission or damage to files or data belonging to others; copyright violations; and theft of services shall be reported to the appropriate legal authorities for possible prosecution.

This policy shall also apply to student conduct that occurs off school property or during nonschool hours to the same extent as provided in Board policy on student discipline. [\[12\]](#) [\[16\]](#) [\[25\]](#) [\[40\]](#)

AI use in Operations

The Superintendent shall establish protocols to verify the accuracy and reliability of the output from AI tools prior to the use of such tools for budgeting, payroll, financial or population forecasting, HR analytics, and similar operational tasks.

Once the aforementioned protocols are established, only district-authorized AI tools may be utilized to support HR processes. AI-generated outputs must not serve as the sole or primary basis for decisions or evaluations impacting district employees, contractors, or service providers. To uphold fairness, consistency, nondiscriminatory practices, and compliance with applicable labor laws, final determinations regarding employee evaluations, promotions, discipline, hiring, termination, or demotion must be substantiated by documentation evidencing human decision-making.

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Footnotes

- [1] 24 P.S. 4601
palegis.us
palegis.us
Legal Reference

[View source](#)
- [2] 47 U.S.C. 254
uscode.house.gov
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- [3] 47 U.S.C. 254
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- [4] 17 U.S.C. 101
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- [5] 20 U.S.C. 1232g
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- [6] 20 U.S.C. 1400
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[7] **42 U.S.C. 12101**
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[8] **Pol. 103**
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[9] **Pol. 103.1**
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[10] **Pol. 104**
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[11] **Pol. 113**
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[12] **Pol. 113.1**
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[13] **Pol. 113.4**
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[14] **Pol. 114**
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[15] **Pol. 216**
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[16] **Pol. 218**
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[17] **Pol. 220**
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[18] **Pol. 237**
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[19] **Pol. 247**
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[20] **Pol. 249**
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[21] **Pol. 317**
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[22] **Pol. 320**
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[24] **Pol. 814**
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[25] **Pol. 815**
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[26] **Pol. 830**
Policy Reference [Open policy](#) 

[27] **Pol. 830.1**
Policy Reference [Open policy](#) 

[28] **Pol. 105**
Policy Reference [Open policy](#) 

[29] **18 Pa. C.S.A. 5903**
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[30] **18 Pa. C.S.A. 6312**
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[31] **18 U.S.C. 2256**
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[32] **20 U.S.C. 7131**
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[33] 47 CFR 54.520
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ecfr.gov
Legal Reference

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[34] Pol. 308
Policy Reference

Open policy 📄

[35] Pol. 818
Policy Reference

Open policy 📄

[36] Pol. 138
Policy Reference

Open policy 📄

[37] Pol. 113.3
Policy Reference

Open policy 📄

[38] Pol. 127
Policy Reference

Open policy 📄

[39] Pol. 111
Policy Reference

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[40] Pol. 233
Policy Reference

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[41] Pol. 233
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[42] 24 P.S. 4604

Legal References

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[2] 24 P.S. 4601

[3] 47 U.S.C. 254

[4] 15 U.S.C. 6501

[5] 17 U.S.C. 101

[6] 20 U.S.C. 1232g

[7] 20 U.S.C. 1400

[8] 42 U.S.C. 12101

[9] Pol. 103

[10] Pol. 103.1

- [11] Pol. 104
- [12] Pol. 113
- [13] Pol. 113.1
- [14] Pol. 113.4
- [15] Pol. 114
- [16] Pol. 216
- [17] Pol. 218
- [18] Pol. 220
- [19] Pol. 237
- [20] Pol. 247
- [21] Pol. 249
- [22] Pol. 317
- [23] Pol. 320
- [24] Pol. 324
- [25] Pol. 814
- [26] Pol. 815
- [27] Pol. 830
- [28] Pol. 830.1
- [29] Pol. 105
- [30] 18 Pa. C.S.A. 5903
- [31] 18 Pa. C.S.A. 6312
- [32] 18 U.S.C. 2256
- [33] 20 U.S.C. 7131
- [34] 47 C.F.R. 54.520
- [35] Pol. 308
- [36] Pol. 818
- [37] Pol. 138
- [38] Pol. 113.3
- [39] Pol. 127
- [40] Pol. 111
- [41] Pol. 233
- [42] 24 P.S. 4604

ADDITIONAL REFERENCES

Student & Family Guide to AI Use

Using Artificial Intelligence Safely, Honestly, and Responsibly



Artificial intelligence (AI) is already part of school, work, media, and daily life. This guide explains how students may use AI for learning, what is not allowed, how families can help, and why responsible AI use matters.

What we believe AI should be:

AI should be a learning partner, not a shortcut.

AI may be useful in helping students brainstorm, refine questions, provide feedback to start research, review ideas, or understand difficult concepts.

What we believe AI SHOULD NOT be:

AI should not replace authentic reading, writing, problem-solving, creativity, effort, or original thinking. It should not be considered an expert, and all who use it should remain skeptical of the results. It is not a replacement for student thinking.

1. What Is AI?

AI is technology designed to mimic human intelligence, such as analyzing data and making decisions. Generative AI is a specific type that generates or rewrites content—including text, images, and code—in response to your prompts.

