Regular Board Meeting

Thursday, August 13, 2026 7:30 PM
Board Room at the District Administration building, 3590 O'Neil Boulevard, McKeesport, PA 15132

1. Call to Order/Reports

1.1. **We met in executive session to discuss any personnel and potential litigation items and issues.**

1.2. **Pledge to the Flag**

1.3. **Roll Call**

1.4. **Board President Remarks**

1.5. **Superintendent Report**

1.6. **Solicitor Report**

2. Hearing of Citizens

2.1. **Guidelines for Hearing of Citizens - 3 minutes per speaker**

3. Committee Reports

3.1. **Athletic - Jason Pavlecic, Kevin Kovach, Arla Payne**

3.2. **Buildings and Grounds / Safe Schools - Jason Pavlecic, Matthew Holtzman, David Seropian**

3.3. **CTE / Community Relations / Cultural Diversity - Kevin Kovach, Matthew Holtzman, Matthew Keller**

3.4. **Education / Legislation / Policy - Matthew Keller, Arla Payne, Kevin Kovach**

3.5. **Finance / Grants / Partnerships - Diane Elias, Matthew Keller, David Seropian**

3.6. **Personnel - Arla Payne, Diane Elias, Matthew Holtzman**

4. Board Matters/Approvals/Policy

4.1. **We seek a motion to vote all of the August 13, 2026 agenda items 4.2 through 4.3 by consent.**

4.2. **Minutes**
Board action to approve the minutes of the Open Agenda meeting of June 4, 2026, the Regular Board Meeting of June 10, 2026 and the Special Board Meeting on June 24, 2026.

4.3. **Second Reading and Adoption**
Second Reading and adoption of the following policies:
200 Pupils – 218 Student Discipline

5. Curriculum/Special Education

5.1. **We seek a motion to vote all of the August 13, 2026 agenda items 5.2 through 5.11 by consent.**

5.2. **Plans for McKeesport Area School District**
Board action to approve the following Plans:
MAHS ATSI non-Title 1 School Plan 2026-2027
Founders' Hall Middle School CSI School Plan 2026-2027
Francis McClure Elementary School TSI Title 1 School Plan 2026-2027
Twin Rivers Elementary School Schoolwide Title 1 School Plan 2026-2027

5.3. **Agreement with Gina Walls**
Board action to approve an agreement with Gina Walls to provide professional learning focused on English Language Learner (ELL) supports and services at a rate of $135.00 per hour.

5.4. **Amergis Healthcare**
Board action to approve an agreement with Amergis Healthcare Staffing to provide supplemental staff at a rate of $34 to $105 per hour depending on the position.

5.5. **ASK Speech Therapy Inc.**
Board action to approve an agreement with ASK Speech Therapy Inc to provide a licensed speech-language pathologist or a certified speech-language specialist to provide services to students enrolled in Outside placement programs for the 2026-2027 academic school year.

5.6. **Instructional Time Template**
Board Action to approve the Pennsylvania Pre-K Counts and Head Start Supplemental Program Emergency Instructional Time Template for the 2026-2027 school year.

5.7. **Devereux Advanced Behavioral Health**
Board action to approve the agreement with Devereux Advanced Behavioral Health to provide (2) Trauma Based Intervention Specialists from September 1, 2026 through June 30, 2027 at a cost of $88-$110 per hour depending on the position.

5.8. **Devereux Advanced Behavioral Health**
Board action to approve an agreement with Devereux Advanced Behavioral Health for Day Academy at a cost of $384.50 plus related services as needed per student at a rate of $47-$139 per hour.

5.9. **AIU Title 1 Addendum**
Board action to approve a professional agreement addendum with Allegheny Intermediate Unit #3 for the 2026-2027 school term for Non-public services for Campus Lab School of Carlow University, Mary of Nazareth Catholic School, St. Benedict the Moor, St. Therese School, Sister Thea Bowman Catholic Academy, Walnut Grove Christian School, Hillel Academy, Divine Mercy Academy, Pittsburgh Christian Academy and Cornerstone Christian Prep.

5.10. **Melissa Boston**
Board action to approve a consulting services agreement with Melissa Boston, Professor and Mathematics Consultant, to provide mathematics

leadership and instructional support as part of the District's Comprehensive Support and Improvement (CSI) Plan. The agreement shall not exceed seven (7) days at $1,000 per day, plus approved mileage reimbursement.

5.11. **Latino Community Center**
Board action to approve the MOU with the Latino Community Center for afterschool programming for grades K-5 to run through August 31, 2027 at Twin Rivers Elementary at no cost to the district.

6. Technology, Safety & Security

6.1. **We seek a motion to vote the August 13, 2026 agenda item 6.2 by consent.**

6.2. **Powerschool**
Board action to approve a dedicated person for the PowerSchool transition for Finance in the amount of $23,040 for a period of (1) year.

7. Facilities, Food Service/Transportation

7.1. **We seek a motion to vote all of the August 13, 2026 agenda items 7.2 through 7.10 by consent.**

7.2. **Krise Drivers**
Board action to approve additions to the Krise Driver list.

7.3. **Adult cafeteria prices**
Board action to approve adult cafeteria prices for the 2026-2027 school year as follows: Adult Lunch - $5.03, Adult Lunch Entree - $2.58, Adult Breakfast- $3.04, Adult Breakfast Entree - $1.89

7.4. **CS&E Founders' Hall Boiler**
Board action to approve CS&E to repair the boiler in Founders Hall in the amount of $13,950.

7.5. **CS&E Founders' Hall Main Gas Regulator**
Board action to approve CS&E to replace the main entry gas regulator at Founders' Hall in the amount of $40,800.

7.6. **CS&E Founders' Hall Courtyard Gas Regulator**
Board action to approve CS&E to replace the courtyard gas regulator for Founders' Hall in the amount of $8,950.

7.7. **CS&E High School Flex Lines**
Board action to approve CS&E to replace the classroom flex lines for the High School in the amount of $6,900.

7.8. **2026 Ford Transit 250 Cargo**
Board action to approve the purchase of (2) 2026 Ford Transit 250 Cargo Vans from Jim Shorkey Auto Group in the CoStar amount of $56,883.25 and $59,146.00 for a total of $116,029.25.

7.9. **New Facility Groups**
Board action to approve the new groups in the Facility Request System.

7.10. **Cooling Unit**
Board action to approve the replacement of a cooling unit in the Server Room at the Administration building in the amount of

$7,353.69.

8. Legal Matters/Contracts

9. Finance

9.1. **We seek a motion to vote all of the August 13, 2026 agenda items 9.2 through 9.5 by consent.**

9.2. **Treasurer's Report**
Board action to acknowledge receipt of the Treasurer's Report for the months of June and July 2026.

9.3. **Bills**
Board action to approve the List of Bills.

9.4. **Real Estate Tax Refunds**
Board action to approve the Real Estate Tax Refunds.

9.5. **Resolution# 1460 Bond Counsel**
Board action to approve Resolution# 1460 to appoint Dinsmore & Shohl LLP, as Bond Counsel, with respect to the proposed issuance of General Obligation Bonds with intent to reimburse expenditures for renovations.

10. Other Action Items

11. Personnel

11.1. **We seek a motion to vote all of the August 13, 2026 agenda items 11.2 through 11.5 by consent.**

11.2. **Personnel recommendations (Green Sheets)**
Board action to approve the personnel recommendations (green sheets).

11.3. **PBIS Facilitators**
Board action to hire Edward Gooden and Larry Bryant as PBIS Facilitators to work 190 days at a salary of $36,500 with single benefits to be paid by the CSI Grant.

11.4. **Police Officer**
Board action to hire Michael Thomas as a McKeesport Area School District Police Office at an hourly rate of $35.06.

11.5. **Substitute Rates**
Board action to approve the substitute rates effective August 14, 2026 for the 2026-2027 school term.

12. Business Matters

12.1. **New Business**

13. Adjournment

13.1. **Adjournment - Motion to adjourn the meeting.**

Addendum to MASD Student Discipline Policy #218

Table of Contents

- **Section 1: Philosophy and Legal Requirements**
  - Equity and Non-Discrimination Statement
  - Individualized Review and Disciplinary Responses
  - Disability Protections (Procedural Safeguards & FAPE)
  - Due Process and Suspension Hearings
  - Student Discipline Records & Confidentiality
- **Section 2: Disciplinary Interventions and Responses**
  - Disciplinary Interventions Framework
  - Discipline Referrals & Procedures
  - Disciplinary Review Considerations for Repeated Major Infractions
  - Detention Guidelines
  - Failure to Attend Detention
  - In-School Suspension (ISS) Procedures
  - Out-of-School Suspension (OSS) Guidelines
  - Expulsion Procedures
- **Section 3: Specific Infractions and Operational Rules**
  - Weapons Violations
  - Controlled Substances & Alcohol
  - Tobacco and Vaping Violations
  - Violence and Physical Altercations
  - Extreme Violent Acts & Property Destruction
  - Threats, Harassment, & Bullying
  - Transportation Safety & Offenses
  - Class Cuts and Attendance Violations
  - Unauthorized Area & Leaving Room Without Permission
  - Misuse of a Pass & Forgery
  - Gambling
  - Technology, Prohibited Items, and Search Authority
  - Dress Code Violations
  - Emergency Drill & Evacuation Procedures
  - Board Authority Statement
  - Administrative Review and Continuous Improvement

Addendum to MASD Student Discipline Policy #218

Section 1: Philosophy and Legal Requirements

Equity and Non-Discrimination Statement

The McKeesport Area School District is committed to maintaining a safe, inclusive, and equitable learning environment. The District will administer discipline consistently, fairly, and equitably without regard to race, color, national origin, sex, sexual orientation, gender identity, religion, disability, or any other legally protected characteristic.

Nothing in this discipline framework limits the District's obligation to investigate and respond to allegations of discrimination, harassment, retaliation, or sexual misconduct in accordance with applicable law and Board policy.

Individualized Review and Disciplinary Responses

The disciplinary responses outlined in this handbook serve as general guidelines rather than rigid, mandatory formulas. Every incident is unique and will be reviewed on an individual basis. In alignment with the Pennsylvania School Code, 22 Pa. Code Chapter 12, IDEA, Section 504, and applicable Pennsylvania Department of Education guidance, school administrators exercise professional discretion when determining consequences.

When evaluating an infraction, administration will carefully consider mitigating and aggravating circumstances, including:

- The student's age, development, and intent.
- The student's disciplinary history and the effectiveness of prior interventions.
- The presence of a disability and its relationship to the behavior.
- Credible claims of self-defense or unique context.
- The severity, safety risk, and actual impact of the incident on the learning environment.

Prior disciplinary history will be reviewed in determining appropriate responses; however, prior incidents will not be the sole factor in determining consequences.

> **Supervisory Authority Statement:** The listed disciplinary responses are guidelines. The administration reserves the right to increase, decrease, or modify consequences—including substituting restorative practices for exclusionary discipline—based upon the specific circumstances of each incident, provided that all actions remain equitable, educationally appropriate, and compliant with due process.

Disability Protections (Procedural Safeguards & FAPE)

Students with disabilities shall be disciplined in accordance with applicable federal and state laws, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and Pennsylvania Chapter 14 regulations.

To ensure the provision of a Free Appropriate Public Education (FAPE), specific safeguards apply:

- **Disciplinary Removals:** School personnel may remove a student with a disability who violates the code of student conduct consistent with applicable IDEA requirements, including provisions regarding interim alternative educational settings, disciplinary removals, and manifestation determinations. Disciplinary decisions involving students with disabilities shall also comply with applicable Pennsylvania regulations under 22 Pa. Code Chapter 14.
- **Manifestation Determination:** If a proposed disciplinary removal constitutes a change in placement under IDEA, including removals exceeding ten (10) cumulative school days when a pattern of exclusion is determined, the District, parent/guardian, and relevant members of the IEP/504 team will meet to conduct a Manifestation Determination Review. This review decides if the behavior was caused by, or had a direct and substantial relationship to, the student's disability, or if it was the direct result of the district's failure to implement the IEP/504 plan.
- **Behavioral Supports:** If the behavior is determined to be a manifestation of the disability, the IEP team will determine appropriate behavioral supports, services, and placement considerations consistent with IDEA requirements, which may include conducting a Functional Behavior Assessment (FBA) and implementing or modifying a Behavior Intervention Plan (BIP).

Due Process and Suspension Hearings

In strict accordance with Pennsylvania Code (22 Pa. Code § 12.6), any out-of-school suspension that may exceed three (3) consecutive school days requires an Informal Hearing.

- The informal hearing shall be held promptly after the notice of suspension and before a suspension exceeding three (3) consecutive school days is continued.
- The hearing shall provide the student and parent/guardian an opportunity to review the circumstances, respond to the allegations, and present relevant information or mitigating factors.
- Following this hearing, the administration will determine whether additional suspension days are warranted based on the facts, safety considerations, and student history.

Student Discipline Records & Confidentiality

Student discipline records shall be maintained confidentially in accordance with the Family Educational Rights and Privacy Act (FERPA), 22 Pa. Code Chapter 12 (Student Rights and

Responsibilities), and established District records management policies. Disciplinary information is considered part of the student's educational record and will only be disclosed to authorized school personnel, parents or legal guardians, or external entities consistent with federal and state statutory consent requirements and exceptions.

Section 2: Disciplinary Interventions and Responses

Disciplinary Interventions Framework

To support student growth, minimize exclusionary discipline, and maximize time in the classroom, MASD utilizes an evidence-based, multi-tiered system of behavioral supports. Disciplinary actions prioritize restorative options where appropriate and safety allows:

- Verbal warning, redirection, or student-administrative conference.
- Parent/guardian contact or formal meeting.
- Restorative practices, circle interventions, peer mediation, and conflict resolution.
- Counseling referral or referral to the Student Assistance Program (SAP).
- Behavior contracts, Tier 2/3 behavioral support plans, and check-in/check-out (CICO) procedures.
- Loss of specific privileges (such as extracurricular activities or social events).
- Lunch detention or after-school detention.
- In-School Suspension (ISS) or Out-of-School Suspension (OSS).
- Referral for consideration of an Alternative Education for Disruptive Youth (AEDY) placement in accordance with Pennsylvania Department of Education requirements.
- Consultation with law enforcement when required by law or appropriate for building safety.

Discipline Referrals & Procedures

When a student receives a disciplinary consequence, they will be given written notification outlining the schedule and location.

- Reporting: Students must report to their assigned location on time.
- Schedule Questions: Students with questions about their assignment must report to their first-period class and request a pass to the main office.
- Cumulative Offenses (OSS): The administration tracks behavioral history. Upon accumulating five (5) Out-of-School Suspensions (OSS), a conference with the Superintendent or administrative team will be scheduled to discuss support options or alternative placement.

Disciplinary Review Considerations for Repeated Major Infractions

Major infractions are serious violations involving significant safety concerns, violence, threats, weapons, controlled substances, or substantial disruption of the educational environment. The

following structure represents examples of disciplinary considerations and is not intended to create mandatory sequential consequences. Nothing in this framework shall prevent the District from imposing a more significant response when necessary to protect student or staff safety. The administration reserves full discretion to escalate or substitute restorative responses based on safety, severity, intent, impact, and other relevant circumstances, including situations where a first occurrence warrants a more significant response. The following examples may guide disciplinary decisions for repeated behavioral concerns but do not apply to serious offenses requiring immediate heightened response.

- **1st Major Infraction:** May result in up to 1 Day OSS.
- **2nd Major Infraction:** May result in up to 2 Days OSS.
- **3rd Major Infraction:** May result in up to 3 Days OSS.
- **4th Major Infraction:** May result in up to 5 Days OSS.
- **5th Major Infraction:** May result in up to 10 Days OSS and a review for alternative educational setting considerations.
- **Chronic Violations:** Students accumulating 10 or more total disciplinary referrals within a school year may be referred for consideration for an AEDY placement or formal expulsion hearings before the Board of School Directors.

Detention Guidelines

Students assigned to detention are required to report to the designated location on time. Detentions generally take priority over employment, extracurricular practices, or personal plans. Accommodations can be requested for documented medical/court appointments, family emergencies, or unexpected school cancellations. Disruptive behavior may result in removal and an adjusted disciplinary response.

Failure to Attend Detention

When a student fails to attend a scheduled detention without an excused reason, the disciplinary response may be escalated. For chronic failure to attend (1 to 3 missed days), the administration may convert the consequence to an equivalent period of In-School Suspension (ISS) to ensure compliance.

In-School Suspension (ISS) Procedures

The In-School Suspension Room is an internal academic environment designed to enforce boundaries while keeping students safe, supervised, and engaged with their schoolwork.

- **Arrival:** Students assigned to ISS must report directly to the ISS room upon entering the building. Students must remain in the assigned room and are not permitted to wander hallways.
- **Academic Work:** Students will be provided their regular class assignments and are required to work productively. Full cooperation with the ISS Facilitator is expected.

- **Absences:** If a student is absent on an ISS day, the assignment typically carries over to the day they return to school.
- **Behavioral Non-Compliance:** Disruption or a refusal to cooperate within the ISS environment may result in a review of the setting and additional disciplinary consequences, including Out-of-School Suspension (OSS).

Out-of-School Suspension (OSS) Guidelines

In accordance with MASD Suspension and Expulsion Policy #233, students may be suspended out of school for severe or persistent infractions that compromise safety or orderly operations.

- **Property Exclusion:** Students serving an out-of-school suspension are generally prohibited from entering school grounds, school buildings, or participating in school-sponsored activities unless authorized by District administration. Unauthorized entry may result in additional disciplinary action and/or a referral to law enforcement.
- **School Cancellations:** If school is cancelled due to weather or emergencies, that day does not count toward the completion of the suspension. The suspension typically resumes on the next active school day.
- **Academic Equity:** Students receiving an out-of-school suspension shall be provided a reasonable opportunity to complete missed assignments, assessments, and coursework consistent with District procedures.

Expulsion Procedures

Expulsion is a disciplinary action reserved for the Board of School Directors. The Superintendent or designee shall provide the Board with a recommendation and supporting documentation consistent with District policy and applicable law. Any recommendation for expulsion shall be processed in accordance with Pennsylvania School Code requirements, Board policy, and applicable due process procedures.

Section 3: Specific Infractions and Operational Rules

Weapons Violations

(See Weapons Policy #218.1)

Possession of a weapon shall result in disciplinary action consistent with Pennsylvania School Code § 1317.2 and applicable Board policy. In accordance with state law, the Superintendent shall recommend expulsion for a period of not less than one (1) year unless, after consideration of the specific facts and circumstances of the individual case, the Superintendent determines that modification of the one-year expulsion recommendation is appropriate. The Board of School Directors retains final authority regarding any expulsion determination.

- **Definition:** Weapons include firearms, knives, cutting tools, explosives, and dangerous implements capable of inflicting bodily injury.
- **Disciplinary Handling:** Law enforcement will be notified, and the student may be placed on an immediate short-term suspension pending the statutory review and due process procedures required for long-term removal or expulsion recommendations.

Controlled Substances & Alcohol

(See Controlled Substances/Paraphernalia Policy #227)

The manufacture, distribution, possession, or use of illegal drugs, alcohol, look-alike substances, or unauthorized prescription medications is prohibited. Violations are reviewed individually and may result in multi-day OSS, referral to the Student Assistance Program (SAP), and law enforcement consultation.

Tobacco and Vaping Violations

(See Tobacco Use Policy #222)

In alignment with PA Crimes Code Section 6306.1, the use or possession of tobacco, nicotine, or delivery apparatuses (vapes, e-cigarettes, lighters) is prohibited on school property. The District may incorporate educational interventions or cessation programming as part of the disciplinary response. Disciplinary guidelines typically include:

- **1st Offense:** Up to 2 Days OSS.
- **2nd Offense:** Up to 3 Days OSS + Scheduled parent/guardian conference.
- **3rd Offense:** Up to 5 Days OSS + Parent conference + Recommended enrollment in a nicotine cessation program.

Note: School officials may request law enforcement involvement; police determine whether to issue statutory citations.

Violence and Physical Altercations

MASD works to prevent physical violence through progressive discipline, counseling, and restorative practices. Following a physical altercation, the district will attempt to schedule a re-entry conference with the parent/guardian and student to establish behavior goals and conflict resolution support.

- **Individual Assessment:** Administration will investigate fights carefully to assess degrees of culpability, intent, instigation, or documented actions of self-defense. Students who engage in physical contact while attempting to protect themselves or others will be evaluated based on the totality of circumstances.

- **Assault on Staff:** Physical violence directed at a school employee or security officer may result in a suspension of up to 10 days, a law enforcement referral, and a recommendation for expulsion.
- **Escalated Risks:** Incidents where a student violently persists despite direct staff interventions, or where severe injury occurs, may result in an immediate review for an extended suspension track and potential law enforcement referral.

Range of Responses for Fighting:

- **1st Offense:** May include up to 5 Days OSS and consultation with law enforcement when appropriate.
- **2nd Offense:** May include up to 5 Days OSS + Referral for consideration for AEDY placement or alternative educational setting + Temporary suspension from extracurricular activities.
- **3rd Offense:** May include up to 10 Days OSS, law enforcement consultation when appropriate, and consideration of an alternative educational placement or recommendation for expulsion consistent with applicable law.

Extreme Violent Acts & Property Destruction

Disruptive behavior includes actions that impede classroom learning. Extreme Violent Acts present significant, immediate danger or liability to the school population (e.g., arson, bomb threats, severe vandalism over $200, or computer system hacking).

- **Property Destruction & Vandalism:** *(See Care of School Property Policy #224)* Defacement or destruction of district property is prohibited. Students and families may be held responsible for restitution as permitted by Pennsylvania law and district policy. The imposition of restitution shall follow applicable due process requirements. Infractions may result in disciplinary placement (ISS/OSS) ranging from 1 to 5 days depending on the scope of the damage, alongside potential law enforcement referrals.

Threats, Harassment, & Bullying

Threat Assessment and Safety Assessment

The District utilizes threat assessment procedures to evaluate reported threats, concerning behaviors, and potential risks to the school community. Threat assessment processes are intended to identify concerns, coordinate interventions, and support school safety while maintaining student rights and due process.

Threats and Harassment

(See Policies #218.2, #248, and #248.1)

All threats of harm—written, verbal, or digital—will be investigated. Consequences are determined by the severity and context of the threat, ranging from a 1-day suspension up to a 10-day suspension with an expulsion recommendation for severe terroristic threats. Responses may include suspension, referral to law enforcement, threat assessment procedures, and recommendation for expulsion when warranted based upon the severity and circumstances of the incident, consistent with District threat assessment procedures and applicable Pennsylvania law. Complaints involving alleged discrimination, harassment, or sexual misconduct will be addressed in accordance with applicable Board policies and federal and state requirements, including Title IX.

Bias-Based Slurs, Language, & Intimidation

The use of slurs, epithets, or harassing behavior targeting an individual's race, ethnicity, religion, sexual orientation, gender, or gender identity is prohibited. Responses may include restorative interventions, educational consequences, suspension, law enforcement consultation when appropriate, or other disciplinary measures based on severity, intent, impact, and circumstances. Severe or targeted bias-based intimidation or threats may result in suspension of up to 10 days, law enforcement consultation when appropriate, and a recommendation for formal expulsion consistent with applicable due process requirements.

Bullying & Cyberbullying

(See Bullying/Cyberbullying Policy #249)

Bullying includes intentional electronic, written, verbal, or physical acts or a series of acts directed at another student in a school setting.

- **Intervention Track:** Early offenses focus on counseling interventions, parental notifications, and written warnings. Responses may include restorative practices, safety planning, counseling supports, and corrective action designed to address the behavior and prevent recurrence. Repeated or substantiated bullying behaviors may result in progressive disciplinary consequences, including ISS, OSS, restriction of privileges, AEDY referral, or recommendation for expulsion when warranted.

Transportation Safety & Offenses

Transportation services are provided by the district as required by law. Students must follow safety expectations in order to maintain transportation privileges. To protect the welfare of everyone on board, all safety reports from transportation personnel will be reviewed. When transportation is suspended, the district will communicate expectations regarding attendance and alternative transportation responsibilities.

Bus Rider Conduct Expectations

- Riders should be at their scheduled stop ten (10) minutes before arrival.

- Riders must follow the bus driver's directions and remain in their assigned seats, facing forward while the bus is in motion.
- Heads, hands, and arms must remain inside the windows. Horseplay or loud disruptions that distract the driver are prohibited.
- Students must ride only their assigned bus and use their designated stops.

Range of Responses for Bus Infractions

- **1st Offense:** Administrative conference with the student; parent notification.
- **2nd Offense:** May include a 1-school-day suspension of bus riding privileges.
- **3rd Offense:** May include up to 3 school days suspension of bus riding privileges.
- **4th Offense:** May include up to 5 school days suspension of bus riding privileges.
- **5th Offense / Chronic Safety Risks:** A formal parent conference will be held to evaluate whether the student should lose bus privileges for the remainder of the school year. The District will provide notice and an opportunity for the student and parent/guardian to respond prior to an extended loss of transportation privileges.

Note: Severe offenses, such as physical fighting on a bus or assaulting a driver, will bypass the transit track and immediately be processed under Major Offenses (OSS/Law Enforcement referral).

Class Cuts and Attendance Violations

(See Discipline – Class Cuts Policy #218.3)

In alignment with 22 Pa. Code Chapter 12 and Board Policy #218.3, students are expected to attend all assigned classes, study halls, and homerooms on time.

- **Definition:** A **Class Cut** occurs when a student arrives **10 minutes late or more** to an assigned class without a valid pass, or fails to report to an assigned area altogether.
- **Tardiness vs. Cutting:** A student who arrives at their designated classroom in **under 10 minutes** is considered *tardy*, not cutting.

Progressive Disciplinary Scale for Class Cutting / ISS Suspension

> **Administrative Discretion Note:** The consequences listed below are viewed as minimum guidelines. Administrators retain full authority to adjust consequences or apply different disciplinary actions in consideration of aggravating circumstances or specific context.

- **1st Offense:** 3 days detention
- **2nd Offense:** 1 day ISS
- **3rd Offense:** 2 days ISS
- **4th Offense:** 1 day OSS
- **5th Offense:** 3 days OSS
- **6th Offense:** 5 days OSS

Unauthorized Area & Leaving Room Without Permission

Unauthorized Area

An **Unauthorized Area** is defined as any part of the building or grounds where a student has not been granted explicit permission by a faculty member to enter. Examples include, but are not limited to:

- Using laboratories or facilities that are not on the same floor or area as the student's scheduled classroom.
- Being in the gymnasium area without explicit permission or direct supervision.
- Being in the cafeteria when it is not the particular student's assigned lunch period.
- Roaming the halls, stairwells, or outdoor spaces without a pass before homeroom or after dismissal.

After-School Regulations & Trespassing Authority

- **2:30 p.m. Deadline:** All students who wander the halls unsupervised or fail to report to their assigned after-school activities, sports, or tutoring by **2:30 p.m.** will be considered in an unauthorized area and subject to the penalties outlined in the discipline policy.
- **Pass Requirement:** It is the responsibility of the student to ask their coach, teacher, administrator, or tutor for a valid pass listing the location and time of departure. Failure to receive a valid pass will not be recognized as a valid excuse.
- **Trespassing Risk:** All students found in the school building without a valid pass following 2:30 p.m. will be disciplined and, depending on their reason for being in the building and refusal to vacate, **may be considered to be criminally trespassing** with law enforcement consultation.

Leaving Room Without Permission

Leaving an assigned classroom or study hall without teacher authorization disrupts instructional flow and creates accountability risks. First infractions may be handled through teacher intervention or detention; chronic or severe instances will be addressed under the progressive disciplinary scale.

Misuse of a Pass & Forgery

Misuse of a Pass

A pass is an official document granting travel to a single, specific location within the school.

- **Strict Route Adherence:** Misuse is defined as a student failing to adhere strictly to the exact location listed on the pass. **Side trips will not be permitted.**
- **Unattended Locations:** If a student reports to an area at the direction of a teacher, and the receiving teacher is not there, the student must report **directly back** to the assigned area they left.

- **Inter-Teacher Visits:** Students may not leave their assigned area to see another teacher unless they have both:
    1. Their current classroom teacher's explicit permission.
    2. A valid pass requesting their presence pre-issued by the requesting teacher.

Forgery

- **Definition:** Forgery includes altering a hall pass, forging a staff member's signature, manufacturing a counterfeit pass, or falsifying parent/guardian notes, excuses, or legal documentation.
- **Disciplinary Response:** Forgery undermines building safety and administrative recordkeeping. Infractions will result in parent notification, pass privilege revocation, and progressive consequences ranging from Detention to In-School Suspension (ISS).

Gambling

(See Student Discipline Policy #218)

In alignment with state regulations and Board policy, all forms of unauthorized gambling or wagering are strictly prohibited on school grounds, district transportation, and during school-sponsored activities.

- **Definition:** Participating in games of chance or skill for monetary gain, property, or items of value; possessing gambling paraphernalia (e.g., dice, playing cards used for wagering, sports pools); or organizing gambling pools.
- **Disciplinary Guidelines:**
    - **1st Offense:** Parental contact, confiscation of materials/funds, and up to 2 days Detention or ISS.
    - **2nd Offense:** Parent/guardian conference, confiscation, and up to 2 days ISS.
    - **3rd & Subsequent Offenses:** Progressive discipline including Out-of-School Suspension (OSS) and potential law enforcement referral if state statutory codes are violated.

Technology, Prohibited Items, and Search Authority

Prohibited Items

Items that present safety risks or severe instructional distractions are subject to seizure. These include illicit substances, unapproved tools, weapons, fireworks, explicit media, laser pointers, or pepper spray.

- **Surrender of Property:** Students are expected to cooperate with staff. A failure or refusal to surrender a prohibited item will be treated as insubordination. This behavior may result in removal from class and additional disciplinary consequences based on the totality of the circumstances.

Device Management

Unauthorized phone use or possession of items that violate policy may result in confiscation. Confiscated devices shall be handled and returned in accordance with Board Policy #237. Dangerous or illegal items may be secured by the District pending return procedures, investigation, or law enforcement disposition, or referred to law enforcement consistent with applicable law and District procedures.

Cell Phone & Mobile Communication Device Policy

(In Alignment with Act 55 of 2024 & PA School Code § 1302-B / SB 1014)

To reduce classroom distractions, protect student mental health, and promote a safe, engaging learning environment, the District enforces a **"Bell-to-Bell" Mobile Device Restriction** during the school day.

1. Scope & Storage Requirement

- **Bell-to-Bell Restriction:** Students are prohibited from using or displaying cell phones, smartwatches, wireless earbuds/headphones, or personal electronic communication devices during the entire school day (from the morning arrival bell to the final dismissal bell).
- **Storage Expectations:** Upon entering the building, all personal mobile devices must be powered off (or set to silent) and securely stored out of sight in an assigned locker, backpack, or designated classroom storage area.
- **Restricted Times Include:** Instructional periods, passing periods, lunch periods, study halls, and inside restrooms or locker rooms.

2. Mandatory Statutory Exceptions (State-Required)

In compliance with Pennsylvania law, exceptions to the cell phone policy will be granted ONLY under the following documented circumstances:

- **Documented Medical Needs:** Students with a documented medical condition requiring real-time device monitoring (e.g., Continuous Glucose Monitors for diabetes).
- **Special Education & 504 Accommodations:** Students whose Individualized Education Program (IEP) or Section 504 Plan specifically identifies a mobile device as a necessary assistive technology or communication tool.
- **English Language Learners (ELL):** Authorized use of translation software or language access applications under direct staff supervision.
- **Teacher-Directed Instructional Use:** Rare, temporary exceptions where a staff member explicitly approves device use for a specific educational activity.

3. Emergency Communication Protocol

Parent Notice: In the event of a family emergency or necessary communication during the school day, parents/guardians should contact the main office directly. Main office personnel will promptly relay messages or bring students to the office. In the event of a school-wide emergency or safety drill, official updates are released through district notification channels to ensure accurate information and maintain safety protocols.

4. Progressive Disciplinary Structure for Device Violations

- **1st Offense:** Device confiscated by staff and held in the main office until the end of the school day. Student warning and parent notification.
- **2nd Offense:** Device confiscated and held in the main office. **Parent/guardian required to retrieve the device.** Assignment of After-School Detention.
- **3rd Offense:** Device confiscated. Parent/guardian retrieval required. **1 Day In-School Suspension (ISS)** + loss of self-carry device privileges (device must be turned into the office daily upon arrival for a designated period).
- **4th & Subsequent Offenses:** Escalated progressive discipline (additional ISS/OSS) for insubordination and chronic policy non-compliance.

Search and Seizure Authority *(See Board Policy #226)*

To maintain a safe, secure, and orderly learning environment, the District reserves the right to conduct routine administrative entry screenings, as well as targeted searches of students and their belongings.

Universal Morning Screening

Upon arrival at school or district events, all students and their personal belongings (including backpacks, bags, and outerwear) are subject to non-intrusive administrative screening, which may include metal detectors, scanners, and physical bag inspections.

Lockers and School Property

Lockers, desks, and storage spaces are District property, and students have no expectation of privacy in these areas. School officials may conduct random or targeted inspections of school property at any time, without notice and without student consent.

Targeted Searches of Personal Belongings & Vehicles

Personal items brought onto school property (including backpacks, clothing, and vehicles parked on school grounds) that are not cleared through morning screening—or during the regular school day—are subject to targeted search by administration whenever **reasonable suspicion** exists that a student possesses a prohibited item or has violated school policy or the law.

Electronic Devices

Searches of personal devices require reasonable suspicion. Searches will be strictly limited to examining content directly relevant to the specific infraction under investigation.

Dress Code Violations

In accordance with Board Policy 221, students whose attire violates safety or instructional standards, and who are unable or refuse to remedy the issue, may be assigned to an alternate supervised setting or ISS for the day to preserve the learning environment.

Emergency Drill & Evacuation Procedures

During any emergency evacuation or mandatory safety drill, strict adherence to instruction is vital for safety.

- Students must report directly to their building's assigned staging area and remain with their designated teacher.
- Students must follow all directives from emergency personnel, teachers, and administrators. Students are not permitted to leave their assigned area until the "All Clear" is officially announced.
- **Electronic Communication:** Unauthorized phone use that interferes with emergency procedures, staging protocols, or staff commands may result in confiscation of the device.
- **Disciplinary Response:** Defiance, extreme disruption, or leaving an assigned area during a safety drill compromises accountability and safety. Such actions will be reviewed seriously and may result in an Out-of-School Suspension (OSS) or alternative disciplinary consequences based on the severity of the disruption.

Board Authority Statement

Nothing contained within this administrative guideline supersedes the authority of the Board of School Directors to establish policy, approve expulsions, or exercise authority granted under the Pennsylvania School Code.

Administrative Review and Continuous Improvement

The District reserves the right to review and revise administrative disciplinary procedures as necessary to ensure compliance with changes in federal or state law, Pennsylvania Department of Education guidance, Board policy, and district needs.

McKeesport Area SHS

ATSI non-Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
McKeesport Area SHS		103026002
Address 1		
1960 Eden Park Blvd		
Address 2		
City	**State**	**Zip Code**
McKeesport	PA	15132
Chief School Administrator		**Chief School Administrator Email**
Mr Donald MacFann		dmacfann@mckasd.net
Principal Name		
Eric Harper		
Principal Email		
eharper@mckasd.net		
Principal Phone Number		**Principal Extension**
412.664.3651		
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Holly Pope		holly.pope@aiu3.net

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Mr. Eric Harper	Principal	MAHS	eharper@mckasd.net
Mr. Milan Kiska	Principal	MAHS	mkiska@mckasd.net
Mrs. Erica Guadalupe	District Level Leaders	MASD	eguadalupe@mckasd.net
Dr. Holly Pope	Data Analyst	AIU3	holly.pope@aiu3.net
Mr. Derek Pavlovic	Teacher	MAHS	dpavlovic@masd.net
Mrs. Diane Metz	Teacher	MAHS	dmetz@masd.net
Mrs. Michelle Thomas	Parent	Mentoring Partnership of PGH	thomas.michellen@gmail.com
Mr. David Spurgeon	Community Member	Allegheny County Courts - Family Division	dspurgeon@alleghenycourts.us
Kris Nemchick	Teacher	MAHS	knemchick@mckasd.net
Vernon Andrews	Other	MAHS	vandrews@mckasd.net
Marty Fontaine	Community Member	White Oak Police Officer	martellfontaine7@gmail.com
Matt Keller	Board Member	MASD	mkeller@mckasd.net

Vision for Learning

Vision for Learning

Within the continuous improvement process, the McKeesport Area High School strives to implement exemplary instructional practices and a rigorous curriculum through active student engagement. The goal is to provide a supportive environment that embraces the district's diversity, promoting citizenship and supporting students to overcome obstacles unique to the school district and surrounding communities and equitably prepare them for college, career, and community participation.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

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

Comments/Notable Observations

All students scored 33.3% Proficient/Advanced in ELA/Literature, which did not meet the goal/improvement target and remains below the statewide average.

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

Strengths

ESSA Student Subgroups	Indicator
White	White students scored 42.5% Proficient/Advanced in ELA/Literature, above the All Student Group.
Combined Ethnicity	Two or More Races students scored 29.2% Proficient/Advanced in ELA/Literature, close to the All Student Group.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Students with disabilities scored 3.5% Proficient/Advanced in ELA/Literature, far below the All Student Group.
African-American/Black	Black students scored 23.4% Proficient/Advanced in ELA/Literature, below the All Student Group.
Economically Disadvantaged	Economically disadvantaged students scored 25.2% Proficient/Advanced in ELA/Literature, below the All Student Group.
Combined Ethnicity	Combined Ethnicity students scored 24.6% Proficient/Advanced in ELA/Literature, below the All Student Group.

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

All students scored 7.2% Proficient/Advanced in Math/Algebra, which did not meet the interim goal/improvement target and remains far below the statewide average.

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

Strengths

ESSA Student Subgroups	Indicator
White	White students scored 11.3% Proficient/Advanced in Math/Algebra, above the All Student Group
African-American/Black	Black students scored 5.3% Proficient/Advanced in Math/Algebra, closer to the All Student Group than several other subgroups.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Students with disabilities scored 1.8% Proficient/Advanced in Math/Algebra, far below the All Student Group.

Economically Disadvantaged	Economically disadvantaged students scored 2.5% Proficient/Advanced in Math/Algebra, well below the All Student Group.
Combined Ethnicity	Two or More Races students scored 4.2% Proficient/Advanced in Math/Algebra, below the All Student Group.
Combined Ethnicity	Combined Ethnicity students scored 4.8% Proficient/Advanced in Math/Algebra, below the All Student Group.

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

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

Comments/Notable Observations

All students earned ELA/Literature PVAAS growth score of 97.0, exceeding the statewide growth standard of 70.0.

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

Strengths

ESSA Student Subgroups	Indicator
White	White students earned an ELA/Literature growth score of 100.0, exceeding the statewide growth standard.
Economically Disadvantaged	Economically disadvantaged students earned an ELA/Literature growth score of 88.0, exceeding the statewide growth standard.
African-American/Black	Black students earned an ELA/Literature growth score of 77.0, exceeding the statewide growth standard.
Students with Disabilities	Students with disabilities earned an ELA/Literature growth score of 72.0, exceeding the statewide growth standard.
Combined Ethnicity	Combined Ethnicity students earned an ELA/Literature growth score of 77.0, exceeding the statewide growth standard.

Challenges

ESSA Student Subgroups	Indicator
Combined Ethnicity	No reported ESSA subgroup fell below the ELA/Literature growth standard.

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

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

Comments/Notable Observations

All students earned Math/Algebra PVAAS growth score of 50.0, which did not meet the statewide growth standard of 70.0.

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

Strengths

ESSA Student Subgroups	Indicator
Combined Ethnicity	All reported Math/Algebra subgroup results are low, and no subgroup met a level that would reasonably be identified as a strength.

Challenges

ESSA Student Subgroups	Indicator

African-American/Black	Black students earned a Math/Algebra growth score of 50.0, below the statewide growth standard.
White	White students earned a Math/Algebra growth score of 59.0, below the statewide growth standard.
Economically Disadvantaged	Economically disadvantaged students earned a Math/Algebra growth score of 50.0, below the statewide growth standard.
Students with Disabilities	Students with disabilities earned a Math/Algebra growth score of 55.0, below the statewide growth standard.
Combined Ethnicity	Combined Ethnicity students earned a Math/Algebra growth score of 50.0, below the statewide growth standard.

English Language Growth and Attainment

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

Comments/Notable Observations

All students met the interim goal/improvement target for English Language Growth and Attainment, with 4.8% demonstrating growth and attainment.

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

Strengths

ESSA Student Subgroups	Indicator
English Learners	English Learners met the interim goal/improvement target for English Language Growth and Attainment, with 4.8% demonstrating growth and attainment.

Challenges

ESSA Student Subgroups	Indicator
Combined Ethnicity	No additional ESSA subgroup data was reported for this indicator due to insufficient sample size.

Regular Attendance

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

Comments/Notable Observations

All students regular attendance was 31.4%, which did not meet the performance standard and remains well below the statewide average.

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

Strengths

ESSA Student Subgroups	Indicator
White	White students had a regular attendance rate of 41.5%, above the All Student Group.
Hispanic	Hispanic students had a regular attendance rate of 32.6%, slightly above the All Student Group.

Challenges

ESSA Student Subgroups	Indicator
English Learners	English Learners had a regular attendance rate of 22.7%, below the All Student Group.

Students with Disabilities	Students with disabilities had a regular attendance rate of 23.6%, below the All Student Group.
Economically Disadvantaged	Economically disadvantaged students had a regular attendance rate of 24.4%, below the All Student Group.
African-American/Black	Black students had a regular attendance rate of 24.7%, below the All Student Group.
Combined Ethnicity	Combined Ethnicity students had a regular attendance rate of 25.4%, below the All Student Group.
Combined Ethnicity	Two or More Races students had a regular attendance rate of 26.2%, below the All Student Group.

Career Standards Benchmark

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

Comments/Notable Observations

All students reached 90.6% for Career Standards Benchmark, which is close to the statewide average but did not reach the performance standard.

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

Strengths

ESSA Student Subgroups	Indicator
White	White students reached 97.6% for Career Standards Benchmark, above the All Student Group.
Combined Ethnicity	Two or More Races students reached 96.2% for Career Standards Benchmark, above the All Student Group.
Students with Disabilities	Students with disabilities reached 92.2% for Career Standards Benchmark, above the All Student Group.
Economically Disadvantaged	Economically disadvantaged students reached 90.8% for Career Standards Benchmark, slightly above the All Student Group.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Black students reached 84.5% for Career Standards Benchmark, below the All Student Group.
Combined Ethnicity	Combined Ethnicity students reached 86.2% for Career Standards Benchmark, below the All Student Group.

High School Graduation Rate Four-Year Cohort

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

Comments/Notable Observations

All students had a four year graduation rate of 79.6%, which did not meet the interim goal/improvement target and remains below the statewide average.

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

Strengths

ESSA Student Subgroups	Indicator
White	White students had a 4-year graduation rate of 82.6%, above the All Student Group.

Economically Disadvantaged	Economically disadvantaged students had a 4-year graduation rate of 81.8%, above the All Student Group.
African-American/Black	Black students had a 4-year graduation rate of 80.4%, slightly above the All Student Group.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Students with disabilities had a 4-year graduation rate of 67.2%, well below the All Student Group.
Combined Ethnicity	Combined Ethnicity students had a 4-year graduation rate of 77.3%, below the All Student Group.

Summary

Strengths

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

All students scored 33.3% Proficient/Advanced in ELA/Literature, which did not meet the goal/improvement target and remains below the statewide average.
All students scored 33.3% Proficient/Advanced in ELA/Literature, which did not meet the goal/improvement target and remains below the statewide average.
White students scored 42.5% Proficient/Advanced in ELA/Literature, above the All Student Group.
Two or More Races students scored 29.2% Proficient/Advanced in ELA/Literature, close to the All Student Group.

Challenges

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

Students with disabilities scored 3.5% Proficient/Advanced in ELA/Literature, far below the All Student Group.
Black students scored 23.4% Proficient/Advanced in ELA/Literature, below the All Student Group.
Economically disadvantaged students scored 25.2% Proficient/Advanced in ELA/Literature, below the All Student Group.
Combined Ethnicity students scored 24.6% Proficient/Advanced in ELA/Literature, below the All Student Group.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Growth: All Students 324/497 = 65.4%	Nearly two-thirds of students demonstrated growth from fall to spring on the full ELA CDT diagnostic.
Growth: IEP students 61/112 = 54.4%	IEP students grew at a lower rate than All Students, showing a need for more targeted supports.
Achievement: 46% Advanced/Proficient	Less than half of students reached Advanced or Proficient on the spring ELA CDT
Achievement: 54% Basic/Below Basic	More than half of students remained below proficiency on the spring ELA CDT.

English Language Arts Summary

Strengths

Growth: All Students showed solid ELA CDT growth, with 65.4% demonstrating growth from fall to spring.
Growth: Black students showed ELA CDT growth close to the All Student rate, with 64.3% demonstrating growth.
Achievement: 46% of students scored Advanced or Proficient on the spring ELA CDT.
Achievement: Only 17% of students scored Below Basic in ELA, which was lower than Math.

Challenges

Growth: ELL students showed the lowest ELA CDT growth rate, with 50.0% demonstrating growth.
Growth: IEP students showed lower ELA CDT growth than All Students, with 54.4% compared to 65.4% overall.
Achievement: 54% of students scored Basic or Below Basic on the spring ELA CDT.
Achievement: Only 1% of students scored Advanced on the spring ELA CDT.

Mathematics

Data	Comments/Notable Observations
Growth: All Students 77/133 = 57.8%	A little more than half of students demonstrated growth from fall to spring on the full Math CDT diagnostic.
Growth: IEP students 14/37 = 37.8%	IEP students demonstrated the lowest Math CDT growth rate among reported subgroups.
Achievement: 14% Advanced/Proficient	Very few students reached Advanced or Proficient on the spring Math CDT.
Achievement: 86% Basic/Below Basic	Most students remained below proficiency on the spring Math CDT.

Mathematics Summary

Strengths

Growth: Black students showed the strongest Math CDT growth rate, with 58.6% demonstrating growth from fall to spring.
Growth: All Students showed moderate Math CDT growth, with 57.8% demonstrating growth.
Achievement: 50% of students scored Basic or higher on the spring Math CDT.
Achievement: 4% of students scored Advanced on the spring Math CDT.

Challenges

Growth: IEP students showed the lowest Math CDT growth rate, with only 37.8% demonstrating growth.
Growth: ELL students showed Math CDT growth slightly below the All Student rate, with 56.0% compared to 57.8% overall.

Achievement: 50% of students scored Below Basic on the spring Math CDT.
Achievement: Only 14% of students scored Advanced or Proficient on the spring Math CDT.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
96 of 152 students (63%) demonstrated positive growth from the Fall to Spring Biology CDT.	Nearly two-thirds of Biology students increased their CDT scaled score over the course of the year, indicating overall positive academic growth.
White Students: 41 of 54 students (76%) showed growth.	White students demonstrated the highest rate of growth among the reported subgroups, with more than three out of every four students improving.
Black Students: 44 of 69 students (64%) showed growth.	Black students exceeded the overall district average by one percentage point, with nearly two-thirds demonstrating growth from Fall to Spring.

Science, Technology, and Engineering Education Summary

Strengths

96 of 152 students (63%) demonstrated positive growth from the Fall to Spring Biology CDT. Nearly two-thirds of Biology students increased their CDT scaled score over the course of the year, indicating overall positive academic growth.

Challenges

Opportunity to Strengthen Growth for Students with IEPs: 11 of 29 students (38%) showed growth. Students with IEPs experienced the lowest percentage of growth, suggesting a need to strengthen supports and targeted instructional strategies for this subgroup.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark: All Students 90.6%	This is a strength because most students completed the Career Standards Benchmark; however, the All Student Group still did not meet the performance standard.
Career Standards Benchmark: White students 97.6%; Two or More Races 96.2%; Students with Disabilities 92.2%	Several subgroups performed above the All Student Group, showing stronger completion rates for career readiness artifacts.
Career Standards Benchmark: Black students 84.5%; Combined Ethnicity 86.2%	These subgroups performed below the All Student Group, showing a need for more consistent monitoring of career readiness completion.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Industry-Based Learning: All Students 30.3%	This is a challenge because performance is just below the statewide performance standard of 30.7%.
NOCTI/NIMS Competent or Advanced: 20.5%; Industry-Recognized Credential: 21.0%; Work-Based Learning: 1.0%	Work-based learning participation is especially low and limits overall industry-based learning performance.
Advanced on Industry-Based Competency Assessment: All Students 11.8%	This is a strength because the All Student Group exceeded the statewide average of 6.8%.

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.

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.
Most students completed the Career Standards Benchmark, with 90.6% of All Students meeting this measure.
Students also exceeded the statewide average on the Advanced level of the Industry-Based Competency Assessment, with 11.8% compared to the statewide average of 6.8%.

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.

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.
Industry-Based Learning was slightly below the statewide performance standard, with All Students at 30.3% compared to the standard of 30.7%.
Work-based learning was the clearest CTE challenge, with only 1.0% of students completing a work-based learning experience.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
ELA CDT Growth: 54.4% fall to spring	English Learners exceeded the 20% growth target in ELA and improved from 46.6% fall to winter to 54.4% fall to spring.
Math CDT Growth: 56.0% fall to spring	English Learners exceeded the 20% growth target in Math and showed stronger fall-to-spring growth than All Students in Math.
Math CDT Growth: 40.0% fall to winter; 60.0% winter to spring	English Learners improved from fall to winter to winter to spring, showing stronger growth later in the year.

Students with Disabilities

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

Data	Comments/Notable Observations
ELA CDT Growth: 50.0% fall to spring	Students with disabilities exceeded the 20% growth target in ELA, but remained below the All Student growth rate of 65.4%.
Math CDT Growth: 37.8% fall to spring	Students with disabilities exceeded the 20% growth target in Math, but had the lowest reported Math fall-to-spring growth rate.
Math CDT Growth: 43.3% fall to winter; 38.8% winter to spring	Math growth declined across the year for students with disabilities, showing a need for more targeted intervention and progress monitoring.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
ELA CDT Growth: All Students 65.4% fall to spring	Economically disadvantaged students exceeded the 20% growth target in ELA, with nearly two-thirds showing growth from fall to spring.
Math CDT Growth: All Students 57.8% fall to spring	Economically disadvantaged students exceeded the 20% growth target in Math, though growth was lower than in ELA.
CDT Achievement: ELA 46% Advanced/Proficient; Math 14% Advanced/Proficient	Achievement remains a concern, especially in Math, showing the need for stronger Tier 1 instruction and targeted MTSS supports.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	Black students showed strong ELA growth and performed close to the All Student growth rate of 65.4%.
Black	Black students slightly exceeded the All Student Math growth rate of 57.8%.
White	White students had the highest reported ELA fall-to-spring growth rate and slightly exceeded the All Student rate of 65.4%.
White	White students showed Math growth close to the All Student rate of 57.8%.
White	White students maintained strong ELA growth across the year, showing a consistent area of relative strength.

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.

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.
Most student groups exceeded the 20% CDT growth target in both ELA and Math, showing that students are demonstrating measurable growth on local assessments.
Black students showed strong local growth in both ELA and Math, with 64.3% growth in ELA and 58.6% growth in Math from fall to spring.
English Learners showed stronger Math growth than All Students, with 56.0% fall-to-spring growth compared to 57.8% for All Students and stronger winter-to-spring growth at 60.0%.
White students showed the highest ELA growth rate, with 66.6% fall-to-spring growth compared to 65.4% for All Students.

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.

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.
Students with disabilities showed lower growth than All Students in both ELA and Math, with 50.0% ELA growth and 37.8% Math growth.
Math growth for students with disabilities was the lowest reported subgroup result, indicating a need for stronger targeted intervention and progress monitoring.
Multi-Racial students showed 0.0% fall-to-spring growth in both ELA and Math, requiring a review of sample size and individual student supports.
Several groups showed weaker winter-to-spring Math growth than fall-to-winter growth, suggesting the need for more consistent MTSS monitoring and instructional adjustment across the year.

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	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
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	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

>

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

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?

>

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?
Provide frequent, timely, and systematic feedback and support on instructional practices
Implement an evidence-based system of schoolwide positive behavior interventions and supports
Implement a multi-tiered system of supports for academics and behavior

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
All students scored 33.3% Proficient/Advanced in ELA/Literature, which did not meet the goal/improvement target and remains below the statewide average.	False
All students scored 33.3% Proficient/Advanced in ELA/Literature, which did not meet the goal/improvement target and remains below the statewide average.	False
White students scored 42.5% Proficient/Advanced in ELA/Literature, above the All Student Group.	False
Two or More Races students scored 29.2% Proficient/Advanced in ELA/Literature, close to the All Student Group.	False
All students scored 7.2% Proficient/Advanced in Math/Algebra, which did not meet the interim goal/improvement target and remains far below the statewide average.	False
White students scored 11.3% Proficient/Advanced in Math/Algebra, above the All Student Group	False
Black students scored 5.3% Proficient/Advanced in Math/Algebra, closer to the All Student Group than several other subgroups.	False
All students earned ELA/Literature PVAAS growth score of 97.0, exceeding the statewide growth standard of 70.0.	False
White students earned an ELA/Literature growth score of 100.0, exceeding the statewide growth standard.	False
Economically disadvantaged students earned an ELA/Literature growth score of 88.0, exceeding the statewide growth standard.	False
Black students earned an ELA/Literature growth score of 77.0, exceeding the statewide growth standard.	False
Students with disabilities earned an ELA/Literature growth score of 72.0, exceeding the statewide growth standard.	False
Combined Ethnicity students earned an ELA/Literature growth score of 77.0, exceeding the statewide growth standard.	False
All students reached 90.6% for Career Standards Benchmark, which is close to the statewide average but did not reach the performance standard.	False
White students reached 97.6% for Career Standards Benchmark, above the All Student Group.	False
Two or More Races students reached 96.2% for Career Standards Benchmark, above the All Student Group.	False
Students with disabilities reached 92.2% for Career Standards Benchmark, above the All Student Group.	False
Economically disadvantaged students reached 90.8% for Career Standards Benchmark, slightly above the All Student Group.	False
All students had a four year graduation rate of 79.6%, which did not meet the interim goal/improvement target and remains below the statewide average.	False
White students had a 4-year graduation rate of 82.6%, above the All Student Group.	False
Economically disadvantaged students had a 4-year graduation rate of 81.8%, above the All Student Group.	False
Black students had a 4-year graduation rate of 80.4%, slightly above the All Student Group.	False

English Learners met the interim goal/improvement target for English Language Growth and Attainment, with 4.8% demonstrating growth and attainment.	False
All students met the interim goal/improvement target for English Language Growth and Attainment, with 4.8% demonstrating growth and attainment.	False
White students scored 11.3% Proficient/Advanced in Math/Algebra, above the All Student Group	False
White students scored 42.5% Proficient/Advanced in ELA/Literature, above the All Student Group.	False
All students earned Math/Algebra PVAAS growth score of 50.0, which did not meet the statewide growth standard of 70.0.	False
Combined Ethnicity students earned an ELA/Literature growth score of 77.0, exceeding the statewide growth standard.	True
96 of 152 students (63%) demonstrated positive growth from the Fall to Spring Biology CDT. Nearly two-thirds of Biology students increased their CDT scaled score over the course of the year, indicating overall positive academic growth.	False
Students with disabilities earned an ELA/Literature growth score of 72.0, exceeding the statewide growth standard.	False
Black students earned an ELA/Literature growth score of 77.0, exceeding the statewide growth standard.	False
Growth: All Students showed solid ELA CDT growth, with 65.4% demonstrating growth from fall to spring.	False
Growth: Black students showed ELA CDT growth close to the All Student rate, with 64.3% demonstrating growth.	False
Achievement: 46% of students scored Advanced or Proficient on the spring ELA CDT.	False
Achievement: Only 17% of students scored Below Basic in ELA, which was lower than Math.	False
Growth: Black students showed the strongest Math CDT growth rate, with 58.6% demonstrating growth from fall to spring.	False
Growth: All Students showed moderate Math CDT growth, with 57.8% demonstrating growth.	False
Achievement: 50% of students scored Basic or higher on the spring Math CDT.	False
Achievement: 4% of students scored Advanced on the spring Math CDT.	False
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.	False
Most students completed the Career Standards Benchmark, with 90.6% of All Students meeting this measure.	False
Students also exceeded the statewide average on the Advanced level of the Industry-Based Competency Assessment, with 11.8% compared to the statewide average of 6.8%.	False
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.	False
Most student groups exceeded the 20% CDT growth target in both ELA and Math, showing that students are demonstrating measurable growth on local assessments.	False
Black students showed strong local growth in both ELA and Math, with 64.3% growth in ELA and 58.6% growth in Math from fall to spring.	False
English Learners showed stronger Math growth than All Students, with 56.0% fall-to-spring growth compared to 57.8% for All Students and stronger winter-to-spring growth at 60.0%.	False
White students showed the highest ELA growth rate, with 66.6% fall-to-spring growth compared to 65.4% for All Students.	False
Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?	False
Economically disadvantaged students earned an ELA/Literature growth score of 88.0, exceeding the statewide growth standard.	False

White students earned an ELA/Literature growth score of 100.0, exceeding the statewide growth standard.	False
White students had a regular attendance rate of 41.5%, above the All Student Group.	False
Hispanic students had a regular attendance rate of 32.6%, slightly above the All Student Group.	False
English Learners met the interim goal/improvement target for English Language Growth and Attainment, with 4.8% demonstrating growth and attainment.	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
Students with disabilities scored 3.5% Proficient/Advanced in ELA/Literature, far below the All Student Group.	False
Black students scored 23.4% Proficient/Advanced in ELA/Literature, below the All Student Group.	False
Economically disadvantaged students scored 25.2% Proficient/Advanced in ELA/Literature, below the All Student Group.	False
Combined Ethnicity students scored 24.6% Proficient/Advanced in ELA/Literature, below the All Student Group.	False
Students with disabilities scored 1.8% Proficient/Advanced in Math/Algebra, far below the All Student Group.	False
Economically disadvantaged students scored 2.5% Proficient/Advanced in Math/Algebra, well below the All Student Group.	False
Combined Ethnicity students scored 4.8% Proficient/Advanced in Math/Algebra, below the All Student Group.	False
Black students reached 84.5% for Career Standards Benchmark, below the All Student Group.	False
Combined Ethnicity students reached 86.2% for Career Standards Benchmark, below the All Student Group.	False
Students with disabilities had a 4-year graduation rate of 67.2%, well below the All Student Group.	False
Combined Ethnicity students had a 4-year graduation rate of 77.3%, below the All Student Group.	False
Two or More Races students scored 4.2% Proficient/Advanced in Math/Algebra, below the All Student Group.	False
Black students earned a Math/Algebra growth score of 50.0, below the statewide growth standard.	False
White students earned a Math/Algebra growth score of 59.0, below the statewide growth standard.	False
Economically disadvantaged students earned a Math/Algebra growth score of 50.0, below the statewide growth standard.	False
Students with disabilities earned a Math/Algebra growth score of 55.0, below the statewide growth standard.	False
Combined Ethnicity students earned a Math/Algebra growth score of 50.0, below the statewide growth standard.	False
Growth: ELL students showed the lowest ELA CDT growth rate, with 50.0% demonstrating growth.	False

Growth: IEP students showed lower ELA CDT growth than All Students, with 54.4% compared to 65.4% overall.	False
Achievement: 54% of students scored Basic or Below Basic on the spring ELA CDT.	False
Two or More Races students scored 4.2% Proficient/Advanced in Math/Algebra, below the All Student Group.	False
Economically disadvantaged students scored 2.5% Proficient/Advanced in Math/Algebra, well below the All Student Group.	False
Students with disabilities scored 1.8% Proficient/Advanced in Math/Algebra, far below the All Student Group.	False
All students scored 33.3% Proficient/Advanced in ELA/Literature, which did not meet the goal/improvement target and remains below the statewide average.	False
All students scored 7.2% Proficient/Advanced in Math/Algebra, which did not meet the interim goal/improvement target and remains far below the statewide average.	False
All students earned Math/Algebra PVAAS growth score of 50.0, which did not meet the statewide growth standard of 70.0.	False
All students regular attendance was 31.4%, which did not meet the performance standard and remains well below the statewide average.	False
All students reached 90.6% for Career Standards Benchmark, which is close to the statewide average but did not reach the performance standard.	False
Students with disabilities earned a Math/Algebra growth score of 55.0, below the statewide growth standard.	False
Opportunity to Strengthen Growth for Students with IEPs: 11 of 29 students (38%) showed growth. Students with IEPs experienced the lowest percentage of growth, suggesting a need to strengthen supports and targeted instructional strategies for this subgroup.	False
Achievement: Only 1% of students scored Advanced on the spring ELA CDT.	False
All students had a four year graduation rate of 79.6%, which did not meet the interim goal/improvement target and remains below the statewide average.	False
Growth: IEP students showed the lowest Math CDT growth rate, with only 37.8% demonstrating growth.	False
Growth: ELL students showed Math CDT growth slightly below the All Student rate, with 56.0% compared to 57.8% overall.	False
Achievement: 50% of students scored Below Basic on the spring Math CDT.	False
Achievement: Only 14% of students scored Advanced or Proficient on the spring Math CDT.	False
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.	False
Industry-Based Learning was slightly below the statewide performance standard, with All Students at 30.3% compared to the standard of 30.7%.	False
Work-based learning was the clearest CTE challenge, with only 1.0% of students completing a work-based learning experience.	False
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.	False
Students with disabilities showed lower growth than All Students in both ELA and Math, with 50.0% ELA growth and 37.8% Math growth.	False
Math growth for students with disabilities was the lowest reported subgroup result, indicating a need for stronger targeted intervention and progress monitoring.	False
Multi-Racial students showed 0.0% fall-to-spring growth in both ELA and Math, requiring a review of sample size and individual student supports.	False
Several groups showed weaker winter-to-spring Math growth than fall-to-winter growth, suggesting the need for more consistent MTSS monitoring and instructional adjustment across the year.	False

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?	False
Provide frequent, timely, and systematic feedback and support on instructional practices	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
Implement a multi-tiered system of supports for academics and behavior	True

Most Notable Observations/Patterns

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Provide frequent, timely, and systematic feedback and support on instructional practices	Several interconnected barriers exist impacting mathematics achievement, including inconsistent Tier 1 instructional practices, limited teacher collaboration, insufficient data use, and a lack of focused professional learning. The discussion emphasized the importance of building a shared instructional framework, strengthening PLCs, and providing targeted professional development to ensure consistent, standards-aligned instruction across the district.	True
Implement a multi-tiered system of supports for academics and behavior		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Combined Ethnicity students earned an ELA/Literature growth score of 77.0, exceeding the statewide growth standard.	The Combined Ethnicity student group exceeded the statewide growth standard in ELA/Literature with a growth score of 77.0, demonstrating strong academic progress from fall to spring.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If MASD establishes a structured, systemwide approach to frequent, timely, and systematic feedback and support on standards-aligned ELA and mathematics instruction, then teachers will develop a clearer, shared understanding of effective Tier 1 instructional practices, and students will demonstrate improved skill development, academic growth, and achievement on local and state measures.
	If we establish a multi-tiered system of support that addresses academics, behavior, attendance, and social-emotional learning, then teachers will use data to identify student needs and implement targeted tiered interventions, administrators can effectively monitor and implement tiered interventions and student attendance, learning, and social interactions will improve.

