

Board of School Directors

Tuesday, September 1, 2026 7:00 PM

Middle School, 100 N. School Street, Bellefonte, PA 16823

1. Opening Items

1.1. Call to Order

1.2. Pledge of Allegiance to the Flag

1.3. Roll Call

1.4. Approval of Agenda

1.5. Student Board Representatives

2. Comments from the Public

3. Presentations/Discussions

3.1. Research Proposal Presentation

Speaker (s) : Mrs.
Wynkoop

3.2. Relate Presentation

Speaker (s) : Dr.
Eckenroth

3.3. MTSS Update

Speaker (s) : Mrs.
Kohlhepp

4. Approval of Minutes

4.1. Approval of Minutes from the August 11, 2026 Meeting

5. Reports

5.1. Central Intermediate Unit #10

Speaker (s) : Mrs.
Barnhart

5.2. Legislation

Speaker (s) : Mrs.
Smith

5.3. Director of Curriculum and Instruction's Report

Speaker (s) : Mrs.
Wynkoop

5.4. Superintendent's Report

Speaker (s) : Dr.
Rakszawski

6. Policy

Speaker (s) : Dr.
Rakszawski

6.1. First Reading/Review of PSBA Policy Revisions

Speaker (s) : Dr.
Rakszawski

7. Facilities

7.1. Nightlock Order - Window Shades for Bellefonte Elementary

8. Consent Agenda

8.1. Personnel

8.1.1. Department Chairs

8.2. Retirements/Resignations

8.3. New Hires

8.4. Extra Duty/Extra Pay

8.5. Mentor Teachers

8.6. Student Teaching/Internships

8.7. Salary Column Changes

8.8. Leave Request

8.8.1. Uncompensated Leave Request

8.8.2. Family Medical Leave

8.9. Salary Adjustment

8.10. Educational and School Activities

8.10.1. Request for Homebound Instruction

9. Donations

9.1. Donation of School Supplies and Gift Cards from the Pleasant Gap American Legion #867

9.1.1. Donation of Constitution Week Materials from the Bellefonte Chapter of the Daughters of the American Revolution

Speaker (s) : Mr. Guizar

10. Action Items

10.1. Volunteers

10.2. Jessica Quinn-Horgan Law Office

Speaker (s) : Mr. Bean

10.3. Approval of Program Services Agreement with Bald Eagle Area School District

10.4. Approval of Third Party Provider Agreement for Title 1 Services for St. John's School for 2026-2027

10.5. Approval of Change Order for Airport Road Improvements

10.6. Approval of Air Testing for New School Pipes

Speaker (s) : Mr. Bean

10.7. Approval of Memorandum of Understanding: Middle School Dean of Students

10.8. Board Member Resignation

10.9. Board Member Appointment

11. Items for Future Discussion

12. Adjournment

12.1. Meeting Adjournment

13. Executive Session

IMAGINE LEARNING RESEARCH and DATA SHARING AGREEMENT

This RESEARCH and DATA SHARING AGREEMENT (“Agreement”) is entered into by and between:

Company: Imagine Learning LLC 100 S. Mill Ave, Suite 1700 Tempe, AZ 85281	District: Bellefonte Area School District 318 North Allegheny Street Bellefonte, Pennsylvania 16823
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Company and District are referred to individually as a “Party” and collectively as the “Parties.”

1. RECITALS

1.1 **Company.** Company develops and provides web-based, teacher-led core and elective curriculum and instructional services for students in grades K-12 and markets its courseware and online virtual instruction programs for use in traditional classrooms, and blended learning and virtual program settings.

1.2 **District.** District maintains individually identifiable information on students (“Project Data”) as necessary for District’s responsibilities as an educational institution.

1.3 **FERPA.** The Family Education Rights and Privacy Act (“FERPA”) allows the release of educational records or personally identifiable information of students to organizations conducting studies for, or on behalf of, educational agencies or institutions to serve legitimate educational interests, including for the purpose of improvements to instruction. Company shall conduct the Project (as defined below) and any and all studies in such a manner that they do not allow for the personal identification of students and parents by persons other than representatives of the Parties. The information collected will be de-identified or destroyed when no longer needed for the purpose for which the Project was conducted as set forth in this Agreement.

1.4 **Project.** This Agreement is entered into for the purpose of facilitating the performance of studies on behalf of District in a manner permitted by FERPA and other applicable Federal, state and local laws and regulations (collectively, “Applicable Law”) and to establish the necessary data sharing arrangements between the Parties to accomplish the “Project” described in the attached Exhibit A.

1.5 **Agreement.** Company and District, for good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, and for the Project Purpose(s) described in the attached Exhibit A, acknowledge and agree to be bound by this Agreement, effective as of the last date of signature below (the “Effective Date”).

2. DATA ACCESS, USE, AND SECURITY

2.1. **Security.** The Parties agree to keep Project Data confidential and secure at all times, both when in transit and at rest, via appropriate administrative, technical, and physical security measures.

2.2. **FERPA Compliance.** Both Parties will comply with all provisions of FERPA, any amendments to FERPA and other Applicable Laws with respect to privacy. Nothing in this Agreement may be construed to allow either Party to maintain, use, disclose, or share Project Data in any manner that violates any Applicable Law.

2.3. **Project Data is Property of District.** Access to Project Data under this Agreement shall be as directed by the District. All such Project Data shall remain District’s property until such Project Data is permanently de-identified. Company may retain any such de-identified data to be used for product improvement, marketing, and other lawful purposes. Company may use the District’s name in connection with any published findings from the Project on Company’s website and in other Company marketing materials.

2.4. **Company Responsibilities.** The restrictions set forth in this Section 2.4 shall apply to the receipt, use, disclosure, and maintenance of Project Data by Company. Company agrees to the following:

2.4.1. **Authorized Purpose, Property of District.** Project Data may only be used for the Project Purpose or purposes authorized pursuant to this Agreement. All Project Data shall be protected from unauthorized use and/or disclosure under this Agreement. Any dissemination or use of the Project Data without being first de-identified is specifically prohibited. Company and Researcher will not re-identify or attempt to re-identify the de-identified data.

2.4.2. **Confidentiality, Access.** Company will comply with the relevant provisions of FERPA regarding the confidentiality of Project Data. To protect the confidentiality of Project Data, Company will limit access to Project Data to those employees, agents, consultants, or contractors who reasonably need access to Project Data in order to perform their responsibilities under this Agreement.

2.4.3. **Court-Ordered Disclosure.** In the event that Project Data is required to be disclosed in response to a valid order of a court of competent jurisdiction or other governmental body of the United States or any political subdivisions thereof, Company shall first (a) notify District of the order and provide a complete copy of such order to District, and (b) permit District to seek an appropriate protective order. Company shall fully cooperate with District, if District wishes to apply to such court for a protective order. Company shall only disclose the Project Data to the extent necessary and as required by the court or other governmental order. Furthermore, Company will comply with the notice requirements of FERPA if and when it is required to disclose any Project Data in accordance with a lawfully issued subpoena or court order.

2.4.4. **Return/Destruction.** Following Company's completion of the Project or providing a copy of the Report (as defined below) to District, whichever is later, Company will return or de-identify/destroy all Project Data previously disclosed by District.

2.5. **District Responsibilities.**

2.5.1. **Provision of Data to Company.** District will share Project Data with Company as directed by the Project requirements and provide such Project Data in a format reasonably acceptable to Company. District will transmit the Project Data to Company using a secure method (such as secure file transfer protocol or SFTP) with appropriate security measures, including, if appropriate, single sign-on (SSO) encryption. If the Project Data submitted is incomplete or unacceptable to Company for whatever reason, Company may, in its sole discretion, request District to resubmit all or any portion of the Project Data.

2.5.2. **FERPA Consent.** District will obtain any and all necessary consents and permissions required under Applicable Law, including those required under FERPA, for District's participation in the Project.

3. TERM

3.1. **Term, Expiration.** This Agreement shall become effective as of the Effective Date and, subject to any earlier termination as provided herein, shall remain in full force and effect through and including 12/31/2027 (the "Term"). Thereafter, this Agreement will be automatically renewed and extend for N/A additional N/A year period(s) unless a Party gives written notice to the other Party that it will not renew at least thirty (30) days prior to the expiration of the then-current Term. All terms and obligations undertaken herein that by their terms are reasonably construed as surviving termination shall survive any termination of this Agreement.

3.2. **Termination Rights.** Either Party may terminate this Agreement: (a) for convenience upon ten (10) days advance written notice; (b) upon written notice for any material breach by the other Party which remains

uncured for a period of five (5) business days after written notice of such breach has been provided by the non-breaching Party; or (c) immediately if the activities are determined to be in violation of any Applicable Law.

4. GENERAL PROVISIONS AND CONDITIONS

4.1 **Company Report, Work Product.** Company may conduct analyses of the Project Data and may, in its sole discretion, produce a report examining the efficacy of the respective Company courses and materials (the “Report”). District acknowledges that the Report is the work product of Company and that Company is the sole owner of all rights, title and interest in and to the Report. District grants Company an exclusive, worldwide, transferable, royalty-free and fully-paid perpetual license to use the Project Data and any compilation or analysis of the Project Data using third-party data, in any manner, for any purpose and in any medium, in Company’s sole discretion, so long as the Report does not contain personally identifiable Project Data belonging to District. If Company provides a copy of the Report to District, Company grants the District a limited, non-exclusive, worldwide, royalty-free and fully-paid license to use such Report only for its own internal purposes.

In cases where the analysis is prospective, to be conducted and managed over a future or current academic year, the Company shall retain the right to revise the Project, as outlined in Exhibit A, or terminate the analysis, if Project implementation metrics (e.g., time in program, lessons completed, and course completions) deviate significantly from the Company’s recommendations. Company and District agree that any such deviation, and the applicable metric, shall be determined by Company, in Company’s sole discretion. The Company shall provide notice to the District upon making any modifications to the Project.

4.2 **Warranty.** The Report and any analysis of Project Data is provided on an “AS IS” and “WHERE IS” basis. Company makes no, and expressly disclaims all, express or implied warranties, including without limitation any warranty of merchantability or fitness for a particular purpose with respect to the Project, the Report, or any data or analysis associated with the Project or Report.

4.3 **Amendment.** This Agreement may be amended only by a written instrument signed by the Parties hereto.

4.4 **Notices.** All notices or other correspondence required to be given pursuant to this Agreement shall be sent by mail or delivered to the Party’s authorized representatives at the addresses shown above this Agreement’s Recitals.

4.5 **Entirety.** This Agreement, together with any Exhibits attached hereto, constitutes the entire Agreement between the Parties with respect to the subject matter hereof and supersedes any other negotiations, agreements, or communications, whether written or oral, made by any Party.

4.6 **Severability.** If any provision in this Agreement is held to be invalid, illegal, or unenforceable, the validity, legality and enforceability of the remaining provisions shall not be affected.

4.7 **Assignment.** Neither Party may assign its duties nor rights under this Agreement without the other Party’s prior written consent. Notwithstanding, Company may assign this Agreement to an affiliate of Company or to any corporate successor through merger or sale of Company.

4.8 **Authority.** Each Party represents and warrants to the other Party that this Agreement has been duly authorized, executed and delivered by and on behalf of each such Party, and constitutes the legal, valid and binding agreement of said Party.

ACCEPTED AND AGREED:

District:	Company:
Signed:	Signed:
Name:	Name:
Title:	Title:
Date:	Date:

EXHIBIT A
Project Overview

Project Name	Imagine IM, Imagine Math, Imagine Math Facts Pennsylvania Bellefonte Area School District Collaborative Research Study <u>2027-2027</u>
Project Scope/Analysis	Imagine Learning proposes to partner with Bellefonte Area School District to examine the implementation and academic outcomes associated with Imagine IM, Imagine Math, and Imagine Math Facts across Grades K–8. Because Imagine IM will be implemented districtwide, the primary analyses for most grade levels will be correlational, examining whether differences in students’ program usage and engagement are associated with improvements in mathematics achievement. To measure program effectiveness, Imagine Learning will employ the most rigorous and appropriate evaluative methods, such as comparative and correlative approaches, based on the observed characteristics of program implementation. To accomplish this, Imagine Learning will collect Grade K-8 student assessment, demographic, and software usage data for the 2026-2027 school year.
Target Completion Date	<u>October 1, 2027</u>
Cohort School Year	<u>2026-2027</u>
Grade Levels	<u>K-8</u>

Student/Demographic Data

General information about students involved in the Project will be limited to that data necessary to complete the study and will be limited to those students identified as participants. Information collected will be limited to the data described herein. Other data may be added by agreement between the Parties.

This Project will be conducted in a manner that does not permit personal identification of students or school/district staff by anyone other than Company staff assigned to this research project. Company will destroy or return to the District, at the District's option, any data that could be associated with any individual when the information is no longer needed for the purposes for which the study is being conducted. With the approval of the District, data with personally identifiable information may be retained by Company solely for internal program improvement, which the District agrees constitutes a legitimate educational interest.

- | | |
|--|---|
| ☒ Student ID | ☒ Gender |
| ☒ Student Name | ☒ Race/Ethnicity |
| ☒ Student Grade | ☒ English Language Learner Status |
| ☒ Student Age | ☒ Special Education Status |
| ☒ Student Test Scores | ☒ Attendance |
| ☒ Student Achievement Data | ☒ Free or Reduced Lunch Status |
| ☒ School | ☐ Other: _____ |
| ☒ Teacher | ☐ Other: _____ |
| ☒ Language Proficiency Level | ☐ Other: _____ |

Assessment/Achievement Data

Data/Variables	Assessment/Instrument	School Year(s)
RIT score, percentile rank, achievement level, domain scores	NWEA MAP (Grades K-8)	Fall 2026, Winter 2027, Spring 2027
Scale score, performance level, subscores	PSSA Math (Grades 3-8)	Spring 2026, Spring 2027
Raw score, scale score, percentile, performance level, benchmark status	AIMS Web Math (Grades K-2)	Fall 2026, Winter 2027, Spring 2027

Research Questions:

1. How is student mathematics achievement associated with use and implementation of Imagine IM among students in Grades K-8?
2. Among students in Grades 3-5, how are levels of Imagine Math usage, in addition to Imagine IM, associated with mathematics achievement?
3. Among students in Grades 1-5, how are levels of Imagine Math Facts usage, in addition to Imagine IM, associated with mathematics achievement?
4. Among Grade 7 students, how does mathematics achievement compare between students who use Imagine IM plus Imagine Math and students who use Imagine IM without Imagine Math?
5. How do associations between Imagine Learning program usage and student mathematics achievement vary by student characteristics such as grade level, race/ethnicity, socioeconomic status, English language classification, special education classification, and prior achievement?

Imagine Learning Research Study Proposal

Overview

Imagine Learning proposes to partner with Bellefonte Area School District to examine the implementation and academic outcomes associated with Imagine IM, Imagine Math, and Imagine Math Facts across Grades K–8. Because Imagine IM will be implemented districtwide, the primary analyses for most grade levels will be correlational, examining whether differences in students' program usage of Imagine Math and Imagine Math Facts are associated with improvements in mathematics achievement.

To measure program effectiveness, Imagine Learning will employ the most rigorous and appropriate evaluative methods, such as comparative and correlative approaches, based on the observed characteristics of program implementation. To accomplish this, Imagine Learning will collect Grade K–8 student assessment, demographic, and software usage data for the 2026–2027 school year.

Research Questions

1. How is student mathematics achievement associated with use and implementation of Imagine IM among students in Grades K–8?
2. Among students in Grades 3–5, how are levels of Imagine Math usage, in addition to Imagine IM, associated with mathematics achievement?
3. Among students in Grades 1–5, how are levels of Imagine Math Facts usage, in addition to Imagine IM, associated with mathematics achievement?
4. Among Grade 7 students, how does mathematics achievement compare between students who use Imagine IM plus Imagine Math and students who use Imagine IM without Imagine Math?
5. How do associations between Imagine Learning program usage and student mathematics achievement vary by student characteristics such as grade level, race/ethnicity, socioeconomic status, English language classification, special education classification, and prior achievement?

Methods

This study will use a mixed correlational and comparative design aligned to the district's implementation model. Because all Grades K–8 students will use Imagine IM, options for evaluating the core curriculum are limited. Instead, analyses will focus on associations between usage of the Imagine Math and Imagine Math Fact programs and student growth or achievement on district and state mathematics assessments.

For Grades 1–5 and Grades 3–5, the study will examine the additive use of supplemental Imagine Learning programs. All Grade 1–5 students will use Imagine Math Facts in addition to Imagine IM, and all Grade 3–5 students will use Imagine Math in addition to Imagine IM. Because these supplemental programs are also implemented across the full eligible grade spans, analyses will explore the associations between program usage and academic growth.

In Grade 7, the study will include a comparative component. All Grade 7 students will use Imagine IM as their core mathematics curriculum; approximately half will also use Imagine Math during a skills period, while the remaining students will continue with business-as-usual practices. Imagine Learning will compare outcomes for Grade 7 students using Imagine IM plus Imagine Math with outcomes for

Grade 7 students using Imagine IM without Imagine Math, using available baseline assessment and demographic data to support fair comparisons.

Data Collection

- **Student Assessment Data:** Imagine Learning gathers student-level scores, performance levels, administration dates, and other pertinent performance data for the following assessments: NWEA MAP Growth Mathematics, Pennsylvania System of School Assessment (PSSA) Math, AIMS Web Mathematics
 - **Demographic Data:** Imagine Learning gathers student-level demographic data including grade level, English language classification, special education classification, race/ethnicity, and free or reduced-price lunch status for all students enrolled in Grades K-8 during the 2026-2027 school year.
- Software Data:** Imagine Learning collects software usage data for Imagine Math and Imagine Math Facts programs.

Benefits

This study will help Bellefonte Area School District gain a better understanding of the academic impact of Imagine Learning programs. Further, the information generated from this research will enable educators and administrators to optimize student outcomes in future implementations.

Confidentiality

All data collected for the study will be kept confidential and secure. Imagine Learning uses a secure web portal (Box.com) for uploading student data for the analysis. The final report produced for this study will only include aggregated data and no names or personally identifiable information will be included.

Contact:

Imagine Learning Efficacy Research

efficacy@imaginelearning.com

RELATE

helping students connect

Bellefonte Area Middle School

Our nervous systems are built to respond to stress in a variety of ways.

And when stress arises, **my** nervous system might choose a different response than **your** nervous system.



fight



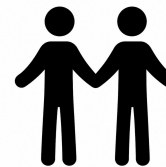
flight



freeze



people please



merge



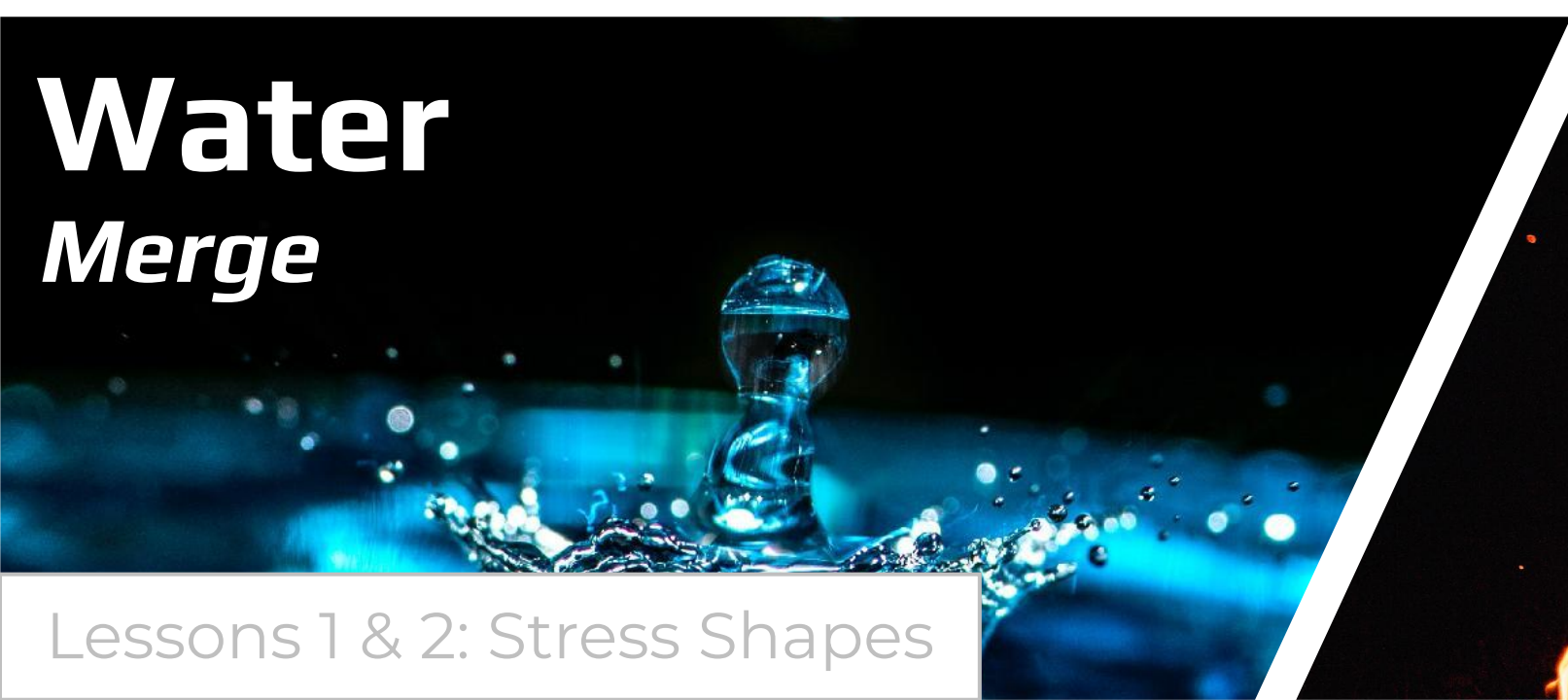
Air
Flight



Earth
People-please



Iron
Freeze



Water
Merge



Fire
Fight

Lessons 1 & 2: Stress Shapes



The ABC's of Our Basic Mental Needs

Autonomy:

the need to feel like you have choice and voice in what happens



Choice

Belonging:

the need to feel included, cared for, and a sense of belonging



Connection

Competence:

the need to feel like you can learn, grow, and improve



Confidence

THE PERFECT STUDENT?

- 
- GETS STRAIGHT A'S
 - DOESN'T MESS UP
 - HIGHLY INVOLVED IN SCHOOL



Where do these pressures come from?

When our stress shapes are activated...



We can experience safety &
connection by thinking of our
web of care

guidance
counselor

a place
(real or imaginary)

nature

music

a role
model

stuffed
animal

teacher

family
member

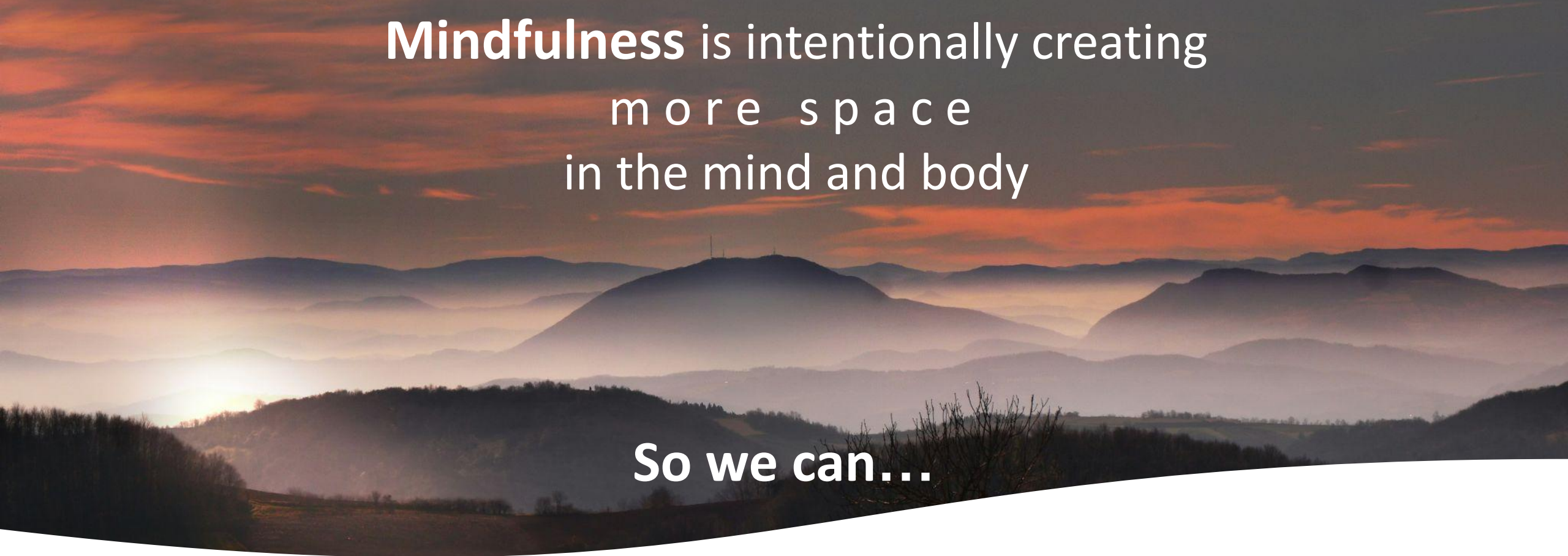
friend

work of art

fictional
character

pets

a favorite
show



Mindfulness is intentionally creating
more space
in the mind and body

So we can...

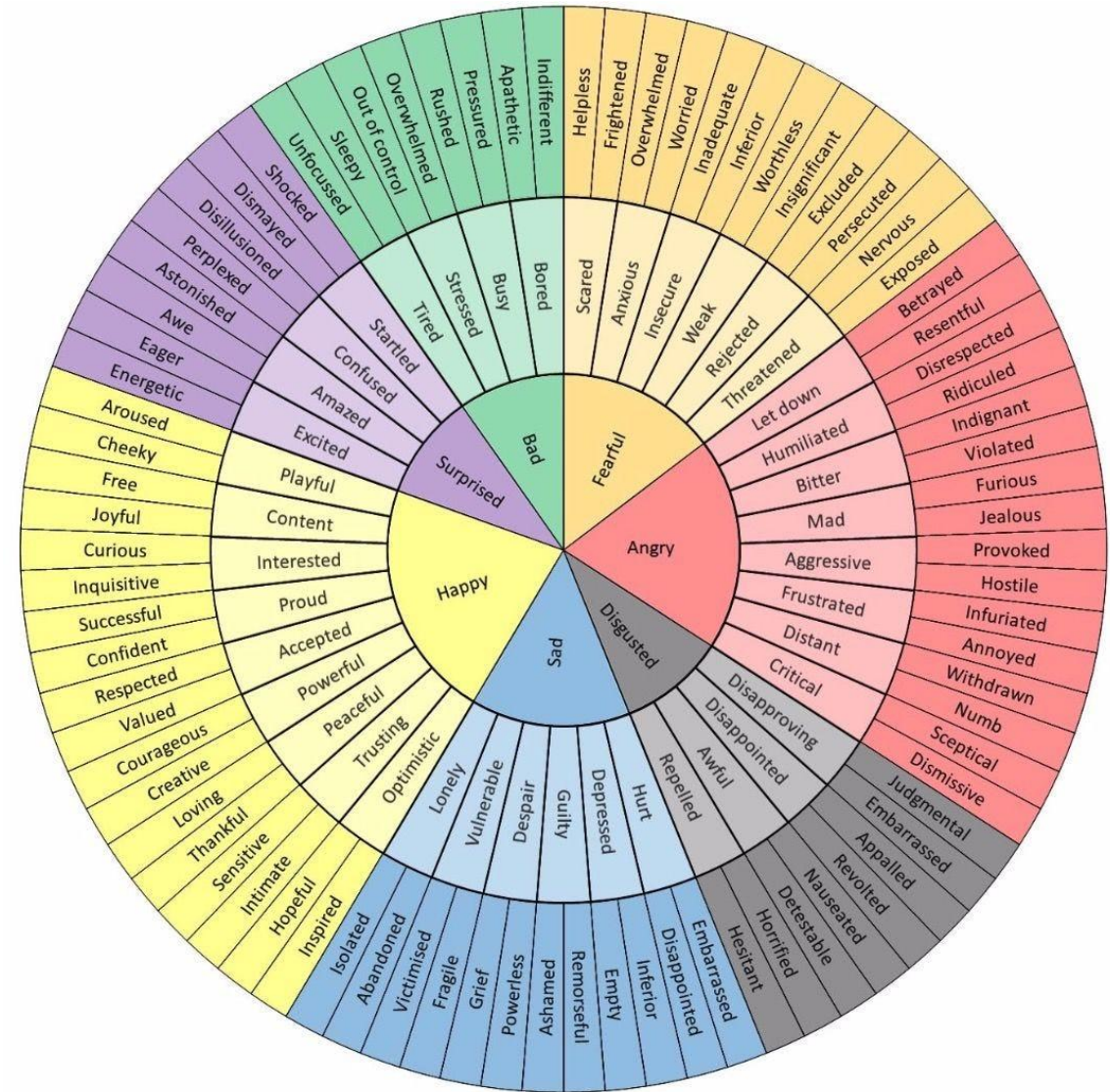
- **Respond**, not react
- Become **more aware** of our **thought patterns**
- Practice **non-judgement** & **curiosity** of others
- **Rest, relax, restore**

Practicing **emotional precision** is a form of **in-the-moment mindfulness**

Emotion wheels are tools that can help us:

- ★ Name feelings more exactly
- ★ Recognize differences between feelings
- ★ Increase the variety of feelings we experience
- ★ Communicate better with others
- ★ Be in the present moment

****Name it to navigate it****



A lush green forest with sunlight filtering through the dense canopy of trees, creating a warm and serene atmosphere.

I can pause & create
space when it feels like
a lot to handle.

I am doing an amazing
job figuring out some
heavy stuff.

I am worthy.

I am capable.

Root for yourself.

I belong.

I can feel intense
emotions and know I
will be okay.

I can do hard things.

I am resilient.

I feel supported when thinking
about my web of care.



You are not alone.

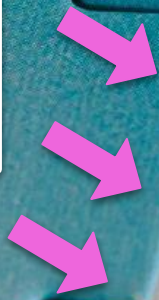
Everyone experiences struggles, even when those struggles aren't visible

We can choose connection.