Routine Automation Exclusion: These rules do not apply to basic tools like spellcheck, autocorrect, or calculators, as long as they are not creating new content for you.

AI can currently be seen in:

Common Place	Example
Search engines	AI summaries or “AI Overviews”
Writing tools	Grammar suggestions, sentence rewrites
Design tools	Canva AI images, layouts, captions
Study tools	Chatbots, tutoring tools, flashcards
Phones/apps	Voice assistants, filters, recommendations
School tools	Teacher-approved AI spaces or feedback tools

AI can be helpful, but it can also be wrong, biased, misleading, or unsafe if used carelessly.

2. What AI Can & Cannot Help Students Do

AI may be helpful when a teacher allows it and the tool is appropriate. AI should not be used to avoid learning.

AI Can Help Students	AI Should Not
• Brainstorm ideas • Understand directions • Ask better questions • Review vocabulary • Get feedback on a draft • Practice a skill • Explain a difficult concept in another way • Organize notes • Generate study questions • Compare perspectives • Revise for clarity • Check for possible gaps in reasoning	• Write an entire assignment for a student • Complete homework when the student does not understand it • Replace reading, thinking, writing, or problem-solving • Create work the student cannot explain • Be used when the teacher says no AI • Make up sources, quotes, facts, or citations • Be copied and submitted as original work • Be used to cheat on tests, quizzes, projects, or assignments • Be used to bully, impersonate, embarrass, or harm others
Helpful AI use sounds like:	Harmful AI use sounds like:
“Help me understand this concept.” “Give me feedback on my draft.” “What questions should I ask about this topic?” “Explain this at a 7th grade level.” “What might I be missing?”	“Write my essay.” “Give me all the answers.” “Do this assignment for me.” “Make this sound like I wrote it.” “Create a fake image of someone.”

3. The Student Rule: You Must Be Able to Explain Your Work

If a student submits work, the student should be able to explain it.

A teacher may ask:

- What is your main idea?
- Why did you choose this evidence?
- What did you revise?
- What sources did you check?
- What part did AI help with?
- What part did you create yourself?
- Can you solve a similar problem?
- Can you explain your thinking out loud?
- What did you learn from this task?

This is not meant to trap students. These questions help teachers know what you learned. Students and families hold a vital role in the appropriate use of AI and in accordance with DASD Policy 815.1, “must immediately report any violations, suspicious activity, or inappropriate content encountered to the building principal or designee.”

These expectations and the student discipline policy apply to district-assigned work completed off school property or during non-school hours to the same extent as in-school conduct.

4. AI Permission Levels for Assignments

Different assignments may have different AI rules. Students should always follow the teacher’s directions.

When students are unsure, they should ask:

“Is AI allowed for this assignment? If so, what can I use it for?”



NCDPI AI Use Continuum v. 2.0: For Students

	Levels of AI Use	Can I Use AI on this Assignment? If so, How?	How must I disclose my use of AI?
0	AI Free	No. You may NOT use AI at any point or in any way during this assessment. You must demonstrate your own core skills & knowledge.	No AI disclosure required May require an academic honesty pledge that AI was not used. Example pledge: “I attest that I did not use any form of AI to complete this work and it demonstrates my own knowledge and skills.”
1	AI Planning	You may use AI for planning, idea development and research. Your final submission should show how you have developed and refined these ideas. No AI generated content should be submitted in the final product.	No AI disclosure required May require an academic honesty pledge that AI was used only in the planning process. Example pledge: “I attest that I only used AI to help me think through or understand the assignment, I did not use AI to write, edit, or create.”
2	Task-Based AI	You may use AI to assist you with ONE specific area of your assignment. AI may be part of brainstorming, drafting, OR revision, but should not be involved in every step of the process. You must edit and evaluate the AI generated content.	Include an AI disclosure statement that names the person (you), tool(s) used, & how it/they were used must be submitted with your work along with link(s) to AI chat(s). Example disclosure statement: “I used Claude to edit my assignment after it was written, but did not use it for brainstorming or drafting.”
3	AI Collaboration	You may use AI to collaborate on your assignment. Collaboration means you work with AI and refine/edit the suggestions that it provides for you. You must critically evaluate and modify any AI-generated content you use to reflect your own understanding, voice, and style.	Include an AI disclosure statement that names the person (you), tool(s) used, & how it/they were used must be submitted with your work along with link(s) to AI chat(s). Example disclosure statement: “I used Gemini 2.5 to brainstorm, research, draft, and evaluate my work.”
4	Full AI Use	You may use AI extensively throughout this assessment as you wish, unless specific use cases are directed by your teacher. Focus on directing AI to achieve your goals while also demonstrating critical thinking and evaluating all AI-generated outputs for accuracy and fairness.	Include an AI disclosure statement that names the person (you), tool(s) used, & how it/they were used must be submitted with your work along with link(s) to AI chat(s). Example disclosure statement: “I used ChatGPT 4o as a thought partner throughout the completion of this work.”
5	AI Exploration	You should use AI freely and creatively to enhance problem-solving, generate new insights, or develop innovative solutions to solve problems. You are responsible for providing human oversight and evaluation of all AI generated content.	AI disclosure statement that names the person (you), tool(s) used, & how it/they were used must be submitted with your work along with link(s) to AI chat(s). Example disclosure statement: “I used Gemini 2.5 to brainstorm, research, draft, and evaluate my work.”