Goal Setting

Priority: If MASD establishes a structured, systemwide approach to frequent, timely, and systematic feedback and support on standards-aligned ELA and mathematics instruction, then teachers will develop a clearer, shared understanding of effective Tier 1 instructional practices, and students will demonstrate improved skill development, academic growth, and achievement on local and state measures.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 30 2027, 50% of students will show growth in ELA/Literature on CDT from fall to spring.			
Measurable Goal Nickname (35 Character Max)			
ELA			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By Sept. 30, 2026, 60% of ELA teachers will report comfort with standards-aligned constructed response, text-based writing, and Keystone-aligned literacy practices according to teacher survey data.	By Dec. 20, 2026, 25% of students will score at level or advanced level on ELA/Literature CDTs.	By March 30, 2027, 80% of ELA teachers will effectively implement standards-aligned constructed response, text-based writing, and Keystone-aligned literacy practices according to walkthrough data, as measured by 75% or higher on the checklist.	By June 30 2027, 50% of students will show growth in ELA/Literature on CDT from fall to spring.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 2027, 50% of students will show growth on Math/Algebra CDT from fall to spring.			
Measurable Goal Nickname (35 Character Max)			
Math			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By Sept. 30, 2026, 50% of math teachers will report comfort with Effective Mathematics Teaching Practices according to teacher survey data.	By Dec. 20, 2026, 20% of students will score at level or advanced level on Math/Algebra CDTs.	th teachers will report comfort with Effective Mathematics Teaching Practices according to teacher survey data.	By June 2027, 50% of students will show growth on Math/Algebra CDT from fall to spring.

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
By June 30, 2027, staff's total average on the PA School Climate Survey will be at least 3.4.			
Measurable Goal Nickname (35 Character Max)			
PBIS			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Target 1 By Sept 30, students' total average on the PA School Climate Survey will be at least 2.6.	Target 2 By December 31, 2026, staff's total average on the PA School Climate Survey will be at least 2.6.	Target 3 By March 31, 2027, students' total average on the PA School Climate Survey will be at least 3.4.	Target 4 By June 30, 2027, staff's total average on the PA School Climate Survey will be at least 3.4.

Priority: If we establish a multi-tiered system of support that addresses academics, behavior, attendance, and social-emotional learning, then teachers will use data to identify student needs and implement targeted tiered interventions, administrators can effectively monitor and implement tiered interventions and student attendance, learning, and social interactions will improve.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By June 30, 2027, 40% of the 10 Warning students will attend school 90% of the time.			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Target 1 By Sept 30, 100% of the 10 most "warning" (yellow) students will be on a student success plan.	Target 2 By December 30, 60% of the 10 warning students will attend school 90% of the time.	Target 3 By March 31, 2027, 50% of the 10 Warning students will attend school 90% of the time.	Target 4 By June 30, 2027, 40% of the 10 Warning students will attend school 90% of the time.

Action Plan

Measurable Goals

ELA	Math
PBIS	Attendance

Action Plan For: Instructional Coaching Aligned with PD and Classroom Walkthroughs

Measurable Goals:

- By June 30 2027, 50% of students will show growth in ELA/Literature on CDT from fall to spring.
- By June 2027, 50% of students will show growth on Math/Algebra CDT from fall to spring.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Coordinate and implement summer expert-supported capacity-building sessions for high school teacher leaders, instructional coaches, IDAS, and principals during the Summer Teacher Leadership Series, coach/IDAS planning sessions, and Principal Summit dates. Sessions will focus on standards-aligned literacy practices, text-based writing/constructed response practices, Keystone-aligned literacy practices, the 8 Effective Mathematics Teaching Practices, instructional coaching, MTSS Tier 1 instruction, IXL ELA/Math use, CDT data use, and shared walkthrough look-fors.		2026-07-01	2026-08-14
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Director of Secondary Curriculum and Online Learning	Summer Teacher Leadership Series schedule; Principal Summit schedule; coach/IDAS planning time; CDT resources; IXL resources; standards-aligned literacy resources; Keystone-aligned literacy resources; 8 Effective Mathematics Teaching Practices resources; walkthrough look-for tools; support from Dr. Holly Pope, Dr. Melissa Boston, Dr. Heather Moschetta, Dr. Viki Ryan, AIU, and IDAS	Yes	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Launch the high school ATSI instructional priorities with all staff, including the coaching model, MTSS Tier 1 expectations, standards-aligned literacy focus, text-based writing/constructed response focus, Keystone-aligned literacy practices, 8 Effective Mathematics Teaching Practices, IXL ELA/Math expectations, CDT/IXL assessment calendar, teacher survey process, and walkthrough look-fors.		2026-08-17	2026-08-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Director of Secondary Curriculum and Online Learning	Act 80 agenda; ATSI overview slides; assessment calendar; IXL resources; CDT resources; walkthrough look-for tool; teacher survey tool.	No	

Action Step	**Anticipated Start Date**	**Anticipated Completion Date**

ELA & Math Classroom Diagnostic Tools - Administer beginning-of-year IXL ELA/Math diagnostics and CDT assessments, then compile baseline student achievement, growth, and instructional need data for the high school.		2026-09-02	2026-09-18
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
High School Principal	26–27 assessment calendar; IXL platform; CDT platform; student rosters; testing schedule; accommodations information; data export/report tools	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Create and review the BOY High School Data Deck during the Sept. 21 MTSS-focused two-hour delay to establish baseline CDT, IXL ELA/Math, teacher survey, and initial walkthrough evidence. Use findings to identify coaching priorities, MTSS Tier 1 needs, department meeting focus areas, and Sept. 30 quarterly target reporting.		2026-09-21	2026-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Secondary Instructional Data and Assessment Specialist	BOY data deck template; CDT reports; IXL diagnostic reports; teacher survey results; walkthrough evidence; coaching notes; MTSS meeting notes; FRCPP target reporting fields	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Complete the first implementation and feedback cycle by using the Oct. 2 and Nov. 2 Act 80 mornings, the Oct. 19 MTSS-focused two-hour delay October/November department meetings, monthly MTSS team meetings, formal coaching cycles, informal coaching supports, whole-group/small-group/one-on-one coaching opportunities, and walkthroughs to support teacher implementation of standards-aligned literacy practices, text-based writing/constructed response practices, Keystone-aligned literacy practices, 8 Effective Mathematics Teaching Practices, IXL-informed instruction, and MTSS Tier 1 strategies. The Secondary IDAS and instructional coaches will participate in monthly MTSS team meetings, as appropriate, to support data analysis and connect student need trends to Tier 1 instructional support.		2026-10-02	2026-11-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Director of Secondary Curriculum and Online Learning	Act 80 agendas; MTSS-focused two-hour delay agenda; department meeting agendas; monthly MTSS meeting notes; coaching logs; walkthrough/look-for tool; CDT/IXL data; standards-aligned literacy resources; Keystone-aligned literacy resources; math practices resources	No	

Action Step	**Anticipated Start Date**	**Anticipated Completion Date**
Review fall implementation evidence, including teacher survey data, walkthrough/look-for evidence, coaching logs, department meeting artifacts,	2026-12-01	2026-12-30

monthly MTSS team meeting notes, and IXL ELA/Math progress data. Use findings to update coaching priorities, MTSS Tier 1 supports, and Dec. 30 quarterly target reporting.			
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Director of Secondary Curriculum and Online Learning	Teacher survey results; walkthrough data; coaching logs; department meeting artifacts; monthly MTSS meeting notes; IXL progress reports; FRCPP monitoring notes; FRCPP target reporting fields	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Complete the midyear data and instructional reset cycle using January IXL ELA/Math diagnostic data, available CDT data, the Jan. 15 Act 80 morning, January department meetings, monthly MTSS team meetings, and coaching feedback to adjust Tier 1 instruction, reteaching priorities, and teacher support needs.		2027-01-11	2027-01-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Director of Secondary Curriculum and Online Learning	IXL midyear diagnostic reports; available CDT reports; Act 80 agenda; department meeting agendas; monthly MTSS meeting notes; coaching logs; walkthrough data; standards-aligned literacy resources; Keystone-aligned literacy resources; math practices resources	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Create and review the MOY High School Data Deck during the Feb. 22 MTSS-focused two-hour delay and monthly MTSS team meetings to analyze IXL ELA/Math midyear data, available CDT data, implementation evidence, and student need trends. Use findings to refine coaching cycles, department meeting focus areas, MTSS Tier 1 supports, quarterly target progress, and LEA routine evidence.		2027-02-01	2027-02-22
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Secondary Instructional Data and Assessment Specialist	MOY data deck template; IXL midyear reports; available CDT reports; walkthrough data; teacher survey results; coaching logs; department meeting artifacts; MTSS meeting notes; LEA routine evidence	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
ELA & Math Classroom Diagnostic Tools - Administer the spring CDT full battery, analyze CDT achievement and growth data, and use March department meetings, monthly MTSS team meetings, coaching conversations, and March 30 target reporting to adjust final instructional supports before Keystone and end-of-course assessments.		2027-03-15	2027-03-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	

High School Principal	CDT testing schedule; CDT reports; March department meeting agenda; monthly MTSS meeting notes; coaching logs; walkthrough evidence; FRCPP target reporting fields	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Complete the final assessment and implementation cycle by supporting Keystone/end-of-course assessment administration, final IXL ELA/Math diagnostics, April/May department meetings, monthly MTSS team meetings, walkthroughs, formal coaching cycles, informal coaching supports, and coaching feedback focused on sustained implementation of standards-aligned literacy practices, text-based writing/constructed response practices, Keystone-aligned literacy practices, 8 Effective Mathematics Teaching Practices, and MTSS Tier 1 instruction.		2027-04-01	2027-05-19
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
High School Principal	Keystone/end-of-course testing materials/schedule; IXL final diagnostic reports; department meeting agendas; monthly MTSS meeting notes; coaching logs; walkthrough evidence; standards-aligned literacy resources; Keystone-aligned literacy resources; math practices resources	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Create and review the EOY High School Data Deck and final ATSI evidence summary using CDT, IXL ELA/Math, teacher survey, walkthrough, coaching, department meeting, MTSS, and assessment evidence. Complete June 30 target reporting and identify adjustments for the 2027–28 ATSI plan		2027-05-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Secondary Instructional Data and Assessment Specialist	EOY data deck template; CDT reports; IXL final reports; teacher survey results; walkthrough evidence; coaching logs; department meeting artifacts; monthly MTSS meeting notes; FRCPP target reporting fields; LEA routine evidence	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Implementation of the High School ATSI instructional framework will result in consistent Tier 1 instructional practices supported through professional learning, instructional coaching, MTSS processes, department collaboration, and ongoing analysis of IXL, CDT, walkthrough, survey, and assessment data. District and building leaders will use this evidence to monitor implementation fidelity, refine instructional supports, guide continuous improvement, and document progress toward quarterly FRCPP targets and the district's ATSI measurable goals.	The Director of Secondary Curriculum and Online Learning, High School Principal, Secondary IDAS, instructional coaches, department chairs, and teachers will monitor implementation continuously throughout the school year. Progress will be reviewed during Summer Teacher Leadership sessions, Principal Summits, Act 80 professional learning, monthly department meetings, MTSS team meetings, coaching cycles, walkthroughs, and quarterly FRCPP monitoring. Evidence will include professional learning artifacts, attendance records, coaching logs, walkthrough/look-for evidence, teacher survey results, MTSS documentation, department meeting artifacts, IXL diagnostic reports, CDT assessment and growth data, High School Data

	Decks (BOY, MOY, and EOY), assessment administration records, LEA routine evidence, and quarterly target reporting to evaluate implementation fidelity, guide instructional adjustments, and measure progress toward the ATSI goals.

Action Plan For: PBIS/MTSS

Measurable Goals:
• By June 30, 2027, staff's total average on the PA School Climate Survey will be at least 3.4. • By June 30, 2027, 40% of the 10 Warning students will attend school 90% of the time.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Designate Pam as PBIS Coach and Data Analyst; establish responsibilities for agendas, newsletters, and surveys.		2026-07-01	2026-07-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principals	n/a	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Establish an MTSS/PBIS mission statement and communicate to staff.		2026-07-01	2026-07-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principals/Leadership Team	n/a	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Define all problem behaviors and revise discipline flowchart and referral procedures.		2026-07-01	2026-07-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Asst. Principals/PBIS TEAM	n/a	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Develop staff matrix connecting professionalism and adult responsibilities to school expectations.		2026-07-01	2026-07-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principals/PBIS Team	n/a	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Create annual attendance campaign using the R.E.A.L. framework.		2026-07-01	2026-07-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Attendance Team/Counselors	n/a	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide Back-to-School MTSS/PBIS training for all staff.		2026-08-03	2026-08-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principals/PBIS Coach	n/a	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Ensure posters and expectations are displayed throughout the building.		2026-08-03	2026-08-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Assistant Principal	PBIS Posters	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Complete lesson plans for all settings with examples and nonexamples.		2026-08-03	2026-08-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
PBIS Team	n/a	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop Google folder and orientation system for new staff and students.		2026-08-03	2026-08-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
PBIS Coach	n/a	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Establish family communication schedule using Talking Points, Google Classroom, and newsletters.		2026-08-03	2026-08-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Family Engagement Coord.	n/a	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Teach expectations in all locations and review daily during announcements.		2026-09-01	2026-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Teachers/Administrators	n/a	No	

Action Step	Anticipated Start Date	Anticipated Completion Date

Launch student survey to identify meaningful incentives and barriers to attendance.		2026-09-01	2026-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
PBIS Coach/Counselors	n/a	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Conduct staff feedback survey.		2026-09-01	2026-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
PBIS Coach	n/a	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Add standing data review section to monthly MTSS meetings.		2026-09-01	2026-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Pambacas/Leadership Team	n/a	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Share attendance, discipline, grades, and class-cut data with staff and explain "why" trends are occurring.		2026-09-01	2026-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Pambacas/Principals	n/a	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Provide professional learning on behavior-specific praise and acknowledgements.		2026-10-01	2026-10-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
PBIS Coach	n/a	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Train staff on classroom routines and procedures.		2026-10-01	2026-10-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Coaches	n/a	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Review referral process and documentation procedures with staff.		2026-10-01	2026-10-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	

Assistant Principal	n/a	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Create faculty incentive system and recognition schedule.		2026-10-01	2026-10-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principals	n/a	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Establish Amazon Wishlist and seek community partnerships for rewards.		2026-10-01	2026-10-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
PBIS Team	n/a	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Begin monthly data newsletters to staff.		2026-11-02	2026-11-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Pambacas	n/a	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Create family attendance newsletter emphasizing R.E.A.L. messages.		2026-11-02	2026-11-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Counselors	n/a	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Recognize staff who consistently acknowledge students.		2026-11-02	2026-11-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principals	n/a	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Survey students regarding reward preferences.		2026-11-02	2026-11-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
PBIS Team	n/a	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Hold first quarterly PBIS assembly.		2026-11-02	2026-11-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
PBIS Team	n/a	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Analyze attendance, grades, behavior, and course failures.		2026-12-01	2026-12-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
MTSS Team	n/a	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Identify students with chronic absenteeism and create integrated support plans.		2026-12-01	2026-12-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Attendance Team/Social Worker	n/a	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Connect students with mental health, food, transportation, and community resources.		2026-12-01	2026-12-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Counselors/Social Worker	n/a	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct family outreach conferences emphasizing future goals and graduation.		2026-12-01	2026-12-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Counselors	n/a	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Re-teach expectations following winter break.		2027-01-01	2027-01-29
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Teachers	n/a	No	

Action Step	Anticipated Start Date	Anticipated Completion Date

Provide engaging PD ("food and scavenger hunt") on PBIS and attendance strategies.		2027-01-01	2027-01-29
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principals/PBIS Coach	n/a	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Review reward system and point guidelines.		2027-01-01	2027-01-29
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
PBIS Team	n/a	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Continue daily review of expectations and attendance messages.		2027-01-01	2027-01-29
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Staff	n/a	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Conduct second staff survey.		2027-02-01	2027-02-26
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
PBIS Coach	n/a	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Review subgroup attendance and behavior data.		2027-02-01	2027-02-26
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
MTSS Team	n/a	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Provide additional PD on behavior-specific praise.		2027-02-01	2027-02-26
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
PBIS Coach	n/a	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Celebrate attendance improvements and positive behavior.		2027-02-01	2027-02-26
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Administrators	n/a	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Hold second PBIS assembly.		2027-03-01	2027-03-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
PBIS Team	n/a	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Review referral procedures and classroom interventions.		2027-03-01	2027-03-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Assistant Principal	n/a	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide teacher collaboration time to develop classroom consequence continuums.		2027-03-01	2027-03-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Coaches	n/a	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Share schoolwide data with staff and families.		2027-03-01	2027-03-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Pambacas	n/a	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Analyze attendance, discipline, and academic outcomes.		2027-04-01	2027-04-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
MTSS Team	n/a	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Review effectiveness of interventions for chronically absent students.		2027-04-01	2027-04-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Attendance Team	n/a	No	

Action Step	Anticipated Start Date	Anticipated Completion Date

Expand student clubs, extracurricular activities, and enrichment opportunities.		2027-04-01	2027-04-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principals/Activity Director	n/a	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Continue family communication and resource supports.		2027-04-01	2027-04-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Family Liaison	n/a	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Conduct annual PBIS and MTSS fidelity review.		2027-05-03	2027-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Leadership Team	n/a	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Analyze outcomes by subgroup.		2027-05-03	2027-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
MTSS Team	n/a	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Survey students, staff, and families regarding school climate and incentives.		2027-05-03	2027-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
PBIS Coach	n/a	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Recognize student and staff successes.		2027-05-03	2027-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principals	n/a	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Review annual attendance, behavior, and achievement data.		2027-06-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Leadership Team	n/a	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Update school improvement priorities based on data.		2027-06-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principals	n/a	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Revise PBIS lessons, rewards, and communication systems for the next year.		2027-06-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
PBIS Team	n/a	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop summer communication and transition supports for students.		2027-06-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Counselors	n/a	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase average daily attendance. Reduce chronic absenteeism. Reduce class cuts and office referrals. Increase positive acknowledgements. Improve staff implementation of Tier 1 expectations. Strengthen family-school partnerships. Increase MTSS and PBIS fidelity ratings. Establish a sustainable, data-driven culture of continuous improvement aligned with the MTSS Fidelity Rubric and Attendance Works R.E.A.L. framework.	Principals, School Counselors, Attendance Team, PBIS & MTSS Team, Instructional Coaches, Family Engagement Coordinator, Activities Coordinator - Monthly

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
Instructional Coaching Aligned with PD and Classroom Walkthroughs	Coordinate and implement summer expert-supported capacity-building sessions for high school teacher leaders, instructional coaches, IDAS, and principals during the Summer Teacher Leadership Series, coach/IDAS planning sessions, and Principal Summit dates. Sessions will focus on standards-aligned literacy practices, text-based writing/constructed response practices, Keystone-aligned literacy practices, the 8 Effective Mathematics Teaching Practices, instructional coaching, MTSS Tier 1 instruction, IXL ELA/Math use, CDT data use, and shared walkthrough look-fors.

Instructional Leadership Network Capacity-Building for High-Quality Tier 1 Instruction

Action Step

- Coordinate and implement summer expert-supported capacity-building sessions for high school teacher leaders, instructional coaches, IDAS, and principals during the Summer Teacher Leadership Series, coach/IDAS planning sessions, and Principal Summit dates. Sessions will focus on standards-aligned literacy practices, text-based writing/constructed response practices, Keystone-aligned literacy practices, the 8 Effective Mathematics Teaching Practices, instructional coaching, MTSS Tier 1 instruction, IXL ELA/Math use, CDT data use, and shared walkthrough look-fors.

Audience

Instructional Leadership Network (ILN) members, including instructional coaches, department chairs, and IDAS; building principals; Director of Secondary Curriculum and Online Learning; School Improvement Facilitators.

Topics to be Included

Standards-aligned literacy practices • Text-based writing and constructed response practices • Keystone-aligned literacy practices • ELA/TDA practices (Founders Hall) • Eight Effective Mathematics Teaching Practices • MTSS Tier 1 instruction • Instructional coaching model and expectations • Formal and informal coaching cycles • Use of CDT and IXL data to inform instruction • Shared walkthrough look-fors • Department meeting expectations • Data review protocols • Progress monitoring and quarterly target reporting • Roles and responsibilities of the Instructional Leadership Network

Evidence of Learning

Completed planning artifacts • Coaching cycle plans • Shared walkthrough look-for tools • Department meeting plans • MTSS planning documents • Data analysis protocols • Staff launch materials • CDT and IXL implementation plans • Coaching and feedback schedules • Building implementation plans aligned to CSI and ATSI priorities

Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Secondary Curriculum and Online Learning and Director of Elementary Curriculum and Federal Programs	2026-06-04	2026-08-12

Learning Format

Type of Activities	Frequency
Workshop(s)	Six scheduled summer leadership sessions, supplemented by two content-specific team planning sessions between July 9 and August 7, 2026.

Observation and Practice Framework Met in this Plan

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Students
- 1c: Setting Instructional Outcomes
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessments

• 3a: Communicating with Students • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction • 3e: Demonstrating Flexibility and Responsiveness • 4a: Reflecting on Teaching • 4b: Maintaining Accurate Records • 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally
This Step Meets the Requirements of State Required Trainings

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	**Date**
Eric Harper	2026-06-30
School Improvement Facilitator Signature	**Date**

Founders Hall Middle Sch

CSI School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Founders Hall Middle Sch		103026002
Address 1		
3600 O'Neil Boulevard		
Address 2		
City	**State**	**Zip Code**
McKeesport	PA	15132
Chief School Administrator		**Chief School Administrator Email**
Mr Donald MacFann		dmacfann@mckasd.net
Principal Name		
Dr. Stacie Fitzpatrick		
Principal Email		
sfitzpatrick@mckasd.net		
Principal Phone Number		**Principal Extension**
412-664-3690		
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Dr. Holly Pope		holly.pope@aiu3.net

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Stacie Fitzpatrick	Principal	Founders' Hall	sfitzpatrick@mckasd.net
Ralph Gioia	Principal	Founders' Hall	rgioia@mckasd.net
Beth Pierce	Principal	Founders' Hall	bpierce@mckasd.net
Amanda Hyslop	Parent	Parent	ahyslop@mckasd.net
Erica Guadalupe	District Level Leaders	Administration Building	eguadalupe@mckasd.net
Sherry Sillings	Data Analyst	Admin, Founders and High School	ssillings@mckasd.net
Derek Pavlovic	Education Specialist	Founders Hall & High School	dpavlovic@mckasd.net
Jen Sikorski	Teacher	Founders Hall	jsikorski@mckasd.net
Donald MacFann	Chief School Administrator	MASD	dmacfann@mckasd.net
Hayden Murphy	Student	Founders' Hall	hayden.murphy@mckasd.org
Laureese Harper	Other	Founders Hall Attendance	lharper@mckasd.net
Ebony Henry	Parent	Parent	
Troy Blackwell	Community Member	City of McKeesport	

Vision for Learning

Vision for Learning

Within a cycle of continuous improvement, Founders' Hall strives to implement exemplary instructional practices and a rigorous curriculum through active student engagement. The goal is to provide a supportive environment that embraces the district's diversity, promoting citizenship and supporting students to overcome obstacles unique to the school district and surrounding communities and equitably prepare them for college, career, and community participation.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

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

Comments/Notable Observations

All Students performance in ELA Proficient or Advanced remains very low and declined from 25.1% in 2023-24 to 16.9% in 2024-25, remaining well below the statewide average.

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

Strengths

ESSA Student Subgroups	Indicator
White	White students scored 42.5% Proficient/Advanced in ELA, which was above the All Student Group rate of 31.3%.
Multi-Racial (not Hispanic)	Two or More Races students scored 29.2% Proficient/Advanced in ELA, which was close to the All Student Group rate and higher than several reported subgroups.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Black students scored 9.6% proficient/advanced in ELA, well below the All Student Group. Black students declined from 16.4% in 2023-24 to 9.6% in 2024-25
Hispanic	Hispanic students scored 9.4% proficient/advanced in ELA, also well below the All Student Group. Hispanic students declined from 24.0% in 2023-24 to 9.4% in 2024-25.
White	White students declined from 37.8% in 2023-24 to 25.3% in 2024-25.
Economically Disadvantaged	Economically disadvantaged students scored 12.4%, indicating persistent underperformance. Economically disadvantaged students declined from 19.7% in 2023-24 to 12.4% in 2024-25.
English Learners	English Learners scored 5.3%, showing significant need in ELA achievement.
Students with Disabilities	Students with disabilities scored 3.2%, the lowest reported subgroup performance in ELA. Students with disabilities declined from 7.1% in 2023-24 to 3.2% in 2024-25.

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

All Students performance in Math Proficient or Advanced remains very low at 5.6% and is well below the statewide average. All Students declined from 7.2% in 2023-24 to 5.6% in 2024-25.

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

Strengths

ESSA Student Subgroups	Indicator
White	White students scored 11.3% Proficient/Advanced in Math, which was above the All Student Group rate of 7.2%.
African-American/Black	Black students scored 5.3% Proficient/Advanced in Math, which was higher than Economically Disadvantaged students, Students with Disabilities, Two or More Races students, and Combined Ethnicity.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Black students scored 1.4% proficient/advanced in Math, well below the All Student Group. Black students declined from 3.3% in 2023-24 to 1.4% in 2024-25.
Hispanic	Hispanic students scored 3.0% proficient/advanced in Math, below the All Student Group. Hispanic students declined from 4.0% in 2023-24 to 3.0% in 2024-25.
White	White students declined from 13.0% in 2023-24 to 11.8% in 2024-25.
Economically Disadvantaged	Economically disadvantaged students scored 1.7% proficient/advanced in Math, indicating significant underperformance. Economically disadvantaged students declined from 4.4% in 2023-24 to 1.7% in 2024-25
English Learners	English Learners scored 0.0% proficient/advanced in Math, showing substantial need.
Students with Disabilities	Students with disabilities scored 1.3% proficient/advanced in Math, remaining among the lowest-performing groups.

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

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

Comments/Notable Observations

All Students did not meet the ELA PVAAS growth standard, earning a growth score of 50.0, which is below the statewide growth standard of 70.0. All Students remained flat at 50.0 in 2023-24 to 50.0 in 2024-25.

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

Strengths

ESSA Student Subgroups	Indicator
White	White students increased slightly from 54.0 in 2023-24 to 55.0 in 2024-25.
Students with Disabilities	Students with disabilities increased from 60.0 in 2023-24 to 66.0 in 2024-25. Students with disabilities posted the highest reported ELA growth score at 66.0, coming closest to meeting the growth standard.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Black students earned an ELA growth score of 50.0, below the statewide growth standard of 70.0. Black students declined from 61.0 in 2023-24 to 50.0 in 2024-25.
White	White students earned an ELA growth score of 55.0, below the statewide growth standard.
Multi-Racial (not Hispanic)	Two or More Races students earned an ELA growth score of 62.0, still below the statewide growth standard. Two or More Races students declined from 64.0 in 2023-24 to 62.0 in 2024-25.
Economically Disadvantaged	Economically disadvantaged students earned an ELA growth score of 50.0, below the statewide growth standard.
Students with Disabilities	Students with disabilities earned an ELA growth score of 66.0, closer to the standard but still below 70.0

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

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

Comments/Notable Observations

All Students did not meet the Math PVAAS growth standard, earning a growth score of 55.0, which is below the statewide growth standard of 70.0. All Students declined slightly from 56.0 in 2023-24 to 55.0 in 2024-25.

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

Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	Students with disabilities earned a Math growth score of 100.0, exceeding the statewide growth standard of 70.0. Students with disabilities increased from 66.0 in 2023-24 to 100.0 in 2024-25.
Multi-Racial (not Hispanic)	Two or More Races students increased from 50.0 in 2023-24 to 63.0 in 2024-25.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Black students earned a Math growth score of 55.0, below the statewide growth standard of 70.0.
White	White students earned a Math growth score of 50.0, below the statewide growth standard. White students declined from 64.3 in 2023-24 to 50.0 in 2024-25.
Multi-Racial (not Hispanic)	Two or More Races students earned a Math growth score of 63.0, still below the statewide growth standard.
Economically Disadvantaged	Economically disadvantaged students earned a Math growth score of 50.0, below the statewide growth standard.

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

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

All Students regular attendance improved from 33.1% in 2023-24 to 42.1% in 2024-25, but performance remains low overall.

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

Strengths

ESSA Student Subgroups	Indicator
African-American/Black	Black students improved in regular attendance from 31.4% in 2023-24 to 36.5% in 2024-25,
White	White students improved in regular attendance from 34.2% in 2023-24 to 49.5% in 2024-25
Multi-Racial (not Hispanic)	Two or More Races students improved in regular attendance from 34.1% in 2023-24 to 46.2% in 2024-25.
Hispanic	Hispanic students improved in regular attendance from 38.5% in 2023-24 to 40.5% in 2024-25.
Economically Disadvantaged	Economically disadvantaged students improved in regular attendance from 27.4% in 2023-24 to 36.2% in 2024-25
Students with Disabilities	Students with disabilities improved in regular attendance from 27.6% in 2023-24 to 31.0% in 2024-25

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Black students improved in regular attendance, but attendance remains low at 36.5%
Students with Disabilities	Students with disabilities improved in regular attendance, but continue to show the lowest attendance rate among reported subgroups.
Economically Disadvantaged	Economically disadvantaged students improved in regular attendance, but attendance remains among the lowest reported groups.
English Learners	English Learners moved from IS in 2023-24 to 36.4% in 2024-25 which is low

Career Standards Benchmark

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

Comments/Notable Observations

All Students improved in Career Standards Benchmark from 67.2% in 2023-24 to 73.3% in 2024-25, but performance remains below the desired level.

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

Strengths

ESSA Student Subgroups	Indicator
White	White students improved in Career Standards Benchmark from 64.6% in 2023-24 to 88.4% in 2024-25.
Multi-Racial (not Hispanic)	Two or More Races students improved in Career Standards Benchmark from 70.4% in 2023-24 to 80.8% in 2024-25.
Students with Disabilities	Students with disabilities improved in Career Standards Benchmark from 67.9% in 2023-24 to 70.1% in 2024-25.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Black students declined in Career Standards Benchmark from 70.2% in 2023-24 to 63.9% in 2024-25.
Economically Disadvantaged	Economically disadvantaged students declined in Career Standards Benchmark from 76.2% in 2023-24 to 69.9% in 2024-25.

High School Graduation Rate Four-Year Cohort

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

Comments/Notable Observations

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

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Summary

Strengths

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

All Students improved in Career Standards Benchmark from 67.2% in 2023-24 to 73.3% in 2024-25, but performance remains below the desired level.

Challenges

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

All Students performance in ELA Proficient or Advanced remains very low and declined from 25.1% in 2023-24 to 16.9% in 2024-25, remaining well below the statewide average.
All Students performance in Math Proficient or Advanced remains very low at 5.6% and is well below the statewide average. All Students declined from 7.2% in 2023-24 to 5.6% in 2024-25.
All Students did not meet the ELA PVAAS growth standard, earning a growth score of 50.0, which is below the statewide growth standard of 70.0. All Students remained flat at 50.0 in 2023-24 to 50.0 in 2024-25.
All Students did not meet the Math PVAAS growth standard, earning a growth score of 55.0, which is below the statewide growth standard of 70.0. All Students declined slightly from 56.0 in 2023-24 to 55.0 in 2024-25.
All Students regular attendance improved from 33.1% in 2023-24 to 42.1% in 2024-25, but performance remains low overall.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
ELA CDT - Grades 6-8 All Students: 259/477 = 54.3%	Just over half of students in grades 6-8 showed growth from fall to spring on the full ELA CDT diagnostic.
ELA CDT - Grade 7 All Students: 77/172 = 44.8%	Grade 7 had the lowest ELA growth rate across the three grade levels.
ELA CDT - Grade 8 All Students: 90/135 = 66.7%	Grade 8 showed the strongest overall ELA growth rate among the three grade levels.

English Language Arts Summary

Strengths

Grade 8 demonstrated the strongest overall ELA growth, with 66.7% of students showing growth from fall to spring.
Grade 8 White students demonstrated strong ELA growth, with 68.0% showing growth from fall to spring.
Grade 8 Black students also demonstrated strong ELA growth, with 65.8% showing growth from fall to spring.

Challenges

Grade 7 showed the weakest overall ELA growth, with only 44.8% of students showing growth from fall to spring.
Across grades 6-8, IEP students showed limited ELA growth, with 46.8% demonstrating growth from fall to spring.
Grade 7 Black students showed a particular area of concern in ELA, with only 40.2% demonstrating growth from fall to spring.

Mathematics

Data	Comments/Notable Observations
Math CDT - Grades 6-8 All Students: 274/474 = 57.8%	Slightly more than half of students in grades 6-8 showed any growth from fall to spring on the full Math CDT diagnostic.
Math CDT - Grade 7 All Students: 83/172 = 48.3%	Grade 7 had the lowest Math growth rate across the three grade levels.
Math CDT - Grade 6 All Students: 117/169 = 69.2%	Grade 6 showed the strongest overall Math growth rate among the three grade levels.

Mathematics Summary

Strengths

Grade 6 demonstrated the strongest overall Math growth, with 69.2% of students showing growth from fall to spring.
Grade 6 White students demonstrated especially strong Math growth, with 73.3% showing growth from fall to spring.
Across grades 6-8, White students demonstrated the strongest combined Math growth rate, with 60.9% showing growth from fall to spring.

Challenges

Across grades 6-8, IEP students showed limited Math growth, with only 42.4% demonstrating growth from fall to spring.
Grade 7 Black students showed low Math growth, with 42.6% demonstrating growth from fall to spring
Grade 7 showed the weakest overall Math growth, with only 48.3% of students showing growth from fall to spring.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
CDT Sci - Grade 8 All Students: 73/137 = 53%	Grade 8 showed the highest overall growth from fall to spring on the Science CDT

CDT Sci - Grade 7 All Students = 82/164 = 50%	Grade 7 - 50% of students showed overall growth from fall to spring
CDT Sci - Grade 6 All students = 87/170 = 51%	Grade 6 - 51% of students showed overall growth from fall to spring

Science, Technology, and Engineering Education Summary

Strengths

In grades 6-8 collectively, 51% of all students showed growth from Fall to Soring on the Science CDT

Challenges

In grades 6-8 collectiely, only 15% of all students scored at or above leel on the Spring Science CDT.

Related Academics

Career Readiness

Data	Comments/Notable Observations
35 of 192 Grade 8 students have an Indicator of “No” — 18.2%.	Nearly 1 in 5 grade 8 students still appear to need documented evidence, making this group a clear target for follow-up before final reporting.
157 of 192 Grade 8 students have an Indicator of “Yes” — 81.8%.	Most grade 8 students have documented career readiness evidence, showing strong overall completion for the benchmark. However, it does not meet the state standard.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Summary

Strengths

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

157 of 192 Grade 8 students have an Indicator of “Yes” — 81.8%. Most grade 8 students have documented career readiness evidence, showing strong overall completion for the benchmark. However, it does not meet the state standard.

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.

35 of 192 Grade 8 students have an Indicator of “No” — 18.2%. Nearly 1 in 5 grade 8 students still appear to need documented evidence, making this group a clear target for follow-up before final reporting.

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
CDT ELA	Across grades 6-8, IEP students showed limited ELA growth, with 46.8% demonstrating growth from fall to spring.
CDT Math	Across grades 6-8, IEP students showed limited Math growth, with only 42.4% demonstrating growth from fall to spring.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
CDT ELA	
CDT Math	

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	Grade 8 Black students also demonstrated strong ELA growth, with 65.8% showing growth from fall to spring. - Grade 7 Black students showed a particular area of concern in ELA, with only 40.2% demonstrating growth from fall to spring. - Grade 7 Black students showed low Math growth, with 42.6% demonstrating growth from fall to s
Hispanic	
White	Grade 8 White students demonstrated strong ELA growth, with 68.0% showing growth from fall to - Grade 6 White students demonstrated especially strong Math growth, with 73.3% showing growth from fall to spring. - Across grades 6-8, White students demonstrated the strongest combined Math growth rate, with 60.9% showing growth from fall to spring.
2 or More Races	

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.

Grade 8 Black students also demonstrated strong ELA CDT growth, with 65.8% showing growth from fall to spring.
Grade 8 White students demonstrated strong ELA CDT growth, with 68.0% showing growth from fall to
Across grades 6-8, White students demonstrated the strongest combined Math CDT growth rate, with 60.9% showing growth from fall to spring

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.

Across grades 6-8, IEP students showed limited ELA CDT growth, with 46.8% demonstrating growth from fall to spring.
Across grades 6-8, IEP students showed limited CDT Math growth, with only 42.4% demonstrating growth from fall to spring.
Grade 7 Black students showed a particular area of concern in ELA, with only 40.2% demonstrating CDT growth from fall to spring.

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	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
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	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	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	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
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?

>

Continuously monitor implementation of the school improvement plan and adjust as needed *

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?

>

Provide frequent, timely, and systematic feedback and support on instructional practices *
Implement a multi-tiered system of supports for academics and behavior *
Implement an evidence-based system of schoolwide positive behavior interventions and supports *

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
All Students improved in Career Standards Benchmark from 67.2% in 2023-24 to 73.3% in 2024-25, but performance remains below the desired level.	False
Grade 8 demonstrated the strongest overall ELA growth, with 66.7% of students showing growth from fall to spring.	False
Grade 8 White students demonstrated strong ELA growth, with 68.0% showing growth from fall to spring.	False
Grade 8 Black students also demonstrated strong ELA growth, with 65.8% showing growth from fall to spring.	False
Grade 6 demonstrated the strongest overall Math growth, with 69.2% of students showing growth from fall to spring.	False
Grade 6 White students demonstrated especially strong Math growth, with 73.3% showing growth from fall to spring.	False
Across grades 6-8, White students demonstrated the strongest combined Math growth rate, with 60.9% showing growth from fall to spring.	False
Grade 8 Black students also demonstrated strong ELA CDT growth, with 65.8% showing growth from fall to spring.	False
Grade 8 White students demonstrated strong ELA CDT growth, with 68.0% showing growth from fall to	False
Across grades 6-8, White students demonstrated the strongest combined Math CDT growth rate, with 60.9% showing growth from fall to spring	False
Continuously monitor implementation of the school improvement plan and adjust as needed *	True
In grades 6-8 collectively, 51% of all students showed growth from Fall to Soring on the Science CDT	False
157 of 192 Grade 8 students have an Indicator of “Yes” — 81.8%. Most grade 8 students have documented career readiness evidence, showing strong overall completion for the benchmark. However, it does not meet the state standard.	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
All Students performance in ELA Proficient or Advanced remains very low and declined from 25.1% in 2023-24 to 16.9% in 2024-25, remaining well below the statewide average.	False
All Students performance in Math Proficient or Advanced remains very low at 5.6% and is well below the statewide average. All Students declined from 7.2% in 2023-24 to 5.6% in 2024-25.	False
All Students did not meet the ELA PVAAS growth standard, earning a growth score of 50.0, which is below the statewide growth standard of 70.0. All Students remained flat at 50.0 in 2023-24 to 50.0 in 2024-25.	False

All Students did not meet the Math PVAAS growth standard, earning a growth score of 55.0, which is below the statewide growth standard of 70.0. All Students declined slightly from 56.0 in 2023-24 to 55.0 in 2024-25.	False
All Students regular attendance improved from 33.1% in 2023-24 to 42.1% in 2024-25, but performance remains low overall.	False
Grade 7 showed the weakest overall ELA growth, with only 44.8% of students showing growth from fall to spring.	False
Across grades 6-8, IEP students showed limited ELA growth, with 46.8% demonstrating growth from fall to spring.	False
Grade 7 Black students showed a particular area of concern in ELA, with only 40.2% demonstrating growth from fall to spring.	False
Across grades 6-8, IEP students showed limited Math growth, with only 42.4% demonstrating growth from fall to spring.	False
Grade 7 Black students showed low Math growth, with 42.6% demonstrating growth from fall to spring	False
Grade 7 showed the weakest overall Math growth, with only 48.3% of students showing growth from fall to spring.	False
Across grades 6-8, IEP students showed limited ELA CDT growth, with 46.8% demonstrating growth from fall to spring.	False
35 of 192 Grade 8 students have an Indicator of “No” — 18.2%. Nearly 1 in 5 grade 8 students still appear to need documented evidence, making this group a clear target for follow-up before final reporting.	False
Across grades 6-8, IEP students showed limited CDT Math growth, with only 42.4% demonstrating growth from fall to spring.	False
Grade 7 Black students showed a particular area of concern in ELA, with only 40.2% demonstrating CDT growth from fall to spring.	False
Provide frequent, timely, and systematic feedback and support on instructional practices *	True
Implement a multi-tiered system of supports for academics and behavior *	True
In grades 6-8 collectiely, only 15% of all students scored at or above leel on the Spring Science CDT.	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports *	False

Most Notable Observations/Patterns

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Provide frequent, timely, and systematic feedback and support on instructional practices *	Inconsistent implementation of high-leverage instructional practices and limited accountability for instructional quality have resulted in uneven classroom experiences and low levels of student engagement. Without a systematic approach to monitoring instruction, providing timely feedback, and using MTSS to respond to student needs, achievement and growth have remained below expectations. These challenges have been compounded by chronic absenteeism, limiting students' access to consistent, high-quality instruction.	True
Implement a multi-tiered system of supports for academics and behavior *	Students and families do not consistently see the value and relevance of attending school, resulting in low student engagement and chronic absenteeism. Limited use of engaging, relevant instruction, opportunities for student voice, and strong school-family partnerships has reduced students' connection to school. Without a systematic approach to increasing engagement, strengthening relationships, and promoting the importance of regular attendance, attendance rates have continued to decline.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Continuously monitor implementation of the school improvement plan and adjust as needed *	The school has established structures to regularly monitor implementation of the school improvement plan and use data to inform adjustments throughout the year. Ongoing review of implementation fidelity will help ensure that improvement strategies remain aligned to identified needs and produce the intended outcomes.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we provide job-embedded instructional coaching with feedback and support to all teachers, then teachers will consistently implement high-leverage teaching practices and student engagement, motivation, and learning will improve.
	If we establish a multi-tiered system of support that addresses academics, behavior, attendance, and social-emotional learning, then administrators can effectively monitor and implement tiered interventions and student attendance, learning, and social interactions will improve.

Goal Setting

Priority: If we establish a multi-tiered system of support that addresses academics, behavior, attendance, and social-emotional learning, then administrators can effectively monitor and implement tiered interventions and student attendance, learning, and social interactions will improve.

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
Decrease by June 30 2027 Minor infractions by 25% to comparable June 2026 Data.			
Measurable Goal Nickname (35 Character Max)			
PBIS			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
September 30 2026 decrease by 10%. Comparable 2025 Data.	December 30 2027 decrease by 15%. Comparable 2026 Data.	March 30 2027 decrease by 20%. Comparable 2026 Data.	May 30 2027 decrease by 25%. Comparable 2026 Data.

Priority: If we provide job-embedded instructional coaching with feedback and support to all teachers, then teachers will consistently implement high-leverage teaching practices and student engagement, motivation, and learning will improve.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 2027, 50% of students will show growth in ELA on CDT			
Measurable Goal Nickname (35 Character Max)			
ELA			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By Sept 30, 2026, 60% of teachers will report comfort with TDA practices according to the teacher survey.	By December 20, 2026, 25% of students will score at level or above level on ELA CDTs.	By March 31, 2027, 80% of teachers will effectively implement TDA practices according to walkthrough data.(75% on Checklist)	By June 2027, 50% of students will show growth in ELA on CDT

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 2027, 50% of students will show growth on Math CDT from fall to spring.			
Measurable Goal Nickname (35 Character Max)			
Math			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By Sept 30. 2026, 50% of teachers will report comfort with Effective Math Teaching Practices according to the teacher Survey Data.	By Dec 20, 2026, 20% of students will score at level or above level on Math CDTs.	By March 31, 2027, 70% of teachers will report comfort with Effective Math Teaching Practices according to the teacher Survey Data.	By June 2027, 50% of students will show growth on Math CDT from fall to spring.

Action Plan

Measurable Goals

ELA	Math
PBIS	

Action Plan For: Instructional Coaching aligned with PD and Classroom Walkthroughs

Measurable Goals:
• By June 2027, 50% of students will show growth in ELA on CDT • By June 2027, 50% of students will show growth on Math CDT from fall to spring.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Coordinate and implement summer expert-supported capacity-building sessions for Founders Hall teacher leaders, instructional coaches, IDAS, and principals during the Summer Teacher Leadership Series, coach/IDAS planning sessions, and Principal Summit dates. Sessions will focus on ELA/TDA practices, the 8 Effective Mathematics Teaching Practices, instructional coaching, MTSS Tier 1 instruction, IXL ELA/Math use, CDT data use, and shared walkthrough look-fors.		2026-07-01	2026-08-14
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Director of Secondary Curriculum and Online Learning	Summer Teacher Leadership Series schedule; Principal Summit schedule; coach/IDAS planning time; CDT resources; IXL resources; ELA/TDA resources; 8 Effective Mathematics Teaching Practices resources; walkthrough look-for tools; support from Dr. Holly Pope, Dr. Melissa Boston, Dr. Heather Moschetta, Dr. Viki Ryan, AIU, and IDAS	Yes	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Launch the Founders Hall CSI instructional priorities with all staff, including the coaching model, MTSS Tier 1 expectations, ELA/TDA focus, 8 Effective Mathematics Teaching Practices, IXL ELA/Math expectations, CDT/IXL assessment calendar, teacher survey process, and walkthrough look-fors.		2026-08-17	2026-08-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Director of Secondary Curriculum and Online Learning;	Act 80 agenda; CSI overview slides; assessment calendar; IXL resources; CDT resources; walkthrough look-for tool; teacher survey tool	No	

Action Step	**Anticipated Start Date**	**Anticipated Completion Date**
Administer beginning-of-year IXL ELA/Math diagnostics and CDT assessments, then compile baseline student achievement, growth, and instructional need data for Founders Hall.	2026-09-02	2026-09-18

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Founders Hall Principal	26–27 assessment calendar; IXL platform; CDT platform; student rosters; testing schedule; accommodations information; data export/report tools	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Create and review the BOY Founders Hall Data Deck during the Sept. 21 MTSS-focused two-hour delay to establish baseline CDT, IXL ELA/Math, teacher survey, and initial walkthrough evidence. Use findings to identify coaching priorities, MTSS Tier 1 needs, department meeting focus areas, and Sept. 30 quarterly target reporting.		2026-09-21	2026-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Secondary Instructional Data and Assessment Specialist	BOY data deck template; CDT reports; IXL diagnostic reports; teacher survey results; walkthrough evidence; coaching notes; MTSS meeting notes; FRCPP target reporting fields	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Complete the first implementation and feedback cycle by using the Oct. 2 and Nov. 2 Act 80 mornings, the Oct. 19 MTSS-focused two-hour delay, October/November department meetings, monthly MTSS team meetings, formal coaching cycles, informal coaching supports, whole-group/small-group/one-on-one coaching opportunities and walkthroughs to support teacher implementation of ELA/TDA practices, 8 Effective Mathematics Teaching Practices, IXL-informed instruction, and MTSS Tier 1 strategies. The Secondary IDAS and instructional coaches will participate in monthly MTSS team meetings, as appropriate, to support data analysis and connect student need trends to Tier 1 instructional supports.		2026-12-01	2026-12-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Director of Secondary Curriculum and Online Learning	Teacher survey results; walkthrough data; coaching logs; department meeting artifacts; monthly MTSS meeting notes; IXL progress reports; FRCPP monitoring notes; FRCPP target reporting fields	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Complete the midyear data and instructional reset cycle using January IXL ELA/Math and CDT midyear data, the Jan. 15 Act 80 morning, January department meetings, monthly MTSS team meetings, and coaching feedback to adjust Tier 1 instruction, reteaching priorities, and teacher support needs.		2027-01-11	2027-01-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Director of Secondary Curriculum and Online Learning;	IXL and CDT midyear reports; Act 80 agenda; department meeting agendas; monthly MTSS meeting notes; coaching logs; walkthrough data; ELA/TDA resources; math practices resources	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Create and review the MOY Founders Hall Data Deck during the Feb. 22 MTSS-focused two-hour delay and monthly MTSS team meetings to analyze IXL ELA/Math and CDT midyear data, implementation evidence, and student need trends. Use findings to refine coaching cycles, department meeting focus areas, MTSS Tier 1 supports, quarterly target progress, and LEA routine evidence		2027-02-01	2027-02-22
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Secondary Instructional Data and Assessment Specialist	MOY data deck template; IXL and CDT midyear reports; walkthrough data; teacher survey results; coaching logs; department meeting artifacts; MTSS meeting notes; LEA routine evidence	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer the spring CDT full battery, analyze CDT achievement and growth data, and use March department meetings, monthly MTSS team meetings, coaching conversations, and March 30 target reporting to adjust final instructional supports before PSSA.		2027-03-15	2027-03-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Founders Hall Principal	CDT testing schedule; CDT reports; March department meeting agenda; monthly MTSS meeting notes; coaching logs; walkthrough evidence; FRCPP target reporting fields	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
assessment and implementation cycle by supporting PSSA administration, final IXL ELA/Math diagnostics, April/May department meetings, monthly MTSS team meetings, walkthroughs, and formal coaching cycles, informal coaching supports, and coaching feedback focused on sustained implementation of ELA/TDA practices, 8 Effective Mathematics Teaching Practices, and MTSS Tier 1 instruction.		2027-04-01	2027-03-19
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Founders Hall Principal	PSSA testing materials/schedule; IXL final diagnostic reports; department meeting agendas; monthly MTSS meeting notes; coaching logs; walkthrough evidence; ELA/TDA resources; math practices resources	No	

Action Step	Anticipated Start Date	Anticipated Completion Date
Create and review the EOY Founders Hall Data Deck and final CSI evidence summary using CDT, IXL ELA/Math, teacher survey, walkthrough, coaching, department	2027-05-01	2027-06-30

meeting, MTSS, and assessment evidence. Complete June 30 target reporting and identify adjustments for the 2027–28 CSI plan.			
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Secondary Instructional Data and Assessment Specialist	EOY data deck template; CDT reports; IXL final reports; teacher survey results; walkthrough evidence; coaching logs; department meeting artifacts; monthly MTSS meeting notes; FRCPP target reporting fields; LEA routine evidence	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Provide professional learning evidence-based instruction, culturally responsive practices and de-escalation strategies. Character Ed Teacher will implement SEL curriculum to improve bahaviors.		2026-09-08	2027-05-27
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal Instructional Coach, Character Ed Teacher.	Schedules, SEL lesson plans	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Engage students and staff in developing incentives and delivering behavioral lessons. Implement evidence based tier 1 instructional practices and differentiate instruction using student data.		2026-09-28	2027-05-27
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Classroom Teachers instructional Coach, Principal	Surveys PBIS artifacts, Walkthroughs, PLC notes	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
		No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Career Readiness Teacher will inplement curriculum to inprove school climate		2026-08-19	2027-05-27
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Career Teacher, Admin Team	Curriculum	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**

Action Plan For: PBIS

Measurable Goals:
• Decrease by June 30 2027 Minor infractions by 25% to comparable June 2026 Data.

Action Step		Anticipated Start Date	Anticipated Completion Date
Establish academic MTSS and PBIS behavior teams review mission goals and decision making processes. Develop annual schedules for rewards and monthly data meetings.		2026-08-19	2026-10-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, assistant principal school counselor, MTSS team facilitator	Team rosters, agendas,Calendars implementation on plans	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Begin Tier 2 behavior interventions including check in and check out mentoring social skills groups , and attendance supports . Conduct monthly academic and behavior data meetings and share trends with faculty.		2026-11-02	2027-01-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
School Counselor, Behavior Specialist, Assistant Principal Principal, MTSS Team, PBIS Team.	Intervention rosters	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Review attendance, behavior grades and survey data to establish Tier 2 entry criteria and referral procedures.		2026-10-01	2027-03-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Harper, Admin Team.	Student Success Contract, Attendance Toolkit.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By June 2026 75% of students will feel safe and secure.	Admin Team, PBIS Team, MTSS Team, Monthly CSI Monitoring, Surveys

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGgrant Budget Category (Set Aside grant)	ESSA Tier	Amount
Total Expenditures				

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Total Expenditures				

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Instructional Coaching aligned with PD and Classroom Walkthroughs	Coordinate and implement summer expert-supported capacity-building sessions for Founders Hall teacher leaders, instructional coaches, IDAS, and principals during the Summer Teacher Leadership Series, coach/IDAS planning sessions, and Principal Summit dates. Sessions will focus on ELA/TDA practices, the 8 Effective Mathematics Teaching Practices, instructional coaching, MTSS Tier 1 instruction, IXL ELA/Math use, CDT data use, and shared walkthrough look-fors.
PBIS	Establish academic MTSS and PBIS behavior teams review mission goals and decision making processes. Develop annual schedules for rewards and monthly data meetings.

Instructional Leadership Network Capacity-Buiulding for High-Quality Tier 1 Instruction

Action Step

- Coordinate and implement summer expert-supported capacity-building sessions for Founders Hall teacher leaders, instructional coaches, IDAS, and principals during the Summer Teacher Leadership Series, coach/IDAS planning sessions, and Principal Summit dates. Sessions will focus on ELA/TDA practices, the 8 Effective Mathematics Teaching Practices, instructional coaching, MTSS Tier 1 instruction, IXL ELA/Math use, CDT data use, and shared walkthrough look-fors.

Audience

Instructional Leadership Network (ILN) members, including instructional coaches, department chairs, and IDAS; building principals; Director of Secondary Curriculum and Online Learning; School Improvement Facilitators.