Recognizing our shared struggles can help us be kinder to ourselves and others

Narrow Stories Miss Important Pieces

The pieces we
don't see

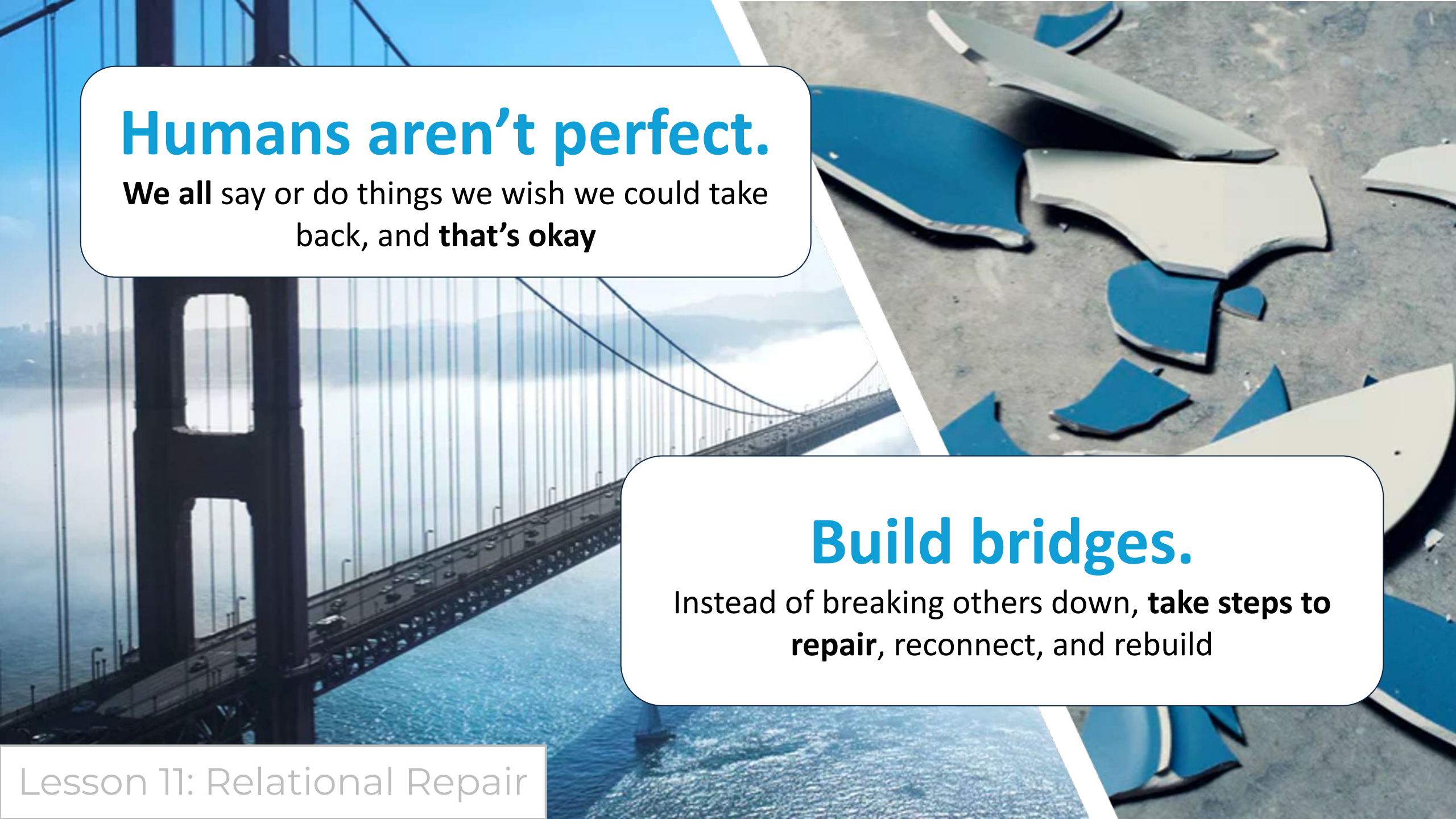


**There's more to every
story.**

Hidden experiences, struggles, & needs
shape behavior.

Our words stick.

Step away from narrow stories.
Choose compassion over judgement.



Humans aren't perfect.

We all say or do things we wish we could take back, and **that's okay**

Build bridges.

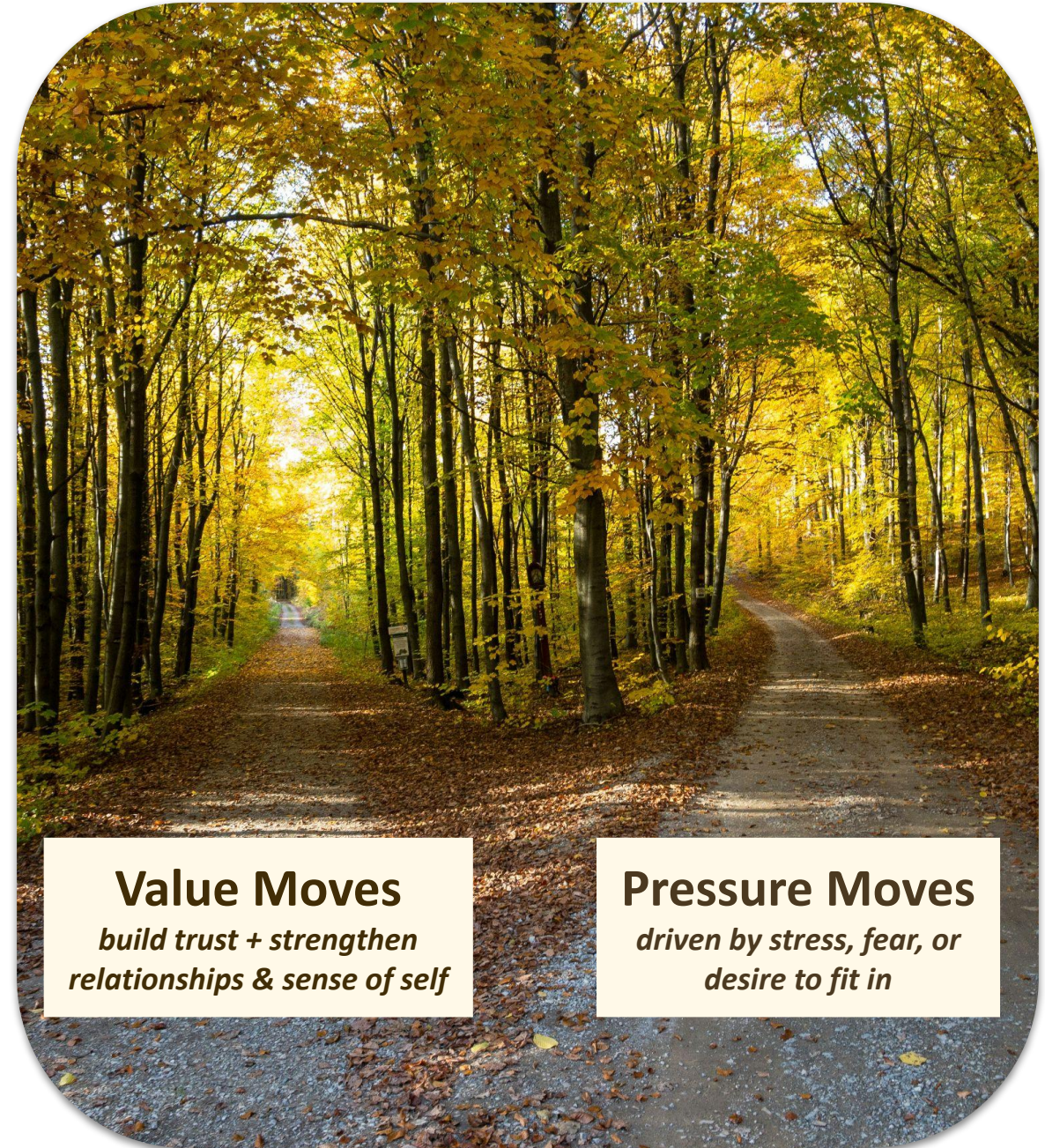
Instead of breaking others down, **take steps to repair**, reconnect, and rebuild

Who Do I Want to Be?

.....

Our **values** guide our choices and help shape who we want to become.

When we **act under pressure**, we become **disconnected from our values** and **the people** around us.



Value Moves

*build trust + strengthen
relationships & sense of self*

Pressure Moves

*driven by stress, fear, or
desire to fit in*



Small actions lead to **BIG IMPACT.**

Use tools of resilience & connection to build community

Lesson 13: Making a Difference

Design a Connection “Micro-Move”

→ *Brainstorming Session* ←

A "**micro-move**" is a small action that helps people feel like they are not alone. These moves **create belonging**.

Use ideas from our learning:

- Stress shapes
- Web of care
- Mindfulness
- Emotional precision
- Relational repair steps
- Value vs pressure moves



Design a Connection “Micro-Move”

→ *Develop & Create Session* ←

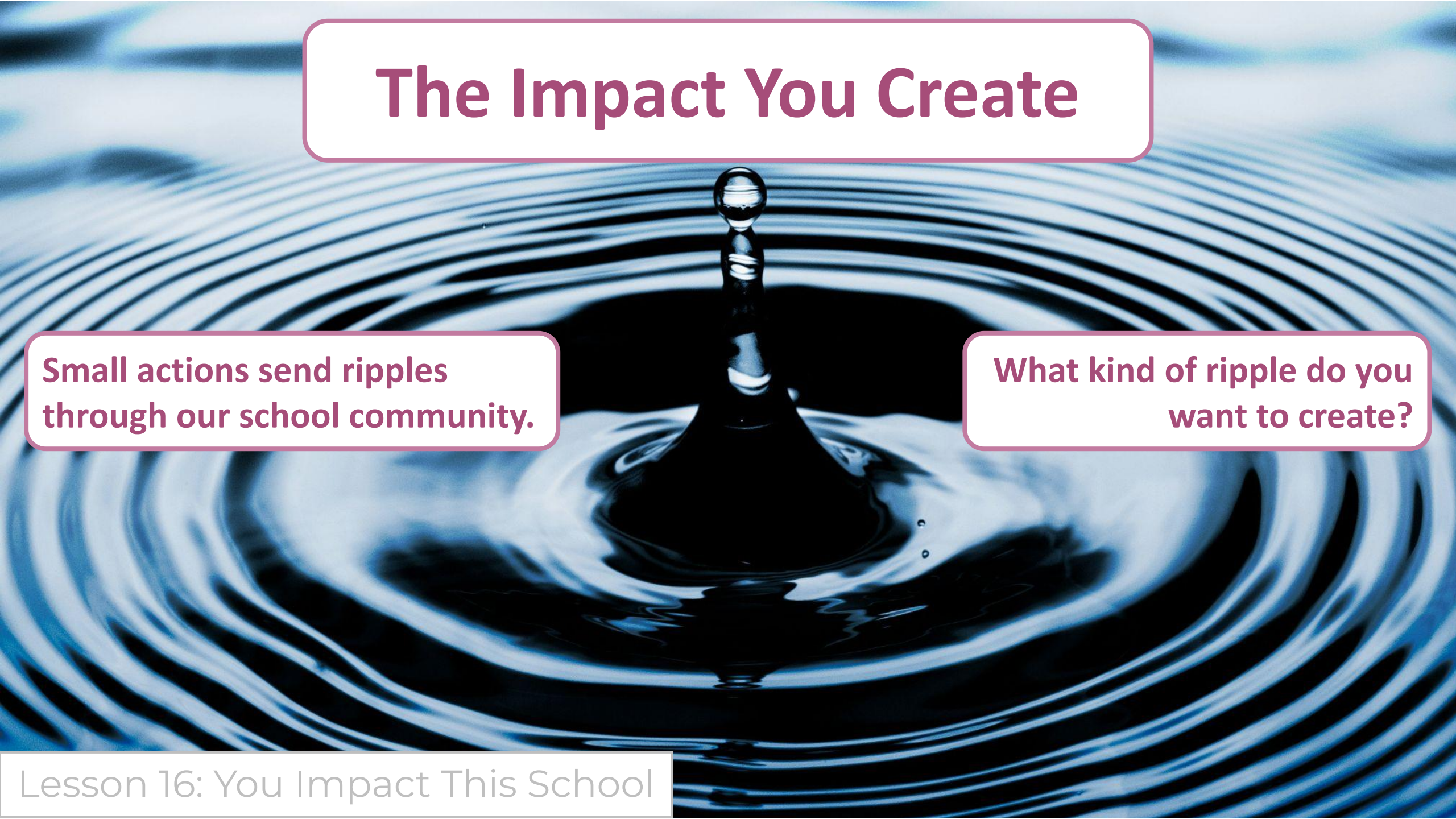
A "**micro-move**" is a small action that helps people feel like they are not alone. These moves **create belonging**.

Use ideas from our learning:

- Stress shapes
- Web of care
- Mindfulness
- Emotional precision
- Relational repair steps
- Value vs pressure moves



The Impact You Create

A high-speed photograph of a water droplet hitting a surface, creating a series of concentric ripples that spread outwards. The droplet is captured mid-air, just above the point of impact, with a small crown-like shape forming at the base. The background is a deep blue, and the ripples are lighter blue, creating a strong visual metaphor for the concept of 'ripples' in a community.

Small actions send ripples through our school community.

What kind of ripple do you want to create?

RELATE

RECAP

 Stress Shapes

 Mindfulness

 Values Moves

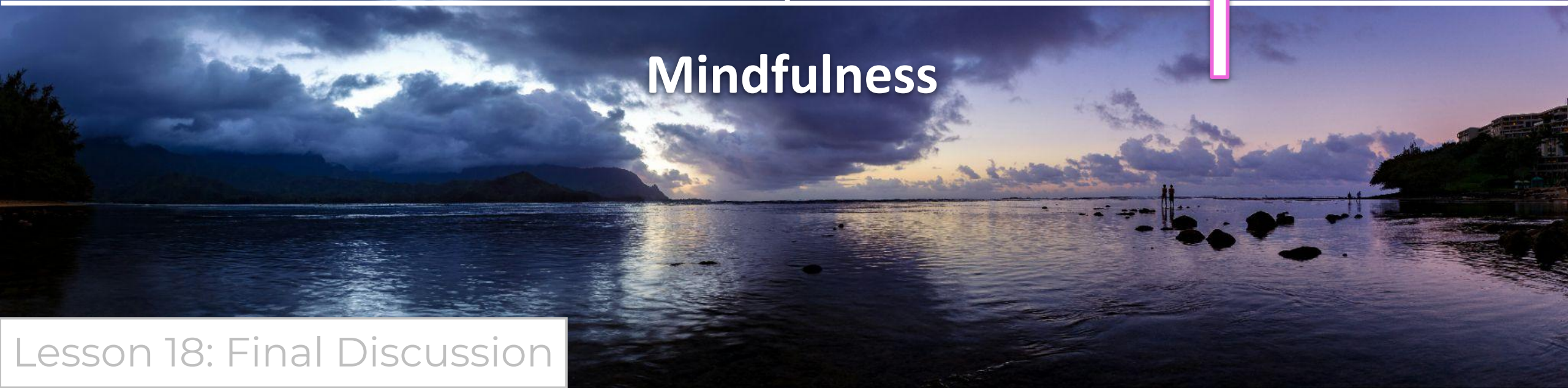
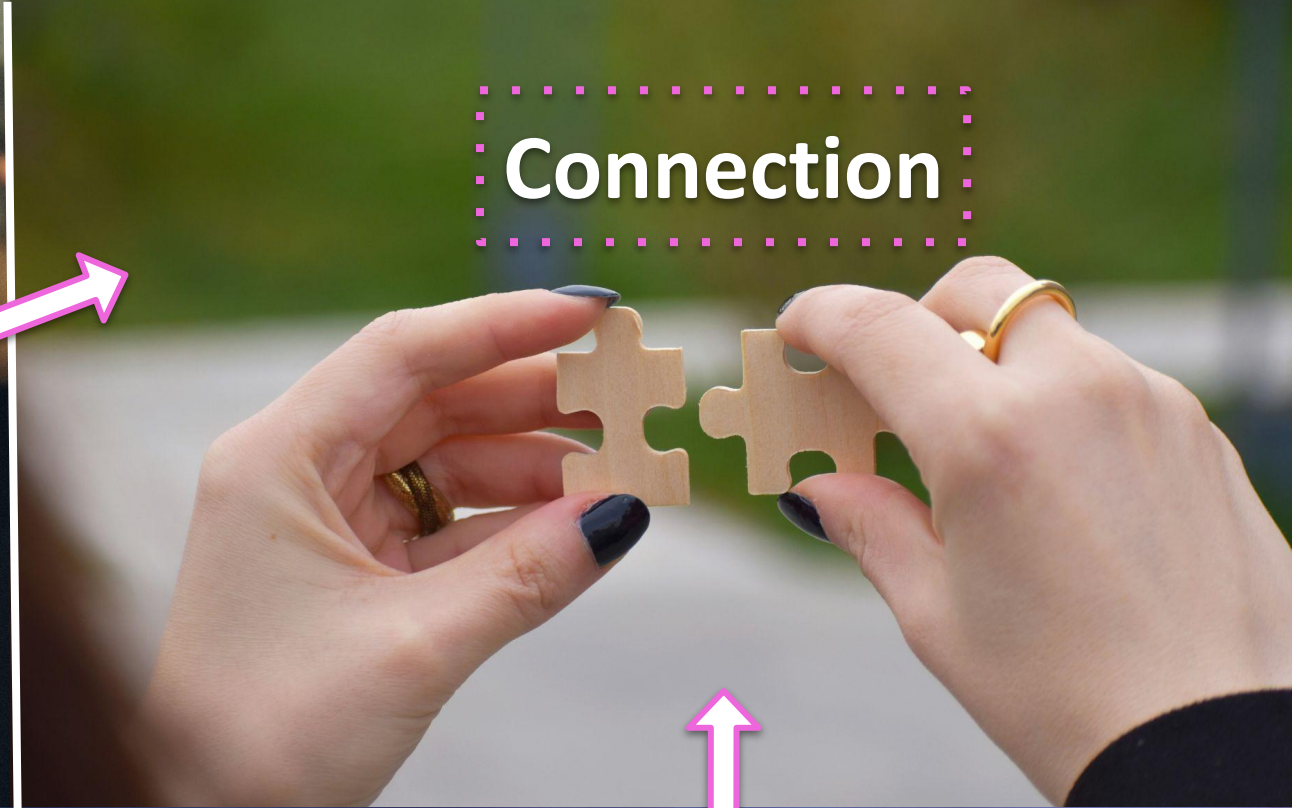
 Web of Care

 Emotional Precision

 Compassion

 Relational Repair

Understanding ourselves helps us connect with others





Customized for
Bellefonte Middle School

Unit 1: Understanding Stress & Disconnection

	Topic	Objective
1	Introducing Stress Shapes	Explain what stress shapes are and how people react in different ways when they feel stressed
2	Spotting Stress Shapes	Notice different stress shapes in ourselves and others
3	Why We Need Connection	Explain basic mental humans needs and why feeling connected is important to our well-being
4	Pressures of Schools	Explain how pressure, expectations, and the environment affect how we think and behave

Unit 2: Tools for Resilience

	Topic	Objective
5	Web of Care	Practice identifying supports that help us feel safe, calm, and connected
6	In-the-Moment Mindfulness	Practice brief mindfulness exercises that calm the nervous system and help us notice what is happening in the moment
7	Emotional Precision	Practice naming and communicating emotions more clearly
8	You Can Do Hard Things	Customize and practice tools of resilience tools that help us through hard moments

Unit 3: Discussions on Connection

	Topic	Objective
9	Everyone Has Struggles	Build a sense of shared humanity among peers by recognizing common struggles
10	Your Words Matter	Recognize how we create narrow stories about others and the impact this can have on others' stress and mental needs
11	Relational Repair	Practice "repair moves" to make school feel more connected and respectful
12	Who Do I Want to Be?	Explore personal values and how values shape our choices and relationships

Unit 4: Designing for Connection

	Topic	Objective
13	Making a Difference	Understand that small actions can strengthen people's needs and create a more connected school community
14	Design Studio – Part 1	Brainstorm and plan ideas that could help students feel more welcomed, included, and supported at school.
15	Design Studio – Part 2	Work collaboratively to design a project, activity, or idea that could strengthen belonging and connection at school.
16	You Impact This School	Understand that students help shape school culture through their actions and relationships

Unit 5: Recap

	Topic	Objective
17	Relate Recap	Explain how stress shapes, needs, and relationships all work together to affect how people think, feel, and act.
18	Final Discussion	Reflect on what shapes us, what helps us stay calm and connected, and who we want to be in this school

Unit 1: Understanding Stress

Lesson 1: Introducing Stress Shapes

Objective: Explain what stress shapes are and how people react in different ways when they feel stressed

Opening Connection Builders

Class Connection: Raise your hand if...

You've ever gotten really frustrated about something small.

You've ever avoided doing something because you were nervous.

You've ever gone completely blank when someone called on you unexpectedly.

Ask one or two students to share what they did/felt in those moments.

Teacher Connection: Tell a brief story about a time when you had an automatic reaction to stress. For example: "One time, I was asked to speak in front of a group with almost no warning. My mind went completely blank, and I could barely remember what I wanted to say. Looking back, I wasn't choosing to freeze—it was just my body's automatic response to stress. Today we're going to learn that all of us have different automatic stress responses, and they're more common than we think."

Core: Five Stress Shapes

1. Introduce the idea that when our brains think something might be wrong (like if we get embarrassed, left out, or in trouble), our nervous systems react automatically without us having to think about it or choose to do so. They are **protection patterns** that try to help us feel safe.
2. Introduce the five Stress Shapes (show handout/slide)
 - **Fire:** Fight (argue, snap, get loud, push back)
 - **Air:** Flight (avoid, leave, distract, run away)
 - **Iron:** Freeze (shut down, go quiet, feel stuck)
 - **Earth:** People-please (try to keep everyone happy, keep taking on more)
 - **Water:** Merge (accommodate, take on someone's opinion as your own)
3. Emphasize that different people use different shapes, and we can also use different shapes in different situations. We might use one shape more often than others, but we can experience all of them. **Discussion Questions:**
 - Which stress shape do you notice most in yourself?
 - Which do you see most in other students?
 - How might someone misunderstand a freeze response?
 - How could understanding stress shapes help people get along better?

Closing

How might understanding someone else's stress shape help you respond differently to them? Say: This year, we'll learn that many behaviors that look confusing, annoying, or rude are sometimes stress responses. The more we understand stress, the better we can understand ourselves and stay connected to others.

Stress Shapes

Stress shapes come from how the brain and body try to keep us safe. When something feels hard, scary, or uncomfortable, our nervous system reacts automatically. We can call these reactions **stress shapes**.



FIRE

"I can handle this by going after it."

This stress shape shows up when your brain thinks the best way to deal with a problem is to face it directly. You might feel like you want to argue, stand your ground, or push back to fix the situation.

Energy moves TOWARD the stressor



AIR

"I need to get away from this for a bit."

This stress shape shows up when your brain thinks the safest thing to do is to move away from the problem. You might want to leave, stay quiet, avoid the situation, or take a break until you feel calmer.

Energy moves AWAY from the stressor



IRON

"I'm going to stay still until things feel ok again."

This stress shape shows up when your brain thinks the safest thing to do is to freeze or not react. You might feel stuck, quiet, or like you don't know what to do, so you just wait for the situation to pass.

Energy stays WITHIN the body; flow is constricted



EARTH

"I will go along with this for now."

This stress shape shows up when your brain thinks the safest thing to do is to keep the peace. You might smile, agree, or stay quiet so the situation doesn't get worse, and then handle your feelings later in your own space.

Energy moves DOWNWARD within the body



WATER

"I can get through this if I can merge with someone else."

This stress shape shows up when your brain thinks the safest thing to do is to be close to another person. You might want to accommodate to someone else's opinions or stay near people while moving through stress.

Energy MERGES with the energy of another person

Safety is found through: pulling in/hiding the self, enduring

For more information on stress shapes, contact Dr. Blake Colaianne: bac316@psu.edu

Unit 1: Understanding Stress Lesson 2: Spotting Stress Shapes

Objective: Notice the different stress shapes in ourselves and others

Opening Connection Builders

Class Connection: Raise your hand if...

You've ever reacted to something and later thought, "Why did I do that?"

You've gotten upset about something that didn't seem like a big deal to someone else.

You've ever had a friend react very differently to the same situation than you would have.

Ask one or two students to share why they think people reacted differently.

Teacher Connection: Tell a brief story about a time when you reacted differently than someone else to the same situation. For example: "I remember getting a lower grade than I wanted on an exam in college. I was frustrated and wanted to argue about it. My friend got a similar grade and just got really quiet. We were both stressed, but our stress showed up in completely different ways."

Transition: Last class, we learned about the five stress shapes. Today we're going to practice spotting them in everyday situations.

Core: Stress Shape Recap

1. Small group **Discussion Questions:**

What stress shapes have you noticed in yourself this week?

What stress shapes have you noticed in other people?

When someone looks angry or quiet, what shape might they be in?

2. Assign each group a different stress shape (fire, air, iron, earth, water). Have each group map out the following questions for that shape:

- What might someone say, do, or look like in this shape?
- What emotions or feelings usually go along with this stress shape?
- When does this stress shape often show up for students?
- What might other people misunderstand about this stress shape?
- What helps someone in this stress shape feel safe again?

3. After about 5 minutes, have each group share their answers, even if they did not complete every question.

Closing

Ask: What do all of the stress shapes have in common?

Key Takeaway: Even though stress shapes can look very different on the outside, they are all trying to help people feel safe in their minds-bodies.

Unit 1: Understanding Stress

Lesson 3: Humans Need to Connect

Objective: Explain basic mental human needs and why feeling connected is important to our well-being

Opening Connection Builders

Class Connection: Raise your hand if...

You've ever seen someone feel left out or like they didn't belong somewhere.

You've ever seen someone feel pressured to do something they didn't really want to do.

You've ever seen someone feel like they weren't good enough at something.

Ask one or two students to share what stress shape emerged or what that person likely felt

Teacher Connection: Tell a brief story about a time when one of your own needs for choice, connection, or confidence was not met. For example: "I remember trying out for the musical in school and not getting the part I wanted. I started wondering if I was good enough, and I felt embarrassed for a few days. Looking back, it wasn't just disappointment, I think my need to feel capable and confident had taken a hit."

Transition: Today we're going to learn that all humans have three important mental needs. When those needs are met, we tend to feel safer and calmer.

Core: Three Mental Needs of Students

1. Tell students that psychologists have found that all humans have three basic mental needs. When these needs are met, our brain feels safer and calmer. Emphasize that students need all three mental needs, although the **need for connection** is especially strong in middle school. Introduce each need:
 - Choice (Autonomy): Feeling like you have choice and voice. Emerges out of fear of too much pressure/not being able to be yourself.
 - Connection (Belonging): Feeling like you are truly seen and heard, you are included, and you are cared about. Emerges out of fear of loneliness.
 - Confidence (Competence): Feeling like you can learn, grow, and improve. Emerges out of fear of failing or not meeting expectations.
2. **Discussion Questions (for each need):**
 - What moments in school do you see this need not being met?
 - How is this mental need linked to stress shapes? *Stress shapes can turn on faster if one of these needs isn't met.*

Closing

Ask students to write: "One need that feels important for me right now is _____
When this need is not met, my stress shape is usually _____"

Unit 1: Understanding Stress

Lesson 4: Pressures of School

Objective: Explain how pressure, expectations, and the environment affect how we think and behave

Opening Connection Builders

Class Connection: Raise your hand if...

You have felt pressure to get good grades.

You have felt pressure in your clubs, sports, activities.

You have felt pressure to be a “good” student.

Ask one or two students to share where they felt the pressure came from.

Teacher Connection: Tell a brief story about a time when you felt pressure to do well or meet expectations. For example: “There are days when I feel like I have to move so quickly to get everything done on my to-do list. I end up moving so fast that I forget to do things or to really take care of myself. These are the times when I have to remember that life isn’t a race, and I deserve to take some moments for myself.”

Transition: Today we're going to explore where pressure comes from, how it affects our mental needs, and why it can activate our stress shapes.

Core: Pressures at School

1. Activity: The “Perfect” Student

In small groups, have students brainstorm the qualities of a “perfect student” (gets good grades, doesn’t mess up, is part of a bunch of extracurriculars, is popular, etc.). Another way to frame this activity is to have students complete the sentence, “In school, students are made to feel like they’re supposed to _____”

Ask each group to share some of the qualities.

Discussion Questions:

Is it realistic that any student could be all these things?

Where do these pressures come from? What stress shapes are linked to them?

Which needs do these pressures affect most? Choice, connection, confidence?

When does competition help you grow? When does competition hurt connection?

2. Explain that school, social media, sports, etc., can all make you feel like you always must do more, be better, or keep up with everyone else. Challenges include **competition**, **perfectionism**, and **urgency** (feeling like you need to move quickly through tasks).

Closing

Ask: What are ways we can help each other feel relief from these pressures? Close by emphasizing that people are shaped not only by who they are, but by the pressures and environments around them. We often think we’re the “only one”, but all of us are within the same school environment that can reinforce these messages (even your teachers!).

Unit 2: Tools of Resilience Lesson 5: Web of Care

Objective: Practice identifying supports that help us feel safe, calm, and connected

Opening Connection Builders

Class Connection: Raise your hand if...

You've ever had a bad day feel a little better after talking to someone.

Ask one or two students to share a "connection" that calms them down. This could include a friend, parent, coach, teacher, pet, song, being outside, a hobby.

Teacher Connection: Tell a brief story about a time in your adult life when pressure, stress, or urgency started to activate your stress shape. Share how another person, place, or activity helped you calm down or feel more grounded. Examples might include talking with a friend after a difficult workday, taking a walk outside after feeling overwhelmed, listening to music during a stressful week (if you're comfortable, share the song!), or spending time with family or a pet. *[Sharing a variety of resources is key for students who might not have adult/family connections that feel consistent and safe.]*

Core: Your Web of Care

1. Activity: Web of Care (or What Helps Us Feel Like Ourselves Again)

Say: Everyone has something called a **Web of Care**. This term refers to the people, places, and things that help you feel safe, calm, and supported (especially when stress shapes turn on). However, rather than physically going to them for support, they can be mentally called upon in moments of difficulty or distress.

On the board, write **Our Web of Care**. Invite students to call out:

- songs that make them feel calmer, stronger, or happier
- people who cheer them on
- places where they feel relaxed or safe (including in nature)
- favorite pets, shows, artists, characters, role models

2. What Would Your Web of Care Say? Say: "When stress shapes turn on, our brains sometimes start telling us things like 'I can't do this,' 'Nobody understands,' 'I'm failing,' or 'I'll always feel this way.' But often, resources in our **Web of Care** would say something very different."

Ask students: "What would one of these caring resources say to someone during a stressful moment?" As students respond, create a second collective list on the board of supportive messages, such as: You got this; You can do hard things; This feeling will pass; You've gotten through hard days before; You don't have to carry this by yourself. Consider displaying these messages in your classroom or a school hallway.

Closing

Remind students that Web of Care is a **resilience tool**. Ask students to complete this sentence on a sticky note (or somewhere they can return to):

_____ [Caring resource] _____ would remind me during stress that _____.

Unit 2: Tools of Resilience

Lesson 6: In-the-Moment Mindfulness

Objective: Practice brief mindfulness exercises that calm the nervous system and help us notice what is happening in the moment

Opening Connection Builders

Class Connection: Raise your hand if...

You've ever noticed your body react before your brain had time to think

You've ever needed a moment to calm down before responding to something

You've ever felt better after slowing down, taking a breath, or taking a break

Ask one or two students to share what helped them slow down their mind.

Teacher Connection: Tell a brief story about a time when you paused before you reacted to someone or something. For example: "One day I got a frustrating email and immediately wanted to respond while angry. Instead, I took a breath, walked around for a few minutes, and came back later when I felt calmer. I ended up responding in a much better way."

Transition: Last lesson we learned about one resilience tool, Web of Care, which is reflecting on what someone or something would say to you in a time of stress. Today we are learning another resilience tool: in-the-moment mindfulness. These are practices that can help us pause and notice what is happening right now.

Core: In-the-Moment Mindfulness

1. Write on the board:

Stress shape → **Less space in the mind-body (we feel tight, tense, alone)**

Mindfulness → **More space in the mind-body (we feel lighter, open, connected)**

Explain that mindfulness is about finding something to connect to that gives us more space in the mind and body. When a stress shape turns on, everything can feel narrow, and we might only see the problem, the mistake, or the thing that feels stressful. Our mind and body work better when we create more space in the mind-body.

2. Play **video** on in-the-moment mindfulness practices: <https://youtu.be/ME04zTLSPa0>

(Note to teachers: We will be updating/improving this video for next year, 2027-28).

Small group **Discussion Questions:**

Which of these practices could you imagine using in your life?

When would it be helpful to use these? What would help you remember?

(Note: Teachers are encouraged to incorporate in-the-moment mindfulness techniques as a lesson opener or "brain break" throughout the school year)

Closing

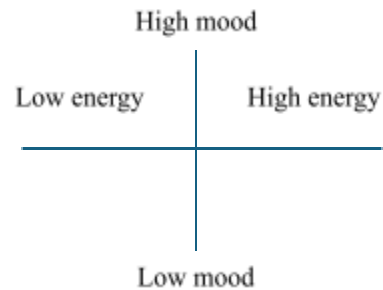
Ask students to think about and share one person they could teach one of these mindfulness practices to (who and which practice?). Remind students that helping others using these resilience tools is one way we stay connected.