Levels of AI Use

5. The EVERY Framework

Students should use **EVERY** when working with AI to complete assigned work.

Letter	Meaning	Student Question
--------	---------	------------------

E — Evaluate	Determine if AI is allowed and appropriate.	Am I allowed to use AI for this task?
V — Verify	If using AI, fact-check and remain skeptical, review sources, and verify accuracy.	Did I check whether the AI was right?
E — Explain	Honestly report how AI was used to assist in completing the assignment.	Have I fully explained what AI helped me do?
R — Reflect	Think about whether AI assisted in the learning process.	Did AI help me think, or did it think for me?
Y — You are responsible	Take ownership of the final product as a student.	Am I responsible for this work?

AI for Education

How to Use AI Responsibly EVERY Time

E **VALUATE** the initial output to see if it meets the intended purpose and your needs.

V **ERIFY** facts, figures, quotes, and data using reliable sources to ensure there are no hallucinations or bias.

E **NGAGE** in every conversation with the GenAI chatbot, providing critical feedback and oversight to improve the AI's output.

R **EVISE** the results to reflect your unique needs, style, and/or tone. AI output is a great starting point, but shouldn't be a final product.

Y **OU** are responsible for everything you create with AI. Always be transparent about how you've used these tools.

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EVERY for Student AI Reflection

E **valuate** What task am I using AI for? Is it appropriate or allowed?

V **erify** Are the facts and sources accurate and reliable?

E **xplain** Can I describe how I used AI in my process?

R **eflect** Did AI help me think or did it do the thinking for me?

Y **ou are responsible** You are accountable for the final product. AI is a tool, not the author.

6. Student Privacy: What Not to Share with AI

Students should not enter private information into AI tools unless a teacher specifically says the tool is approved and safe for that use.

Do not share:

- Full name
- Address
- Phone number
- Birth date
- Student ID number
- Passwords
- Grades
- Medical information
- IEP, 504, or learning support information

PROTECT YOUR FAMILY'S DATA IN THE AGE OF AI

REMEMINDER: THERE ARE NO LAWS PROTECTING YOUR DATA

AI CAN COLLECT SENSITIVE INFORMATION

AI SYSTEMS ARE OFTEN DECENTRALIZED AND UNREGULATED

BE CAREFUL WHAT YOU SHARE

- Avoid sharing health details
- Keep personal stories private

YOUR DATA IS YOUR RESPONSIBILITY

REVIEW AI APP PERMISSIONS | **DISABLE DATA COLLECTION WHERE POSSIBLE** | **EDUCATE CHILDREN ABOUT PRIVACY** | **THINK TWICE BEFORE INPUTTING INFORMATION**

STAY VIGILANT. BE AWARE.

- Behavior information
- Family information
- Photos or videos of students or staff
- Voice recordings
- Private messages
- Another student's work

Family reminder: AI tools may save, use, or share information in ways that are not obvious. When in doubt, do not upload it.

7. How Students Should Disclose AI Use

When AI meaningfully helps with schoolwork, students should say how they used it.

A simple disclosure is often enough unless the teacher asks for more.

Student Disclosure Examples:

I used AI to brainstorm possible topics. I chose my final topic and wrote the response myself.

I used AI to get feedback on my draft. I revised the organization and examples, but the final writing is mine.

I used AI to explain this concept in simpler language. I checked the information with my class notes.

I used AI to generate study questions, then practiced answering them on my own.

I used AI to create an image idea, then edited it and explained my design choices.

8. AI and Academic Integrity

Academic integrity means being honest about your learning and your work.

AI misuse may include:

- Using AI when the teacher said not to
- Copying AI output and submitting it as your own
- Letting AI do most of the work
- Submitting work you cannot explain
- Using AI to fake sources, quotes, research, images, or data
- Using AI to cheat on a test or quiz
- Using AI to impersonate someone
- Sharing another student's work with AI without permission

•

Students should remember:

Using AI is not automatically cheating. Hiding AI use, using it when it is not allowed, or submitting work you did not understand can become cheating.

It is expected that Dover students take pride in their work and take ownership of the learning process. The submission of AI outputs or the use of AI in any other form than that which was assigned is viewed as a violation of academic integrity/plagiarism, also known as academic dishonesty. Students are expected to use AI as a learning partner, where permitted, appropriately citing and disclosing AI use and thus providing transparency and avoiding academic dishonesty.

9. What Families Can Ask at Home + A Student Checklist

Families do not need to be AI experts. A few simple questions can help students use AI responsibly.

Ask Your Student	Student Checklist
• Did your teacher allow AI for this assignment? • What level of AI use was allowed? • What did AI help you do? • What parts did you do yourself? • Did you check if the AI was accurate? • Can you explain your work without AI? • Did you disclose AI use if required? • Did AI help you learn or just help you finish?	Before using AI, students should ask: ☐ Did my teacher allow AI for this assignment? ☐ Am I using an approved or teacher-provided tool? ☐ Am I using AI to help me learn, not avoid learning? ☐ Did I keep private information private? ☐ Did I check the AI's facts or suggestions? ☐ Can I explain my work without AI? ☐ Did I disclose AI use if required? ☐ Am I comfortable putting my name on the final product?