Topics to be Included

Standards-aligned literacy practices • Text-based writing and constructed response practices • Keystone-aligned literacy practices • ELA/TDA practices (Founders Hall) • Eight Effective Mathematics Teaching Practices • MTSS Tier 1 instruction • Instructional coaching model and expectations • Formal and informal coaching cycles • Use of CDT and IXL data to inform instruction • Shared walkthrough look-fors • Department meeting expectations • Data review protocols • Progress monitoring and quarterly target reporting • Roles and responsibilities of the Instructional Leadership Network

Evidence of Learning

Completed planning artifacts • Coaching cycle plans • Shared walkthrough look-for tools • Department meeting plans • MTSS planning documents • Data analysis protocols • Staff launch materials • CDT and IXL implementation plans • Coaching and feedback schedules • Building implementation plans aligned to CSI and ATSI priorities

Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Secondary Curriculum and Online Learning and Director of Elementary Curriculum and Federal Programs	2026-06-04	2026-08-12

Learning Format

Type of Activities	Frequency
Workshop(s)	Six scheduled summer leadership sessions, supplemented by two content-specific team planning sessions between July 9 and August 7, 2026.

Observation and Practice Framework Met in this Plan

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Students
- 1c: Setting Instructional Outcomes
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction

- 1f: Designing Student Assessments
- 3a: Communicating with Students
- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 3d: Using Assessment in Instruction
- 3e: Demonstrating Flexibility and Responsiveness
- 4a: Reflecting on Teaching
- 4b: Maintaining Accurate Records
- 4d: Participating in a Professional Community
- 4e: Growing and Developing Professionally

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**

Francis McClure El Sch

ATSI Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Francis McClure El Sch		103026002
Address 1		
500 Longvue Dr		
Address 2		
City	**State**	**Zip Code**
McKeesport	PA	15131
Chief School Administrator		**Chief School Administrator Email**
Mr Donald MacFann		dmacfann@mckasd.net
Principal Name		
Mr. Bryan M. Macuga		
Principal Email		
bmacuga@mckasd.net		
Principal Phone Number		**Principal Extension**
412-664-3741		3653
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Dr. Holly Pope		holly.pope@aiu3.net

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Mr. Donald MacFann	Chief School Administrator	McKeesport Area SD	dmacfann@mckasd.net
Dr. Amy Dellapenna	District Level Leaders	McKeesport Area SD	adellapenna@mckasd.net
Bryan M. Macuga	Principal	Francis McClure Elementary School	bmacuga@mckasd.net
Jenna Mozzocio	District Level Leaders	McKeesport Area SD	jmozzocio@mckasd.net
Andrea Stevens	Parent	Francis McClure Elementary School	auj139@psu.edu
Kim Walker	Teacher	Francis McClure Elementary School	kwalker@mckasd.net
Jessica Kopchinski	Teacher	Francis McClure Elementary School	jkopchinski@mckasd.net
Melissa Capozzoli	Data Analyst	Francis McClure Elementary School	mcapozzoli@mckasd.net
Jill Medich	Education Specialist	Francis McClure Elementary School	jmedich@mckasd.net
Tiffany Davis	Principal	Francis McClure Elementary School	tdavis@mckasd.net
Sarah Fedor	Other	Francis McClure Elementary School	sfedor@mckasd.net
Kiera Robinson	Other	McKeesport Area SD	krobinson@mckasd.net
Martell Fontaine	Community Member	White Oak PD	martell.fontaine@whiteoakpolice.org

Vision for Learning

Vision for Learning

At Francis McClure Elementary School, we envision a vibrant learning community where every child is empowered through meaningful and rigorous learning experiences that spark curiosity, build resilience, and cultivate a lifelong love of learning. We take pride in nurturing a culture of respect, inclusivity, and excellence, where students, families, and staff work together to create a strong, supportive community. Our mission is to prepare all students to thrive academically, socially, and emotionally—developing into responsible, compassionate citizens who contribute positively to the world around them.

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

Overall, ELA achievement (percent proficient or advanced) is significantly lower than the State average and has been decreasing over the last 3 years.

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

Strengths

ESSA Student Subgroups	Indicator
Multi-Racial (not Hispanic)	ELA performance of this subgroup increased 3.3% in 24-25 from the previous year.
Students with Disabilities	ELA performance of this subgroup was relatively steady with a less than 1% decrease from the previous year.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	ELA achievement for this subgroup has been declining since the 21-22 reporting year and dropped 6% from the previous year. Enrollment of this subgroup has been steady.
Economically Disadvantaged	ELA achievement for this subgroup has been declining since the 21-22 reporting year and dropped 4.2% from the previous year. The enrollment percentage of this subgroup has also declined over the same time frame.
Students with Disabilities	ELA achievement for this subgroup has been relatively the same since the 21-22 reporting year, remaining very low at about 12% without much variation in subgroup size.

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

Math performance of the All Student Group increased over the last year by 4.6%.

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

Strengths

ESSA Student Subgroups	Indicator
White	The Math performance of White students increased from the last year and, at 43.2%, is above the Statewide Average.
African-American/Black	Math performance of Black students increased from 13.9 to 17.2%, an increase of 3.3% which is greater than the statewide increase of 1.5% over the last year.
Economically Disadvantaged	Over the last year, Math performance of ED students increased 5.8%, which is greater than the statewide increase of 1.5% over the last year.
Students with Disabilities	Over the last year, Math performance of SE students increased 3.8%, which is greater than the statewide increase of 1.5% over the last year.

Challenges

ESSA Student Subgroups	Indicator

African-American/Black	Math performance of Black students is 12.1% lower than the All Student Group and 26% lower than the White subgroup.
Economically Disadvantaged	Math performance of ED students is 8.9% lower than the All Student Group and 22.8% lower than the White subgroup.

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

ELA growth has notably declined in the last 3 years with the All Student Group not meeting the standard since 21-22.

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

Strengths

ESSA Student Subgroups	Indicator
Multi-Racial (not Hispanic)	The 2+ races subgroup exceeded the statewide growth standard for ELA with a growth score of 72.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	The Black subgroup did not meet the growth standard and decreased to 50 from a 59 the year before.
Economically Disadvantaged	The ED subgroup did not meet the growth standard and decreased to 50 from a 70 the year before.
Students with Disabilities	The SE subgroup did not meet the growth standard and decreased to 50 from a 71 the year before.

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

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

Comments/Notable Observations

All Student Group has not met the growth standard for Math in 3 years.

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

Strengths

ESSA Student Subgroups	Indicator
Multi-Racial (not Hispanic)	The 2+ races subgroup exceeded the statewide growth standard for ELA with a growth score of 73.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	The Black student subgroup did not meet the growth standard and decreased to a 50 from a 76 the year before.
Economically Disadvantaged	The ED student subgroup did not meet the growth standard and decreased to a 50 from a 64 the year before.

English Language Growth and Attainment

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

Comments/Notable Observations

This was the first year FME had a sufficient sample size for this indicator and the EL growth and attainment exceeded the the statewide average.

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

Strengths

ESSA Student Subgroups	Indicator
Hispanic	This subgroup is the majority of our EL population and exceeded the statewide average and all student group in EL growth and attainment.

Challenges

ESSA Student Subgroups	Indicator
White	This subgroup did not meet the statewide average for ELA growth and attainment.
African-American/Black	This subgroup did not meet the statewide average for ELA growth and attainment.

Regular Attendance

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

Comments/Notable Observations

The percent of students with regular attendance at Francis McClure is significantly low across all student groups in comparisons to the statewide average.

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

Strengths

ESSA Student Subgroups	Indicator
Hispanic	Regular attendance for the Hispanic subgroup increased from 43.1% to 54.1% in the last year.
White	Regular attendance for the White subgroup increased from 62.9% to 64.4% in the last year.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Despite a 1-year increase in 23-24, regular attendance among the Black student subgroup fell 4.8% in 24-25 to 41.7% which is 22.7% below the White subgroup (highest percent of regular attendance).
Economically Disadvantaged	Despite a 1-year increase in 23-24, regular attendance among the ED student subgroup fell 2.2% in 24-25 to 50.1%.

Career Standards Benchmark

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

Comments/Notable Observations

A sharp decrease is noted from prior years with only 4.3% of students being reported to have met the Career Standards Benchmark in 24-25 though this is known to be an error in reporting mechanisms within the District. A correction was submitted to the State, though not reflected in Future Ready.

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

Strengths

ESSA Student Subgroups	Indicator
White	Students have traditionally highly performed in this category. The correction submitted to the State notes an error in reporting during the 2024-25 reporting window.
African-American/Black	Students have traditionally highly performed in this category. The correction submitted to the State notes an error in reporting during the 2024-25 reporting window.

Challenges

ESSA Student Subgroups	Indicator
White	Students have traditionally highly performed in this category. The correction submitted to the State notes an error in reporting during the 2024-25 reporting window.
African-American/Black	Students have traditionally highly performed in this category. The correction submitted to the State notes an error in reporting during the 2024-25 report window.

High School Graduation Rate Four-Year Cohort

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

Comments/Notable Observations

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

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Summary

Strengths

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

A sharp decrease is noted from prior years with only 4.3% of students being reported to have met the Career Standards Benchmark in 24-25 though this is known to be an error in reporting mechanisms within the District. A correction was submitted to the State, though not reflected in Future Ready and meets the statewide expectations.
Math performance of the All Student Groups increased over the last year by 4.6%.

Challenges

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

Overall, ELA achievement (percent proficient or advanced) is significantly lower than the State average and has been decreasing over the last 3 years.
ELA growth has notably declined in the last 3 years with the All Student Group not meeting the standard since 21-22.
All Student Groups have not met the growth standard for Math in 3 years.

The percent of students with regular attendance at Francis McClure is significantly low across all student groups in comparisons to the statewide average.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
ELA CDT	in ELA, of the 275 grades 3-5 students who took the CDTs, 25% are projected to be proficient or advanced.
ELA Acadience	53% of students are at or above average on Acadience ELA.
ELA CDT	5th grade, half of the students who took the CDTs are projected to be below basic.
ELA CDT	Differences between the subgroups on CDT proficiency, with White students outperforming others. ELL students have the lowest achievement.

English Language Arts Summary

Strengths

in ELA, of the 275 grades 3-5 students who took the CDTs, 25% are projected to be proficient or advanced.
53% of students are at or above average on Acadience ELA.

Challenges

5th grade, half of the students who took the CDTs are projected to be below basic.
Differences between the subgroups on CDT proficiency, with White students outperforming others. ELL students have the lowest achievement.

Mathematics

Data	Comments/Notable Observations
Math CDT	40% of students are proficient or advance on Math CDTs in grades 3-5.
Math CDT	3rd grade is at 51% of students pro/advanced, 38% of 4th and 24% of 5th graders are pof/adv.
Acadience Math	Acadience Math: 62.8% of students in K-2 are at or above benchmark.
Math CDT	White students are outperforming all other subgroups. ELLS have the lowest achievement.

Mathematics Summary

Strengths

40% of students are proficient or advance on Math CDTs in grades 3-5.
3rd grade is at 51% of students pro/advanced, 38% of 4th and 24% of 5th graders are pof/adv.
Acadience Math: 62.8% of students in K-2 are at or above benchmark.

Challenges

White students are outperforming all other subgroups. ELLS have the lowest achievement.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Science CDTs	Stagnant Median Growth: Building-wide, the median growth for 5th-grade Science is only 2.5 points, which is significantly lower than the median growth observed in ELA or Math diagnostics for the same grade level.
Science CDTs	The range of science growth is substantial, spanning 473 points (from -294 to 179), indicating that individual student responses to the science curriculum vary widely, with a large portion of the population showing negative growth or minimal improvement.
Science CDTs	Students designated as On-Track for attendance maintained a higher median Spring Science score (659.5) compared to those in the Warning category (577.0).

Science, Technology, and Engineering Education Summary

Strengths

Students designated as On-Track for attendance maintained a higher median Spring Science score (659.5) compared to those in the Warning category (577.0).

Challenges

Stagnant Median Growth: Building-wide, the median growth for 5th-grade Science is only 2.5 points, which is significantly lower than the median growth observed in ELA or Math diagnostics for the same grade level.
The range of science growth is substantial, spanning 473 points (from -294 to 179), indicating that individual student responses to the science curriculum vary widely, with a large portion of the population showing negative growth or minimal improvement.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Readiness Collection and Documentation	The school has recognized this component as an area of concern and will be implementing a Leaders of Tomorrow course to address this issue.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Summary

Strengths

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

The addition of a Global Citizenship and Leaders of Tomorrow courses will continue to enhance career readiness for all student learning groups.

Challenges

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

The school has recognized this component as an area of concern and will be implementing a Leaders of Tomorrow course to address this issue.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
ELA CDT	ELL students have the lowest achievement on CDTs compared to other subgroups.
Attendance (linkit!)	57% of ELs are On Track (attending school 90% of the time) 23% of ELs are on Warning (Attending at least 80%-89% of the time) 20% of ELs are off track for regular attendance.
Math CDTs	13% of ELs are proficient/advanced on the Math CDTs.
ELA Acadience	7% of ELs are proficient/advanced on ELA Acadience.
Math Acadience	33.4% of ELs are proficient/advanced on Math Acadience.

Students with Disabilities

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

Data	Comments/Notable Observations
ELA CDTs :	11% of SwD are prof/advanced
Math CDT:	18% of students are prof/adv on CDTs on Math
Acadience Math:	42.8% of students with disabilities are at or above benchmark on Acadience Math.
Acadience ELA	13% of students with disabilities are proficient or advanced on Acadience Math.
Attendance (LinkIt!)	53% of students students with disabilities attend school regularly. 34% of students with disabilities are at the warning level. 13% of students with disabilities are off track for regular attendance.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
ELA CDTs	25% of economically disadvantaged students are proficient/advanced on CDTs in spring for ELA.
ELA CDTs	75% of ED students are basic/below basic on ELA CDTs in Spring.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
White	Differences between the subgroups on ELA CDT proficiency, with White students outperforming others at 34% proficient/advanced. Same patterns exist for math CDTs with White students outperforming others at 54.8% proficient/advanced. 70.9% of white students are at or above benchmark on Acadience Math. Same patterns exist for attendance with white students attending more regularly than others. 68% of White students attend school regularly. 24% of white students are at the warning level for attendance. 9% of white students are off track for regular attendance.
Black	Black students have the lowest rates of regular attendance compared to other subgroups, with 50% attending school regularly. 29% of Black students are at the warning level. 21% of Black students are off track. 26.6% of Black students are proficient/advanced according to Math CDTs. 18% of black students are proficient/advanced on ELA CDTs. 56.5% of black students are at or above benchmark on Acadience Math.
Hispanic	There is no local CDT or Acadience data for Hispanic/Latino students.

2 or More Races	33.3% of multiracial students are proficient/advanced on Math CDTs. 33.3% of multiracial students are proficient on ELA CDTs. 50% of multiracial students are proficient on Math CDTs.

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.

42.8% of students with disabilities are at or above benchmark on Acadience Math.
57% of ELs are On Track for regular attendance (attending school 90% of the time).

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.

Differences between the subgroups on ELA CDT proficiency, with White students outperforming others at 34% proficient/advanced.
Same patterns exist for math CDTs with White students outperforming others at 54.8% proficient/advanced. 70.9% of white students are at or above benchmark on Acadience Math.
Same patterns exist for attendance with white students attending more regularly than others. 68% of White students attend school regularly. 24% of white students are at the warning level for attendance. 9% of white students are off track for regular attendance.

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	Emerging
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	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
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	Emerging

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
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	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
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?

>

Using a variety of assessments to continually access and monitor student learning outcomes. The staff professional period will allow for staff to consistently analyze data to make informed decisions.
The identification of professional learning needs through a variety of data. School leaders will institute a professional learning plan focused on effective instructional and leadership skills.

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?

>

Provide frequent, timely, and systematic feedback and support on instructional practices.
Foster a culture of high expectations for success for all students, educators, families, and community members
Implement a multi-tiered system of supports for academics and behavior

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
Math performance of the All Student Groups increased over the last year by 4.6%.	True
A sharp decrease is noted from prior years with only 4.3% of students being reported to have met the Career Standards Benchmark in 24-25 though this is known to be an error in reporting mechanisms within the District. A correction was submitted to the State, though not reflected in Future Ready and meets the statewide expectations.	True
in ELA, of the 275 grades 3-5 students who took the CDTs, 25% are projected to be proficient or advanced.	False
53% of students are at or above average on Acadience ELA.	False
40% of students are proficient or advance on Math CDTs in grades 3-5.	False
3rd grade is at 51% of students pro/advanced, 38% of 4th and 24% of 5th graders are pof/adv.	False
Acadience Math: 62.8% of students in K-2 are at or above benchmark.	False
Using a variety of assessments to continually access and monitor student learning outcomes. The staff professional period will allow for staff to consistently analyze data to make informed decisions.	False
The identification of professional learning needs through a variety of data. School leaders will institute a professional learning plan focused on effective instructional and leadership skills.	False
Students designated as On-Track for attendance maintained a higher median Spring Science score (659.5) compared to those in the Warning category (577.0).	False
The addition of a Global Citizenship and Leaders of Tomorrow courses will continue to enhance career readiness for all student learning groups.	False
42.8% of students with disabilities are at or above benchmark on Acadience Math.	False
57% of ELs are On Track for regular attendance (attending school 90% of the time).	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
Overall, ELA achievement (percent proficient or advanced) is significantly lower than the State average and has been decreasing over the last 3 years.	False
ELA growth has notably declined in the last 3 years with the All Student Group not meeting the standard since 21-22.	False
All Student Groups have not met the growth standard for Math in 3 years.	False
The percent of students with regular attendance at Francis McClure is significantly low across all student groups in comparisons to the statewide average.	False
5th grade, half of the students who took the CDTs are projected to be below basic.	False
Differences between the subgroups on CDT proficiency, with White students outperforming others. ELL students have the lowest achievement.	False
White students are outperforming all other subgroups. ELLS have the lowest achievement.	False

Stagnant Median Growth: Building-wide, the median growth for 5th-grade Science is only 2.5 points, which is significantly lower than the median growth observed in ELA or Math diagnostics for the same grade level.	False
The range of science growth is substantial, spanning 473 points (from -294 to 179), indicating that individual student responses to the science curriculum vary widely, with a large portion of the population showing negative growth or minimal improvement.	False
The school has recognized this component as an area of concern and will be implementing a Leaders of Tomorrow course to address this issue.	False
Differences between the subgroups on ELA CDT proficiency, with White students outperforming others at 34% proficient/advanced.	False
Same patterns exist for math CDTs with White students outperforming others at 54.8% proficient/advanced. 70.9% of white students are at or above benchmark on Acadience Math.	False
Provide frequent, timely, and systematic feedback and support on instructional practices.	True
Foster a culture of high expectations for success for all students, educators, families, and community members	True
Same patterns exist for attendance with white students attending more regularly than others. 68% of White students attend school regularly. 24% of white students are at the warning level for attendance. 9% of white students are off track for regular attendance.	False
Black/African American students have the lowest rate of regular attendance, when compared to all other subgroups.	False
75% of Economically disadvantaged students scored Basic or Below Basic on the Spring ELA CDT assessment.	False
Implement a multi-tiered system of supports for academics and behavior	True

Most Notable Observations/Patterns

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Provide frequent, timely, and systematic feedback and support on instructional practices.		True
Foster a culture of high expectations for success for all students, educators, families, and community members		True
Implement a multi-tiered system of supports for academics and behavior		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Math performance of the All Student Groups increased over the last year by 4.6%.	
A sharp decrease is noted from prior years with only 4.3% of students being reported to have met the Career Standards Benchmark in 24-25 though this is known to be an error in reporting mechanisms within the District. A correction was submitted to the State, though not reflected in Future Ready and meets the statewide expectations.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we articulate a shared vision for teaching and learning focused on a culture of high expectations for all stakeholders through job-embedded instructional coaching, then teachers will consistently implement high-leverage teaching practices and student engagement, motivation, and learning will improve.
	If we articulate a shared vision for teaching and learning focused on a culture of high expectations for all stakeholders through job-embedded instructional coaching, then teachers will consistently implement high-leverage teaching practices and student engagement, motivation, and learning will improve.
	If we establish a multi-tiered system of support that addresses academics, behavior, attendance, and social-emotional learning, then administrators can effectively monitor and implement tiered interventions and student attendance, learning, and social interactions will improve.

Goal Setting

Priority: If we articulate a shared vision for teaching and learning focused on a culture of high expectations for all stakeholders through job-embedded instructional coaching, then teachers will consistently implement high-leverage teaching practices and student engagement, motivation, and learning will improve.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 30, 2027, 35% of grades K-5 students will be on or above grade level according to IXL ELA Benchmark.			
Measurable Goal Nickname (35 Character Max)			
ELA Assessment			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By September 30, 2026, 25% of Grades 3-5 students will be at or above grade level according to the ELA CDTs on Linkit.	By December 31, 2027, 30% of Grades K-5 students will be on or above grade level according to the IXL ELA Benchmark.	By March 31, 2027 35% of grades 3-5 students will be on or above grade level according to the ELA CDTs on Linkit.	By June 30, 2027, 40% of grades K-5 students will be on or above grade level according to IXL ELA Benchmark.

Priority: If we articulate a shared vision for teaching and learning focused on a culture of high expectations for all stakeholders through job-embedded instructional coaching, then teachers will consistently implement high-leverage teaching practices and student engagement, motivation, and learning will improve.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 30, 2027, 35% of grades K-5 students will be on or above grade level according to IXL Math Benchmark.			
Measurable Goal Nickname (35 Character Max)			
Math Achievement			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By September 30, 2026, 25% of Grades 3-5 students will be at or above grade level according to the Math CDTs on Linkit.	By December 31, 2027, 30% of Grades K-5 students will be on or above grade level according to the IXL Math Benchmark.	By March 31, 2027 35% of grades 3-5 students will be on or above grade level according to the Math CDTs on Linkit.	By June 30, 2027, 35% of grades K-5 students will be on or above grade level according to IXL Math Benchmark.

Priority: If we establish a multi-tiered system of support that addresses academics, behavior, attendance, and social-emotional learning, then administrators can effectively monitor and implement tiered interventions and student attendance, learning, and social interactions will improve.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By June 30, 2027, 60% of students will have regular attendance, having no more than 18 absences.			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**

By September 30, 2026, 80% of students will have regular attendance, missing no more than 10% of the days that school is in session.	By December 30, 2026, 70% of students will have regular attendance, missing no more than 10% of the days that school is in session.	By March 31, 2027, 65% of students will have regular attendance, missing no more than 10% of the days that school is in session.	By June 30, 2027, 60& of students will have regular attendance, having no more than 18 absences.

Action Plan

Measurable Goals

ELA Assessment	Math Achievement
Attendance	

Action Plan For: MTSS- Tier 1 Instruction and Team Structure

Measurable Goals:
• By June 30, 2027, 35% of grades K-5 students will be on or above grade level according to IXL ELA Benchmark. • By June 30, 2027, 35% of grades K-5 students will be on or above grade level according to IXL Math Benchmark.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
School will administer the ELA and Math CDT to students 3 times (BOY, MOY, and EOY)		2026-09-14	2027-05-07
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
School Administrator, Academic Coaches, Reading Specialists	Dedicated time in the schedule to complete the assessment.	Yes	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Review of CDT data (twice monthly)		2026-09-28	2027-05-14
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
School Administration, Academic Coaches, Reading Specialists	Student learning data	Yes	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Team/grade level data review (twice monthly)		2026-09-28	2027-05-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Classroom Teachers, Academic Coaches, Reading Specialists, Special Education teachers	Students learning data, content curriculum, intervention/acceleration plans	Yes	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Reading Specialist supports implementation of core instruction and intervention		2026-08-24	2027-05-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Reading Specialist	Student data, progress monitoring plans	No	

Action Step	**Anticipated Start Date**	**Anticipated Completion Date**

Create a schedule and system for teacher and collaborative team data reviews		2026-06-25	2026-08-07
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
School Level Administration	Master Schedule (Professional Period)	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Create a scheduled time and expectations for an intervention (WIN) period		2026-06-25	2026-08-07
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
School Level Administration	Master Schedule (WIN Period)	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
General and Special Education teachers will collaborate with specialists and coaches to utilize data that informs student learning needs and engage intervention strategies that accelerates growth and mastery.	School Administration will review agenda and meeting notes from b-weekly data review meetings. School Administration will conduct consistent walk-throughs to provide feedback on instruction using Danielson's Framework. Reading Specialist will review student learning data bi-weekly to determine progress related to intervention.

Action Plan For: Attendance Works Toolkit

Measurable Goals:
• By June 30, 2027, 60% of students will have regular attendance, having no more than 18 absences.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
MTSS team meetings bi-weekly to review student attendance data.		2026-09-14	2027-05-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
School Administration, Attendance Officer	Current student attendance data	Yes	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Create a process of tiered support for students and families that have been identified as attendance concerns.		2026-09-14	2027-05-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
MTSS Team	Current student attendance data	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
MTSS team utilizes student attendance data to make decisions for support and intervention.	MTSS team reviews attendance data bi-weekly to review student attendance to ensure that staff has the necessary information to make and support decision making.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Instruction	• Attendance Works Toolkit	PBIS materials and supports to assist with improving overall student attendance.	2500	
Instruction	• MTSS- Tier 1 Instruction and Team Structure	50% salary of Kindergarten teacher at Francis McClure.	22139	
Instruction	• MTSS- Tier 1 Instruction and Team Structure	50% gov't benefits (FICA, Medicare, Retirement, WC and UC) of a Kindergarten Teacher at Francis McClure.	5723	
Instruction	• MTSS- Tier 1 Instruction and Team Structure	50% health and life insurance benefits of a Kindergarten teacher at Francis McClure.	5120	
Instruction	• MTSS- Tier 1 Instruction and Team Structure	50% salary of a Kindergarten teacher at Francis McClure	22139	
Instruction	• MTSS- Tier 1 Instruction and Team Structure	50% gov't benefits (FICA, Medicare, Retirement, WC and UC) of a Kindergarten Teacher at McClure	5723	
Instruction	• MTSS- Tier 1 Instruction and Team Structure	50% health and life insurance benefits of a Kindergarten teacher at Francis McClure	5120	
Instruction	• MTSS- Tier 1 Instruction and Team Structure	50% of salary of a Kindergarten teacher at Francis McClure	22139	
Instruction	• MTSS- Tier 1 Instruction	50% gov't benefits (FICA, Medicare, Retirement, WC and	5723	

	and Team Structure	UC) of a Kindergarten Teacher at Francis McClure		
Instruction	• MTSS- Tier 1 Instruction and Team Structure	50% health and life insurance benefits of a Kindergarten teacher at Francis McClure	5120	
Instruction	• MTSS- Tier 1 Instruction and Team Structure	100% salary of a Reading Specialist at Francis McClure	44278	
Instruction	• MTSS- Tier 1 Instruction and Team Structure	100% gov't benefits (FICA, Medicare, Retirement, WC and UC) for Reading Specialist at Francis McClure	11446	
Instruction	• MTSS- Tier 1 Instruction and Team Structure	100% health and life insurance benefits for Reading Specialist at Francis McClure	10239	
Instruction	• MTSS- Tier 1 Instruction and Team Structure	100% salary of a Reading Specialist at Francis McClure	44278	
Instruction	• MTSS- Tier 1 Instruction and Team Structure	100% gov't benefits (FICA, Medicare, Retirement, WC and UC) for Reading Specialist at Francis McClure	11446	
Instruction	• MTSS- Tier 1 Instruction and Team Structure	100% health and life insurance benefits for Reading Specialist at Francis McClure	10239	
Instruction	• MTSS- Tier 1 Instruction and Team Structure	100% salary of a Reading Specialist at Francis McClure	44278	
Instruction	• MTSS- Tier 1 Instruction and Team Structure	100% gov't benefits (FICA, Medicare, Retirement, WC and UC) for Reading Specialist at Francis McClure	11446	
Instruction	• MTSS- Tier 1 Instruction and Team Structure	100% health and life insurance benefits for Reading Specialist at Francis McClure	10239	

Instruction	• MTSS- Tier 1 Instruction and Team Structure	50% salary of a Kindergarten teacher at Francis McClure	22139	
Instruction	• MTSS- Tier 1 Instruction and Team Structure	50% gov't benefits (FICA, Medicare, Retirement, WC and UC) of a Kindergarten Teacher at Francis McClure	5723	
Instruction	• MTSS- Tier 1 Instruction and Team Structure	50% health and life insurance benefits of a Kindergarten teacher at Francis McClure	5120	
Total Expenditures				332317

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
MTSS- Tier 1 Instruction and Team Structure	School will administer the ELA and Math CDT to students 3 times (BOY, MOY, and EOY)
MTSS- Tier 1 Instruction and Team Structure	Review of CDT data (twice monthly)
MTSS- Tier 1 Instruction and Team Structure	Team/grade level data review (twice monthly)
Attendance Works Toolkit	MTSS team meetings bi-weekly to review student attendance data.

MTSS Structure and Development

Action Step		
• School will administer the ELA and Math CDT to students 3 times (BOY, MOY, and EOY) • Review of CDT data (twice monthly) • Team/grade level data review (twice monthly)		
Audience		
Math and Reading teachers are trained in inclusive practices		
Topics to be Included		
Inclusive teaching practices		
Evidence of Learning		
Teachers will utilize evidence-based practices to teacher Mathematics and ELA; students are engaged in learning opportunities and demonstrate progress.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
AIU/MTSS/ TAC Team	2026-09-01	2027-05-21

Learning Format

Type of Activities	Frequency
Workshop(s)	Quarterly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

MTSS training to address student attendance

Action Step		
• MTSS team meetings bi-weekly to review student attendance data.		
Audience		
Faculty and Staff		
Topics to be Included		
Processes and decisions to prompt timely identification of student's with attendance concerns. Training for faculty and staff related to promoting a learning environment in which all students feel safe, welcomed and supported when attending school.		
Evidence of Learning		
Administration reports a change in overall student attendance.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
School Administration, Attendance Officer, Faculty, and Staff.	2026-08-24	2027-05-28

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	bi-weekly
Observation and Practice Framework Met in this Plan	
• 2b: Establishing a Culture for Learning • 4c: Communicating with Families	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	**Date**
Bryan M. Macuga	2026-06-29
School Improvement Facilitator Signature	**Date**

Twin Rivers El Sch

Schoolwide Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Twin Rivers El Sch		103026002
Address 1		
1600 Cornell St		
Address 2		
City	**State**	**Zip Code**
McKeesport	PA	15132
Chief School Administrator		**Chief School Administrator Email**
Mr Donald MacFann		dmacfann@mckasd.net
Principal Name		
Sade Johnson		
Principal Email		
sjohnson3@mckasd.net		
Principal Phone Number		**Principal Extension**
4126643751		
School Improvement Facilitator Name		**School Improvement Facilitator Email**

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Don MacFann	Chief School Administrator	McKeesport Area School District	dmacfann@mckasd.net
Amy Dellapenna	District Level Leaders	McKeesport Area School District	adellapenna@mckasd.net
Jenna Mozzocio	District Level Leaders	McKeesport Area School District	jmozzocio@mckasd.net
Sade Johnson	Principal	Twin Rivers Elementary	sjohnson3@mckasd.net
John Domarsky	Principal	Twin Rivers Elementary	jdomarsky@mckasd.net
Missy Capozzoli	Data Analyst	McKeesport Area School District	mcapozzoli@mckasd.net
Jill Medich	Education Specialist	McKeesport Area School District	jmedich@mckasd.net
Allison Attenberger	Other	Twin Rivers Elementary	aattenberger@mckasd.net
Juan Butler	Parent	Twin Rivers Elementary	juanbutler19@yahoo.com
Rebecca Gass	Teacher	Twin Rivers Elementary	rgass@mckasd.net
Joe Coghill	Teacher	Twin Rivers Elementary	jcoghill@mckasd.net
Nina Grace	Other	Twin Rivers Elementary	ngrace@mckasd.net
Heather Ebersberger	Parent	Twin Rivers Elementary	dewzie1977@gmail.com
Melissa Fawcett	Teacher	Twin Rivers Elementary	mfawcett@mckasd.net
Ed Camic	Teacher	Twin Rivers Elementary	ecamic@mckasd.net
Jennifer Vertulla	Community Member	City of McKeesport	Jen.Vertullo@mckeesport-pa.gov
Kiera Robinson	Other	Twin Rivers Elementary	krobinson@mckasd.net
Barb Williams	Community Member	City of McKeesport	bw192492@gmail.com
Beth Gumbert	Education Specialist	Twin Rivers Elementary	bgumbert@mckasd.net

Vision for Learning

Vision for Learning

At Twin Rivers Elementary, we actively engage all students in a rigorous curriculum that: teaches the application of academic skills and concepts; nurtures individual interests and talents; inspires intellectual curiosity; develops integrity and personal responsibility; encourages a global perspective; promotes technology; embraces diversity; and prepares students to become citizens capable of improving the world in which they live.

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" reported a proficiency rate of 11.4% in ELA, which is significantly below the Statewide Average of 49.9% and the Statewide 2033 Goal of 81.1%

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

Strengths

ESSA Student Subgroups	Indicator
White	The achievement of White 3rd grade subgroup students increased from 17.9% to 21.1% from 23-24 to 24-25 in Reading.
Students with Disabilities	The Students with Disabilities 3rd grade subgroup increased from 2.8% to 3.7% from 23-24 to 24-25 in Reading.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	The achievement of the Black Subgroup decreased from 11.8% to 8.8% from 23-24 to 24-25.
White	The achievement of the White Subgroup decreased from 19.2% to 11.7% from 23-24 to 24-25.
Multi-Racial (not Hispanic)	The achievement of the Multi-Racial (not Hispanic) Subgroup decreased from 30.3% to 17.6% from 23-24 to 24-25.
Economically Disadvantaged	The achievement of the Economically Disadvantaged Subgroup decreased from 14.1% to 9.8% from 23-24 to 24-25.
Students with Disabilities	The achievement of the Student with Disabilities Subgroup decreased from 6.6% to 3.9% from 23-24 to 24-25.
Combined Ethnicity	The achievement of the Combined Ethnicity Subgroup decreased from 13.9% to 11.4% from 23-24 to 24-25.

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

Within the all student group the percentage of students who achieved a proficient or advanced score in math increased from 10.6% in 23-24 to 17.1% in 24-25. While students are making substantial year-over-year progress, the vast majority across all subgroups are not yet performing at grade level, and the current rate of achievement is not yet sufficient to meet state-mandated interim targets.

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

Strengths

ESSA Student Subgroups	Indicator
African-American/Black	The achievement of the Black student subgroup increased from 8.2% in 23-24 to 13.5% in 24-25.
White	The achievement of the White student subgroup increased from 13% in 23-24 to 20% in 24-25.

Multi-Racial (not Hispanic)	The achievement of the Multi-Racial (not Hispanic) student subgroup increased from 18.2% in 23-24 to 29.4% in 24-25.
Economically Disadvantaged	The achievement of the Economically Disadvantaged subgroup increased from 9.6% in 23-24 to 17% in 24-25.
Students with Disabilities	The achievement of the Student with Disabilities subgroup increased from 2.5% in 23-24 to 7.1% in 24-25.
Combined Ethnicity	The achievement of the Combined Ethnicity student subgroup increased from 9.7% in 23-24 to 16% in 24-25.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	While students are making substantial year-over-year progress, the vast majority across all subgroups are not yet performing at grade level, and the current rate of achievement is not yet sufficient to meet state-mandated interim targets.
White	While students are making substantial year-over-year progress, the vast majority across all subgroups are not yet performing at grade level, and the current rate of achievement is not yet sufficient to meet state-mandated interim targets.
Multi-Racial (not Hispanic)	While students are making substantial year-over-year progress, the vast majority across all subgroups are not yet performing at grade level, and the current rate of achievement is not yet sufficient to meet state-mandated interim targets.
Economically Disadvantaged	While students are making substantial year-over-year progress, the vast majority across all subgroups are not yet performing at grade level, and the current rate of achievement is not yet sufficient to meet state-mandated interim targets.
Students with Disabilities	While students are making substantial year-over-year progress, the vast majority across all subgroups are not yet performing at grade level, and the current rate of achievement is not yet sufficient to meet state-mandated interim targets.
Combined Ethnicity	While students are making substantial year-over-year progress, the vast majority across all subgroups are not yet performing at grade level, and the current rate of achievement is not yet sufficient to meet state-mandated interim targets.

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

Within the "All Student Group", the percentage of students who showed growth on the PSSA Assessment decreased from 64% in 23-24 to 50% in 24-25.

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

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	The growth score for Economically Disadvantaged subgroup students increased from 54% in 23-24 to 55% in 24-25.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	The growth score for Black subgroup students increased from 70% in 23-24 to 54% in 24-25.

White	The growth score for White subgroup students increased from 74% in 23-24 to 61% in 24-25.
Students with Disabilities	The growth score for Students with Disabilities subgroup students increased from 57% in 23-24 to 50% in 24-25.
Combined Ethnicity	The growth score for Combined Ethnicities subgroup students increased from 62% in 23-24 to 57% in 24-25.

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

Although the PVAAS growth score for "All Student Groups" decreased from 100% in 2023–2024 to 96% in 2024–2025, the school continued to exceed the state's growth standard of 70%.

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

Strengths

ESSA Student Subgroups	Indicator
White	The growth score for White subgroup students went from 78% in 23-24 to 86% in 24-25.
Economically Disadvantaged	Although the Economically Disadvantaged subgroup's growth score decreased from 98% to 95%, it continued to exceed the statewide growth standard of 70%.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Despite a decrease from 85% in 2023–2024 to 76% in 2024–2025, the Students with Disabilities subgroup continued to exceed the state growth standard of 70%.
African-American/Black	Despite a decrease from 100% in 2023–2024 to 80% in 2024–2025, the Black student subgroup continued to exceed the state growth standard of 70%.

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

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

Within the "All Student Group", the percent of students who had regular attendance went from 44.6% in 23-24 to 52.6% in 24-25, Twin Rivers did not meet the state standard of 94.1%.

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

Strengths

ESSA Student Subgroups	Indicator
African-American/Black	The percentage of Black students who regularly attended school increased from 45% in 23-24 to 52.5% in 24-25.
Hispanic	The percentage of Hispanic students who regularly attended school increased from 56% in 23-24 to 61.5% in 24-25.
White	The percentage of White students who regularly attended school increased from 44.7% in 23-24 to 53.1% in 24-25.
Multi-Racial (not Hispanic)	The percentage of Multi-Racial (not Hispanic) students who regularly attended school increased from 39.8% in 23-24 to 51.9% in 24-25.
Economically Disadvantaged	The percentage of Economically Disadvantaged students who regularly attended school increased from 45% in 23-24 to 53.5% in 24-25.
Students with Disabilities	The percentage of Students with Disabilities who regularly attended school increased from 40% in 23-24 to 52.4% in 24-25.
Combined Ethnicity	The percentage of Combined Ethnicity students who regularly attended school increased from 44.6% in 23-24 to 52.9% in 24-25.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Despite notable improvement in regular student attendance, Twin Rivers did not meet the statewide standard of 94.1%.
White	Despite notable improvement in regular student attendance, Twin Rivers did not meet the statewide standard of 94.1%.
Hispanic	Despite notable improvement in regular student attendance, Twin Rivers did not meet the statewide standard of 94.1%.
Multi-Racial (not Hispanic)	Despite notable improvement in regular student attendance, Twin Rivers did not meet the statewide standard of 94.1%.
Economically Disadvantaged	Despite notable improvement in regular student attendance, Twin Rivers did not meet the statewide standard of 94.1%.
Students with Disabilities	Despite notable improvement in regular student attendance, Twin Rivers did not meet the statewide standard of 94.1%.
Combined Ethnicity	Despite notable improvement in regular student attendance, Twin Rivers did not meet the statewide standard of 94.1%.

Career Standards Benchmark

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

Comments/Notable Observations

Within the All Student Group, the percentage of fifth-grade students who completed their Career Standards Benchmark decreased slightly from 100% in 2023–2024 to 97.6% in 2024–2025. Despite this decline, overall performance in 2024–2025 continued to exceed the statewide average of 91.5%.

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

Strengths

ESSA Student Subgroups	Indicator
African-American/Black	The Career Standards Benchmark completion rate for Black students was 98.5%.
White	The Career Standards Benchmark completion rate for White students was 95%.
Economically Disadvantaged	The Career Standards Benchmark completion rate for Economically Disadvantaged students was 97.9%.
Students with Disabilities	The Career Standards Benchmark completion rate for Students with Disabilities was 97.9%.
Combined Ethnicity	The Career Standards Benchmark completion rate for Combined Ethnicity students was 98.8%.

Challenges

ESSA Student Subgroups	Indicator
White	While the White Student Subgroup continued to exceed the statewide average, its performance decreased by 5 percentage points, from 100% in 2023–2024 to 95% in 2024–2025, representing the largest decline among all student groups.

High School Graduation Rate Four-Year Cohort

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

Comments/Notable Observations

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

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Summary

Strengths

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

Within the all student group the percentage of students who achieved a proficient or advanced score in math increased from 10.6% in 23-24 to 17.1% in 24-25.
Although the growth score for "All Student Groups" decreased from 100% in 2023–2024 to 96% in 2024–2025, the school continued to exceed the state's growth standard.
Within the "All Student Group", the percent of students who had regular attendance went from 44.6% in 23-24 to 52.6% in 24-25.
Within the All Student Group, the percentage of fifth-grade students who completed their Career Standards Benchmark decreased slightly from 100% in 2023–2024 to 97.6% in 2024–2025. Despite this decline, overall performance in 2024–2025 continued to exceed the statewide average.

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" reported a proficiency rate of 11.4%, which is significantly below the Statewide Average of 49.9% and the Statewide 2033 Goal of 81.1%
Within the "All Student Group", the percentage of students who showed growth on the PSSA Assessment decreased from 64% in 23-24 to 50% in 24-25.
Within the "All Student Group", the percent of students who had regular attendance went from 44.6% in 23-24 to 52.6% in 24-25.
Within the "All Student Group", the percent of students who had regular attendance went from 44.6% in 23-24 to 52.6% in 24-25, Twin Rivers did not meet the state standard of 94.1%.
Within the all student group the percentage of students who achieved a proficient or advanced score in math increased from 10.6% in 23-24 to 17.1% in 24-25.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience Learning (DIBELS) (Dynamic Indicator of Basic Early Literacy Skills)	More than 50% of students in grades K–2 are performing below benchmark. This data indicates a need to strengthen core reading instruction, provide targeted interventions, and closely monitor student progress to improve early literacy outcomes.
Classroom Diagnostic Tools (CDT) Assessment	Less than 50% of students in grades 3–5 scored proficient on the CDT Reading Assessment. This data indicates a need to strengthen reading instruction, utilize assessment data to target specific skill deficits, and provide focused interventions to improve student achievement and proficiency levels

English Language Arts Summary

Strengths

A structured assessment schedule is implemented at each grade level to ensure consistent monitoring of student progress. Assessment data is regularly analyzed and used to inform instructional decision-making, guide targeted interventions, and adjust both content and instructional delivery. This process is supported through ongoing collaboration with the school's two elementary instructional coaches, who assist teachers in interpreting data and developing responsive instructional strategies to meet student needs.
During the 2026–2027 school year, Title I teachers will implement a collaborative teaching model by providing push-in support during the Skills portion of the reading block in Kindergarten, first-grade, and second-grade classrooms. This approach will allow for flexible grouping, increased opportunities for progress monitoring, and the development of targeted instructional and intervention plans to meet the needs of all learners. Additionally, Title I Reading Specialists will provide data-driven ELA intervention during enrichment periods for students in grades K–3. By combining in-class support with structured intervention opportunities, students will receive targeted instruction based on identified needs, strengthening early literacy skills and improving overall reading achievement.
The Classroom Diagnostic Tools (CDT) Assessment will continue to be administered in grades 3–5 during the 2026–2027 school year. Now in its second year of implementation, the CDT provides valuable diagnostic data that closely aligns with state assessment expectations and offers detailed feedback on specific standards. This information enables teachers to identify individual student needs, target instruction, and implement focused interventions to support academic growth. Additionally, IXL will be implemented for the first time in grades K–5 as an intervention tool to support skill development and reinforce individualized learning needs.
For the 2026–2027 school year, two department chairs have been established—one serving grades K–2 and one serving grades 3–5—to facilitate monthly Professional Learning Community (PLC) meetings focused on specific content areas. These meetings will provide dedicated opportunities for teachers to collaboratively review student data, analyze instructional practices, and identify areas for improvement. Through regular collaboration with the academic coach and administration, PLC teams will develop and implement targeted strategies to support student growth, strengthen instruction, and improve overall academic outcomes.

Challenges

Although attendance has increased, it remains well below both the state average and the state benchmark. Efforts to identify barriers to attendance and provide targeted resources and supports for families have been ongoing and will continue to be a priority.
Amplify CKLA is currently in its second year of implementation; therefore, a comprehensive evaluation of its effectiveness will not be possible until the conclusion of year three. Given this implementation timeline, it is premature to draw definitive conclusions regarding program impact or to make significant adjustments to instructional delivery. Continued implementation, along with ongoing monitoring of student performance data and instructional feedback, will be essential in determining the program’s long-term effectiveness and informing future instructional decisions.

Over time, data indicates that all student subgroups have experienced a decline compared to previous years. This trend suggests a need to strengthen Tier 1 instructional practices to ensure a more consistent and effective core program for all students.
Many students enter Kindergarten with significant variability in foundational literacy skills and early academic readiness. These incoming deficits limit the rate of growth even with strong Tier 1 instruction, making it more difficult to meet On-Track and early State Assessment benchmarks without sustained early intervention supports.

Mathematics

Data	Comments/Notable Observations
Acadience Math	More than 50% of students in grades K–2 are performing below benchmark. This data indicates a need to strengthen core math instruction, provide targeted interventions, and closely monitor student progress to improve foundational math skills and overall achievement.
Classroom Diagnostic Tools (CDT) Assessment	Less than 50% of students in grades 3–5 scored proficient on the CDT Math Assessment. This data indicates a need to strengthen core math instruction, use assessment data to identify skill gaps, and provide targeted interventions to improve student achievement and proficiency.

Mathematics Summary

Strengths

For the 2026–2027 school year, a rotating WIN (What I Need) schedule will be implemented to provide students with a dedicated math intervention period twice during each six-day rotation. Data from IXL, Acadience, and CDT Assessments will be used to identify student needs, create flexible instructional groups, and deliver targeted interventions focused on specific skill deficits. This data-driven approach will support differentiated instruction and help improve student achievement in mathematics.
The 2026–2027 master schedule was intentionally designed to provide dedicated time for both core mathematics instruction and targeted intervention. Students will participate in evidence-based intervention programs, including SpringMath for grades 3–5, IXL for grades K–5, and Number Corner and Numeracy Slides for grades K–2. By embedding intervention opportunities within the school day, teachers will be able to address identified skill gaps, provide differentiated support, and reinforce key mathematical concepts to improve student achievement and growth.
For the upcoming school year, teachers across both elementary buildings will pilot two new math programs. This initiative will promote cross-building collaboration and provide opportunities for intentional discussion and analysis to determine which program best meets the needs of MASD students. The pilot is designed to support both horizontal and vertical alignment across grades K–5, ensuring consistency in instruction while addressing identified gaps in the current math programming.
Scheduled data meetings and Professional Learning Community (PLC) sessions will be held with administration and math department chairs to review student performance data and guide instructional decision-making. These collaborative meetings will support ongoing analysis of student progress, inform targeted instructional adjustments, and ensure that teaching practices are aligned to identified student needs.

Challenges

Many students enter Kindergarten with significant variability in foundational math skills and early academic readiness. These incoming deficits limit the rate of growth even with strong Tier 1 instruction, making it more difficult to meet On-Track and early State Assessment benchmarks without sustained early intervention supports.
Chronic and inconsistent attendance continues to impact student learning time, particularly in the early grades where skill acquisition is cumulative. Reduced instructional time limits students' access to Tier 1 instruction and intervention opportunities, directly affecting progress.
The current HMH math program has identified gaps in depth, consistency, and alignment to student needs, and with one year remaining on the license, these limitations continue to impact instructional effectiveness and student

mastery of key standards. In addition, the program lacks sufficient spiraled review of previously taught concepts, which limits repeated exposure and reinforcement, contributing to skill decay and reduced long-term retention.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
CDT Assessment	From the Fall Diagnostic Assessment to the Spring Diagnostic Assessment, the percentage of students performing at benchmark increased from 13% to 30%.

Science, Technology, and Engineering Education Summary

Strengths

Multiple professional development coaching cycles have been provided to teachers throughout the school year focused Amplify Science. These sessions have supported instructional implementation, strengthened teacher understanding of the curriculum, and promoted consistent instructional practices across classrooms.
The 2026–2027 master schedule includes a dedicated science instructional block for every K–5 classroom.
Twin Rivers incorporates a 40-minute STEM rotation within its specials schedule, which meets once during each six-day rotation. During this STEM period, students engage with the Amplify Science curriculum to extend and reinforce concepts introduced during their science instructional block.

Challenges

Low reading comprehension significantly impacts the fidelity and effectiveness of the current science programming, as students may struggle to access and fully engage with complex texts and content-specific vocabulary.
The current science program does not fully align with the standards assessed on the PSSA. This misalignment creates gaps between classroom instruction and state assessment expectations, which may impact students' preparedness and overall performance on standardized measures.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready PA Index, Career Standards Benchmark	97.6% of students met the career readiness standard benchmark

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Summary

Strengths

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

Career readiness evidence will be gathered using the Smart Futures platform

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.

Student transience is an ongoing challenge in our district
Student attendance impacts the efficiency and completion of Career Readiness activities, as this programming is delivered through the Leader in Me specials class, which meets once every six-day rotation.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
This student group has an insufficient sample size in reported data.	The 2025–2026 school year marked the first year that English Learner students were enrolled at Twin Rivers Elementary School.

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

Twin Rivers partnered with the Latino Community Center to establish the SOY program at the school, which serves Hispanic and Latino students. This partnership provides culturally responsive supports and resources that help strengthen student engagement, belonging, and overall success.
The school district has purchased the CKLA extension, Language Studio, to support English Learners. As part of the master schedule, EL students receive instruction in Language Studio during WIN periods with the designated ESL teacher. This course is designed to run in conjunction with the core reading program, allowing students to participate in grade-level reading instruction with their peers while also receiving targeted support to strengthen language acquisition and comprehension skills.
The school district has purchased TalkingPoints as the official communication platform for all teacher-to-home communication. This system ensures that all messages sent to families are automatically translated into their native language, improving accessibility, strengthening family engagement, and enhancing two-way communication between school and home.

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.

Teachers need continuous professional development to ensure best practices are in place for EL students.
A challenge for ESL students at Twin Rivers is student mobility and inconsistent return rates, as some students do not return to school and their subsequent enrollment or placement is often unknown.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	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	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

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	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

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

>

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically
Collectively shape the vision for continuous improvement of teaching and learning
Align curricular materials and lesson plans to the PA Standards

Use multiple professional learning designs to support the learning needs of staff

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?