Unit 2: Tools of Resilience Lesson 7: Emotional Precision

Objective: Practice naming and communicating emotions more clearly

Opening Connection Builders

Class Connection: Draw these axes on the board. Ask students to rate themselves from 1–10 for energy and 1–10 for mood (1=low, 10=high). Each student can share their numbers (“My energy is 6, and my mood is a 4.”) or come up to the board and map their answers. Say that different combinations create different emotions. Noticing our energy/mood is another in-the-moment mindfulness practice.



Discussion Questions:

What patterns do you notice among the class?

How can the environment (day of the week, the weather) impact where everyone’s dots fall?

What emotions would go in each box? (joy, calm, furious, lonely)

(Note: Teachers could incorporate this as a lesson opener throughout the school year)

Core: Emotional Precision

1. Introduce **emotional precision** as another resilience tool: the skill of naming feelings more exactly so stress shapes can settle and we can communicate more easily about our mental needs (instead of getting “lost” in the emotion)

Now, share a **Teacher Connection**. Tell a brief story about a time when you realized you were feeling something more specific than you first thought. For example: “One day I thought I was angry because someone interrupted me during a meeting. But later I realized I was actually embarrassed and worried that my idea sounded bad.”

2. Explain that one way to practice emotional precision is to use an **emotion wheel** [see slides for examples]. Explain that this tool helps us find better words for our emotions instead of just saying mad, sad, or stressed. [*Consider displaying an emotion wheel in the classroom for students to use in the future.*]

3. Discussion Questions:

Why do people often say they’re “fine” or “stressed” instead of a more exact emotion?

How might a stress shape lessen if you realized you were embarrassed instead of angry?

Why might emotional precision help people communicate better with others?

Closing

Ask a few students to share if they have used resilience tools (web of care or mindfulness) since the last lesson or taught one to someone else. Encourage them to consider when, where, and how they can use these tools.

Unit 2: Tools of Resilience

Lesson 8: You Can Do Hard Things

Objective: Customize and practice tools of resilience, tools that help us through hard moments

Opening Connection Builder

Teacher Connection: Tell a brief story about a time in your adult life when you were overwhelmed, discouraged, embarrassed, or emotionally stressed, but eventually worked through it. Emphasize that the hard feeling did not last forever and that support, awareness, or small actions helped you move through it.

Core: You Can Do Hard Things

1. Say: Every person has hard days. Stress, disappointment, embarrassment, sadness, frustration, and anxiety are all part of being human. The goal is not to never feel hard emotions. The goal is to learn how to move through hard moments without getting stuck in them.
2. Briefly review the resilience tools from previous lessons:
 - Web of Care
 - In-the-Moment Mindfulness
 - Emotional Precision
 - Could also include knowledge of stress shapes and the 3 mental needs

Ask: How can each of these help someone during a hard moment?
(noticing what is happening in the body, naming emotions, talking to someone, remembering what your web of care would say, breathing slowly, listening to music, movement, taking things one step at a time)

3. Activity – Resilience Mental Toolkit

Have students complete the following prompts (optional worksheet on next page):

- I will remember that my go-to stress shapes are:
- I will remember that the three human mental needs are:
- One hard thing that I've gotten through before is:
- Two mindfulness practices that help me calm down or reset are:
- Three reminders I want to say to myself during hard moments are:
- Four caring resources that help me during hard moments are:

Closing

Remind students that resilience is relational. Science shows that people handle stress better when they feel supported and connected to others. When we remember that other people also have stress shapes, pressures, and mental needs, it can help us respond with more patience, understanding, and care. Everyone struggles differently, but we can help each other through hard moments.

Name _____

Date _____

My Resilience Playbook

I will remember my go-to stress shapes are:

I will remember the three human mental needs are:

One hard thing I've gotten through before is:

Two mindfulness practices that help me calm down or reset are:

Three reminders I want to say to myself during hard moments are:

Four caring resources that help me during hard moments are:

Unit 3: Discussions on Connection Lesson 9: Everyone Has Struggles

Objective: Build a sense of shared humanity among peers by recognizing common struggles

Opening Connection Builders

Class Connection: Raise your hand if...

You've ever assumed someone else had life easier than you

You've ever had a hard day but nobody around you noticed

You've ever felt pressure to pretend you were okay when you really weren't

You've ever been surprised to learn someone else was struggling too

Ask one or two students to share why people sometimes hide their struggles.

Teacher Connection: Tell a brief story about a time when you realized someone else was carrying stress that you did not see at first. For example: "I once thought a coworker was being rude or distant, but later I learned they were dealing with something difficult at home. It reminded me that we often don't know what someone else is carrying."

Transition: In middle school, it can sometimes feel like everyone else has life figured out except you. But one important thing we learn as humans is that everyone has struggles, stress shapes, and hard moments, even if we cannot always see them.

Core: Hidden Challenges

1. Activity – Hidden Challenges

Give each student a small piece of paper. Explain that this is an anonymous activity.

Nobody will put their name on their paper. Prompt: '**I've been worried or stressed that...**' Write down one struggle, stress, pressure, or fear that they have experienced.

Choose a '5 out of 10' level challenge rather than something deeply personal.

2. Collect all responses and shuffle them. Read several aloud slowly, or invite different students to read a few aloud anonymously. *Note: Take a minute beforehand to select approximately 10–15 responses to share. You may not be able to read all responses aloud if some students wrote jokes or something very personal.*

3. Small group **Discussion Questions:**

Which of the struggles could you relate to? Which are very common among students?

Why do people often hide their struggles?

4. Full class **Discussion Questions:** Full Class Discussion

What did you notice during this activity?

Why is it important to remember that people may be carrying struggles we cannot see?

Closing

Ask: How can understanding this change the way we treat people? Say: Everyone has struggles. Nobody feels confident, calm, or okay all the time. One of the strongest things humans can do is remind each other: 'You are not alone in this.'

Unit 3: Discussions on Connection

Lesson 10: Your Words Matter

Objective: Recognize how we create narrow stories about others and the impact this can have on others' stress and mental needs

Opening Connection Builders

Class Connection: Raise your hand if...

You've ever been judged before someone knew the full story

Someone's words have stayed in your mind longer than they probably realized

You've ever made an assumption about someone and later realized you were wrong

Teacher Connection: Tell a brief story about a time when someone made an incorrect assumption about you, or when you realized you had made a quick judgment about someone else. For example: "I once assumed a coworker was rude because they were quiet in meetings, but later I learned they were dealing with stress at home and felt nervous speaking in groups."

Transition: Our brains naturally try to make quick stories about people, and often they are incomplete. Today we are going to discuss how words, labels, and assumptions can shape people's stress, belonging, and connection.

Core: Narrow Stories

1. Explain that a narrow story is when we reduce someone to one moment, one behavior, or one label instead of remembering they are a human being trying to fulfill their mental needs. Write examples of narrow stories on board: annoying, dramatic, lazy, weird
2. Full class **Discussion Questions:**
Why do humans make fun of other people in hurtful ways? Why do people sometimes say hurtful things, especially online where they can hide behind a screen?
What kinds of labels do students hear most often?
How might labels affect someone's confidence or sense of belonging?
3. Small group **Discussion Questions:**
Ask groups to pick a common scenario when someone is being reduced to a narrow story.
What is the narrow story someone might assume?
What could be a wider or more compassionate explanation?
How can words affect someone even if we "didn't mean it seriously"?
How can we challenge narrow stories in ourselves or other people?

Closing

Explain that sometimes people make fun of others or use hurtful labels because they want attention, approval, or laughter from other people. In those moments, someone else becomes a way to feel noticed, included, or powerful. Close by reminding students of the "Hidden Struggles" activity from the last lesson. Narrow stories happen when we forget that every person has things happening beneath the surface.

Unit 3: Discussions on Connection

Lesson 11: Relational Repair

Objective: Practice “repair moves” to make my school feel more connected and respectful.

Opening Connection Builders

Class Connection: Raise your hand if...

You’ve ever said or done something you wish you could take back.

Someone has ever apologized to you and it helped.

You’ve ever felt awkward after a conflict with a friend.

You’ve ever wanted to fix a situation but didn’t know how.

Ask one or two students to share why it can be hard for people to repair relationships.

Teacher Connection: Tell a brief story about a time when you had conflict or misunderstanding with someone and needed to repair the relationship. For example: “One time, I reacted too quickly during a stressful moment and spoke sharply to someone. Later, after I calmed down, I realized my stress shape had taken over. I apologized, explained what was going on, and we talked honestly about it.”

Core: Relational Repair Steps

1. Write the following repair steps on the board and discuss each one:

Pause: This is where in-the-moment mindfulness can help. In the heat of the moment, even one slow breath can help the brain settle enough to make a better choice.

Name What’s Going On: This is where emotional precision and knowing the three human mental needs can help. We can ask: What stress shape is turned on? What emotions are present? What mental need felt threatened?

Choose a Repair Step: Repair steps are actions that help rebuild connection instead of making the situation worse. Repair means trying to move relationships back toward trust, safety, and connection. **Ask for examples** of compassionate repair steps, such as explaining what happened calmly, instead of defending, apologizing honestly.

Say: Sometimes repair also simply means remembering how connected humans really are. The way we talk, joke, or post can affect people’s stress shapes and mental needs.

2. Small group or full class **Discussion Questions:**

Why is repairing relationships sometimes uncomfortable?

What makes apologies feel genuine or not genuine?

Why do people sometimes avoid repair after hurting someone?

How can repair help a school feel safer and more connected?

Closing

Say: Nobody handles every situation perfectly. Stress shapes can damage connection, especially during conflict or misunderstandings. Healthy relationships are not about never messing up, but about learning how to reconnect after hard moments.

Unit 3: Discussions on Connection

Lesson 12: Who Do I Want to Be?

Objective: Explore personal values and how values shape our choices and relationships

Opening Connection Builders

Class Connection: Raise your hand if...

You've ever felt pressure to act differently around certain groups of people

You've ever thought about the kind of person you want to become as you grow up

Ask one or two students to share qualities they respect in other people.

Teacher Connection: Tell a brief story about a value or quality that became important to you as you got older. For example: "When I was younger, I cared a lot about fitting in and what other people thought of me. Over time, I realized I wanted to be someone who was kind and dependable, even when it was uncomfortable."

Transition: In the last few lessons, we've talked about hidden struggles, narrow stories, and relational repair. Knowing this information, today we ask: What kind of person do I want to become, and how do my choices shape the people around me?

Core: Values and Identity

1. Activity - Values Exploration

Explain that values are things that matter deeply to us. They are the qualities and ways of living that help guide our choices and relationships.

Show students the values list from [Values Guide](https://values.guide/value-list): <https://values.guide/value-list>

On paper, ask students to create their "Top 3" list of values that feel important to them.

2. Value Moves vs Pressure Moves:

Explain that sometimes our choices match the values and kind of person we want to become. Other times, pressures (urgency, perfectionism, fear of fitting in) cause us to move in ways that do not align with our values.

Values Moves = choices that move us toward the person we want to be

(e.g., Including someone sitting alone, using a repair step from the last lesson)

Pressure Moves = choices we make because of stress, pressure, fear, or wanting to fit

(e.g., Laughing at someone to fit in, staying silent when someone is picked on)

3. Partner or Small Group Discussion Questions:

Where do you think your values come from?

What is one **Values Move** you've made recently that felt true to who you want to be?

What is one **Pressure Move** you've experienced because of stress or pressure?

Why can **Pressure Moves** feel easier in the moment?

Closing

Ask students to complete the sentences: One value I want to practice more this week is _____; "One **Values Move** I want to make this week is _____.

Unit 4: Designing for Connection

Lesson 13: Making a Difference

Objective: Understand that small actions can strengthen people's needs and create a more connected school community.

Opening Connection Builder

Class Connection: Raise your hand if...

You've ever felt included because of something another person did

You've ever noticed how one person's mood or actions can affect a whole group

You've ever wanted to make something at school feel better or different

Ask one or two students to share one small thing someone did that helped them feel included, calmer, or more supported.

Teacher Connection: Tell a brief story about a time when a small action from another person made a meaningful difference for you. For example: "One day I was feeling stressed, and a coworker simply checked in and asked if I was okay. It was a small moment, but it helped me feel less alone and reminded me that people noticed."

Transition: Today we build on previous ideas by asking a bigger question: How can we use what we know about stress and connection to help make school a better place?

Core: Making a Difference

1. Say: Being compassionate does not always mean doing something huge. Sometimes compassion means choosing daily actions that help people's mental needs stay strong. Connect back to how **tools of resilience and connection** can help us be compassionate: understanding stress shapes, web of care, mindfulness, emotional precision, relational repair steps, values moves/pressure moves. All of these help us understand that small actions can shape how people feel in a community.
3. Place students into small groups (4-5 students) for this entire unit. Tell students that in the next lessons, their groups will begin designing an idea to support school connectedness. To begin, have groups explore these **Discussion Questions (create a list for each)**:
What kinds of actions make school feel more stressful? Feel safer or more welcoming?
Where do students feel the most pressure at school?
What helps students feel more connected or included?
What values should our school community stand for? (Return to Values Guide website from last lesson if need be. Generate a list on the board).
How can students help shape school culture?

Closing

Create a list on the board of the collective school values shared by the groups. Say: Schools are shaped by thousands of small moments every day. The way people talk, notice struggles, and respond to pressure all contribute to the community we experience.

Unit 4: Designing for Connection Lesson 14: Design Studio – Part 1

Objective: Brainstorm and plan ideas that could help students feel more welcomed, included, and supported at school.

Opening Connection Builders

Place students back into the same groups from the previous lesson. To maximize work time, the next two lessons will skip the usual opening connection builders.

Say: Last lesson we talked about how students help shape school culture. Today your groups are going to begin designing ideas that could help students feel more connected, welcomed, and supported at school. Your job is to think about a real moment where we can help students feel less stressed/pressured and more connected at school.

Core: Brainstorming

Step 1: Encourage groups to think about: classrooms, lunchrooms, hallways, before-school, after-school, new students. Ask groups to choose ONE moment to improve that is related to belonging or connection (such as: finding somewhere to sit at lunch, walking through the hallways, being a new student at the school). **Discussion Questions:**

What mental needs feel threatened?

What would help students feel safer or more included?

What values should guide your solution?

What kind of project or idea could help?

Step 2: Begin Designing a connection "micro-move" - a small action that helps someone feel like they belong. The "move" is about creating less distance between others and reducing stress. **The idea must center on the concepts and practices learned in this curriculum.** (Teacher's may want to display them: stress shapes, web of care, mindfulness, emotional precision, relational repair steps, values moves/pressure moves.

Encourage students to sketch, outline, or list possible ideas. Possible ideas: a new poster for the hallway/bathroom, a classroom activity, a lunch inclusion challenge, a page for a new student guide, a calming/reset class routine, a school-wide tradition or event.

Step 3: Share initial ideas. Have each group briefly share the challenge they chose and one early idea they are considering creating. Give other groups a chance to respond, add ideas, or help strengthen each project. Explain that the next lesson will focus on designing the idea more fully and creating a simple implementation plan.

Closing

Ask: What kind of school experience do you think students remember most: academics, or how people made them feel? Say: Communities become more connected when people think about other people's experiences and work together to create something better.

Unit 4: Designing for Connection Lesson 15: Design Studio – Part 2

Objective: Work collaboratively to design a project, activity, or idea that could strengthen belonging and connection at school.

Opening Connection Builders

Place students back into the same groups from the previous lesson. Say: Last lesson your groups identified a challenge related to stress, belonging, or connection at school and began brainstorming ideas that could help. Today your job is to develop your idea more fully and create a simple plan for how it could work in real life.

Core: Designing and Planning

Review: Return groups to the challenge and idea they selected during the previous lesson. Ask groups to briefly review:
What challenge are we trying to improve?
What mental needs feel threatened in this situation?
What values do we want our idea to reflect?
How will our idea help students feel more connected, safe, or supported?

Step 4 (continuing from last lesson): Begin designing the project. Explain that groups should now begin creating their connection “micro-move” in more detail. Possible ideas: a new poster for the hallway/bathroom, a classroom activity, a lunch inclusion challenge, a page for a new student guide, a calming/reset class routine, a school-wide tradition or event.

Encourage groups to create: a title or slogan, visuals or sketches, a written outline, examples of what students would do or say, steps for how the idea could actually happen

Step 5: Implementation Plan Discussion. Ask groups to discuss:

Who would this help most?
When or where would this happen?
What materials or support would be needed?
What challenges might come up?
How could students help make this idea successful?
Encourage students to focus on realistic, small actions that could positively affect everyday school life.

Closing

Close with having groups share updates to the class about their plans. Explain that the ideas will be shared with the guidance counselors/principal to see which ones could realistically be implemented at school, and that some groups may even be invited to continue building or improving their projects in the future.

Unit 4: Designing for Connection Lesson 16: You Impact This School

Objective: Understand that students help shape school culture through their actions and relationships

Opening Connection Builder

Class Connection: Raise your hand if...

You've heard someone talk about stress shapes outside of this class

You've used an in-the-moment mindfulness practice during a stressful moment

You've noticed yourself using more emotional precision to explain a feeling

You've used a repair step after conflict or disagreement

You've made a "Values Move" recently

Ask one or two students to share about the moment.

Teacher Connection: Tell a brief story about a time when you used something from these lessons in your own life. For example: "Recently I noticed my stress shape turning on during a frustrating situation. Instead of reacting immediately, I paused, took a breath, and tried to name what I was actually feeling. I realized I was more overwhelmed than angry, and it helped me respond in a calmer way."

Core: You Impact This School

1. **Group Project Share:** As a final step to the group connection "micro-move" projects, have each group briefly present the challenge they chose, their connection "micro-move," how it could help students feel more connected or supported, and what values it reflects. After presentations, allow other groups to share support. Close by discussing: "What values showed up across many of the projects?"
2. Write on the board: Small Actions cause Ripple Effects.
Full Class Discussion Questions:
Why can it feel hard to go against group pressure?
What kinds of behaviors spread quickly in schools?
Why do small actions sometimes matter more than people realize?
What kind of school culture do you want younger students to experience when they come here someday?

Closing

Ask all students to complete one of these statements on the board or on a sticky note that can be displayed: "One kind of impact I want to have on this school is..." Recap answers with class. Say: Small actions may seem minor, but over time they can change the experience people have in a community.

Unit 5: Recap Lesson 17: Relate Recap

Objective: Explain how stress shapes, needs, and relationships all work together to affect how people think, feel, and act.

Opening

Say: Today we are going to review everything we learned in **Relate**. Instead of a normal lesson, we are going to play a review game to see how much you remember.

Core: Relate Recap

1. Divide students into teams (3–5 students per team). Each team will answer questions about things we learned this year. Teams can talk together before answering.

Review questions:

- a. Name the three needs.
Answer: Choice, Connection, Confidence
- b. Name the five stress shapes.
Answer: Fire, Air, Iron, Earth, Water
- c. Which stress response does “air” go with?
Answer: Flight
- d. Which stress response does “earth” go with?
Answer: People-please
- e. Name an in-the-moment mindfulness practice.
Answer: Three deep breaths, hand breath, etc.
- f. Name the three steps of relational repair.
Answer: Pause, Name what’s going on, Choose a repair step
- g. Define emotional precision
Answer: Naming feelings more exactly so the brain has more information
- h. What is a “Values Move”?
Answer: A choice that moves you toward the person you want to be
- i. What is a “Pressure Move”?
Answer: A choice made because of pressure, fear, or wanting to fit in
- j. Name three values.
Answer: Kindness, honesty, courage, fairness, compassion, etc.

Scenario questions:

- k. Someone laughs when a student answers wrong.
- l. A friend sits with someone who is alone.

Each group works on:

Which need is low or high?

What stress shape might show up, if any?

What would be a **value move** in this moment? A **pressure move**?

Closing

For fun, consider asking students to quickly nominate each other for some **Relate** awards, such as who in the class is most likely to: a) notice someone’s stress shape, b) act with a value move, c) help someone feel like they belong

Unit 5: Recap Lesson 18: Final Discussion

Objective: Reflect on what has shaped me, what helps me stay calm and connected, and who I want to be as I grow

Opening

Teacher Connection: Tell another brief story about a time when you used something from these lessons in your own life or have seen a student or other teacher use one of the practices.

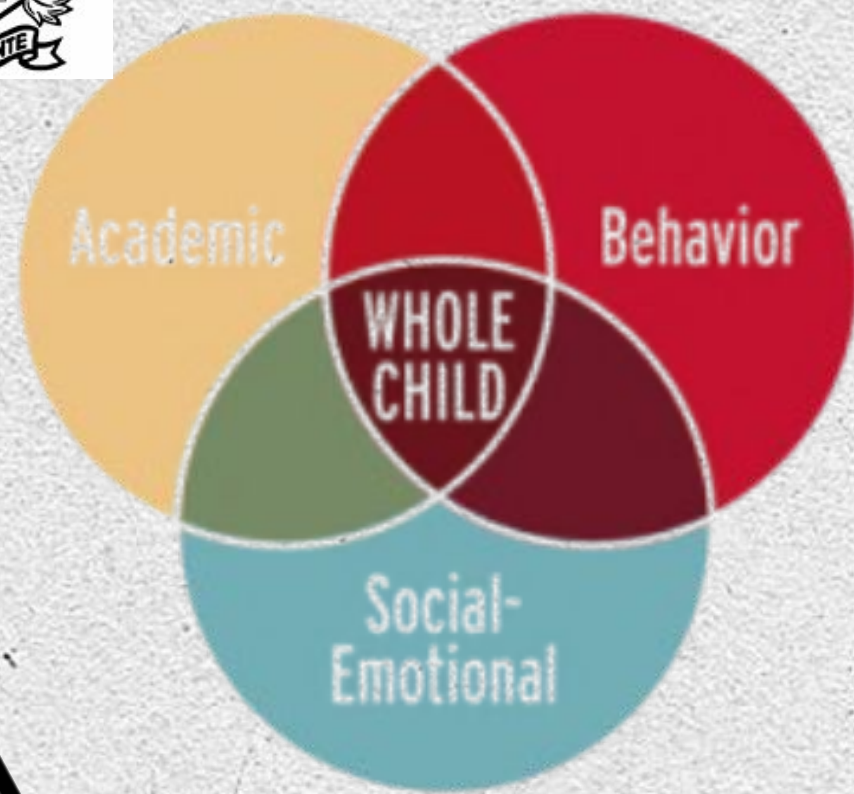
Say: This is our final Relate lesson. Today we are going to discuss what you learned, what stuck with you, and how you have been using these ideas in real life (or might use in the future).

Core: Final Discussion

1. Final **Discussion Questions** (could be explored as a small group, full group, or individually):
 - What are the big ideas you remember from these lessons?
 - What is one idea that surprised you?
 - What is one thing you think could actually help at school?
 - Who is someone you have shared with or would like to share something you learned with?
2. **Connect concepts.** Say:
 - Mindfulness** helps you notice before you react.
 - It helps you see stress shapes, emotions, and needs in yourself and others.
 - Compassion** helps you remember that other people have needs too.
 - It helps you choose actions that make people feel safer, more included, and more confident.
 - Taken together, mindfulness and compassion helps us **stay connected**.
3. Additional **Discussion Questions**, if needed:
 - How does mindfulness help you become the person you want to be?
 - How does compassion help you become the person you want to be?
 - How does staying connected help you become the person you want to be?

Closing

Remind students that the goal of these lessons was to learn ways to stay connected to yourself and other people and make choices that help shape who you want to become and the kind of school you want to be part of.

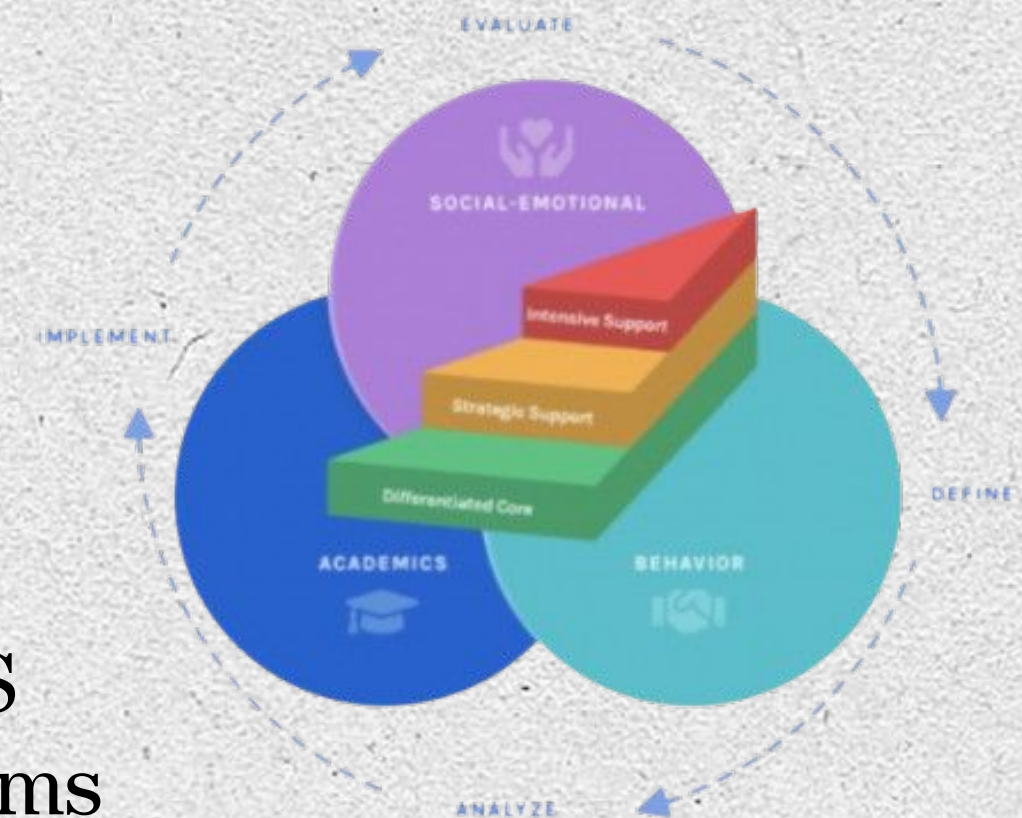


MTSS at Bellefonte Area School District

September 2026 Update

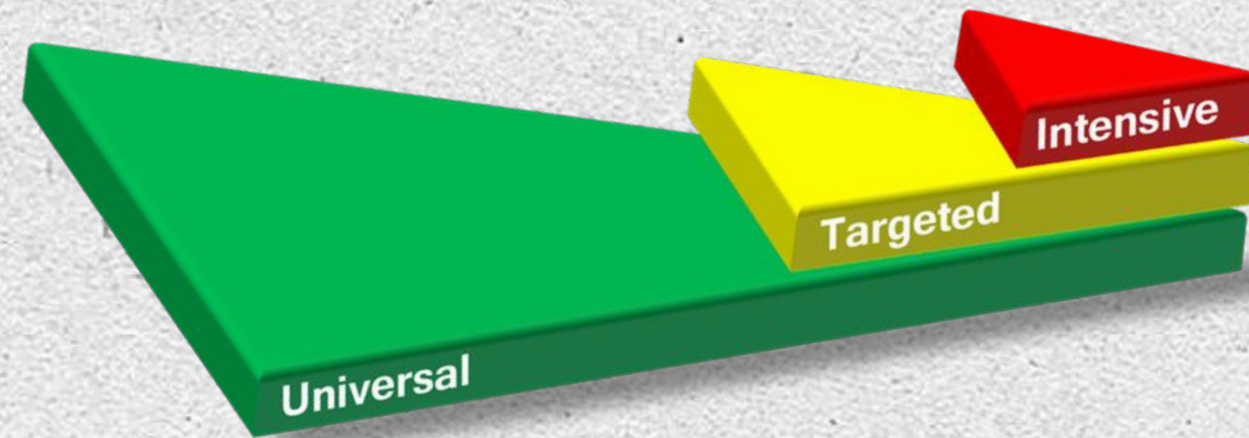
The **only way** the needle moves, is through an **integrated, schoolwide approach** in which **everyone owns** part of the problem and **believes** big changes in achievement can happen.

Nicole Kohlhepp
Supervisor of MTSS
and Federal Programs



Multi-Tiered System of Supports

A structured framework that uses data to drive decisions utilizing evidence-based academic and behavioral strategies or interventions to support equitable access to education and meet the needs of all students.