10. Family Guidance for Healthy AI Use

AI can be useful, but students still need practice thinking, reading, writing, creating, and solving problems without it.

Families can encourage students to:

- Try first before asking AI
- Use AI for feedback, not final answers
- Check AI information with trusted sources

- Keep private information secure
- Ask a teacher when unsure
- Take breaks from screens
- Avoid AI companion apps that feel too personal or emotionally dependent
- Talk to a trusted adult if an AI tool says something upsetting, unsafe, or inappropriate

11. What Teachers May Do When AI Misuse Is Suspected

If a teacher is concerned that AI may have been misused, the teacher may:

- Review the assignment directions
- Look at drafts, notes, or revision history
- Ask the student to explain the work
- Ask the student to answer questions about the work
- Ask the student to revise or complete a similar task
- Discuss whether the issue was confusion, misuse, or dishonesty
- Follow school academic integrity procedures when needed

The school will not rely only on AI detection tools as proof. These tools can be wrong. For more information and consequences, visit the student handbook- [DAHS](#) [DAMS](#) [Elementaries](#)

AI can help you learn, but it should not replace you.

You are still responsible for:

Your thinking
Your choices
Your words
Your sources
Your accuracy
Your honesty
Your final work

AI is the tool. You are the learner.

This resource was co-created with AI assistance. It was reviewed, revised, and approved by edtech and district administration.

AI Teacher Quick Reference

Responsible Classroom Use of Artificial Intelligence



We believe...

AI should amplify thinking, not automate learning.

Students may use AI when it supports the learning goal, is permitted by the teacher, protects privacy, and still requires students to think, create, explain, revise, or reflect.

1. Before using AI with your class, ask:

Question	Quick Check
Is this tool approved for this age group?	Use district-approved tools only.
Is this accessible?	Have I provided the necessary training and scaffolds to ensure equitable access for students with disabilities and English Learner students?
Does this support the learning goal?	AI should deepen learning, not replace it.
Does the task protect student privacy?	Do not enter names, grades, IEP/504 details, behavior data, or other personally identifiable information (PII).
Have I told students what is allowed?	Label the assignment with an AI permission level.
Can students explain their work?	Students should be able to discuss, defend, revise, or reflect on their final product.
Are parameters in my lesson plans?	Teachers shall outline the use of Generative AI tools and assigned permission levels (0–5) in their required lesson plans.

2. Keep student privacy in mind

Never enter the following into AI tools:

- Student names
- Grades
- IEP or 504 information
- Behavior information

- Health or family information
- Student photos, videos, or voice recordings
- Full student work with identifying details

When in doubt: anonymize, use an approved tool, or ask before uploading.

3. Design your assignments and tasks to be harder for AI to answer

Weak tasks are usually one-step, product-focused, and easy for AI to complete. Focus on the process over the end product. Students should be able to show brainstorming, notes, revisions, or any other “middle steps” that led them to the end product.

Stronger tasks require students to:

- Make a decision
- Justify with evidence
- Compare options
- Revise or improve something
- Verify accuracy
- Reflect on their process
- Explain what AI missed, oversimplified, or got wrong

Instead of: “Use AI to write a summary.”

Try: “Use AI to generate a summary. Then identify what is missing, revise it using class evidence, and explain why your version is stronger.”

4. Provide specific AI permission levels for each assignment

🚀 0 to Infinity 🚀 - NCDPI AI Use Continuum v. 2.0: for Educators

	Levels	Full Description
0	AI Free	This AI-resistant assessment is completed in a controlled environment, entirely without AI assistance. AI Must not be used at any point during the assessment. This level ensures that students rely solely on their own knowledge, understanding, and skills. Disclosure is not required.
1	AI Planning	AI can be used in the pre-work for the assessment including brainstorming, outlining, researching, creating structures, and generating ideas for improving work. This level focuses on the effective use of AI for planning, synthesis, and ideation but assessments should emphasize the ability to develop and refine these ideas independently. Disclosure is not required.
2	Task-Based AI	AI completes one specific task with human oversight. AI may be part of brainstorming, drafting, OR revision, but should not be involved in every step of the process. Disclosure is required.
3	AI Collaboration	Students may collaborate with AI to help complete the assignment, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI-suggested outputs, demonstrating their own understanding. Disclosure is required.
4	Full AI Use	AI may be used to complete any elements of the task unless specific use cases are communicated by the teacher. The focus is on students directing AI to achieve the assessment goals while maintaining critical oversight and evaluation to achieve goals and solve problems. Disclosure is required.
5	AI Exploration	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. AI should be a 'co-pilot' to enhance your human intelligence and creativity. Disclosure is required.

Originally adapted by Vera Cubero for the North Carolina Department of Public Instruction (NCDPI) from the work of Dr. Leon Furze, Dr. Mike Perkins, Dr. Jasper Roe FHEA, & Dr. Jason Mcvaugh
Link to Original Work: Adaptation for Dover Area School District by S. Helwig.