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Provide frequent, timely, and systematic feedback and support on instructional practices
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community
Implement an evidence-based system of schoolwide positive behavior interventions and supports
Implement a multi-tiered system of supports for academics and behavior
Identify professional learning needs through analysis of a variety of data

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
Within the all student group the percentage of students who achieved a proficient or advanced score in math increased from 10.6% in 23-24 to 17.1% in 24-25.	True
Although the growth score for "All Student Groups" decreased from 100% in 2023–2024 to 96% in 2024–2025, the school continued to exceed the state's growth standard.	True
Within the "All Student Group", the percent of students who had regular attendance went from 44.6% in 23-24 to 52.6% in 24-25.	True
Within the All Student Group, the percentage of fifth-grade students who completed their Career Standards Benchmark decreased slightly from 100% in 2023–2024 to 97.6% in 2024–2025. Despite this decline, overall performance in 2024–2025 continued to exceed the statewide average.	False
A structured assessment schedule is implemented at each grade level to ensure consistent monitoring of student progress. Assessment data is regularly analyzed and used to inform instructional decision-making, guide targeted interventions, and adjust both content and instructional delivery. This process is supported through ongoing collaboration with the school's two elementary instructional coaches, who assist teachers in interpreting data and developing responsive instructional strategies to meet student needs.	True
During the 2026–2027 school year, Title I teachers will implement a collaborative teaching model by providing push-in support during the Skills portion of the reading block in Kindergarten, first-grade, and second-grade classrooms. This approach will allow for flexible grouping, increased opportunities for progress monitoring, and the development of targeted instructional and intervention plans to meet the needs of all learners. Additionally, Title I Reading Specialists will provide data-driven ELA intervention during enrichment periods for students in grades K–3. By combining in-class support with structured intervention opportunities, students will receive targeted instruction based on identified needs, strengthening early literacy skills and improving overall reading achievement.	True
The Classroom Diagnostic Tools (CDT) Assessment will continue to be administered in grades 3–5 during the 2026–2027 school year. Now in its second year of implementation, the CDT provides valuable diagnostic data that closely aligns with state assessment expectations and offers detailed feedback on specific standards. This information enables teachers to identify individual student needs, target instruction, and implement focused interventions to support academic growth. Additionally, IXL will be implemented for the first time in grades K–5 as an intervention tool to support skill development and reinforce individualized learning needs.	True
For the 2026–2027 school year, two department chairs have been established—one serving grades K–2 and one serving grades 3–5—to facilitate monthly Professional Learning Community (PLC) meetings focused on specific content areas. These meetings will provide dedicated opportunities for teachers to collaboratively review student data, analyze instructional practices, and identify areas for improvement. Through regular collaboration with the academic coach and administration, PLC teams will develop and implement targeted strategies to support student growth, strengthen instruction, and improve overall academic outcomes.	True
For the 2026–2027 school year, a rotating WIN (What I Need) schedule will be implemented to provide students with a dedicated math intervention period twice during each six-day rotation. Data from IXL, Acadience, and CDT Assessments will be used to identify student	True

needs, create flexible instructional groups, and deliver targeted interventions focused on specific skill deficits. This data-driven approach will support differentiated instruction and help improve student achievement in mathematics.	
The 2026–2027 master schedule was intentionally designed to provide dedicated time for both core mathematics instruction and targeted intervention. Students will participate in evidence-based intervention programs, including SpringMath for grades 3–5, IXL for grades K–5, and Number Corner and Numeracy Slides for grades K–2. By embedding intervention opportunities within the school day, teachers will be able to address identified skill gaps, provide differentiated support, and reinforce key mathematical concepts to improve student achievement and growth.	False
For the upcoming school year, teachers across both elementary buildings will pilot two new math programs. This initiative will promote cross-building collaboration and provide opportunities for intentional discussion and analysis to determine which program best meets the needs of MASD students. The pilot is designed to support both horizontal and vertical alignment across grades K–5, ensuring consistency in instruction while addressing identified gaps in the current math programming.	False
Scheduled data meetings and Professional Learning Community (PLC) sessions will be held with administration and math department chairs to review student performance data and guide instructional decision-making. These collaborative meetings will support ongoing analysis of student progress, inform targeted instructional adjustments, and ensure that teaching practices are aligned to identified student needs.	True
Multiple professional development coaching cycles have been provided to teachers throughout the school year focused Amplify Science. These sessions have supported instructional implementation, strengthened teacher understanding of the curriculum, and promoted consistent instructional practices across classrooms.	False
The 2026–2027 master schedule includes a dedicated science instructional block for every K–5 classroom.	True
Twin Rivers incorporates a 40-minute STEM rotation within its specials schedule, which meets once during each six-day rotation. During this STEM period, students engage with the Amplify Science curriculum to extend and reinforce concepts introduced during their science instructional block.	False
Career readiness evidence will be gathered using the Smart Futures platform	False
Twin Rivers partnered with the Latino Community Center to establish the SOY program at the school, which serves Hispanic and Latino students. This partnership provides culturally responsive supports and resources that help strengthen student engagement, belonging, and overall success.	False
The school district has purchased the CKLA extension, Language Studio, to support English Learners. As part of the master schedule, EL students receive instruction in Language Studio during WIN periods with the designated ESL teacher. This course is designed to run in conjunction with the core reading program, allowing students to participate in grade-level reading instruction with their peers while also receiving targeted support to strengthen language acquisition and comprehension skills.	False
The school district has purchased TalkingPoints as the official communication platform for all teacher-to-home communication. This system ensures that all messages sent to families are automatically translated into their native language, improving accessibility, strengthening family engagement, and enhancing two-way communication between school and home.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	False
Collectively shape the vision for continuous improvement of teaching and learning	False

Align curricular materials and lesson plans to the PA Standards	False
Use multiple professional learning designs to support the learning needs of staff	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" reported a proficiency rate of 11.4%, which is significantly below the Statewide Average of 49.9% and the Statewide 2033 Goal of 81.1%	True
Within the "All Student Group", the percentage of students who showed growth on the PSSA Assessment decreased from 64% in 23-24 to 50% in 24-25.	True
Within the "All Student Group", the percent of students who had regular attendance went from 44.6% in 23-24 to 52.6% in 24-25.	True
Within the "All Student Group", the percent of students who had regular attendance went from 44.6% in 23-24 to 52.6% in 24-25, Twin Rivers did not meet the state standard of 94.1%.	False
Within the all student group the percentage of students who achieved a proficient or advanced score in math increased from 10.6% in 23-24 to 17.1% in 24-25.	True
Although attendance has increased, it remains well below both the state average and the state benchmark. Efforts to identify barriers to attendance and provide targeted resources and supports for families have been ongoing and will continue to be a priority.	False
Amplify CKLA is currently in its second year of implementation; therefore, a comprehensive evaluation of its effectiveness will not be possible until the conclusion of year three. Given this implementation timeline, it is premature to draw definitive conclusions regarding program impact or to make significant adjustments to instructional delivery. Continued implementation, along with ongoing monitoring of student performance data and instructional feedback, will be essential in determining the program's long-term effectiveness and informing future instructional decisions.	False
Over time, data indicates that all student subgroups have experienced a decline compared to previous years. This trend suggests a need to strengthen Tier 1 instructional practices to ensure a more consistent and effective core program for all students.	True
Many students enter Kindergarten with significant variability in foundational literacy skills and early academic readiness. These incoming deficits limit the rate of growth even with strong Tier 1 instruction, making it more difficult to meet On-Track and early State Assessment benchmarks without sustained early intervention supports.	True
Many students enter Kindergarten with significant variability in foundational math skills and early academic readiness. These incoming deficits limit the rate of growth even with strong Tier 1 instruction, making it more difficult to meet On-Track and early State Assessment benchmarks without sustained early intervention supports.	True
Chronic and inconsistent attendance continues to impact student learning time, particularly in the early grades where skill acquisition is cumulative. Reduced instructional time limits students' access to Tier 1 instruction and intervention opportunities, directly affecting progress.	True
The current HMH math program has identified gaps in depth, consistency, and alignment to student needs, and with one year remaining on the license, these limitations continue to impact instructional effectiveness and student mastery of key standards. In addition, the program lacks sufficient spiraled review of previously taught concepts, which limits repeated exposure and reinforcement, contributing to skill decay and reduced long-term retention.	False

Low reading comprehension significantly impacts the fidelity and effectiveness of the current science programming, as students may struggle to access and fully engage with complex texts and content-specific vocabulary.	False
The current science program does not fully align with the standards assessed on the PSSA. This misalignment creates gaps between classroom instruction and state assessment expectations, which may impact students' preparedness and overall performance on standardized measures.	False
Student transience is an ongoing challenge in our district	False
Student attendance impacts the efficiency and completion of Career Readiness activities, as this programming is delivered through the Leader in Me specials class, which meets once every six-day rotation.	False
Teachers need continuous professional development to ensure best practices are in place for EL students.	True
A challenge for ESL students at Twin Rivers is student mobility and inconsistent return rates, as some students do not return to school and their subsequent enrollment or placement is often unknown.	False
Provide frequent, timely, and systematic feedback and support on instructional practices	True
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	True
Implement a multi-tiered system of supports for academics and behavior	True
Identify professional learning needs through analysis of a variety of data	False

Most Notable Observations/Patterns

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The "All Student Group" reported a proficiency rate of 11.4%, which is significantly below the Statewide Average of 49.9% and the Statewide 2033 Goal of 81.1%	This significant gap highlights the need to strengthen core literacy instruction, increase the effectiveness of interventions, and utilize data-driven instructional practices to improve student achievement and accelerate progress toward state performance targets.	True
Within the "All Student Group", the percentage of students who showed growth on the PSSA Assessment decreased from 64% in 23-24 to 50% in 24-25.		False
Within the "All Student Group", the percent of students who had regular attendance went from 44.6% in 23-24 to 52.6% in 24-25.		False
Within the all student group the percentage of students who achieved a proficient or advanced score in math increased from 10.6% in 23-24 to 17.1% in 24-25.		False
Over time, data indicates that all student subgroups have experienced a decline compared to previous years. This trend suggests a need to strengthen Tier 1 instructional practices to ensure a more consistent and effective core program for all students.	The decline in performance across all student subgroups highlights the need to strengthen Tier 1 instruction. Improving the consistency and effectiveness of core classroom practices will better support all learners, increase academic growth, and reduce the need for intensive interventions.	True
Many students enter Kindergarten with significant variability in foundational literacy skills and early academic readiness. These incoming deficits limit the rate of growth even with strong Tier 1 instruction, making it more difficult to meet On-Track and early State Assessment benchmarks without sustained early intervention supports.	Many students enter Kindergarten with significant gaps in foundational literacy skills and school readiness. These early deficits can impact academic growth and make it more challenging for students to meet benchmark expectations and grade-level standards. Strengthening early literacy instruction, implementing targeted interventions, and providing ongoing progress monitoring will be essential to accelerating student learning and improving long-term academic outcomes.	True
Many students enter Kindergarten with significant variability in foundational math skills and early academic readiness. These incoming deficits limit the rate of growth even with strong Tier 1 instruction, making it more difficult to meet On-Track and early State Assessment benchmarks without sustained early intervention supports.		False
Chronic and inconsistent attendance continues to impact student learning time, particularly in the early grades where skill acquisition is cumulative. Reduced instructional time limits students' access		False

to Tier 1 instruction and intervention opportunities, directly affecting progress.		
Teachers need continuous professional development to ensure best practices are in place for EL students.		False
Provide frequent, timely, and systematic feedback and support on instructional practices		False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	The MTSS and PBIS systems continue to evolve as new leadership has been established at both the school and district levels.	True
Implement a multi-tiered system of supports for academics and behavior		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Within the all student group the percentage of students who achieved a proficient or advanced score in math increased from 10.6% in 23-24 to 17.1% in 24-25.	The increase in math proficiency from 10.6% to 17.1% demonstrates that students can make meaningful academic gains when provided with targeted support and effective instruction. These improvements can be leveraged by expanding successful instructional practices and interventions to address ongoing achievement gaps in both mathematics and ELA.
Although the growth score for "All Student Groups" decreased from 100% in 2023–2024 to 96% in 2024–2025, the school continued to exceed the state's growth standard.	Although the growth score decreased slightly, the school continues to exceed the state's growth standard. This indicates that systems currently in place are positively impacting student growth and can be leveraged to strengthen Tier 1 instruction, accelerate achievement, and improve proficiency rates across all student groups.
Within the "All Student Group", the percent of students who had regular attendance went from 44.6% in 23-24 to 52.6% in 24-25.	The increase in regular attendance from 44.6% to 52.6% demonstrates progress in addressing attendance concerns. Continued efforts to improve attendance will increase students' access to core instruction and interventions, supporting improved academic outcomes and overall student success.
A structured assessment schedule is implemented at each grade level to ensure consistent monitoring of student progress. Assessment data is regularly analyzed and used to inform instructional decision-making, guide targeted interventions, and adjust both content and instructional delivery. This process is supported through ongoing collaboration with the school's two elementary instructional coaches, who assist teachers in interpreting data and developing responsive instructional strategies to meet student needs.	The school's structured assessment schedule and collaborative data review process provide a strong foundation for identifying student needs and making instructional adjustments. This system can be leveraged to strengthen intervention efforts, monitor progress, and ensure instructional decisions are driven by student performance data.
During the 2026–2027 school year, Title I teachers will implement a collaborative teaching model by providing push-in support during the Skills portion of the reading block in Kindergarten, first-grade, and second-grade classrooms. This approach will allow for flexible grouping, increased opportunities for progress monitoring, and the development of targeted instructional and intervention	The implementation of a collaborative teaching model and expanded Title I intervention services will strengthen Tier 1 instruction and provide targeted support for students with literacy deficits. These supports will help address achievement gaps and improve reading outcomes, particularly for students who enter school below benchmark expectations.

plans to meet the needs of all learners. Additionally, Title I Reading Specialists will provide data-driven ELA intervention during enrichment periods for students in grades K–3. By combining in-class support with structured intervention opportunities, students will receive targeted instruction based on identified needs, strengthening early literacy skills and improving overall reading achievement.	
The Classroom Diagnostic Tools (CDT) Assessment will continue to be administered in grades 3–5 during the 2026–2027 school year. Now in its second year of implementation, the CDT provides valuable diagnostic data that closely aligns with state assessment expectations and offers detailed feedback on specific standards. This information enables teachers to identify individual student needs, target instruction, and implement focused interventions to support academic growth. Additionally, IXL will be implemented for the first time in grades K–5 as an intervention tool to support skill development and reinforce individualized learning needs.	Continued use of CDT assessments and the implementation of IXL will provide teachers with additional diagnostic and intervention tools to identify skill deficits and monitor student progress. These resources can be leveraged to provide more individualized instruction and improve student achievement in both reading and mathematics.
For the 2026–2027 school year, two department chairs have been established—one serving grades K–2 and one serving grades 3–5—to facilitate monthly Professional Learning Community (PLC) meetings focused on specific content areas. These meetings will provide dedicated opportunities for teachers to collaboratively review student data, analyze instructional practices, and identify areas for improvement. Through regular collaboration with the academic coach and administration, PLC teams will develop and implement targeted strategies to support student growth, strengthen instruction, and improve overall academic outcomes.	The addition of department chairs and monthly PLC meetings will strengthen collaboration, instructional consistency, and data-driven decision-making. These structures provide opportunities for teachers to analyze student performance, share effective practices, and develop strategies to improve student outcomes.
For the 2026–2027 school year, a rotating WIN (What I Need) schedule will be implemented to provide students with a dedicated math intervention period twice during each six-day rotation. Data from IXL, Acadience, and CDT Assessments will be used to identify student needs, create flexible instructional groups, and deliver targeted interventions focused on specific skill deficits. This data-driven approach will support differentiated instruction and help improve student achievement in mathematics.	The implementation of WIN intervention periods and dedicated math intervention opportunities will allow teachers to provide targeted support based on student needs. Flexible grouping informed by Acadience, CDT, and IXL data will help address learning gaps and improve mathematics achievement.
Scheduled data meetings and Professional Learning Community (PLC) sessions will be held with administration and math department chairs to review student performance data and guide instructional decision-making. These collaborative meetings will support ongoing analysis of student progress, inform targeted instructional adjustments, and ensure that teaching practices are aligned to identified student needs.	Scheduled data meetings and PLC sessions with administration and department chairs will support ongoing monitoring of student performance and instructional effectiveness. These collaborative structures will help ensure that interventions and instructional adjustments are responsive to student needs.
The 2026–2027 master schedule includes a dedicated science instructional block for every K–5 classroom.	The addition of a dedicated science instructional block for all K–5 classrooms ensures that students have consistent access to science instruction. This structure

	can be leveraged to improve science achievement, strengthen content knowledge, and increase exposure to standards-based learning experiences.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	The use of diagnostic, formative, and summative assessments provides a comprehensive system for monitoring student learning and evaluating instructional effectiveness. This strength can be leveraged to identify areas of need, adjust instructional practices, and ensure that interventions are producing the desired impact on student achievement.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Strengthen the school's comprehensive literacy framework through consistent implementation of high-quality Tier 1 instruction, data-driven intervention practices, and ongoing progress monitoring to increase ELA proficiency for all students.
	Develop and implement a system for ensuring consistent, high-quality Tier 1 instruction across all grade levels through collaborative planning, data analysis, instructional coaching, and ongoing professional learning.
	Strengthen early literacy and school readiness supports through systematic screening, targeted interventions, progress monitoring, and coordinated instructional practices to address foundational skill gaps in the primary grades.
	Develop and implement a comprehensive schoolwide PBIS and MTSS framework that ensures consistent behavioral expectations, data-based problem solving, staff capacity building, and tiered supports to meet the academic, behavioral, and social-emotional needs of all students.

Goal Setting

Priority: Strengthen the school's comprehensive literacy framework through consistent implementation of high-quality Tier 1 instruction, data-driven intervention practices, and ongoing progress monitoring to increase ELA proficiency for all students.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026–2027 school year, the percentage of students in the All Student Group scoring proficient or advanced on the ELA State Assessment will increase from 11.4% to at least 20%, as measured by state assessment results, through the consistent implementation of high-quality Tier 1 literacy instruction, data-driven intervention practices, and ongoing progress monitoring.			
Measurable Goal Nickname (35 Character Max)			
ELA Proficiency Growth			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Establish baseline instructional practices and ensure consistent implementation of Tier 1 literacy instruction across all grade levels. Utilize CDT, Acadience, and IXL diagnostic data to establish student baselines, group students for intervention, and implement progress monitoring systems. Ensure 100% of teachers are trained in data use protocols.	Use CDT, Acadience, and IXL data to guide targeted intervention groups and instructional adjustments. Increase the percentage of students demonstrating benchmark or approaching proficiency indicators on interim assessments to approximately 13–15%. Continue PLC review of data to refine Tier 1 instruction and intervention supports.	Monitor student growth using CDT checkpoints, Acadience progress monitoring, and IXL skill mastery reports. Adjust instruction and intervention based on data trends, with a focus on increasing the percentage of students demonstrating proficiency-aligned performance indicators to 16–18%.	Use end-of-year CDT, Acadience, IXL mastery data, and state assessment results to demonstrate progress toward the 20% proficiency target. Analyze subgroup growth and overall instructional effectiveness to guide next steps for continuous improvement.

Priority: Develop and implement a system for ensuring consistent, high-quality Tier 1 instruction across all grade levels through collaborative planning, data analysis, instructional coaching, and ongoing professional learning.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026–2027 school year, Twin Rivers Elementary will develop and fully implement a consistent, high-quality Tier 1 instructional framework across all grade levels, as measured by increased student proficiency and growth on CDT, Acadience, and state assessments, and demonstrated through documented PLC collaboration, instructional walkthroughs, and data-driven instructional adjustments.			
Measurable Goal Nickname (35 Character Max)			
Tier 1 Instructional Consistency and Growth			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Establish and implement a consistent Tier 1 instructional framework across all grade levels. Ensure all PLC structures are active with scheduled collaborative planning time led by	Use CDT, Acadience, and IXL data to monitor student progress and guide instructional adjustments during PLC meetings. Begin utilizing walkthrough data to	Strengthen Tier 1 instruction through ongoing instructional walkthrough feedback, PLC collaboration, and data analysis. Demonstrate increased	Demonstrate sustained implementation of high-quality Tier 1 instruction across all grade levels as evidenced by walkthrough data, PLC artifacts, and coaching documentation.

department chairs. Admin will establish and implement a structured framework for instructional walkthroughs in all classrooms to monitor Tier 1 implementation. Utilize baseline CDT and Acadience data to identify instructional needs and support initial data discussions within PLCs.	provide feedback and identify trends in Tier 1 instructional practices. Increase evidence of consistent Tier 1 instruction as reflected in both walkthrough observations and early benchmark data.	consistency in instructional delivery across grade levels, with CDT and Acadience data reflecting measurable student growth toward proficiency benchmarks.	Show measurable increases in student growth and proficiency on CDT, Acadience, and state assessment results, indicating improved instructional consistency and effectiveness.

Priority: Strengthen early literacy and school readiness supports through systematic screening, targeted interventions, progress monitoring, and coordinated instructional practices to address foundational skill gaps in the primary grades.

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026–2027 school year, the percentage of K–2 students meeting benchmark on Acadience (DIBELS) Reading measures will increase from baseline levels by at least 15 percentage points, as measured by fall, winter, and spring benchmarking data, through systematic screening, targeted interventions, progress monitoring, and coordinated early literacy instructional practices.			
Measurable Goal Nickname (35 Character Max)			
Early Literacy & Readiness Growth (K–2)			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Implement universal Acadience (DIBELS) screening for all K–2 students to establish baseline literacy levels. Reading Specialists will begin providing push-in support during CKLA Skills instruction to strengthen Tier 1 foundational literacy instruction. Students identified below benchmark will be placed into flexible WIN intervention groups for targeted pull-out support. Progress monitoring systems will be established and used to guide fluid grouping decisions throughout the year.	Use winter Acadience benchmark data and ongoing progress monitoring to adjust WIN intervention groups and instructional supports. Reading Specialists will continue push-in CKLA support and targeted pull-out intervention during WIN periods for struggling readers. Increase the percentage of students approaching or meeting benchmark through intensified small-group instruction and responsive grouping based on data trends.	Continue consistent progress monitoring using Acadience data to guide instruction and maintain fluid intervention groupings. Reading Specialists will support both CKLA push-in instruction and WIN pull-out interventions to address specific skill deficits. Demonstrate measurable increases in students moving from below benchmark to approaching or meeting benchmark as a result of coordinated instructional and intervention practices.	Use spring Acadience data to demonstrate at least a 15-point increase in the percentage of K–2 students meeting benchmark compared to baseline. Evaluate the effectiveness of Reading Specialist push-in support and WIN intervention structures through progress monitoring and benchmark growth data. Use findings to inform continued refinement of early literacy supports and intervention systems.

Priority: Develop and implement a comprehensive schoolwide PBIS and MTSS framework that ensures consistent behavioral expectations, data-based problem solving, staff capacity building, and tiered supports to meet the academic, behavioral, and social-emotional needs of all students.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026–2027 school year, Twin Rivers Elementary will fully implement a comprehensive PBIS and MTSS framework, as measured by a reduction in behavioral referrals by at least 15%, improved attendance trends, and increased positive behavior indicators, through consistent behavioral expectations, data-based problem solving, staff capacity building, and tiered academic, behavioral, and social-emotional supports supported through the LinkIt platform.			
Measurable Goal Nickname (35 Character Max)			
PBIS & MTSS System Implementation and School Climate Growth			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Establish and launch a consistent schoolwide PBIS and MTSS framework, including clearly defined behavioral expectations and tiered support systems. Provide initial staff training on PBIS, MTSS procedures, and the use of the LinkIt platform for entering and tracking behavior referrals and student data. Begin collecting baseline data on behavior referrals, attendance, and interventions through LinkIt.	Implement consistent use of PBIS expectations and ensure all staff are actively utilizing the LinkIt platform to document behavior referrals and monitor student supports. Conduct regular MTSS meetings using LinkIt data to identify students in need of tiered interventions. Begin analyzing behavior and attendance trends to guide decision-making.	Strengthen fidelity of PBIS and MTSS implementation through ongoing staff support and data analysis using the LinkIt platform. Use referral, attendance, and intervention data to adjust supports and reduce behavioral incidents. Demonstrate increased consistency in documentation and improved responsiveness to student needs through tiered interventions.	Evaluate full-year PBIS and MTSS implementation using LinkIt-generated data on behavior referrals, attendance, and interventions. Demonstrate at least a 15% reduction in behavioral referrals and improved student engagement and attendance. Use data findings to refine systems and inform continuous improvement planning for the following year.

Action Plan

Measurable Goals

ELA Proficiency Growth	Tier 1 Instructional Consistency and Growth
Early Literacy & Readiness Growth (K–2)	PBIS & MTSS System Implementation and School Climate Growth

Action Plan For: Comprehensive Literacy Systems Model

Measurable Goals:
• By the end of the 2026–2027 school year, the percentage of students in the All Student Group scoring proficient or advanced on the ELA State Assessment will increase from 11.4% to at least 20%, as measured by state assessment results, through the consistent implementation of high-quality Tier 1 literacy instruction, data-driven intervention practices, and ongoing progress monitoring.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Implement consistent Tier 1 CKLA instruction with fidelity across all K–5 classrooms		2026-09-01	2026-09-22
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Building Administration	Walkthrough form	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Use CDT, Acadience, and IXL data to group students and guide intervention instruction		2026-09-01	2027-05-27
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Jill Medich, Academic Coach	Assessment results	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Conduct ongoing progress monitoring and adjust interventions based on student needs		2026-09-01	2027-05-27
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Title I Reading Specialists	Acadience, CDT, IXL, other appropriate academic scores	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Increased ELA proficiency rates for the All Student Group and identified subgroups	Academic Coaches/ Reading Specialists/ Builidng Admin, quarterly and through interim progress monitoring, IXL, CDT, Acadience

Action Plan For: Early Literacy Multi-Tiered Support System (MTSS) Framework for K–2 Readiness

Measurable Goals:
• By the end of the 2026–2027 school year, the percentage of K–2 students meeting benchmark on Acadience (DIBELS) Reading measures will increase from baseline levels by at least 15 percentage points, as measured by fall, winter, and spring benchmarking data, through systematic screening, targeted interventions, progress monitoring, and coordinated early literacy instructional practices.

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide Reading Specialist push-in support during CKLA Skills instruction		2026-08-19	2027-05-27
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Building Principal	CKLA Curriculum	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Deliver targeted WIN interventions for students below benchmark and continuously adjust groups using progress monitoring data		2026-09-01	2027-05-27
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Reading Specialist/ Academic Coach	Acadience, IXL, reading specialist	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)

Action Plan For: Instructional Excellence and Tier 1 Fidelity Framework

Measurable Goals:
• By the end of the 2026–2027 school year, Twin Rivers Elementary will develop and fully implement a consistent, high-quality Tier 1 instructional framework across all grade levels, as measured by increased student proficiency and growth on CDT, Acadience, and state assessments, and demonstrated through documented PLC collaboration, instructional walkthroughs, and data-driven instructional adjustments.

Action Step		Anticipated Start Date	Anticipated Completion Date
Use PLCs led by department chairs to analyze CDT, Acadience, and IXL data		2026-09-01	2027-05-27
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Department chairs, Building Admin, Academic Coaches	IXL, CDT, Acadience, PLC Forms	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct scheduled instructional walkthroughs by administration		2026-08-24	2027-05-27
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Building Administration	Walkthrough form	No	

Action Step	Anticipated Start Date	Anticipated Completion Date

Implement consistent Tier 1 instructional expectations across all classrooms		2026-08-14	2026-08-26
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Building Administration, Academic Coaches, Department Chairs		No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**

Action Plan For: PBIS and MTSS Integrated Behavior and Support System Framework

Measurable Goals:
• By the end of the 2026–2027 school year, Twin Rivers Elementary will fully implement a comprehensive PBIS and MTSS framework, as measured by a reduction in behavioral referrals by at least 15%, improved attendance trends, and increased positive behavior indicators, through consistent behavioral expectations, data-based problem solving, staff capacity building, and tiered academic, behavioral, and social-emotional supports supported through the LinkIt platform.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Train staff on PBIS expectations and MTSS processes		2026-08-14	2026-08-18
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Building Administration	Navigate 360	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Implement LinkIt system for MTSS tracking and the Google Form for behaviors		2026-08-14	2026-08-18
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Building Administration	LinkIt, Google Form	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Provide tiered behavioral interventions and supports		2026-08-19	2027-05-27
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Building Administration, LRS	PD on behavior interventions	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Instruction	• Comprehensive Literacy Systems Model • Early Literacy Multi-Tiered Support System (MTSS) Framework for K–2 Readiness • Instructional Excellence and Tier 1 Fidelity Framework • PBIS and MTSS Integrated Behavior and Support System Framework	50% salary of a Kindergarten Teacher at Twin Rivers		
Instruction	• Comprehensive Literacy Systems Model • Early Literacy Multi-Tiered Support System (MTSS) Framework for K–2 Readiness • Instructional Excellence and Tier 1 Fidelity Framework • PBIS and MTSS Integrated Behavior and Support System Framework	50% of the gov't benefits (FICA, Medicare, Retirement, WC and UC) of a Kindergarten teacher at Twin Rivers		
Instruction	• Comprehensive Literacy Systems Model	50% health and life insurance benefits of a Kindergarten		

	• Early Literacy Multi-Tiered Support System (MTSS) Framework for K–2 Readiness • Instructional Excellence and Tier 1 Fidelity Framework • PBIS and MTSS Integrated Behavior and Support System Framework	teacher at Twin Rivers		
Instruction	• Comprehensive Literacy Systems Model • Early Literacy Multi-Tiered Support System (MTSS) Framework for K–2 Readiness • Instructional Excellence and Tier 1 Fidelity Framework • PBIS and MTSS Integrated Behavior and Support System Framework	50% salary of a Kindergarten Teacher at Twin Rivers		
Instruction	• Comprehensive Literacy Systems Model • Early Literacy Multi-Tiered Support System (MTSS) Framework for K–2 Readiness • Instructional Excellence and Tier 1 Fidelity Framework • PBIS and MTSS Integrated Behavior and	50% of the gov't benefits (FICA, Medicare, Retirement, WC and UC) of a Kindergarten teacher at Twin Rivers		

	Support System Framework			
Instruction	• Comprehensive Literacy Systems Model • Early Literacy Multi-Tiered Support System (MTSS) Framework for K–2 Readiness • Instructional Excellence and Tier 1 Fidelity Framework • PBIS and MTSS Integrated Behavior and Support System Framework	50% health and life insurance benefits of a Kindergarten teacher at Twin Rivers		
Instruction	• Comprehensive Literacy Systems Model • Early Literacy Multi-Tiered Support System (MTSS) Framework for K–2 Readiness • Instructional Excellence and Tier 1 Fidelity Framework • PBIS and MTSS Integrated Behavior and Support System Framework	50% salary of a Kindergarten Teacher at Twin Rivers		
Instruction	• Comprehensive Literacy Systems Model • Early Literacy Multi-Tiered Support System (MTSS) Framework for K–2 Readiness	50% of the gov't benefits (FICA, Medicare, Retirement, WC and UC) of a Kindergarten teacher at Twin Rivers		

	• Instructional Excellence and Tier 1 Fidelity Framework • PBIS and MTSS Integrated Behavior and Support System Framework			
Instruction	• Comprehensive Literacy Systems Model • Early Literacy Multi-Tiered Support System (MTSS) Framework for K–2 Readiness • Instructional Excellence and Tier 1 Fidelity Framework • PBIS and MTSS Integrated Behavior and Support System Framework	50% health and life insurance benefits of a Kindergarten teacher at Twin Rivers		
Instruction	• Comprehensive Literacy Systems Model • Early Literacy Multi-Tiered Support System (MTSS) Framework for K–2 Readiness • Instructional Excellence and Tier 1 Fidelity Framework • PBIS and MTSS Integrated Behavior and Support System Framework	50% salary of a Kindergarten Teacher at Twin Rivers		
Instruction	• Comprehensive Literacy Systems Model	50% of the gov't benefits (FICA, Medicare,		

	• Early Literacy Multi-Tiered Support System (MTSS) Framework for K–2 Readiness • Instructional Excellence and Tier 1 Fidelity Framework • PBIS and MTSS Integrated Behavior and Support System Framework	Retirement, WC and UC) of a Kindergarten teacher at Twin Rivers		
Instruction	• Comprehensive Literacy Systems Model • Early Literacy Multi-Tiered Support System (MTSS) Framework for K–2 Readiness • Instructional Excellence and Tier 1 Fidelity Framework • PBIS and MTSS Integrated Behavior and Support System Framework	50% health and life insurance benefits of a Kindergarten teacher at Twin Rivers		
Instruction	• Comprehensive Literacy Systems Model • Early Literacy Multi-Tiered Support System (MTSS) Framework for K–2 Readiness • Instructional Excellence and Tier 1 Fidelity Framework • PBIS and MTSS Integrated Behavior and	100% salary of a Reading Specialist at Twin Rivers		

	Support System Framework			
Instruction	• Comprehensive Literacy Systems Model • Early Literacy Multi-Tiered Support System (MTSS) Framework for K–2 Readiness • Instructional Excellence and Tier 1 Fidelity Framework • PBIS and MTSS Integrated Behavior and Support System Framework	100% gov't benefits (FICA, Medicare, Retirement, WC and UC) for Reading Specialist at Twin Rivers		
Total Expenditures				0

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps

Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**

Learning Format

Type of Activities	Frequency
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**

Parla! Language & Consulting, LLC
826 Thorn Street
Sewickley, PA 15143
(412) 608-7821

PROPOSAL FOR McKeesport Area School District

This proposal is to support McKeesport Area School District to assist them with supporting English Learners during the 22026-2027 school year.

Parla! Language & Consulting LLC (Parla) will provide any or all the following services throughout the school year:

- Professional Development to Content Teachers of Els
- Professional Development and support for ESL teachers
- Assistance to administration for providing appropriate services and content to Els, including, but not limited to use of funds, curriculum, scheduling and best practices.
- Observations of ESL classrooms or students for purposes of providing support

Services will be invoiced at $135.00 per hour and must be requested by an authorized representative of McKeesport Area School District.

Parla! Language & Consulting LLC
McKeesport Area School District
Gina DeMarco Wall

Gina DeMarco Wall

EDUCATION MASTER SERVICES AGREEMENT

This Education Master Services Agreement (hereinafter "Agreement") is entered into on this ("**Effective Date"**) July 13, 2026, by and between **McKeesport Area School District** located at 3590 O'Neil Blvd. McKeesport, Pennsylvania 15132, referred to in this Agreement as ("Customer"), and **Amergis Healthcare Staffing, Inc.,** a Maryland Corporation including its affiliates and subsidiaries, with an office located at 317 East Carson Street, Suite 430, Pittsburgh, PA, 15219, United States of America referred to in this Agreement as ("Amergis"). Customer or Amergis may be referred to herein as a "Party" or jointly as the "Parties."

RECITALS

WHEREAS, Customer operates a School located in Pennsylvania and wishes to engage Amergis to provide personnel to supplement Customer's staff;

WHEREAS, Amergis operates a staffing agency that provides supplemental staffing services to its customers; and

THEREFORE, in consideration of the above premises set forth herein, and for other good and valuable consideration, the receipt and sufficiency of which are acknowledged by the Parties, and intending to be legally bound, Customer and Amergis hereby agree to the following terms and conditions.

ARTICLE I. DEFINITIONS

1.1. Definitions. As used in this Agreement, the following terms shall have the meanings specified below unless the context otherwise requires. Capitalized terms, acronyms and phrases used in the staffing industry (i.e. HR) and business process outsourcing services, industries or other pertinent business context that are not defined will be interpreted in accordance with their then-generally understood meaning:

"Assignment Confirmation" is a document specifying additional details and Bill Rate for any individual Personnel matched for the Customer.

"Bill Rate" means the rates billed to Customer for Work pursuant to this Agreement, any Statement of Work, subsequent Amendment or any Assignment Confirmation.

"On Call/Call Back Rates" means those rates, as applicable and as more specifically set forth on the Assignment Confirmation, for hours where Personnel may be called back for previously unscheduled hours to the Work Site to perform assigned duties.

"Out of School and Off-Site Work" is defined as Work conducted by Personnel outside of normal school hours, whether that be after the school day or during any breaks in the school year, or off-site. These types of requests generally include but are not limited to school day length field trips, extended field trips surpassing the length of the school day, overnight field trips, weekend field trips, summer and weekend camps, one-day field trips.

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"Personnel" means clinical and other school-based professionals, behavioral, educational assistance, and instructional employees of Amergis, providing Services to Customer under Customer's direction and control pursuant to the terms of this Agreement.

"Plan" means any student-specific written plan developed to support the student's educational, behavioral, or medical needs, including: (a) a Behavior Intervention Plan (BIP), which is a written improvement plan created for a student based on the results of a Functional Behavior Assessment; (b) an Individualized Education Program (IEP), which is a plan developed under the Individuals with Disabilities Education Act (IDEA) to provide eligible students with special education and related services designed to enable the student to make progress appropriate in light of the student's unique circumstances; and (c) an Individual Health Plan (IHP), which addresses a student's medical needs and may include physician orders, and whose medical services may be incorporated into a student's IEP or Section 504 Plan when such services are necessary for the student to benefit from education.

"Services" means the temporary staffing services provided to Customer by Amergis as detailed in Article III.

"Supplies" means any and all necessary supplies to be used in administering and/or providing Work to student(s), including, but not limited to personal protective equipment ("PPE").

"Week" or **"Invoicing Week"** as used herein means a seven-day period beginning Sunday and ending Saturday. Amergis timekeeping considers all shifts as occurring completely on the day in which the shift begins.

"Work" means the services, duties, and tasks performed by Personnel for Customer at a Customer Work Site, carried out at Customer's direction and under Customer's management, control, and supervision.

"Work Site" means any location Customer assigns Personnel to render Work.

ARTICLE II. TERM

2.1 Term. This Agreement will commence on the Effective Date and will continue for a school calendar year.

2.2 Renewal. This Agreement shall automatically renew at the end of the term for successive one (1) year terms unless either Party provides written notice at least thirty (30) days prior to the end of the term or renewal term, as applicable, of such Party's decision not to automatically renew this Agreement.

ARTICLE III. NATURE AND SCOPE OF SERVICES

3.1 Staffing Services. Amergis will use its best efforts to recruit, screen, onboard, and assign Personnel to Customer as described herein and any applicable Statement of Work to perform Work under Customer's management and supervision at a school Work Site or another Customer-controlled environment. Customer will direct, oversee, and supervise the Work performed by such Personnel. Customer is responsible for ensuring that the Work it directs Personnel to perform is appropriate under applicable scope-of-practice laws and professional standards.

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3.2 Onboarding Requirements. Amergis will onboard Personnel consistent with the criteria detailed in Attachment "B".

3.3 Amergis as Employer. Amergis acknowledges and agrees that its Personnel are Amergis employees and shall be treated as such and not as employees of Customer. Amergis agrees that it (i) is responsible for providing any wages or other benefits to its Personnel; (ii) will make all appropriate tax, social security, Medicare, and other withholding deductions and payments with respect to its Personnel; (iii) will provide workers' compensation insurance coverage for its Personnel; (iv) will make all appropriate unemployment tax payments with respect to its Personnel; and (v) will take any additional actions legally required to establish that the Work provided under this Agreement are employees of Amergis.

3.4 Availability of Personnel. The Parties agree that Amergis' duty to supply Personnel is subject to the availability of qualified Personnel. The failure of Amergis to provide Personnel shall not constitute a breach of this Agreement if the requested Personnel are not available. To the extent that Amergis is unable to provide the modality of Personnel requested by Customer, Amergis will provide Customer with a higher skilled Personnel. Amergis will bill Customer at that Personnel's fair market value rate for the modality provided.

ARTICLE IV. WORK, WORK SITE REQUIREMENTS AND OBLIGATIONS

4.1 Plan Implementation. Customer is responsible for directing and supervising the Work provided by Personnel to students, including any students with medical disabilities. Customer will make available to Personnel, and upon request to Amergis, the applicable Plan(s). Customer shall provide student specific orientation for the requirements of the Plan(s). If the student requires school transportation, Customer shall assess whether the student's disability would allow for safe transport by Customer, and will make all determinations on Placement of Personnel to implement safe transport of both student(s) and Personnel. Customer shall provide all assessments and protocols to Amergis prior to Personnel accompanying a student for transport. Amergis reserves the right to deny a transportation request, in the event there is a concern for safety or other circumstances. In the event, Customer determines transport is safe, Customer shall orient Amergis Personnel on the transportation and emergency protocol(s).

4.2 Orientation and Evaluation. Customer will provide Personnel with orientation of Customer's policies, procedures and School Work Site specific training. Customer will provide School Work Site specific emergency protocol training for all student's with a medically related disability. Customer will perform evaluations of Personnel annually and provide documentation of the evaluation to Amergis. If Customer identifies area for improvement for any Personnel, Customer will collaborate with Amergis to provide additional resources for training and orientation.

4.3 Supplies. Customer will provide all necessary Supplies to Personnel in performance of this Agreement. Customer shall be responsible for disposing of all medical waste and biohazard produced by the Work and will comply with all applicable local, state, and federal rules, regulations, and laws governing such disposal.

4.4 Float Policy. Subject to prior written notification, Customer may Float Personnel, if Personnel satisfies the Customer's requisite specialty qualifications. If Customer Floats Personnel, the Personnel must perform the duties

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of the revised assignment as if the revised assignment were the original assignment. Customer will provide the Personnel with additional orientation regarding the Float assignment as necessary. If Personnel Floats to a staff classification that has a lower Base Rate, then the Base Rate that was applicable to the original Personnel assignment remains the applicable Base Rate despite the Float. If Personnel Floats to a staff classification that has a higher Base Rate, then the Base Rate that is applicable to the newly assigned staff classification is the applicable Base Rate for as long as the Personnel continues to work in that staff classification.

4.5 Right to Dismiss. If at any time Customer, in its reasonable judgment, determines that the Work provided by any Personnel hereunder is inadequate, unsatisfactory or has failed to comply with Customer's rules, regulations, or policies, Customer shall immediately advise Amergis. Amergis will remove Personnel from Customer's School Work Site as requested. Customer will cooperate with Amergis and provide reasonable detail(s) for the dismissal. Customer will provide Amergis with any reports it provides to any governing oversight agency(ies) as a result of Amergis Personnel's conduct, including all drug screens conducted, results of peer review and/or documentation of Customer's investigation(s).

4.6 Work Environment and OSHA. Customer will provide a clean and properly maintained workspace(s) for Amergis to conduct the Services that will enable Amergis to safely provide Work to student(s). Customer will provide furniture at its sole risk to include, but not limited to, tables and chairs, and allow Personnel reasonable access to telephones for business use. Amergis will not be responsible for the proper maintenance of any property supplied by Customer. Customer will orient Personnel to the specific exposure control plan(s), emergency action plan(s), and/or protocol(s) of the Customer as it pertains to all federal OSHA requirements and equivalent state agency requirements, directives, or standards, with respect to blood borne pathogens, other emergent matters, and any of the Customer's specific policies and procedures for safety, hazardous communications and/or operations instructions. Customer will be responsible for all OSHA recordkeeping, logging, and reporting responsibilities required by law pertinent to Work provided under this Agreement.

4.7 Out of School and Off-Site Work. Customer must submit any request for Personnel to perform Out of School and Off-Site Work in advance and in writing, and such Work may not be performed unless and until Amergis provides written approval. For any approved Out of School or Off-Site Work, Customer is solely responsible for overseeing and directing Personnel placement, providing all necessary supplies and resources at its own expense, and maintaining a safe working environment. Customer accepts responsibility for any incidents arising out of the Out of School or Off-Site Work.

4.8 Notification of Incidents and Claims. Customer agrees to notify Amergis of any incident involving Amergis Personnel within forty-eight (48) hours of its occurrence. Customer agrees to provide Amergis documentation of any investigation conducted. Amergis and Customer agree to notify each other in writing of any asserted claim relating to this Agreement within ten (10) days of either discovery of the occurrence upon which the claim may be based or learning of the claim. Indemnity to Customer shall not cover any claims or liabilities in which there is a failure to give the indemnifying party prompt notice of any incident within forty-eight (48) hours of its occurrence.

ARTICLE V. HIRING OF PERSONNEL

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5.1 Conversion. The Parties acknowledge and agree that: (i) the primary purpose of this Agreement is for Amergis to provide supplemental staffing Services, not direct hire services, to Customer; and (ii) Amergis invests significant resources in recruiting candidates and onboarding, training, and employing Personnel. Accordingly, if Customer, or any of its affiliates, subsidiaries, or agents, elects to directly hire any candidate or Personnel introduced by Amergis, Customer agrees to pay Amergis a fee in accordance with the table below ("Conversion Fee"), unless such hire occurs at least twelve (12) months after the later of: (i) the last interview of a candidate by Customer under this Agreement, or (ii) the last shift worked by the Personnel under this Agreement.

The Parties further acknowledge and agree that the Conversion Fees are intended to reasonably approximate Amergis' costs associated with recruiting candidates and onboarding and placing Personnel, and are not intended to be a penalty or to restrict employment opportunities. Rather, they serve as a fair reimbursement for the business-related expenses incurred by Amergis in connection with the engagement of candidates and Personnel.

Tier 1	School Aide/Behavior Aide and similar roles
Tier 2	Special Education Teacher, General Education Teacher, RN, LPN, CNA, Social Worker, SLP, PT, OT, COTA, PTA, Teacher for Deaf and Hard of Hearing, Orientation and Mobility Specialist, School Psychologist, Teacher for Visually Impaired, Sign Language Interpreter and similar roles

Tier 1:

Aggregate Hours Worked By Amergis Personnel for Customer in a Twelve (12) Month Period	Conversion Fee
Prior to completing 180 hours	25% of annualized starting salary
Between completion of 181 and 360 hours	20% of annualized starting salary
After completion of 361 and 540 hours	15% of annualized starting salary
After completion of 541 and 720 hours	10% of annualized starting salary
After completion of 721 hours	0% of annualized starting salary

Tier 2:

Aggregate Hours Worked By Amergis Personnel for Customer in a Twelve (12) Month Period	Conversion Fee
Prior to completing 280 hours	25% of annualized starting salary
Between completion of 281 and 560 hours	20% of annualized starting salary
After completion of 561 and 840 hours	15% of annualized starting salary
After completion of 841 and 1,350 hours	10% of annualized starting salary
After completion of 1,351 hours	0% of annualized starting salary

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5.2 Breach of Conversion of Personnel. In the event that Customer hires or contracts with any candidate or Personnel but does not notify Amergis, the Placement Fee that applies is the lesser of 150% of the amount set forth above or the maximum amount allowed by applicable law.

5.3 Compliance with Staffing Laws. Amergis and Customer acknowledge that certain states have enacted, and in the future may enact, laws, rules and regulations governing Amergis, Customer and/or the Services contemplated by this Agreement (collectively, "State Staffing Laws"). Accordingly, the terms of the Agreement are hereby amended to the extent necessary to comply with applicable State Staffing Laws and any terms contrary to such State Staffing Laws are deemed void and unenforceable. If Customer has Worksites located in multiple states, the laws of the state in which that Worksite resides shall determine whether any State Staffing Law applies to such Worksite.

ARTICLE VI. INVOICING, PAYMENT, AND TAXES

6.1 Invoicing. Amergis will supply Personnel under this Agreement at the rate(s) listed in the Statement of Work or Assignment Confirmations for this Agreement. Amergis will submit invoices to Customer every week for Personnel provided to Customer during the preceding week. Customer Invoices shall be submitted to the following electronic mail address or by the applicable agreed upon Timecard Application.

Invoicing E-mail:
Invoicing Contact:
Invoicing Address:

6.2 Payment. All amounts are due and payable within thirty (30) days from the date of invoice. Amergis' preferred payment is via electronic payment (EFT). If Customer is unable to pay electronically, Customer will send all payments to the address set forth on the invoice. Amergis reserves the right to accept or deny payment via credit card on a case-by case basis. Customer will be responsible for an additional surcharge of the lesser of 4% or the maximum amount allowed under applicable law for administrative/processing fee on all accepted payments made via credit card. If any portion of an amount billed by Amergis under this Agreement is subject to a good faith dispute between the Parties, Customer shall give written notice to Amergis of the amounts it disputes ("Disputed Amounts") upon the discovery of the billing dispute and include in such written notice the specific details and reasons for disputing each item. Written notice of a dispute must be provided within fourteen (14) days from date of invoice or the invoice amount is presumed to be valid. Customer shall pay by the due date all undisputed amounts, including, in the event of a billing rate dispute, the amount of the Services at the lower billing rate. Billing disputes shall be subject to the terms of Article XIII, Dispute Resolution.

6.3 Late Payment. Payments not received within thirty (30) days from the applicable invoice date will accumulate interest, until paid, at the rate of one and one-half percent (1.5%) per month on the unpaid balance, equating to an annual percentage rate of eighteen percent (18%), or the maximum rate permitted by applicable law, whichever is less.

6.4 Annual Rate Increases. Customer agrees to and accepts annual rate increases at the percentage listed on "Attachment A" of this Agreement.

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6.5 Customer Bankruptcy or Insolvency. Customer agrees that in the event Customer files bankruptcy, (i) to the extent Amergis pays the salary and other direct labor costs of Personnel it provides to Customer and such amounts incurred within one-hundred eighty (180) days prior to bankruptcy are not paid by Customer to Amergis prior to bankruptcy, and/or (ii) Customer is the assignee of claims held by such Personnel against Customer for such amounts incurred within one-hundred eighty (180) days prior to bankruptcy, then Amergis has a claim against Customer in bankruptcy for the amount of such salary and other direct labor costs, which is entitled to a priority under 11 U.S.C. §507(a)(4). All pre-bankruptcy conduct, including amounts due and actions related to payment that could be brought by Customer are released.

6.6 Assurances. In the event Amergis in good faith becomes concerned about impending bankruptcy or other insolvency by Customer, the Parties agree that Amergis may request in writing from Customer a prepayment deposit in the amount equal to the average of two weeks of Services, which Amergis may apply to outstanding invoices in the event that Customer fails to timely pay such invoices. Customer agrees to provide the requested prepayment deposit within five (5) days. In the event that Amergis applies the prepayment deposit in accordance with this section at such time that concern about Customer's impending insolvency remains, Customer agrees to replenish the prepayment deposit within five (5) days of receipt of written notice of its application.

6.7 Transaction Taxes. Customer shall be responsible for any sales tax, gross receipts tax, excise tax or other state taxes applicable to the Services provided by Amergis. If Customer provides Amergis with a valid tax exemption certificate in accordance with local laws covering the Services provided by Amergis, Amergis will not collect Transaction Taxes.

6.8 Reimbursement for Travel Expenses. The Bill Rates herein are inclusive of per day or per diem allowances for lodging, meals, and/or incidental expenses incurred when traveling to be paid by Amergis to Personnel whose primary residence is greater than fifty (50) miles from the Customer Worksite where such Personnel perform Work ("Travel Personnel"). Amergis will provide Customer with sufficient information regarding such Travel-Expense Payments in accordance with section 274(d) of the Internal Revenue Code. Customer is subject to any applicable limitations on deduction under section 274 of the Internal Revenue Code and regulations promulgated thereunder.

ARTICLE VII. RELATIONSHIP OF THE PARTIES

7.1 Independent Legal Entities. Amergis and Customer are independent legal entities. Nothing in this Agreement shall be construed to create the relationship of employer and employee, or principal and agent, or any relationship other than that of independent parties contracting with each other solely for the purpose of carrying out the terms of this Agreement. Neither Amergis nor Customer nor any of their respective agents or employees shall control or have any right to control the activities of the other Party in carrying out the terms of this Agreement.

7.2 Conflict of Interest. By entering into this Agreement, the Parties agree that all conflicts of interest shall and have been disclosed to the other Party for review in accordance with that Party's policies and procedures. A conflict of interest occurs when a Customer, employee or Personnel has professional or personal interests that

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compete with his/her/their ability to provide Services to or on behalf of Amergis or Customer. Such competing interests may make it difficult for the Customer employee or Personnel to fulfill his/her/their duties impartially.

ARTICLE VIII. PER DIEM SERVICES

8.1 Per Diem Personnel. If Customer requires short-term, shift-based, or as-needed assignments ("Per Diem Personnel"), Customer will use its best efforts to request Per Diem Personnel at least twenty-four (24) hours prior to reporting time in order to assure prompt arrival of assigned Per Diem Personnel. All information regarding reporting time and assignment will be provided by Customer to Amergis in writing.

(a) Per Diem Personnel Short-notice Requests. Amergis will bill Customer for the entire shift if an order for Per Diem Personnel is made less than two (2) hours prior to the start of the shift, as long as the Per Diem Personnel report for work within a reasonably prompt period of time under existing conditions after receiving notice of the assignment.

(b) Per Diem Personnel Order Cancellation. If Customer changes or cancels an order for Per Diem Personnel less than two (2) hours prior to the start of a shift, Amergis will bill Customer for two (2) hours at the established fee for each scheduled Per Diem Personnel. Amergis will be responsible for contacting Per Diem Personnel prior to reporting time.

ARTICLE IX. ADDITIONAL OFFERINGS

9.1 MaxView. The Parties acknowledge and agree that notwithstanding any Customer manuals, instructions, or other Customer policies, Amergis reserves the right to utilize MaxView, a proprietary web-based timekeeping system, for the provision of Services and is not required and/or mandated to use paper-based timekeeping records, unless otherwise required by applicable law. Personnel will submit hours worked to Customer via MaxView. Customer will be notified via electronic mail regarding the hours submitted and agrees to review and approve the submitted hours on a weekly basis, each Monday by noon local time. Customer approved hours will be utilized for the weekly payroll and billing. Any non-approved hours will be discussed between Customer and Amergis; notwithstanding this, Customer and Amergis agree to cooperate in good faith to ensure that all Personnel time is properly captured to ensure compliance with applicable local, state, and federal wage and hour laws.

9.2 Sunburst. The Parties may agree to utilize Amergis' in-house workforce solution, Sunburst Workforce Advisors, LLC ("Sunburst"), by mutual written agreement ("MSP Opt-In"), after which Attachment "C" shall take effect and govern the scope of work for the managed service provider offering ("MSP"). For the purpose of this section, email correspondence between the Parties indicating mutual intent to utilize Sunburst shall be sufficient to effectuate the MSP Opt-In. In absence of such MSP Opt-In, Attachment "C" shall not take effect.

9.3 Amergis Teletherapy Services. If Customer requests that Personnel perform remote Work through a teletherapy platform, Customer may request in writing (email suffices) that such Personnel utilize the Amergis Teletherapy Platform for the delivery of the remote Work. Upon such election, the Amergis Teletherapy Platform Addendum, attached hereto as Attachment "D", shall automatically apply. If Customer elects not to utilize the Amergis Teletherapy Platform, Attachment "D" shall not apply and shall have no force or effect. If Customer

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directs Personnel to perform remote Work, but does not elect to utilize the Amergis Teletherapy Platform, Customer shall be solely responsible for providing and supporting any teletherapy equipment, systems, and platform access for remote Personnel, as well as ensuring the secure transfer, maintenance, and handling of any student or service records necessary for remote service delivery.

ARTICLE X. INSURANCE

10.1 Amergis Insurance. Amergis will maintain (at its sole expense), or require the Contractors it utilizes under this Agreement to maintain, valid policies of insurance evidencing general and professional liability coverage of not less than $1,000,000 per occurrence and $3,000,000 in the aggregate, covering Services. Amergis will provide a certificate of insurance evidencing such coverage upon written request by Customer.

10.2 Customer Insurance. Customer will maintain at its sole expense valid policies of general and professional liability insurance with minimum limits of $1,000,000 per occurrence and $3,000,000 annual aggregate. Customer will give Amergis prompt written notice of any material change in Customer coverage. Customer shall name Amergis as an additional insured on its general liability policy.

ARTICLE XI. INDEMNIFICATION

11.1 Indemnification by Amergis. Amergis agrees, at its own expense, to indemnify, defend, and hold harmless Customer and its parent, subsidiaries, Affiliates, directors, officers, employees, and agents against any and all third-party losses, liabilities, judgments, awards, and costs (including reasonable attorneys' fees and expenses) to the extent arising out of or relating to:

(a) bodily injury (including death) or any real or tangible property loss or damage as a direct result of Amergis' employees' negligent acts or omissions in the performance of Services under this Agreement; or

(b) any breach by Amergis of Section 3.2.

11.2 Indemnification by Customer. Customer agrees, at its own expense, to indemnify, defend, and hold harmless Amergis and its parent, subsidiaries, affiliates, directors, officers, employees, and agents against any and all third-party losses, liabilities, judgments, awards, and costs (including reasonable attorneys' fees and expenses) to the extent arising out of or relating to:

(a) bodily injury (including death) or any real or tangible property loss or damage as a direct result of Customer's employees' negligent acts or omissions;

(b) any breach of this Agreement by Customer; or

(c) any Transaction Taxes levied, assessed, or imposed by any taxing authority as a result of, or in connection with this Agreement, whatever the source and regardless of whether invoiced to or remitted by Customer.

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11.3 Indemnification Procedures. The Party seeking indemnification under this Article XI (the "**Indemnified Party**") shall notify the other Party (the "**Indemnifying Party**") promptly after the Indemnified Party receives notice of a claim for which indemnification is sought under this Agreement; provided, however, that no failure to so notify the Indemnifying Party shall relieve the Indemnifying Party of its obligations under this Agreement except to the extent that it can demonstrate damages directly attributable to such failure. To the extent permitted by law, the Indemnifying Party shall have authority to defend or settle the claim; provided, however, that the Indemnified Party, at its sole discretion and expense, shall have the right to participate in the defense and/or settlement of the claim, and provided further, that the Indemnifying Party shall not settle any such claim imposing any liability or other obligation on the Indemnified Party without the Indemnified Party's prior written consent.

ARTICLE XII. LIMITATION OF LIABILITY

12.1 Limitation on Liability. IN NO EVENT SHALL EITHER PARTY BE LIABLE TO THE OTHER PARTY FOR ANY INDIRECT, INCIDENTAL, PUNITIVE, EXEMPLARY, RELIANCE OR SPECIAL OR CONSEQUENTIAL DAMAGES, INCLUDING DAMAGES FOR LOST PROFITS, LOSS OF USE, BUSINESS INTERRUPTION, OR LOSS OF DATA IN CONNECTION WITH OR ARISING OUT OF THIS AGREEMENT REGARDLESS OF THE FORM OF ACTION WHETHER IN CONTRACT, WARRANTY, STRICT LIABILITY OR TORT AND EVEN IF SUCH PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

12.2 Cap on Damages. THE TOTAL AGGREGATE LIABILITY OF EACH PARTY TO THE OTHER PARTY FOR DAMAGES UNDER THIS AGREEMENT OR OTHERWISE SHALL NOT EXCEED THE SUM OF ALL FEES PAID OR PAYABLE TO AMERGIS BY CUSTOMER UNDER EITHER THE APPLICABLE STATEMENT OF WORK OR FOR SERVICES RENDERED DURING THE TWELVE (12) MONTHS IMMEDIATELY PRECEDING THE MONTH IN WHICH SUCH LIABILITY AROSE, WHICHEVER IS LESS. MULTIPLE CLAIMS UNDER THIS AGREEMENT WILL NOT ENLARGE THIS LIMIT. THIS LIMITATION OF LIABILITY SHALL APPLY NOTWITHSTANDING ANY FAILURE OF ESSENTIAL PURPOSE OF ANY EXCLUSIVE REMEDY HEREIN.

ARTICLE XIII. DISPUTE RESOLUTION

13.1 Dispute Resolution. Except as otherwise provided in this Agreement, any dispute between the Parties regarding the interpretation or enforcement of this Agreement or any of its terms shall be addressed by good faith negotiation between the Parties.

13.2 Dispute Resolution Process. To initiate such negotiation, a Party must provide to the other Party written notice of the dispute that includes both a detailed description of the dispute or alleged nonperformance and the name of an individual who will serve as the initiating Party's representative in the negotiation. The other Party shall have ten (10) business days to designate its own representative in the negotiation. The Parties' representatives shall meet at least once within forty-five (45) days after the date of the initiating Party's written notice in an attempt to reach a good faith resolution of the dispute. Upon agreement, the Parties' representatives may utilize other alternative dispute resolution procedures such as private mediation to assist in the negotiations.

13.3 Inability to Resolve. If the Parties have been unable to resolve the dispute within forty-five (45) days of the date of the initiating Party's written notice, either Party may pursue any remedies available to it under this Agreement,

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at law, in equity, or otherwise, including, but not limited to, instituting an appropriate proceeding before a court of competent jurisdiction.

ARTICLE XIV. CONFIDENTIALITY AND USAGE OF DATA

14.1 Confidentiality.

(a) **Amergis/Customer Information**. The Parties recognize and acknowledge that, by virtue of entering into this Agreement and providing Services hereunder, the Parties will have access to certain information, which may be considered confidential or trade secret information (collectively "Information") such that a Party may derive independent economic value, actual or potential, from the Information not being generally known to the public or to other persons or entities, which are not a party to this Agreement. This Information may include, without limitation, information with respect to the Party's customers, vendors, cost structure, and/or business strategy, or business methods at any time used, developed, or disclosed by the Party. Each of the Parties agree that neither it, nor its staff shall, at any time either during or subsequent to the termination of this Agreement, disclose the Information to others, use, copy, or permit the Information to be copied, except pursuant to duties for or on behalf of the other Party as defined within this Agreement. A Party may disclose the Information pursuant to a governmental, judicial, or administrative order, subpoena, discovery request, regulatory request or similar request, provided that the other Party promptly notifies the non-disclosing Party, in writing of such request or demand for disclosure, and no later than within forty-eight (48) hours of receipt of such request, so that the non-disclosing Party, at its sole expense, may seek to make such disclosure subject to a protective order or other appropriate remedy to preserve the confidentiality of the Information.

(b) **Disclosure of Amergis/Customer Partnership**. From time to time, Amergis lists or mentions its customers in its marketing, communication, and business initiatives barring any restrictions and obligations as set forth in Section 14.1(C) and/or Section 14.2 of this Agreement. Customer agrees that Amergis may disclose the partnership between Amergis and Customer, and use Customer's name for such marketing, communication, and business purposes and initiatives. The Parties will make all commercially reasonable efforts to facilitate and coordinate press announcements, press releases, and other joint-marketing efforts related to this Agreement and the Amergis /Customer partnership. If either Party reasonably objects to use or disclosure of said partnership in such initiative(s), the other Party may ask the Party that developed the marketing or promotional content to edit or adjust such materials, and such Party will not unreasonably disagree.

(c) **Student Information.** In the event that Amergis receives student information, which may include student financial or medical information (collectively "Student Information"), Amergis shall not disclose any Student Information for which Services are provided under this Agreement to any third-party, except where permitted or required by law or where such disclosure is expressly approved by Customer, Amergis, and if required, student in writing. Further, each Party and its employees shall comply with the other Party's policies and obligations. Amergis may maintain and use Student Education Records to perform the Services under this Agreement and may disclose de-identified data to third parties in performance of Services under this Agreement. If Amergis is provided access to students' records, Amergis shall limit its Personnel's access to the records to those persons for whom access is essential to the performance of the Services under this Agreement. Amergis shall, at all times and in all respects, comply with the terms of the Family Rights and

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Privacy Act of 1974, as amended. Amergis reserves the right to retain any Student Education Records for the length of time necessary to meet Amergis' contractual and legal commitments.

14.2 Data Security. Customer will be responsible for establishing and overseeing all access, maintenance, and transmission of Customer and Student data and information, including privacy and security measures required under Law, which may further be needed to maintain and protect the security of all Customer computer systems, networks, and/or data related to the Services under this Agreement. Customer will be responsible for providing all education and training to Personnel as it relates to Customer's privacy and security measures and processes, including, without limitation the Customer's processes and expectations for collecting, storing, securing, and transferring Customer or Student data and information accessed, collected, and maintained under this Agreement.

Customer acknowledges and understands and agrees that no Personally identifiable information ("PII") or Protected Health Information ("PHI") PHI will be relayed, transmitted, or otherwise provided to or stored by Amergis or Amergis Personnel, unless necessary to be provided in performance of Services under this Agreement. Customer further acknowledges that it will provide Amergis with deidentified data, whenever possible, including removal of direct identifiers. Customer shall indemnify and hold harmless Amergis, its directors, officers, shareholders, employees, and agents from and against any and all claims, losses, liabilities, costs and other expenses resulting from, or relating to, the negligent handling of PII or PHI, including the unauthorized use, access, or disclosure by Customer, its employees, agents, and subcontractors.

14.3 Aggregate Statistical Usage. Customer acknowledges and agrees that Amergis will collect data related to the performance of the Services for the purposes of aggregation and the creation of a centralized benchmarking mechanism, such data does not contain student data or identifying student information. Notwithstanding anything to the contrary in this Agreement, Customer acknowledges and agrees that Amergis shall have a perpetual right to collect, use, and disclose the data collected relating to the Services and derived from Customer's use of Amergis, Amergis Personnel, and Contractors affiliated with Amergis under this Agreement for the analysis, benchmarking, analytics, marketing, or other business purposes as long as all data collected is done in an anonymized aggregated manner, with Customer's data aggregated with data of other Amergis customers, so as to be non-specific to any individual Customer.

14.4 Survival. All obligations set forth in this Article XIV shall survive the termination of this Agreement.

ARTICLE XV. TERMINATION

15.1. Termination for Convenience. Either Party may terminate this Agreement for any reason by providing at least thirty (30) days advance written notice of the termination date to the other Party.

15.2. Termination for Cause. If payment default occurs, Amergis may terminate this Agreement upon seven (7) days advance written notice of the termination date to Customer.

15.3 Post Termination Obligations. Termination will have no effect upon the rights and obligations resulting from any transactions occurring prior to the effective date of the termination.

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ARTICLE XVI. GENERAL TERMS

16.1 Amergis Subcontracting. Amergis may subcontract this Agreement upon written notice to Customer.

16.2 Non-discrimination. Neither Amergis nor Customer will discriminate on the basis of race, color, religion, creed, national origin or ancestry, ethnicity, sex (including gender, pregnancy, sexual orientation, and gender identity), age, physical or mental disability, citizenship, past, current, or prospective service in the uniformed Services, genetic information, or any other characteristic protected under applicable federal, state, or local law.

16.3 Compliance with Laws. Amergis agrees that all Services provided pursuant to this Agreement shall be performed in compliance with all applicable federal, state, and/or local rules and regulations. In the event that applicable federal, state, or local laws and regulations or applicable accrediting body standards are modified, Amergis reserves the right to notify Customer in writing of any modifications to the Agreement in order to remain in compliance with such law, rule, or regulation.

16.4 Governing Law, Jurisdiction. This Agreement will be governed by and construed in accordance with the laws of the State of Maryland, without regard to its principles of conflict of laws. Any dispute or claim from this Agreement shall be resolved exclusively in the federal and state courts of the State of Maryland and the parties hereby irrevocably submit to the personal jurisdiction of said courts and waive all defenses thereto.