- BASD Started Implementation in 2021-2022
- Goal is to create a **consistent, districtwide system for identifying student needs early and responding with appropriate support.**
- systems established for academics and behavior

Tier 1 – ALL Students

High-quality core instruction and universal supports

Tier 2 – SOME Students

Targeted supplemental instruction/intervention

Tier 3 – FEW Students

Intensive, individualized intervention

Identify needs → Provide support → Monitor progress → Adjust based on data

MTSS at BASD



Year 5 Goals 2025-2026

- ❑ MTSS- Reading (YEAR 5)
 - ✓ Implement new ELA curriculum grades K-5
 - ✓ Align our intervention menus in support of our new ELA curriculum
 - ✓ Provide ongoing coaching and training in new ELA program materials
 - ❑ MTSS-Math- (YEAR 1)
 - ✓ Schedule alignment to allow access to students
 - ✓ Training in MTSS for Math intervention teachers (increased to 3 from 24/25)
 - ✓ Target specific grade levels for MTSS support
 - ✓ Tier 2 target support/ Tier 3 pull out instruction
 - ✓ MTSS Math Meetings for data analysis and decision-making
 - ❑ MTSS Behavior (Development)
 - ❑ Streamlining screening timelines and procedures
 - ✓ Data gathering and articulation of existing procedures
 - ✓ *Pilot Behavior Screener for use in the future*
 - ✓ Planning for an official implementation in the future.
 - ❑ MTSS Middle School- (Information Gathering/Development)
 - ✓ Articulate a plan that focuses on Tier 1 core instruction
 - ✓ Analyze the existing Remedial Reading program at BAMS
 - ❑ Plan for multi-level support in 26/27
-

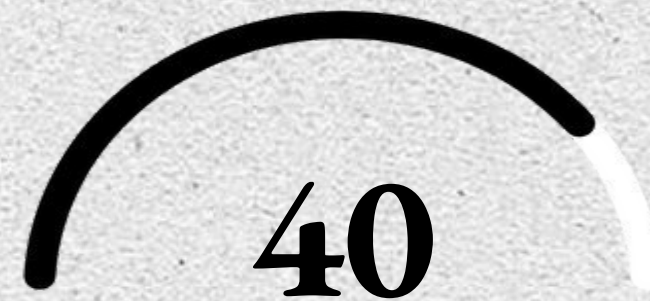
MTSS at BASD Year 5

Elementary Students Identified



Students identified for Tier 2/3 support in Reading, Math or behavior

MTSS Meetings



Total MTSS meetings spent analyzing data and talking about student progress (approximately 10 per elementary school)

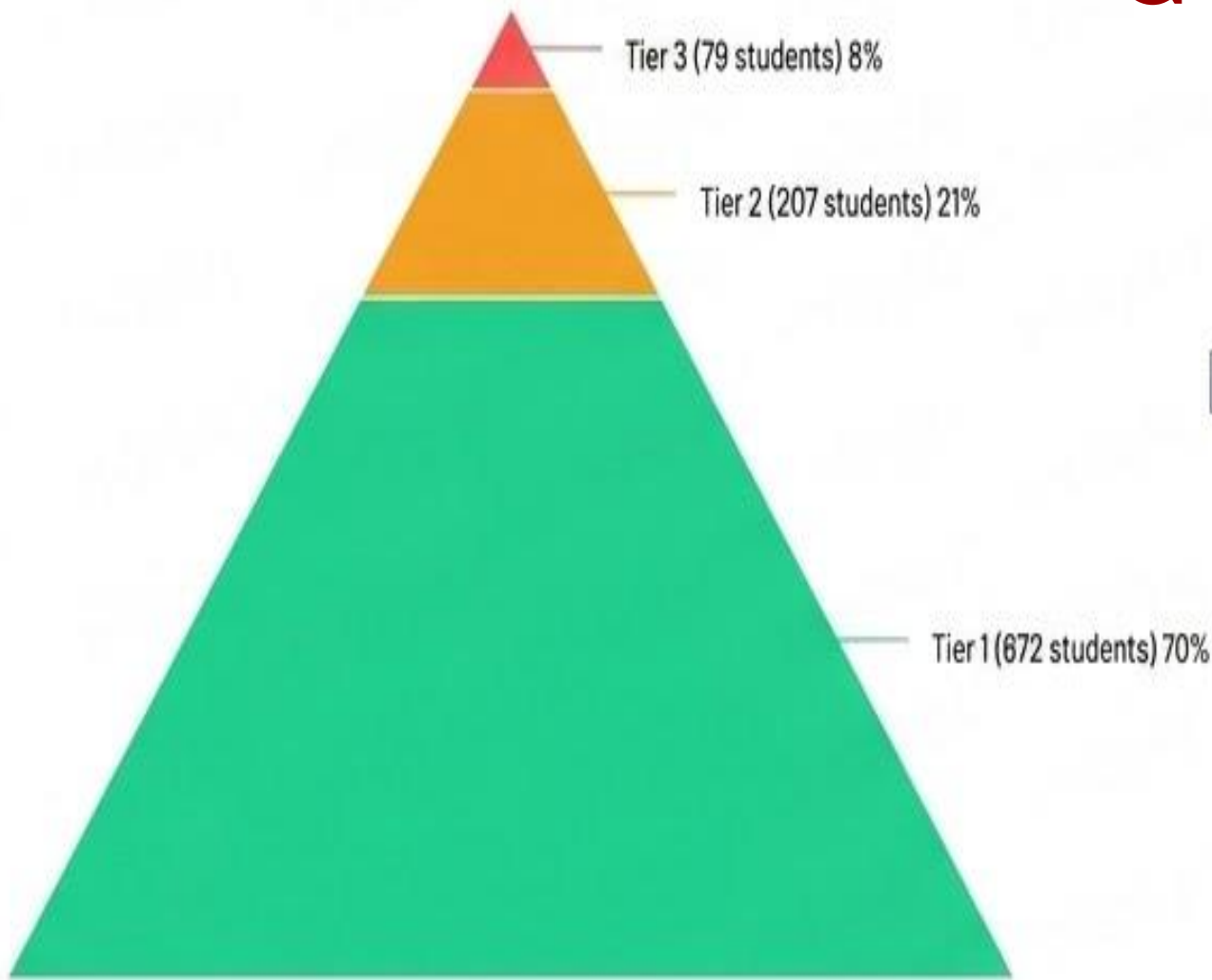
Percent of Students Identified



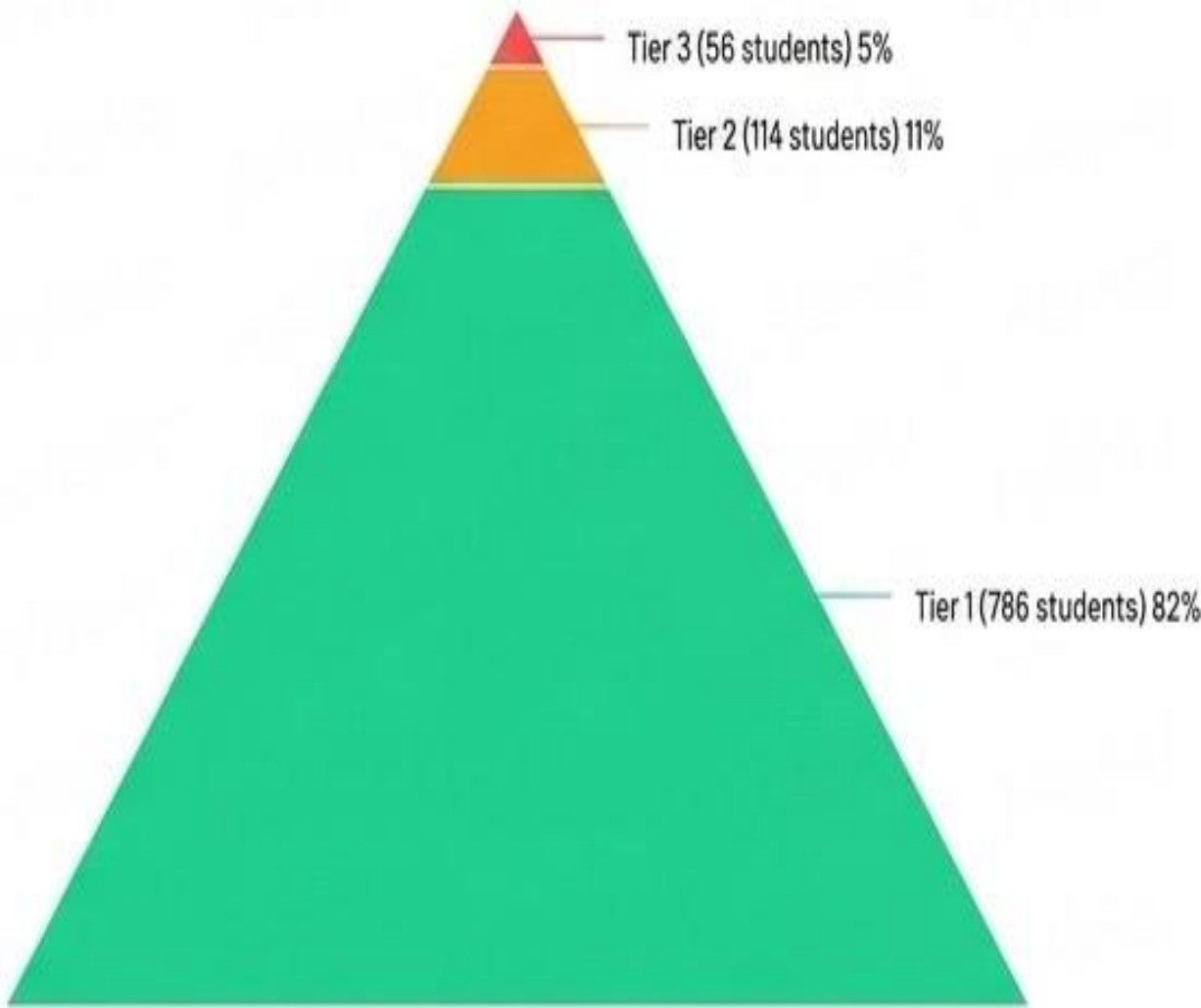
Students identified for Tier 2/3 support in Reading, Math or behavior.

Tier Movement 2025-2026 MTSS Year 5

READING



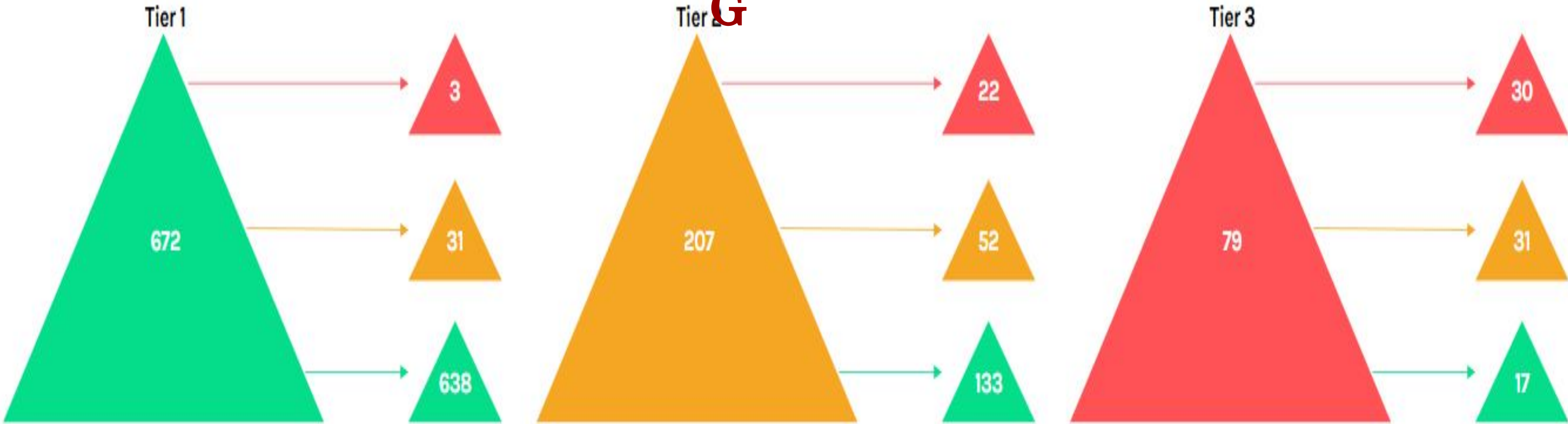
Tier 3- 79 students(8%)
Tier 2- 207 student (21%)
Tier 1- 672 students (70%)



Tier 3- 56 students (5%)
Tier 2- 114 students (11%)
Tier 1- 796 students (82%)

Tier Movement 2025-2026 MTSS Year 5

READING
G



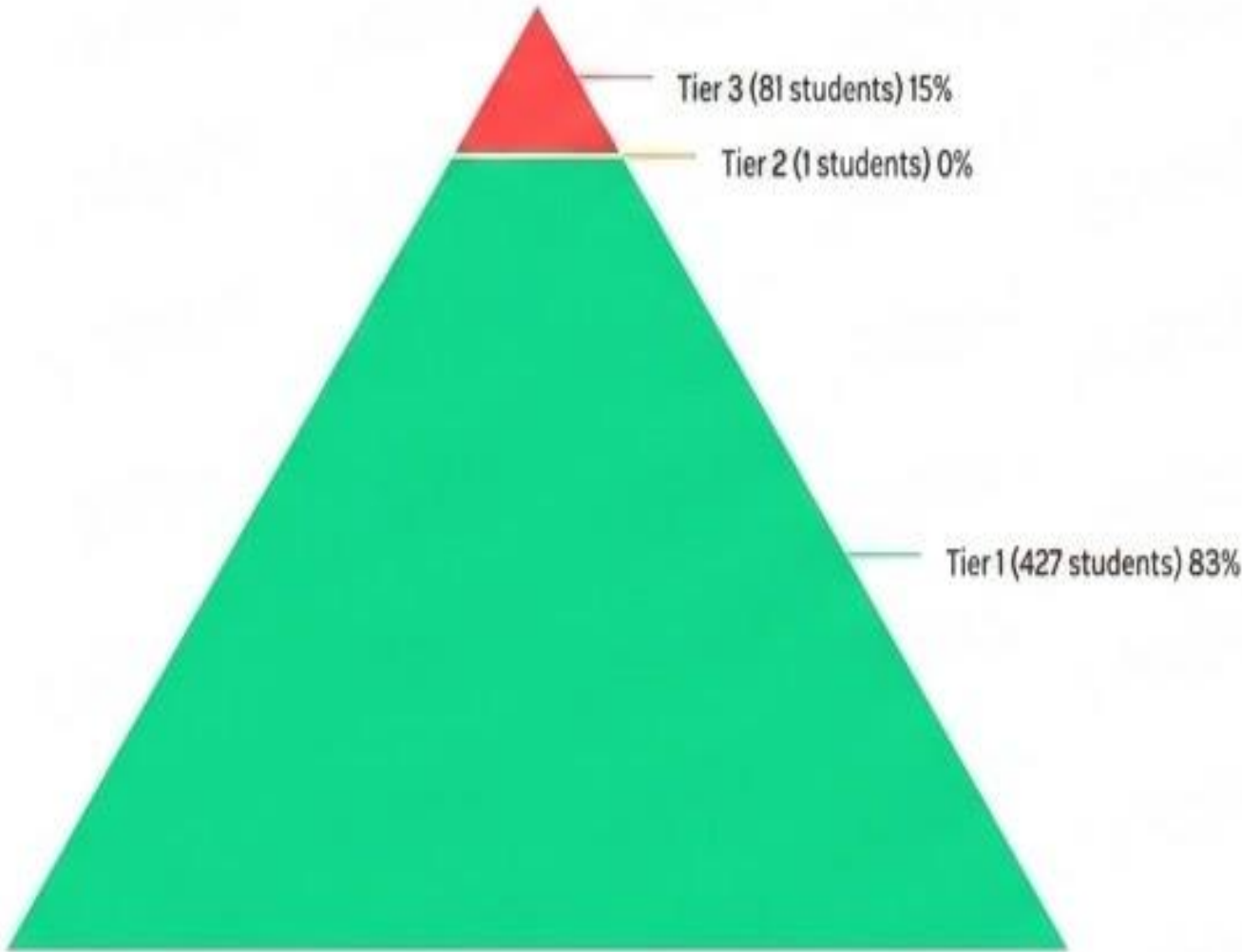
Overall Tier Movement

- ↑ Up: 56
- Neutral: 720
- ↓ Down: 181

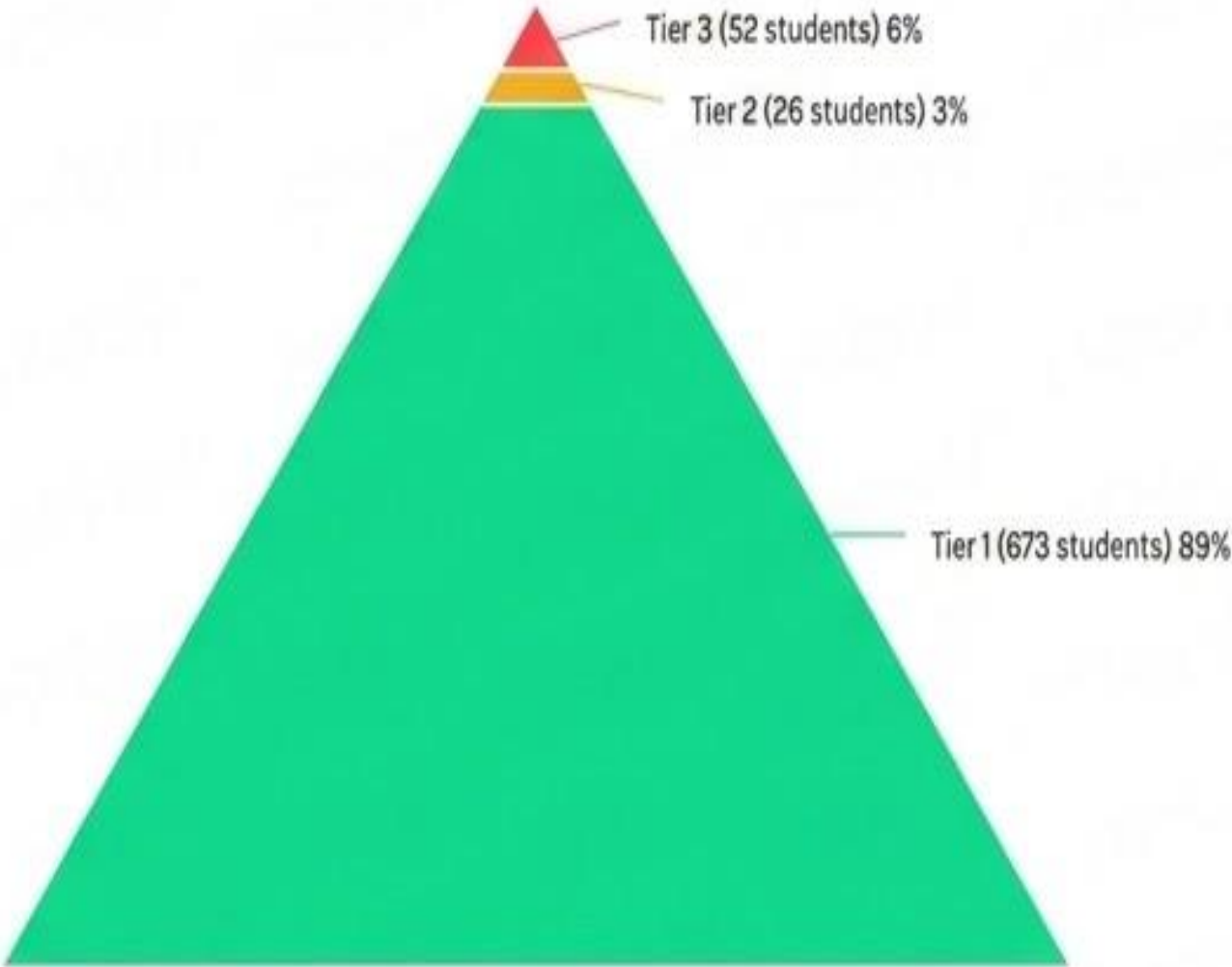
- ↔ Transferred in: 9
- ↔ Transferred out: 1

Tier Movement 2025-2026 MTSS Year 1

MAT
H



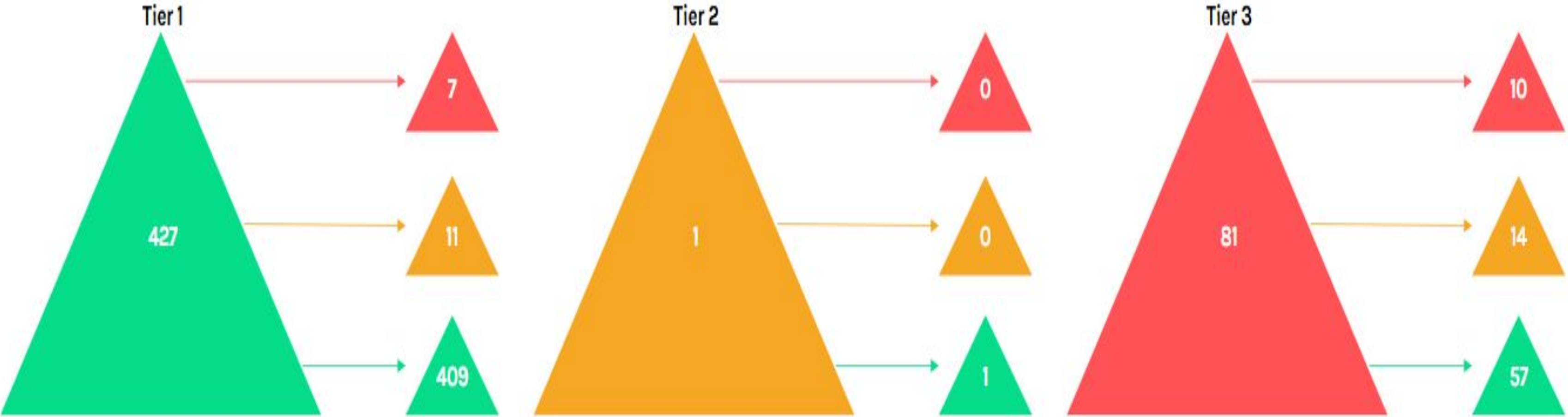
Tier 3- 81 students(15%)
Tier 2- 1 student (0%)
Tier 1- 427 students (83%)



Tier 3- 52 students(6%)
Tier 2- 26 student (3%)
Tier 1- 673 students (89%)

Tier Movement 2025-2026 MTSS Year 1

MATH



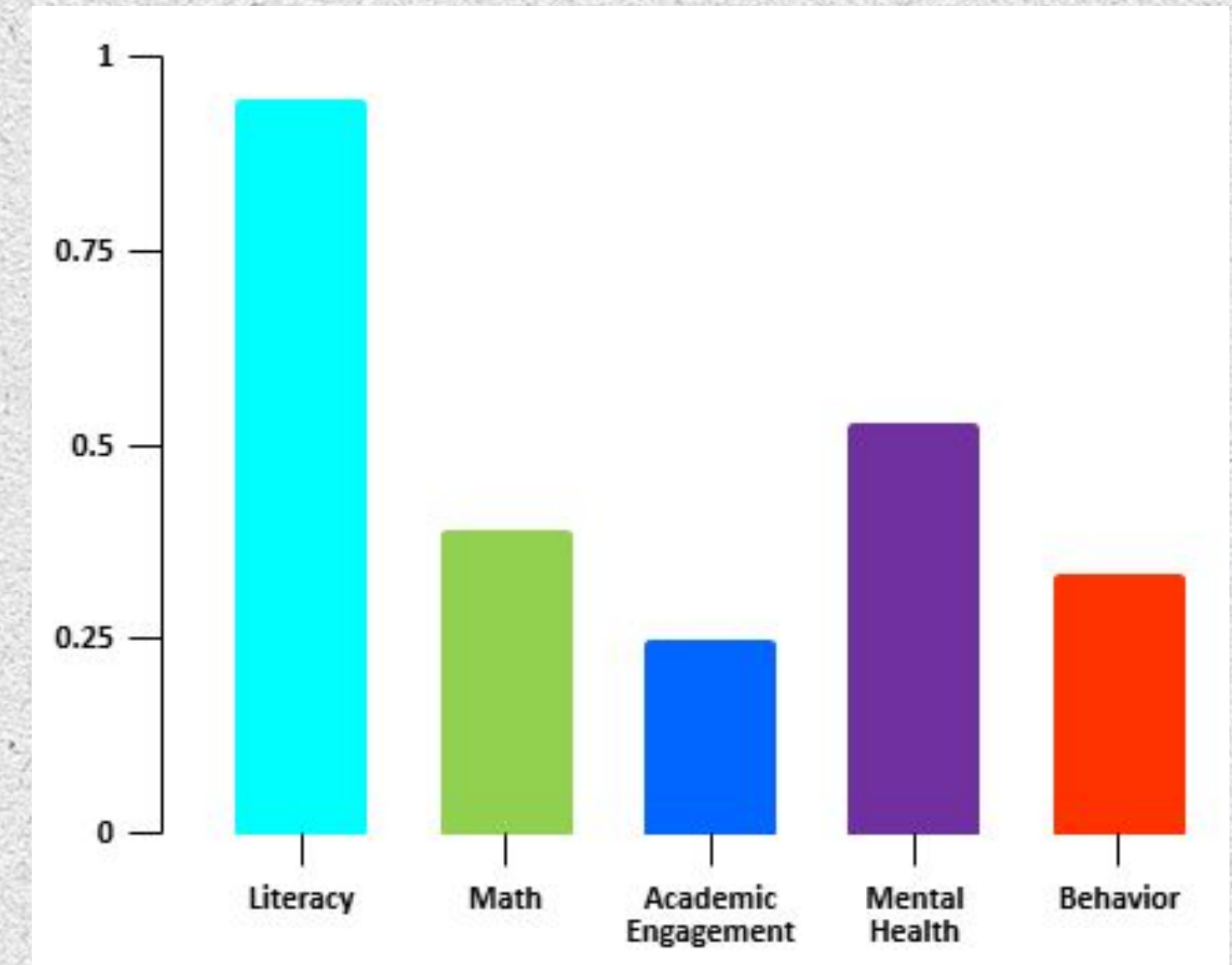
Overall Tier Movement

- ↑ Up: 18
- ➡ Neutral: 419
- ↓ Down: 72
- ➡ Transferred in: 242
- ↔ Transferred out: 0

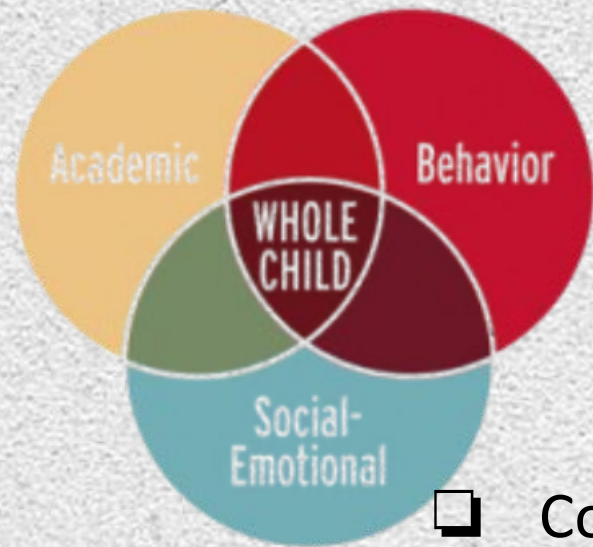
Evaluating our Current System

Multi-tiered Systems of Support Needs Assessment

<u>Area of MTSS Practice</u>	<u>Current Level of Implementation</u>
Literacy	94%
Math	39%
Academic Engagement	25%
Mental Health	53%
Behavior	35%



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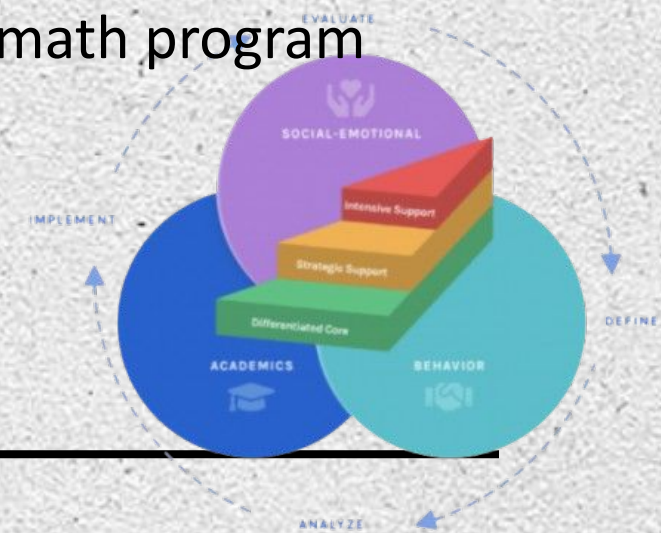
Looking Ahead: 2026-2027

READIN

- ❑ Continue strengthening implementation of core ELA
- ❑ Refine intervention/core alignment
- ❑ Use data to evaluate intervention effectiveness
- ❑ Continue coaching and professional learning
- ❑ Strengthen the consistency of the MTSS process through the use of a districtwide Student Referral Form.

MATH- (Year 2)

- ❑ Implement new math curriculum grades K-5
- ❑ Create Math Win time in the master schedule in Math in grades 1-5
- ❑ Expand MTSS math to encompass grades 2-5 (addition of 1 math intervention teacher)
- ❑ Implement/formalize common MTSS-Math procedures
- ❑ Align MTSS with implementation of the new Tier 1 math curriculum screening, diagnostics, intervention, and progress monitoring
- ❑ Provide ongoing training in new math program materials





Looking Ahead: 2026-2027

BEHAVIOR- year

1 Develop and implement a consistent MTSS framework for behavior across the district

In grades K-12 by:

- ☐ Implementing a universal behavior screener for students in grades K–12.
- ☐ Developing building level procedures for screening administration and use of results.
- ☐ Using screening and data review practices to inform behavioral supports.

In grades K-5 by:

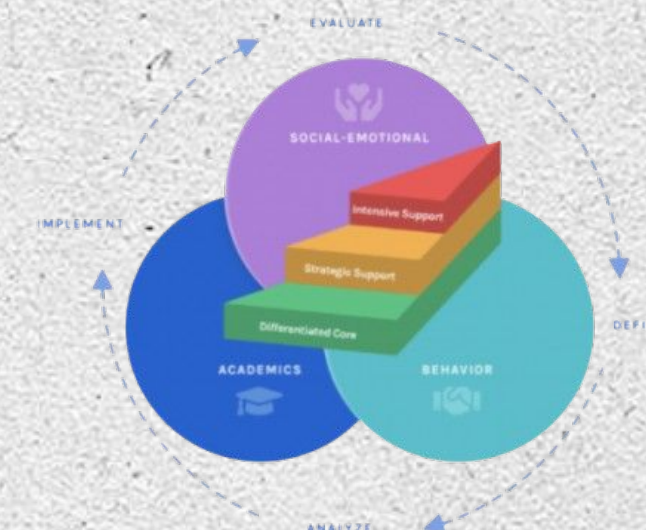
- ☐ Creating decision-making guidelines that incorporate multiple data sources to inform intervention plans for students
- ☐ Developing elementary (K–5) guidelines for identifying students requiring Tier 2 and Tier 3 behavioral supports, selecting appropriate interventions, and monitoring student response to intervention.

Build Consistent Systems for Behavioral Problem Solving by:

- ☐ Creating building-level MTSS Behavior teams with clearly defined roles.
- ☐ Developing consistent meeting structures, agendas, and decision-making protocols.
- ☐ Meeting regularly to analyze student data, identify students requiring additional support, select appropriate interventions, and monitor student response.
- ☐ Developing a district Tier 2 menu of evidence-based behavioral interventions and provide training to staff in appropriate interventions

Implement consistent behavior intervention practices in elementary schools by:

- ☐ Providing professional learning on MTSS for Behavior, behavioral interventions, and data-based decision making.
- ☐ Developing measurable progress-monitoring goals for students with intervention plans.
- ☐ Implementing and consistently documenting Tier 2 and Tier 3 behavior intervention plans, progress-monitoring data, and MTSS decisions within Branching Minds.





Looking Ahead: 2026-2027

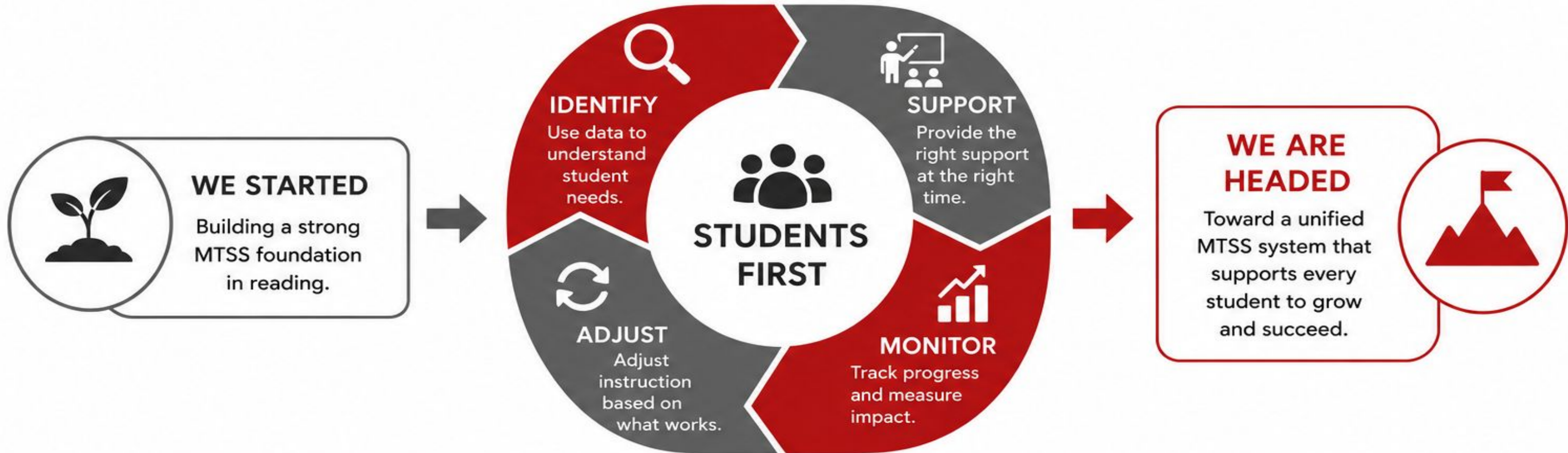
MIDDLE SCHOOL - development

- ❑ Continue efforts to strengthen Tier 1 instruction through implementation of Imagine Math
- ❑ Support pilot of Arts and Letters in 6th grade ELA
- ❑ Continue examining intervention structures and remedial reading
- ❑ Create a vision for MTSS in academics for the 2027-2028 school year
- ❑ Continue to develop and utilize the Tier 2 Behavior Committee to analyze student data, identify areas of need, and determine appropriate behavioral interventions and supports.



MTSS AT BASD

Five years ago, we began building a strong foundation in MTSS for reading.
Today, that foundation is helping us create a comprehensive system of supports
for all students—academically, behaviorally, and socially.
For students.



THE GOAL IS NOT MORE INTERVENTION.

**THE GOAL IS THE RIGHT SUPPORT,
AT THE RIGHT TIME, BASED ON THE RIGHT DATA.**



Strong Instruction.
High-quality core instruction for all.



Focused Support.
Targeted interventions for those who need it.



Continuous Improvement.
Data-driven decisions lead to stronger systems.