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🚀 0 to Infinity 🚀 NCDPI AI Use Continuum v. 2.0: For Students

	Levels of AI Use	Can I Use AI on this Assignment? If so, How?	How must I disclose my use of AI?
0	AI Free	No. You may NOT use AI at any point or in any way during this assessment. You must demonstrate your own core skills & knowledge.	No AI disclosure required May require an academic honesty pledge that AI was not used. Example pledge: "I attest that I did not use any form of AI to complete this work and it demonstrates my own knowledge and skills."
1	AI Planning	You may use AI for planning, idea development and research. Your final submission should show how you have developed and refined these ideas. No AI generated content should be submitted in the final product.	No AI disclosure required May require an academic honesty pledge that AI was used only in the planning process. Example pledge: "I attest that I only used AI to help me think through or understand the assignment, I did not use AI to write, edit, or create."
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4	Full AI Use	You may use AI extensively throughout this assessment as you wish, unless specific use cases are directed by your teacher. Focus on directing AI to achieve your goals while also demonstrating critical thinking and evaluating all AI-generated outputs for accuracy and fairness.	Include an AI disclosure statement that names the person (you), tool(s) used, & how it/they were used must be submitted with your work along with link(s) to AI chat(s). Example disclosure statement: "I used ChatGPT 4o as a thought partner throughout the completion of this work."
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Add this to assignments:

AI Permission Level: _____

AI may be used for: _____

AI may not be used for: _____
Documentation and disclosure required: _____

[Graphics for each permission level are included in this folder](#). Download the images to add to your assignments or Schoology page.

5. Teach and reteach the EVERY Framework

EVERY Step	Student Question
E — Evaluate	Is AI allowed and appropriate for this task?
V — Verify	Did I check facts, sources, accuracy, and bias?
E — Explain	Can I explain how I used AI?
R — Reflect	Did AI help me think, or did it think for me?
Y — You are responsible	Am I proud to submit this as my work?

AI for Education

How to Use AI Responsibly EVERY Time

E

VALUATE

the initial output to see if it meets the intended purpose and your needs.

V

ERIFY

facts, figures, quotes, and data using reliable sources to ensure there are no hallucinations or bias.

E

NGAGE

In every conversation with the GenAI chatbot, providing critical feedback and oversight to improve the AI's output.

R

EVISE

the results to reflect your unique needs, style, and/or tone. AI output is a great starting point, but shouldn't be a final product.

Y

OU

are responsible for everything you create with AI. Always be transparent about how you've used these tools.

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EVERY for Student AI Reflection

E

valuate

What task am I using AI for? Is it appropriate or allowed?

V

erify

Are the facts and sources accurate and reliable?

E

xplain

Can I describe how I used AI in my process?

R

eflect

Did AI help me think or did AI do the thinking for me?

Y

ou are responsible

You are accountable for the final product. AI is a tool, not the author.

6. Remind students how to use AI as a learning partner

Helpful AI Use	Harmful AI Use
Brainstorming ideas	Writing the whole assignment
Explaining a difficult concept	Avoiding reading or problem-solving
Giving feedback on a student draft	Submitting AI text as original work

Generating practice questions	Copying answers without understanding
Suggesting counterarguments	Using AI when the teacher said no
Helping revise for clarity	Turning in work the student cannot explain

7. Use caution with AI and Grading/Feedback

Use caution with AI and Grading/Feedback AI may help teachers draft or organize feedback, but Generative AI outputs shall not be the sole basis for:

- Grading or student discipline
- Special education determinations or eligibility decisions
- Threat assessments

Teachers should:

- Keep the final say
- Review all AI-generated feedback
- Use rubrics and professional judgment
- Avoid entering identifiable student information into unapproved tools
- Be cautious with subjective writing, creative work, and nuanced responses

Do not rely on AI detectors as proof.

When concerned, ask students to explain, revise, teach, defend, or answer questions about their work.

8. Model disclosure of AI use; teach students how to disclose their own use

Student Disclosure Example

I used AI to brainstorm ideas and organize my outline. I wrote the final response myself and checked the information using class notes.

Teacher Disclosure Example

This resource was created with AI assistance and reviewed, revised, and approved by the teacher.

9. When you suspect misuse...

Start with fact-finding, not “gotcha.”

1. Review the assignment’s AI level.
2. Look for drafts, notes, revision history, or process evidence.

3. Talk with the student.
4. Ask the student to explain, teach, defend, revise, or answer questions.
5. Use academic integrity procedures only when evidence of misuse exists.

The student should remain the thinker.
The teacher should remain the professional decision-maker.
AI should remain the tool.

This resource was co-created with AI assistance. It was reviewed, revised, and approved by edtech and district administration.

Dover Area School District: Generative AI Handbook



District/School: Dover Area School District

Draft Version: 1.0

Recommended Review Cycle: Annually each summer, with interim updates as needed

Intended Audiences: Students, families, teachers, instructional staff, administrators, technology staff, and community partners

AI Use Disclosure for This Handbook

This handbook was drafted through a human-led process using existing district professional development materials, state and national AI guidance, and selective AI assistance for organization, synthesis, and drafting. Final review, revision, adoption, and implementation remains the responsibility of district leadership, instructional leaders, technology leaders, legal counsel as appropriate, and school community stakeholders.