16.5 Assignment of Agreement. Customer may not assign this Agreement without the prior written consent of Amergis, and such consent will not be unreasonably withheld. Amergis may assign this Agreement without consent and/or notice for assignment to either: (i) an entity owned by or under common control with assignor, (ii) in connection with any acquisition of all of the assets or capital stock of Amergis, and/or (iii) a name change by Amergis.

16.6 Attorneys' Fees. In the event either Party is required to obtain legal assistance (including in-house counsel) to enforce its rights under this Agreement, or to collect any monies due to such Party for Services provided, the prevailing Party shall be entitled to receive from the other Party, in addition to all other sums due, reasonable attorney's fees, court costs, and expenses, if any, incurred enforcing its rights and/or collecting its monies, including any fees and costs incurred on an appeal.

16.7 Notices. Any notice or demand required under this Agreement will be in writing; will be personally served or sent by certified mail, return receipt requested, postage prepaid, or by a recognized overnight carrier which provides proof of receipt; and will be sent to the addresses below. Either Party may change the address to which notices are sent by sending written notice of such change of address to the other Party.

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McKeesport Area School District 3590 O'Neil Blvd., McKeesport Pennsylvania 15132	Amergis Healthcare Staffing, Inc. 7223 Lee DeForest Drive Columbia, MD 21046 ATTN: Contracts Department Email copy to: contracts@amergis.com
ATTN: Betsy D'Emidio	COPY TO: Amergis Healthcare Staffing, Inc. 317 East Carson Street, Suite 430, Pittsburgh, PA, 15219, United States of America ATTN: Alexandra DeMarco

16.8 Headings. The headings of sections and subsections of this Agreement are solely for reference only and will neither affect nor control the meaning or interpretation of this Agreement.

16.9 Merger. This Agreement constitutes the entire contract between Customer and Amergis regarding the Services to be provided hereunder. Any agreements, promises, negotiations, or representations not expressly set forth in this Agreement are of no force or effect. All terms of a later signed Agreement will supersede a prior signed Agreement. This Agreement may be executed in any number of counterparts, each of which will be deemed to be the original, but all of which shall constitute one and the same document.

16.10 Amendment. No changes and/or amendments to this Agreement will be effective unless made in writing and signed by duly authorized representatives of both Parties except as provided in Section 3.1, Section 16.3, and Attachment(s).

16.11 Severability. In the event that one or more provision(s) of this Agreement is deemed invalid, unlawful, and/or unenforceable, then only that provision will be omitted, and will not affect the validity or enforceability of any other provision; the remaining provisions will be deemed to continue in full force and effect.

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Customer and Amergis have acknowledged their understanding of and agreement to the mutual promises written above by executing and delivering this Agreement as of the Effective Date set forth above.

MCKEESPORT AREA SCHOOL DISTRICT	AMERGIS HEALTHCARE STAFFING, INC.:
Signature of Authorized Representative	Signature of Authorized Representative
Printed Name	Printed Name
Title	Title
Date	Date

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ATTACHMENT "A"
STATEMENT OF WORK

1. **Scope of Services.** Amergis is responsible for recruiting, screening, and hiring its Personnel as set forth herein to provide Services to Customer, with such Work provided by Personnel under Customer's management and supervision at a Work Site or in an environment controlled by Customer. Upon Customer's request for supplemental Personnel, Amergis will use commercially reasonable efforts to provide Personnel to Customer. Customer shall communicate duties, shifts, unit assignments and other working details to Personnel during their Assignment.

2. **Personnel Requirements and Screening.** Amergis will supply Customer with Personnel who meet the criteria set forth in the Assignment Onboarding Attachment "B". Amergis will provide Personnel who have the necessary and appropriate skills, education, knowledge and experience for the positions to be filled, subject to the approval of the Customer.

3. **Interview.** Customer may request to conduct a telephone interview with any Personnel candidate prior to the Services commencing.

4. **Bill Rates.** Bill Rates are agreed to between the Customer and Amergis for the following positions. If Customer and Amergis execute a subsequent Assignment Confirmation(s) per individual Personnel the Bill Rates in the Assignment Confirmation will apply to the named Personnel therein and for the timeframe indicated.

Positions	Rate Type (per hour)	Rate $ (per hour)
Psychologist | Psychologist School	Regular Rate Group	$105.00
RN | RN - School	Regular Rate Group	$62.00
RN 1:1 | RN - 1:1 School	Regular Rate Group	$62.00
School Aide | School Aide School	Regular Rate Group	$34.00
Behavior Tech | Behavior Tech School	Regular Rate Group	$39.00
Special Education Teacher | Special Education Teacher School	Regular Rate Group	$70.00
Social Worker | Social Worker School	Regular Rate Group	$70.00
BCBA | BCBA School	Regular Rate Group	$105.00
Clinical Fellow SLP School | Clinical Fellow SLP School	Regular Rate Group	$80.00
Speech Language Pathologist |	Regular Rate Group	$87.00

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Speech Language Pathologist School		
LPN | LPN - School	Regular Rate Group	$58.00
LPN 1:1 | LPN - 1:1 School	Regular Rate Group	$58.00

5. **Out of School Time and Off-Site School Time**. Rates charged for Work rendered outside of school time or off-site during school time will be in accordance with the local and/or state regulatory wage laws. Overtime Rates are also charged for all hours worked in excess according to applicable state law.

6. **Annual Rate Increase.** Effective on the Agreement renewal date and every year thereafter, Bill Rates for all modalities listed above will be increased by three percent (3%) of Bill Rate(s).

7. **Weekend Rates.** Customer and Amergis may agree in individual Assignment Confirmations to Weekend Rates that differ from the Bill Rate. As applicable, Weekend Rates will apply to shifts beginning at 11:00 p.m. on Friday and will apply through shifts ending at 7:00 a.m. on Monday.

8. **Orientation.** Bill Rate(s) will be billed for all time spent in required Customer orientation.

9. **Overtime.** Overtime Rates are charged for all hours worked in excess of forty (40) per week or according to applicable state law. The overtime rate is a one and one-half times (1.5x) multiplier of the Bill Rate for such hours, unless applicable state law requires a different multiplier.

10. **Holidays.** Holiday Rates will apply to all hours worked in the time period beginning at 11:00 p.m. the night before the holiday through 11:00 p.m. the night of the holiday. The Holiday Rate is a one and one-half times (1.5x) multiplier of the Bill Rate for the following holidays:

New Year's Day	Labor Day
Memorial Day	Thanksgiving Day
Independence Day	Christmas Day

11. **Work Site.** This Statement of Work and underlying Agreement shall apply to the following Work Site(s) or Customer locations:

12. **Invoicing.** Amergis will supply Personnel under this Agreement at the Bill Rates listed herein or in any Assignment Confirmation. Amergis will submit invoices to Customer every week for Personnel provided to Customer during the preceding week. The specified contacts for individual Work Sites is set forth below:

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13. **Changes.** Pursuant to Section 3.2 of the Agreement, the Parties agree that Changes may be made to this Statement of Work by execution of a subsequent Statement of Work(s) or Assignment Confirmation(s), or Change Request.

14. **On Call.** Hours for Personnel that are placed on call will be invoiced to Customer at the "On-Call Hourly Rate" as specified in herein, if applicable, and if called in will be billed at the overtime rate, unless a greater rate such as double time must be used under federal and/or state law.

15. **Construction.** Except as expressly set forth by this Statement of Work, the Agreement shall continue in full force and effect in accordance with the provisions thereof. Nothing in this Amendment to the Agreement is intended to modify, alter, reduce, or change the right or obligations in the Agreement executed except as expressly stated in this Statement of Work.

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ATTACHMENT "B"
PRE-ASSIGNMENT SCREENING

1. **For all Personnel submitted to Customer under the Agreement, Amergis will:**
   - **a.** Conduct a criminal background screening in accordance with applicable law, including any state exclusion review as applicable;
   - **b.** Verify current license, registration, or certification for the Services to be provided, if applicable to role;
   - **c.** Verify relevant professional and specialty experience, as requested by Customer;
   - **d.** Confirm Personnel are authorized to work;
   - **e.** Perform federal exclusion and abuse check(s) including but not limited to, List of Excluded Individuals/Entities (LEIE) and the Excluded Parties List System (EPLS) and the National Sex Offender Registry;
   - **f.** Verify skills checklist of competencies for the position and exam;
   - **g.** Verify that a current diagnostic Tuberculosis (TB) test or screening is on file, in accordance with state regulations.
2. **Upon written request by Customer, Amergis will provide Customer with the following:**
   - **a.** Reasonable proof of previous employment;
   - **b.** Education verification.
3. **Customer Criminal Background Report.** In the event that Customer requires its own criminal background screening, which may include fingerprinting, for Amergis Personnel, Customer shall provide Amergis with a copy of the results and/or report, or the "Clear" or "Not Clear" status. Providing first day instructions for Amergis Personnel following Customer required background screening will constitute a "Clear" status. Customer agrees that Personnel may begin assignment following completion of a successful Customer background screening.

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ATTACHMENT "C"
WORKFORCE SOLUTION ADDENDUM

This Workforce Solution Addendum ("Addendum") takes effect as of the date of the MSP Opt-In, as described in the Education Master Services Agreement ("Agreement") between Customer and Amergis, the terms of which are expressly incorporated herein.

1. **Scope of Services.** Customer wishes to utilize Amergis Healthcare Staffing, Inc.'s workforce solution, Sunburst ("MSP"), to centralize and consolidate the management Services of its temporary school-based professionals ("Contract Workers"). Customer agrees that all providers of Services ("Staffing Suppliers") inquiring to provide healthcare-related, school-based Services ("Staffing Services") to Customer will be overseen by MSP. Customer shall notify incumbent Staffing Suppliers 1) to work with MSP to obtain necessary program information and onboarding documentation from MSP; and 2) that all communication regarding day-to-day activity and will be conducted between MSP and Customer. MSP will establish a program management team consisting of MSP personnel to be Customer's central point for all matters relating to Customer's staffing needs.

2. **MSP Services.** The MSP Services provided by MSP to Customer will generally consist of:
   - **a.** Identifying strategic Staffing Suppliers for Customer's educational, healthcare and administrative staffing needs;
   - **b.** Contracting with Staffing Suppliers;
   - **c.** Providing a web-based application software program ("System") to automate the process by which Contract Workers are requisitioned from Staffing Suppliers;
   - **d.** Onboarding Contract Workers and providing assignment details;
   - **e.** Coordinating with Customer regarding Staffing Suppliers;
   - **f.** Verifying each Staffing Supplier has uploaded onboarding documentation;
   - **g.** Maintaining accurate and complete statuses; and
   - **h.** Validating submission of electronic timecards.

3. **Purchasing Agent.** MSP will act as Customer's purchasing agent. As Customer's purchasing agent, MSP will enter into Staffing Supplier Agreements with Staffing Suppliers to Provide Services to Customer under terms that are substantially the same as those in the Education Master Services Agreement.

4. **Onboarding and Orientation.** MSP will participate in a review of all Staffing Supplier work progress and satisfaction of any onboarding and orientation requirements set forth in the Education Master Services Agreement, which may be updated/modified by Customer in the System.

5. **Rates.** Charges will be based on a Customer approved hourly bill rate at the time an order for Contract Worker(s) is posted via the System. Bill rates are subject to change at time of order posting based on Customer Approval. Customer and MSP reserve the right to add additional modalities/positions if needed and agreed upon. All orders for Contract Workers will be submitted through the System.

6. **Incident Reporting.** Customer agrees to notify MSP of any incident involving Contract Workers within forty-eight (48) hours of its occurrence. Customer agrees to provide MSP with documentation of any investigation conducted related to Contract Workers and/or the Services.

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7. **Consolidated Invoices.** All Staffing Supplier invoices are consolidated as a part the MSP Services. MSP will issue consolidated invoices to Customer on a weekly basis (or on a less frequent basis if requested by Customer). Customer will remit payment for uncontested invoices in a timeframe consistent with the Education Master Services Agreement.

8. **Taxes.** Bill Rates do not include any applicable Transaction Taxes. Customer is responsible for any applicable Transaction Taxes and, if applicable, shall pay or reimburse MSP for Transaction Taxes as a result of, relating to, or in connection with this Addendum (including with respect to Transaction Taxes required to be forwarded by MSP to Staffing Suppliers in connection with their provision of Services). If Customer provides MSP with a tax exemption certificate in accordance with local laws that covers the MSP Services provided by MSP, MSP will not collect Transaction Taxes if the tax exemption certificate is valid. The rates paid to Suppliers for Travel Personnel include amounts to reimburse Suppliers for Travel-Expense Payments made to Travel Personnel. Suppliers shall provide Customer with sufficient information regarding such Travel-Expense Payments in accordance with section 274(d) of the Internal Revenue Code. Customer is subject to any applicable limitations on deduction under section 274 of the Internal Revenue Code and regulations promulgated thereunder.

9. **MSP Fee.** MSP will provide MSP Services at no direct cost to Customer. MSP's administrative fee for MSP Services will be funded by participating Staffing Suppliers.

10. **Aggregate Statistical Usage.** Customer acknowledges and agrees that MSP will collect data related to the performance of the Services for the purposes of aggregation and the creation of a centralized benchmarking mechanism. Customer acknowledges and agrees that MSP shall have the perpetual right to use and disclose the data collected relating to the Services, in any manner, as long as any data collected is done on an aggregate basis, with Customer's data aggregated so as to be non-specific to Customer or including any personally identifiable information of an individual.

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ATTACHMENT "D"
AMERGIS TELETHERAPY PLATFORM

This Telehealth Platform Addendum ("Addendum") takes effect as of the date of the Opt-In, as described in the Education Master Services Agreement ("Agreement") between Customer and Amergis, the terms of which are expressly incorporated herein.

1. **Access.** Subject to Customer's compliance with the terms herein, Amergis may, in its sole discretion, provide certain Teletherapy Personnel on assignment with Customer access to a third-party browser-based teletherapy platform ("Teletherapy Platform") for use with Customer's students. Customer and Amergis acknowledge and agree that the Teletherapy Platform serves a legitimate educational interest, including supporting instruction and permitted remote telehealth assessments and documentation of student progress.

2. **Equipment.** Customer will be responsible for providing students with a secure device to access the Teletherapy Platform (computer, tablet, or similar device with worker webcam and microphone) and internet access (together, "Device").

3. **Misuse.** Amergis is not responsible for the misuse of the Device or Teletherapy Platform by Customer or its students.

4. **Transfer of Educational Records.** Customer acknowledges and agrees that certain reports or similar documents generated by the Teletherapy Platform ("Teletherapy Records") may be classified as educational records under the Family Educational Rights and Privacy Act (FERPA).

   Amergis will use commercially reasonable efforts to facilitate the transfer of Teletherapy Records to Customer. Customer will establish and maintain a Secure File Transfer Protocol (SFTP) or equivalent secure transmission method that meets or exceeds prevailing industry standards for the protection of Teletherapy Records. Amergis is not responsible for any data security vulnerabilities or breaches arising from the transmission method selected or maintained by Customer. Customer will remain responsible for responding to and complying with applicable law regarding all requests to access educational records, including the Teletherapy Records.

5. **Permissible Use.** Amergis will access, use, view, store, maintain, or otherwise process Teletherapy Records solely to the extent reasonably necessary to: (i) support the provision of the teletherapy Services by Teletherapy Personnel; (ii) facilitate the secure transfer of the records to Customer; and (iii) comply with applicable laws and regulations and its internal policies regarding record retention (collectively, "Permissible Use").

   Amergis will not process Teletherapy Records for any purpose outside the scope of Permissible Use, including, without limitation, selling, licensing, or sharing such records with unauthorized third parties. Amergis has no obligation to Customer to retain the Teletherapy Records, and makes no guarantees to Customer regarding the retention of the Teletherapy Records.

6. **Standard of Care.** Amergis will protect the systems processing the Teletherapy Records in accordance with reasonable commercial practices and will use safeguards no less protective than those used to secure Amergis' own data of a similar type.

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ASK Speech Therapy Inc.
NPI: 1609690205
483 Frye Farm Road Greensburg PA
Ashley.merichko@askslp.net
724-804-5621

ASK Speech Therapy Inc "Company" and the McKeesport Area School District ("School") (each a "Party" and both the "Parties") mutually agree as follows:

1. A licensed speech-language pathologist or a certified speech-language specialist, associated with Company, will provide Speech-Language Services to McKeesport Area Students for the 2026-2027 academic school year including ESY if needed.

2. "Speech-Language Services" are:

    2.1. Speech language pathology services including evaluations, assessments, IEP development and planning, progress monitoring, consultation, training of para-professional(s) and teacher(s), direct treatment, data collection, travel and record keeping.
    2.2. Communication with staff, parents, and other professionals as appropriate regarding the status of students served.

3. Company Responsibilities
    3.1. Company agrees to render services under this agreement in a professional manner and in compliance with all state and federal laws including the ethical principles of respective professional affiliations
    3.2. Company shall perform its duties and responsibilities under this Agreement with commercially reasonable best efforts.
    3.3. An accurate record of all student contact time will be recorded.
    3.4. Provide the School, on a monthly basis, a billing statement outlining the services rendered and the amount due.
    3.5. Company shall carry professional liability insurance with a minimum policy limit of $ 1,000,000 Each Incident and Each Occurrence $ 3,000,000.
    3.6. Company shall carry general liability insurance with a minimum policy limit of $ 1,000,000 Each Incident and Each Occurrence $ 2,000,000.

4. Compensation
    4.1. School agrees to compensate the Company at a rate of $16.50 per unit for all units of direct and indirect service rendered to students enrolled in out of district placements such as, Bearcat BEST, Adelphoi Partial Hospitalization Program, or any additional outside placement program McKeesport Area students may be attending, as well students enrolled and attending within the districts' Elementary, Junior and Highschool buildings. One unit is equal to 15 minutes. The Company reserves the right to decline additional caseload assignments if a provider is unavailable to provide services at the requested time.
    4.2. It is understood that all evaluations, documentation, data entry, participation in IEP meetings as well as consultation with teachers and parents are included within the hourly indirect service rate. Indirect time shall not exceed 15 minutes per student for documentation and planning of each direct session. An additional 15 minutes will be billed for progress monitoring quarterly, and IEP time shall not exceed 4 units per written IEP/ER/RR and 4 units per IEP meeting.
    4.3. School agrees to compensate the Company at a rate of $25.00 per unit for all units of direct and indirect service rendered to students in the home environment. One unit is equal to 15 minutes.
    4.4. The School, shall pay the Company, for all services rendered by the Company, within thirty (60) days following the date on which the Company's invoices have been received by the School.
    4.5. Company shall be compensated for all direct and indirect Speech-Language Services, provided monthly payments.
    4.6. All amounts payable under this Agreement shall be paid directly to Company.

ASK Speech Therapy Inc.
NPI: 1609690205
483 Frye Farm Road Greensburg PA
Ashley.merichko@askslp.net
724-804-5621

5. School Responsibilities
   5.1. School will use commercially reasonable efforts to assist Company in providing Speech-Language Services.
   5.2. School will provide a clean, quiet and private treatment space.
   5.3. School will provide the Company with a schedule of students to be serviced
   5.4. School will provide the Company with access to IEP documents for all students to be serviced.

6. General Terms.
   6.1. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original and all of which taken together shall constitute one signed agreement between the Parties. Signatures may be electronic or a scanned copy and be deemed original.
   6.2. This Agreement, including all schedules and exhibits that are incorporated herein by reference, contains the entire agreement of the Parties regarding the subject matter described herein, and all other promises, representations, understandings, arrangements, and prior agreements related thereto are merged herein and superseded hereby. The provisions of this Agreement may not be amended, except by an agreement in writing signed by authorized representatives of both Parties.
   6.3. All reports, files, and records relating to the business of the McKeesport Area School District, whether prepared by the Company or otherwise coming into the Company's possession, shall remain the exclusive property of McKeesport Area School District. Forms, documents, or other inventions created by the Company prior to or while under contract with the McKeesport Area School District, outside of reports completed for the business of the McKeesport Area School District, are the property of the Company.
   6.4. Company is an independent contractor of School and not an employee, agent, partners, representative or broker of School.
   6.5. Each Party shall at all times comply with all applicable laws and government rules, regulations, and guidelines pertaining to its business, products or services, employment obligations, and the subject matter of this Agreement. This Agreement shall be governed by and construed under the laws of the State of Pennsylvania, without giving effect to its choice of law rules.

Signature for the School/District	**Date**
Ashley Merichko	07/14/2026
Ashley Merichko: ASK Speech Therapy Inc.	**Date**

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

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

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

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

School Year Start Date	School Year End Date	Total Number of Instructional Days Must meet minimum of 180 days
8/18/2026	**5/28/26**	**180**

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

The McKeesport Area School District Pre-K Counts Program is committed to providing the required number of instructional hours and maintaining continuity of learning during emergency school closures. This Emergency Time Plan outlines the procedures that will be implemented when instruction cannot occur in person due to weather, utility failures, public health concerns, or other emergencies.

Notification Procedures

Families and staff will be notified of emergency closures through:

- Talking Points Communication App

- SchoolMessenger phone calls, text messages, and emails
- District website
- District social media accounts
- Local television and radio announcements, when appropriate

Communication will include whether the day is canceled, delayed, or designated as an emergency instructional day.

Emergency Instruction

When appropriate and approved by the Pennsylvania Department of Education, emergency instructional activities may include:

- Developmentally appropriate learning activities aligned to the Pennsylvania Learning Standards for Early Childhood
- Literacy activities (shared reading, storytelling, letter recognition)
- Math activities (counting, sorting, patterning)
- Social-emotional learning activities
- Fine and gross motor activities
- Science exploration and hands-on learning experiences
- Family engagement activities

Activities will be designed to be completed with common household materials whenever possible.

Distribution of Learning Materials

Instructional materials may be provided through one or more of the following:

- Printed learning packets
- Digital activities shared through district-approved platforms
- Classroom communication applications
- Materials sent home in advance for anticipated emergency closures

Family Support

Teachers will maintain communication with families by:

- Phone calls
- Email
- Classroom communication platform
- Virtual meetings, when appropriate

Teachers will be available during designated hours to answer questions and provide instructional support.

Documentation

Teachers will document:

- Learning activities provided
- Family communication
- Student participation, when applicable
- Completion of emergency instructional requirements

Documentation will be maintained in accordance with Pennsylvania Pre-K Counts guidelines.

3. The program administrator affirms the following:

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

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

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

Name of Program: McKeesport Area School District

Program Type: [X] PKC [ ] HSSAP

Signature of Administrator: Thomas R. Knight

Date Approved by Governing Board or Administrative Body/Person:

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

MASTER SERVICES AGREEMENT FOR EDUCATION

This **Master Services Agreement** ("Agreement") is made by and between TCV Community Services("Devereux"), a Pennsylvania nonprofit corporation with its principal place of business at 1820 West Street, 4th Floor, Homestead, Pennsylvania 15120 and McKeesport Area School District, (the "School District") with its principal place of business at 3590 Oneil Blvd, McKeesport, PA 15132.

WHEREAS, the School District has determined that Devereux is able to meet the educational needs of individuals for which the School District is obligated to provide services and/or funding; and

WHEREAS, the School District desires to place students in a Devereux school; and

WHEREAS, Devereux is able to provide services for the Regular School Year ("RSY") (9/1/2026-6/30/2027) and/or Extended School Year ("ESY") (7/1/2026-8/31/2026).

NOW, THEREFORE, for and in consideration of the mutual promises and covenants contained in this Agreement, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follows:

1. **Term and Termination.**

    a. This Agreement shall begin on July 01, 2026, and will terminate on June 30, 2027.

    b. Either party may terminate this Agreement upon fifteen (15) days' written notice during the time period of July 1-August 31 and thirty (30) days' written notice to the other party during the time period of September 1-June 30. In the event of termination, by either party, the School District shall pay for, and Devereux shall provide, all contracted services up to the date of termination. The School District is solely responsible for the removal of all students as of the termination date.

    c. The School District shall pay Devereux for all services rendered even when services are rendered after the Termination date.

    d. If a student is discharged, for any reason, by any party, this Agreement shall automatically terminate with respect to the discharged student only as of the student's last day of placement in a Devereux school. In the event of discharge pursuant to this paragraph, the Agreement will remain in full force and effect with regard to the School District and any other students placed pursuant to this Agreement.

2. **Services and Payment.**

    a. Devereux will provide Education Day services and Related Services as defined in this Agreement pursuant to the terms and conditions of Attachment A – Education and Related Services ("Attachment A"), attached to and incorporated into this Agreement.

    b. Devereux's provision of services will:

        i. utilize certified teachers and/or staff who have the credentials minimally necessary to deliver the services required to implement the student's Individual Education Plan ("IEP"); pursuant to applicable laws in the state in which the services are rendered;

        ii. be implemented in full compliance with the student's IEP and in conformity with all applicable provisions of State and Federal law;

        iii. be provided in instructional space that fully complies with all requirements of the

applicable laws in the state in which services are rendered and all applicable County and minimal fire and building codes;

iv. include progress monitoring in the manner required by the IEP of the student; and

v. conform to the curriculum, assessment, and instructional team requirements of the applicable laws of the state in which services are rendered.

c. In consideration for Devereux's provision of services the School District agrees to pay the rates contained outlined in Attachment A.

d. For each new student placed, or for any existing student for which the School District desires to change education service delivery, Devereux shall send to the School District, a "Student Placement Request Form." The Student Placement Request Form shall specify each student's placement, any Related Services (as that term is defined on Attachment A) the student will receive, and the effective date of the start of or change to the services. The Student Placement Request Form is a Microsoft Word form that will be sent electronically to one or more School District personnel with whom Devereux collaborates on student placement. All Student Placement Request Forms shall constitute attachments to this Agreement notwithstanding Section 13 of this Agreement and are hereby incorporated herein.

e. For any student funded by the Pennsylvania Department of Education ("PDE") for whom Devereux begins receiving funding from PDE ("4010 Funding"), the School District will be responsible for payment for any portion of the applicable fees pursuant to Attachment A that is not funded by PDE, including without limitation, for Education Day and Related Services. Devereux shall promptly notify the School District if a 4010 Funding placement becomes available for a student receiving services under this Agreement.

f. Unless otherwise set forth herein Devereux shall not be responsible for the cost of any student's medical, dental or pharmacy expenses, medical insurance premiums, clothing expenses, transportation to and from Devereux, and other expenses generally considered as personal to an individual.

3. **Education Day.**

a. Extended School Year: The term Extended School Year ("ESY") means the portion of the school year taking place primarily in the summer months pursuant to the published Devereux ESY Calendar, available upon request.

b. Regular School Year: The term Regular School Year ("RSY") means the portion of the school year taking place primarily in the fall, winter and spring months pursuant to the published Devereux RSY Calendar for the calendar year covered by this Agreement.

c. Education Day: The term Education Day means a day during which an enrolled students receives education for at least one-half of the scheduled school day and includes all excused/authorized absences and unauthorized absences notwithstanding whether PDE remits payment for those days.

4. **Visitation.** The School District or its agents or employees, and any student's parents and/or guardians shall have the right to visit and observe Devereux's program and facilities during regular school hours pursuant to the applicable Devereux school handbook. Visitation must be scheduled prior to the visit.

5. **Reports to School District.** Upon request Devereux shall provide evidence of approval of its programs, together with a description of the programs and the types of students served, including

instructions and special services to be provided to students. Devereux shall provide such additional information reports, as the School District may reasonably require to be kept informed of a student's progress, including quarterly reports on forms provided by Agency and appropriate updated psychological, social and educational evaluations on or before June 1st of each year. Devereux shall promptly notify the School District in the event that Devereux's license or certificate to operate is revoked or suspended.

6. **Student Records.** Devereux will specifically maintain attendance records and progress reporting for each enrolled student. Upon withdrawal of a student from Devereux, all education records concerning the student may be returned to the School District upon request, provided, however, that Devereux may retain copies of such records consistent with its obligations under state and federal laws.

7. **Transfers and Discharges.**

    a. The School District shall fund all services provided to any student placed by the School District until the student is unenrolled, removed from the Devereux School, and no longer receiving Devereux Services.

    b. If payment responsibility for a student's education services changes to an alternate agency while the student is enrolled at a Devereux school (for example, if a student's family relocates to new district different from the School District that is a party to this Agreement), the School District is responsible to pay for all services rendered until such time that either (i) the alternate agency renders payment to Devereux; or (ii) the student is removed from the Devereux school.

    c. If, in Devereux's sole professional discretion, continued placement in a Devereux school is no longer appropriate for a student, Devereux will issue a thirty (30) day discharge notice to the School District. The School District is solely responsible for identifying and securing a new placement for any student that is the subject of a discharge notice. Devereux will provide all reasonable support to the School District to identify an alternate placement. A thirty (30) day discharge notice issued by Devereux hereby constitutes a notice to partially terminate this Agreement with respect to the student being discharged, pursuant to Section 1(b) herein. If a student continues to attend a Devereux school after the thirty (30) day discharge notice period ends, the School District shall reimburse Devereux the then prevailing Devereux standard rates for services rendered to the student. Devereux standard rates are available upon request.

8. **Assignment by Devereux.** Devereux may assign this agreement to an affiliated or controlled entity upon thirty (30) days written notice to the School District.

9. **Confidentiality.** Devereux will have access to student's confidential information including, but not limited to, information subject to HIPAA, FERPA and other related student information. Devereux agrees to treat such information as confidential in accordance with applicable federal and state laws.

10. **Insurance.** In accordance with its usual practices, Devereux agrees to maintain worker's compensation, professional liability, comprehensive general liability and automobile liability insurance or coverage. Devereux will provide proof of coverage to the School District upon request. The School District shall provide proof insurance to Devereux upon request.

11. **Independent Contractor Status.** The relationship of the parties shall at all times be that of independent contractors and not as employer-employee.

12. **Indemnification.** Each party hereby agrees to indemnify, defend and hold the other party harmless from and against any and all claims, suits, actions, damages, judgments, liabilities, fines, penalties and expenses, including reasonable attorney's fees and litigation costs, arising out of the indemnifying

party's alleged intentional or negligent acts or omissions. This provision shall survive any expiration, termination or non-renewal of this Agreement.

13. **Entire Understanding.** This Agreement constitutes the entire understanding between the parties as to the matters contained herein and there are no terms, covenants, conditions, representations, warranties or agreements expressed or implied, oral or written of any nature whatsoever other than as herein contained.

14. **Modification.** No modification of this Agreement shall be effective unless in writing and signed by the parties hereto. No forbearance to enforce any provisions of this agreement, or waiver of any breach hereof, shall be deemed a waiver of any other provision of right hereunder or any subsequent breach of default.

15. **No Waiver.** The failure of any party hereto to exercise any right, power or remedy provided under this Agreement or otherwise available in respect hereof at law or in equity, or to insist upon compliance by any other party hereto with its obligations hereunder, and any custom or practice of the parties at variance with the terms hereof, shall not constitute a waiver by such party of its right to exercise any such or other right, power or remedy or to demand such compliance.

16. **Severability and Situs.**

    a. Any provision of this Agreement deemed void or unenforceable by law, shall be stricken, and all remaining provisions shall continue to be valid and binding. The Parties agree that in the event of a void or unenforceable provision, that such provision shall be replaced with enforceable language that expresses the original intention of the stricken provision.

    b. All disputes arising out of or relating to this Agreement shall be governed exclusively by the laws of the The Commonwealth of Pennsylvania, without regard to its conflict of laws principles. All disputes arising out of or relating to this Agreement shall be resolved exclusively in the appropriate court venued in Allegheny County, Pennsylvania.

17. **Authorization.** The undersigned individuals certify and represent that all necessary approvals or authorizations have been obtained from their respective organizations and that they are authorized to sign this Agreement on behalf of their organization.

18. **Notices.** All notices hereunder shall be sufficient only if given in writing by certified mail, return receipt requested, to the address above set forth, or by personal delivery.

If to School District:

McKeesport Area School District
3590 Oneil Blvd
McKeesport PA 15132

If to Devereux:

TCV Community Services
1820 West Street, 4th Floor
Homestead Pennsylvania 15120

WITH A COPY TO: Devereux
Office of General Counsel
444 Devereux Drive
Villanova, PA 19085

ACCORDINGLY, in consideration of the terms and conditions herein, the parties duly executed this Agreement on the dates set forth below.

McKeesport Area School District	**TCV Community Services**
	Jessica Kalbach
Name :	Name : Jessica Kalbach
Title :	Title : Contracts Manager
Date :	Date : 7/7/26

ATTACHMENT A

Education and Related Services

Education Day Rates	
Devereux School	**Daily Rate**
Devereux TCV Day Academy	**$384.50**

Related Service	Rate
One-to-One Services	$47.00 per hour
Registered Behavior Technician	$52.00 per hour
Speech Therapy - Group	$70.00 per hour
Speech Therapy - Individual	$139.00 per hour
Occupational Therapy - Individual	$100.00 per hour
Occupational Therapy - Group	$50.00 per hour
Physical Therapy - Individual	$106.00 per hour
Physical Therapy - Group	$50.00 per hour
Mental Health Therapy - Individual	$104.25 per hour
Mental Health Therapy - Group	$52.00 per hour
School Psychological Evaluation	$1695.75 per evaluation
Reading Specialist - Group	$66.00 per hour
Reading Specialist - Individual	$132.00 per hour

Additional Terms and Conditions:

1. School District is responsible to reimburse Devereux for a minimum payment of half of the available ESY Education Days.
2. Payment for services begins on the date of admission and includes all days enrolled in the program, including but not limited to excused/authorized absences, hospitalization, and the first five (5) days of unauthorized absences.
3. If, at any time, new Related Services are made a part of the Student's Individualized Education Plan ("IEP"), School District hereby acknowledges and agrees that Devereux will be under a legal obligation to provide those additional services, and will seek compensation from the School District for those services consistent with the rates stated above, with or without notice to the School District, or if the Related Service is not listed above, then consistent with Devereux's then prevailing standard rates for the type of service added.

4. Payment is due within thirty (30) days from the date of the invoice sent to Agency. Late payments are subject to a finance charge equal to one percent (1%) per month on the unpaid balance, or the highest allowed by law, whichever is lower.

MASTER SERVICES AGREEMENT FOR EDUCATION

This **Master Services Agreement** ("Agreement") is made by and between TCV Community Services("Devereux"), a Pennsylvania nonprofit corporation with its principal place of business at 1820 West Street, 4th Floor, Homestead, Pennsylvania 15120 and McKeesport Area School District, (the "School District") with its principal place of business at 3590 Oneil Blvd, McKeesport, PA 15132.

NOW, THEREFORE, for and in consideration of the mutual promises and covenants contained in this Agreement, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follows:

8. **Term.**
    a. This Agreement will begin on 9/1/2026, and end on 6/30/2027.

9. **Termination.**
    a. Either party may terminate this Contract upon ninety (90) days written notice to the other party. In the event of termination, Customer shall pay for and TCV shall provide services up to the date of termination unless the Parties agree otherwise in writing.

10. **Duties of TCV.**
    a. TCV shall provide consultation services as more fully described in Attachment A, Compensation Schedule (hereinafter "Attachment A"), which is attached hereto and incorporated herein.

11. **Compensation.**
    a. Customer will pay TCV in accordance with the terms and conditions more fully described in Attachment A.

12. **Independent Contractor.**
    a. In performance of this work, duties and obligations, it is understood and agreed that TCV is at all times acting and performing as an independent contractor. Customer shall have no ability nor shall exercise any control or direction over the methods by which TCV, its officers, directors, employees, and agents perform their work and functions. The Parties agree and understand that this Agreement in no way limits TCV's ability to earn income from sources other than Customer.

13. **Ownership of Certain Property.**
    a. Customer hereby covenants and agrees that all written material or other property, tangible or intangible, arising out of or resulting from the performance of this Agreement, whether developed by Customer or TCV, are and shall remain the property of TCV. At the end of the independent contractor relationship, or upon the request of TCV, Customer shall return any and all information and materials to TCV immediately. Customer shall execute any documents reasonably requested by TCV to perfect clear title in such written material or other property. Any information or materials requested by TCV that cannot be physically returned to TCV shall be promptly deleted or destroyed by Customer.

14. **Data.**
    a. Customer shall be solely responsible for the accuracy of all data used in performance of TCV's Services.

15. **Indemnification.**
    a. Customer shall defend, indemnify and hold the TCV, its officers, trustees, employees, volunteers, and other contractors harmless from and against any and all liability, claims, suits, losses, damages and expenses (including without limitation costs of suit and reasonable attorneys' fees) related to or arising out of Contractor's negligent acts or omissions, wrongful conduct, violation of any state, regulation, or ordinance, and/or breach of this Agreement.

16. **Disclosure of Information.**
    a. In providing services under this Agreement, the Parties may have access to each other's confidential and proprietary information. The Parties agree to treat such information as confidential to the same extent that each protects its own confidential information of a similar character.

17. **Force Majeure.**
    b. If the provision of consulting services provided herein is prevented or abandoned by reason of fire, storm, national emergency, labor dispute, strike, lockout, civil disturbance, explosion, inevitable accident, government actions, acts of God, national or worldwide pandemic, or any reason not within the control of TCV, TCV shall not be liable in any way whatsoever for any expenditure or liability or loss, including consequential loss incurred by Customer.

12. **Damages.**
    b. Neither party shall be liable to the other for incidental, punitive, special, exemplary, indirect, or consequential damages, whether foreseeable or not, arising out of, or relating to this Agreement. In the event of a breach, the liability of TCV shall be limited to the fees set forth in Attachment A.

13. **Entire Agreement; Modification.**
    b. This instrument contains the entire Agreement of the Parties. There are no promises, representations, inducements, understandings, or other agreements not expressly set forth in this Agreement (including any attachments). This instrument may not be changed orally but only by agreement in writing and executed by appropriate authorized representatives of each Party.

14. **Severability.**
    b. Any provision of this Agreement deemed void or unenforceable by law, shall be stricken, and all remaining provisions shall continue to be valid and binding. The Parties agree that in the event of a void or unenforceable provision, that such provision shall be replaced with enforceable language that expresses the original intentions of the stricken provision.

15. **Assignment.**
    b. This Agreement may not be assigned, in whole or in part, by Customer without the prior written consent of TCV.

16. **Authorized Representatives.**
    b. The individuals executing this Agreement represent and warrant that they are dully authorized to execute and deliver this Agreement on behalf of their respective organizations.

17. **Situs.**
    b. This Agreement shall be governed by the laws of the Commonwealth of Pennsylvania without regard to its conflict of laws principles. All disputes arising out of this Agreement shall be resolved exclusively in the Courts of the Commonwealth of Pennsylvania with venue in Allegheny County.

18. **Notices.** All notices hereunder shall be sufficient only if given in writing by certified mail, return receipt requested, to the address above set forth, or by personal delivery.

If to School District:

McKeesport Area School District

3590 Oneil Blvd

McKeesport PA 15132

If to Devereux:

TCV Community Services

1820 West Street, 4th Floor

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WITH A COPY TO: Devereux

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444 Devereux Drive

Villanova, PA 19085

ACCORDINGLY, in consideration of the terms and conditions herein, the parties duly executed this Agreement on the dates set forth below.

McKeesport Area School District	**TCV Community Services**
Name :	Name : Jessica Kalbach
Title :	Title : Contracts Manager
Date :	Date : 7/7/26

ATTACHMENT A

2026-2027 School Based Mental Health Therapy Compensation Schedule

Service	Rate
Trauma-Based Intervention Specialist Credential: Bachelors	$88.00 per hour
Trauma-Based Intervention Specialist Credential: Masters	$93.50 per hour
School-Based Mental Health/Interventionist/Behavioral Support Staff Credential: Bachelors	$88.00 per hour
School-Based Mental Health/Interventionist/Behavioral Support Therapist Credential: Masters	$93.50 per hour
D&A Diversion Specialist	$110.00 per hour
SAP Liaison Credential: Bachelors	$88.00 per hour
SAP Liaison Credential: Masters	$93.50 per hour

Additional Terms and Conditions:

1. Payment is due within thirty (30) days from the date of the invoice sent to Agency. Late payments are subject to a finance charge equal to one percent (1%) per month on the unpaid balance, or the highest allowed by law, whichever is lower.

Title I Services Addendum

This Title I Services Addendum (the "Addendum") is entered into as of July 1, 2026 by and between McKeesport Area School District with district administrative offices located at 3590 O'Neil Blvd., McKeesport, PA 15132 (the "School/District") and the Allegheny Intermediate Unit an intermediate unit organized and operated under the laws of the Commonwealth of Pennsylvania, with its Central Office located at 475 East Waterfront Drive, Homestead, PA 15120 (the "AIU").

In consideration of the covenants contained herein, and under the authority of the Public School Code of 1949, as amended, intending to be legally bound, the parties to this Addendum do hereby covenant and agree as follows:

1. **Comprehensive Services Agreement**. This Addendum is subject to and incorporates the terms of the Allegheny Intermediate Unit Comprehensive Services Agreement – 2026-2027 as executed by the parties. To the extent that the terms of the Comprehensive Services Agreement conflict with this Addendum, the terms of this Addendum shall control.

2. **Services/Fees/Payment**. The AIU shall provide the School/District with the services to support students that reside in the School/District, but enroll and attend a non-public school ("Non-Public Students") as set forth in the scope of work attached hereto as Exhibit A (the "Services"). In exchange for the Services provided by the AIU, the School/District shall pay to the AIU the fees set forth in Exhibit A. The AIU will not invoice the School/District until and unless at least one Non-Public Student is identified to receive the Title I Services described herein. If at any point during the term of the Addendum no Non-Public Students are receiving Title I Services, then School/District will pay only for periods during which Services were provided by the AIU. The AIU shall invoice School/District twice annually. Invoices shall include supporting documentation describing the number of hours of Services received by each student in the applicable billing period. If this Addendum is terminated for any reason, School/District shall be responsible for paying AIU only for services rendered through the effective date of termination.

3. **Term/Termination**. This Addendum shall commence as of July 1, 2026 and remain in effect through June 30, 2027 unless otherwise terminated in accordance with the terms contained herein. This Addendum may be terminated for convenience by the School/District only if all eligible Non-Public Students are dismissed from the program, in which case the School/District shall pay the AIU in accordance with Section 2 above. This Addendum may be terminated for cause by either party in the event of a material breach by the other party following 30 days' written notice of such breach and intent to terminate, provided the breaching party fails to cure such breach. In the event of termination for cause, the AIU shall cease providing services as of the termination date and the School District shall be liable for Services rendered through the termination date.

4. **School/District Obligations.** School/District shall cooperate in good faith with the AIU in all matters relating to the Services and respond to AIU's reasonable requests for instructions, information or approvals required by the AIU to provide the Services in accordance with this Addendum. This obligation shall include but is not limited to School/District:

a. Providing the AIU with names of non-public schools identified to participate in Title I;

b. Assisting the AIU in identifying addresses of students who reside in Title I attendance areas;

c. Informing the AIU of any and all circumstances which may directly or indirectly affect the performance of this Agreement, including changes in the original funding allocation; and

d. Providing the AIU, prior to or upon commencement of Services, with written notice of any School/District policies applicable to the AIU's provision of Services.

5. **Counterparts.** This Agreement may be executed in counterparts, each of which, when executed and delivered, shall be deemed an original and all of which, taken together, shall constitute one and the same instrument, even though both Parties are not signatories to the original or the same counterpart. Furthermore, the Parties may execute and deliver this Agreement by electronic means. Each of the Parties agrees that the delivery of the Agreement by electronic means will have the same force and effect as delivery of original signatures and that each of the Parties may use such electronic signatures as evidence of the execution and delivery of the Agreement by both Parties to the same extent as an original signature.

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the parties hereto have set their hands and seals the date first above.

ATTEST: **SCHOOL/DISTRICT**

_____ By:_____

Secretary President
Board of Directors

ATTEST: **ALLEGHENY INTERMEDIATE UNIT**

_____ By:_____

Secretary President
Board of Directors

Exhibit A

Scope of Work

Description of Services/Deliverables:

The AIU shall provide the following services:

1) Title I Remedial reading and math instructional services for Non-Public Students attending the following non-public schools:

Cornerstone Christian Preparatory Academy ;	Divine Mercy Academy ;
Hillel Academy ;	Mary of Nazareth Catholic School ;
Pittsburgh Christian Academy ;	Sister Thea Bowman Catholic Academy ;
St. Benedict the Moor and	St. Therese School.

Selection of students for receipt of the remedial instructional services will be determined through multiple criteria, including but not limited to standardized assessment scores, student referrals, and classroom assessments. Barring scheduling interruptions, Non-Public Students will receive remedial instructional services a minimum of twice per week with session length as requested by the Non-Public Student's Non-Public School (ranging 30 – 40 minutes at the student's Non-Public Schools). The AIU's provision of Services is subject to availability of staff. The AIU will provide the School/District with a list of participating Non-Public Students in October and will verify any new referrals with School/District throughout the year.

The AIU will administer Imagine+ assessments upon initial referral of each Non-Public Student during fall, winter, and spring benchmark assessment windows. Performance data will be sent to School/District at the completion of the school year or upon School/District request. The AIU will provide a template for performance goals that School District may use for eGrants reporting.

2) Parent and family engagement activity services will be provided by the AIU to the School/District for no additional fees regardless of Title I set-aside for such services. Parent and family engagement activity services include, but are not limited to open house and parent/guardian conferences, family nights, off-site family events, and additional school-specific opportunities as applicable.

In providing the Services, the AIU will:

- Provide instructional services by an appropriately certified teacher, as required by Title I
- Use appropriate evaluative testing/screening procedures and materials
- Provide small group supplemental reading and math instruction for participating non-public school students

- Provide the School/District with the data necessary to complete its Title I responsibilities including assessment data and related data
- Meet with non-public school administrators to review services provided to participating students

- Require AIU teachers delivering the Services to complete the following requirements in addition to providing the weekly instructional periods:
    - Conduct benchmark testing and progress monitoring as needed for all Non-Public Students receiving Services
    - Maintain records of assessment data, instructional activities, and attendance for participating Non-Public School students
    - Meet with parents/guardians of participating Non-Public Students for conferences as requested

Key Personnel:

AIU: Dr. Kelly Noyes, Kelly.noyes@aiu3.net

School/District: Jenna Mozzocio, jmozzocio@mckasd.net

Fees:

At the time of execution of the Addendum, School/District's per pupil allocation for each Non-Public school is listed below (the per-pupil allocation times the number of low income Non-Public Students):

Non-Public School	**Allocation**	**Parent and Family Engagement Funds**
Cornerstone Christian Preparatory Academy	$ 15,581.84	$ 91.59
Divine Mercy Academy	$ 1,947.73	$ 11.45
Hillel Academy	$ 15,581.84	$ 91.59
Mary of Nazareth Catholic School	$ 107,125.15	$ 526.63
Pittsburgh Christian Academy	$ 27,268.22	$ 160.28
Sister Thea Bowman Catholic Academy	$ 7,790.92	$ 45.79
St. Benedict the Moor	$ 7,790.92	$ 45.79

St. Therese School	$ 1,947.73	$ 11.45
Total School/District Allocation:	**$186,018.92**	

In the consideration of the Services provided hereunder, the School/District shall compensate the AIU as follows:

The School/District shall pay the entire Total School/District Allocation listed above.

*School/District's final Title I allocation may not be determined until after March 1st. In the event that School/District's allocation is adjusted, the Total School/District Allocation stated herein shall be accordingly increased or decreased and the AIU's final invoices shall account for any such adjustment to the School/District's Title I allocation.

Melissa Boston, Ed.D.
Professor and Consultant, Mathematics
Education (Bio or vitae available upon request.)

1953 Fairview School Road
Ellwood City, PA 16117
Phone 724-944-3324
bostonm@duq.edu

INVOICE

INVOICE #01
DATE: JULY 22, 2026

To:

McKeesport Area School District

For:

2026-2027 Mathematics Leadership Support

DESCRIPTION	Number of days @ $1000/day	AMOUNT
July 28: Math Leaders Session 1 (see description attached). 1 day planning and 1 day delivery. Mileage: 66.2 miles x 2 @ 0.725/mile = $96	2 days	$ 2000 $ 96
Aug 4: Math Leaders Session 2 (see description attached). 1 day planning and 1 day delivery. Mileage: 66.2 miles x 2 @ 0.725/mile = $96	2 days	$ 2000 $ 96
Aug 11: Principals Session 1 (see description). ½ day planning and ½ day delivery. Mileage: 66.2 miles x 2 @ 0.725/mile = $96	1 day	$ 1000 $ 96
Aug TBD: Principals Session 2 (see description). ½ day planning and ½ day delivery. Online delivery.	1 day	$ 1000
Check-in meetings: 1.5 hours x 5 meetings (see dates and description).	1 day	$ 1000
TOTAL (not to exceed; total will be adjusted to reflect actual work if schedule changes occur)	**7 days**	**$ 7,288**

Melissa Boston

7/22/2026

Signature

Date

Make all checks payable to **Melissa Boston**.
Total due after completion of services.
THANK YOU!

McKeesport Math Leadership Workshop Plan 2026-2027

Session 1: Mathematical Tasks and Lessons that Support Thinking, Reasoning, and Sense-Making	Principals (Look-fors)	Moved to Aug 11	8:00-11:00	In person
	Math Leaders (Taking Action)	July 28	8-9 Data team 9:00-11:30 /12:30-2:30 Working Lunch 11:30-12:30	In person
Session 2: Promoting Student Engagement and Mathematical Discussions	Math Leaders (Taking Action)	Aug 4	8:00-2:30	In person
	Principals (Look-fors)	TBD	9:00-11:00	Zoom
Sept Check in: Debrief Aug 17 PD Check in for Oct 2 PD	Math Leaders	Sept 24	3:00-3:30 Sec 3:30-4:00 All 4:00-4:30 elem	Zoom
Oct Check in: Debrief PD Check in for Nov 2 PD	Math Leaders	Oct 22	3:00-3:30 Sec 3:30-4:00 All 4:00-4:30 elem	Zoom
Nov/Dec Check in: Debrief PD so far Plan for Jan 15	Math Leaders	Dec 10	3:00-3:30 Sec 3:30-4:00 All 4:00-4:30 elem	Zoom
Feb Check in: Debrief PD so far	Math Leaders	Feb 25	3:00-3:30 Sec 3:30-4:00 All 4:00-4:30 elem	Zoom
Principal check-in Spring Look-fors	Principals	Jan 15	9:00-11:00	Zoom

Stipend:

- **Melissa Boston requesting $7000 stipend, plus mileage for July 28, Aug 4, Aug 11**
- **3 days PD and 3 days planning @ $1000/day ($6000), plus equivalent of 1 day in follow-up meetings ($1000; minimal planning required).**

Description of Work:

Session 1: Participants will explore features of tasks and lessons that support students' engagement in mathematical thinking, reasoning, and sense-making.

- **Principals** will be given the "What are Teachers Doing" and "What are Students Doing" checklists from the Taking Action series (specific to elementary, ML, and HS). We will engage in a math task together and watch video(s) of math lessons to identify the "look fors."
- **Math Leaders** will engage in a set of PD activities from the Taking Action series (task, video or written case) around the effective teaching practices that feature goals, tasks, and task implementation. After engaging as "PD participants," we will discuss how to use the Taking Action materials (books, online resources) as PD leaders.

Session 2: Participants will consider how to encourage and promote student engagement and mathematical discussions.

- **Principals**: Similar format to Session 1, but with a focus on student engagement and discussion. Similar "look for" tools from Taking Action will be provided.
- **Math Leaders**: Similar format to session 1, but with a focus on the effective teaching practices that feature student engagement and discussion. We will also plan how they will use the materials on the Aug 17 content PD days and map out the Oct 2, Nov 2, Jan 15 and ongoing PLC meetings, including use of the "Connecting to your classroom," assignments for teachers at the end of each chapter.

Check-ins with Math Leaders: Monthly check-ins in to keep the momentum going, debrief PD, and plan for upcoming PD; zoom, 1.5 hrs.

- Sept: Debrief Aug 17-18 PD with the Math Leaders; plan for PD on Oct 2.
- Oct: Debrief Oct 2 PD; plan for Nov 2
- Dec: Debrief Nov 2 PD; plan for Jan 15
- Feb: Debrief PD so far, discuss "connecting to the classroom" assignments

Check-in with Principals: Jan 15: Debrief walk-through so far. Discuss spring "look-fors"

Melissa Boston: Bio

Dr. Melissa Boston is a Professor of Mathematics Education at Duquesne University, where she teaches mathematics methods courses for elementary, middle school, and high school teachers. Melissa served on the National Council of Teachers of Mathematics Board of Directors (2020-2023), NCTM's Student Explorations in Mathematics committee, as Associate Editor of *Mathematics Teacher Educator* (2012-2015), as Series Editor for NCTM's 2017-2018 *Annual Perspectives in Mathematics Education*, and on NCTM's *Principles to Actions Toolkit* development team. Melissa is lead author of NCTM's *Taking Action: Implementing Effective Mathematics Teaching Practice Grades 9-12* and *Making Sense of Mathematics for Teaching to Inform Instructional Quality* (Solution Tree). She has published her work in several scholarly journals and book chapters. Melissa provides professional development and conducts research nationally. She has obtained and directed grants for professional development projects from the Heinz Foundation, National Science Foundation, Pittsburgh Foundation, PPG Foundation, Remake Learning, and Spencer Foundation. She has served as external evaluator for Mathematics-Science Partnership grants, Noyce grants, and on several research advisory boards. In her research, Melissa examines mathematics teaching and learning through classroom observations and collections of students' work, using the Instructional Quality Assessment (IQA) in Mathematics Toolkit, for which she serves as lead developer.

LATINO COMMUNITY CENTER

Memorandum of Understanding

This Memorandum of Understanding ("MOU") is entered into this first day of September, 2026 by and between **Twin Rivers Elementary School of the McKeesport Area School District** (the "District"), with an address of 1600 Cornell St, McKeesport, PA 15132, and the **Latino Community Center** (hereinafter referred to as "Provider") an organization operating and existing under the laws of the Commonwealth of Pennsylvania, with a business address 5750 Baum Blvd, 2nd Floor, Pittsburgh, PA 15206.

WHEREAS, the Latino Community Center (LCC) works with newly arrived or established Latinx individuals located across Allegheny County. This includes children of all ages, the elderly, single mothers, LGBTQIA+ people, non-English speakers, people with disabilities, and other marginalized groups. The LCC provides family and educational programs and services where needed in Allegheny county; and

WHEREAS, McKeesport as a whole has seen population decline (-10.2% in 2020 compared to 2010), but the number of Hispanic/Latinx residents has grown more there than almost any other municipality in the South Hills and lower Mon Valley. The LCC's model is built upon the voices of members of the Latino community shaping the LCC's priorities. The LCC knows that as the Latino population increases, its needs also continue to diversify and grow as well; and

WHEREAS, The LCC hopes to collaborate with Twin Rivers Elementary School (Twin Rivers) to bring SOY (Supporting Our Youth) Pittsburgh, our bilingual after-school program for Latinx youth in grades K-5, to McKeesport. SOY Pittsburgh aims to bring high quality afterschool programming to develop academic advancement, cultural empowerment, social-emotional learning, and family engagement in students; and

WHEREAS, the District and the Provider wish to set forth the details of their partnership in a formally executed Memorandum of Understanding ("MOU").

NOW, THEREFORE, with the intent to be legally bound hereby, the parties to the MOU set forth the following as the terms and conditions of their understanding.
The District and the Provider hereby agree as follows:

1. **Background**.
   The Latino Community Center is a **nonprofit** provider of programs to Latinx families in Allegheny county. The primary focus of SOY Pittsburgh is to provide a bilingual after-school program that exists to improve academic outcomes for Latinx youth, while simultaneously building students' pride in their native language and heritage. SOY Pittsburgh is dedicated

to their 4 main goals: academic advancement, cultural empowerment, social-emotional development, and family engagement.

Description of Organization and Program as written by the Provider:

SOY Pittsburgh addresses academic needs in the Latinx community by employing certified and experienced teachers, partnering with local universities, collaborating closely with school staff, and utilizing student data to guide daily homework help and personalized tutoring time. This, along with the use of evidence-based online reading and math programs, allows SOY staff to track student academic data and help students improve their learning and grades. Finally, families are an integral part of SOY Pittsburgh. SOY staff and other LCC personnel hold parent meetings on topics of interest, attend parent-teacher conferences as interpreters and advocates, and act as liaisons to improve family engagement and communication within the school. SOY Pittsburgh broadens students' horizons through experiential learning and field trips, providing them with important and influential experiences that contribute to their growth. Culture and pride in students' heritage come through Spanish language instruction and SOY's community partnerships, such as a Latinx artist in residence program and Latin dancing.

2. **Term.**

The term of this MOU shall commence on the date it is approved or ratified by the McKeesport Area School District (the "Effective Date") and shall expire on August 31, 2027 or can be extended by agreement of the Parties.

3. **Scope of Work.**

3.1. **No Cost.** This MOU is a non-monetary agreement between the Parties and is not intended to result in any direct or indirect costs to the District.

3.2. **Responsibilities of the Provider and the District.**

3.2.1. Provider

A. **Student supervision:** The Provider shall supervise all students who participate in the program from the moment they arrive at the program until they board their bus. The Provider is responsible for their own contract with the bus company.

B. **Transportation:** The Provider will provide any SOY students with transportation to their homes after the scheduled programming from Twin Rivers.

C. **Parental Communication:** The Provider shall communicate with parents for all program-related matters.

D. **District Communication:** The Provider shall communicate with the District with important information regarding all program-related matters.

E. **Program Facilitation and Materials:** The Provider will provide all materials necessary for program facilitation. The Provider is responsible for planning and implementing program activities.

F. **Space Maintenance:** The Provider agrees to keep all spaces clean and orderly. The Provider acknowledges that they are sharing a space, and will treat it with the utmost respect.

G. **Provider Reports:** The Provider shall submit enrollment reports on, at least, a quarterly basis.

H. **Provider and District Meetings:** The Provider shall attend monthly meetings with McKeesport faculty and/or administration, as needed. These meetings are an opportunity for the District and the Provider to share timely information, to work together to solve problems, and to plan for the future. The District and Provider will work together to schedule these meetings. Optional additional meetings may also be held throughout the year.

3.2.2. District

A. **Provider Communication:** The District will communicate with the provider about any changes to the academic calendar, staff directory, and school policies and procedures.

B. **Transportation:** The District will provide any SOY students who attend Francis McClure Elementary School with busing to Twin Rivers so that they can get the same programming as the students in Twin Rivers.

C. **Program Space:** The District will provide the Provider with access to room 104 or a similar space within Twin Rivers Elementary School with adequate space for 40 people. Space should include tables or desks, chairs, and access to electrical outlets. Space will have a location to store program materials throughout the program duration.

D. **Access to Educational Spaces:** The District will provide the Provider with access to educational spaces within Twin Rivers Elementary School. These may include the library, computer lab, STEM lab, and other facilities as they become available. The Provider acknowledges that these are shared spaces, and will communicate accordingly with all parties when space is needed.