Stronger Outcomes.
Better support today for brighter tomorrows.

Board of School Directors

Tuesday, August 11, 2026 7:00 PM

Middle School, 100 N. School Street, Bellefonte, PA 16823

Mrs. Jennifer Barnhart: Present
Mr. Nate Campbell: Present
Mr. Jon Guizar: Present
Mrs. Holly Hopkins: Present
Mr. Tim Kessling: Present
Mrs. Kristin Lyons: Present
Ms. Donna Smith: Present
Mrs. Kim Weaver: Present
Mr. Joseph Yech: Present

1. Executive Session

2. Opening Items

2.1. Call to Order

2.2. Pledge of Allegiance to the Flag

2.3. Roll Call

2.4. Approval of Agenda

Action(s):

It is recommended that the agenda for the August 11, 2026, Board Meeting be approved as presented. This motion, made by Mrs. Jennifer Barnhart and seconded by Mr. Nate Campbell, Carried.

Voting Detail:

Mrs. Jennifer Barnhart: Yea
Mr. Nate Campbell: Yea
Mr. Jon Guizar: Yea
Mrs. Holly Hopkins: Yea
Mr. Tim Kessling: Yea
Mrs. Kristin Lyons: Yea
Ms. Donna Smith: Yea
Mrs. Kim Weaver: Yea
Mr. Joseph Yech: Yea

Voting Summary: Yea: 9, Nay: 0

3. Comments from the Public

Description:

The Board recognizes the value to school governance of

public comment on educational issues and the importance of involving members of the public in Board meetings. The Board also recognizes its responsibility for proper governance of the district and the need to conduct its business in an orderly and efficient manner.

The Board requires that public participants be residents or taxpayers of this district or anyone having registered a legitimate interest in a contemplated action of the Board; anyone representing a group in the community or school district; any representative of a firm eligible to bid on materials or services solicited by the Board; any district employee; or any district student.

Each statement made by a participant shall be limited to five (5) minutes duration.

No participant may speak more than once on the same topic, unless all others who wish to speak on that topic have been heard.

All statements shall be directed to the presiding officer; no participant may address or question Board members individually.

From Board Policy 903 - Public Participation in Board Meetings

Discussion: The following visitors signed into the meeting:

Tammie Burnaford, Bellefonte Elementary Grand Opening
Gratitude
Andrea Rice, 521 East Logan Street, Parent
Allison Kyte
Matt DiSanto

4. Presentations/Discussions

5. Approval of Minutes

5.1. Approval of Minutes from the July 14, 2026 Meeting

Action(s):

It is recommended that the minutes for the July 14, 2026, Board Meeting be approved as presented. This motion, made by Mr. Nate Campbell and seconded by Mr. Joseph Yech, Carried.

Voting Detail:

Mrs. Jennifer Barnhart:	Yea
Mr. Nate Campbell:	Yea
Mr. Jon Guizar:	Yea
Mrs. Holly Hopkins:	Yea
Mr. Tim Kessling:	Yea

Mrs. Kristin Lyons: Yea
 Ms. Donna Smith: Yea
 Mrs. Kim Weaver: Yea
 Mr. Joseph Yech: Yea

Voting Summary: Yea: 9, Nay: 0

6. Reports

6.1. Central Intermediate Unit #10

Speaker(s): Mrs. Barnhart

Discussion: Mrs. Barnhart reported that there are no major updates at this time, as the unit is currently focusing on routine preparations for the upcoming academic year.

6.2. Legislation

Speaker(s): Mrs. Smith

Discussion: Ms. Smith stated that there are no legislative updates to report at this time.

6.3. Director of Curriculum and Instruction's Report

Speaker(s): Mrs. Wynkoop

Discussion: Mrs. Wynkoop presented the Director of Curriculum and Instruction's Report. The full report is attached to the official agenda.

6.4. Superintendent's Report

Speaker(s): Dr. Rakszawski

Discussion: Dr. Rakszawski presented the Superintendent's Report to the board. The full report is attached to the official meeting agenda.

7. Treasurer's Report

Speaker(s): Mr. Bean

8. Authorization to Pay Bills

Description:

July 2026 Board Bills	
Fund 10	\$6,562,200.85
Fund 29	\$23,866.60
Fund 30	\$2,299,397.44
Fund 50	\$22,809.47
Fund 80	\$0.00
Fund 81	\$0.00
	\$8,908,274.36

Action(s):

It is recommended to approve the Board Bill Lists associated with the various funds as attached. This motion, made by Mr. Nate Campbell and seconded by Mrs. Jennifer Barnhart, Carried.

Voting Detail:

Mrs. Jennifer Barnhart: Yea
 Mr. Nate Campbell: Yea
 Mr. Jon Guizar: Yea
 Mrs. Holly Hopkins: Yea

Mr. Tim Kessler: Yea
Mrs. Kristin Lyons: Yea
Ms. Donna Smith: Yea
Mrs. Kim Weaver: Yea
Mr. Joseph Yech: Yea

Voting Summary: Yea: 9, Nay: 0

8.1. Board Bill List

Action(s):

It is recommended to approve the Board Bill List associated with the various funds, for July 2026 as shown on the docket. This motion, made by Mr. Nate Campbell and seconded by Mrs. Jennifer Barnhart, Carried.

Voting Detail:

Mrs. Jennifer Barnhart: Yea
Mr. Nate Campbell: Yea
Mr. Jon Guizar: Yea
Mrs. Holly Hopkins: Yea
Mr. Tim Kessler: Yea
Mrs. Kristin Lyons: Yea
Ms. Donna Smith: Yea
Mrs. Kim Weaver: Yea
Mr. Joseph Yech: Yea

Voting Summary: Yea: 9, Nay: 0

9. Investment Report

9.1. Investment Reports

Speaker(s): Mr. Bean

Action(s):

It is recommended to approve the Investment Reports for August 2026. This motion, made by Ms. Donna Smith and seconded by Mr. Nate Campbell, Carried.

Voting Detail:

Mrs. Jennifer Barnhart: Yea
Mr. Nate Campbell: Yea
Mr. Jon Guizar: Yea
Mrs. Holly Hopkins: Yea
Mr. Tim Kessler: Yea
Mrs. Kristin Lyons: Yea
Ms. Donna Smith: Yea
Mrs. Kim Weaver: Yea
Mr. Joseph Yech: Yea

Voting Summary: Yea: 9, Nay: 0

10. Consent Agenda

Action(s):

It is recommended to approve the Consent Agenda as presented, with the exception of item 10.1.2, which was considered separately. This motion, made by Mr. Nate Campbell and seconded by Ms. Donna Smith, Carried.

Voting Detail:

Mrs. Jennifer Barnhart:	Yea
Mr. Nate Campbell:	Yea
Mr. Jon Guizar:	Yea
Mrs. Holly Hopkins:	Yea
Mr. Tim Kessler:	Yea
Mrs. Kristin Lyons:	Yea
Ms. Donna Smith:	Yea
Mrs. Kim Weaver:	Yea
Mr. Joseph Yech:	Yea

Voting Summary: Yea: 9, Nay: 0

10.1. Personnel

10.1.1. Retirements/Resignations

Description: It is recommended to approve the retirements and resignations as presented.

10.1.2. New Hires

Description: It is recommended to approve the new hires as presented.

Action(s):

It is recommended to approve the New Hire list as presented. This motion, made by Mr. Nate Campbell and seconded by Ms. Donna Smith, Carried.

Voting Detail:

Mrs. Jennifer Barnhart:	Yea
Mr. Nate Campbell:	Yea
Mr. Jon Guizar:	Yea
Mrs. Holly Hopkins:	Yea
Mr. Tim Kessler:	Yea
Mrs. Kristin Lyons:	Yea
Ms. Donna Smith:	Yea
Mrs. Kim Weaver:	Abstain (With Conflict)
Mr. Joseph Yech:	Yea

Voting Summary: Yea: 8, Nay: 0, Abstain (With Conflict): 1

Discussion: A motion was made to approve the New Hires as presented. The motion passed Vote Count, 8-0, with Mrs. Weaver abstaining due to a conflict of interest. A written memorandum of abstention was provided.

10.1.3. Extra Duty/Extra Pay

Description: It is recommended to approve the extra duty/extra pay appointments as presented.

10.1.4. Approval of Mentor Teachers

Description: It is recommended to approve the mentors listed.

Mentor	New Teacher
Allyson Durney	Maizee Fry
Mary Ann Briggs	Sydney Johnson (Reassignment)

10.1.5. Instructional Technology Coordinators and Instructional Technology Trainers

Description: It is recommended that the Board approve the following Instructional Technology Coordinators and Instructional Technology Trainers for the 2026-2027 school year:

Elementary Instructional Technology Coordinators -
\$1500/yr

Brenna Arnoldi and Elizabeth Stover - Bellefonte Elementary

Jena Jodon - Marion-Walker Elementary

Jessica Cetnar - Pleasant Gap Elementary

Middle School Instructional Technology Coordinator -
\$2000/yr

Bryan Kresley

High School Instructional Technology Coordinator -
\$3000/yr

Kevin Harman

Elementary Instructional Technology Trainers -
\$1000/yr

Jamie Beard, Nicole Harris, Rebecca Leitzell, Michele Litten - Bellefonte Elementary

Adam Gearhart & Stacey Miller - Pleasant Gap Elementary

Marisa Maines & Nicole Tucker - Marion-Walker Elementary

Secondary Instructional Technology Trainers -
\$1000/yr

Jon Clark, Kelly McManus, Morgan Rosenberger - Middle School

Carla Cipro, Drew Eddinger, Kelley Kreiger, Matt Trumbull, Andrew Weigold - High School

10.1.6. Appointment of a District Anti-Bullying Coordinator

Description: It is recommended to approve Dr. Joe Eckenroth as the District Anti-Bullying Coordinator for the 2026-2027 school year.

10.1.7. Volunteers

Description: It is recommended to approve the volunteers listed.

Name	Sport
Bowman, Julianna	Cheerleading
Heltman, Brad	Football
Hoy, Jeremy	Football
Johnson, Madison	JH Volleyball
Leddy, Thea	Girls Golf
Ripka, Todd	Football
Zimmerman, Jay	Girls Golf

10.1.8. Student Teacher/Internships

Description: It is recommended to approve the listed student teachers and interns:

Lydia Baum - Speech-Language Pathology
(Cooperating Teacher: Christina Peterson)

Haley Tate - Social Work (Cooperating Teacher:
Maria McClatchey)

Rebecca Brag-Social Studies (Cooperating Teacher:
Matt Cernuska)

Anna Polsky-Elementary (Cooperating Teacher:
Tanya Packer)

10.1.9. Department Chairs

Description: It is recommended that the Board approve the following Department Chair positions for the 2026-2027 and 2027-2028 school years.

10.1.10. Tenure

Description: It is recommended that the Board award tenure to the following teacher(s), as they have successfully completed three years of satisfactory teaching in the Bellefonte Area School District:

- Morgan Rosenberger, Bellefonte Area Middle School
- Laura Sarge, Bellefonte Area Middle School and Bellefonte Area High School

- Danielle Siebenhuener, Bellefonte Area High School

10.1.11. Principal Internship

Description: It is recommended that Ms. Billie Heverly, Middle School Learning Support Teacher, complete her principal internship in Educational Leadership at Penn Western University, with Dr. Joe Eckenroth at the Bellefonte Area Middle School during the Fall 2026.

10.2. Educational and School Activities

10.2.1. Approval of Items for Salvage – Athletics

Description:

The Athletic Director recommends the approval of the following items for salvage, as they are no longer able to be reconditioned due to age:

- 20 Men's Lacrosse Helmets

10.2.2. Booster & Activity Clubs

Description: It is recommended that the Board approve the following affiliate booster clubs and activity clubs for the 2026-2027 school year; and that the clubs must act in accordance with Bellefonte Area School District policies and procedures to qualify for coverage under school district insurance:

Bellefonte Boys Basketball
 Bellefonte Touchdown Club
 Bellefonte Cheerleading
 Lady Raider Basketball
 Bellefonte Cross Country
 Bellefonte Lacrosse
 Bellefonte Girls' Soccer
 Bellefonte Swimming
 Lady Raider Volleyball
 Bellefonte Wrestling
 Bellefonte Track & Field
 Lady Raider Softball
 Bellefonte Boys Soccer
 Bellefonte Baseball
 Performing Arts Booster Club
 Class of 2027 Parent Group
 Class of 2028 Parent Group
 Class of 2029 Parent Group

10.2.3. School Handbooks

Description: It is recommended to approve the 2026-2027 school handbooks as presented.

Speaker(s): Principals

10.2.4. Event Staff

Description: It is recommended that the Board approve the following Event Staff list as presented for the 2026-2027 school year.

Gregory Davis
David Williams
Lenny Marucci
Kelly Gibboney

10.2.5. Dual Enrollment Agreements

Description: It is recommended to approve the following dual enrollment agreements for the upcoming school terms.

- St. Francis University
- Messiah University
- Elizabethtown College
- Carlow University
- Penn Highlands Community College

10.2.6. Bus Drivers

Description: It is recommended to approve the bus drivers as presented for the 2026-2027 school year.

10.2.7. Bus Routes

Description: It is recommended to approve the bus routes for the 2026-2027 School Year with adjustments to be made as needed throughout the school year.

11. LHAC Settlement Agreement (Claim no. 254334)

Action(s):

Motion to approve the Settlement and Release Agreement with Bishop McCort Catholic Academy as presented and authorize the execution of all necessary documents to effectuate same. This motion, made by Ms. Donna Smith and seconded by Mr. Nate Campbell, Carried.

Voting Detail:

Mrs. Jennifer Barnhart: Yea
Mr. Nate Campbell: Yea
Mr. Jon Guizar: Yea
Mrs. Holly Hopkins: Yea
Mr. Tim Kessler: Yea
Mrs. Kristin Lyons: Yea
Ms. Donna Smith: Yea
Mrs. Kim Weaver: Yea
Mr. Joseph Yech: Yea

Voting Summary: Yea: 9, Nay: 0

12. Finance

12.1. Approval of 2026-2027 Van Rates for D & D Transportation, Inc.

Description:

D & D Transportation, Inc. has submitted proposed transportation rates for the 2026-2027 school year. The proposed rates are \$2.10 per mile for 7-passenger or less vans and \$2.60 per mile for chair vans.

Action(s):

It is recommended to approve the 2026-2027 transportation rates for D & D Transportation, Inc. as presented. This motion, made by Mrs. Jennifer Barnhart and seconded by Mrs. Holly Hopkins, Carried.

Voting Detail:

Mrs. Jennifer Barnhart:	Yea
Mr. Nate Campbell:	Yea
Mr. Jon Guizar:	Yea
Mrs. Holly Hopkins:	Yea
Mr. Tim Kessler:	Yea
Mrs. Kristin Lyons:	Yea
Ms. Donna Smith:	Yea
Mrs. Kim Weaver:	Yea
Mr. Joseph Yech:	Yea

Voting Summary: Yea: 9, Nay: 0

12.2. Bayada Home Health Care Inc.

Description: It is recommended that the Board approve the contract between the Bellefonte Area School District and Bayada Home Health Care, Inc.

Action(s):

It is recommended that the Board approve the contract between the Bellefonte Area School District and Bayada Home Health Care, Inc. This motion, made by Ms. Donna Smith and seconded by Mrs. Jennifer Barnhart, Carried.

Voting Detail:

Mrs. Jennifer Barnhart:	Yea
Mr. Nate Campbell:	Yea
Mr. Jon Guizar:	Yea
Mrs. Holly Hopkins:	Yea
Mr. Tim Kessler:	Yea
Mrs. Kristin Lyons:	Yea
Ms. Donna Smith:	Yea
Mrs. Kim Weaver:	Yea
Mr. Joseph Yech:	Yea

Voting Summary: Yea: 9, Nay: 0

12.3. Bellefonte Elementary School Zone Signs

Action(s):

It is recommended to approve the attached proposal for static signs in the school zone at the new elementary school. This motion, made by Ms. Donna Smith and seconded by Mrs. Jennifer Barnhart, Carried.

Voting Detail:

Mrs. Jennifer Barnhart:	Yea
Mr. Nate Campbell:	Yea
Mr. Jon Guizar:	Yea
Mrs. Holly Hopkins:	Yea
Mr. Tim Kessling:	Yea
Mrs. Kristin Lyons:	Yea
Ms. Donna Smith:	Yea
Mrs. Kim Weaver:	Yea
Mr. Joseph Yech:	Yea

Voting Summary: Yea: 9, Nay: 0

13. Items for Future Discussion

Description: This section of the agenda is related to items Board Members may wish to bring up at a future meeting.

14. Adjournment

14.1. Meeting Adjournment

Action(s):

Recommend to approve the meeting be adjourned. This motion, made by Mr. Nate Campbell and seconded by Mrs. Jennifer Barnhart, Carried.

Voting Detail:

Mrs. Jennifer Barnhart:	Yea
Mr. Nate Campbell:	Yea
Mr. Jon Guizar:	Yea
Mrs. Holly Hopkins:	Yea
Mr. Tim Kessling:	Yea
Mrs. Kristin Lyons:	Yea
Ms. Donna Smith:	Yea
Mrs. Kim Weaver:	Yea
Mr. Joseph Yech:	Yea

Voting Summary: Yea: 9, Nay: 0

15. Executive Session

Description: Personnel and Legal Topics

Board Secretary



ABSTENTION FOR CONFLICT OF INTEREST MEMORANDUM

DATE: August 11, 2026 Regular Meeting
FROM: Mrs. Kimberly Weaver, School Board Member
TO: Stephanie Ironside, Bellefonte Area School District Board Secretary

Pursuant to Pennsylvania's "Public Official and Employee Ethics Act" I hereby declare that I am abstaining regarding the following issue/motion:

Action Item _____ New Hires _____

My conflict/reason for abstaining is as follows:

_____ family member was on the new hire
list _____

_____ *Kimberly Weaver* _____

Signature of School Board Member

- Thank you to everyone who contributed to our Ribbon Cutting event on August 12th.
- Our staff returned on August 17th for two Professional Learning days and a Clerical day in order to prepare for our students' return on September 1st. David Edward Garcia offered us an inspirational message to start the year. We enjoyed having the CPI staff join us for the Keynote presentation.
- On August 19th, BES held their Back To School Night and BAMS held the 6th grade Back To School Night.
- We look forward to all of the Back To School Nights coming up in the next few weeks.
- Fall sports are off to a strong start with our first home football game this Friday night.
- A reminder that all schools and offices will be closed on Friday, September 4th and Monday, September 7th.

**Policy 140 — Charter Schools**

Printed 8/24/2026

Policy Number 140
Title Charter Schools
Version v3 · 8/20/2026

Charter Schools

Purpose

To provide students an opportunity to attend schools that operate independently from the school district, the Board shall work cooperatively with individuals and groups submitting proposals and applications for charter schools. [\[1\]](#)

Definitions

Appeal Board means the State Charter School Appeal Board established by the Charter School Law. [\[2\]](#)

Board of Trustees of a charter school shall be classified as public officials. [\[3\]](#)

Charter School means an independent, nonsectarian public school established and operated under a charter from the local Board in which students are enrolled or attend. A charter school must be organized as a public, nonprofit corporation; and charters may not be granted to any for-profit entity nor to support home education programs. [\[2\]](#)[\[3\]](#)[\[4\]](#)

Local Board of Directors (Board) means the Board of Directors of the school district in which a proposed or approved charter school is located. [\[2\]](#)

Regional Charter School means an independent public school established and operated under a charter from more than one local Board and approved by an affirmative vote of a majority of all Board members of each of the school districts involved. [\[2\]](#)[\[5\]](#)

Authority

The Board shall evaluate submitted applications for charter schools based on the criteria established by law, regulations and any additional criteria required by the Board.^[4]

A charter school application shall be approved or denied by a majority vote of all Board members at **an open** meeting, in accordance with the provisions of law. Written notice of the Board's decision shall be sent to the applicant, Department of Education and the Appeal Board, including reasons for denial and a clear description of application deficiencies if the application is denied. The Board shall evaluate denied applications that are revised and resubmitted.^{[4][6]}

Upon approval of a charter application, the Board and the charter school's Board of Trustees shall sign the written charter, which shall be binding on both **parties**. The charter shall be for a period of three (3) to five (5) years and may be renewed for five-year periods by the Board.^[7]

The Board shall not cap nor limit the number of district students enrolling in a charter school, unless agreed to by the charter school as part of the written charter.^[8]

The Board may approve a leave of absence for up to five (5) years for a district employee to work in a charter school located in the district of employment or in a regional charter school in which the employing district is a participant, and the employee shall have the right to return to a comparable position in the district. The Board at its discretion may grant tenure to a temporary professional employee on leave from this district to teach in a charter school located in the district, upon completion of the appropriate probation period.^[9]

The Board shall annually assess whether each charter school is meeting the goals of its charter and shall require each charter school to submit an annual report no later than August 1 of each year.^[10]

The Board shall conduct a comprehensive review prior to granting a five-year renewal of the charter.^[10]

The Board shall have ongoing access to the records and facilities of the charter school to ensure that the charter school is in compliance with its charter, Board policy and applicable laws.^[10]

In cases where the health or safety of the charter school's students, staff or both is at serious risk, the Board may take immediate action to revoke a charter.^[11]

The Board affirms that the Board of Trustees and the charter school shall be solely liable for any and all damages and costs of any kind resulting from any legal challenges involving the operation of a charter school. The local Board shall not be held liable for any activity or operation related to the program of a charter school.^[12]

~~{ } A charter school shall execute a "hold harmless" agreement indemnifying and insuring/agreeing to defend the school district in any and all kinds of liability areas so that the school district and Board are protected in any litigation related to the operation of a charter school.~~

Delegation of Responsibility

Applications for charter schools shall be submitted to the Superintendent or designee, who shall be responsible for communicating and cooperating with all applicants.

The Superintendent or designee shall be responsible to assist applicants with plans for technical assistance and contracted services that may be provided by the district.

Guidelines

A charter school shall be subject to all federal and state laws and regulations prohibiting discrimination in admissions, employment and operation on the basis of disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry or need for special education services.^[3]

{ ☒ } A charter school shall submit monthly enrollment figures and other required reports to the district, as stated in the charter.

Transportation

The district shall provide **free** transportation to resident students attending a charter school located in the district, a regional charter school of which the district is a member, and a charter school located within ten (10) miles outside district boundaries, in accordance with distance requirements established for district students. **Transportation provided to charter school students need not be identical to transportation provided to traditional public school students.**^[13] ^[14]

Transportation shall be provided to charter school students on the dates and periods that the charter school is in session, regardless of whether transportation is provided to district students on those days.^[13]

Applications

Applications for charter schools must contain all the information specified in the Charter School Law and any additional information required by the Board.^{[4][15]}

Applications for charter schools shall be submitted to the Board by November 15 of **the preceding school** year in which the school will be established.^[4]

Within forty-five (45) days of receipt, the Board shall hold at least one (1) public hearing on the charter application, in accordance with law. At least forty-five (45) days must pass between the first public hearing and the final decision of the Board. No later than seventy-five (75) days after the first public hearing, the Board shall grant or deny the application.^[4]

Insurance/Risk Management

The charter school shall adequately protect against liability and risk through an active risk management program approved by the Board. The program shall include proof of purchase of insurance coverages as required by the Board.^{[12][15]}

Minimum coverages and levels of appropriate coverages shall be established in the charter.

A charter school shall operate in a manner that minimizes the risk of injury and harm to students, employees and others.

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Footnotes

[1] 24 P.S. 1702-A

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Legal Reference

[View source](#) 

[2] 24 P.S. 1703-A

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[View source](#)**[3] 24 P.S. 1715-A**

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[View source](#)**[4] 24 P.S. 1717-A**

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[View source](#)**[5] 24 P.S. 1718-A**

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Legal Reference

[View source](#)**[6] 65 Pa. C.S.A. 701**

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Legal Reference

[View source](#)**[7] 24 P.S. 1720-A**

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[View source](#)**[8] 24 P.S. 1723-A**

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[View source](#)**[9] 24 P.S. 1724-A**

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[View source](#)**[10] 24 P.S. 1728-A**

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[View source](#)**[11] 24 P.S. 1729-A**

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[12] 24 P.S. 1727-A
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[13] 24 P.S. 1726-A
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[14] 24 P.S. 1726-A
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[15] 24 P.S. 1719-A
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[16] 24 P.S. 1719-A
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[18] 24 P.S. 1703-A
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[19] 24 P.S. 1715-A
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[23] 24 P.S. 1717-A
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[25] 24 P.S. 1720-A
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[26] 24 P.S. 1723-A
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[27] 24 P.S. 1724-A

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[28] 24 P.S. 1728-A

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[29] 24 P.S. 1729-A

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[30] 24 P.S. 1727-A

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[31] 24 P.S. 1726-A

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Legal References

[2] 24 P.S. 1702-A

[3] 24 P.S. 1703-A

[4] 24 P.S. 1715-A

[5] 24 P.S. 1717-A

[6] 24 P.S. 1718-A

[7] 65 Pa. C.S.A. 701

[8] 24 P.S. 1720-A

[9] 24 P.S. 1723-A

[10] 24 P.S. 1724-A

[11] 24 P.S. 1728-A

[12] 24 P.S. 1729-A

[13] 24 P.S. 1727-A

[14] 24 P.S. 1726-A

[15] Bell v. Wilkinsburg Sch. Dist., No. 23 WAP 2024, 2026 WL 152043 (Pa. Jan. 21, 2026)

[16] 24 P.S. 1719-A

[18] 24 P.S. 1703-A

[19] 24 P.S. 1715-A

[23] 24 P.S. 1717-A

[25] 24 P.S. 1720-A

[26] 24 P.S. 1723-A

[27] 24 P.S. 1724-A

[28] 24 P.S. 1728-A

[29] 24 P.S. 1729-A

[30] 24 P.S. 1727-A

[31] 24 P.S. 1726-A

**Policy 221 — Dress and Grooming**

Printed 8/24/2026

Policy Number 221

Title Dress and Grooming

Version v3 · 8/20/2026

Dress and Grooming

Purpose

The Board recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference.

Authority

The Board has the authority to impose limitations on students' dress in school. The Board will not interfere with the right of students and their parents/guardians to make decisions regarding their appearance, except when their choices disrupt the educational program of the schools or constitute a health or safety hazard. [\[1\]](#)[\[2\]](#)

The Board directs compliance with Board policy and law prohibiting discrimination, including but not limited to protections addressing: [\[3\]](#) [\[4\]](#)

- 1. Protective hairstyles, including but not limited to hairstyles such as locs, braids, twists, coils, Bantu knots, afros and extensions.**
- 2. Religious creed including head covering and hairstyles historically associated with religious creeds.**

~~{ } The Board may require students to wear standard dress or uniforms, which may be required district-wide or by individual schools. [\[1\]](#)[\[2\]](#)~~

Students may be required to wear certain types of clothing while participating in physical education classes, technical education, extracurricular activities or other situations where special attire may be required to ensure the health or safety of the student. [\[2\]](#)

The Board directs district staff to support students experiencing educational instability by waiving penalties related to a delay in compliance with Board policy or school rules related to dress and grooming. ^[5]

Delegation of Responsibility

The building principal or designee shall be responsible to monitor student dress and grooming, and to enforce Board policy and school rules governing student dress and grooming.

The Superintendent or designee shall ensure that all school rules implementing this policy impose only the minimum necessary restrictions on the exercise of the student's taste and individuality.^[2]

Staff members shall be instructed to demonstrate, by example, positive attitudes and compliance with Board policy and school rules related to dress and grooming. ^[6]

NOTE:

If district has three (3) employee sections, remember to change the policy cites in the policy and references.

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Footnotes

[1] 24 P.S. 1317.3

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Legal Reference

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[2] 22 PA Code 12.11

pacodeandbulletin.gov

pacodeandbulletin.gov

Legal Reference

[View source](#) 

[3] 43 P.S. 951

palegis.us

palegis.us

Legal Reference

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[4] Pol. 103
Policy Reference [Open policy](#) 

[5] Pol. 251
Policy Reference [Open policy](#) 

[6] Pol. 325
Policy Reference [Open policy](#) 

[7] Pol. 325

Legal References

[2] 24 P.S. 1317.3

[3] 22 Pa. Code 12.11

[4] 43 P.S. 951

[5] Pol. 103

[6] Pol. 251

[7] Pol. 325

**Policy 236.1 — Threat Assessment**

Printed 8/24/2026

Policy Number 236.1
Title Threat Assessment
Version v2 · 8/21/2026 · DRAFT

Threat Assessment

Purpose

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

Authority

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

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

Definitions

Behavioral service providers – includes, but is not limited to, a state, county or local behavioral health service provider, crisis intervention center or psychiatric hospital. The term includes a private service provider which contracts with a state, county or local government to act as a behavioral health agency.^[4]

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

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

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

Delegation of Responsibility

The Superintendent or designee, in consultation with the School Safety and Security Coordinator, shall appoint [1]

[Note: districts should only select one of the appropriate options if the designated team is made up of required personnel under 24 P.S. 1302-E]

☒ individuals to a district threat assessment team.

☐ individuals to a threat assessment team at each school building in the district.

☒ the district's Student Assistance Program team to serve as the threat assessment team.

☐ the district's Safe2Say Something crisis team to serve as the threat assessment team.

☐ the district's suicide prevention crisis response/crisis intervention team to serve as the threat assessment team.

☐ the district's _____ to serve as the threat assessment team.

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

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

{X} members of the Student Assistance Program team. [5]

{X} school security personnel. [6]

{X} law enforcement agency representatives.

{X} behavioral health professionals.

{ } members of the Safe2Say Something crisis team. [7]

{X} suicide prevention coordinators and/or members of the crisis response/crisis intervention team. [8]

{ } juvenile probation professionals.

{ } an individual who serves on a local or county threat assessment team, if applicable.

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

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

Guidelines

Training

The

{ } Superintendent or designee

{X} School Safety and Security Coordinator

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

1. Responsibilities of threat assessment team members.
2. Process of identifying, reporting, assessing, responding to and intervening with threats.
3. Identifying and avoiding racial, cultural or disability bias. [9] [10]
4. Confidentiality requirements under state and federal laws and regulations, and Board policies. [5] [7] [11] [12] [13]
5. {X} Student Assistance Program process. [5]
6. {X} Youth suicide awareness, prevention and response. [8]
7. {X} Trauma-informed approach. [14]
8. {X} Safe2Say Something procedures. [7]
9. {X} Multi-tiered systems of support.
10. {X} Positive Behavioral Intervention and Support.