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1. Purpose and Philosophy

The district views Generative AI as a tool to enhance educational opportunities and prepare students for a future requiring digital literacy while maintaining the human-led "productive struggle" essential for mastery. This philosophy prioritizes human relationships and teacher expertise, ensuring AI serves as a partner in learning rather than a replacement for critical thinking.

The district believes that Generative AI should amplify thinking, not automate learning. Our responsibility is not to ban AI but to provide a framework for Awareness, Literacy, and Fluency. We aim to prepare students for a future requiring digital literacy while preserving human relationships, teacher expertise, and the "productive struggle" necessary for true mastery. To ensure this balance, AI shall never be the sole determining factor in high-stakes decisions; a 'human-in-the-loop' approach is required for all final evaluations.

2. Necessity for AI Guidance

With AI increasingly embedded in daily life and educational technology, a clear framework is required to distinguish tools that rewrite content from traditional search engines. These guidelines provide a shared purpose that protects student data while preventing the use of technology to bypass the learning process.

AI is already embedded in instructional technology and personal lives. This guidance distinguishes Generative AI, which creates or rewrites content, from traditional search tools that solely retrieve existing information. Without a shared framework, students may use AI to bypass learning, and staff may lack consistent guidelines for protecting student data. This handbook removes confusion by providing a shared purpose and a strict framework for its use in the district.

3. AI Standards and Safety

The district strictly enforces data safety by prohibiting the input of Personally Identifiable Information (PII)—including names, birth dates, or biometric records—into unauthorized or open-source tools that share data publicly. Prior informed parental consent is a legal prerequisite for student use, and only district-vetted tools with active Data Privacy Agreements are authorized for educational environments.

The district prioritizes privacy and legal compliance (FERPA, IDEA, ADA, CIPA, COPPA).

Authorized Tools: Only district-vetted tools on the [official authorized list](#) may be used on district computers.

Prior Informed Consent: The district shall obtain prior informed consent from parents/guardians before student AI use.

PII Protection: Users are strictly prohibited from entering Personally Identifiable Information (PII), including names, Social Security Numbers, biometric records, medical history, or date/place of birth, into unauthorized or Open-source AI tools.

Open-source AI Warning: Tools built on public platforms that share data among all users outside the district pose higher risks; therefore, no sensitive data should ever be shared with non-vetted platforms.

Routine Automation Exclusion: These standards do not apply to routine tools like spellcheck, autocorrect, or calculators, provided they do not generate new content beyond simple corrections.

4. Governance of AI Implementation and Review

In accordance with Policy 815.1, the district maintains an AI Implementation Team led by the IT Director.

Mandated Reviewers: Tools are evaluated for age-appropriateness, bias, and data security by the Superintendent, Principals, Solicitor, IT Director, Curriculum Director, and School Librarian.

Annual Review: The handbook and tool list are reviewed annually to evaluate the impact on student learning and ensure legal compliance with active Data Privacy Agreements (DPAs).

The vetting process specifically evaluates tools for data privacy (DPAs), accessibility standards (ADA/IDEA), and the mitigation of algorithmic bias.

5. Shared Accountability

Effective AI integration depends on a collaborative effort where students follow permission scales, teachers outline use in lesson plans, and administrators secure necessary consent. Technology staff support this partnership by enforcing active-agent monitoring and contractual reviews to protect the district's integrity and safety.

Students: Adhere to the 0–5 scale, cite all AI use, and protect PII.

Teachers: Outline AI use in required lesson plans, monitor inputs for bias, and maintain final grading authority. Ensure transparency by specifically outlining Generative AI parameters within required lesson plans.

Administrators: Secure parental consent and ensure AI is not the sole basis for personnel or student decisions.

Technology Staff: Perform contractual reviews, enforce protection measures, and employ active-agent automation to detect unauthorized use.

Families: Provide informed consent and encourage skepticism regarding AI accuracy at home.

6. Academic Integrity, Roles, and Responsibility

Students must navigate a board-mandated 0–5 permission scale, ranging from AI-free independent work to full AI collaboration. Maintaining academic integrity requires mandatory citations for any AI-generated content, as failing to disclose use improperly implies the work is entirely the student's own.

The district uses a board-mandated 0–5 Permission Scale for all assignments. Should an assignment not include a permission level, the assignment is assumed to be at Level 0 (AI Free).

🚀 0 to Infinity 🚀 - NCDPI AI Use Continuum v. 2.0: for Educators		
	Levels	Full Description
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2	Task-Based AI	AI completes one specific task with human oversight. AI may be part of brainstorming, drafting, OR revision, but should not be involved in every step of the process. Disclosure is required.
3	AI Collaboration	Students may collaborate with AI to help complete the assignment, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI-suggested outputs, demonstrating their own understanding. Disclosure is required.
4	Full AI Use	AI may be used to complete any elements of the task unless specific use cases are communicated by the teacher. The focus is on students directing AI to achieve the assessment goals while maintaining critical oversight and evaluation to achieve goals and solve problems. Disclosure is required.
5	AI Exploration	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. AI should be a 'co-pilot' to enhance your human intelligence and creativity. Disclosure is required.