E. **Access to Recreation Areas:** The District will provide the Provider access to recreation spaces on school grounds. These may include sports fields, playgrounds, cafeterias, and gymnasiums. The Provider acknowledges that these are shared spaces, and will communicate accordingly with all parties when space is needed.

F. **Recruiting:** The District will assist the Provider with the recruitment of Latinx students in grades K-5. This includes distributing flyers, posting on District social media pages, and directly reaching out to families as needed.

G. **Student Data:** The District will provide the Provider with student data in accordance with District policy and all applicable confidentiality laws and regulations (see Section 3.2). Data will include Grades and Attendance. The District agrees to share data as it becomes available to share.

H. **Provider and District Meetings:** The District will have monthly meetings with LCC personnel. These meetings are an opportunity for the District and the Provider to share timely information, to work together to solve problems, and to plan for the future. The District and Provider will work together to schedule these meetings. Optional additional meetings may also be held throughout the year.

3.3. Cancellations

3.3.1. The Provider shall inform the District of any program cancellations at least 24 hours prior to the cancellation with the following exceptions:

A. **Inclement weather:** In the event of inclement weather where school is not cancelled, the Provider will decide whether or not it is safe to operate program. The Provider shall inform the District before 12:00pm of any cancellations due to inclement weather. The Provider shall communicate with families about cancellations due to inclement weather. Program participants will be dismissed normally and take their usual transportation home.

B. **School Emergencies:** In the event of school emergencies (such as but not limited to active shooters, lockdown situations, and facility/maintenance emergencies), the Provider will decide whether or not it is safe to operate program. The Provider shall inform the District as soon as possible of any cancellations due to school emergencies. The Provider shall communicate with families about cancellations due to school emergencies. Program participants will be dismissed normally and take their usual transportation

home.

C. **Personnel Emergencies:** In the event of personnel emergency (where an inadequate number of program staff can be present), the Provider may need to cancel program. The Provider shall inform the District as soon as possible of any cancellations due to personnel emergencies. If possible, the Provider shall communicate with families about cancellations due to personnel emergencies. Program participants will be dismissed normally and take their usual transportation home.

3.4. Confidentiality.

3.4.1. All student data provided by the District is considered to be confidential under this MOU as well as under the Family Educational Rights and Privacy Act (FERPA), 20 USC Section 1232g as well as any other federal or state statutes or regulations pertaining to student records, and will only be released in accordance with the applicable laws and regulations. All student data provided by the District shall be maintained by the Provider in a secure location.

3.4.2. Provider hereby acknowledges and agrees that any confidential documents and/or date provided by the District shall not be disclosed, discussed or transferred to any third party and any student data or information provided to the Provider shall only be disclosed to employees of the Provider and District employees who are directly involved in the Provider's program, or to other parties so long as no personally identifiable information is discernable.

3.4.3. Upon the expiration of this MOU, all student data and information shall be returned to the District or destroyed. Provider shall provide written verification that all copies of student data, information and documents, including electronic or other media versions, have been returned to the District or destroyed. Provider shall, however, be permitted to continue to possess aggregate numbers and statistics created based on student data which is used to measure the effectiveness of the provider's program.

3.4.4. Provider understands and agrees that should the District find that the Provider has violated Section 3.3 or any of the applicable laws and regulations regarding confidentiality of student records, the District shall be entitled to immediately cease providing data for the program and shall prohibit the Provider access to information from education records for a period of not less than five (5) years. District understands that the provider may conduct both qualitative and quantitative research to determine the effectiveness of its programs. The Provider commits to not engaging in any research activities without first submitting to and receiving approval

through the District IRB process. Provider further acknowledges that any qualitative or quantitative research it conducts is done independently and is in no way conducted on behalf of the District.

3.5. **Clearances.** Provider staff, contractors and volunteers that will have direct contact with students shall obtain all clearances required by the Pennsylvania School Code and the Pennsylvania Child Protective Services Law, including 24 P.S. §1-111, 24 P.S. §1-111.1, 23 Pa.C.S. §6344, and 23 Pa.C.S. §6344.2

4. Intellectual Property.

4.1. **Copyright.** The District reserves copyright in all written and electronic materials developed by the District or District employees as part of their employment with the District. District materials may not be copied or otherwise reproduced without the express written permission of the District. Provider reserves copyright in all written and electronic materials delivered and developed by the Provider pursuant to this MOU, including materials developed by the Provider with input from District staff. These items may not be copied or otherwise reproduced without the express written permission of the Provider.

4.2. **Trademark and Trade Name.** This MOU does not give the Provider any ownership rights or interest in District trade names or trademarks. This MOU does not give the District any ownership rights or interest in the Provider's trade names or trademarks.

4.3. **Use of District's Name or Trademarks.** The Provider shall be able to use the District's name for the purposes of listing the District as a partner in publications such as advertisements, reports, publications, and web postings for the duration of the MOU. The Provider shall obtain approval from the District prior to usingthe District's trademarked logos in any public communications including but not limited to advertisements, reports, publications and web postings. As an external provider seeking funding for a project that directly involves District schools, District staff, or the District as a whole, Provider may not include the District in a proposal and/or any type of supporting document until the Superintendent's approval has been received through the approval process. Provider will notify District of any media interest and/or opportunities that relate to the relationship between the District and the Provider as noted in this MOU.

4.4. **Use of Provider's Name or Trademarks.** Provider agrees to permit the District to feature Provider's name and/or logo in a listing of its out-of-school partners in various District communications including but not limited to advertisements, reports, publications and web postings. District shall obtain prior approval from Provider of any description of Provider's services for District communications

and/or proposal purposes. District will notify Provider of any media interest and/or opportunities that relate to the relationship between the District and the Provider as noted in this MOU.

5. **Indemnification and Insurance.** Provider will indemnify and hold the District harmless from any and all liability arising from this MOU. The Contractor shall, at his, her, or its sole cost and expense, maintain in full force and effect, during the term of this MOU, Comprehensive General Liability Insurance for personal injury and property damage with a $250,000 coverage limitation for each occurrence and $500,000 aggregate coverage for personal injury and property damage and shall furnish the District with a Certificate of General Liability Insurance before services begin. The certificate must name the District as an additional insured.

6. **Evaluations.** The District reserves the right to evaluate Provider's program and its effectiveness as needed throughout the term of this MOU.

7. **Independent Contractors.** During the performance of this MOU, the employees of one party will not be considered employees of the other party within the meaning of any federal, state or local laws or regulations including, but not limited to, laws or regulations covering unemployment insurance, old age benefits, workers compensation, industrial accident, labor or taxes of any kind nor within the meaning or application of the other party's employee fringe benefit programs for purposes of vacations, holidays, pension, group life insurance, accidental death, medical, hospitalization and surgical benefits. The District's employees who perform the obligations of the District hereunder shall be under the employment and ultimate control, management and supervision of the District. Provider's employees who are to perform the services to be completed by Provider hereunder shall be under the employment and ultimate control, management and supervision of the Provider. Nothing contained herein shall be construed to imply a joint venture, partnership or principal-agent relationship between the District and the Provider, and neither party shall have the right, power or authority to obligate or bind the other in any manner whatsoever, except as otherwise agreed to in writing.

8. **Assignment.** It is expressly understood by the Provider that the rights and obligations of this Agreement may not be assigned or subcontracted by the Provider without the express written consent and approval of the District.

9. **Termination.** This MOU may be terminated by either party at any time for any reason upon written notice to the addresses set forth in Section 13.

10. **Entire Understanding.** This MOU constitutes the entire and sole understanding between the parties with respect to the subject matter hereof and supersedes any prior written agreements and any prior, contemporaneous or subsequent oral understanding, with respect to the subject matter hereof.

11. **Modification or Amendment.** There shall be no modifications or amendments to this MOU, except in writing, executed with the same formalities as this instrument.

12. **Conflict.** In the event of any conflict, ambiguity or inconsistency between this MOU and any other document which may be annexed hereto, the terms of this MOU shall govern.

13. **Notices.** Any notices and other communications provided hereunder shall be made or given hereunder by either party by facsimile or email as set forth below or delivered by hand or by U.S. Mail to the party at the address below

FOR THE DISTRICT:
Mrs. Sade Johnson, Principal
Twin Rivers Elementary School
1600 Cornell St
McKeesport, PA 15132
Phone: 412-664-3770
Email: sbanks@mckasd.net

FOR PROVIDER:
Mónica Méndez, Director of Programs
Latino Community Center
5750 Baum Blvd., 2nd Floor
Pittsburgh, PA 15206
Phone: 412-335-7446
Email: mmendez@latinocommunitycenter.org

IN WITNESS WHEREOF, the parties hereto set their hands and seals the date first above.

ATTEST: Latino Community Center

Mónica Méndez
Director of Programs

ATTEST:McKeesport Area School District

Mrs. Sade Johnson
Principal

Mr. John Domarsky
Assistant Principal

Approved as to Form Only:
Date of Board Approval: _____

Solicitor/Asst. Secretary _____

PowerSchool

Sales Quote - This Is Not An Invoice

PowerSchool Group LLC
150 Parkshore Dr.
Folsom CA 95630

Quote #:	Q-879579-1
Quote Expiration Date	12-AUG-2026

Prepared By:	Stephen Thomas	Customer Contact:	Joseph Villella
Customer Name:	McKeesport Area School District	Title:	Business Manager
Enrollment:	3,046	Address:	3590 Oneil Blvd
Contract Term:	12 Months	City:	McKeesport
Start Date:	August 14, 2026	State/Province:	Pennsylvania
End Date:	August 13, 2027	Zip Code:	15132
Payment Terms:	Net 30	Phone #	(412) 664-3608
		Pricing Vehicle Contract #:	

Contract Term : August 14, 2026 to August 13, 2027

Quote Summary

License and Subscription Period(s)	License and Subscription	Implementation/ Training	Total
Subscription Period 1: August 14, 2026 to August 13, 2027	USD 0.00	USD 23,040.00	USD 23,040.00
Total Contract : August 14, 2026 to August 13, 2027	USD 0.00	USD 23,040.00	USD 23,040.00

Period 1 : August 14, 2026 to August 13, 2027

Professional Services and Setup

Product Description	Quantity	Unit	Price
eFinancePlus Consultation T/M	96.00	Hour	USD 23,040.00

Professional Services and Setup : **USD 23,040.00**

Training Services : USD 0.00

Term 1 Total Fees : USD 23,040.00

Amount to be invoiced as incurred	**USD 23,040.00**

Total Contract Amount: : **USD 23,040.00**

SERVICES ONLY QUOTE

The Start Date may be delayed based upon the date that PowerSchool receives this executed quote or Customer's purchase order if one is needed. Any applicable sales or other tax has not been added to this quote. If this quote includes promotional pricing, such promotional pricing may not be valid for the entire duration of this quote. All invoices shall be sent to Customer upon or promptly after execution of this quote, unless otherwise set forth in the applicable statement of work or executed agreement between the parties (e.g., services billed on time and material basis will be invoiced when such services are incurred).

All purchase orders must include the exact quote number of this quote. Customer agrees that purchase orders are for administrative purposes only and do not impact the terms or conditions of this quote or any agreement executed between the parties. Any credit provided by PowerSchool is nonrefundable and must be used within 12 months of issuance. Unused credits will expire after 12 months.

If Customer pays in advance for any professional services, all professional services must be scheduled and delivered within twelve (12) months of the applicable quote start date, unless otherwise agreed in writing by PowerSchool; any portion of any prepaid amount for professional services that has not been used within such twelve (12) month period will be forfeited.

This quote incorporates any statement of work attached hereto. By execution of this quote, or its incorporation, this and future purchases of subscriptions or services from PowerSchool are subject to and incorporate the terms and conditions found at: https://www.powerschool.com/MSA_2024

Notwithstanding anything to the contrary anywhere else, after the contract term set forth above, this quote can only be renewed upon mutual written agreement by the Parties.

THE PARTIES BELOW ACKNOWLEDGE THAT THEY HAVE READ THE AGREEMENT, UNDERSTAND IT AND AGREE TO BE BOUND BY ITS TERMS.

POWERSCHOOL GROUP LLC	McKeesport Area School District
Signature:	Signature:
Printed Name: Jon Scrimshaw	Printed Name:
Title: Chief Accounting Officer	Title:
Date: 14-JUL-2026	Date:

*****Sales Quote - This Is Not an Invoice*****

Krise Drivers
August 2026

1. Shatina Freeman
2. Kristin Milslagle
3. Barbara Mahaffey
4. Andrew Verner
5. Danika Gadsden
6. Thomas Yeager
7. Gretchen Mullaney
8. Albert Brady
9. Stephanie Pollock
10. Moriah Crosby
11. Kheena Barbour
12. Samantha Stipanik
13. Bruce Ackerman
14. Katelyn Jordan
15. Veronica Turner
16. Doris Ingram
17. Tammy Whiteman
18. Estella Walker
19. Richard Mullaney
20. Sidney Walker
21. Christina Weaver
22. Keith Henry
23. Flaminty Evans
24. Jonathon Shevlin
25. Richard French
26. Micaela Allen
27. Helen Zahorchak
28. Daniel Geschke
29. Raymond Dougherty
30. Tyasiah Pirl
31. Anette Gale
32. Jimmie McCaskill
33. Loreatha Tate (Kelley)
34. Monica Carruthers
35. Alina Bivins-Brown

36. Dexter Parchment
37. Joann Gainer
38. Lorraine Husok
39. Ladonna Coulter
40. Devin Lee
41. Ebony Smith
42. Staisey Zuzak
43. Cora Ashely
44. Ursella Paolchko
45. Anthony Denardo
46. Bonnie Hawkins
47. Star Allison
48. Allen Freeman
49. Phylis Chedwick
50. Dewayne Ballas
51. Teneshia Cash
52. James Morency
53. Taylor Clinton
54. Twyla Perdue
55. Melia Harris
56. Crystal Grant
57. Shadia Shealey
58. James Tomko
59. Raquel Hurd
60. Tyrone Williams
61. Walter Riley
62. Irene Thornton
63. Tawana Bray
64. Mark Bacco
65. Terri Goreck
66. A'naudya Robinson
67. Karen Jones
68. Marcie Webb
69. Amy Andrekanic
70. Amber Csorba
71. Tammy Moore
72. Phyllis Bray
73. Ketisa Plum

74. Aliyah Barrett
75. Latoya Goldsmith
76. Bobby Sue Broderick
77. Lillian McClain
78. Henrietta Murray
79. Matison Teasdale
80. Kimberly Pollack

COMBUSTION SERVICE & EQUIPMENT CO

June 12, 2026

Scott Smith
McKeesport Area School District
3590 O'Neil Blvd
McKeesport, Pa. 15132

Subject: Founder Hall – Boilers

Per our resent communication and site visit, I have prepared this proposal, to repair the boilers in Founders Hall. The insulation has deteriorated on Boilers #1, #2, #3 and needs to be repaired. The boiler jackets are showing hot spots, as well as some burners and lower panels that require replacement. Also, Boiler #2 has a failed time delay relay and draft prove relay. We propose the following work to restore the above-referenced equipment to proper working order:

SCOPE OF WORK

- Provide materials for repairing the boiler insulation on Boilers #1, #2 and #3, six (6) burner tubes, three (3) lower panels, one (1) time delay relay, one (1) draft proof relay.
- Install the above items per manufacturers' instructions and specifications.
- Work to be performed following applicable codes and safety standards.
- Restart equipment per manufacturer's instructions and specifications, to ensure proper operation.

Total Cost of Labor and Materials for the Scope of Work: $13,950.00

- Pricing will remain valid for 30 days.
- All work is to be performed during normal working hours.
- This quotation does not include any additional work, which is required but not readily apparent currently.
- Payment Terms: Net 30
- This offer is made though Costars program – Combustion Service and Equipment: SAP Vendor 143028, Contract Number – 008-E22-784.
- Our terms and condition, a copy of which is attached, form a part of and are incorporated into this proposal.

If you have any question, please contact me. We can proceed with this matter once a signed agreement or purchase order is forwarded. Thanks for working with us on your boiler requirements.

COMBUSTION SERVICE & EQUIPMENT

Sincerely,

KOT604

Keith O'Toole
Boiler Service Sales Engineers
Costar #143028

Enclosures: Terms and Conditions

Accepted By: _____

Title: _____

Date: _____

TERMS & CONDITIONS

1. Proposal; Terms. The terms and conditions herein contained form a part of the foregoing proposal, quotation, acknowledgment or confirmation (collectively the "Proposal") and may not be altered, amended or waived by CS&E except in writing signed by a duly authorized representative of CS&E. This Proposal constitutes an offer to furnish the equipment, parts and other items covered hereby (the "Equipment") and to provide services described in this Proposal all upon and only upon the express terms and conditions set forth herein and elsewhere in the Proposal. CS&E objects to and hereby rejects any additional or different terms or conditions proposed or requested by Customer unless expressly set forth in and made a part of this Proposal.

2. Duration of Offer. This Proposal expires at the option of CS&E unless an acceptance is received at the offices of CS&E within 30 days from the date hereof and is subject to change by CS&E at any time prior to acceptance.

3. Prices; Licenses. Prices are based on, and delivery will be made, F.O.B. point of shipment. Customer agrees to pay when and as due in accordance with applicable law, all sales, excise, use, gross receipts, value added and similar taxes and to secure at its sale cost and expense all applicable licenses and permits, whether Federal, State or local.

4. Overtime. Unless otherwise agreed, all work and services required shall be done on a one-shift, straight time basis. If Customer requests work on any different basis, Customer will compensate CS&E for any additional expenses including, overtime, bonus or shift premiums, applicable payroll taxes, workmen's compensation and liability insurance premiums, fringe benefits and administrative overhead.

5. Payment. Customer shall pay the net amount due in full in accordance with the terms set forth in this Proposal or in the absence of any specific terms within 30 days of invoice by CS&E. Customer will pay interest with respect to amount which is not paid when due at the rate of one and one-half percent (1-1/2%) for each calendar month (or fraction thereof) that such charge remains unpaid. All amounts are payable without deduction, setoff, recoupment, counterclaim, or backcharge, of any type or nature unless expressly approved in writing by CS&E.

6. Delivery and Performance. Dates for delivery or performance are CS&E's best current estimate of delivery or performance and are subject to change. CS&E shall have no liability or responsibility for any delay in or failure of delivery, installation or other performance resulting from or attributable to Acts of God, fire, riot, war, labor disputes, strikes, conditions of premises, unavailability of materials or supplies, or acts or omissions of Customer, or nay contractor, subcontractor or supplier to CS&E.

7. Spare Parts. Spare parts are not included in this Proposal unless provided for expressly. At the request of Customer, spare parts will be quoted separately.

8. Patents. In the event that any of the Equipment or component (collectively, "Component") manufactured and furnished by CS&E infringes or is claimed to infringe any United States patent, CS&E agrees that it will at its election either (1) procure the rights for Customer to use the Component, (b) replace the Component with a non-infringing Component, or (c) refund to Customer the purchase price of the Component net of a reasonable allowance for depreciation and retake possession thereof. CS&E's responsibility under this Section is conditioned upon prompt receipt of written notice of any claim, action or lawsuit of which Customer becomes aware (within a time period as to allow CS&E to defend the matter fully and without having been prejudiced by any delay), and Customer's full cooperation and assistance in connection with any defense of such claim, action or suit tendered by CS&E. Notwithstanding the foregoing, CS&E assumes no liability or responsibility and Customer will defend and hold harmless CS&E from all liabilities in connection with any claim or action alleging infringement arising out of or based upon the sale, manufacture or use of any Equipment with any other goods, products, equipment or processes, or the design, development or supply of Components furnished in accordance with Customer's designs, specifications or instructions. This paragraph 8 sets forth the complete and entire liability and responsibility of CS&E with respect to infringement or misappropriation of any patents or other intellectual or industrial property rights.

9. Title and Risk of Loss. Title to the Equipment shall remain in CS&E until the complete purchase price, taxes, delivery charges, and any and all additional costs and charges have been paid. Risk of loss of or damage to any of the Equipment shall pass to Customer upon delivery of the Equipment to any carrier regardless of the delivery term specified.

10. Safety and Health; Installation. (a) Unless otherwise specified in the body of this Proposal, Customer is required to furnish foundations, anchor bolts, any foundation steel required, and all materials necessary for the installation of the Equipment such as connecting pipes, fittings, valves, wiring, conduits, insulation, interconnecting piping, supporting steel platforms, ladders, railings, and labor required for the installation of the Equipment.

(b) Use of the Equipment may require Customer to comply with federal, state and/or local laws, rules, regulations and ordinances (hereinafter collectively referred to as "Applicable Laws") or to procure or install certain additional safety guards and devices before the Equipment can be used in compliance with the requirements of Applicable Laws. Customer assumes responsibility for the purchase, installation and use of such safety guards and devices and agrees to indemnify and hold harmless CS&E from any demand, claim, suit or judgment arising out of any death, personal injury or property damage or any other economic loss or damages, in connection with any violation of Applicable Laws under any form or theory of action whatsoever whether in contract, tort, warranty, negligence, strict liability or otherwise.

11. Limited Warranty; Conditions. (a) CS&E warrants that upon the transfer to Customer of title to the Equipment, CS&E will have good title thereto.

(b) Except as provided below, CS&E warrants that the Equipment manufactured by it will be free from defects in material and workmanship for a period of one year from delivery, or if installed by CS&E, for one year from installation or first use by Customer, whichever is earlier. CS&E's sole liability and obligation hereunder is limited to exchanging or repairing without charge those components of CS&E's manufacture which prove to be defective. Customer shall be responsible for delivering the components to CS&E's plant in Pittsburgh. CS&E will ship the repaired or exchanged component to Customer F.O.B. CS&E's plant.

(c) For Equipment not manufactured by CS&E, CS&E will assign all warranties of the manufacturer(s) of the Equipment to the extent such warranties exist and are assignable. CS&E will cooperate reasonably with Customer to assist Customer in obtaining the benefit of all manufacturers' warranties with respect to the Equipment.

(d) The provisions of Paragraphs 11(b) and 11(c) hereof are conditioned upon the Equipment being installed, used and maintained by Customer normally and properly and otherwise in accordance with instructions. Any failure or defect due to wear and tear, corrosion, abuse, Acts of God or force majeure are excluded from such warranties and CS&E shall have no liability or responsibility with respect thereto.

(e) CS&E makes no warranty of any type or nature and excludes all warranties with respect to stoker parts that are exposed to fire whether or not exposure to fire is to be anticipated.

12. Exclusive Warranties; Disclaimers. THE PROVISIONS OF SECTION 11 ARE EXCLUSIVE AND ARE IN LIEU OF ANY AND ALL OTHER WARRANTIES AND REPRESNTATIONS, WHETHER EXPRES OR IMPLIED, INCLUDING WITHOUT LIMITATION ALL WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PUROSE (WHETHER KNOWN TO CS&E OR NOT), ALL OTHER WARRANTIES AND REPRESENTATIONS BEING HEREBY EXPRESSLY DISCLAIMED BY CS&E AND WAIVED BY CUSTOMER.

13. Limitation of Liability. In no event and under no circumstances shall CS&E be liable for any lost profits, loss of use of any equipment or any other property or facilities, or any other economic loss or damage of any kind whatsoever, or for any special, incidental, indirect, punitive or consequential damages, in any way arising out of, connected with, or relating to this Agreement.

14. Limitation of Damages. In no event and under no circumstances shall CS&E's aggregate liability under this Agreement for any and all damages, exceed the amounts paid by Customer to CS&E under this Agreement.

15. Change Orders. Any change orders shall be submitted to the main office of CS&E and which shall become effective only upon its being accepted in writing by an officer of CS&E.

16. No Waiver or Default. Forbearance by or failure of CS&E to insist upon strict performance hereunder or to enforce any of its rights or privileges, or to exercise any right accruing from any breach by Customer shall not affect or impair the rights of CS&E upon the continuation of such breach and shall not constitute a waiver of any future breach or right of enforcement by CS&E.

17. Governing Law. This Proposal, any other agreement between the parties and the transactions contemplated hereby shall be governed by and construed in accordance with the laws of Pennsylvania. Any action concerning any dispute shall be brought in the state or federal courts located in Allegheny County, Pennsylvania and Customer submits to the jurisdiction of said courts and waives all obligations to jurisdiction and venue.

18. Non-Assignability. This Proposal and any resulting agreement and the rights of either part may not be assigned or transferred by either party without the prior written consent of the other party.

19. Entire Agreement; Modifications. This Proposal and the terms and conditions herein contained set forth the entire agreement between CS&E and Customer. There are no representations, understandings or warranties of any kind, express or implied, except as set forth herein. No modification, wavier, change order or other alteration of the terms hereof shall be binding unless set forth in writing signed by an officer of CS&E.

CS&E®

COMBUSTION SERVICE & EQUIPMENT CO

June 12, 2026

Scott Smith
McKeesport Area School District
3590 O'Neil Blvd
McKeesport, Pa. 15132

Subject: Founder Hall – Main Gas Regulators

Per our resent communication and site visit, I have prepared this proposal, to replace the main entry gas regulators for Founders Hall. We propose the following work to restore the above-referenced equipment to proper working order:

SCOPE OF WORK

- Provide two-stage main entry gas regulator set, sized for the total equipment load of the facility, 3" flanged ANSI 125#, inlet pressure 5 to 8 psi, controlled setting 1 psi, with external control.
- Provide pipe valve and fitting to facilitate installation of the above items, per manufacturer's instructions and specifications.
- Install above items in a professional manner, in compliance with applicable codes and safety protocols.
- Following installation of the above regulators, the building line will be purged and gas fired equipment restarted.

Total Cost of Labor and Materials for the Scope of Work: $40,800.00

- Pricing will remain valid for 30 days.
- All work to be performed during normal working hours.
- This quotation does not include any additional work, which is required but not readily apparent currently.
- Payment Terms: Net 30
- Proposal based upon paying prevailing wages per Pennsylvania Department of Labor pay rate schedule.
- This offer is made though Costars program – Combustion Service and Equipment: SAP Vendor 143028, Contract Number – 008-E22-784.
- Our terms and condition, a copy of which is attached, form a part of and are incorporated into this proposal.

If you have any question, please contact me. We can proceed with this matter once a signed agreement or purchase order is forwarded. Thanks for working with us on your boiler requirements.

COMBUSTION SERVICE & EQUIPMENT

Sincerely,

KOToole

Keith O'Toole
Boiler Service Sales Engineers
Costar #143028

Enclosures: Terms and Conditions

Accepted By: _____

Title: _____

Date: _____

TERMS & CONDITIONS

1. Proposal; Terms. The terms and conditions herein contained form a part of the foregoing proposal, quotation, acknowledgment or confirmation (collectively the "Proposal") and may not be altered, amended or waived by CS&E except in writing signed by a duly authorized representative of CS&E. This Proposal constitutes an offer to furnish the equipment, parts and other items covered hereby (the "Equipment") and to provide services described in this Proposal all upon and only upon the express terms and conditions set forth herein and elsewhere in the Proposal. CS&E objects to and hereby rejects any additional or different terms or conditions proposed or requested by Customer unless expressly set forth in and made a part of this Proposal.

2. Duration of Offer. This Proposal expires at the option of CS&E unless an acceptance is received at the offices of CS&E within 30 days from the date hereof and is subject to change by CS&E at any time prior to acceptance.

3. Prices; Licenses. Prices are based on, and delivery will be made, F.O.B. point of shipment. Customer agrees to pay when and as due in accordance with applicable law, all sales, excise, use, gross receipts, value added and similar taxes and to secure at its sale cost and expense all applicable licenses and permits, whether Federal, State or local.

4. Overtime. Unless otherwise agreed, all work and services required shall be done on a one-shift, straight time basis. If Customer requests work on any different basis, Customer will compensate CS&E for any additional expenses including, overtime, bonus or shift premiums, applicable payroll taxes, workmen's compensation and liability insurance premiums, fringe benefits and administrative overhead.

5. Payment. Customer shall pay the net amount due in full in accordance with the terms set forth in this Proposal or in the absence of any specific terms within 30 days of invoice by CS&E. Customer will pay interest with respect to amount which is not paid when due at the rate of one and one-half percent (1-1/2%) for each calendar month (or fraction thereof) that such charge remains unpaid. All amounts are payable without deduction, setoff, recoupment, counterclaim, or backcharge, of any type or nature unless expressly approved in writing by CS&E.

6. Delivery and Performance. Dates for delivery or performance are CS&E's best current estimate of delivery or performance and are subject to change. CS&E shall have no liability or responsibility for any delay in or failure of delivery, installation or other performance resulting from or attributable to Acts of God, fire, riot, war, labor disputes, strikes, conditions of premises, unavailability of materials or supplies, or acts or omissions of Customer, or nay contractor, subcontractor or supplier to CS&E.

7. Spare Parts. Spare parts are not included in this Proposal unless provided for expressly. At the request of Customer, spare parts will be quoted separately.

8. Patents. In the event that any of the Equipment or component (collectively, "Component") manufactured and furnished by CS&E infringes or is claimed to infringe any United States patent, CS&E agrees that it will at its election either (1) procure the rights for Customer to use the Component, (b) replace the Component with a non-infringing Component, or (c) refund to Customer the purchase price of the Component net of a reasonable allowance for depreciation and retake possession thereof. CS&E's responsibility under this Section is conditioned upon prompt receipt of written notice of any claim, action or lawsuit of which Customer becomes aware (within a time period as to allow CS&E to defend the matter fully and without having been prejudiced by any delay), and Customer's full cooperation and assistance in connection with any defense of such claim, action or suit tendered by CS&E. Notwithstanding the foregoing, CS&E assumes no liability or responsibility and Customer will defend and hold harmless CS&E from all liabilities in connection with any claim or action alleging infringement arising out of or based upon the sale, manufacture or use of any Equipment with any other goods, products, equipment or processes, or the design, development or supply of Components furnished in accordance with Customer's designs, specifications or instructions. This paragraph 8 sets forth the complete and entire liability and responsibility of CS&E with respect to infringement or misappropriation of any patents or other intellectual or industrial property rights.

9. Title and Risk of Loss. Title to the Equipment shall remain in CS&E until the complete purchase price, taxes, delivery charges, and any and all additional costs and charges have been paid. Risk of loss of or damage to any of the Equipment shall pass to Customer upon delivery of the Equipment to any carrier regardless of the delivery term specified.

10. Safety and Health; Installation. (a) Unless otherwise specified in the body of this Proposal, Customer is required to furnish foundations, anchor bolts, any foundation steel required, and all materials necessary for the installation of the Equipment such as connecting pipes, fittings, valves, wiring, conduits, insulation, interconnecting piping, supporting steel platforms, ladders, railings, and labor required for the installation of the Equipment.

(b) Use of the Equipment may require Customer to comply with federal, state and/or local laws, rules, regulations and ordinances (hereinafter collectively referred to as "Applicable Laws") or to procure or install certain additional safety guards and devices before the Equipment can be used in compliance with the requirements of Applicable Laws. Customer assumes responsibility for the purchase, installation and use of such safety guards and devices and agrees to indemnify and hold harmless CS&E from any demand, claim, suit or judgment arising out of any death, personal injury or property damage or any other economic loss or damages, in connection with any violation of Applicable Laws under any form or theory of action whatsoever whether in contract, tort, warranty, negligence, strict liability or otherwise.

11. Limited Warranty; Conditions. (a) CS&E warrants that upon the transfer to Customer of title to the Equipment, CS&E will have good title thereto.

(b) Except as provided below, CS&E warrants that the Equipment manufactured by it will be free from defects in material and workmanship for a period of one year from delivery, or if installed by CS&E, for one year from installation or first use by Customer, whichever is earlier. CS&E's sole liability and obligation hereunder is limited to exchanging or repairing without charge those components of CS&E's manufacture which prove to be defective. Customer shall be responsible for delivering the components to CS&E's plant in Pittsburgh. CS&E will ship the repaired or exchanged component to Customer F.O.B. CS&E's plant.

(c) For Equipment not manufactured by CS&E, CS&E will assign all warranties of the manufacturer(s) of the Equipment to the extent such warranties exist and are assignable. CS&E will cooperate reasonably with Customer to assist Customer in obtaining the benefit of all manufacturers' warranties with respect to the Equipment.

(d) The provisions of Paragraphs 11(b) and 11(c) hereof are conditioned upon the Equipment being installed, used and maintained by Customer normally and properly and otherwise in accordance with instructions. Any failure or defect due to wear and tear, corrosion, abuse, Acts of God or force majeure are excluded from such warranties and CS&E shall have no liability or responsibility with respect thereto.

(e) CS&E makes no warranty of any type or nature and excludes all warranties with respect to stoker parts that are exposed to fire whether or not exposure to fire is to be anticipated.

12. Exclusive Warranties; Disclaimers. THE PROVISIONS OF SECTION 11 ARE EXCLUSIVE AND ARE IN LIEU OF ANY AND ALL OTHER WARRANTIES AND REPRESNTATIONS, WHETHER EXPRES OR IMPLIED, INCLUDING WITHOUT LIMITATION ALL WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PUROSE (WHETHER KNOWN TO CS&E OR NOT), ALL OTHER WARRANTIES AND REPRESENTATIONS BEING HEREBY EXPRESSLY DISCLAIMED BY CS&E AND WAIVED BY CUSTOMER.

13. Limitation of Liability. In no event and under no circumstances shall CS&E be liable for any lost profits, loss of use of any equipment or any other property or facilities, or any other economic loss or damage of any kind whatsoever, or for any special, incidental, indirect, punitive or consequential damages, in any way arising out of, connected with, or relating to this Agreement.

14. Limitation of Damages. In no event and under no circumstances shall CS&E's aggregate liability under this Agreement for any and all damages, exceed the amounts paid by Customer to CS&E under this Agreement.

15. Change Orders. Any change orders shall be submitted to the main office of CS&E and which shall become effective only upon its being accepted in writing by an officer of CS&E.

16. No Waiver or Default. Forbearance by or failure of CS&E to insist upon strict performance hereunder or to enforce any of its rights or privileges, or to exercise any right accruing from any breach by Customer shall not affect or impair the rights of CS&E upon the continuation of such breach and shall not constitute a waiver of any future breach or right of enforcement by CS&E.

17. Governing Law. This Proposal, any other agreement between the parties and the transactions contemplated hereby shall be governed by and construed in accordance with the laws of Pennsylvania. Any action concerning any dispute shall be brought in the state or federal courts located in Allegheny County, Pennsylvania and Customer submits to the jurisdiction of said courts and waives all obligations to jurisdiction and venue.

18. Non-Assignability. This Proposal and any resulting agreement and the rights of either part may not be assigned or transferred by either party without the prior written consent of the other party.

19. Entire Agreement; Modifications. This Proposal and the terms and conditions herein contained set forth the entire agreement between CS&E and Customer. There are no representations, understandings or warranties of any kind, express or implied, except as set forth herein. No modification, wavier, change order or other alteration of the terms hereof shall be binding unless set forth in writing signed by an officer of CS&E.

COMBUSTION SERVICE & EQUIPMENT CO

June 12, 2026

Scott Smith
McKeesport Area School District
3590 O'Neil Blvd
McKeesport, Pa. 15132

Subject: Founder Hall – Courtyard Gas Regulators

Per our resent communication and site visit, I have prepared this proposal, to replace the courtyard gas regulators for Founders Hall. We propose the following work to restore the above-referenced equipment to proper working order:

SCOPE OF WORK

- Provide two-stage main entry gas regulator set, sized for the total equipment load of the facility, 2" NPT, primary regulator 18" w.c, secondary regulator 15" w.c, with external control.
- Provide pipe valve and fitting to facilitate installation of the above items, per manufacturer's instructions and specifications.
- Install above items in a professional manner, in compliance with applicable codes and safety protocols.
- Following installation of the above regulators, the building line will be purged and gas fired equipment restarted.

Total Cost of Labor and Materials for the Scope of Work: $8,950.00

- Pricing will remain valid for 30 days.
- All work to be performed during normal working hours.
- This quotation does not include any additional work, which is required but not readily apparent currently.
- Payment Terms: Net 30
- This offer is made though Costars program – Combustion Service and Equipment: SAP Vendor 143028, Contract Number – 008-E22-784.
- Our terms and condition, a copy of which is attached, form a part of and are incorporated into this proposal.

If you have any question, please contact me. We can proceed with this matter once a signed agreement or purchase order is forwarded. Thanks for working with us on your boiler requirements.

COMBUSTION SERVICE & EQUIPMENT

Sincerely,

KOToole

Keith O'Toole
Boiler Service Sales Engineers
Costar #143028

Enclosures: Terms and Conditions

Accepted By: _____

Title: _____

Date: _____

TERMS & CONDITIONS

1. Proposal; Terms. The terms and conditions herein contained form a part of the foregoing proposal, quotation, acknowledgment or confirmation (collectively the "Proposal") and may not be altered, amended or waived by CS&E except in writing signed by a duly authorized representative of CS&E. This Proposal constitutes an offer to furnish the equipment, parts and other items covered hereby (the "Equipment") and to provide services described in this Proposal all upon and only upon the express terms and conditions set forth herein and elsewhere in the Proposal. CS&E objects to and hereby rejects any additional or different terms or conditions proposed or requested by Customer unless expressly set forth in and made a part of this Proposal.

2. Duration of Offer. This Proposal expires at the option of CS&E unless an acceptance is received at the offices of CS&E within 30 days from the date hereof and is subject to change by CS&E at any time prior to acceptance.

3. Prices; Licenses. Prices are based on, and delivery will be made, F.O.B. point of shipment. Customer agrees to pay when and as due in accordance with applicable law, all sales, excise, use, gross receipts, value added and similar taxes and to secure at its sale cost and expense all applicable licenses and permits, whether Federal, State or local.

4. Overtime. Unless otherwise agreed, all work and services required shall be done on a one-shift, straight time basis. If Customer requests work on any different basis, Customer will compensate CS&E for any additional expenses including, overtime, bonus or shift premiums, applicable payroll taxes, workmen's compensation and liability insurance premiums, fringe benefits and administrative overhead.

5. Payment. Customer shall pay the net amount due in full in accordance with the terms set forth in this Proposal or in the absence of any specific terms within 30 days of invoice by CS&E. Customer will pay interest with respect to amount which is not paid when due at the rate of one and one-half percent (1-1/2%) for each calendar month (or fraction thereof) that such charge remains unpaid. All amounts are payable without deduction, setoff, recoupment, counterclaim, or backcharge, of any type or nature unless expressly approved in writing by CS&E.

6. Delivery and Performance. Dates for delivery or performance are CS&E's best current estimate of delivery or performance and are subject to change. CS&E shall have no liability or responsibility for any delay in or failure of delivery, installation or other performance resulting from or attributable to Acts of God, fire, riot, war, labor disputes, strikes, conditions of premises, unavailability of materials or supplies, or acts or omissions of Customer, or nay contractor, subcontractor or supplier to CS&E.

7. Spare Parts. Spare parts are not included in this Proposal unless provided for expressly. At the request of Customer, spare parts will be quoted separately.

8. Patents. In the event that any of the Equipment or component (collectively, "Component") manufactured and furnished by CS&E infringes or is claimed to infringe any United States patent, CS&E agrees that it will at its election either (1) procure the rights for Customer to use the Component, (b) replace the Component with a non-infringing Component, or (c) refund to Customer the purchase price of the Component net of a reasonable allowance for depreciation and retake possession thereof. CS&E's responsibility under this Section is conditioned upon prompt receipt of written notice of any claim, action or lawsuit of which Customer becomes aware (within a time period as to allow CS&E to defend the matter fully and without having been prejudiced by any delay), and Customer's full cooperation and assistance in connection with any defense of such claim, action or suit tendered by CS&E. Notwithstanding the foregoing, CS&E assumes no liability or responsibility and Customer will defend and hold harmless CS&E from all liabilities in connection with any claim or action alleging infringement arising out of or based upon the sale, manufacture or use of any Equipment with any other goods, products, equipment or processes, or the design, development or supply of Components furnished in accordance with Customer's designs, specifications or instructions. This paragraph 8 sets forth the complete and entire liability and responsibility of CS&E with respect to infringement or misappropriation of any patents or other intellectual or industrial property rights.

9. Title and Risk of Loss. Title to the Equipment shall remain in CS&E until the complete purchase price, taxes, delivery charges, and any and all additional costs and charges have been paid. Risk of loss of or damage to any of the Equipment shall pass to Customer upon delivery of the Equipment to any carrier regardless of the delivery term specified.

10. Safety and Health; Installation. (a) Unless otherwise specified in the body of this Proposal, Customer is required to furnish foundations, anchor bolts, any foundation steel required, and all materials necessary for the installation of the Equipment such as connecting pipes, fittings, valves, wiring, conduits, insulation, interconnecting piping, supporting steel platforms, ladders, railings, and labor required for the installation of the Equipment.

(b) Use of the Equipment may require Customer to comply with federal, state and/or local laws, rules, regulations and ordinances (hereinafter collectively referred to as "Applicable Laws") or to procure or install certain additional safety guards and devices before the Equipment can be used in compliance with the requirements of Applicable Laws. Customer assumes responsibility for the purchase, installation and use of such safety guards and devices and agrees to indemnify and hold harmless CS&E from any demand, claim, suit or judgment arising out of any death, personal injury or property damage or any other economic loss or damages, in connection with any violation of Applicable Laws under any form or theory of action whatsoever whether in contract, tort, warranty, negligence, strict liability or otherwise.

11. Limited Warranty; Conditions. (a) CS&E warrants that upon the transfer to Customer of title to the Equipment, CS&E will have good title thereto.

(b) Except as provided below, CS&E warrants that the Equipment manufactured by it will be free from defects in material and workmanship for a period of one year from delivery, or if installed by CS&E, for one year from installation or first use by Customer, whichever is earlier. CS&E's sole liability and obligation hereunder is limited to exchanging or repairing without charge those components of CS&E's manufacture which prove to be defective. Customer shall be responsible for delivering the components to CS&E's plant in Pittsburgh. CS&E will ship the repaired or exchanged component to Customer F.O.B. CS&E's plant.

(c) For Equipment not manufactured by CS&E, CS&E will assign all warranties of the manufacturer(s) of the Equipment to the extent such warranties exist and are assignable. CS&E will cooperate reasonably with Customer to assist Customer in obtaining the benefit of all manufacturers' warranties with respect to the Equipment.

(d) The provisions of Paragraphs 11(b) and 11(c) hereof are conditioned upon the Equipment being installed, used and maintained by Customer normally and properly and otherwise in accordance with instructions. Any failure or defect due to wear and tear, corrosion, abuse, Acts of God or force majeure are excluded from such warranties and CS&E shall have no liability or responsibility with respect thereto.

(e) CS&E makes no warranty of any type or nature and excludes all warranties with respect to stoker parts that are exposed to fire whether or not exposure to fire is to be anticipated.

12. Exclusive Warranties; Disclaimers. THE PROVISIONS OF SECTION 11 ARE EXCLUSIVE AND ARE IN LIEU OF ANY AND ALL OTHER WARRANTIES AND REPRESNTATIONS, WHETHER EXPRES OR IMPLIED, INCLUDING WITHOUT LIMITATION ALL WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PUROSE (WHETHER KNOWN TO CS&E OR NOT), ALL OTHER WARRANTIES AND REPRESENTATIONS BEING HEREBY EXPRESSLY DISCLAIMED BY CS&E AND WAIVED BY CUSTOMER.

13. Limitation of Liability. In no event and under no circumstances shall CS&E be liable for any lost profits, loss of use of any equipment or any other property or facilities, or any other economic loss or damage of any kind whatsoever, or for any special, incidental, indirect, punitive or consequential damages, in any way arising out of, connected with, or relating to this Agreement.

14. Limitation of Damages. In no event and under no circumstances shall CS&E's aggregate liability under this Agreement for any and all damages, exceed the amounts paid by Customer to CS&E under this Agreement.

15. Change Orders. Any change orders shall be submitted to the main office of CS&E and which shall become effective only upon its being accepted in writing by an officer of CS&E.

16. No Waiver or Default. Forbearance by or failure of CS&E to insist upon strict performance hereunder or to enforce any of its rights or privileges, or to exercise any right accruing from any breach by Customer shall not affect or impair the rights of CS&E upon the continuation of such breach and shall not constitute a waiver of any future breach or right of enforcement by CS&E.

17. Governing Law. This Proposal, any other agreement between the parties and the transactions contemplated hereby shall be governed by and construed in accordance with the laws of Pennsylvania. Any action concerning any dispute shall be brought in the state or federal courts located in Allegheny County, Pennsylvania and Customer submits to the jurisdiction of said courts and waives all obligations to jurisdiction and venue.

18. Non-Assignability. This Proposal and any resulting agreement and the rights of either part may not be assigned or transferred by either party without the prior written consent of the other party.

19. Entire Agreement; Modifications. This Proposal and the terms and conditions herein contained set forth the entire agreement between CS&E and Customer. There are no representations, understandings or warranties of any kind, express or implied, except as set forth herein. No modification, wavier, change order or other alteration of the terms hereof shall be binding unless set forth in writing signed by an officer of CS&E.

CS&E

Combustion Service & Equipment Co.

February 2, 2026

Mr. Scott Smith
Director of Buildings and Grounds
MCKEESPORT AREA SCHOOL DISTRICT
1992 Park Lane Street
McKeesport, PA 15132

Dear Mr. Smith:

SUBJECT: Flex Line Repair – COSTARS

LOCATION: HS Rooms 112-13, 206, and 221

We are pleased to offer you pricing on supplying and installing the needed fittings and piping that will replace the leaking braded flex lines. These lines are in the high school classroom uninvents and serve the hot water system.

Scope of Work to Supply and Install:

- Isolate flex lines
- Remove sheet metal on UV
- Remove flex lines
- Install new copper and fittings
- Reconnect sheet metal
- Open valves and check for leaks
- Start up and confirm proper operation

Your investment for the above project is:

Six Thousand Nine Hundred .....($6,900.00) Dollars

Our Terms and Conditions, a copy of which is attached, form a part of and are incorporated into this proposal.

Exclusions and Exceptions:

- ☒ *All work is to be performed during working hours.*
- ☒ *This proposal is valid for 45 days.*
- ☒ *This price does not include any additional work that may be required that is not readily apparent at this time and is not noted above.*

2016 Babcock Boulevard • Pittsburgh, PA 15209 • 412-821-8900 • FAX: 412-821-2644

Mr. Scott Smith *April 22, 2026*
MCKEESPORT ASD

Flex Line Repair – COSTARS
HS Rooms 112-13, 206 & 221

This project can be purchased through COSTARS program, SAP Vendor #143028/Contractor #008-E22-784.

Thank you for the opportunity to present this quotation to the McKeesport Area School District. We look forward to your favorable response. In the meantime, should you have any questions, or need anything further, please don't hesitate to contact us.

Very truly yours,

COMBUSTION SERVICE & EQUIPMENT CO.

William T Rose

William T. Rose
Service Sales Engineer

WTR/cag
Enclosure:
CS&E Terms & Conditions

DATE ACCEPTED _____

McKeesport Area School District
3590 Oneil Blvd.
McKeesport, PA 15132

BY _____
(Authorized Signature)

Title _____

P.O.# _____

DATE ACCEPTED 4/22/2026

Combustion Service & Equipment Co.
2016 Babcock Boulevard
Pittsburgh, PA 15209

BY William T Rose
William T. Rose

2016 Babcock Boulevard • Pittsburgh, PA 15209 • 412-821-8900 • FAX: 412-821-2644

TERMS AND CONDITIONS

1. Proposal; Terms. The terms and conditions herein contained form a part of the foregoing proposal, quotation, acknowledgment or confirmation (collectively the "Proposal") and may not be altered, amended or waived by CS&E except in writing signed by a duly authorized representative of CS&E. This Proposal constitutes an offer to furnish the equipment, parts and other items covered hereby (the "Equipment") and to provide services described in this Proposal all upon and only upon the express terms and conditions set forth herein and elsewhere in the Proposal. CS&E objects to and hereby rejects any additional or different terms or conditions proposed or requested by Customer unless expressly set forth in and made a part of this Proposal.

2. Duration of Offer. This Proposal expires at the option of CS&E unless an acceptance is received at the offices of CS&E within 30 days from the date hereof and is subject to change by CS&E at any time prior to acceptance.

3. Prices; Licenses. Prices are based on, and delivery will be made, F.O.B. point of shipment. Customer agrees to pay when and as due in accordance with applicable law, all sales, excise, use, gross receipts, value added and similar taxes and to secure at its sale cost and expense all applicable licenses and permits, whether Federal, State or local.

4. Overtime. Unless otherwise agreed, all work and services required shall be done on a one-shift, straight time basis. If Customer requests work on any different basis, Customer will compensate CS&E for any additional expenses including, overtime, bonus or shift premiums, applicable payroll taxes, workmen's compensation and liability insurance premiums, fringe benefits and administrative overhead.

5. Payment. Customer shall pay the net amount due in full in accordance with the terms set forth in this Proposal or in the absence of any specific terms within 30 days of invoice by CS&E. Customer will pay interest with respect to amount which is not paid when due at the rate of one and one-half percent (1-1/2%) for each calendar month (or fraction thereof) that such charge remains unpaid. All amounts are payable without deduction, setoff, recoupment, counterclaim, or backcharge, of any type or nature unless expressly approved in writing by CS&E.

6. Delivery and Performance. Dates for delivery or performance are CS&E's best current estimate of delivery or performance and are subject to change. CS&E shall have no liability or responsibility for any delay in or failure of delivery, installation or other performance resulting from or attributable to Acts of God, fire, riot, war, labor disputes, strikes, conditions of premises, unavailability of materials or supplies, or acts or omissions of Customer, or nay contractor, subcontractor or supplier to CS&E.

7. Spare Parts. Spare parts are not included in this Proposal unless provided for expressly. At the request of Customer, spare parts will be quoted separately.

8. Patents. In the event that any of the Equipment or component (collectively, "Component") manufactured and furnished by CS&E infringes or is claimed to infringe any United States patent, CS&E agrees that it will at its election either (1) procure the rights for Customer to use the Component, (b) replace the Component with a non-infringing Component, or (c) refund to Customer the purchase price of the Component net of a reasonable allowance for depreciation and retake possession thereof. CS&E's responsibility under this Section is conditioned upon prompt receipt of written notice of any claim, action or lawsuit of which Customer becomes aware (within a time period as to allow CS&E to defend the matter fully and without having been prejudiced by any delay), and Customer's full cooperation and assistance in connection with any defense of such claim, action or suit tendered by CS&E. Notwithstanding the foregoing, CS&E assumes no liability or responsibility and Customer will defend and hold harmless CS&E from all liabilities in connection with any claim or action alleging infringement arising out of or based upon the sale, manufacture or use of any Equipment with any other goods, products, equipment or processes, or the design, development or supply of Components furnished in accordance with Customer's designs, specifications or instructions. This paragraph 8 sets forth the complete and entire liability and responsibility of CS&E with respect to infringement or misappropriation of any patents or other intellectual or industrial property rights.

9. Title and Risk of Loss. Title to the Equipment shall remain in CS&E until the complete purchase price, taxes, delivery charges, and any and all additional costs and charges have been paid. Risk of loss of or damage to any of the Equipment shall pass to Customer upon delivery of the Equipment to any carrier regardless of the delivery term specified.

10. Safety and Health; Installation. (a) Unless otherwise specified in the body of this Proposal, Customer is required to furnish foundations, anchor bolts, any foundation steel required, and all materials necessary for the installation of the Equipment such as connecting pipes, fittings, valves, wiring, conduits, insulation, interconnecting piping, supporting steel platforms, ladders, railings, and labor required for the installation of the Equipment.

(b) Use of the Equipment may require Customer to comply with federal, state and/or local laws, rules, regulations and ordinances (hereinafter collectively referred to as "Applicable Laws") or to procure or install certain additional safety guards and devices before the Equipment can be used in compliance with the requirements of Applicable Laws. Customer assumes responsibility for the purchase, installation and use of such safety guards and devices and agrees to indemnify and hold harmless CS&E from any demand, claim, suit or judgment arising out of any death, personal injury or property damage or any other economic loss or damages, in connection with any violation of Applicable Laws under any form or theory of action whatsoever whether in contract, tort, warranty, negligence, strict liability or otherwise.

11. Limited Warranty; Conditions. (a) CS&E warrants that upon the transfer to Customer of title to the Equipment, CS&E will have good title thereto.

(b) Except as provided below, CS&E warrants that the Equipment manufactured by it will be free from defects in material and workmanship for a period of one year from delivery, or if installed by CS&E, for one year from installation or first use by Customer, whichever is earlier. CS&E's sole liability and obligation hereunder is limited to exchanging or repairing without charge those components of CS&E's manufacture which prove to be defective. Customer shall be responsible for delivering the components to CS&E's plant in Pittsburgh. CS&E will ship the repaired or exchanged component to Customer F.O.B. CS&E's plant.

(c) For Equipment not manufactured by CS&E, CS&E will assign all warranties of the manufacturer(s) of the Equipment to the extent such warranties exist and are assignable. CS&E will cooperate reasonably with Customer to assist Customer in obtaining the benefit of all manufacturers' warranties with respect to the Equipment.

(d) The provisions of Paragraphs 11(b) and 11(c) hereof are conditioned upon the Equipment being installed, used and maintained by Customer normally and properly and otherwise in accordance with instructions. Any failure or defect due to wear and tear, corrosion, abuse, Acts of God or force majeure are excluded from such warranties and CS&E shall have no liability or responsibility with respect thereto.

(e) CS&E makes no warranty of any type or nature and excludes all warranties with respect to stoker parts that are exposed to fire whether or not exposure to fire is to be anticipated.

12. WARRANTIES AND REMEDIES EXCLUSIVE; CERTAIN DISCLAIMERS. THE PROVISIONS OF SECTION 11 ARE EXCLUSIVE AND ARE IN LIEU OF ANY AND ALL OTHER REPRESENTATIONS, WARRANTIES OR OTHER PROVISION. WHETHER EXPRESS OR IMPLIED, INCLUDING WITHOUT LIMITATION ALL WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE (WHETHER KNOWN TO CS&E OR NOT). ALL OTHER REPRESENTATIONS AND WARRANTIES BEING HEREBY EXPRESSLY DISCLAIMED BY CS&E AND WAIVED BY CUSTOMER. It is specifically agreed that, except as provided in Paragraph 11 hereof, CS&E shall have no liability under any form or theory of action whatsoever, whether in contract, tort, warranty, negligence, strict liability or otherwise in any way relating to the Equipment, any component thereof, any design or nay defect or failure of design, the condition or quality of any of the fore-going, any other defect, or any act, error or omission of CS&E, its employees, agents, subcontractors or representatives.

13. LIMITATION OF LIABILITY.CS&E SHALL NOT BE LIABLE FOR ANY SPECIAL INCIDENTAL, INDIRECT, OR CONSEQUENTIAL DAMAGES, INCLUDING WITHOUT LIMITATION ANY LOST PROFITS, LOSS OF USE OF ANY EQUIPMENT OR ANY OTHER PROPERTY OR FACILITIES, ANY INCREASED COSTS, EXPENSES OR OVERHEAD, ANY OTHER ECONOMIC LOSS OR DAMAGE, OR FOR ANY SIMILAR OR RELATED DAMAGES, ARISING OUT OF OR IN CONNECTION WITH THIS PROPOSAL OR ANY PERFORMANCE OR BREACH OF PERFORMANCE BY, OR ANY ACT, ERROR OR OMISSION OF, CS&E, ITS EMPLOYEES, AGENTS, SUBCONTRACTORS OR REPRESENTATIVES, OR ANY DEFECT IN OR FAILURE OF THE EQUIPMENT OR ANY COMPONENT THEREOF, ANY DESIGN OR ANY DEFECT OR FAILURE OF DESIGN, ANY OTHER DEFECT, OR THE CONDITION OR QUALITY OF ANY OF THE FOREGOING, IN EACH CASE UNDER ANY FORM OR THEORY OF ACTION WHATSOEVER, WHETHER IN CONTRACT, TORT, WARRANTY, NEGLIGENCE, STRICT LIABILITY OR OTHERWISE.

14. Limitation of Damages. In no event and under no circumstances shall CS&E's liability under any form or theory of action whatsoever whether in contract, tort, warranty, indemnity, negligence, strict liability or otherwise for any and all damages of every type and nature for all matters and things relating to or arising out of this Proposal, any performance or breach of performance by, or any act, error or omission of, CS&E, its employees. agents, subcontractors, or representatives, or any defect in or failure of the Equipment or any component thereof, any design or any defect or failure of design, any other defect, or the condition or quality of any of the foregoing, exceed, in the aggregate, the amounts paid by Customer to CS&E under this Proposal. This paragraph 14 is not intended to alter or limit any other limitation, exclusion or disclaimer contained in this Proposal or to impose liability for damages otherwise intended to be limited, excluded or disclaimed elsewhere in this Proposal.

15. Change Orders. Any change orders shall be submitted to the main office of CS&E and which shall become effective only upon its being accepted in writing by an officer of CS&E.

16. No Waiver or Default. Forbearance by or failure of CS&E to insist upon strict performance hereunder or to enforce any of its rights or privileges, or to exercise any right accruing from any breach by Customer shall not affect or impair the rights of CS&E upon the continuation of such breach and shall not constitute a waiver of any future breach or right of enforcement by CS&E.

17. Governing Law. This Proposal, any other agreement between the parties and the transactions contemplated hereby shall be governed by and construed in accordance with the laws of Pennsylvania. Any action concerning any dispute shall be brought in the state or federal courts located in Allegheny County, Pennsylvania and Customer submits to the jurisdiction of said courts and waives all obligations to jurisdiction and venue.

18. Non-Assignability. This Proposal and any resulting agreement and the rights of either part may not be assigned or transferred by either party without the prior written consent of the other party.

19. Entire Agreement; Modifications. This Proposal and the terms and conditions herein contained set forth the entire agreement between CS&E and Customer. There are no representations, understandings or warranties of any kind, express or implied, except as set forth herein. No modification, wavier, change order or other alteration of the terms hereof shall be binding unless set forth in writing signed by an officer of CS&E.