Threat assessment team training shall be credited toward professional education requirements and school safety and security training requirements for staff, in accordance with applicable law and Board policy. [1] [7] [15] [16] [17] [18]

Information for Students, Parents/Guardians and Staff

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

The threat assessment team shall make available age-appropriate informational materials to students regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report concerns, including through the Safe2Say Something program and other district reporting hotlines or methods. Informational materials shall be available for review by parents/guardians.^[1] ^[8] ^[9] ^[19] ^[20] ^[21]

The threat assessment team shall make available informational materials for school employees regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report concerns, including through the Safe2Say Something program and other district reporting hotlines or methods. Information for school employees shall include a list of the staff members who have been appointed to the threat assessment team.^[1] ^[8] ^[9] ^[19] ^[21]

The district shall annually provide mandatory training for school staff on identification or recognition of student behavior that may indicate a threat to the safety of the student, other students, school employees, other individuals, school facilities or the community, in accordance with law, Board policy and the standards specified by the state's School Safety and Security Committee.^[7] ^[17]

Reporting and Identification

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

The threat assessment team shall assist in assessing and responding to reports that are received through the Safe2Say Something Program identifying students who may be a threat to themselves or others.^[1] ^[7]

The threat assessment team shall assist in assessing and responding to reports of students exhibiting self-harm or suicide risk factors or warning signs, as identified in accordance with applicable law and Board policy.^[1] ^[8]

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

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

When a reported student's behavior indicates that there may be an imminent threat to the safety of the student or others, or an emergency situation, a threat assessment team member shall take immediate action, which may include promptly reporting to the appropriate law enforcement agency and school administration. [\[1\]](#) [\[6\]](#) [\[7\]](#) [\[22\]](#)

Where a threat assessment team member has reasonable cause to suspect that a reported situation indicates that a student may be a victim of child abuse, the member shall make a report of suspected child abuse in accordance with law and Board policy. [\[1\]](#) [\[23\]](#) [\[24\]](#)

Inquiry and Assessment

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

1. Discrimination/Harassment. [\[9\]](#) [\[19\]](#)
2. Bullying/Cyberbullying. [\[21\]](#)
3. Suicide Awareness, Prevention and Response. [\[8\]](#)
4. Hazing. [\[25\]](#)
5. Dating Violence. [\[26\]](#)

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

1. {X} Interviewing the student, other students, staff, parents/guardians or others regarding the subject(s) of the reported threat.
2. {X} Reviewing existing academic, health and disciplinary records and assignments, as appropriate, regarding the subject(s) of the report.
3. {X} Conducting searches of lockers, storage spaces and other possessions on school property as applicable, in accordance with applicable law, regulations and Board policy. [27]
4. {X} Examining outside resources such as social media sites, in coordination with law enforcement, or contacting law enforcement, juvenile probation or community agencies to request additional information about the subject(s) of the report, in accordance with law, regulations and Board policies.
5. {X} Where appropriate, convening the appropriate team to assess and/or address the situation that is the subject of the report, such as the Individualized Education Program (IEP) team, Section 504 Team, Behavior Support team, Student Assistance Program team or others. [5] [10] [28] [29] [30] [31]

The threat assessment team shall establish and implement procedures, in accordance with the district's memorandum of understanding with each law enforcement agency having jurisdiction over school property, to address situations where the investigation of a reported threat shall be transferred to the appropriate law enforcement agency. [6] [22]

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

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

Response and Intervention

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

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

1. A referral to the Student Assistance Program. [\[5\]](#)
2. A referral to the appropriate law enforcement agency. [\[6\]](#) [\[7\]](#) [\[22\]](#)
3. An appropriate evaluation to determine whether the student is a qualified student with a disability in need of a Section 504 Service Agreement or in need of special education services through an Individualized Education Program (IEP), in accordance with applicable law and Board policy. [\[10\]](#) [\[28\]](#) [\[31\]](#)
4. A referral to the student's IEP Team to review and address the student's IEP and/or Positive Behavior Support Plan. This could include, but is not limited to, a manifestation determination or functional behavioral assessment in accordance with applicable law, regulations and Board policy. [\[28\]](#) [\[29\]](#) [\[30\]](#) [\[31\]](#)
5. A referral to the student's Section 504 Team to review and address the student's Section 504 Service Agreement and/or Positive Behavior Support Plan. [\[10\]](#)
6. With prior parental consent, a referral to a behavioral service provider, health care provider or county agency. [\[32\]](#)
7. Addressing behavior in accordance with applicable discipline policies and the Code of Student Conduct. [\[33\]](#) [\[34\]](#) [\[35\]](#) [\[36\]](#)
8. Ongoing monitoring of the student by the threat assessment team, a child study team, Student Assistance Program team or other appropriate school personnel.
9. Taking steps to address the safety of any potential targets identified by the reported threat. [\[7\]](#) [\[37\]](#)

School Safety and Security Incident Reporting –

For reporting purposes, the term **incident** means an instance involving an act of violence; the possession of a weapon; the possession, use or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use or sale of alcohol or tobacco products; or conduct that constitutes an offense listed in the school safety and security provisions of School Code. [\[22\]](#) [\[38\]](#) [\[39\]](#) [\[40\]](#)

When a reported threat also meets the definition of an incident, in accordance with reporting requirements, the Superintendent or designee shall immediately report required incidents, if not previously reported by district staff, and may report discretionary incidents committed by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the law enforcement agency that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with law enforcement and Board policies. [22] [33] [38][39][41][42][43]

The Superintendent or designee shall notify the parent/guardian, if not previously notified by district staff, of any student directly involved in an incident on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity, who is a victim or suspect, immediately, as soon as practicable. The Superintendent or designee will inform the parent/guardian whether or not the law enforcement agency that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee will document attempts made to reach the parent/guardian. [22] [39][44]

Students With Disabilities –

When reporting an incident committed by a student with a disability or referring a student with a disability to a law enforcement agency, the district shall provide the information required by state and federal laws and regulations and shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by these authorities. The district shall ensure compliance with the Family Educational Rights and Privacy Act when transmitting copies of the student's special education and disciplinary records. [2][3] [11] [13] [45][46]

Monitoring and Management

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

The threat assessment team, in coordination with other appropriate teams and supports, shall determine when the student's Individualized Management Plan is no longer needed for disposition of the threat(s), and may transfer appropriate information in accordance with applicable law, regulations and Board policy. [5] [8] [10] [11] [13] [28]

Records Access and Confidentiality

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

1. Student health records.^[47] ^[48]
2. Prior school disciplinary records. ^[11] ^[13] ^[49]
3. Records related to adjudication under applicable law and regulations. ^[49] ^[50] ^[51] ^[52] ^[53] ^[54]
4. Records of prior behavioral or mental health or psychological evaluations or screenings maintained by the district.
5. Other records or information that may be relevant to evaluating a threat or determining treatment or referral options for a student that are maintained by the district.

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

The threat assessment team shall maintain confidentiality and handle all student records in accordance with applicable law, regulations, Board policy, the Student Records Plan and the district's legal and investigative obligations.^[2] ^[3] ^[5] ^[8] ^[11] ^[12] ^[13] ^[21] ^[49] ^[55]

Threat assessment members whose other assignments and roles require confidentiality of specific student communications, in accordance with law, shall ensure that all confidential communications and information are addressed in accordance with applicable law, regulations, Board policy and administrative regulations. ^[12] ^[56] ^[57] ^[58] ^[59]

Annual Board Report

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

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

{X} The annual threat assessment report shall be presented as part of the annual report to the Board by the School Safety and Security Coordinator on district safety and security practices.^[1]^[6]

The threat assessment team's information addressing verification of compliance with law and regulations, the number of threat assessment teams assigned in the district and their composition, the total number of threats assessed that year, and additional information required by the Superintendent or designee shall be included in the School Safety and Security Coordinator's annual report on district safety and security practices that is submitted to the state's School Safety and Security Committee.^[1]^[6]^[60]

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Footnotes

[1] 24 P.S. 1302-E
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[2] 20 U.S.C. 1232g

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[View source](#) **[3] 34 CFR Part 99**

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[View source](#) **[5] Pol. 236**

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[Open policy](#) **[6] Pol. 805.2**

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[Open policy](#) **[7] Pol. 805**

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[Open policy](#) **[8] Pol. 819**

Policy Reference

[Open policy](#) **[9] Pol. 103**

Policy Reference

[Open policy](#) **[10] Pol. 103.1**

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[Open policy](#) **[11] Pol. 113.4**

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[Open policy](#) **[12] Pol. 207**

Policy Reference

[Open policy](#) **[13] Pol. 216**

Policy Reference

[Open policy](#) **[14] Pol. 146.1**

Policy Reference

Multiple matching policies were found. Review required.

[15] 24 P.S. 1205.2

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[16] 24 P.S. 1205.5

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[17] Pol. 249

Policy Reference

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[18] Pol. 333

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[19] Pol. 104

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[20] Pol. 105.1

Policy Reference

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[21] Pol. 249

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[22] Pol. 805.1

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[23] 23 Pa. C.S.A. 6311

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[24] Pol. 806

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[25] Pol. 247

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[26] Pol. 252

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[27] Pol. 226

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- [28] **Pol. 113**
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- [29] **Pol. 113.1**
Policy Reference [Open policy](#) 
- [30] **Pol. 113.2**
Policy Reference [Open policy](#) 
- [31] **Pol. 113.3**
Policy Reference [Open policy](#) 
- [32] **Pol. 146**
Policy Reference [Open policy](#) 
- [33] **Pol. 218**
Policy Reference [Open policy](#) 
- [34] **Pol. 218.1**
Policy Reference [Open policy](#) 
- [35] **Pol. 218.2**
Policy Reference [Open policy](#) 
- [36] **Pol. 233**
Policy Reference [Open policy](#) 
- [37] **Pol. 709**
Policy Reference [Open policy](#) 
- [38] **24 P.S. 1319-B**
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- [39] **22 PA Code 10.2**
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- [40] **35 P.S. 780-102**
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[41] 24 P.S. 1306.2-B

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- [51] 24 P.S. 1305-A
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- [52] 24 P.S. 1307-A
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- [53] 42 Pa. C.S.A. 6341
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- [54] Pol. 218.3
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- [55] 24 P.S. 1304-D
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- [56] 22 PA Code 12.12
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- [57] 42 Pa. C.S.A. 5945
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- [58] 42 Pa. C.S.A. 8337
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- [59] 42 CFR Part 2
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- [60] 24 P.S. 1309-B
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**Policy 325 — Dress and Grooming**

Printed 8/24/2026

Policy Number 325
Title Dress and Grooming
Version v3 · 8/21/2026

Dress and Grooming

Authority

Administrative, professional and support employees set an example in dress and grooming for students and the school community. Employees' dress should reflect their professional status and encourage respect for authority in order to have a positive influence on the district's programs and operations.

The Board has the authority to specify reasonable dress and grooming requirements, within law, for all district employees to prevent an adverse impact on the educational programs and district operations. [\[1\]](#)

The Board directs compliance with Board policy and law prohibiting discrimination, including but not limited to protections addressing: [\[2\]](#) [\[3\]](#)

- 1. Protective hairstyles, including but not limited to hairstyles such as locs, braids, twists, coils, Bantu knots, afros and extensions.**
- 2. Religious creed including head coverings and hairstyles historically associated with religious creeds.**

When assigned to district duties, employees shall be physically clean, neat, well-groomed and dressed in a manner consistent with assigned job responsibilities.

Employees shall be groomed so that their hair style does not cause a safety or health hazard.

{X} Support employees shall be required to

{X} wear a designated work uniform.

{X} utilize safety gear when performing assigned duties.

Delegation of Responsibility

If an employee feels that an exception to this policy would enable **the employee** to carry out **their** assigned duties more effectively, a request should be made to the

{X} building principal.

OR

{X} immediate supervisor.

{ } Superintendent.

{ } Personnel Director.

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[1] 24 P.S. 510
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[2] 43 P.S. 951
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[3] Pol. 104
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[4] Pol. 104

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[2] 24 P.S. 510

[3] 43 P.S. 951

[4] Pol. 104

**Policy 332 — Working Periods**

Printed 8/24/2026

Policy Number 332
Title Working Periods
Version v3 · 8/20/2026

Working Periods

Authority

Work schedules required for administrative, professional and support employees shall be clearly specified to ensure regular attendance by employees and consistent operation of the district.

The Board has the authority and responsibility to determine the hours and days during which district programs and services shall be available to students and the community, consistent with the administrative compensation plan, individual contracts, applicable collective bargaining agreements, Board resolutions, and state law. [1] [2] [3] [4] [5]

The Board has the authority to make modifications to the school calendar and the school schedule as necessary to meet the instructional and health and safety needs of students and staff. Modifications to staff working periods shall be addressed in accordance with the administrative compensation plan, individual contracts, applicable collective bargaining agreements, Board resolutions and/or Board-approved health and safety or other emergency preparedness and response plans. [4] [6] [7]

Delegation of Responsibility

The Superintendent or designee shall develop administrative regulations to ensure district employees are informed of and adhere to their assigned work schedules.

Professional personnel shall have a duty-free lunch period of not less than thirty (30) minutes. [3]

Staff may be assigned extra or alternative duties, distributed equitably when possible, at the discretion of the

{X} building principal.

{ } department chairperson.

{ } immediate supervisor.

All professional staff members are expected to attend each faculty meeting unless specifically excused by the responsible administrator.

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[1] 24 P.S. 133

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[2] 24 P.S. 510

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[3] 24 P.S. 1504

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[4] Pol. 803

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[5] Pol. 804

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[6] 24 P.S. 520.1

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[7] Pol. 805

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**Policy 332 — Working Periods**

Printed 8/24/2026

Policy Number 332
Title Working Periods
Version v3 · 8/20/2026

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[4]	Pol. 803 Policy Reference	Open policy
[5]	Pol. 804 Policy Reference	Open policy
[6]	24 P.S. 520.1 palegis.us palegis.us Legal Reference	View source
[7]	Pol. 805 Policy Reference	Open policy

[8] Pol. 805

[13] 24 P.S. 1504

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[2] 24 P.S. 133

[3] 24 P.S. 510

[4] 24 P.S. 1504

[5] Pol. 803

[6] Pol. 804

[7] 24 P.S. 520.1

[8] Pol. 805

[13] 24 P.S. 1504

**Policy 619 — District Audit**

Printed 8/24/2026

Policy Number 619
Title District Audit
Version v2 · 8/21/2026 · DRAFT

District Audit

Purpose

To ensure accurate, transparent and legally compliant financial reporting for the school district, the district's financial accounts must be fully documented within the annual district audit and applicable state audits.

Authority

The Board shall employ an independent, certified public accountant to conduct an annual district audit in conformance with prescribed and legal standards. The completed audit shall be presented to the Board for its examination and approval. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)

The Board recognizes the importance of the public's right to access the public records of the district, including public financial records. The public has the right under law to inspect and procure copies of the annual financial audit conducted by the district's accountants and any state-level financial audit. [\[2\]](#)[\[5\]](#)[\[6\]](#) [\[7\]](#)

Delegation of Responsibility

The district must submit an annual financial report to the Pennsylvania Department of Education by October 31 each year. [\[8\]](#) [\[9\]](#)

The Superintendent and Board Secretary shall annually, by December 31, submit a signed statement to the Pennsylvania Department of Education certifying that the financial statements of the school district have been properly audited pursuant to law and that in the independent auditor's opinion, the financial information submitted in the annual financial report is materially consistent with the audited financial statements. [\[8\]](#)

If the financial information submitted in the annual financial report was not deemed materially consistent with the audited financial statements, the district shall submit a revised annual financial report no later than December 31. [\[8\]](#) [\[9\]](#)

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- [1] 24 P.S. 437
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- [2] 24 P.S. 2401
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- [3] 24 P.S. 2408
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- [4] 24 P.S. 2441
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- [5] 24 P.S. 408
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- [6] 65 P.S. 67.701
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- [7] Pol. 801
Policy Reference [Open policy ↗](#)
- [8] 24 P.S. 218
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- [9] Pol. 601
Policy Reference [Open policy ↗](#)

**Policy 716 — Integrated Pest Management**

Printed 8/24/2026

Policy Number 716
Title Integrated Pest Management
Version v2 · 8/21/2026 · DRAFT

Integrated Pest Management

PURPOSE

The district shall utilize integrated pest management procedures to manage structural and landscape pests and the toxic chemicals used for their control in order to alleviate pest problems with the least possible hazard to people, property and the environment.

DEFINITIONS

Integrated Pest Management (IPM) is the managed use of combined pest control alternatives, including cultural, mechanical, biological and chemical to most effectively prevent or reduce to acceptable levels damage caused by pests.^[1]

Integrated Pest Management Plan is a plan that establishes a sustainable approach to managing pests by combining biological, cultural, physical and chemical tools in a way that minimizes economic, health and environmental risks.^[2]

AUTHORITY

The Board establishes that the district shall use pesticides only after consideration of the full range of alternatives, based on analysis of environmental effects, safety, effectiveness and costs.^{[3] [4]}

The Board shall adopt an IPM Plan for district buildings and grounds that complies with policies and regulations promulgated by the Department of Agriculture.^{[2] [4]}

The Board shall designate an employee to facilitate IPM for the district. The designated employee will be referred to as the district's IPM Coordinator or as otherwise specified at the district.

DELEGATION OF RESPONSIBILITY

The IPM Coordinator shall be responsible to implement the IPM Plan and to coordinate communications between the district and the approved contractor.

The IPM Coordinator shall be responsible to annually notify parents/guardians of the procedures for requesting notification of planned and emergency applications of pesticides in school buildings and on school grounds.[5]

The IPM Coordinator shall maintain detailed records of all chemical pest control treatments for at least three (3) years. Information regarding pest management activities shall be available to the public at the district's administrative office.[5]

{X} Appropriate personnel involved in making decisions relative to pest management shall participate in periodic training, as needed.

GUIDELINES

Pest management strategies may include education, exclusion, sanitation, maintenance, biological and mechanical controls, and site appropriate pesticides.

{X} An IPM Plan shall include the education of staff, students and the public about IPM policies and procedures.

When pesticide applications are scheduled for district buildings and grounds, the district shall provide notification at least seventy-two (72) hours in advance in accordance with law, including:[5]

1. Posting a pest control sign in an appropriate area, at the place to be treated. The sign shall remain in place for at least two (2) days following each planned treatment.
2. Providing the pest control information sheet to all individuals working in the affected school building.
3. Providing required notice to all parents/guardians of students or to a list of parents/guardians who have requested notification of individual applications of pesticides.

Where pests pose an immediate threat to the health and safety of students or employees, the district may authorize an emergency pesticide application and shall notify by telephone any parent/guardian who has requested such notification.^[5]

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[1] 7 PA Code 128.2
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[2] 24 P.S. 772.1
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[3] 3 P.S. 111.21
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[4] 7 PA Code 128.1
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[5] 24 P.S. 772.2
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**Policy 810 — Transportation**

Printed 8/24/2026

Policy Number 810
Title Transportation
Version v3 · 8/20/2026

Transportation

Purpose

Transportation for students shall be provided in accordance with law and Board policy.

Definitions

School bus means a motor vehicle that is designed to carry eleven (11) passengers or more, including the driver, and is used for the transportation of preprimary, primary or secondary school students to or from public, private or parochial schools or events related to such schools or school-related activities.^[1]

School vehicle means a motor vehicle, except a motorcycle, designed for carrying no more than ten (10) passengers, including the driver, and used for the transportation of preprimary, primary or secondary school students while registered by or under contract to the school district. The term includes vehicles having chartered, group and party rights under the Pennsylvania Public Utility Commission and used for the transportation of school children.^[1]

Authority

The Board shall provide transportation for resident students in grades kindergarten through 12 to the district's public schools and charter, regional charter and nonpublic schools located in the district or within the district's transportation boundary or other placements as required by law or agreements. The district's transportation boundary is a distance not exceeding ten (10) miles by the nearest public highway outside the school district's border.^{[2][3][4]}

The Board shall purchase, lease, equip and maintain school buses/vehicles and/or contract for school bus/vehicle services for transportation of students to and from school at regularly scheduled hours and for field trips and extracurricular activities.^{[2][3][5][6][7][8][9][10][11]}

The Board shall provide transportation for students living within the prescribed limits when walking conditions to the school are found to be hazardous by the Department of Transportation.^{[3][12]}

The Board shall provide transportation for students with disabilities, without regard to distance or hazardous walking conditions, when required by the student's individualized education program (IEP) or Section 504 Service Agreement.^{[13][14][15][16][17]}

The Board shall provide **free** transportation for eligible resident students who are enrolled in nonpublic schools or charter schools as required by law. **Transportation provided to charter school students need not be identical to transportation provided to traditional public school students.**^{[2][4][18][19]}

The Board shall provide transportation for children in foster care in accordance with federal and state laws and regulations, and the local transportation plan.^{[20][21]}

The Board shall provide transportation for homeless children and youths in accordance with federal and state laws and regulations.^{[21][22]}

The Board prohibits any diesel-powered motor vehicle weighing 10,001 pounds or more to idle for more than five (5) minutes in any continuous sixty-minute period while parked, loading or unloading, except as allowed by law.^[23]

The Board shall ensure that permanent signs, notifying drivers of the idling restrictions, are maintained on district property at locations where diesel-powered motor vehicles weighing 10,001 pounds or more load or unload. Signs shall also be posted at locations that provide fifteen (15) or more parking spaces for such diesel-powered motor vehicles.^{[24][25]}

Delegation of Responsibility

The school bus/vehicle driver shall be responsible to maintain order while students are being transported.

The school bus/vehicle driver shall report all incidents, including, but not limited to, discipline problems, medical problems, bullying/harassment, safety issues, accidents or injuries, and violations of Pennsylvania's School Bus Stopping Law to the Superintendent or designee as soon as practicable.

The building principal may suspend a student from bus transportation for disciplinary reasons, and the parents/guardians shall be responsible for the student's transportation.

[7]

The Superintendent or designee Transportation Company shall be responsible to:

1. Maintain records and make required reports regarding school transportation. [5][7]
2. Distribute rules governing student conduct during transport; such rules shall be binding on all students transported by the district. [7]
3. Provide each school bus/school vehicle driver with:
 - a. The Pennsylvania School Bus Driver's Manual;
 - b. The written rules for student conduct on buses/vehicles;
 - c. The procedures for evacuation drills; and
 - d. Any additional laws and applicable Board policies and administrative regulations which apply to school bus/vehicle drivers.
4. ~~{ } Establish administrative regulations that specify the number of chaperones to accompany students in connection with school-related activities and field trips.~~ [7] [26]
5. ~~{ } Prepare a district map or schedule indicating each bus stop and bus route.~~ [7]

Guidelines

Student Health Information

When necessary for student safety, or when required by a student's IEP or Section 504 Service Agreement, a school bus/vehicle driver shall be provided with relevant student health and medical information. [16] [17] [27] [28] [29] [30]

School bus/vehicle drivers shall maintain the confidentiality of student health/medical information in accordance with district policies and procedures and applicable law. [31]
[32]

Evacuation Drills

Bus evacuation drills shall be conducted twice a year and reported to the Pennsylvania Department of Education, in accordance with law and Board policy. [33] [34] [35]

NOTES:

Title 22, Sec. 23.4 - discipline, field trips, contracted negotiations, records

Title 22, Sec. 23.6 - authorized passengers

Computation of distance - 1366

Field Trips – 24 P.S. Sec. 517 (farm show), 1361 (nonpublic); Title 22, Sec. 23.4

Ten-mile boundaries - 1361

Other boundaries - 1 ½ miles - 1362

Payments/reimbursements - 2541, 2542, Title 22 Sec. 23.31-23.40

Transportation - Title 22, Chapter 23

School Buses/Vehicles - Title 67, Chapter 171

Bus Drivers Minor Children – Title 22 Sec. 23.6

Definitions of motor vehicle – Vehicle Code – 75 Pa. C.S.A. Sec. 102

If the district has existing language in policy on transportation routes and stops, which addresses students being limited to a single bus stop or single residence, recommend reviewing the language with the solicitor based on recent court cases regarding student transportation and residency (*Watts v Manheim Township SD*, *Wyland v West Shore SD*). Consult Legal with questions.

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Footnotes

[1] 75 Pa. C.S.A. 102

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[2] 24 P.S. 1361

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[3] 24 P.S. 1362

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Legal Reference

[4] 24 P.S. 1726-A

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Legal Reference

[5] 22 PA Code 23.1

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Legal Reference

[6] 22 PA Code 23.2

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Legal Reference

[7] 22 PA Code 23.4

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Legal Reference

[8] Pol. 610

Policy Reference

[Open policy](#) **[9] Pol. 611**

Policy Reference

[Open policy](#) **[10] Pol. 818**

Policy Reference

[Open policy](#) **[11] Pol. 818**

Policy Reference

[Open policy](#) **[12] 67 PA Code 447.1**

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[13] 22 PA Code 23.3
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[14] 24 P.S. 1374
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[15] Pol. 103
Policy Reference
[Open policy](#) 

[16] Pol. 103.1
Policy Reference
[Open policy](#) 

[17] Pol. 113
Policy Reference
[Open policy](#) 

[18] Pol. 140
Policy Reference
[Open policy](#) 

[19] Pol. 140

[20] 20 U.S.C. 6312
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[21] Pol. 251
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[22] 42 U.S.C. 11432
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[23] 35 P.S. 4601
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[24] 35 P.S. 4608
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[25] **67 PA Code 212.101**
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[26] **Pol. 121**
Policy Reference [Open policy](#) 

[27] **Pol. 209.1**
Policy Reference [Open policy](#) 

[28] **Pol. 209.2**
Policy Reference [Open policy](#) 

[29] **Pol. 210**
Policy Reference [Open policy](#) 

[30] **Pol. 210.1**
Policy Reference [Open policy](#) 

[31] **Pol. 113.4**
Policy Reference [Open policy](#) 

[32] **Pol. 216**
Policy Reference [Open policy](#) 

[33] **24 P.S. 1517**
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[34] **75 Pa. C.S.A. 4552**
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[35] **Pol. 805**
Policy Reference [Open policy](#) 

[36] **Pol. 805**

[49] **75 Pa. C.S.A. 102**
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[50] 24 P.S. 1361

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[57] 24 P.S. 1362

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Legal Reference

[59] 22 PA Code 23.3

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[61] 20 U.S.C. 6312

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uscode.house.gov

Legal Reference

[63] 35 P.S. 4601**[64] 35 P.S. 4608**

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Legal Reference

[66] 22 PA Code 23.4

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Legal Reference

[67] 22 PA Code 23.1

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Legal Reference

[68] 24 P.S. 1517

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Legal References**[2] 75 Pa. C.S.A. 102****[3] 24 P.S. 1361****[4] 24 P.S. 1362****[5] 24 P.S. 1726-A**

- [6] 22 Pa. Code 23.1
- [7] 22 Pa. Code 23.2
- [8] 22 Pa. Code 23.4
- [9] Pol. 610
- [10] Pol. 611
- [11] Pol. 818
- [12] 75 Pa. C.S.A. 3345.1
- [13] 67 Pa. Code 447.1
- [14] 22 Pa. Code 23.3
- [15] 24 P.S. 1374
- [16] Pol. 103
- [17] Pol. 103.1
- [18] Pol. 113
- [19] Pol. 140
- [20] Bell v. Wilksburg Sch. Dist., No. 23 WAP 2024, 2026 WL 152043 (Pa. Jan. 21, 2026)
- [21] 20 U.S.C. 6312
- [22] Pol. 251
- [23] 42 U.S.C. 11432
- [24] 35 P.S. 4601
- [25] 35 P.S. 4608
- [26] 67 Pa. Code 212.101
- [27] Pol. 121
- [28] Pol. 209.1
- [29] Pol. 209.2
- [30] Pol. 210
- [31] Pol. 210.1
- [32] Pol. 113.4
- [33] Pol. 216
- [34] 24 P.S. 1517
- [35] 75 Pa. C.S.A. 4552
- [36] Pol. 805
- [49] 75 Pa. C.S.A. 102
- [50] 24 P.S. 1361
- [57] 24 P.S. 1362
- [59] 22 Pa. Code 23.3
- [61] 20 U.S.C. 6312
- [63] 35 P.S. 4601
- [64] 35 P.S. 4608
- [66] 22 Pa. Code 23.4
- [67] 22 Pa. Code 23.1
- [68] 24 P.S. 1517

Quote

Date	Estimate #
8/12/2026	13862

Name / Address
Bellefonte Area School District Brett Hanlon 318 North Allegheny Street Bellefonte, PA 16823

Rep
CA

Description	Qty	Rate	Total
LSSCU2588 Lockdown Safety Shade 25 in. W x 88 in. L - For Glass Size 25" W X 88" L ***Would like by September 1st***	44	94.75	4,169.00
LSSCU2372 Lockdown Safety Shade 23 in. W x 72 in. L ***Would like by September 1st***	22	91.25	2,007.50
LSSCU3589 Lockdown Safety Shade 35 in. W x 89 in. L ***Would like by September 1st***	17	134.00	2,278.00
LSS1242 Lockdown Safety Shade 12 in. W x 42 in. L - For Glass Size 08" W X 34" L FOR ROOM: 124	2	20.99	41.98
LSSCU4388 Lockdown Safety Shade 43 in. W x 88 in. L - For Glass Size 40" W X 83" L FOR ROOM: 210	2	162.75	325.50
LSSCU2888 Lockdown Safety Shade 28 in. W x 88 in. L - For Glass Size 25" W X 83" L FOR ROOM: 115	1	106.00	106.00
LSSCU3388 Lockdown Safety Shade 33 in. W x 88 in. L - For Glass Size 30" W X 83" L FOR ROOM: 115	1	125.00	125.00
LSSCU3188 Lockdown Safety Shade 31 in. W x 88 in. L - For Glass Size 28" W X 83" L FOR ROOM: 114	1	117.50	117.50
LSSCU3888 Lockdown Safety Shade 38 in. W x 88 in. L - For Glass Size 35" W X 83" L	1	144.00	144.00

Note: It is your responsibility to acquire any approvals needed from local code officials prior to installation. Make sure you inform local police and fire departments when locks are installed in their jurisdictions.
 Note: Refund Policy: If returning unused product, we offer a full refund minus freight costs and a 20% restocking fee. No returns or refunds on custom shades.
 Note: Install policy: Nightlock can provide professional installation anywhere in the continental US. Nightlock is not responsible for failures or damage resulting from installation by customer or third party installer.

Subtotal

Sales Tax (0.0%)

Total

Quote

Date	Estimate #
8/12/2026	13862

Name / Address
Bellefonte Area School District Brett Hanlon 318 North Allegheny Street Bellefonte, PA 16823

Rep
CA

Description	Qty	Rate	Total
FOR ROOM: 114			
LSSCU4588 Lockdown Safety Shade 45 in. W x 88 in. L - For Glass Size 42" W X 83" L FOR ROOM: 114	1	170.50	170.50
LSSCU3388 Lockdown Safety Shade 33 in. W x 88 in. L - For Glass Size 30" W X 83" L FOR ROOM: 109	2	125.00	250.00
LSSCU4370 Lockdown Safety Shade 43 in. W x 70 in. L - For Glass Size 40" W X 65" L FOR ROOM: 109	2	129.50	259.00
LSS1242 Lockdown Safety Shade 12 in. W x 42 in. L - For Glass Size 08" W X 34" L FOR ROOM: 125	2	20.99	41.98
LSSCU4955 Lockdown Safety Shade 49 in. W x 55 in. L - For Glass Size 46" W X 50" L FOR ROOM: 125	1	116.00	116.00
LSSCU4388 Lockdown Safety Shade 43 in. W x 88 in. L - For Glass Size 40" W X 83" L FOR ROOM: 137	2	162.75	325.50
LSSCU5588 Lockdown Safety Shade 55 in. W x 88 in. L - For Glass Size 52" W X 83" L FOR ROOM: 132	2	208.25	416.50
LSSCU3588 Lockdown Safety Shade 35 in. W x 88 in. L - For Glass Size 32" W X 83" L	1	132.50	132.50

Note: It is your responsibility to acquire any approvals needed from local code officials prior to installation. Make sure you inform local police and fire departments when locks are installed in their jurisdictions.
 Note: Refund Policy: If returning unused product, we offer a full refund minus freight costs and a 20% restocking fee. No returns or refunds on custom shades.
 Note: Install policy: Nightlock can provide professional installation anywhere in the continental US. Nightlock is not responsible for failures or damage resulting from installation by customer or third party installer.

Subtotal

Sales Tax (0.0%)

Total



Taylor Brothers Door Lock, LLC.

840 Tacoma Court
Clio, MI 48420-1581

Quote

Date	Estimate #
8/12/2026	13862

Name / Address
Bellefonte Area School District Brett Hanlon 318 North Allegheny Street Bellefonte, PA 16823

Rep
CA

Description	Qty	Rate	Total
FOR ROOM: A102			
LSSCU3788 Lockdown Safety Shade 37 in. W x 88 in. L - For Glass Size 34" W X 83" L FOR ROOM: A110	3	140.25	420.75
LSSCU2388 Lockdown Safety Shade 23 in. W x 88 in. L - For Glass Size 20" W X 83" L FOR ROOM: A110	1	87.25	87.25
LSSCU1588 Lockdown Safety Shade 15 in. W x 88 in. L - For Glass Size 12" W X 83" L FOR ROOM: A110	1	72.75	72.75
LSSCU4588 Lockdown Safety Shade 45 in. W x 88 in. L - For Glass Size 42" W X 83" L FOR ROOM: 110	2	170.50	341.00
LSSCU4588 Lockdown Safety Shade 45 in. W x 88 in. L - For Glass Size 42" W X 83" L FOR ROOM: 210	2	170.50	341.00
LSSCU2788 Lockdown Safety Shade 27 in. W x 88 in. L - For Glass Size 24" W X 83" L FOR ROOM: GYM	2	102.25	204.50
LSSROLLER Lockdown Safety Shade Installation Roller	2	11.00	22.00
Shipping - UPS		409.60	409.60

Note: It is your responsibility to acquire any approvals needed from local code officials prior to installation. Make sure you inform local police and fire departments when locks are installed in their jurisdictions.
Note: Refund Policy: If returning unused product, we offer a full refund minus freight costs and a 20% restocking fee. No returns or refunds on custom shades.
Note: Install policy: Nightlock can provide professional installation anywhere in the continental US. Nightlock is not responsible for failures or damage resulting from installation by customer or third party installer.