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North Carolina Department of PUBLIC INSTRUCTION

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🚀 0 to Infinity 🚀 NCDPI AI Use Continuum v. 2.0: For Students			
	Levels of AI Use	Can I Use AI on this Assignment? If so, How?	How must I disclose my use of AI?
0	AI Free	No. You may NOT use AI at any point or in any way during this assessment. You must demonstrate your own core skills & knowledge.	No AI disclosure required. May require an academic honesty pledge that AI was not used. Example pledge: "I attest that I did not use any form of AI to complete this work and it demonstrates my own knowledge and skills."
1	AI Planning	You may use AI for planning, idea development and research. Your final submission should show how you have developed and refined these ideas. No AI generated content should be submitted in the final product.	No AI disclosure required. May require an academic honesty pledge that AI was used only in the planning process. Example pledge: "I attest that I only used AI to help me think through or understand the assignment, I did not use AI to write, edit, or create."
2	Task-Based AI	You may use AI to assist you with ONE specific area of your assignment. AI may be part of brainstorming, drafting, OR revision, but should not be involved in every step of the process. You must edit and evaluate the AI generated content.	Include an AI disclosure statement that names the person (you), tool(s) used, & how it/they were used must be submitted with your work along with link(s) to AI chat(s). Example disclosure statement: "I used Claude to edit my assignment after it was written, but did not use it for brainstorming or drafting."
3	AI Collaboration	You may use AI to collaborate on your assignment. Collaboration means you work with AI and refine/edit the suggestions that it provides for you. You must critically evaluate and modify any AI-generated content you use to reflect your own understanding, voice, and style.	Include an AI disclosure statement that names the person (you), tool(s) used, & how it/they were used must be submitted with your work along with link(s) to AI chat(s). Example disclosure statement: "I used Gemini 2.5 to brainstorm, research, draft, and evaluate my work."
4	Full AI Use	You may use AI extensively throughout this assessment as you wish, unless specific use cases are directed by your teacher. Focus on directing AI to achieve your goals while also demonstrating critical thinking and evaluating all AI-generated outputs for accuracy and fairness.	Include an AI disclosure statement that names the person (you), tool(s) used, & how it/they were used must be submitted with your work along with link(s) to AI chat(s). Example disclosure statement: "I used ChatGPT 4o as a thought partner throughout the completion of this work."
5	AI Exploration	You should use AI freely and creatively to enhance problem-solving, generate new insights, or develop innovative solutions to solve problems. You are responsible for providing human oversight and evaluation of all AI generated content.	AI disclosure statement that names the person (you), tool(s) used, & how it/they were used must be submitted with your work along with link(s) to AI chat(s). Example disclosure statement: "I used Gemini 2.5 to brainstorm, research, draft, and evaluate my work."

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Citation Mandate: An AI resource shall be cited whenever its content is quoted, paraphrased, or used. Failure to cite a resource implies the work is entirely the student's own and constitutes an integrity violation. Levels 2-5 of the Permission Scale require disclosure of AI use in addition to a citation or chat transcript.

7. Teacher and Student Use of AI

Staff are encouraged to use AI for instructional design and administrative efficiency, while students receive age-appropriate training on navigating AI's capabilities and limitations. Despite these tools, students remain responsible for the accuracy of their submissions, and teachers retain a duty to verify all AI-assisted materials for correctness and bias.

Staff Use: Encouraged for instructional design (lesson plans, rubrics), differentiation (scaffolds), and administrative tasks.

Student Use: Must receive age-appropriate instruction on the capabilities and limitations of AI. Students remain responsible for the accuracy of their final product and are forewarned that AI outputs may be inaccurate.

Verification Duty: Staff remain responsible for evaluating all AI-assisted materials for bias and correctness before instructional use

8. AI Use in Grading and Feedback

To ensure fairness, AI tools or outputs shall not be the sole basis for grading, student discipline, special education determinations, threat assessments, or eligibility decisions. While detection software serves as an aid for identifying potential issues, it cannot serve as the primary evidence for integrity violations, which always require human judgment and documented evidence.

This prohibition extends to personnel decisions, special education determinations, and threat assessments, all of which require documented human judgment.

Detection Limits: AI detection tools may be used as an aid, but results cannot be the sole proof of an academic integrity violation.

9. Design for AI: From Product to Process

Instructional design shifts the focus from final products to learning processes, encouraging students to explain, defend, or revise AI-assisted work. Teachers are encouraged to collect process evidence, such as draft logs and oral defenses, to confirm student ownership and the development of ideas.

Assignments shift from "Weak Tasks" (using AI to write an essay) to "Stronger Tasks" where students must justify AI-generated thesis statements with class evidence or identify errors in AI-generated math steps. Instructional design focuses on the student's ability to explain, defend, or revise their work. Teachers are encouraged to collect process evidence, such as draft logs, revision histories, and oral defenses, to verify student ownership of ideas.