Id	Group	Primary Manager	Expiration	Creation Date	Classification	Status	Notes
628	Millers Parents Group	Cassie Cline Elyes		06/11/2026	For-Profit Groups	Pending	

CSI COMFORT SUPPLY inc.
HVAC SYSTEMS SPECIALISTS

CSIpgh Main
150 KISOW DR.
PITTSBURGH, PA 15205
Phone 4129216600

Quotation

EXPIRATION DATE	QUOTE NUMBER
10/27/2026	S100148747

CSIpgh Main
150 KISOW DR.
PITTSBURGH, PA 15205
Phone 4129216600

PAGE NO.
1 of 1

QUOTE TO:

MCKEESPORT AREA SCHOOL DISTR
3590 O'NEIL BLVD
MC KEESPORT, PA 15132

SHIP TO:

MCKEESPORT AREA SCHOOL DISTR
3590 O'NEIL BLVD
MC KEESPORT, PA 15132

CUSTOMER NUMBER	CUSTOMER PO NUMBER	JOB NAME / RELEASE NUMBER	SALESPERSON
630	Mckeesport Server Room		DON MOORE

WRITER	SHIP VIA	TERMS	SHIP DATE	FREIGHT ALLOWED
MAX MOORE		Net 30 Days	07/29/2026	No

ORDER QTY	DESCRIPTION	UNIT PRICE	EXT PRICE
1ea	PUY-AK36NL MITS 3 TON CLG OUTDOOR (R-454B)	3766.710/ea	3766.71
1ea	PKA-AK36NL MITS 3 TON HP/CLG WALL INDOOR (R-454B)	2270.100/ea	2270.10
1ea	MHK2 MITS KUMO TOUCH WIRELESS REMOTE CONTROLLER	381.570/ea	381.57
1ea	61020500B8 MUELLER LIQ.3/8" SUC.5/8" INS.1/2" LEN.50' ELASTOMERIC LINESET	322.589/ea	322.59
2ea	WB-PA3 MITS LOW AMBIENT WIND BAFFLE 3 TO 3.5 TON	306.360/ea	612.72

Subtotal	7353.69
S&H Charges	0.00
Estimated Tax	0.00
Amount Due	7353.69

Printed By: MMOORE on 7/29/2026 2:34:30 PM EDT

Treasurer's Report July 2026

	Beginning Balance	Receipts	Disbursements	Ending Balance
PNC General:	$ (937,956.26)	$3,967,673.52	$1,736,642.15	$ 1,293,075.11
PNC Retirement:	$ 306,234.76	$ 166,899.22	$ 154,013.54	$ 319,120.44
PNC Tax Account:	$ 253,841.08	$ 2,462,728.80	$ 1,700,000.00	$ 1,016,569.88
TOTALS:				
	$ (377,880.42)	**$ 6,597,301.54**	**$ 3,590,655.69**	**$ 2,628,765.43**

Treasurer's Report June 2026

	Beginning Balance	Receipts	Disbursements	Ending Balance
PNC General:	$ 725,461.63	$3,725,262.07	$5,388,679.96	$ (937,956.26)
PNC Retirement:	$ 94,472.53	$ 2,923,433.86	$ 2,711,671.63	$ 306,234.76
PNC Tax Account:	$ 95,490.29	$ 659,177.45	$ 500,826.66	$ 253,841.08
TOTALS:				
	$ 915,424.45	**$ 7,307,873.38**	**$ 8,601,178.25**	**$ (377,880.42)**

McKeesport Area
School District

List of Bills

August 13th, 2026

REVIEWED BY THE FOLLOWING BOARD MEMBERS:

David Donato

Diane Elias

Mark Holtzman

Matthew Holtzman

Matthew Keller

Kevin Kovach

Jason Pavlecic

Arla Payne

David Seropian

McKeesport Area School District
Check Register 2025-2026

Check	Date	Vendor Number & Name\ Remittance Name	Check Amount	Batch	Source	Stat
	10-0101-014-000-00-01 PNC GENERAL FUND					
00135185	06/05/26	005943 AMAZON CAPITAL SERVICES	$8,600.69	4110	Comp	R
00135186	06/05/26	002424 CAROLYN CARREIRO	$125.99	4110	Comp	R
00135187	06/05/26	003313 CITY OF MCKEESPORT	$6,683.70	4110	Comp	R
00135188	06/05/26	006455 GRILLO'S AUTOMOTIVE SERVICES	$1,711.15	4110	Comp	R
00135189	06/05/26	03995 GUTTMAN ENERGY, INC	$723.45	4110	Comp	R
00135190	06/05/26	005895 HOME DEPOT CREDIT SERVICES	$480.61	4110	Comp	R
00135191	06/05/26	006300 JOSEPH HOWELL, PH.D.	$3,600.00	4110	Comp	R
00135192	06/05/26	004964 MIKE KISAN	$656.97	4110	Comp	R
00135193	06/05/26	005355 JOHN LIGHT	$168.75	4110	Comp	R
00135194	06/05/26	006096 DONALD MACFANN	$200.00	4110	Comp	R
00135195	06/05/26	00882 MUNICIPAL AUTHORITY OF WESTMORELAND	$127.79	4110	Comp	R
00135196	06/05/26	004763 SANDY SABOT	$850.00	4110	Comp	R
00135197	06/05/26	006347 TANYA PATERSON	$29.00	4110	Comp	R
00135198	06/05/26	678 VERIZON WIRELESS	$658.80	4110	Comp	R
00135199	06/10/26	005943 AMAZON CAPITAL SERVICES	$6,134.11	4210	Comp	R
00135200	06/10/26	004617 RANDY BOWSER	$1,415.20	4210	Comp	R
00135201	06/10/26	002999 COLLEGE BOARD	$2,100.00	4210	Comp	R
00135202	06/10/26	000671 CONSOLIDATED COMMUNICATIONS	$121.72	4210	Comp	R
00135203	06/10/26	005132 NOAH CRAWFORD	$404.15	4210	Comp	R
00135204	06/10/26	0659 DIRECT ENERGY BUSINESS	$47,750.54	4210	Comp	R
00135205	06/10/26	005900 DODARO, DALFONSO MATTA & CAMBEST,P.C.	$7,115.92	4210	Comp	R
00135206	06/10/26	00248 DUQUESNE LIGHT COMPANY	$3,034.68	4210	Comp	R
00135207	06/10/26	001778 CORY GRACE	$503.85	4210	Comp	R
00135208	06/10/26	06785 THOMAS KNIGHT	$1,261.56	4210	Comp	O
00135209	06/10/26	005111 JENNA MOZZOCIO	$6,005.62	4210	Comp	R
00135210	06/10/26	00882 MUNICIPAL AUTHORITY OF WESTMORELAND	$5,600.23	4210	Comp	R
00135211	06/10/26	001330 TOSHIBA	$986.30	4210	Comp	R
00135212	06/10/26	001405 TRIB TOTAL MEDIA	$337.75	4210	Comp	R
00135213	06/10/26	006407 VICTORIA VENEGAS LUIS	$60.03	4210	Comp	R
00135214	06/17/26	04271 ART LABELS	$1,892.03	4310	Comp	R
00135215	06/17/26	005619 DIGITAL ASSURANCE CERTIFICATION, LLC	$1,997.69	4310	Comp	R
00135216	06/17/26	005252 DQE COMMUNICATIONS LLC	$1,441.40	4310	Comp	R
00135217	06/17/26	00248 DUQUESNE LIGHT COMPANY	$4,700.51	4310	Comp	R
00135218	06/17/26	03995 GUTTMAN ENERGY, INC	$699.60	4310	Comp	R
00135219	06/17/26	006300 JOSEPH HOWELL, PH.D.	$2,250.00	4310	Comp	R
00135220	06/17/26	006429 LEZZER LUMBER	$930.20	4310	Comp	R
00135221	06/17/26	005355 JOHN LIGHT	$1,102.50	4310	Comp	R
00135222	06/17/26	004877 PENNSYLVANIA AMERICAN WATER	$4,365.14	4310	Comp	R
00135223	06/17/26	000213 PITNEY BOWES PURCHASE POWER	$200.00	4310	Comp	R
00135224	06/17/26	004763 SANDY SABOT	$1,275.00	4310	Comp	R
00135225	06/17/26	000088 ERAN SCOZZARO	$40.97	4310	Comp	R
00135226	06/17/26	003696 UGI ENERGY SERVICES	$9,386.54	4310	Comp	O
00135227	06/17/26	1053 VERIZON	$187.73	4310	Comp	R
00135228	06/17/26	8324 WASTE MANAGEMENT	$11,191.42	4310	Comp	R
00135229	06/17/26	00791 WHITE OAK BOROUGH POLICE DEPARTMENT	$5,000.00	4310	Comp	R
00135230	06/17/26	004878 CM REGENT, LLC	$3,399.54	43101	Comp	R
00135231	06/24/26	005943 AMAZON CAPITAL SERVICES	$2,255.99	4510	Comp	R
00135232	06/24/26	000671 CONSOLIDATED COMMUNICATIONS	$1,653.61	4510	Comp	O
00135233	06/24/26	00248 DUQUESNE LIGHT COMPANY	$14,060.81	4510	Comp	O
00135234	06/24/26	03995 GUTTMAN ENERGY, INC	$158.38	4510	Comp	R
00135235	06/24/26	003223 KISAN PRODUCTIONS	$3,500.00	4510	Comp	R
00135236	06/24/26	001372 METHOD AUTOMATION SERVICES	$1,739.00	4510	Comp	R

Check	Date	Vendor Number & Name\ Remittance Name	Check Amount	Batch	Source	Stat
	10-0101-014-000-00-01 PNC GENERAL FUND					
00135237	06/24/26	002194 PITNEY BOWES INC	$177.00	4510	Comp	R
00135238	06/24/26	000213 PITNEY BOWES PURCHASE POWER	$350.00	4510	Comp	O
00135239	06/24/26	004164 SOS Safety Solutions	$1,837.00	4510	Comp	R
00135240	06/24/26	006453 SUBJECT TECHNOLOGIES	$72,540.00	4510	Comp	R
00135241	06/24/26	004190 SYNERGY COMP INSURANCE COMPANY	$68,314.00	4510	Comp	R
00135242	06/24/26	001330 TOSHIBA	$270.83	4510	Comp	R
00135243	06/24/26	01116 RITA POWROZNIK-TRAEGER	$1,074.98	4510	Comp	O
00135244	06/24/26	003696 UGI ENERGY SERVICES	$2,260.17	4510	Comp	O
00135245	06/24/26	1053 VERIZON	$512.42	4510	Comp	O
00135246	06/30/26	3498 A.O.T. INC	$16,037.01	4410	Comp	O
00135247	06/30/26	04654 AGC EDUCATION INC	$649.14	4410	Comp	O
00135248	06/30/26	04751 ALLEGHENY EDUCATIONAL SYSTEMS	$24,936.60	4410	Comp	O
00135249	06/30/26	00379 ALLEGHENY INTERMEDIATE UNIT	$104,887.56	4410	Comp	O
00135250	06/30/26	000318 ALPHABET U	$2,460.53	4410	Comp	O
00135251	06/30/26	005943 AMAZON CAPITAL SERVICES	$9,485.69	4410	Comp	O
00135252	06/30/26	004899 AMERGIS	$16,257.16	4410	Comp	O
00135253	06/30/26	002700 AMPLIFY	$3,360.00	4410	Comp	O
00135254	06/30/26	005260 APPLIED PEST MANAGEMENT	$1,097.92	4410	Comp	O
00135255	06/30/26	56230 AQUA FILTER FRESH INC	$429.80	4410	Comp	O
00135256	06/30/26	006311 ASK SPEECH THERAPY	$261.00	4410	Comp	O
00135257	06/30/26	005732 AUTO BODY PRODUCT INC	$4,072.72	4410	Comp	O
00135258	06/30/26	00327 B & R POOLS & SWIM SHOP	$136.00	4410	Comp	O
00135259	06/30/26	00329 BARRIER PROTECTION SYSTEMS	$974.10	4410	Comp	O
00135260	06/30/26	002900 KAYLA BEATTY	$14.95	4410	Comp	O
00135261	06/30/26	001764 BELLE VERNON AREA SCHOOL DISTRICT	$2,850.00	4410	Comp	O
00135262	06/30/26	006456 GREGORY BLACK	$14.95	4410	Comp	O
00135263	06/30/26	002036 CARL'S SIGNS	$200.00	4410	Comp	O
00135264	06/30/26	005744 CARLY TANNEY	$14.95	4410	Comp	O
00135265	06/30/26	002424 CAROLYN CARREIRO	$45.82	4410	Comp	O
00135266	06/30/26	2374 CENTURY SPORTS	$1,974.25	4410	Comp	O
00135267	06/30/26	04025 CHESTER COUNTY INTERMEDIATE UNIT	$471.46	4410	Comp	O
00135268	06/30/26	003313 CITY OF MCKEESPORT	$1,860.67	4410	Comp	O
00135269	06/30/26	003229 CLAIRTON CITY SCHOOL DISTRICT	$2,090.00	4410	Comp	O
00135270	06/30/26	002471 COASTAL SYSTEMS CORPORATION	$6,913.17	4410	Comp	O
00135271	06/30/26	03149 COMBUSTION SERVICE & EQUIPMENT	$970.00	4410	Comp	O
00135272	06/30/26	6984 CRISIS PREVENTION INSTITUTE, INC.	$400.00	4410	Comp	O
00135273	06/30/26	004315 DAVIS-FETCH CORP OF PENNSYLVANIA	$1,450.00	4410	Comp	O
00135274	06/30/26	006158 DAY SCHOOL	$11,454.85	4410	Comp	O
00135275	06/30/26	003968 DILLON MCCANDLESS KING COULTER & GRAHAM	$1,465.75	4410	Comp	O
00135276	06/30/26	0659 DIRECT ENERGY BUSINESS	$11,688.55	4410	Comp	O
00135277	06/30/26	006439 DRAW COLLECTIVE	$9,792.45	4410	Comp	O
00135278	06/30/26	006461 EPHRIEM WANZO	$12.95	4410	Comp	O
00135279	06/30/26	001349 ESSPA	$100.00	4410	Comp	O
00135280	06/30/26	000021 EVERDRIVEN TECHNOLOGIES, LLC	$221.56	4410	Comp	O
00135281	06/30/26	2370 FAGAN SANITARY SUPPLY	$19,871.55	4410	Comp	O
00135282	06/30/26	003961 FERGUSON	$739.21	4410	Comp	O
00135283	06/30/26	00415 FILTECH INC	$8,104.35	4410	Comp	O
00135284	06/30/26	5871 FINAL SCORE TROPHIES	$1,196.49	4410	Comp	O
00135285	06/30/26	000605 FIRST STUDENT	$42,239.20	4410	Comp	O
00135286	06/30/26	002486 FORD BUSINESS MACHINES, INC FORD OFFICE TECHNOLOGIES	$240.00	4410	Comp	O
00135287	06/30/26	3687 GATEWAY SCHOOL DISTRICT	$2,308.00	4410	Comp	O

Check	Date	Vendor Number & Name\ Remittance Name	Check Amount	Batch	Source	Stat
	10-0101-014-000-00-01 PNC GENERAL FUND					
00135288	06/30/26	004732 GOVCONNECTION, INC	$48,299.90	4410	Comp	O
00135289	06/30/26	006406 GRADUATION ALLIANCE INC	$7,819.35	4410	Comp	O
00135290	06/30/26	002982 GRAINGER	$262.95	4410	Comp	O
00135291	06/30/26	005157 JORDAN HARPER	$300.00	4410	Comp	O
00135292	06/30/26	005895 HOME DEPOT CREDIT SERVICES	$2,926.33	4410	Comp	O
00135293	06/30/26	003994 HORIZON INFORMATION SERVICES INC	$63,351.00	4410	Comp	O
00135294	06/30/26	002365 IDN HARWARE SALES INC	$67.04	4410	Comp	O
00135295	06/30/26	581 INTERIM HEALTHCARE OF PITTSBURGH	$4,815.00	4410	Comp	O
00135296	06/30/26	005479 ISCORP	$7,541.00	4410	Comp	O
00135297	06/30/26	02783 J N SHEFFEY ASSOCIATES	$371.00	4410	Comp	O
00135298	06/30/26	003783 KELLINGTON PROTECTION SERVICE, LLC	$31,695.80	4410	Comp	O
00135299	06/30/26	006004 KELLY GENERATORS	$4,210.98	4410	Comp	O
00135300	06/30/26	006328 KEYSTONE EDUCATION GROUP LLC	$79,020.00	4410	Comp	O
00135301	06/30/26	006458 KIMBERLY WALKER	$14.95	4410	Comp	O
00135302	06/30/26	004964 MIKE KISAN	$121.80	4410	Comp	O
00135303	06/30/26	003687 MILAN KISKA	$144.00	4410	Comp	O
00135304	06/30/26	000100 KRISE TRANSPORTATION INC	$509,785.99	4410	Comp	O
00135305	06/30/26	02828 LAKESHORE LEARNING MATERIALS	$1,176.36	4410	Comp	O
00135306	06/30/26	3972 LANCASTER-LEBANON IU 13	$18,080.00	4410	Comp	O
00135307	06/30/26	003046 LIBERTY DISTRIBUTORS, INC.	$20,698.98	4410	Comp	O
00135308	06/30/26	04264 LINS ELEVATOR SERVICE INC	$1,750.20	4410	Comp	O
00135309	06/30/26	000894 LOGI-TEK SOLUTIONS	$95.00	4410	Comp	O
00135310	06/30/26	006256 LORI SENKEWITZ	$14.95	4410	Comp	O
00135311	06/30/26	00724 MASD-FOOD SERVICE	$7,008.09	4410	Comp	O
00135312	06/30/26	003199 MCKEESPORT POLICE DEPARTMENT	$1,596.72	4410	Comp	O
00135313	06/30/26	005111 JENNA MOZZOCIO	$700.98	4410	Comp	O
00135314	06/30/26	5190 MR JOHN & TRI-BORO TRAILER	$125.00	4410	Comp	O
00135315	06/30/26	00882 MUNICIPAL AUTHORITY OF WESTMORELAND	$1,953.17	4410	Comp	O
00135316	06/30/26	04819 NAPA AUTO PARTS	$60.59	4410	Comp	O
00135317	06/30/26	004126 NEW STORY SCHOOLS	$4,740.00	4410	Comp	O
00135318	06/30/26	006182 O'REILLY AUTO	$12.78	4410	Comp	O
00135319	06/30/26	000548 PAFPC	$400.00	4410	Comp	O
00135320	06/30/26	006432 PARTY IN A BOX RENTAL	$7.42	4410	Comp	O
00135321	06/30/26	000269 PETROLEUM TRADERS CORPORATION	$22,460.43	4410	Comp	O
00135322	06/30/26	004373 PIONEER ATHLETICS	$6,069.60	4410	Comp	O
00135323	06/30/26	006463 PITTSBURGH THREE RIVERS MARATHON, INC	$124.87	4410	Comp	O
00135324	06/30/26	002429 POWERSCHOOL	$6,994.30	4410	Comp	O
00135325	06/30/26	05029 PROSOFT TECHNOLOGIES INC	$5,501.28	4410	Comp	O
00135326	06/30/26	000750 QUEST DIAGNOSTICS	$481.20	4410	Comp	O
00135327	06/30/26	01182 QUILL CORP	$15,046.19	4410	Comp	O
00135328	06/30/26	00501 R C WALTER & SONS INC	$21.23	4410	Comp	O
00135329	06/30/26	001702 SAM'S CLUB/SYNCHRONY BANK	$207.26	4410	Comp	O
00135330	06/30/26	00316 SHERWIN WILLIAMS	$62.35	4410	Comp	O
00135331	06/30/26	04128 SINGER PAINT & GLASS INC	$443.00	4410	Comp	O
00135332	06/30/26	005291 SKYWARD ACCOUNTING DEPT	$3,150.00	4410	Comp	O
00135333	06/30/26	006257 SOUTH ALLEGHENY SCHOOL DITRICT	$2,046.97	4410	Comp	O
00135334	06/30/26	005486 STATE CHEMICAL PRODUCTS	$185.65	4410	Comp	O
00135335	06/30/26	006326 STEVEN M. TOPRANI	$750.00	4410	Comp	O
00135336	06/30/26	001981 SUNBELT RENTALS	$59.00	4410	Comp	O
00135337	06/30/26	00219 SUNRAY ELECTRIC SUPPLY CO	$697.21	4410	Comp	O
00135338	06/30/26	006283 THE BRADLEY CENTER	$12,487.25	4410	Comp	O
00135339	06/30/26	004766 THE EFFICIENCY NETWORK	$2,777.00	4410	Comp	O

Check	Date	Vendor Number & Name\ Remittance Name	Check Amount	Batch	Source	Stat
	10-0101-014-000-00-01 PNC GENERAL FUND					
00135340	06/30/26	006457 TREY ALLEN	$14.95	4410	Comp	O
00135341	06/30/26	005979 VARSITY SPIRIT FASHIONS & SUPPLIES LLC	$3,193.00	4410	Comp	O
00135342	06/30/26	93821 VEGELY WELDING INC	$659.00	4410	Comp	O
00135343	06/30/26	678 VERIZON WIRELESS	$658.80	4410	Comp	O
00135344	06/30/26	8324 WASTE MANAGEMENT	$4,658.65	4410	Comp	O
00135345	06/30/26	000730 WESLEY FAMILY SERVICES	$4,500.00	4410	Comp	O
00135346	06/30/26	0248 WOODLAND HILLS SCHOOL DISTRICT	$2,810.34	4410	Comp	O
00135347	06/30/26	02375 ZORESCO EQUIPMENT COMPANY	$288.00	4410	Comp	O

Totals For Bank Account 10-0101-014-000-00-01 PNC GENERAL FUND

Balance Sheet 1,557,478.24 **Expenditure** 0.00 **Revenue** 0.00

	Total	Count		Total	Count
Outstanding	1,259,825.31	110	**Computer Check**	1,557,478.24	163
Reconciled	297,652.93	53	**Hand Check**	0.00	0
Stop Payment	0.00	0	**Wire Transfer**	0.00	0
Voided	0.00	0			
	1,557,478.24	163		1,557,478.24	163

McKeesport Area School District
Check Register 2026-2027

Check	Date	Vendor Number & Name\ Remittance Name	Check Amount	Batch	Source	Stat
	10-0101-014-000-00-01 PNC GENERAL FUND					
00135348	07/09/26	005943 AMAZON CAPITAL SERVICES	$8,650.70	1010	Comp	O
00135349	07/09/26	04271 ART LABELS	$600.00	1010	Comp	O
00135350	07/09/26	00262 BOROUGH OF DRAVOSBURG	$4,587.65	1010	Comp	O
00135351	07/09/26	000671 CONSOLIDATED COMMUNICATIONS	$121.77	1010	Comp	O
00135352	07/09/26	0659 DIRECT ENERGY BUSINESS	$26,836.54	1010	Comp	O
00135353	07/09/26	00248 DUQUESNE LIGHT COMPANY	$15,051.69	1010	Comp	O
00135354	07/09/26	03995 GUTTMAN ENERGY, INC	$618.02	1010	Comp	O
00135355	07/09/26	00724 MASD-FOOD SERVICE	$630.91	1010	Comp	O
00135356	07/09/26	004885 MON VALLEY INDEPENDENT	$47.80	1010	Comp	O
00135357	07/09/26	00882 MUNICIPAL AUTHORITY OF WESTMORELAND	$727.05	1010	Comp	O
00135358	07/09/26	004877 PENNSYLVANIA AMERICAN WATER	$1,861.95	1010	Comp	O
00135359	07/09/26	002194 PITNEY BOWES INC	$354.00	1010	Comp	O
00135360	07/09/26	002429 POWERSCHOOL	$1,551.09	1010	Comp	O
00135361	07/09/26	005723 SAVVAS LEARNING COMPANY LLC	$42,990.03	1010	Comp	O
00135362	07/09/26	006317 THE WILSON GROUP, LLC	$1,811.40	1010	Comp	O
00135363	07/09/26	001330 TOSHIBA	$986.30	1010	Comp	O
00135364	07/09/26	8324 WASTE MANAGEMENT	$6,525.48	1010	Comp	O
00135365	07/16/26	005943 AMAZON CAPITAL SERVICES	$1,314.00	1110	Comp	O
00135366	07/16/26	005917 CERTASITE, LLC	$40,083.61	1110	Comp	O
00135367	07/16/26	006445 CLEVER INC.	$6,083.48	1110	Comp	O
00135368	07/16/26	005401 DICKIE, MCCAMEY & CHILCOTE	$246.00	1110	Comp	O
00135369	07/16/26	0659 DIRECT ENERGY BUSINESS	$13,579.99	1110	Comp	O
00135370	07/16/26	003783 KELLINGTON PROTECTION SERVICE, LLC	$4,235.29	1110	Comp	O
00135371	07/16/26	004877 PENNSYLVANIA AMERICAN WATER	$366.94	1110	Comp	O
00135372	07/16/26	003696 UGI ENERGY SERVICES	$558.86	1110	Comp	O
00135373	07/23/26	005072 84 LUMBER	$1,008.68	1210	Comp	O
00135374	07/23/26	006372 HAVTECH SUPPLY, LLC	$246.19	1210	Comp	O
00135375	07/23/26	004877 PENNSYLVANIA AMERICAN WATER	$147.58	1210	Comp	O
00135376	07/23/26	02298 PEOPLES NATURAL GAS COMPANY	$6,142.23	1210	Comp	O
00135377	07/23/26	000213 PITNEY BOWES PURCHASE POWER	$350.00	1210	Comp	O
00135378	07/23/26	002734 PITTSBURGH REGIONAL TRANSIT	$585.00	1210	Comp	O
00135379	07/23/26	00367 SCOTT ELECTRIC	$2,433.23	1210	Comp	O
00135380	07/23/26	006193 THOMPSON SAFETY	$199.98	1210	Comp	O
00135381	07/23/26	001405 TRIB TOTAL MEDIA	$1,948.00	1210	Comp	O
00135382	07/30/26	005943 AMAZON CAPITAL SERVICES	$14,064.40	1310	Comp	O
00135383	07/30/26	005164 JAMF SOFTWARE, LLC	$6,671.50	1310	Comp	O
00135384	08/14/26	3498 A.O.T. INC	$2,917.34	2010	Comp	O
00135385	08/14/26	004682 ABC SUPPLY CO MBA #737	$219.29	2010	Comp	O
00135386	08/14/26	04751 ALLEGHENY EDUCATIONAL SYSTEMS	$32,296.39	2010	Comp	O
00135387	08/14/26	00379 ALLEGHENY INTERMEDIATE UNIT	$18,296.28	2010	Comp	O
00135388	08/14/26	004899 AMERGIS	$21,975.88	2010	Comp	O
00135389	08/14/26	04833 APPLE INC.	$10,528.00	2010	Comp	O
00135390	08/14/26	005268 AVEANNA HEALTHCARE	$1,706.25	2010	Comp	O
00135391	08/14/26	00262 BOROUGH OF DRAVOSBURG	$4,794.89	2010	Comp	O
00135392	08/14/26	005917 CERTASITE, LLC	$468.50	2010	Comp	O
00135393	08/14/26	04025 CHESTER COUNTY INTERMEDIATE UNIT	$26,542.08	2010	Comp	O
00135394	08/14/26	03149 COMBUSTION SERVICE & EQUIPMENT	$2,111.25	2010	Comp	O
00135395	08/14/26	006158 DAY SCHOOL	$19,583.40	2010	Comp	O
00135396	08/14/26	003968 DILLON MCCANDLESS KING COULTER & GRAHAM	$18,559.14	2010	Comp	O
00135397	08/14/26	006439 DRAW COLLECTIVE	$216,987.00	2010	Comp	O
00135398	08/14/26	00345 EH GRIFFITH INCORPORATED	$16,951.33	2010	Comp	O
00135399	08/14/26	003961 FERGUSON	$8.88	2010	Comp	O

Check	Date	Vendor Number & Name\ Remittance Name	Check Amount	Batch	Source	Stat
	10-0101-014-000-00-01 PNC GENERAL FUND					
00135400	08/14/26	005404 FIREWATER RESPONSE 365	$7,495.86	2010	Comp	O
00135401	08/14/26	000605 FIRST STUDENT	$1,247.70	2010	Comp	O
00135402	08/14/26	001983 FRIENDSHIP ACADEMY	$3,825.00	2010	Comp	O
00135403	08/14/26	005930 FUNSHINE EXPRESS	$7,492.86	2010	Comp	O
00135404	08/14/26	03471 GOPHER SPORT	$746.25	2010	Comp	O
00135405	08/14/26	002982 GRAINGER	$248.68	2010	Comp	O
00135406	08/14/26	00617 GROVE CITY AREA SCHOOL DIST	$3,120.00	2010	Comp	O
00135407	08/14/26	006195 ADVANCED SECURITY TECH H & T SECURITY SOLUTIONS	$28,853.93	2010	Comp	O
00135408	08/14/26	004972 HARBORCREEK YOUTH SERVICES	$1,536.30	2010	Comp	O
00135409	08/14/26	002443 HEETER PRINTING	$14,070.00	2010	Comp	O
00135410	08/14/26	002365 IDN HARWARE SALES INC	$5,753.00	2010	Comp	O
00135411	08/14/26	4569 4IMPRINT	$4,219.10	2010	Comp	O
00135412	08/14/26	006433 INSTITUTIONAL SPECIALTIES, INC	$66,700.00	2010	Comp	O
00135413	08/14/26	00271 JOSTENS INC	$689.85	2010	Comp	O
00135414	08/14/26	02828 LAKESHORE LEARNING MATERIALS	$3,419.85	2010	Comp	O
00135415	08/14/26	3972 LANCASTER-LEBANON IU 13	$5,427.00	2010	Comp	O
00135416	08/14/26	00724 MASD-FOOD SERVICE	$709.61	2010	Comp	O
00135417	08/14/26	006460 MELISSA HANEY	$139.90	2010	Comp	O
00135418	08/14/26	04819 NAPA AUTO PARTS	$10.61	2010	Comp	O
00135419	08/14/26	000847 NASCO NASCO EDUCATION/SCHOOL SPECIALTY	$1,832.64	2010	Comp	O
00135420	08/14/26	004126 NEW STORY SCHOOLS	$30,255.00	2010	Comp	O
00135421	08/14/26	006182 O'REILLY AUTO	$76.99	2010	Comp	O
00135422	08/14/26	4526 PLEA	$205,215.90	2010	Comp	O
00135423	08/14/26	006459 SENSORYEDGE	$6,578.28	2010	Comp	O
00135424	08/14/26	006399 SHANNON WINTRUBA SHANNON WINTRUBA	$154.80	2010	Comp	O
00135425	08/14/26	00316 SHERWIN WILLIAMS	$51.05	2010	Comp	O
00135426	08/14/26	002851 SKILLS USA PENNSYLVANIA	$220.00	2010	Comp	O
00135427	08/14/26	5156 SOUTH CENTRAL AREA SPECIAL SCHOOLS JOINT	$3,250.00	2010	Comp	O
00135428	08/14/26	0205 SPECTRUM CHARTER SCHOOL, INC	$3,137.14	2010	Comp	O
00135429	08/14/26	005486 STATE CHEMICAL PRODUCTS	$185.65	2010	Comp	O
00135430	08/14/26	00219 SUNRAY ELECTRIC SUPPLY CO	$478.34	2010	Comp	O
00135431	08/14/26	006072 TCV COMMUNITY SERVICES	$96,198.00	2010	Comp	O
00135432	08/14/26	006283 THE BRADLEY CENTER	$2,195.75	2010	Comp	O
00135433	08/14/26	005032 THE EDUCATION CENTER AT THE WATSON INSTI	$8,270.00	2010	Comp	O
00135434	08/14/26	006317 THE WILSON GROUP, LLC	$6,926.40	2010	Comp	O
00135435	08/14/26	8378 ULINE	$6,322.54	2010	Comp	O
00135436	08/14/26	000570 UPPER ST CLAIR SCHOOL DISTRICT	$3,759.12	2010	Comp	O
00135437	08/14/26	006464 WASHINGTON COUNTY PROBATION SERVICES WASHINGTON COUNTY GENERAL FUND	$1,785.00	2010	Comp	O
00135438	08/14/26	04117 W B MASON CO INC	$936.52	2010	Comp	O
00135439	08/14/26	002789 WESTERN PA SCHOOL FOR THE DEAF	$7,500.00	2010	Comp	O
00135440	08/14/26	01941 WEST MUSIC	$1,438.20	2010	Comp	O
00135441	08/14/26	006281 WILLIAM J. MILLER, JR., ESQ	$1,000.00	2010	Comp	O
00135442	08/14/26	005919 ZORO TOOLS, INC	$595.02	2010	Comp	O

Check	Date	Vendor Number & Name\ Remittance Name	Check Amount	Batch	Source	Stat
10-0101-014-000-00-01 PNC GENERAL FUND						

Totals For Bank Account 10-0101-014-000-00-01 PNC GENERAL FUND

Balance Sheet 1,152,231.08 **Expenditure** 0.00 **Revenue** 0.00

	Total	Count		Total	Count
Outstanding	1,152,231.08	95	**Computer Check**	1,152,231.08	95
Reconciled	0.00	0	**Hand Check**	0.00	0
Stop Payment	0.00	0	**Wire Transfer**	0.00	0
Voided	0.00	0			
	1,152,231.08	95		1,152,231.08	95

SELECTION CRITERIA: transact.check_bankacct='0001219346'
ACCOUNTING PERIOD: 1/27

0001219346 - PNC GENERAL FUND - 10 - A0101014

CASH ACCOUNT / ACCOUNT NUMBER	FUND	CHECK NO	ISSUE DT	VENDOR	NAME / ----DESCRIPTION----	SALES TAX	AMOUNT
10-A0101014 10-2260-320-000-00-00	10	135541	07/06/26	10001721	DH EDUCATION SOLUTI	0.00	7,480.00
10-A0101014 10-2360-530-000-00-00	10	135542	07/06/26	10001760	DONALD MACFANN	0.00	200.00
10-A0101014 10-2650-750-000-00-00	10	135543	07/06/26	10003975	JIM SHORKEY AUTO GR	0.00	80,851.17
10-A0101014 10-2620-530-000-00-00	10	135544	07/16/26	10001287	BILL HOLSING	0.00	75.00
10-A0101014 10-2620-530-000-00-00	10	135545	07/16/26	10001333	BRANDON J POSTON	0.00	75.00
10-A0101014 10-2620-530-000-00-00	10	135546	07/16/26	10001410	CARLOWS W BROWN	0.00	75.00
10-A0101014 10-2500-330-000-00-00	10	135547	07/16/26	10001539	COMPUTERSHARE TRUST	0.00	1,350.00
10-A0101014 10-2620-530-000-00-00	10	135548	07/16/26	10001560	CORY GERARD GRACE	0.00	75.00
10-A0101014 10-2500-490-000-00-00	10	135549	07/16/26	10001923	FORD BUSINESS MACHI	0.00	9,984.44
10-A0101014 10-2620-530-000-00-00	10	135550	07/16/26	10001979	GEORGE J URA	0.00	75.00
10-A0101014 10-2650-626-000-00-00	10	135551	07/16/26	10002053	GUTTMAN ENERGY INC	0.00	362.95
10-A0101014 10-2660-580-000-00-00	10	135551	07/16/26	10002053	GUTTMAN ENERGY INC	0.00	40.19
TOTAL CHECK						0.00	403.14
10-A0101014 10-2620-530-000-00-00	10	135552	07/16/26	10002158	JACQUELINE KOST	0.00	75.00
10-A0101014 10-2620-530-000-00-00	10	135553	07/16/26	10002193	JASON C CREIGHTON	0.00	75.00
10-A0101014 10-2660-350-000-00-00	10	135554	07/16/26	10002409	KELLINGTON PROTECTI	0.00	402.39
10-A0101014 10-2660-350-000-00-00	10	135554	07/16/26	10002409	KELLINGTON PROTECTI	0.00	448.80
10-A0101014 10-2660-350-000-00-00	10	135554	07/16/26	10002409	KELLINGTON PROTECTI	0.00	4,401.74
TOTAL CHECK						0.00	5,252.93
10-A0101014	10	135555	07/16/26	10002448	KEYSTONE COLLECTION	0.00	67,880.00

SELECTION CRITERIA: transact.check_bankacct='0001219346'
ACCOUNTING PERIOD: 1/27

0001219346 - PNC GENERAL FUND - 10 - A0101014

CASH ACCOUNT / ACCOUNT NUMBER	FUND	CHECK NO	ISSUE DT	VENDOR	NAME / ----DESCRIPTION----	SALES TAX	AMOUNT
10-2330-312-000-00-00							
10-A0101014	10	135556	07/16/26	10002721	MCKENNA WILLIAMS	0.00	75.00
10-2620-530-000-00-00							
10-A0101014	10	135557	07/16/26	10002745	MGI RISK MANAGEMENT	0.00	9,837.00
10-3250-529-000-00-00							
10-A0101014	10	135558	07/16/26	10002963	PA PRINCIPALS ASSOC	0.00	1,210.00
10-1100-810-000-30-81					PA PRINCIPALS ASSOC		
10-A0101014	10	135558	07/16/26	10002963	PA PRINCIPALS ASSOC	0.00	1,210.00
10-1200-810-270-00-00					PA PRINCIPALS ASSOC		
10-A0101014	10	135558	07/16/26	10002963	PA PRINCIPALS ASSOC	0.00	1,210.00
10-2360-810-000-00-00					PA PRINCIPALS ASSOC		
10-A0101014	10	135558	07/16/26	10002963	PA PRINCIPALS ASSOC	0.00	1,210.00
10-2380-810-000-10-40					PA PRINCIPALS ASSOC		
10-A0101014	10	135558	07/16/26	10002963	PA PRINCIPALS ASSOC	0.00	1,210.00
10-2380-810-000-10-42					PA PRINCIPALS ASSOC		
10-A0101014	10	135558	07/16/26	10002963	PA PRINCIPALS ASSOC	0.00	1,815.00
10-2380-810-000-20-53					PA PRINCIPALS ASSOC		
10-A0101014	10	135558	07/16/26	10002963	PA PRINCIPALS ASSOC	0.00	3,630.00
10-2500-810-000-00-00					PA PRINCIPALS ASSOC		
TOTAL CHECK						0.00	11,495.00
10-A0101014	10	135559	07/16/26	10002999	PATRICIA M MOWER	0.00	75.00
10-2620-530-000-00-00							
10-A0101014	10	135560	07/16/26	10003164	PSBA	0.00	2,943.00
10-2500-330-000-00-00							
10-A0101014	10	135561	07/16/26	10003209	RAY RICHARD	0.00	75.00
10-2620-530-000-00-00							
10-A0101014	10	135562	07/16/26	10003254	ROBERT PATTERSON	0.00	75.00
10-2620-530-000-00-00							
10-A0101014	10	135563	07/16/26	10003475	SOS SAFETY SOLUTION	0.00	1,833.00
10-5800-260-000-00-00							
10-A0101014	10	135564	07/16/26	10003486	SOUTHWEST PASBO	0.00	35.00
10-2500-810-000-00-00					2026-2027 MEMBERSHI		
10-A0101014	10	135564	07/16/26	10003486	SOUTHWEST PASBO	0.00	35.00
10-2360-810-000-00-00					2026-2027 MEMBERSHI		
TOTAL CHECK						0.00	70.00
10-A0101014	10	135565	07/16/26	10003542	STEPHEN R CMAR	0.00	75.00
10-2620-530-000-00-00							
10-A0101014	10	135566	07/16/26	10003543	STEPHEN E DUMIC	0.00	75.00
10-2620-530-000-00-00							

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0001219346 - PNC GENERAL FUND - 10 - A0101014

CASH ACCOUNT / ACCOUNT NUMBER	FUND	CHECK NO	ISSUE DT	VENDOR	NAME / ----DESCRIPTION----	SALES TAX	AMOUNT
10-A0101014	10	135567	07/16/26	10003544	STEVEN DUNWORTH	0.00	75.00
10-2620-530-000-00-00							
10-A0101014	10	135568	07/16/26	10003580	SYNERGY COMP INSURA	0.00	23,562.00
10-5800-260-000-00-00							
10-A0101014	10	135569	07/16/26	10003638	THE BANK OF NEW YOR	0.00	825.00
10-2500-330-000-00-00							
10-A0101014	10	135569	07/16/26	10003638	THE BANK OF NEW YOR	0.00	825.00
10-2500-330-000-00-00							
10-A0101014	10	135569	07/16/26	10003638	THE BANK OF NEW YOR	0.00	825.00
10-2500-330-000-00-00							
10-A0101014	10	135569	07/16/26	10003638	THE BANK OF NEW YOR	0.00	825.00
10-2500-330-000-00-00							
10-A0101014	10	135569	07/16/26	10003638	THE BANK OF NEW YOR	0.00	825.00
10-2500-330-000-00-00							
10-A0101014	10	135569	07/16/26	10003638	THE BANK OF NEW YOR	0.00	874.50
10-2500-330-000-00-00							
TOTAL CHECK						0.00	4,999.50
10-A0101014	10	135570	07/16/26	10003708	TIMOTHY F SWEENEY	0.00	75.00
10-2620-530-000-00-00							
10-A0101014	10	135571	07/16/26	10003727	THOMAS R FINLEY	0.00	75.00
10-2620-530-000-00-00							
10-A0101014	10	135572	07/16/26	10003742	ANTHONY HUGHES	0.00	75.00
10-2620-530-000-00-00							
10-A0101014	10	135573V	07/16/26	10003870	KERRI B BRYER	0.00	-75.00
10-2620-530-000-00-00							
10-A0101014	10	135573	07/16/26	10003870	KERRI B BRYER	0.00	75.00
10-2620-530-000-00-00							
TOTAL CHECK						0.00	0.00
10-A0101014	10	135574	07/16/26	10003880	WAYNE HARRISON	0.00	75.00
10-2620-530-000-00-00							
10-A0101014	10	135575	07/16/26	10003987	VERIZON	0.00	187.73
10-2620-530-000-00-00							
10-A0101014	10	135576	07/27/26	10001182	AQUA FILTER FRESH I	0.00	9.00
10-1100-610-000-10-40							
10-A0101014	10	135576	07/27/26	10001182	AQUA FILTER FRESH I	0.00	9.95
10-1100-610-000-30-81							
10-A0101014	10	135576	07/27/26	10001182	AQUA FILTER FRESH I	0.00	18.00
10-1442-610-000-30-00							
10-A0101014	10	135576	07/27/26	10001182	AQUA FILTER FRESH I	0.00	29.85
10-1100-610-000-00-00							
TOTAL CHECK						0.00	66.80

MCKEESPORT AREA SCHOOL DISTRICT
Check Register - By Bank Account

SELECTION CRITERIA: transact.check_bankacct='0001219346'
ACCOUNTING PERIOD: 1/27

0001219346 - PNC GENERAL FUND - 10 - A0101014

CASH ACCOUNT / ACCOUNT NUMBER	FUND	CHECK NO	ISSUE DT	VENDOR	NAME / ----DESCRIPTION----	SALES TAX	AMOUNT
10-A0101014 10-5800-213-000-00-00	10	135577	07/27/26	10001515	CM REGENT LLC	0.00	3,392.65
10-A0101014 10-2260-320-000-00-00	10	135578	07/27/26	10001721	DH EDUCATION SOLUTI	0.00	6,040.00
10-A0101014 10-2393-340-000-00-01	10	135579	07/27/26	10001772	DQE COMMUNICATIONS	0.00	2,262.87
10-A0101014 10-2620-422-000-00-00	10	135580	07/27/26	10001776	DUQUESNE LIGHT COMP	0.00	3,162.34
10-A0101014 10-2650-626-000-00-00	10	135581	07/27/26	10002053	GUTTMAN ENERGY INC	0.00	89.31
10-A0101014 10-A0101012	10	135582	07/27/26	10002675	MASD-PAYROLL ACCOUN	0.00	1,200,000.00
10-A0101014 10-3250-590-000-00-00	10	135583	07/27/26	10002777	MIKE KISAN	0.00	3,500.00
10-A0101014 10-3250-590-000-00-00	10	135583V	07/27/26	10002777	MIKE KISAN	0.00	-3,500.00
TOTAL CHECK						0.00	0.00
10-A0101014 10-2720-513-000-00-00	10	135584	07/27/26	10003067	PETROLEUM TRADERS C	0.00	3,266.00
10-A0101014 10-2750-513-000-00-00	10	135584	07/27/26	10003067	PETROLEUM TRADERS C	0.00	1,399.71
TOTAL CHECK						0.00	4,665.71
10-A0101014 10-2500-530-000-00-00	10	135585	07/27/26	10003089	PITNEY BOWES PURCHA	0.00	355.25
10-A0101014 10-2620-530-000-00-00	10	135586	07/27/26	10003834	VERIZON	0.00	256.36
10-A0101014 10-2620-530-000-00-00	10	135587	07/27/26	10003995	WALTER BURTON	0.00	75.00
10-A0101014 10-2620-530-000-00-00	10	135588	07/30/26	10001545	CONSOLIDATED COMMUN 412-948-1095/0	0.00	1,277.88
10-A0101014 10-2620-530-000-00-00	10	135588	07/30/26	10001545	CONSOLIDATED COMMUN 412-664-3757/0	0.00	4.95
10-A0101014 10-2620-530-000-00-00	10	135588	07/30/26	10001545	CONSOLIDATED COMMUN 412-664-3799/0	0.00	111.42
10-A0101014 10-2620-530-000-00-00	10	135588	07/30/26	10001545	CONSOLIDATED COMMUN 412-664-3753/0	0.00	149.40
TOTAL CHECK						0.00	1,543.65
10-A0101014 10-2620-422-000-00-00	10	135589	07/30/26	10001734	DIRECT ENERGY BUSIN 1833	0.00	10,681.06

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0001219346 - PNC GENERAL FUND - 10 - A0101014

CASH ACCOUNT ACCOUNT NUMBER	FUND	CHECK NO	ISSUE DT	VENDOR	NAME ----DESCRIPTION----	SALES TAX	AMOUNT
10-A0101014 10-2500-490-000-00-00	10	135590	07/30/26	10001923	FORD BUSINESS MACHI 100-0896223-001	0.00	11,140.07
10-A0101014 10-2650-626-000-00-00	10	135591	07/30/26	10002053	GUTTMAN ENERGY INC FUEL-MAINTENANCE VE	0.00	421.68
10-A0101014 10-2330-330-000-00-00	10	135592	07/30/26	10002448	KEYSTONE COLLECTION	0.00	8,906.14
10-A0101014 10-2330-330-000-00-00	10	135592	07/30/26	10002448	KEYSTONE COLLECTION	0.00	1,634.41
10-A0101014 10-2330-330-000-00-00	10	135592	07/30/26	10002448	KEYSTONE COLLECTION	0.00	2,022.94
10-A0101014 10-2330-330-000-00-00	10	135592	07/30/26	10002448	KEYSTONE COLLECTION	0.00	583.02
10-A0101014 10-2330-330-000-00-00	10	135592	07/30/26	10002448	KEYSTONE COLLECTION	0.00	24,514.99
TOTAL CHECK						0.00	37,661.50
10-A0101014 10-3250-590-000-00-00	10	135593	07/30/26	10002466	KISAN PRODUCTIONS	0.00	3,500.00
10-A0101014 10-2620-424-000-00-00	10	135594	07/30/26	10002826	MUNICIPAL AUTHORITY M-099-099-50	0.00	677.73
10-A0101014 10-2620-424-000-00-00	10	135594	07/30/26	10002826	MUNICIPAL AUTHORITY M-099-098-00	0.00	349.51
10-A0101014 10-2620-424-000-00-00	10	135594	07/30/26	10002826	MUNICIPAL AUTHORITY M-099-100-00	0.00	596.30
TOTAL CHECK						0.00	1,623.54
10-A0101014 10-2500-610-000-00-00	10	135595	07/30/26	10003344	SAM'S CLUB/SYNCHRON	0.00	159.42
10-A0101014 10-2620-530-000-00-00	10	135596	07/30/26	10003836	VERIZON WIRELESS 821043697-00001	0.00	658.83
10-A0101014 10-1200-322-270-00-00	10	135597	08/14/26	10001089	ALLEGHENY INTERMEDI	0.00	2,460.01
10-A0101014 10-2620-460-000-00-00	10	135598	08/14/26	10001179	APPLIED PEST MANAGE EXTERMINATION SERVI	0.00	70.28
10-A0101014 10-2620-460-000-00-00	10	135598	08/14/26	10001179	APPLIED PEST MANAGE EXTERMINATION SERVI	0.00	70.28
10-A0101014 10-2620-460-000-00-00	10	135598	08/14/26	10001179	APPLIED PEST MANAGE EXTERMINATION SERVI	0.00	70.28
10-A0101014 10-2620-460-000-00-00	10	135598	08/14/26	10001179	APPLIED PEST MANAGE EXTERMINATION SERVI	0.00	70.28
10-A0101014 10-2620-460-000-00-00	10	135598	08/14/26	10001179	APPLIED PEST MANAGE EXTERMINATION SERVI	0.00	70.28
10-A0101014 10-2620-460-000-00-00	10	135598	08/14/26	10001179	APPLIED PEST MANAGE EXTERMINATION SERVI	0.00	70.28

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0001219346 - PNC GENERAL FUND - 10 - A0101014

CASH ACCOUNT / ACCOUNT NUMBER	FUND	CHECK NO	ISSUE DT	VENDOR	NAME / ----DESCRIPTION----	SALES TAX	AMOUNT
10-A0101014 10-2620-460-000-00-00	10	135598	08/14/26	10001179	APPLIED PEST MANAGE EXTERMINATION SERVI	0.00	70.28
10-A0101014 10-2620-460-000-00-00	10	135598	08/14/26	10001179	APPLIED PEST MANAGE EXTERMINATION SERVI	0.00	70.28
10-A0101014 10-2620-460-000-00-00	10	135598	08/14/26	10001179	APPLIED PEST MANAGE EXTERMINATION SERVI	0.00	70.28
10-A0101014 10-2620-460-000-00-00	10	135598	08/14/26	10001179	APPLIED PEST MANAGE EXTERMINATION SERVI	0.00	70.28
10-A0101014 10-2620-460-000-00-00	10	135598	08/14/26	10001179	APPLIED PEST MANAGE EXTERMINATION SERVI	0.00	70.28
10-A0101014 10-2620-460-000-00-00	10	135598	08/14/26	10001179	APPLIED PEST MANAGE EXTERMINATION SERVI	0.00	70.28
10-A0101014 10-2620-460-000-00-00	10	135598	08/14/26	10001179	APPLIED PEST MANAGE EXTERMINATION SERVI	0.00	77.78
10-A0101014 10-2620-460-000-00-00	10	135598	08/14/26	10001179	APPLIED PEST MANAGE EXTERMINATION SERVI	0.00	77.78
10-A0101014 10-2620-460-000-00-00	10	135598	08/14/26	10001179	APPLIED PEST MANAGE EXTERMINATION SERVI	0.00	199.00
TOTAL CHECK						0.00	1,197.92
10-A0101014 10-2620-610-000-00-00	10	135599	08/14/26	10001182	AQUA FILTER FRESH I MAINTENANCE SUPPLIE	0.00	17.70
10-A0101014 10-1100-610-000-00-00	10	135599	08/14/26	10001182	AQUA FILTER FRESH I	0.00	8.40
10-A0101014 10-1100-610-000-20-53	10	135599	08/14/26	10001182	AQUA FILTER FRESH I	0.00	8.70
10-A0101014 10-1100-610-000-10-42	10	135599	08/14/26	10001182	AQUA FILTER FRESH I	0.00	25.55
10-A0101014 10-1100-610-000-20-53	10	135599	08/14/26	10001182	AQUA FILTER FRESH I	0.00	33.00
10-A0101014 10-1100-610-000-20-53	10	135599	08/14/26	10001182	AQUA FILTER FRESH I	0.00	41.10
10-A0101014 10-2620-610-000-00-00	10	135599	08/14/26	10001182	AQUA FILTER FRESH I	0.00	41.70
10-A0101014 10-1100-610-000-10-40	10	135599	08/14/26	10001182	AQUA FILTER FRESH I	0.00	42.00
10-A0101014 10-1100-610-000-30-81	10	135599	08/14/26	10001182	AQUA FILTER FRESH I	0.00	42.05
10-A0101014 10-1100-610-000-30-81	10	135599	08/14/26	10001182	AQUA FILTER FRESH I	0.00	50.40
TOTAL CHECK						0.00	310.60
10-A0101014 10-3250-550-000-00-00	10	135600	08/14/26	10001190	ART LABELS BUSINESS CARDS - AT	0.00	35.00
10-A0101014 10-2620-610-000-00-00	10	135601	08/14/26	10001226	B & R POOLS & SWIM MAINTENANCE SUPPLIE	0.00	68.00
10-A0101014 10-1100-610-000-10-42	10	135602	08/14/26	10001301	BLICK ART MATERIALS ROYAL BRITES ULTRA-	0.00	18.76
10-A0101014	10	135602	08/14/26	10001301	BLICK ART MATERIALS	0.00	21.66

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0001219346 - PNC GENERAL FUND - 10 - A0101014

CASH ACCOUNT / ACCOUNT NUMBER	FUND	CHECK NO	ISSUE DT	VENDOR	NAME / ----DESCRIPTION----	SALES TAX	AMOUNT
10-1100-610-000-10-42					HYGLOSS BRIGHT TAG		
10-A0101014	10	135602	08/14/26	10001301	BLICK ART MATERIALS	0.00	48.75
10-1100-610-000-10-42					CRAYOLA CONSTRUCTIO		
10-A0101014	10	135602	08/14/26	10001301	BLICK ART MATERIALS	0.00	9.95
10-1100-610-000-10-42					SPECTRA KOLORFAST T		
10-A0101014	10	135602	08/14/26	10001301	BLICK ART MATERIALS	0.00	54.33
10-1100-610-000-10-42					CRAYOLA COMBO CLASS		
10-A0101014	10	135602	08/14/26	10001301	BLICK ART MATERIALS	0.00	86.12
10-1100-610-000-10-42					CRAYOLA COMBO CLASS		
10-A0101014	10	135602	08/14/26	10001301	BLICK ART MATERIALS	0.00	47.66
10-1100-610-000-10-42					CRAYOLA CONSTRUCTIO		
10-A0101014	10	135602	08/14/26	10001301	BLICK ART MATERIALS	0.00	26.82
10-1100-610-000-10-42					SPECTRA KOLORFAST T		
10-A0101014	10	135602	08/14/26	10001301	BLICK ART MATERIALS	0.00	32.45
10-1100-610-000-10-42					ART ORDER		
10-A0101014	10	135602	08/14/26	10001301	BLICK ART MATERIALS	0.00	3,666.00
10-1100-610-000-10-42					ART ORDER		
TOTAL CHECK						0.00	4,012.50
10-A0101014	10	135603	08/14/26	10001411	CARL'S SIGNS	0.00	1,800.00
10-2610-610-000-00-00					18 X 24 ALUMINUM SI		
10-A0101014	10	135604	08/14/26	10001412	CARLY TANNEY	0.00	1,864.20
10-2270-240-000-30-00					SPRING 2025 AND FAL		
10-A0101014	10	135604	08/14/26	10001412	CARLY TANNEY	0.00	1,929.30
10-2270-240-000-30-00					SPRING 2025 AND FAL		
TOTAL CHECK						0.00	3,793.50
10-A0101014	10	135605	08/14/26	10001507	CLAIRTON CITY SCHOO	0.00	434.00
10-2700-000-222-10-00					SHARED TRANSPORTATI		
10-A0101014	10	135606	08/14/26	10001876	ERIN SLATER	0.00	20.81
10-1490-610-432-30-12					REIMBURSEMENT FOR S		
10-A0101014	10	135607	08/14/26	10001889	FAGAN SANITARY SUPP	0.00	209.00
10-2620-611-000-00-00					CUSTODIAL SUPPLIES		
10-A0101014	10	135607	08/14/26	10001889	FAGAN SANITARY SUPP	0.00	4,994.48
10-2620-611-000-00-00					CUSTODIAL SUPPLIES		
TOTAL CHECK						0.00	5,203.48
10-A0101014	10	135608	08/14/26	10001898	FERGUSON	0.00	22.10
10-2620-610-000-00-00					MAINTENANCE SUPPLIE		
10-A0101014	10	135608	08/14/26	10001898	FERGUSON	0.00	93.51
10-2620-610-000-00-00					MAINTENANCE SUPPLIE		
TOTAL CHECK						0.00	115.61
10-A0101014	10	135609	08/14/26	10001963	GATEWAY SCHOOL DIST	0.00	364.00
10-2700-000-222-10-00					SHARED TRANSPORTATI		
10-A0101014	10	135609	08/14/26	10001963	GATEWAY SCHOOL DIST	0.00	373.00
10-2700-000-222-10-00					SHARED TRANSPORTATI		
TOTAL CHECK						0.00	737.00

SELECTION CRITERIA: transact.check_bankacct='0001219346'
ACCOUNTING PERIOD: 1/27

0001219346 - PNC GENERAL FUND - 10 - A0101014

CASH ACCOUNT / ACCOUNT NUMBER	FUND	CHECK NO	ISSUE DT	VENDOR	NAME / ----DESCRIPTION----	SALES TAX	AMOUNT
10-A0101014	10	135610	08/14/26	10002011	GOPHER SPORT	0.00	179.03
10-1100-610-000-30-81					ULTRAPLAY RUBBER VO		
10-A0101014	10	135610	08/14/26	10002011	GOPHER SPORT	0.00	89.51
10-1100-610-000-30-81					GOPHER RAINBOW VICT		
10-A0101014	10	135610	08/14/26	10002011	GOPHER SPORT	0.00	164.75
10-1100-610-000-30-81					WILSON NCAA COMPOSI		
10-A0101014	10	135610	08/14/26	10002011	GOPHER SPORT	0.00	61.23
10-1100-610-000-30-81					RAINBOW DURABALL PL		
10-A0101014	10	135610	08/14/26	10002011	GOPHER SPORT	0.00	243.23
10-1100-610-000-30-81					GOPHER G1 RECREATIO		
10-A0101014	10	135610	08/14/26	10002011	GOPHER SPORT	0.00	122.46
10-1100-610-000-30-81					RAINBOW RUBBER CONE		
10-A0101014	10	135610	08/14/26	10002011	GOPHER SPORT	0.00	259.02
10-1100-610-000-30-81					GOPHER SWIM GOGGLES		
10-A0101014	10	135610	08/14/26	10002011	GOPHER SPORT	0.00	84.80
10-1100-610-000-30-81					POOL NOODLES		
10-A0101014	10	135610	08/14/26	10002011	GOPHER SPORT	0.00	56.52
10-1100-610-000-30-81					RAINBOW SIMPLEPLAY		
10-A0101014	10	135610	08/14/26	10002011	GOPHER SPORT	0.00	84.80
10-1100-610-000-30-81					SCREAMIN' ORANGE DU		
10-A0101014	10	135610	08/14/26	10002011	GOPHER SPORT	0.00	107.12
10-1100-610-000-30-81					SHIPPING & HANDLING		
TOTAL CHECK						0.00	1,452.47
10-A0101014	10	135611	08/14/26	10002016	GPSA	0.00	1,155.00
10-3250-610-000-00-00					CHEERLEADING - PRAC		
10-A0101014	10	135611	08/14/26	10002016	GPSA	0.00	969.00
10-3250-610-000-00-00					CHEERLEADING - PRAC		
TOTAL CHECK						0.00	2,124.00
10-A0101014	10	135612	08/14/26	10002061	HAMPEL OIL	0.00	749.52
10-2650-626-000-00-00					FUEL MAINTENANCE VE		
10-A0101014	10	135613	08/14/26	10002121	IN COMMUNITY MAGAZI	0.00	2,400.00
10-2823-550-000-00-00					INMCKEESPORT MAGAZI		
10-A0101014	10	135614	08/14/26	10002129	INTERIM HEALTHCARE	0.00	612.44
10-1200-329-270-00-00							
10-A0101014	10	135615	08/14/26	10002402	KEFFER DEVELOPMENT	0.00	360.00
10-3250-330-000-00-00					ATHLETIC DEPARTMENT		
10-A0101014	10	135616	08/14/26	10002409	KELLINGTON PROTECTI	0.00	535.28
10-2660-350-000-00-00							
10-A0101014	10	135616	08/14/26	10002409	KELLINGTON PROTECTI	0.00	544.73
10-2660-350-000-00-00							
10-A0101014	10	135616	08/14/26	10002409	KELLINGTON PROTECTI	0.00	608.91
10-2660-350-000-00-00							
10-A0101014	10	135616	08/14/26	10002409	KELLINGTON PROTECTI	0.00	3,335.28
10-2660-350-000-00-00							