Subtotal	\$12,925.31
Sales Tax (0.0%)	\$0.00
Total	\$12,925.31



Bellefonte Area School District

Office of Human Resources

318 N. Allegheny St.

Bellefonte, PA 16823

(814) 355-4814

Appointments - Department Chairs

Date: September 1, 2026

Employee	Position
Keith Guiswite	Department Chair - Middle School ELA
Kelly McManus	Department Chair - Middle School Math
James Nye	Department Chair - Middle School Science
Kelly Bucha	Department Chair - Middle School Social Studies



Bellefonte Area School District

Office of Human Resources

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Bellefonte, PA 16823

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Resignations/Retirements

Date: September 1, 2026

It is recommended that the board approve the following resignations/retirements:

Name	Position	Location	Effective Date	Hire Date	Resignation/Retirement
Mary Pletcher	Paraeducator	HS	9/11/26	12/11/00	Retirement
Amy Barth	FCS Teacher	HS	upon release from the district	8/16/24	Resignation
Jean Miranda	Paraeducator	MS	8/18/26	9/13/21	Resignation



Bellefonte Area School District

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Appointments-New Hires

Date: September 1, 2026

It is recommended that the board appoint the following:

Name	Position	Location	Effective Date	Salary	Replacing
Emma Bird	Intervention Paraeducator	BES	8/25/26	LVL C/ 6 hrs \$16.20	Roseann Eyer (Resignation)
Kris Kepple	Special Education Teacher	MS	upon release from current district	\$56,277.00	Kayla Heiser (Resignation)
Kimberly Akers	Art Teacher	MS	9/8/26	\$59,537.00	Nicole Tucker (Transfer)
Chelsea Zink	Life Skills Support Teacher	BES	10/1/26	\$54,027.00	Kiara MacMath (Resignation)

All wages and benefits are in accordance with the current Collective Bargaining Agreement.



Bellefonte Area School District

Office of Human Resources

318 N. Allegheny St.

Bellefonte, PA 16823

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Extra Duty Extra Pay

Date: September 1, 2026

It is recommended that the board approve the following Extra Duty/Extra Pay positions:

Name	Position	Salary	Effective
Seth Miller	JH Girls Soccer Assistant Coach	\$1,966.25	26-27 Season
Michael Kresovich	Varsity Assistant Boys Basketball Coach	\$3,382.50	26-27 Season
Andrea Kramkowski	Varsity Assistant Swimming Coach	\$2,750.00	26-27 Season
Cynthia Mayes	Classroom Monitor		26-27 School Year as needed
Brenna Packard	Auditorium Coordinator	\$1,167.33	26-27 School Year
Brenna Packard	Band Director	\$4,085.65	26-27 School Year
Eric Brinser	Choir Director	\$2,288.88	26-27 School Year
Jesica Cetnar	Drama Advisor	\$2,288.88	26-27 School Year
Jayme Zimmerman	Drama Assistant	\$1,487.77	26-27 School Year



Bellefonte Area School District

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Billie Heverly	Yearbook Co-Advisor	\$1,650.00	26-27 School Year
Hannah Ternent	Yearbook Co-Advisor	\$1,650.00	26-27 School Year
Julie Renne	Orchestra Director	\$2,334.66	26-27 School Year
Billie Heverly	Student Council Co-Advisor	\$962.00	26-27 School Year
Natalee West	Student Council Co-Advisor	\$962.00	26-27 School Year
Trent Fowler	School-Wide PBIS	\$500.00	26-27 School Year
Jennifer Ziccardi	School-Wide PBIS	\$500.00	26-27 School Year
Terry Davis	Event Staff		26-27 School Year
Matthew Masullo	JH Assistant Football Coach	\$3,217.00	26-27 Season



Bellefonte Area School District

Office of Human Resources

318 N. Allegheny St.

Bellefonte, PA 16823

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Uncompensated Leave

Date: September 1, 2026

It is recommended that the board approve the following uncompensated leave requests:

Name	Position	Dates	Number of hours/days
Christopher Warner	Custodian	7/24/26 & 8/3/26 - 8/8/26, 8/10/26 - 8/14/26	84 Hours

David	Aberegg	Marion Walker
Kathleen	Adams	Bellefonte Elementary
Mitzi (Marqueta)	Adams	Bellefonte Elementary
Courtney	Agresto	Bellefonte Elementary
Lesha	Allen	Fine Arts Volunteer
Richard	Allen	Master Gardener
Amy	Allison	Fine Arts Volunteer
Alayni	Alterio	Fine Arts Volunteer
Joy	Anderson	High School
Heather	Antonuccio	Bellefonte Elementary
Samantha	Ardry	Marion Walker
Kevin	Astare	Bellefonte Elementary
Wesley	Astare	Bellefonte Elementary
Allison	Aukerman	Bellefonte Elementary
Jodi	Ault	Marion Walker
Courteney	Badarni	Bellefonte Elementary
Resa	Badger	Middle School
Tiffany	Baker	High School
Alexander	Baptista	Fine Arts Volunteer
Matthew	Bardo	Marion Walker
Jacqueline	Barnard	Marion Walker
Carly	Bartley	Marion Walker
Meredith	Bartron	Marion Walker
Stacy	Bashline	Bellefonte Elementary
Jessica	Baughman	Pleasant Gap
Jessica	Bauman	Marion Walker
Sheila	Bauman	Marion Walker
Jamie	Beard	Bellefonte Elementary
Amber	Benner	Marion Walker
Craig	Benner	Fine Arts Volunteer
Karli	Benner	Marion Walker
Tiffany	Benner	Middle School
Susan	Benson	Bellefonte Elementary
Justine	Bercel	Bellefonte Elementary
Kelly	Berkey	Fine Arts Volunteer
Susan	Besch	High School
Courtney	Bierly	Pleasant Gap
Heather	Bird	Bellefonte Elementary
Michelle	Blackburn	Marion Walker

Kelsey	Blair	Bellefonte Elementary
Lisa	Blasi	Bellefonte Elementary
Caitlin	Bly	Marion Walker
Audry	Boob	Marion Walker
Kylie	Bortner	Middle School
Janet	Bosco	Bellefonte Elementary
Levi	Bower	Marion Walker
Julie	Bowie	Bellefonte Elementary
Katherine	Bowler	Bellefonte Elementary
Brandi Jean	Bowman	Marion Walker
Stephanie	Brentner	Bellefonte Elementary
Bonnie	Breon	Marion Walker
Karen	Brewster	Master Gardener
Jennifer	Brezler	Middle School
Michael	Brooks	Marion Walker
Rosemary	Broome	Pleasant Gap
Alison	Brown	Marion Walker
Wendy	Brown	Fine Arts Volunteer
Shalane	Brownell	Marion Walker
Amanda	Brumbaugh	Marion Walker
Alexis	Buckley	Bellefonte Elementary
Emily	Budosh	Bellefonte Elementary
Andrea	Buffone	Bellefonte Elementary
Deborah	Bumbarger	Marion Walker
Tia	Burget	Bellefonte Elementary
Stacey	Burns	Fine Arts Volunteer
Matt	Burrows	Marion Walker
Tamika	Butler	Bellefonte Elementary
Brian	Buzard	Marion Walker
Jennifer	Buzard	Marion Walker
Gail	Buzin	Pleasant Gap
Kristi	Cain	Bellefonte Elementary
Nathan	Campbell	Bellefonte Elementary
Katherine	Campbell-Tubbs	Fine Arts Volunteer
Holle	Canatella	Bellefonte Elementary
Jordyn	Carper	Pleasant Gap
Mark	Carper	Pleasant Gap
Schenley	Casher	Marion Walker
Jill	Catalano	Fine Arts Volunteer

Janet	Cernuska	Middle School
Amber	Cesare	Marion Walker
Jessica	Cetnar	Fine Arts Volunteer
Joshua	Cetnar	Fine Arts Volunteer
Elizabeth	Chaplain	Fine Arts Volunteer
Mandy	Chaplain	High School
Karen	Cherinka	Bellefonte Elementary
Michael	Chilcot	High School
Ronald	Chronister	Marion Walker
Tammy	Chronister	Marion Walker
Carla	Cipro	Pleasant Gap
Christopher	Cipro	Pleasant Gap
Christopher	Claar	Bellefonte Elementary
Tracy	Claar	Bellefonte Elementary
Allison	Cleary	Marion Walker
Timothy	Cleary	Marion Walker
Jennifer	Cody	Middle School
Kristen	Coleman	Bellefonte Elementary
Michele	Condo	Marion Walker
Jessica	Confer	Pleasant Gap
Bryan	Conyers	Bellefonte Elementary
Cynthia	Cook	Bellefonte Elementary
Holly	Corbishley	Marion Walker
Sarah	Cornelisse	Middle School
Patricia	Correll	Pleasant Gap
Denise	Coslo	Bellefonte Elementary
Susan	Crater	High School
George	Cunningham	Bellefonte Elementary
Melissa	Curry	Bellefonte Elementary
Ashley	Dalton	Marion Walker
Michael	Dalton	Marion Walker
Dianna	Danko	Bellefonte Elementary
Melissa	Danser	Bellefonte Elementary
Kelly Jean	Darney	Middle School
Eliane	Davies	High School
Beth	Davis	Marion Walker
Arimani	Davy	Fine Arts Volunteer
Kathryn	Davy	Bellefonte Elementary
Cynthia	Dawso Van Druff	Bellefonte Elementary

Taylor	Decker	Bellefonte Elementary
Amber	DeCosmo	Bellefonte Elementary
Colleen	DeFonzo	Marion Walker
Eric	Deithorn	Bellefonte Elementary
Adolph	Delgado	Marion Walker
Amanda	Depasquale	Fine Arts Volunteer
Dominic	Depasquale	Pleasant Gap
Abigail	Dermota	Fine Arts Volunteer
Cole	Dermota	Fine Arts Volunteer
Tasha	Derr	Bellefonte Elementary
Angela	Dick	Bellefonte Elementary
Julie	Dix	Bellefonte Elementary
Curt	Dixon	High School
Jeremiah	Dobo	Fine Arts Volunteer
Adam	Douty	Marion Walker
Megan	Douty	Marion Walker
Kierra	Drapcho	Bellefonte Elementary
Tyler	Drapcho	Bellefonte Elementary
Douglas	Dreese	Fine Arts Volunteer
Michelle	Dreese	Middle School
Chad	Dubin	High School
Jessica	Dufour	Middle School
Maria	Duiker	Pleasant Gap
Emily	Dull	Marion Walker
Allison	Durney	Pleasant Gap
Pollyanna	Easterbrook	Bellefonte Elementary
Christine	Ebeling	Bellefonte Elementary
Kirsten	Ebeling-Labant	Bellefonte Elementary
Christina	Eberhart	Pleasant Gap
Alexandra	Ebken	Bellefonte Elementary
Linda	Eckard	High School
Drew	Eddinger	Marion Walker
Amy	Edmonds	Middle School
Mark	Edwards	Fine Arts Volunteer
Natalie	Edwards	Bellefonte Elementary
Megan	Elmer	Pleasant Gap
Michael	Elmore	Bellefonte Elementary
Susan	Engelbarts	Bellefonte Elementary
Jennifer	Englert	Middle School

Megan	Englert	Middle School
Brian	Estep	Marion Walker
Roseann	Eyer	Bellefonte Elementary
Karen	Fedisson	Middle School
Theresa	Fedor	Fine Arts Volunteer
Pamela	Fike	High School
Gwendolynn	Filipowicz	Marion Walker
Kala	Fisher	Marion Walker
Talley	Fisher	Bellefonte Elementary
Terri	Fisher	Bellefonte Elementary
Tiana	Fisher	Marion Walker
Edward	Fitzgerald	High School
Elise	Fitzgerald	Bellefonte Elementary
Tonee	Flick	Marion Walker
Kaitlyn	Fornicola	Marion Walker
Tarin	Fornwalt	Marion Walker
Stephanie	Fost	Bellefonte Elementary
Lindsay	Fouse	Bellefonte Elementary
Jaime	Frazier	High School
Danielle	Fritchman	Marion Walker
Melissa	Fry	Bellefonte Elementary
Carrie	Fuller	Fine Arts Volunteer
Sonya	Gammon	Middle School
Luke	Garrett	Bellefonte Elementary
Angela	Gates	Marion Walker
David	Gause	Pleasant Gap
Moriah	Gause	Pleasant Gap
Erin	Gearhart	Marion Walker
Katherine	Gee	Middle School
Mariah	Germello	Bellefonte Elementary
Kelly	Gibboney	Fine Arts Volunteer
Shannon	Gibson	Bellefonte Elementary
Mary	Gilmore	Pleasant Gap
Alexis	Gipson	Fine Arts Volunteer
Elizabeth	Girts	Marion Walker
Amanda	Glass	Marion Walker
Deborah	Gomola	Pleasant Gap
Erin	Goodling	Bellefonte Elementary
Robert	Goodling	Bellefonte Elementary

Amanda	Gorzsas	Bellefonte Elementary
Jean	Goulka	Bellefonte Elementary
Melissa	Graham	Marion Walker
Timothy	Graham	Marion Walker
Debra	Greene	Bellefonte Elementary
David	Gregor	High School
Charles	Grieb	High School
Chelsea	Grieb	Marion Walker
Patty	Grieb	High School
Kristen	Grine	Marion Walker
Sophia	Grubb	Pleasant Gap
Jacqueline	Grube	Bellefonte Elementary
Cristin	Guiher	Middle School
Keith	Guiswite	Marion Walker
Tiffany	Guiswite	Marion Walker
Angel	Gumban	Pleasant Gap
Barbara	Guthrie	Bellefonte Elementary
Benjamin	Haagen	Marion Walker
Katy	Haagen	Fine Arts Volunteer
Olivia	Haagen	High School
Rachel	Hackenberg	Marion Walker
Amy	Hackenberry	High School
Jessica	Hall	Bellefonte Elementary
Elizabeth	Halterman	Middle School
Amanda	Hamilton	Marion Walker
Meghan	Hamorsky	Bellefonte Elementary
Sarah	Hanslovan	Middle School
Robert	Haris Jr.	Middle School
Dara	Harper	Bellefonte Elementary
Jera	Harter	Marion Walker
Joanna	Harter	High School
Lindsey	Harter	Marion Walker
Lisa	Harter	High School
Matthew	Harter	Marion Walker
Nicole	Harter	Marion Walker
Hannah	Hartswick	High School
Lance	Hawkins	High School
Darin	Hazel	Marion Walker
Shea	Hazel	Marion Walker

Kelly	Heaps	Bellefonte Elementary
Brandon	Hearn	Fine Arts Volunteer
Katlin	Heaton	Bellefonte Elementary
Katrina	Henderson	Bellefonte Elementary
Christine	Henfling	Bellefonte Elementary
Emily	Henninger	Marion Walker
Jacob	Henry	Fine Arts Volunteer
Julie	Henry	Bellefonte Elementary
Neil	Henry	Marion Walker
Isobel	Herr	Middle School
Rochelle	Herr	Bellefonte Elementary
Laura	Herzing	Bellefonte Elementary
Erin	Hettinger	Fine Arts Volunteer
Erin	Hetzel	Bellefonte Elementary
Amy	Heverly	Marion Walker
Dora	Heverly	Marion Walker
Corby	Hilliard	High School
Megan	Hipsman	Bellefonte Elementary
Adam	Hockenberry	High School
Jillian	Hockenberry	High School
Karah	Hodges	Fine Arts Volunteer
John (Jay)	Hoff	Bellefonte Elementary
Cathy	Hoffman	High School
Marcella	Hoffman	Marion Walker
Christie	Holloway	Bellefonte Elementary
Rebecca	Homan	Bellefonte Elementary
Billie Jo	Hoover	Bellefonte Elementary
Laura	Hoover	Bellefonte Elementary
Tracie	Horn	Marion Walker
Lori	Horner	High School
Joseph	Hosterman	Bellefonte Elementary
LaTrisha	Hough	Marion Walker
Meredith	Houser	Bellefonte Elementary
Julie	Hull	Pleasant Gap
Jennifer	Illig	Marion Walker
Kayla	Imhoff	Bellefonte Elementary
Kaitlyn	Ingram	Marion Walker
Stacey	Ingram	Marion Walker
Allissa	Jabco	Marion Walker

Courtney	Jabco	Marion Walker
Steven	Jabco	Marion Walker
Shawn	Jacobs	Middle School
Alaina	Jacovino	Bellefonte Elementary
Madeline	Jagowski	Bellefonte Elementary
Daniela	James	Bellefonte Elementary
Tyler	James	Marion Walker
Jena	Jodon	Middle School
Amanda	Johnson	Bellefonte Elementary
Heather	Johnson	High School
Danealle	Johnsonbaugh	Bellefonte Elementary
Amy	Karstetter	Middle School
Teresa	Keck	Marion Walker
Krista	Kellander	Bellefonte Elementary
Joanne	Kempfer	Pleasant Gap
Kaitlin	Kessling	Fine Arts Volunteer
Jessica	Ketner	Pleasant Gap
Alayna	Kilic	Bellefonte Elementary
Ashley	King	Marion Walker
Christine	King	Bellefonte Elementary
Shelly	Knecht	Marion Walker
Ashlee	Kochik	Pleasant Gap
Alyssa	Koenen	Pleasant Gap
Sharon	Kolivoski	Bellefonte Elementary
Steven	Koller	Bellefonte Elementary
Amber	Kresovich	Marion Walker
Karen	Krisch	Marion Walker
Lashelle	Kuhlman	Marion Walker
Matthew	Kuhlman	Marion Walker
Sara	Kuhlman	Marion Walker
Casey	Kulago	Bellefonte Elementary
Julie	Kulig	Marion Walker
Rachel	Kurbatov	Pleasant Gap
Kenna	Kurtz	Pleasant Gap
Katelyn	Kurzejewski	Bellefonte Elementary
(Loudon) Albert	Kyle	Marion Walker
Sheila	Kyle	Marion Walker
Allison	Kyte	Marion Walker
Tenessa	Laird	Marion Walker

Nicole	Lamey (Stouffer)	Marion Walker
Amber	Leaper	Pleasant Gap
Luz	Leathers	Marion Walker
Scott	Leddy	Fine Arts Volunteer
Katrina	Lee	Pleasant Gap
Aimee	Levandoski	Middle School
Danielle	Lidgett	Pleasant Gap
Michele	Litten	High School
Robert	Litten	Pleasant Gap/Bellefonte
George	Lombardi	Marion Walker
Tanya	Lombardi	High School
Makayla	Lose	Bellefonte Elementary
Amanda	Love	Marion Walker
Heather	Lowe	Marion Walker
Jeana	Lucas	Bellefonte Elementary
Sheri	Lucas	Middle School
Kacie	Lykens	Marion Walker
Anne	Maddox	Middle School
Justin	Maddox	Bellefonte Elementary
Lorna	Maloy	Marion Walker
Elizabeth	Mamolen	High School
Kathleen	Manni	Bellefonte Elementary
Jessica	Marker	Pleasant Gap
Stanley	Marsh	Bellefonte Elementary
Cassie	Marsh-Caldwell	Bellefonte Elementary
Molly	Martin	Pleasant Gap
Bristy	Mason	Pleasant Gap
Tracy	Masterson	Bellefonte Elementary
Matthew	Masullo	Marion Walker
Carrie	Mazur	Bellefonte Elementary
Kevin	Mazur	Bellefonte Elementary
Cecilia	Mazzocco	Middle School
Brittany	McCamley	Pleasant Gap
Nitsa	McClatchey	Middle School
Brianne	McDaniel	Bellefonte Elementary
Anna	McDermott	Bellefonte Elementary
Jessica	McDonald	Bellefonte Elementary
Travis	McDonald	Bellefonte Elementary
Janice	McDowell	Marion Walker/SMILES

Kelly	McManus	Bellefonte Elementary
Nicole	McNew	Bellefonte Elementary
Renee	McNichol	Marion Walker
Joshua	Melhem	Marion Walker
Nichole	Mendinsky	High School
Abby	Menna	Middle School
Amanda	Miller	Marion Walker
Jennifer	Miller	Bellefonte Elementary
Jessica	Miller	Bellefonte Elementary
Kacie	Miller	Marion Walker
Kelsea	Miller	Middle School
Kelsey	Miller	Pleasant Gap
Kimberly	Miller	Marion Walker
Richard	Miller	Bellefonte Elementary
Sharon	Miller	Master Gardener
Stacey	Miller	Pleasant Gap
Torin	Miller	Marion Walker
Regina	Mix	Pleasant Gap
Brian	Morton	Marion Walker
Abbie	Moyer	High School
Paula	Moyer	Marion Walker
Scott	Moyer	Pleasant Gap
Jenna	Mueller	Marion Walker
Amy	Musselman (was Butts)	Marion Walker
Erin	Myers	Pleasant Gap
Raven	Myers	High School
Haessly	Nachman	Pleasant Gap
Jayne	Narehood	High School
Cynthia	Naspinski	Middle School
Amy	Nedrow	Pleasant Gap
Chelsea	Neff	Marion Walker
Jason	Nicholls	Middle School
Leslie	Nicholls	High School
Billie Jo	Novosel	High School
Michael	Novosel, Jr	High School
Amelia	Nulton	Bellefonte Elementary
Kimbra	Nyman	Bellefonte Elementary
Kelly	Olson	High School
Ingrid	Olsson	Pleasant Gap

Brittany	Ondish	Fine Arts Volunteer
Elisa	Osman	Bellefonte Elementary
Dana	Pagnotto	Fine Arts Volunteer
Traci	Parsons	High School
Ryan	Pastva	Snowsports Club
Gregory	Peek	Bellefonte Elementary
Benjamin	Pelipesky	Middle School
Danielle	Pelipesky	Snowsports Club
Wendy	Pelky	Marion Walker
Marie	Perini	Marion Walker
Gwendolynn	Perkins	Middle School
Brittany	Perri	Marion Walker
Terry	Perryman	Pleasant Gap
Melissa	Phillips	Bellefonte Elementary
Angelo	Picerno	Bellefonte Elementary
Nicole	Picerno	Bellefonte Elementary
Asia	Pilger	Bellefonte Elementary
Andrea	Pollok	Pleasant Gap
Cassandra	Poorman	Marion Walker
Ryan	Poorman	Marion Walker
Ryan	Poorman	High School
Stacy	Port	Bellefonte Elementary
Justin	Price	Marion Walker
Heather	Pringle	High School
Jeffrey	Puhala	Middle School
Debra	Putt	Pleasant Gap
Jenna	Raia	Bellefonte Elementary
Jenna	Rankin	Marion Walker
Lucas	Rankin	High School
Christina	Rarrick	Bellefonte Elementary
Jessica	Rearick	Marion Walker
Barbara	Reed	Marion Walker
Evelyn	Reeder	Pleasant Gap
Kira	Reeder	Pleasant Gap
Emily	Reid	Bellefonte Elementary
Gretchen	Reigh	High School
Courtney	Rice	Bellefonte Elementary
Alexis	Rickard	Fine Arts Volunteer
Tamara	Riddle	Bellefonte Elementary

Amanda	Rider	Marion Walker
Misty	Rider	High School
Alan	Rimmey	Marion Walker
Heather	Rimmey	Middle School
Sadie	Ripka	Marion Walker
Tara	Ripka	High School
Rebecca	Roan	Bellefonte Elementary
Samantha	Roan	Marion Walker
Brenna	Robb	Bellefonte Elementary
Courtney	Robbins	Marion Walker
Erin	Robinson	High School
Jennifer	Robinson	Marion Walker
Lindsey	Rogers	Marion Walker
Emma (Phoenix)	Romero	Fine Arts Volunteer
Rebecca	Roos	Marion Walker
Michelle	Rosemas	Fine Arts Volunteer
Bonnie	Rossi	Pleasant Gap
Edward	Rossi	Pleasant Gap
Courtney	Rossman	Marion Walker
Pamela	Rougeux	Marion Walker
Emma	Roy	Bellefonte Elementary
Shelly	Roy	Bellefonte Elementary
Heather	Royer	Marion Walker
Liza	Royer	High School
Emily	Ruble	Pleasant Gap
Jamie	Russell	Marion Walker
Jacqueline	Rutter	Bellefonte Elementary
Allison	Saal	Marion Walker
Ann	Sager	Bellefonte Elementary
Hailey	Salvanish	Pleasant Gap
Keri	Sanders	Bellefonte Elementary
Sarah	Saponaro	Marion Walker
Dorothy	Scalercio	Pleasant Gap
Amber	Scanlan	Marion Walker
Lindsay	Schoch	Pleasant Gap
Amber	Schoenauer	Marion Walker
Verna	Schoonover	Fine Arts Volunteer
Jason	Scott	Bellefonte Elementary
Jennifer	Scruggs	Marion Walker

Johanna	Sedgwick	High School
Bryant	Seeley	Bellefonte Elementary
Shanna	Servant	Pleasant Gap
Jennifer	Seymour	Marion Walker
Jessica	Shaffer	Bellefonte Elementary
Jody	Sharer	High School
Krista	Sharer	Bellefonte Elementary
Heather	Sharp	Marion Walker
Denise	Shivery	Marion Walker
Kathleen	Shondeck	Fine Arts Volunteer
Guy (Scottie)	Showers	Bellefonte Elementary
Leann	Showers	Bellefonte Elementary
Deborah	Shuey	Pleasant Gap
Robert	Silvis	Bellefonte Elementary
Leslie	Simpson	Pleasant Gap
Francis	Skrzycki	Marion Walker
Sara	Skrzycki	Marion Walker
Shawn	Slater	Bellefonte Elementary
Allison	Smalstig	Bellefonte Elementary
Ty	Smalstig	Bellefonte Elementary
LeeAnn	Smeltzer	Pleasant Gap
Christy	Smith	High School
Debra	Smith	Pleasant Gap
Jacob	Smith	Middle School
Monica	Smith	Pleasant Gap
Rachel	Smith	Marion Walker
Heather	Smoyer	Pleasant Gap
Tiara	Snare	Marion Walker
Elizabeth	Snyder	Marion Walker
Preston	Snyder	Marion Walker
Kendra	Snyder-Thal	Marion Walker
Kaleena	Spayd	Marion Walker
Heather	Spotts	Marion Walker
Tiffany	Squires	Bellefonte Elementary
Erin	St. Amant	Middle School
Theresa	Stack	Fine Arts Volunteer
Luke	Stewart	High School
Jaclyn	Stimely	Marion Walker
Zachary	Stimely	Marion Walker

Colleen	Stock	High School
Thomas	Stock	High School
Paul	Stodart	Bellefonte Elementary
Elizabeth	Stone	Marion Walker
Emily	Stoner	Bellefonte Elementary
Mikayla	Stover	Marion Walker
Rebecca	Stover	Marion Walker
Robert	Strittmatter	Master Gardener
Scott	Strohm	Fine Arts Volunteer
Stephanie	Strohm	Bellefonte Elementary
Valerie	Strohm	Fine Arts Volunteer
Kathryn	Strouse	Marion Walker
Lisa	Strouse	Bellefonte Elementary
Cari	Stuble	Bellefonte Elementary
Odilia	Sucup	Bellefonte Elementary
Ashlee	Swank	Bellefonte Elementary
Mya	Swires	Marion Walker
Suzanne	Swope	Pleasant Gap
Melissa	Szmal	Pleasant Gap
Catherine	Terza	Bellefonte Elementary
Chulapol	Thanomsing	High School
Stephen	Thor	Bellefonte Elementary
Heather	Tomlinson	Bellefonte Elementary
Jason	Tomlinson	Bellefonte Elementary
Katelyn	Town	Marion Walker
Carla	Trewitz	Marion Walker
Sydney	Trinca	Marion Walker
Erica	Troy	Marion Walker
Nicole	Tucker	Bellefonte Elementary
Katherine	Turco	Middle School
Barbara	Uadiski	High School
Christopher	Ulrich	Marion Walker
Olivia	Ulrich	Marion Walker
Carrie	Van Orden	Marion Walker
Megan	Van Orden	Marion Walker
Crystal	Vanderhoof	Middle School
Keegan	Vanderlin	Pleasant Gap
Claudia	Vinnedge	Pleasant Gap
Samual	Voltz	Fine Arts Volunteer

Darcy	Wagner	Bellefonte Elementary
Troy	Walk	Bellefonte Elementary
Megan (Reese)	Walters	Fine Arts Volunteer
Tara	Waltz	Bellefonte Elementary
Aileen	Watson	Pleasant Gap
Julie	Watson	High School
Jacqueline	Watts	Pleasant Gap
Stephen	Watts	Pleasant Gap
Angel	Weaver	Pleasant Gap
Barbie	Weaver	Marion Walker
Jennifer	Weaver	Marion Walker
Shawna	Weaver	High School
Eric	Weber	Marion Walker
Melissa	Weber	Marion Walker
Beau	Wellman	Bellefonte Elementary
Joshua	Wensel	Bellefonte Elementary
Pamela	Wertz	Bellefonte Elementary
Dylan	Wetzler	Marion Walker
Sarah	Wetzler	Marion Walker
Toni	Wheeler	Bellefonte Elementary
Theresa	White	Bellefonte Elementary
Danielle	Whitehill	Bellefonte Elementary
Lauren	Whitman	High School
Mary Lou	Whitman	Bellefonte Elementary/SMILES
April	Williams	High School
Holly	Williams	High School
Matthew	Williams	High School
Ronda	Williams	Marion Walker
Steven	Williams	Marion Walker
Paula	Wilson	Bellefonte Elementary
Teresa	Windle	Pleasant Gap
Paul	Witmer	Marion Walker
Samantha	Wolfe	Bellefonte Elementary
Rosemary	Wood	Marion Walker
Sara	Worden (Marker)	Pleasant Gap
Brittany	Wright	Bellefonte Elementary
Jackie	Wynkoop	Marion Walker
Katherine	Wysocki	Marion Walker
Richard	Yarnell	Pleasant Gap

Dawn	Yates	Fine Arts Volunteer
Robert	Yearick	High School
Joseph	Yech	Marion Walker
Tonya	Yerty	Bellefonte Elementary
Jane	Zajackowski	Therapy Dog Program
Jessika	Zanghi	Bellefonte Elementary
Kathleen	Zdenek	Bellefonte Elementary
Emily	Zimdahl-McManus	Bellefonte Elementary
Crista	Zimmerman	Bellefonte Elementary
Jayne	Zimmerman	Fine Arts Volunteer
Susan	Zimmerman	Fine Arts Volunteer

Through October 31, 2026

Angela	Clark	High School
Rebecca	Hargrove	Middle School
Jennifer	Malik-Williams	High School
Jennifer	McNitt	Pleasant Gap
Darlene	Moretz	High School
Marvin	Sanders	Fine Arts Volunteer
Danan	Sharer	High School
Catherine	Woodring	Marion Walker

Through November 30, 2026

Luthien	Baker-McCarthy	Bellefonte Elementary
Jack	Nedrow	Fine Arts Volunteer
Nicole	Wolfe	Marion Walker

Through December 31, 2026

Lauren	Davidson-Haupt	Marion Walker
Stephen	Gibboney	High School
Tirzah	Gibboney	High School
Shannon	Hilliard	Middle School
Maryjo	Miller	Marion Walker

Through January 31, 2027

Kerston	Bennett	Marion Walker
Sarah	Brown	Bellefonte Elementary
Cynthia	Lorenzo	Therapy Dog Program

Through February 28, 2027

Megan	Aberegg	Marion Walker
Brant	Albright	Bellefonte Elementary
Brandi	Bloom	Marion Walker
Jennifer	Butters	Bellefonte Elementary
Alyssa	Carroll	Marion Walker
Sara	Cocolin	Bellefonte Elementary
Jennifer	Crawford	Marion Walker
Ernest	Crock	Bellefonte Elementary
Courtney	Dickman	Bellefonte Elementary

David	Emery	Marion Walker
Emilie	Enders	Marion Walker
Jessica	Flynn	Marion Walker
Brooks	Fost	Bellefonte Elementary
Justin	Grove	Bellefonte Elementary
Stephenie	Grove	Bellefonte Elementary
Jennifer	Hart	Bellefonte Elementary
Heather	Harter	Marion Walker
Ryan	Ketner	Pleasant Gap
Kimberly	Kneas-Hilliker	Marion Walker
Mindy	Kowalski	Pleasant Gap
Adam	Kuhlman	Marion Walker
Katherine	Lakatosh	Marion Walker
Jessica	Larson	Marion Walker
Elizabeth	Liadis	Bellefonte Elementary
Lauren	McLaughlin	Marion Walker
Amanda	Miller	Marion Walker
Amy	Mitchell	Marion Walker
Linda	Neff	Marion Walker
Katina	Pacella	High School
Holly	Probst	Bellefonte Elementary
Nancy	Saxton-Mattie	Bellefonte Elementary
Lesa	Schultz	Bellefonte Elementary
Joey	Stewart	Marion Walker
Tela	Summers	Marion Walker
Jennifer	Torres	Marion Walker
Kelly	Uchneat	High School
Brittany	Walk	Bellefonte Elementary

Through March 31, 2027

Lori	Bartley	Marion Walker
Elizabeth	Capurso	Bellefonte Elementary
Jeri	Carver	Marion Walker
Samantha	Chavanic	Bellefonte Elementary
Rebecca	Clancy	Bellefonte Elementary
Krista	Cole	Marion Walker
Megan	Daubert	Bellefonte Elementary
Krystalynn	Davis	Bellefonte Elementary
Karyn	Debrasky	Marion Walker

Philip	Debrasky	Marion Walker
Katie	Feliz	Pleasant Gap
Kiley	Fletemake	Bellefonte Elementary
Taeler	Gibson	Marion Walker
Adam	Hackenberg	Marion Walker
Bert	Hettinger	Marion Walker
Molly	Hoy	Marion Walker
Kimberly	Johnson	Marion Walker
Kody	Kellerman	Bellefonte Elementary
Jennifer	Koller	Bellefonte Elementary
Carol	Litten	Pleasant Gap/Bellefonte
Zachary	Lonsinger	Snowsports Club
Sierra	Lucas	Marion Walker
Dennis	Marasco	Marion Walker
Kara	McCall	Bellefonte Elementary
Jonathan	Olsen	Bellefonte Elementary
Jonathan	Pelky	Marion Walker
Isaac	Putnam	Marion Walker
Courtney	Raynor	Bellefonte Elementary
Darrell	Sharp	Marion Walker
Kristen	Sykes	Marion Walker
Teresa	Tassotti	Bellefonte Elementary

Through April 30, 2027

Kylee	Ammerman	Marion Walker
Kevin	Bonnell	Bellefonte Elementary
Erica	Evey	Marion Walker
Amanda	Fedisson	Fine Arts Volunteer
Laura	Gemmati	Bellefonte Elementary
Laura	Seeley	Bellefonte Elementary
Justin	Smith	Bellefonte Elementary
Rychele	Stipcak	Fine Arts Volunteer

PROGRAM SERVICES AGREEMENT

This Program Services Agreement (the “Agreement”) is made this ____ day of _____, 2026, by and between _____ SCHOOL DISTRICT (hereinafter referred to as “Home District”) and BALD EAGLE AREA SCHOOL DISTRICT (hereinafter referred to as “Bald Eagle”).