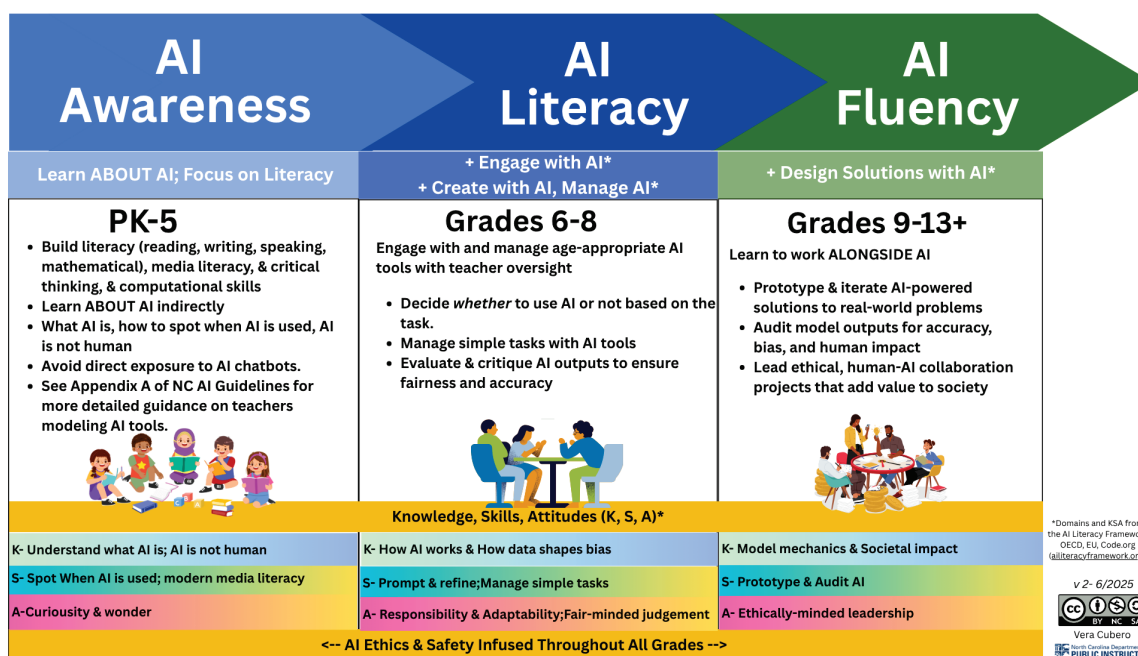
10. AI Awareness, Literacy, and Fluency

It is the intention of the Dover Area School District to implement age appropriate levels of use and implementation for Generative AI. Foundationally, Generative AI knowledge of what it is and is not, must be provided to primary and elementary aged students. For these reasons, the following levels of AI use and understanding are adopted.

Kindergarten –Grade 5: Foundational awareness that AI can make mistakes and requires skepticism.

Grade 6–Grade 8: Functional literacy focusing on patterns, prompts, and bias.

Grade 9–Graduation: Fluency prioritizing human agency, career impacts, and proper citation. Students must demonstrate the ability to critically 'fact-check' AI outputs against Board-approved curriculum and trusted databases.



11. Accessibility, Inclusion, and Learner Support

AI is a supplemental tool used to support IDEA, ADA, and Section 504. It provides pathways for multilingual learners and scaffolding for executive functioning. However, AI shall not replace specially designed instruction (SDI) or professional evaluations. The district provides additional training to ensure equitable access for students with disabilities.

Equitable Access: The district shall provide additional training to ensure students with disabilities have the same opportunities to engage with authorized AI tools as their peers.

12. AI Ethics, Bias, and Responsibility

The district prohibits using AI to create or access sexually explicit materials, content harmful to minors, or content promoting discrimination, harassment, bullying, bias or the creation of manipulated media (deepfakes) intended to impersonate or harass others. All users must comply with federal copyright laws when using AI.

13. Family and Community Communication

The district maintains transparency by posting Policy 815.1 on the website. Families are provided with an accurate forewarning, the district will provide families with clear instructions on how to access the [Authorized Tools List](#) and the full text of Board Policy 815.1, and are encouraged to talk with students about how they verify AI output and protect their privacy.

14. Use and Misuse: Procedures and Consequences

Any suspicious AI activity must be immediately reported to the building principal, with misuse potentially resulting in disciplinary action or legal referral. Suspicious AI activity can include actions that are harmful to others or those that are academically dishonest. Expectations and liabilities for damages resulting from harmful AI use can extend to off-campus conduct that impacts the educational environment, ensuring a consistent standard of responsibility. Academic dishonesty and AI use is addressed in each school's Student Handbook and consequences for misuse range from a 0 for the assignment to detention or suspension depending on the number of violations.

Mandatory Reporting: Students and staff must immediately report any violations or suspicious activity to the building principal or designee.

Consequences: Misuse may result in loss of privileges, disciplinary action, and referral to legal authorities for illegal acts or theft of services.

Liability: Users are responsible for damages to district equipment or systems resulting from deliberate or willful acts. This policy applies to conduct occurring both on and off school property.

Off-Campus Scope: These expectations apply to conduct occurring off school property or during non-school hours to the same extent as the student discipline policy.

Academic Integrity/Plagiarism: The willful replacement of original thought. It is expected that Dover students take pride in their work and take ownership of the learning process. The submission of AI outputs or the use of AI in any other form than that which was assigned, is viewed as a violation of academic integrity/plagiarism, also known as academic dishonesty. Students are expected to use AI as a learning partner, where permitted, appropriately citing and disclosing AI use and thus providing transparency and avoiding academic dishonesty.

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