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0001219346 - PNC GENERAL FUND - 10 - A0101014

CASH ACCOUNT / ACCOUNT NUMBER	FUND	CHECK NO	ISSUE DT	VENDOR	NAME / ----DESCRIPTION----	SALES TAX	AMOUNT
10-A0101014	10	135616	08/14/26	10002409	KELLINGTON PROTECTI	0.00	4,239.30
10-2660-350-000-00-00							
10-A0101014	10	135616	08/14/26	10002409	KELLINGTON PROTECTI	0.00	4,536.51
10-2660-350-000-00-00							
TOTAL CHECK						0.00	13,800.01
10-A0101014	10	135617	08/14/26	10002492	LABUDA FARM SERVICE	0.00	289.31
10-2630-610-000-00-00					SUPPLIES - GROUNDS		
10-A0101014	10	135618	08/14/26	10002550	LINKIT!	0.00	51,967.18
10-1100-640-222-30-00					ASSESSMENT & DATA D		
10-A0101014	10	135619	08/14/26	10002673	MASD-FOOD SERVICE	0.00	231.16
10-2360-610-000-00-00					6/16/26 PRINCIPAL S		
10-A0101014	10	135620	08/14/26	10002824	MR JOHN & TRI-BORO	0.00	125.00
10-3250-330-000-00-01					RENZIE PARK STORAGE		
10-A0101014	10	135621	08/14/26	10002842	NAPA AUTO PARTS	0.00	-382.16
10-2630-610-000-00-00					SUPPLIES - GROUNDS		
10-A0101014	10	135621	08/14/26	10002842	NAPA AUTO PARTS	0.00	58.83
10-2630-610-000-00-00					SUPPLIES - GROUNDS		
10-A0101014	10	135621	08/14/26	10002842	NAPA AUTO PARTS	0.00	121.45
10-2630-610-000-00-00					SUPPLIES - GROUNDS		
10-A0101014	10	135621	08/14/26	10002842	NAPA AUTO PARTS	0.00	382.16
10-2630-610-000-00-00					SUPPLIES - GROUNDS		
10-A0101014	10	135621	08/14/26	10002842	NAPA AUTO PARTS	0.00	573.56
10-2630-610-000-00-00					SUPPLIES - GROUNDS		
TOTAL CHECK						0.00	753.84
10-A0101014	10	135622	08/14/26	10002865	NAVIGATE360 LLC	0.00	6,518.44
10-1100-640-222-30-00					PBIS REWARDS PER ST		
10-A0101014	10	135622	08/14/26	10002865	NAVIGATE360 LLC	0.00	3,150.00
10-1100-640-222-30-00					PBIS REWARDS SERVIC		
TOTAL CHECK						0.00	9,668.44
10-A0101014	10	135623	08/14/26	10002916	NOVA SPORTS INC	0.00	350.90
10-3250-432-000-00-00					FOOTBALL EQUIPMENT		
10-A0101014	10	135623	08/14/26	10002916	NOVA SPORTS INC	0.00	357.35
10-3250-432-000-00-00					FOOTBALL EQUIPMENT		
10-A0101014	10	135623	08/14/26	10002916	NOVA SPORTS INC	0.00	881.95
10-3250-432-000-00-00					FOOTBALL EQUIPMENT		
10-A0101014	10	135623	08/14/26	10002916	NOVA SPORTS INC	0.00	2,297.59
10-3250-432-000-00-00					FOOTBALL EQUIPMENT		
10-A0101014	10	135623	08/14/26	10002916	NOVA SPORTS INC	0.00	877.75
10-3250-432-000-00-00					FOOTBALL EQUIPMENT		
TOTAL CHECK						0.00	4,765.54
10-A0101014	10	135624	08/14/26	10002943	O'REILLY AUTO	0.00	19.98
10-2650-610-000-00-00					SUPPLIES - MAINTENA		

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ACCOUNTING PERIOD: 1/27

0001219346 - PNC GENERAL FUND - 10 - A0101014

CASH ACCOUNT ACCOUNT NUMBER	FUND	CHECK NO	ISSUE DT	VENDOR	NAME ----DESCRIPTION----	SALES TAX	AMOUNT
10-A0101014 10-2360-810-000-00-00	10	135625	08/14/26	10002992	PASA PASA/AASA MEMBERSHI	0.00	2,420.00
10-A0101014 10-2620-610-000-00-00	10	135626	08/14/26	10003081	PIONEER ATHLETICS MAINTENANCE SUPPLIE	0.00	2,020.84
10-A0101014 10-2831-330-000-00-00	10	135627	08/14/26	10003181	QUEST DIAGNOSTICS JUNE 2026 DRUG TEST	0.00	320.80
10-A0101014 10-1100-610-000-10-42	10	135628	08/14/26	10003182	QUILL CORP KLEENEX PROFESSIONA	0.00	702.29
10-A0101014 10-1100-610-000-10-42	10	135628	08/14/26	10003182	QUILL CORP PAPER MATE PINK PEA	0.00	37.05
10-A0101014 10-1100-610-000-10-42	10	135628	08/14/26	10003182	QUILL CORP PAPER MATE PINK PEA	0.00	138.70
10-A0101014 10-1100-610-000-10-42	10	135628	08/14/26	10003182	QUILL CORP QUILL BRAND® 2-POCK	0.00	8.91
10-A0101014 10-1100-610-000-10-42	10	135628	08/14/26	10003182	QUILL CORP QUILL BRAND® 2-POCK	0.00	33.37
10-A0101014 10-1100-610-000-10-42	10	135628	08/14/26	10003182	QUILL CORP EXPO LOW ODOR TANK	0.00	41.92
10-A0101014 10-1100-610-000-10-42	10	135628	08/14/26	10003182	QUILL CORP EXPO LOW ODOR TANK	0.00	156.88
10-A0101014 10-1100-610-000-10-42	10	135628	08/14/26	10003182	QUILL CORP KLEENEX PROFESSIONA	0.00	187.61
10-A0101014 10-1100-610-000-10-42	10	135628	08/14/26	10003182	QUILL CORP SHARPIE TANK HIGHLI	0.00	6.07
10-A0101014 10-1100-610-000-10-42	10	135628	08/14/26	10003182	QUILL CORP SHARPIE TANK HIGHLI	0.00	22.71
10-A0101014 10-1100-610-000-10-42	10	135628	08/14/26	10003182	QUILL CORP STAPLES FILE FOLDER	0.00	5.34
10-A0101014 10-1100-610-000-10-42	10	135628	08/14/26	10003182	QUILL CORP STAPLES FILE FOLDER	0.00	19.98
10-A0101014 10-1100-610-000-10-42	10	135628	08/14/26	10003182	QUILL CORP SHARPIE TANK PERMAN	0.00	24.38
10-A0101014 10-1100-610-000-10-42	10	135628	08/14/26	10003182	QUILL CORP SHARPIE TANK PERMAN	0.00	91.27
10-A0101014 10-1100-610-000-10-42	10	135628	08/14/26	10003182	QUILL CORP TICONDEROGA WOODEN	0.00	139.02
10-A0101014 10-1100-610-000-10-42	10	135628	08/14/26	10003182	QUILL CORP TICONDEROGA WOODEN	0.00	520.38
10-A0101014 10-1100-610-000-10-42	10	135628	08/14/26	10003182	QUILL CORP POST-IT SUPER STICK	0.00	6.02
10-A0101014 10-1100-610-000-10-42	10	135628	08/14/26	10003182	QUILL CORP POST-IT SUPER STICK	0.00	22.53
10-A0101014 10-1100-610-000-10-42	10	135628	08/14/26	10003182	QUILL CORP POST-IT SUPER STICK	0.00	7.90
10-A0101014 10-1100-610-000-10-42	10	135628	08/14/26	10003182	QUILL CORP POST-IT SUPER STICK	0.00	29.58
10-A0101014 10-1100-610-000-10-42	10	135628	08/14/26	10003182	QUILL CORP POST-IT RECYCLED SU	0.00	7.09

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0001219346 - PNC GENERAL FUND - 10 - A0101014

CASH ACCOUNT / ACCOUNT NUMBER	FUND	CHECK NO	ISSUE DT	VENDOR	NAME / ----DESCRIPTION----	SALES TAX	AMOUNT
10-A0101014	10	135628	08/14/26	10003182	QUILL CORP	0.00	26.56
10-1100-610-000-10-42					POST-IT RECYCLED SU		
10-A0101014	10	135628	08/14/26	10003182	QUILL CORP	0.00	41.49
10-1100-610-000-10-42					EXPO TANK DRY ERASE		
10-A0101014	10	135628	08/14/26	10003182	QUILL CORP	0.00	155.31
10-1100-610-000-10-42					EXPO TANK DRY ERASE		
10-A0101014	10	135628	08/14/26	10003182	QUILL CORP	0.00	32.19
10-1100-610-000-10-42					EXPO TANK DRY ERASE		
10-A0101014	10	135628	08/14/26	10003182	QUILL CORP	0.00	120.51
10-1100-610-000-10-42					EXPO TANK DRY ERASE		
10-A0101014	10	135628	08/14/26	10003182	QUILL CORP	0.00	33.65
10-1100-610-000-10-42					EXPO TANK DRY ERASE		
10-A0101014	10	135628	08/14/26	10003182	QUILL CORP	0.00	125.95
10-1100-610-000-10-42					EXPO TANK DRY ERASE		
10-A0101014	10	135628	08/14/26	10003182	QUILL CORP	0.00	6.11
10-1100-610-000-10-42					QUILL BRAND® STANDA		
10-A0101014	10	135628	08/14/26	10003182	QUILL CORP	0.00	22.89
10-1100-610-000-10-42					QUILL BRAND® STANDA		
10-A0101014	10	135628	08/14/26	10003182	QUILL CORP	0.00	162.47
10-1100-610-000-10-42					CHARLES LEONARD PLA		
10-A0101014	10	135628	08/14/26	10003182	QUILL CORP	0.00	608.17
10-1100-610-000-10-42					CHARLES LEONARD PLA		
10-A0101014	10	135628	08/14/26	10003182	QUILL CORP	0.00	4.81
10-1100-610-000-10-42					QUILL BRAND® 2-POCK		
10-A0101014	10	135628	08/14/26	10003182	QUILL CORP	0.00	17.99
10-1100-610-000-10-42					QUILL BRAND® 2-POCK		
10-A0101014	10	135628	08/14/26	10003182	QUILL CORP	0.00	16.08
10-1100-610-000-10-42					QUILL BRAND® TANK S		
10-A0101014	10	135628	08/14/26	10003182	QUILL CORP	0.00	60.17
10-1100-610-000-10-42					QUILL BRAND® TANK S		
10-A0101014	10	135628	08/14/26	10003182	QUILL CORP	0.00	2.53
10-1100-610-000-10-42					SHARPIE TANK PERMAN		
10-A0101014	10	135628	08/14/26	10003182	QUILL CORP	0.00	9.47
10-1100-610-000-10-42					SHARPIE TANK PERMAN		
TOTAL CHECK						0.00	3,655.35
10-A0101014	10	135629	08/14/26	10003389	SCOTT ELECTRIC	0.00	300.26
10-2620-610-000-00-00					MAINTENANCE SUPPLIE		
10-A0101014	10	135629	08/14/26	10003389	SCOTT ELECTRIC	0.00	859.31
10-2620-610-000-00-00					MAINTENANCE SUPPLIE		
10-A0101014	10	135629	08/14/26	10003389	SCOTT ELECTRIC	0.00	1,201.04
10-2620-610-000-00-00					MAINTENANCE SUPPLIE		
10-A0101014	10	135629	08/14/26	10003389	SCOTT ELECTRIC	0.00	2,402.08
10-2620-610-000-00-00					MAINTENANCE SUPPLIE		
TOTAL CHECK						0.00	4,762.69
10-A0101014	10	135630	08/14/26	10003564	SUNBELT RENTALS	0.00	1,035.00
10-2620-442-000-00-00					RENTAL OF EQUIPMENT		
10-A0101014	10	135631	08/14/26	10003566	SUNRAY ELECTRIC SUP	0.00	21.77
10-2620-610-000-00-00					MAINTENANCE SUPPLIE		

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ACCOUNTING PERIOD: 1/27

0001219346 - PNC GENERAL FUND - 10 - A0101014

CASH ACCOUNT / ACCOUNT NUMBER	FUND	CHECK NO	ISSUE DT	VENDOR	NAME / ----DESCRIPTION----	SALES TAX	AMOUNT
10-A0101014 10-2620-610-000-00-00	10	135631	08/14/26	10003566	SUNRAY ELECTRIC SUP MAINTENANCE SUPPLIE	0.00	75.24
TOTAL CHECK						0.00	97.01
10-A0101014 10-1100-610-000-10-42	10	135632	08/14/26	10003567	SUPER DUPER PUBLICA SQUISHY LAND IN RAI	0.00	49.99
10-A0101014 10-1100-610-000-10-42	10	135632	08/14/26	10003567	SUPER DUPER PUBLICA LIDS'N LIZARDS	0.00	59.95
10-A0101014 10-1100-610-000-10-42	10	135632	08/14/26	10003567	SUPER DUPER PUBLICA ADD ON SET: R & R B	0.00	19.97
10-A0101014 10-1100-610-000-10-42	10	135632	08/14/26	10003567	SUPER DUPER PUBLICA ADD ON SET: L & L B	0.00	19.96
10-A0101014 10-1100-610-000-10-42	10	135632	08/14/26	10003567	SUPER DUPER PUBLICA LNL ADD ON SET: S &	0.00	19.95
10-A0101014 10-1100-610-000-10-42	10	135632	08/14/26	10003567	SUPER DUPER PUBLICA LNL EXTRA LIDS	0.00	24.95
10-A0101014 10-1100-610-000-10-42	10	135632	08/14/26	10003567	SUPER DUPER PUBLICA ELEPHANT IN THE ROO	0.00	26.99
10-A0101014 10-1100-610-000-10-42	10	135632	08/14/26	10003567	SUPER DUPER PUBLICA FOX IN THE BOX	0.00	38.98
10-A0101014 10-1100-610-000-10-42	10	135632	08/14/26	10003567	SUPER DUPER PUBLICA WEBBER WHOPPER MOUT	0.00	69.97
10-A0101014 10-1100-610-000-10-42	10	135632	08/14/26	10003567	SUPER DUPER PUBLICA FRUIT BIG-PACK TONG	0.00	24.94
TOTAL CHECK						0.00	355.65
10-A0101014 10-2620-431-000-00-00	10	135633	08/14/26	10003697	THOMPSON SAFETY FIRST AID KIT FOR M	0.00	199.98
10-A0101014 10-2620-530-000-00-00	10	135634	08/14/26	10003744	TOSHIBA	0.00	270.83
10-A0101014 10-3250-810-000-00-00	10	135635	08/14/26	10003859	W.P.I.A.L. WPIAL MEMBERSHIP	0.00	300.00
10-A0101014 10-1200-568-270-00-00	10	135636	08/14/26	10003893	WESLEY FAMILY SERVI	0.00	900.00
10-A0101014 10-3250-432-000-00-00	10	135637	08/14/26	10003906	WESTCOM WIRELESS IN FOOTBALL HEADSET RE	0.00	695.00
10-A0101014 10-2360-810-000-00-00	10	135638	08/14/26	10003978	ISTE + ASCD ISTE + ASCD MEMBERS	0.00	79.00
10-A0101014 10-2620-610-000-00-00	10	135639	08/14/26	10003982	IDN HARDWARE SALES MAINTENANCE SUPPLIE	0.00	5.92
10-A0101014 10-2620-610-000-00-00	10	135639	08/14/26	10003982	IDN HARDWARE SALES MAINTENANCE SUPPLIE	0.00	5.92
10-A0101014 10-2620-610-000-00-00	10	135639	08/14/26	10003982	IDN HARDWARE SALES MAINTENANCE SUPPLIE	0.00	158.98
TOTAL CHECK						0.00	170.82

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0001219346 - PNC GENERAL FUND - 10 - A0101014

CASH ACCOUNT / ACCOUNT NUMBER	FUND	CHECK NO	ISSUE DT	VENDOR	NAME / ----DESCRIPTION----	SALES TAX	AMOUNT
10-A0101014 10-3250-330-000-00-01	10	135640	08/14/26	10003984	JUST-KLEAN INC STANDARD PORTABLE R	0.00	525.00
10-A0101014 10-3250-330-000-00-01	10	135640	08/14/26	10003984	JUST-KLEAN INC STANDARD PORTABLE R	0.00	345.00
10-A0101014 10-3250-330-000-00-01	10	135640	08/14/26	10003984	JUST-KLEAN INC STANDARD PORTABLE R	0.00	345.00
TOTAL CHECK						0.00	1,215.00
10-A0101014 10-2610-610-000-00-00	10	135641	08/14/26	10003994	JOHNSTONE SUPPLY MAINTENANCE SUPPLIE	0.00	1,303.93
10-A0101014 10-2610-610-000-00-00	10	135641	08/14/26	10003994	JOHNSTONE SUPPLY MAINTENANCE SUPPLIE	0.00	1,321.14
TOTAL CHECK						0.00	2,625.07
10-A0101014 10-1100-640-222-10-00	10	135642	08/14/26	10003998	TEACHFX TEACHFX PILOT-LICEN	0.00	2,500.00
10-A0101014 10-1100-640-222-30-00	10	135642	08/14/26	10003998	TEACHFX TEACHFX PILOT-LICEN	0.00	2,500.00
TOTAL CHECK						0.00	5,000.00
10-A0101014 10-1200-568-270-00-00	10	135643	08/14/26	10003999	SAINT VINCENT COLLE	0.00	19,709.00
TOTAL CASH ACCOUNT NUMBER						0.00	1,672,774.31
TOTAL BANK ACCOUNT						0.00	1,672,774.31
TOTAL REPORT						0.00	1,672,774.31

McKeesport Area School District
Check Register 2025-2026

Check	Date	Vendor Number & Name\ Remittance Name	Check Amount	Batch	Source	Stat
		50-0101-014-000-00-01 FOOD SERVICE ACCOUNT				
00006745	06/05/26	04325 HUBERT COMPANY	$2,810.14	4050	Comp	R
00006746	06/05/26	00539 MASD-GENERAL FUND	$877.64	4050	Comp	R
00006747	06/05/26	00253 MASD-PAYROLL ACCOUNT	$6,425.60	4050	Comp	R
00006748	06/05/26	8378 ULINE	$2,263.51	4050	Comp	R
00006749	06/05/26	002876 VIKING PURE SOLUTIONS, LLC.	$835.00	4050	Comp	R
00006750	06/05/26	002892 WEST PENN APPLIANCE SERVICE	$1,177.47	4050	Comp	R
00006751	06/19/26	00539 MASD-GENERAL FUND	$447.72	4250	Comp	R
00006752	06/19/26	00253 MASD-PAYROLL ACCOUNT	$3,292.08	4250	Comp	R
00006753	06/19/26	02215 NUTRITION INC	$185,685.46	4250	Comp	R
00006754	06/30/26	4103 FIRE FIGHTER SALES & SERVICE C0	$432.00	4350	Comp	O
00006755	06/30/26	00539 MASD-GENERAL FUND	$381.23	4350	Comp	O
00006756	06/30/26	00253 MASD-PAYROLL ACCOUNT	$2,386.95	4350	Comp	O
00006757	06/30/26	002730 PRIMERO EDGE	$9,334.50	4350	Comp	O
00006758	06/30/26	002876 VIKING PURE SOLUTIONS, LLC.	$835.00	4350	Comp	O
00006759	06/30/26	002892 WEST PENN APPLIANCE SERVICE	$456.65	4350	Comp	O

Totals For Bank Account 50-0101-014-000-00-01 FOOD SERVICE ACCOUNT

Balance Sheet 217,640.95 **Expenditure** 0.00 **Revenue** 0.00

	Total	Count		Total	Count
Outstanding	13,826.33	6	**Computer Check**	217,640.95	15
Reconciled	203,814.62	9	**Hand Check**	0.00	0
Stop Payment	0.00	0	**Wire Transfer**	0.00	0
Voided	0.00	0			
	217,640.95	15		217,640.95	15

SELECTION CRITERIA: transact.check_bankacct='01109704701'
ACCOUNTING PERIOD: 1/27

01109704701 - HUNTINGTON FOOD SERVICE - -

CASH ACCOUNT / ACCOUNT NUMBER	FUND	CHECK NO	ISSUE DT	VENDOR	NAME / ----DESCRIPTION----	SALES TAX	AMOUNT
50-A0101014 50-L0460000	50	6900	07/28/26	10002674	MASD-GENERAL FUND	0.00	299.30
50-A0101014 50-L0460000	50	6901	07/28/26	10002675	MASD-PAYROLL ACCOUN MEDICARE	0.00	15.43
50-A0101014 50-L0460000	50	6901	07/28/26	10002675	MASD-PAYROLL ACCOUN FICA	0.00	65.97
50-A0101014 50-L0460000	50	6901	07/28/26	10002675	MASD-PAYROLL ACCOUN PAYROLL	0.00	1,760.55
TOTAL CHECK						0.00	1,841.95
50-A0101014 50-3100-570-000-00-00	50	6902	07/28/26	10002919	NUTRITION INC	0.00	49,263.08
50-A0101014 50-3100-570-000-00-00	50	6902	07/28/26	10002919	NUTRITION INC	0.00	233,782.00
TOTAL CHECK						0.00	283,045.08
50-A0101014 50-3100-432-000-00-00	50	6903	07/28/26	10003846	VIKING PURE SOLUTIO	0.00	835.00
50-A0101014 50-3100-432-000-00-00	50	6904	07/28/26	10003903	WEST PENN APPLIANCE REPAIR TO WALK IN C	0.00	553.40
50-A0101014 50-L0460000	50	6905	08/03/26	10002674	MASD-GENERAL FUND	0.00	381.23
50-A0101014 50-L0460000	50	6906	08/03/26	10002675	MASD-PAYROLL ACCOUN PAYROLL	0.00	2,242.54
50-A0101014 50-L0460000	50	6906	08/03/26	10002675	MASD-PAYROLL ACCOUN MEDICARE	0.00	28.73
50-A0101014 50-L0460000	50	6906	08/03/26	10002675	MASD-PAYROLL ACCOUN FICA	0.00	122.85
TOTAL CHECK						0.00	2,394.12
TOTAL CASH ACCOUNT NUMBER						0.00	289,350.08
TOTAL BANK ACCOUNT						0.00	289,350.08
TOTAL REPORT						0.00	289,350.08

McKeesport Area School District
Check Register 2025-2026

Check	Date	Vendor Number & Name\ Remittance Name	Check Amount	Batch	Source	Stat
		80-0101-014-000-00-01 ACTIVITIES ACCOUNT				
00022161	06/05/26	000265 MARK BACCO	$225.00	4080	Comp	R
00022162	06/05/26	006385 CORE EVENT CENTER	$4,000.00	4080	Comp	R
00022163	06/05/26	5871 FINAL SCORE TROPHIES	$77.00	4080	Comp	R
00022164	06/05/26	00724 MASD-FOOD SERVICE	$881.25	4080	Comp	R
00022165	06/05/26	004124 MEMORY BOOK COMPANY MEMORY BOOK BY JOSTENS	$600.35	4080	Comp	R
00022166	06/05/26	005249 SAMANTHA MITCHELL	$1,020.00	4080	Comp	R
00022167	06/30/26	00724 MASD-FOOD SERVICE	$102.63	4280	Comp	O
00022168	06/30/26	00539 MASD-GENERAL FUND	$666.00	4280	Comp	O

Totals For Bank Account 80-0101-014-000-00-01 ACTIVITIES ACCOUNT

Balance Sheet 7,572.23 **Expenditure** 0.00 **Revenue** 0.00

	Total	Count		Total	Count
Outstanding	768.63	2	**Computer Check**	7,572.23	8
Reconciled	6,803.60	6	**Hand Check**	0.00	0
Stop Payment	0.00	0	**Wire Transfer**	0.00	0
Voided	0.00	0			
	7,572.23	8		7,572.23	8

TAX COLLECTOR

Versailles Borough Real Estate / VB MASD Tax Collector

Melanie D. Beresford

4400 Walnut Street, Apt. 2
McKeesport, PA 15132
mdberesford.vbtaxcollector@gmail.com
412-508-9446 (mobile)

Refund Request

July 15, 2026

McKeesport Area School District
Attn: Tax Office / Chris Rowe
3900 O'Neill Blvd.
McKeesport, PA 15132

RE: Tax Refund for Parcel #: 554-E-210
Owner: Olympia Land Company LLC
Address: 4313 Walnut Street
McKeesport, PA 15132

Please issue a **refund check in the amount of $83,697.59.** Allegheny County granted an exoneration for the tax year of **2022 and 2023.** Tax year 2024 was billed accurately. Please mail and make a check payable to the following:

Union Real Estate Co
One Oxford Centre
301 Grant Street, Suite 1250
Pittsburgh, PA 15219

Below is the breakdown of the refund request resulting from Appeals decision letter dated January 2, 2024.

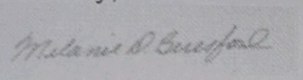
2022 Valuation Before Exoneration	Face Amount Due Before Exoneration	Exoneration Amount	Valuation After Exoneration	Face Amount Due After Exoneration	Amount to SUBTRACT from Balance Collectable	Amount Due at Discount	Paid at Discount	2022 REFUND DUE
6,801,600	142,561.54	52,322.45	4,305,300	90,239.09	2,496,300	88,434.31	139,710.31	51,276.00

2023 Valuation Before Exoneration	Face Amount Due Before Exoneration	Exoneration Amount	Valuation After Exoneration	Face Amount Due After Exoneration	Amount to SUBTRACT from Balance Collectable	Amount Due at Discount	Paid at Discount	2023 REFUND DUE
5,883,700	123,322.35	33,083.26	4,305,300	90,239.09	1,578,400	88,434.31	120,855.90	32,421.59

2024 Valuation Before Exoneration	Face Amount Due Before Exoneration	Exoneration Amount	Valuation After Exoneration	Face Amount Due After Exoneration	Amount to SUBTRACT from Balance Collectable	Amount Due at Discount	Paid at Discount	2024 REFUND DUE
4,305,300	90,239.09	N/A	4,305,300	90,239.09	N/A	88,434.31	88,434.31	0

Please include a copy of this letter with the refund check. If you have any questions, please contact me. Thank you!

Sincerely,



Melanie D. Beresford
Versailles Borough Tax Collector

Backup documentation is enclosed

COUNTY OF ALLEGHENY

BOARD OF PROPERTY ASSESSMENT
APPEALS AND REVIEW
345 COUNTY OFFICE BUILDING * 542 FORBES AVENUE
PITTSBURGH, PA 15219
PHONE (412) 350-4636(INFO) FAX (412) 350-3008

RECEIVED
JAN 04 2024
BY:

DISPOSITION OF APPEAL FROM REAL ESTATE ASSESSMENT

SHARON F DIPAOLO ESQ
SIEGEL JENNINGS CO LPA
430 FREEPORT RD
PITTSBURGH PA 15238

MAILING DATE:
January 2, 2024

Parcel ID:	0554-E-00210-0000-00
Alternate ID:	
Owner Name:	OLYMPIA LAND COMPANY LLC
Property Location:	4313 WALNUT ST
Municipality:	Versailles
School District:	McKeesport Area
Year(s):	2022
Appeal Filed By:	Owner
Class:	COMMERCIAL

Upon consideration of your appeal of the above-noted property the Board of Property Assessment Appeals and Review has taken the following action at the regular Board Meeting held on January 2, 2024

	FROM	TO
LAND VALUE	2,195,000	2,195,000
BUILDING VALUE	4,606,600	2,110,300
TOTAL VALUE	6,801,600	4,305,300

The total value as indicated above will carry over into future tax years, until such time as there is a county-wide reassessment or the property is reviewed as allowed by law and a change in value is warranted.

A number of factors related to the subject property and marketplace affect value and are considered when reviewing evidence presented at a hearing. A change in value may or may not be warranted, depending on the relevance, combined effect and/or lack of evidence relating to value. One of the significant considerations in the decision of this is the EVIDENCE SUFFICIENT TO CHANGE VALUE - CM.

With this Disposition, the appeal process before the BPAAR is closed. However, any party may appeal this Disposition to the Court of Common Pleas of Allegheny County, Board of Viewers, within thirty (30) days of the mailing date of this Disposition in accordance with the Pa. Rules of Civil Procedure and applicable law.

Appeals to the Court of Common Pleas, Board of Viewers, must be filed in the Department of Court Records, Civil/Family Division located on the 1st floor of the City-County Building, 414 Grant Street, Pittsburgh, PA 15219 or you may E-File your appeal at: http://dcr.alleghenycounty.us/ . There is a filing fee. If you have any questions about filing an appeal, please contact the Department of Court Records, Civil/Family Division at 412-350-5729.

5271.0

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2022 TAX **EXONERATION** OR INCREASE CALCULATION S

TAX PAYER NAME:	Olympia Land Company
LOT/BLOCK	554-E-210
ADDRESS:	4313 WALNUT

Millages:		
	MASD	0.02096
	MUNI	0.008

Formula: =SUM (Assessment $)*Millage Rate - Homestead $
CALCULATE S TAX DUE

4,305,300 0.02096 359.64 N/A

$90,239.09 **FACE TAX DUE**

Formula: Valuation Before Exoneration - Valuation After Exoneration

CALCULATES AMOUNT TO ADD OR
SUBTRACT FROM BALANCE COLELCTIBLE

Plug in Valuation before Exoneration: $6,801,600.00
$4,305,300.00
$2,496,300.00 ADD OR **SUBTRACT** TO COLLECTIBLE $

Formula: = Face Tax Due*98%
CALCULATES DISCOUNT TAX DUE

$90,239.09 **FACE TAX DUE**

$88,434.31 **DISCOUNT TAX DUE**

Formula: Original Payment Made - Payment Amount Due After Exoneration **(will be according to paid at Discount, Face, or Penalty)**

Amount Paid $139,710.31
minus $88,434.31
$51,276.00 **REFUND** OR PAYMENT DUE

Discount was paid previously, discount was used to calculate the tax **refund** or payment due

COUNTY OF ALLEGHENY

BOARD OF PROPERTY ASSESSMENT
APPEALS AND REVIEW
345 COUNTY OFFICE BUILDING * 542 FORBES AVENUE
PITTSBURGH, PA 15219
PHONE (412) 350-4636(INFO) FAX (412) 350-3008

RECEIVED
JAN 04 2024
BY:

DISPOSITION OF APPEAL FROM REAL ESTATE ASSESSMENT

SHARON F DIPAOLO ESQ
SIEGEL JENNINGS CO LPA
430 FREEPORT RD
PITTSBURGH PA 15238

MAILING DATE:
January 2, 2024

Parcel ID:	0554-E-00210-0000-00
Alternate ID:	
Owner Name:	OLYMPIA LAND COMPANY LLC
Property Location:	4313 WALNUT ST
Municipality:	Versailles
School District:	McKeesport Area
Year(s):	2023
Appeal Filed By:	Owner
Class:	COMMERCIAL

Upon consideration of your appeal of the above-noted property the Board of Property Assessment Appeals and Review has taken the following action at the regular Board Meeting held on January 2, 2024

	FROM	TO
LAND VALUE	2,132,100	2,195,000
BUILDING VALUE	3,751,600	2,110,300
TOTAL VALUE	5,883,700	4,305,300

The total value as indicated above will carry over into future tax years, until such time as there is a county-wide reassessment or the property is reviewed as allowed by law and a change in value is warranted.

A number of factors related to the subject property and marketplace affect value and are considered when reviewing evidence presented at a hearing. A change in value may or may not be warranted, depending on the relevance, combined effect and/or lack of evidence relating to value. One of the significant considerations in the decision of this is the EVIDENCE SUFFICIENT TO CHANGE VALUE - CM.

With this Disposition, the appeal process before the BPAAR is closed. However, any party may appeal this Disposition to the Court of Common Pleas of Allegheny County, Board of Viewers, within thirty (30) days of the mailing date of this Disposition in accordance with the Pa. Rules of Civil Procedure and applicable law.

Appeals to the Court of Common Pleas, Board of Viewers, must be filed in the Department of Court Records, Civil/Family Division located on the 1st floor of the City-County Building, 414 Grant Street, Pittsburgh, PA 15219 or you may E-File your appeal at: http://dcr.alleghenycounty.us/ . There is a filing fee. If you have any questions about filing an appeal, please contact the Department of Court Records, Civil/Family Division at 412-350-5729.

215

2023 TAX **EXONERATION** OR INCREASE CALCULATION S

TAX PAYER NAME:	Olympia Land Company
LOT/BLOCK	554-E-210
ADDRESS:	4313 WALNUT

Millages:	MASD	0.02096
	MUNI	0.008

Formula: =SUM (Assessment $)*Millage Rate - Homestead $
CALCULATE S TAX DUE

4,305,300 0.02096 359.64 N/A

$90,239.09 **FACE TAX DUE**

Formula: Valuation Before Exoneration - Valuation After Exoneration

CALCULATES AMOUNT TO ADD OR
SUBTRACT FROM BALANCE COLELCTIBLE

Plug in Valuation before Exoneration: $5,883,700.00
$4,305,300.00
$1,578,400.00 ADD OR **SUBTRACT** TO COLLECTIBLE $

Formula: = Face Tax Due*98%
CALCULATES DISCOUNT TAX DUE

$90,239.09 **FACE TAX DUE**

$88,434.31 **DISCOUNT TAX DUE**

Formula: Original Payment Made - Payment Amount Due After Exoneration **(will be according to paid at Discount, Face, or Penalty)**

Amount Paid $120,855.90
minus $88,434.31
$32,421.59 **REFUND** OR PAYMENT DUE

Discount was paid previously, discount was used to calculate the tax **refund** or payment due

TAX COLLECTOR

Versailles Borough Real Estate / VB MASD Tax Collector

Melanie D. Beresford

4400 Walnut Street, Apt. 2
McKeesport, PA 15132
mdberesford.vbtaxcollector@gmail.com
412-508-9446 (mobile)

Refund Request

July 15, 2026

McKeesport Area School District
Attn: Tax Office / Chris Rowe
3900 O'Neill Blvd.
McKeesport, PA 15132

RE: Tax Refund for Parcel #: 555-M-301
Owner: Olympia Land Company LLC
Address: 4313 Walnut Street
McKeesport, PA 15132

An increase in land value was assessed by Allegheny County for tax years 2022 and 2023. Tax year 2024 was billed accurately. The increase in land value results in a tax **payment due in the amount of $16.42**. Please process the change and mail bill to the following:

Union Real Estate Co
One Oxford Centre
301 Grant Street, Suite 1250
Pittsburgh, PA 15219

Below is the breakdown of the refund request resulting from Appeals decision letter dated February 15, 2024.

2022 Valuation Before Tax Increase	Face Amount Due Before Tax Increase	Tax Increase Amount	Valuation After Tax Increase	Face Amount Due After Tax Increase	Amount to ADD to Balance Collectable	Amount Due at Discount	Paid at Discount	**2022 TAX DUE**
2,800	58.69	400	3,200	67.07	400	65.73	57.52	8.21

2023 Valuation Before Tax Increase	Face Amount Due Before Tax Increase	Tax Increase Amount	Valuation After Tax Increase	Face Amount Due After Tax Increase	Amount to ADD to Balance Collectable	Amount Due at Discount	Paid at Discount	**2023 TAX DUE**
2,800	58.69	400	3,200	67.07	400	65.73	57.52	8.21

2024 Valuation Before Tax Increase	Face Amount Due Before Tax Increase	Tax Increase Amount	Valuation After Tax Increase	Face Amount Due After Tax Increase	Amount to ADD to Balance Collectable	Amount Due at Discount	Paid at Discount	**2024 TAX DUE**
3,200	67.07	N/A	3,200	67.07	N/A	65.73	65.73	0

Please include a copy of this letter when the tax bill is mailed to the taxpayer. If you have any questions, please contact me. Thank you!

Sincerely,

Melanie D. Beresford

Melanie D. Beresford
Versailles Borough Tax Collector

Backup documentation is enclosed

COUNTY OF ALLEGHENY

BOARD OF PROPERTY ASSESSMENT
APPEALS AND REVIEW
345 COUNTY OFFICE BUILDING * 542 FORBES AVENUE
PITTSBURGH, PA 15219
PHONE (412) 350-4636(INFO) FAX (412) 350-3008

RECEIVED
FEB 2 0 2024
BY:

DISPOSITION OF APPEAL FROM REAL ESTATE ASSESSMENT

SHARON F DIPAOLO ESQ
SIEGEL JENNINGS CO LPA
430 FREEPORT RD
PITTSBURGH PA 15238

MAILING DATE:
February 15, 2024

Parcel ID:	0555-M-00301-0000-00
Alternate ID:	
Owner Name:	OLYMPIA LAND COMPANY LLC
Property Location:	4313 WALNUT ST
Municipality:	Versailles
School District:	McKeesport Area
Year(s):	2022
Appeal Filed By:	Owner
Class:	COMMERCIAL

Upon consideration of your appeal of the above-noted property the Board of Property Assessment Appeals and Review has taken the following action at the regular Board Meeting held on February 15, 2024

	FROM	TO
LAND VALUE	600	600
BUILDING VALUE	2,200	2,600
TOTAL VALUE	2,800	3,200

The total value as indicated above will carry over into future tax years, until such time as there is a county-wide reassessment or the property is reviewed as allowed by law and a change in value is warranted.

A number of factors related to the subject property and marketplace affect value and are considered when reviewing evidence presented at a hearing. A change in value may or may not be warranted, depending on the relevance, combined effect and/or lack of evidence relating to value. One of the significant considerations in the decision of this is the EVIDENCE SUFFICIENT TO CHANGE VALUE - CM.

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2022 TAX EXONERATION OR **INCREASE** CALCULATION S

TAX PAYER NAME:	Olympia Land Company
LOT/BLOCK	555-M-301
ADDRESS:	4313 WALNUT

Millages:	MASD	0.02096
	MUNI	0.008

Formula: =SUM (Assessment $)*Millage Rate - Homestead $
CALCULATE S TAX DUE

3,200		0.02096	359.64	N/A

$67.07 **FACE TAX DUE**

Formual: Valuation Before Exoneration - Valution After Exoneration

CALCULATES AMOUNT TO **ADD** OR
SUBTRACT FROM BALANCE COLELCTIBLE

Plug in Valuation before Exoneration:	$2,800.00
	$3,200.00
	-$400.00 **ADD** OR SUBTRACT TO COLLECTIBLE $

Formula: = Face Tax Due*98%
CALCULATES DISCOUNT TAX DUE

$67.07 **FACE TAX DUE**

$65.73 **DISCOUNT TAX DUE**

Formula: Original Payment Made - Payment Amount Due After Exoneration **(will be according to paid at Discount, Face, or Penalty)**

Amount Paid	$57.52
minus	$65.73
	-$8.21 REFUND OR **PAYMENT DUE**

Discount was paid previously, discount was used to calculate the tax refund or **payment due**

COUNTY OF ALLEGHENY

BOARD OF PROPERTY ASSESSMENT
APPEALS AND REVIEW
345 COUNTY OFFICE BUILDING * 542 FORBES AVENUE
PITTSBURGH, PA 15219
PHONE (412) 350-4636(INFO) FAX (412) 350-3008

RECEIVED
FEB 2 0 2024
BY:

DISPOSITION OF APPEAL FROM REAL ESTATE ASSESSMENT

SHARON F DIPAOLO ESQ
SIEGEL JENNINGS CO LPA
430 FREEPORT RD
PITTSBURGH PA 15238

MAILING DATE:
February 15, 2024

Parcel ID:	0555-M-00301-0000-00
Alternate ID:	
Owner Name:	OLYMPIA LAND COMPANY LLC
Property Location:	4313 WALNUT ST
Municipality:	Versailles
School District:	McKeesport Area
Year(s):	2023
Appeal Filed By:	Owner
Class:	COMMERCIAL

Upon consideration of your appeal of the above-noted property the Board of Property Assessment Appeals and Review has taken the following action at the regular Board Meeting held on February 15, 2024

	FROM	TO
LAND VALUE	600	600
BUILDING VALUE	2,200	2,600
TOTAL VALUE	2,800	3,200

The total value as indicated above will carry over into future tax years, until such time as there is a county-wide reassessment or the property is reviewed as allowed by law and a change in value is warranted.

A number of factors related to the subject property and marketplace affect value and are considered when reviewing evidence presented at a hearing. A change in value may or may not be warranted, depending on the relevance, combined effect and/or lack of evidence relating to value. One of the significant considerations in the decision of this is the EVIDENCE SUFFICIENT TO CHANGE VALUE - CM.

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Appeals to the Court of Common Pleas, Board of Viewers, must be filed in the Department of Court Records, Civil/Family Division located on the 1st floor of the City-County Building, 414 Grant Street, Pittsburgh, PA 15219 or you may E-File your appeal at: http://dcr.alleghenycounty.us/ . There is a filing fee. If you have any questions about filing an appeal, please contact the Department of Court Records, Civil/Family Division at 412-350-5729.

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5/5

2023 TAX EXONERATION OR **INCREASE** CALCULATION S

TAX PAYER NAME:	Olympia Land Company
LOT/BLOCK	555-M-301
ADDRESS:	4313 WALNUT

Millages:		
	MASD	0.02096
	MUNI	0.008

Formula: =SUM (Assessment $)*Millage Rate - Homestead $
CALCULATE S TAX DUE

3,200 0.02096 359.64 N/A

$67.07 **FACE TAX DUE**

Formual: Valuation Before Exoneration - Valution After Exoneration

CALCULATES AMOUNT TO **ADD** OR
SUBTRACT FROM BALANCE COLELCTIBLE

Plug in Valuation before Exoneration: $2,800.00
$3,200.00
-$400.00 **ADD** OR SUBTRACT TO COLLECTIBLE $

Formula: = Face Tax Due*98%
CALCULATES DISCOUNT TAX DUE

$67.07 **FACE TAX DUE**

$65.73 **DISCOUNT TAX DUE**

Formula: Original Payment Made - Payment Amount Due After Exoneration **(will be according to paid at Discount, Face, or Penalty)**

Amount Paid $57.52
minus $65.73
-$8.21 REFUND OR **PAYMENT DUE**

Discount was paid previously, discount was used to calculate the tax refund or **payment due**

TAX COLLECTOR

Versailles Borough Real Estate / VB MASD Tax Collector

Melanie D. Beresford

4400 Walnut Street, Apt. 2
McKeesport, PA 15132
mdberesford.vbtaxcollector@gmail.com
412-508-9446 (mobile)

Refund Request

July 15, 2026

McKeesport Area School District
Attn: Tax Office / Chris Rowe
3900 O'Neill Blvd.
McKeesport, PA 15132

RE: Tax Refund for Parcel #: 555-M-299
Owner: Olympia Land Company LLC
Address: 0 Walnut Street
McKeesport, PA 15132

An increase in land value was assessed by Allegheny County for tax years 2022 and 2023. Tax year 2024 was billed accurately. The increase in land value results in a tax **payment due in the amount of $53.42**. Please process the change and mail bill to the following:

Union Real Estate Co
One Oxford Centre
301 Grant Street, Suite 1250
Pittsburgh, PA 15219

Below is the breakdown of the refund request resulting from Appeals decision letter dated February 15, 2024.

2022 Valuation Before Tax Increase	Face Amount Due Before Tax Increase	Tax Increase Amount	Valuation After Tax Increase	Face Amount Due After Tax Increase	Amount to ADD to Balance Collectable	Amount Due at Discount	Paid at Discount	**2022 TAX DUE**
1,900	**39.82**	**1,300**	**3,200**	**67.07**	**1,300**	**65.73**	**39.02**	**26.71**

2023 Valuation Before Tax Increase	Face Amount Due Before Tax Increase	Tax Increase Amount	Valuation After Tax Increase	Face Amount Due After Tax Increase	Amount to ADD to Balance Collectable	Amount Due at Discount	Paid at Discount	**2023 TAX DUE**
1,900	**39.82**	**1,300**	**3,200**	**67.07**	**1,300**	**65.73**	**39.02**	**26.71**

2024 Valuation Before Tax Increase	Face Amount Due Before Tax Increase	Tax Increase Amount	Valuation After Tax Increase	Face Amount Due After Tax Increase	Amount to ADD to Balance Collectable	Amount Due at Discount	Paid at Discount	**2024 TAX DUE**
3,200	**67.07**	N/A	**3,200**	**67.07**	**N/A**	**65.73**	**65.73**	**0**

Please include a copy of this letter when the tax bill is mailed to the taxpayer. If you have any questions, please contact me. Thank you!

Sincerely,

Melanie D. Beresford

Melanie D. Beresford
Versailles Borough Tax Collector

Backup documentation is enclosed

COUNTY OF ALLEGHENY

BOARD OF PROPERTY ASSESSMENT
APPEALS AND REVIEW
345 COUNTY OFFICE BUILDING * 542 FORBES AVENUE
PITTSBURGH, PA 15219
PHONE (412) 350-4636(INFO) FAX (412) 350-3008

RECEIVED
FEB 20 2024
BY:

DISPOSITION OF APPEAL FROM REAL ESTATE ASSESSMENT

SHARON F DIPAOLO ESQ
SIEGEL JENNINGS CO LPA
430 FREEPORT RD
PITTSBURGH PA 15238

MAILING DATE:
February 15, 2024

Parcel ID:	0555-M-00299-0000-00
Alternate ID:	
Owner Name:	OLYMPIA LAND COMPANY LLC
Property Location:	0 WALNUT ST
Municipality:	Versailles
School District:	McKeesport Area
Year(s):	2022
Appeal Filed By:	Owner
Class:	COMMERCIAL

Upon consideration of your appeal of the above-noted property the Board of Property Assessment Appeals and Review has taken the following action at the regular Board Meeting held on February 15, 2024

	FROM	TO
LAND VALUE	400	400
BUILDING VALUE	1,500	2,800
TOTAL VALUE	1,900	3,200

The total value as indicated above will carry over into future tax years, until such time as there is a county-wide reassessment or the property is reviewed as allowed by law and a change in value is warranted.

A number of factors related to the subject property and marketplace affect value and are considered when reviewing evidence presented at a hearing. A change in value may or may not be warranted, depending on the relevance, combined effect and/or lack of evidence relating to value. One of the significant considerations in the decision of this is the EVIDENCE SUFFICIENT TO CHANGE VALUE - CM.

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4/5

2022 TAX EXONERATION OR **INCREASE** CALCULATION S

TAX PAYER NAME:	Olympia Land Company
LOT/BLOCK	555-M-299
ADDRESS:	0 WALNUT

Millages:	MASD	0.02096
	MUNI	0.008

Formula: =SUM (Assessment $)*Millage Rate - Homestead $
CALCULATE S TAX DUE

3,200 0.02096 359.64 N/A

$67.07 **FACE TAX DUE**

Formual: Valuation Before Exoneration - Valution After Exoneration

CALCULATES AMOUNT TO **ADD** OR
SUBTRACT FROM BALANCE COLELCTIBLE

Plug in Valuation before Exoneration: $1,900.00
$3,200.00
-$1,300.00 **ADD** OR SUBTRACT TO COLLECTIBLE $

Formula: = Face Tax Due*98%
CALCULATES DISCOUNT TAX DUE

$67.07 **FACE TAX DUE**

$65.73 **DISCOUNT TAX DUE**

Formula: Original Payment Made - Payment Amount Due After Exoneration **(will be according to paid at Discount, Face, or Penalty)**

Amount Paid $39.02
minus $65.73
-$26.71 REFUND OR **PAYMENT DUE**

Discount was paid previously, discount was used to calculate the tax refund or **payment due**

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MAILING DATE:
February 15, 2024

Parcel ID:	0555-M-00299-0000-00
Alternate ID:	
Owner Name:	OLYMPIA LAND COMPANY LLC
Property Location:	0 WALNUT ST
Municipality:	Versailles
School District:	McKeesport Area
Year(s):	2023
Appeal Filed By:	Owner
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52770

4/5

2023 TAX EXONERATION OR **INCREASE** CALCULATION S

TAX PAYER NAME:	Olympia Land Company
LOT/BLOCK	555-M-299
ADDRESS:	0 WALNUT

Millages: MASD 0.02096
MUNI 0.008

Formula: =SUM (Assessment $)*Millage Rate - Homestead $
CALCULATE S TAX DUE

3,200 0.02096 359.64 N/A

$67.07 **FACE TAX DUE**

Formual: Valuation Before Exoneration - Valution After Exoneration

CALCULATES AMOUNT TO **ADD** OR
SUBTRACT FROM BALANCE COLELCTIBLE

Plug in Valuation before Exoneration: $1,900.00
$3,200.00
-$1,300.00 **ADD** OR SUBTRACT TO COLLECTIBLE $

Formula: = Face Tax Due*98%
CALCULATES DISCOUNT TAX DUE

$67.07 **FACE TAX DUE**

$65.73 **DISCOUNT TAX DUE**

Formula: Original Payment Made - Payment Amount Due After Exoneration **(will be according to paid at Discount, Face, or Penalty)**

Amount Paid $39.02
minus $65.73
-$26.71 REFUND OR **PAYMENT DUE**

Discount was paid previously, discount was used to calculate the tax refund or **payment due**

Versailles Borough Real Estate / VB MASD Tax Collector
Melanie D. Beresford
4400 Walnut Street, Apt. 2
McKeesport, PA 15132
mdberesford.vbtaxcollector@gmail.com
412-508-9446 (mobile)

Refund Request

July 15, 2026

McKeesport Area School District
Attn: Tax Office / Chris Rowe
3900 O'Neill Blvd.
McKeesport, PA 15132

RE: Tax Refund for Parcel #: 555-M-164
Owner: Union Real Estate Company
Address: 0 Walnut Street
McKeesport, PA 15132

Please issue a **refund check in the amount of $86.28.** Allegheny County granted an exoneration for the tax year of **2022 and 2023.** Tax year 2024 was accurately billed. Please mail and make a check payable to the following:

Union Real Estate Co
One Oxford Centre
301 Grant Street, Suite 1250
Pittsburgh, PA 15219

Below is the breakdown of the refund request resulting from Appeals decision letter dated February 15, 2024.

2022 **Valuation** Before Exoneration	Face Amount Due Before Exoneration	Exoneration Amount	Valuation After Exoneration	Face Amount Due After Exoneration	Amount to **SUBTRACT** from Balance Collectable	Amount Due at Discount	Paid at Discount	2022 **REFUND DUE**
11,600	243.14	44.02	9,500	199.12	2,100	195.14	238.28	43.14

2023 Valuation Before Exoneration	Face Amount Due Before Exoneration	Exoneration Amount	Valuation After Exoneration	Face Amount Due After Exoneration	Amount to **SUBTRACT** from Balance Collectable	Amount Due at Discount	Paid at Discount	2023 **REFUND DUE**
11,600	243.14	44.02	9,500	199.12	2,100	195.14	238.28	43.14

2024 Valuation Before Exoneration	Face Amount Due Before Exoneration	Exoneration Amount	Valuation After Exoneration	Face Amount Due After Exoneration	Amount to **SUBTRACT** from Balance Collectable	Amount Due at Discount	Paid at Discount	2024 **REFUND DUE**
9,500	199.12	N/A	9,500	199.12	N/A	195.14	195.14	0

Please include a copy of this letter with the refund check. If you have any questions, please contact me. Thank you!

Sincerely,

Melanie D. Beresford
Versailles Borough Tax Collector

Backup documentation is enclosed

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MAILING DATE:
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Parcel ID:	0555-M-00164-0000-00
Alternate ID:	
Owner Name:	UNION REAL ESTATE COMPANY
Property Location:	0 WALNUT ST
Municipality:	Versailles
School District:	McKeesport Area
Year(s):	2022
Appeal Filed By:	Owner
Class:	COMMERCIAL

Upon consideration of your appeal of the above-noted property the Board of Property Assessment Appeals and Review has taken the following action at the regular Board Meeting held on February 15, 2024

	FROM	TO
LAND VALUE	6,900	6,900
BUILDING VALUE	4,700	2,600
TOTAL VALUE	11,600	9,500

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LOT/BLOCK	555-M-164
ADDRESS:	0 WALNUT

Millages:	MASD	0.02096
	MUNI	0.008

Formula: =SUM (Assessment $)*Millage Rate - Homestead $
CALCULATE S TAX DUE

9,500 0.02096 359.64 N/A

$199.12 **FACE TAX DUE**

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$199.12 **FACE TAX DUE**

$195.14 **DISCOUNT TAX DUE**

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Amount Paid $238.28
minus $195.14
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MCKEESPORT AREA SCHOOL DISTRICT
RESOLUTION# 1460 OF THE BOARD OF SCHOOL DIRECTORS
TO APPOINT AND AUTHORIZE ACTIONS OF PROFESSIONALS
AND DECLARE THE INTENT TO REIMBURSE EXPENDITURES
ADOPTED August 13, 2026

WHEREAS, the Board of School Directors (the "Board") of the McKeesport Area School District (the "School District") desires to consider the financing of improvements to its educational facilities (the "Project"); and

WHEREAS, if the School District determines that it is in its best financial and educational interests to pursue the Project, it would issue multiple series of general obligation bonds (the "Bonds"), over a period of years, to accomplish the Project; and

WHEREAS, the School District recognizes the need to authorize its Designated Officers (as defined herein) to cooperate with certain appointed professionals in connection with the evaluation of the structuring, marketing, approving and issuing of the Bonds and the need to authorize such appointed professionals to take certain actions required for the financing of the Project and the issuing of the Bonds; and

WHEREAS, the School District desires to appoint Dinsmore & Shohl LLP as Bond Counsel and PNC Capital Markets, LLC as Investment Banker, in accordance with applicable federal financial and securities laws; and

WHEREAS, Treasury Regulation §1.150-2 (the "Reimbursement Regulations"), issued pursuant to Section 150 of the Internal Revenue Code of 1986, as amended, (the "Code") prescribes certain requirements by which proceeds of tax-exempt bonds, notes, certificates or other obligations included in the meaning of "Bonds" under Section 150 of the Code--used to reimburse advances made for capital expenditures paid before the issuance of such obligations--may be deemed "spent" for purposes of Sections 103 and 141 to 150 of the Code and, therefore, not subject to further requirements or restrictions under those sections of the Code; and

WHEREAS, such Reimbursement Regulations require: (a) that the School District make a declaration of official intent to reimburse any capital expenditure paid prior to the issuance of the obligations, in this case the Bonds, intended to fund the same; (b) that such declaration of official intent be made no later than sixty (60) days after payment of the capital expenditure; and (c) that any reimbursement allocation of the proceeds of the Bonds to reimburse such capital expenditures occur no later than eighteen (18) months[1] after the later of the date such capital expenditure was paid or the date the property acquired with the capital expenditure was placed in service, (provided, however, that any such reimbursement allocation must be made no later than three years after such capital expenditure was paid); and

WHEREAS, the School District may soon spend general operating and/or capital reserve funds for costs of a portion of the Project.

NOW, THEREFORE, BE AND IT HEREBY IS RESOLVED by the Board as follows:

[1] Provided that if the School District qualifies as a small issuer under Section 148(f)(4)(D), the reimbursement period may be extended to three (3) years.

1. PNC Capital Markets, LLC (the "Investment Banker") is hereby appointed and engaged as Underwriter, and the firm of Dinsmore & Shohl LLP (the "Bond Counsel") is hereby appointed and engaged as Bond Counsel, to advise and assist the School District regarding the consideration, authorization and sale of the Bonds, in multiple series in multiple calendar years, to finance the Project. The President, the Vice President, and the Board Secretary/Business Manager of the Board of School Directors (each, a "Designated Officer") are authorized and directed to acknowledge and execute, as appropriate, such standard engagement and disclosure letters of such firms as may be necessary and proper to confirm the foregoing appointment, and to comply with state and federal financial and securities laws, consistent with the intent of this Resolution.

2. The Investment Banker and Bond Counsel, in their respective roles, along with the Designated Officers, are directed to undertake and perform all tasks, according to standard industry practice, as shall be necessary and appropriate to assist the School District in the issuance of the Bonds, at such time as properly determined by the Board of School Directors. These tasks may include, but are not limited to, periodic reports on current conditions within the capital markets, the study and review of financing alternatives, the preparation of an official statement, bond resolution and related documentation, publication of notices required under the Local Government Unit Debt Act, solicitation of a policy of municipal bond insurance and/or obtainment of a published credit rating from a recognized credit service.

3. Said appointments are effective until December 31, 2028, or until amended or terminated by similar action of this Board.

4. The School District hereby declares, pursuant to the Reimbursement Regulations, its official intent to reimburse itself with the proceeds of tax-exempt obligations, in the form of the Bonds, in the reasonably estimated amount of $60,000,000.00 for the purpose of Capital Expenditures for the Project which may occur prior to the issuance of the Bonds.

5. The School District hereby states and affirms that one purpose served in the adoption of this Resolution is to achieve full compliance with the Reimbursement Regulations, thereby preserving to itself the fullest array of financing options and opportunities; nothing stated or declared in this Resolution shall obligate or bind the School District to undertake and complete the Project, in whole or in part.

RESOLVED this 10th day of June 2026, in lawful session assembled.

MCKEESPORT AREA SCHOOL DISTRICT

By:_____
President, Board of School Directors

Attest

_____
Board Secretary

#69123302v1

McKeesport Area School District

Board Approved Sub Rates for 2026-2027

Effective August 14, 2026

Position:	Rate:	
Custodial / Maintenance	$16.00/hr	
Secretarial	$14.50/hr	
Instructional Assistant	$13.50/hr	
Nurse Assistants	$20.00/hr	
Day-To-Day Substitute	$150.00/day	
Permanent Day to Day Substitute	$150/day	Includes Individual Health Benefits
Long Term Substitutes	$150/day Day 11-$215	Full Health Benefits/Eligible for sick & personal days
Retired Teachers	$175/day	
Title 1 Facilitators	$150/Day	Includes Individual Health Benefits