WHEREAS, Bald Eagle has implemented a Practical Assessment Exploration System Program in its School District (the “Program”); and

WHEREAS, a Practical Assessment Exploration System Program is not offered at the local Career Center; and

WHEREAS, Home District desires to have the option of placing student(s) in Bald Eagle’s Practical Assessment Exploration System Program; and

WHEREAS, Bald Eagle is willing to accept student(s) from Home District for placement in Bald Eagle’s Practical Assessment Exploration System Education Program under the terms and conditions of this Agreement; and

WHEREAS, the parties wish to memorialize the understanding between them in writing by setting out the duties and responsibilities of each party.

NOW THEREFORE, in consideration of the mutual promises set forth in this Agreement and with the intent to be legally bound hereby, Home District and Bald Eagle agree as follows:

1. Recitals. The recitals above are incorporated herein as if more fully set forth.
2. Education Seat. Home District will purchase one seat per student admitted to the Bald Eagle Program for the 2026-2027 school term based on the terms set forth in this Agreement. Student(s) being considered for admission into the Program will comply with the approval criteria as set forth by the Bald Eagle Area School District Board of Education. A completed intake for the student will occur with the Bald Eagle administration, Home District, and the family prior to admission.
3. Term and Renewal. This Agreement will terminate on June 30, 2027. Home District and Bald Eagle may mutually agree to extend this Agreement for additional years beyond the initial term through

the execution of an Addendum.

4. Termination. This Agreement shall terminate:

- (a) As agreed upon by the Parties; or
- (b) By Bald Eagle due to finding that a student's best interests are not being met by Bald Eagle's Program. These decisions will follow all applicable laws and regulations; or
- (c) By either party after written notice of default and a fifteen (15) day opportunity to cure said default.
- (d) In the event the Program is cancelled by Bald Eagle Area School District.

5. Compensation.

- (a) Home District agrees to pay Bald Eagle the sum of \$60 per day for each student enrolled in the Program. Any additional costs for related service and supplies not included in the initial tuition will be agreed upon by the Home District and Bald Eagle.
- (b) Bald Eagle will invoice the Home District for tuition and any additional costs for the period ending on September 30, 2026, December 31, 2026, March 31, 2027 and June 30, 2027. Payments will be payable to "Bald Eagle Area School District" and sent to the following address within thirty (30) days:

Bald Eagle Area School District
Attn: Business Office
751 South Eagle Valley Road
Wingate, PA 16823

6. Responsibilities of Home District.

- (a) Home District agrees that student(s) to be placed in the Bald Eagle Program will remain student(s) of the Home District and not be considered student(s) of Bald Eagle.
- (b) Home District shall ensure all relevant education, special education, and medical records are transmitted to Bald Eagle in order to allow Bald Eagle to have all information necessary to implement education and/or special education services (if any) to Home District's participating student(s).
- (c) Home District shall remain the Local Education Agency (LEA) for their student. The LEA will provide input to Bald Eagle regarding the programming, services for, and placement of student(s) and, if applicable, shall remain as a mandatory participating member of the Individualized Education Plan ("IEP") team for the student. The Bald Eagle Area School District will also participate in any required IEP team meetings, collaborate with the LEA, and draft the IEPs, NOREPs, and other required documentation. Home District and Bald Eagle agree that the IEP team meetings shall take place at Bald Eagle, unless Bald Eagle and Home District mutually agree upon another location. The Bald Eagle Area School District will, under the direction of the Home District, provide the invitation to all

IEP related meetings, provide the Procedural Safeguard Notices, provide progress monitoring of IEP goals, and also provide a summary of Academic Performances when needed.

- (d) If at any time during the term of this Agreement Bald Eagle determines that it cannot safely or appropriately accommodate the needs of a Home District student, Bald Eagle agrees to notify the Home District in writing. Bald Eagle and Home District will determine whether it is necessary or appropriate to schedule an IEP meeting to consider whether the student's program, related services, behavior plan, etc., should be modified to address the concerns identified by Bald Eagle. All removal decisions will be reviewed cooperatively with Bald Eagle and Home District and an informal meeting between Bald Eagle and Home District will be conducted prior to Bald Eagle determining that any student cannot be accommodated in the Program. If, after the informal meeting and/or IEP team meeting, Bald Eagle has determined that it cannot accommodate the needs of the student and that the student can no longer participate in the Bald Eagle Program, Bald Eagle agrees to give the Home District a reasonable period of time (mutually agreed to by both Bald Eagle and Home District, which shall not be less than ten (10) school days), for Home District to identify an alternative appropriate location in which to implement the student's IEP and FAPE program.
- (e) Home District will provide all necessary transportation for the student(s) to and from Bald Eagle's school buildings in order to participate in the Program.
- (f) Bald Eagle agrees to provide regular education services to the student(s) participating in the Program, as well as other typical school-related services, including, but not limited to, school counseling services, school nurse/school physician/student health services, and school lunch services, if applicable.
- (g) Home District agrees that the student(s) shall be required to comply with all policies and procedures of Bald Eagle pertaining to students and student conduct.

7. Representations of Bald Eagle.

- (a) Bald Eagle will provide Home District student(s) with the same educational services in its Program as it offers to Bald Eagle students.
- (b) Home District shall continue to be the LEA and shall be responsible for the provision of a Free Appropriate Public Education ("FAPE") to Home District's student(s). Bald Eagle shall inform Home District if and when any provision of a Home District's student's IEP cannot effectively be implemented by Bald Eagle.
- (c) Bald Eagle agrees to exchange information and records relevant to the Home District's student(s) with Home District in a timely manner, and otherwise assist Home District with compliance with any other requirements of IDEA and Chapter 14 of the Pennsylvania Department of Education regulations (Title 22 of the Pennsylvania Code) regarding provision of special education and related services to any student(s) participating in the Program.
- (d) Bald Eagle agrees to communicate with Home District in a prompt and timely manner after becoming aware if a student participating in the Program may be in need of a

re-evaluation for special education services under IDEA and Pa.Code Chapter 14 or under Section 504 of the Rehabilitation Act of 1973 and 22 Pa.Code Chapter 15. Similarly, Home District shall timely convey to Bald Eagle when a Home District student's parent or guardian requests a re-evaluation. Home District shall proceed with conducting the re-evaluation with the cooperation of Bald Eagle.

- (e) Bald Eagle will maintain daily attendance records on participating student(s) and will promptly report unexcused or illegal absences to Home District. Bald Eagle shall cooperate with Home District in regard to all legally required compulsory school attendance prosecution by Home District.
- (f) Bald Eagle shall maintain all required clearances for any Bald Eagle employee or agent who has direct contact with Home District's student(s) including, but not necessarily limited to: (1) criminal history record report from the Pennsylvania State Police, (2) Pennsylvania Child Abuse History Clearance from the Pennsylvania Department of Human Services; and (3) federal FBI background checks. Bald Eagle shall ensure that all employees have had the mandatory child abuse reporting training required under Pennsylvania law.
- (g) Bald Eagle shall ensure that it has properly certificated and eligible professional and paraprofessional staff delivering all special education services to Home District's students, as so required under applicable Pennsylvania and federal law.
- (h) Bald Eagle is obligated to comply with all confidentiality requirements set forth in IDEA, the Family Educational Rights and Privacy Act, 20 U.S.C. 1232(g), and as promulgated in 34 C.F.R. Part 99, the Health Insurance Portability and Accountability Act of 1996, as amended, and any other applicable federal or Pennsylvania privacy laws.
- (i) Bald Eagle agrees to provide access to all textbooks, school materials, and supplies necessary to participate in Bald Eagle's Program.
- (j) Bald Eagle agrees to make an exception to Policy 202 "Eligibility of Nonresident Students" in order to permit Home District student(s) to participate in Bald Eagle's Program to meet the Home District student(s) needs.

8. Indemnification.

- (a) Bald Eagle shall indemnify and hold harmless Home District, its officers, employees, agents, and any affiliated third parties, from and against any and all losses and expenses, including but not limited to, litigation and settlement costs and attorney's fees and costs, claims, suits, causes of action, damages, and liability for or on account of actual or alleged loss of life, bodily injury, personal injury, damage to property, or any other damage accrued as the result of the negligent act or omission, as well as the performance or non-performance of duties by Bald Eagle, its employees, students, agents, or contractors under this Agreement.
- (b) Home District shall indemnify and hold harmless Bald Eagle, its officers, employees, agents, and any affiliated third parties, from and against any and all losses and expenses, including but not limited to, litigation and settlement costs and attorney's fees and costs, claims, suits, causes of action, damages, and liability for or on account of actual or alleged loss of life, bodily injury, personal injury, damage to property, or any other

damage accrued as the result of the negligent act or omission of Home District students participating in Bald Eagle programs under this Agreement.

9. Right of Refusal. At all times, Bald Eagle retains the right to accept or refuse enrollment of Home District students within the Program.

10. Confidentiality and Right-to-Know.

- (a) Under this Agreement, Bald Eagle and Home District may have access to information that is confidential in nature. Such information may include, but not be limited to, student information and data; work product, facts or statistics, ideas, materials, business plans, technical information, methodologies, or any other shared data. The Parties agree not to use or disclose such confidential information for any purpose other than in fulfillment of this Agreement and/or as required by the activities described herein, and then, only to the designated employees and/or consultants of the Parties. Additionally, both Parties acknowledge and agree that they are bound by the Family Education Rights and Privacy Act of 1974 ("FERPA") and the business associate and subcontractor privacy rules of the Health Insurance Portability and Accountability Act of 1996 as amended (HIPAA), and all other applicable State and federal laws.
- (b) Notwithstanding the above, Bald Eagle is a public governmental entity subject to public disclosure and right-to-know laws, and this Section 10 and its subsections shall not apply with respect to any information that is required to be disclosed under or by any law or which subsequently enters the public domain through no fault of the receiving party.
- (c) The provisions of Section 10 and its subsections shall survive termination or expiration of this Agreement.

11. Nondiscrimination. The Parties agree they will abide by all federal and state laws prohibiting discrimination in admissions, employment and operations on the basis of disability, race, creed, gender, national origin, religion, ancestry, and need for special education services.

12. Notices. Any notices required or permitted under this Agreement shall be sufficient if in writing and sent by certified mail as follows. Each party must notify the other of any changes of address or recipient for notices set forth in the manner below:

To Home District:
Superintendent
Home District
Address

To Bald Eagle:
Superintendent
Bald Eagle Area School District

751 South Eagle Valley Road
Wingate, PA 16823

13. Independent Contractor. Home District has engaged Bald Eagle as an independent contractor to carry out the Program to its Home District students. Neither Bald Eagle nor any of its officials, agents, or employees shall in any way or for any purpose whatsoever be deemed an agent or employee of the Home District. Neither Bald Eagle nor any of its officials, agents, or employees shall have any right to receive any Home District employee benefits or any other privileges accorded to Home District employees.

14. Compliance with Law and Policy. Bald Eagle and Home District agree to comply with all statutes and regulations of the United States, the Commonwealth of Pennsylvania, the Department of Public Education, as well as all Bald Eagle and Home District policies during the term of this Agreement.

15. Force Majeure. Notwithstanding anything to the contrary contained herein, neither party shall be liable to the other for any delays or failure in performance of obligations hereunder resulting from acts beyond its reasonable control, including, but not limited to, acts of god, acts of war, civil unrest or terrorism, shortage of supply, breakdowns or malfunctions, interruptions or malfunction of computer facilities, loss of data due to power failures or mechanical difficulties, labor difficulties, pandemic or the effects of a national, state, or local emergency as declared by the appropriate elected official(s) of the jurisdiction (each a "Force Majeure"). Notwithstanding the foregoing, in the event of a Force Majeure, and to the extent permitted, practicable, or possible, each party agrees to make a good faith effort to perform its obligations hereunder and/or to negotiate an addendum to this Agreement to reflect amended terms and compensation therefore. If either party is unable to perform due to a Force Majeure, the other shall be relieved of obligations to perform during the period affected by the Force Majeure.

16. Assignment. The parties acknowledge that the services provided under this Agreement constitute professional services of Bald Eagle. Bald Eagle shall not assign this Agreement, nor delegate the services provided under this Agreement without the express written consent of the Home District.

17. Amendment. The parties agree that this Agreement may be amended solely through a mutual written agreement of the parties. No unilateral amendment is permissible.

18. Binding Effect. This Agreement and all the terms and conditions herein, shall extend to and be binding upon the parties hereto, and upon their respective heirs, executors, administrators, successors, and assigns.

19. Venue and Governing Law. This Agreement is interpreted and enforced in accordance with the laws of the Commonwealth of Pennsylvania. Any disputes arising under this Agreement shall be brought in the Court of Common Pleas of Centre County or the United States District Court for the Western District of Pennsylvania.

20. Severability. If any provision of this Agreement is held to be invalid or unenforceable, such holding shall not affect nor impair any other terms, covenants, or conditions of this Agreement, which the parties hereby deem severable and shall remain in full force and effect.

21. Entire Contract. This Agreement constitutes the entire contract between the parties hereto and there are no other prior or contemporaneous understanding, oral or written, relating to the subject matter hereof. This Agreement shall supersede all previous arrangements regarding special education services between the parties.

22. Counterparts. The parties may execute and deliver this Agreement in any number of counterparts, each of which the parties shall be deemed an original and all of which constitute together one and the same Agreement.

IN WITNESS WHEREOF, the parties hereto, by and through their duly authorized representatives, acknowledge the foregoing as the terms and conditions of this Agreement.

Bald Eagle Area School District

President, Board of Directors

Secretary

Home District

President, Board of Directors

Secretary

AGREEMENT

THIS AGREEMENT (the “**Agreement**”) is made and entered into as of the **15th** day of **September 2026** (the “**Effective Date**”), by and between **Bellefonte Area School District** (hereinafter referred to as the “**School District**”) and **AMY CLARK, AN EDUCATOR AT ST. JOHN CATHOLIC SCHOOL** (hereinafter referred to as “[Ms. Amy Clark]”).

In consideration of the mutual covenants and conditions set forth in this Agreement, the parties agree as follows:

1. **TERM**

The Term of this Agreement (the “**Term**”) shall commence on or around September 15, 2026 and terminate on June 4, 2027 unless earlier terminated in accordance with Section 6 hereof.

2. **DESCRIPTION**

Upon the terms and conditions set forth herein, Bellefonte Area School District is desirous of obtaining certain remedial reading instructional services in accordance with the Title I Reading Program at St. John Catholic School.

Description of Services

Reading Intervention Services will be provided to eligible students at St. John Catholic School during the 2026-2027 academic year. Eligible students in grades K-5 will receive small group instruction 3-5 times a week for 30 minutes a session between September 15, 2026 and June 4, 2027.. Reading instruction will be individualized and include letter/letter-sound knowledge, phonological and phonemic awareness, decoding, word reading fluency, oral reading fluency, vocabulary, and comprehension.

3. **FEES AND PAYMENT**

3.1 In consideration of the services mutually agreed upon as described 1 herein, Bellefonte Area School District shall pay Ms. Amy Clark a **\$14,105** fee (the “**Fee**”) for remedial reading services. The fee will be payable with an invoice on the last day of each month beginning at the end of October 2026 and concluding at the end of May 2027 (8 payments of 1763.12)

3.2 Ms. Amy Clark shall invoice the District for after the fact completion of services. The invoice shall be due and payable by the District within thirty (30) days of the receipt of said invoices.

4. **Ms. Amy Clark's RESPONSIBILITIES:**

4.1 *To use appropriate evaluative testing/screening procedures and materials as required by Title I.*

4.2 *To provide small group and/or individual title I reading instruction for eligible nonpublic participants.*

4.3 *To complete the following requirements in addition to providing the weekly instructional periods:*

4.3.1 *Meet with Title I nonpublic parents for conferences.*

4.3.2 *Send a progress report to each participant's home at least two times per year.*

4.3.3 *Conduct progress monitoring and/or diagnostic testing as needed on eligible nonpublic participants.*

4.3.4 *Create daily lesson plans as needed.*

4.3.5 *Complete a Student Progress Report at the end of the year for each eligible nonpublic participant (Report may be done when student is released).*

4.4 *To be responsible for the following:*

4.4.1 *Provide the District with a list of names of students to be tested.*

4.4.2 *Provide the District with a list of students to be served.*

4.4.3 *Report reading assessment evaluations to the Pennsylvania Department of Education per Title I responsibilities.*

4.4.4 *Provide the District with any data necessary for them to complete their Title I responsibilities.*

4.4.5 *Notify via established procedures and assist the District in resolving parent complaints for Equitable Services at the nonpublic school.*

4.4.6 *Provide the District with Performance Goal reports and data for federal program and Title I requirements, including an end of the year data summary for the specific Performance Goal(s)*

5. SCHOOL DISTRICT RESPONSIBILITIES

5.1 *Provide necessary forms or documents to nonpublic reading teacher.*

5.2 *Provide nonpublic reading teacher with applicable district services and supports, and reporting schedules.*

5.3 *Provide any supplemental information for applicable School District events and services that may benefit nonpublic students.*

6. BREACH AND TERMINATION

6.1 This Agreement may be terminated by either party if the other party is in breach of any material provision of this Agreement, but only after written notice of default and an opportunity to cure has been given to the breaching party.

6.2 In the event either party elects to terminate this Agreement pursuant to Section 6.1, Ms. Amy Clark shall be entitled to an equitable adjustment hereunder. Said equitable adjustment shall include all fees for services rendered up to the date of termination and costs reasonably incurred by Ms. Amy Clark in connection with such termination.

7. INDEMNIFICATION

7.1 The School District shall defend, indemnify and hold harmless Ms. Amy Clark against and from all costs, expenses, damages, injury or loss to which Ms. Amy Clark may be subject by reason of any wrongdoing, misconduct, want of care, skill, negligence, or default by the School District, its agents, employees, or assigns, in the execution or performance of this Agreement.

7.2 Ms. Amy Clark shall defend, indemnify and hold harmless the School District against and from all costs, expenses, damages, injury or loss to which The School District may be subjected by reason of any wrongdoing, misconduct, want of care, skill, negligence, or default by Ms. Amy Clark.

In the event that any action, suit, proceeding or investigation relating hereto or to the transactions contemplated by this Agreement is commenced, the parties hereto agree to immediately notify each other in writing of the pending action, suit, proceeding or investigation, and to cooperate to the extent possible to defend against and respond thereto and make available to each other such personnel, witnesses, books, records, documents or other information within its control that are reasonably necessary or appropriate for such defense.

8. INSURANCE

Ms. Amy Clark maintains and keeps in force such insurance as Compensation, Liability, and Property

Damage, as will protect it from claims under Workman's Compensation Acts and also such insurance as will protect it and the School District from any other claims for damages for personal injury, including death, and claims for damages to any property of the School District or of the public, which may arise from operations under this Agreement, whether such operations be by Ms. Amy Clark or by any subcontractor or anyone directly or indirectly employed by any of them.

Ms. Amy Clark shall maintain and keep in force liability insurance which shall under no circumstances be less than One Million Dollars (\$1,000,000.00) for injuries sustained by any one person and Two Million Dollars (\$2,000,000.00) for injuries sustained by two or more persons in any one accident. The amount of property damage insurance shall not be less than One Million Dollars (\$1,000,000.00).

The School District will maintain and keep in force such insurance as Compensation, Liability, and Property Damage, as will protect it from claims under Workman's Compensation Acts and also such insurance as will protect it and Ms. Amy Clark from any other claims for damages for personal injury, including death, and claims for damages to any property of Ms. Amy Clark, which may arise from operations under this Agreement, whether such operations be by the School District or by any subcontractor or anyone directly or indirectly employed by any of them.

Upon request, both parties shall exchange proofs of the insurances as necessitated in Sections 8.1, 8.2 and 8.3.

9. STATUS CHANGE

- 9.1 Ms. Amy Clark shall inform the School District of any and all circumstances which may impede the progress of the work or inhibit the performance of this Agreement including, but not limited to, bankruptcy, dissolution or liquidation, merger, sale of business, assignment, etc.
- 9.2 In addition, the School District shall inform Ms. Amy Clark and St. John Catholic School of any and all circumstances which may directly or indirectly affect the performance of this Agreement, including, but not limited to change in School District or school administration, decrease in original funding source, etc.

10. NOTICES

- 10.1 All notices required or permitted to be given under this Agreement shall be in writing and shall be deemed to have been given to the party to whom intended if (i) delivered (with an acknowledgment) by hand, (ii) sent by facsimile machine or (iii) sent by certified or registered mail postage pre-paid, return receipt requested. Any notice so delivered or sent shall be deemed to have been duly given on the date of receipt.
- 10.2 Until changed by notice in the manner specified above, the addresses and telephone numbers of the parties to this Agreement for purposes of this Paragraph shall be:

FOR BELLEFONTE AREA SD

Dr. Roy Rakzawski
318 N. Allegheny St.
Bellefonte, PA 16823
Telephone: 814-355-4814

FOR THE THIRD PARTY :

Ms. Amy Clark
116 E. Bishop St.
Bellefonte, PA 16823
Telephone: 814-355-7859

11. MISCELLANEOUS

- 11.1 Force Majeure. Neither party will be liable to the other party hereunder or in default under this Agreement for failures of performance resulting from acts or events beyond the reasonable control of such party, including, by way of example and not limitation, acts of God, civil disturbances, war, and strikes.

- 11.2 No Agency. Nothing in this Agreement shall be deemed to create or give rise to a partnership or joint venture between the parties. Neither party shall have the authority to, or shall attempt to, bind or commit the other party for any purpose except as expressly provided herein.
- 11.3 Applicable Law. In providing all services under this Agreement, Ms. Amy Clark shall abide by all applicable federal, state and local statutes, ordinances, rules, regulations, and standards, as well as the standards and requirements imposed upon the School District by federal and/or state agencies providing funding to the School District for the purchase of Third Party services.
- 11.4 Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of Pennsylvania.
- 11.5 Non-discrimination. Bellefonte Area School District is an equal opportunity employer. It conducts all business activities, including hiring, without regard to age, race, color, sex, disability, marital status, national origin, citizenship status, or other legally protected category.
- 11.6 No Waiver. No failure on the part of either party to exercise, no delay in exercising, and no course of dealing with respect to any right, power or privilege under this Agreement shall operate as a waiver thereof, nor shall any single or partial exercise of any such right, power or privilege preclude any other or further exercise thereof or the exercise of any other right, power or privilege.
- 11.7 Entire Agreement. This Agreement constitutes the entire agreement between the parties with respect to the subject matter hereof and all previous agreements or discussions between the parties relating to the subject matter hereof, written or oral, are hereby terminated and/or superseded by this Agreement. This Agreement may be amended or modified only by a written instrument signed by both parties. If any provision of this Agreement is held invalid, the validity of the remainder of this Agreement shall not be affected. This Agreement may be executed simultaneously in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.
- 11.8 Publicity. Each party may disclose the existence, subject matter, size, and/or value of this Agreement in press releases and public announcements and in such connection may refer by name to the other party, subject to the other party's consent which consent shall not be unreasonably withheld.
- 11.9 Number and Gender. Whenever the singular number is used in this Agreement and when required by the context, the same shall include the plural, and the masculine gender shall include the feminine and neutral genders.
- 11.10 Binding Effect. This Agreement will be binding upon the parties hereto and their respective successors and assigns.

IN WITNESS WHEREOF, the parties hereto have entered into this Agreement as of the Effective Date first above written.

BELLEFONTE AREA SCHOOL DISTRICT

MS. AMY CLARK, ST. JOHN THE EVANGELIST SCHOOL

By: Raj A. Rahayawali

By: Amy Clark

Title: SUPERINTENDENT

Title: Reading Teacher

Date: 8/26/26

Date: 08/26/2026



June 19, 2026

Steven Kirsch, PE

Herbert, Rowland & Grubic, Inc.

Sent via email: skirsch@hrg-inc.com

RE: HRI Change Proposal 3

Dear Mr. Kirsch:

Please find attached Change Proposal 3, which reflects the quantity adjustments for existing unit price items as outlined in Tina's June 15, 2026 email.

This proposal also includes cost breakdowns for the new items of work added under Work Change Directives 3 and 5.

If you have any questions or require additional information, please feel free to reach out.

Sincerely,
Kristen Taylor

Kristen Taylor

Project Manager
HRI, Inc.

CHANGE ORDER SUMMARY PROPOSAL 3

Quantity Adjustments

Item	Description	Item Quantity	Units	Unit Price (\$)	Quantity Adjustment	Cost Adjustment
0205-0264	SELECT BORROW EXCA ROCK, CLASS R-4	2	CY	\$ 450.00	0.31	\$ 139.50
0212-0014	GEOTEXTILE, CLASS 4, TYPE A	3122	SY	\$ 2.25	6.10	\$ 13.72
0313-0422	BASE PG 64S-22, 0.3-3 25.0 MM, 4" DEPTH	2213	SY	\$ 27.50	8.22	\$ 226.05
0313-0424	BASE PG 64S-22, 0.3-3 25.0 MM, 5" DEPTH	906	SY	\$ 44.00	44.43	\$ 1,954.92
0350-0106	SUBBASE 6" DEPTH (NO. 2A)	2570	SY	\$ 14.00	17.43	\$ 244.02
0350-0108	SUBBASE 8" DEPTH (NO. 2A)	433	SY	\$ 16.50	17.00	\$ 280.50
0413-0191	WEAR PG 64S-22, <0.3 9.5 MM, 1 1/2"	116	SY	\$ 54.00	18.22	\$ 983.88
0413-0244	WEARING PG 64S-22, 0.3-3 9.5 MM, 1 1/2"	2530	SY	\$ 16.00	7.00	\$ 112.00
0630-0035	PLAIN CONC CURB, 6" HGHT, INCL REMOVAL	19	LF	\$ 180.00	6.00	\$ 1,080.00
0630-0035	PLAIN CEMENT CONCRETE CURB, 8" HGHT	67	LF	\$ 110.00	46.75	\$ 5,142.50
0695-0004	DETECT WARN SURFACE, POLYMER COMPOSITE	117	SF	\$ 25.50	1.60	\$ 40.80
0703-0020	NO. 1 COARSE AGGREGATE	0	CY	\$ 87.71	116.79	\$ 10,243.65
0802-0001	FURNISH AND PLACE TOPSOIL	0	CY	\$ 149.02	218.64	\$ 32,581.73
0803-0001	PLACE STOCKPILED TOPSOIL	367	CY	\$ 120.00	-242.69	\$ (29,122.80)
0804-0025	SEED & SOIL SUPP—FORM B MIX, INCL MULCH	139	LB	\$ 20.50	0.02	\$ 0.41
0806-0113	TEMP SHORT-TERM, ROLLED EROSION CONTROL	675	SY	\$ 2.00	2639.37	\$ 5,278.74
0901-0242	ADD TRAFFIC CONTROL DEVICES, DRUMS	17	EA	\$ 0.25	3.00	\$ 0.75
0935-0001	POST MOUNTED SIGN, TYPE F	3	SF	\$ 25.50	11.26	\$ 287.13
0960-0022	24" YELLOW HOT THERMO PAVEMENT MARKINGS	20	LF	\$ 19.50	81.00	\$ 1,579.50
0962-1000	4" WHITE WATERBORNE PAVE MARK	1757	LF	\$ 1.50	553.00	\$ 829.50
0962-1005	4" YELLOW WATERBORNE PAVE MARK	1818	LF	\$ 1.50	828.00	\$ 1,242.00
Change Proposal 3 Total						\$ 33,138.51

COST BREAKDOWN

CONTRACTOR NAME

PRIME ▼

HRI Inc.

0703-0020 No. 1 Coarse Aggregate**LABOR COST**

Classification	Certified Payroll Base Rate *	Fringe Benefits (as defined by L&I) *	Total Hourly Rate	Hours	Total
Foreman	\$46.96	\$24.66	\$71.62	6.5	\$465.53
Operator Class 1	\$41.96	\$24.66	\$66.62	17	\$1,132.54
Laborer Class 2	\$34.76	\$27.00	\$61.76	7.5	\$463.20
Truck Drive Class 1	\$37.93	\$23.71	\$61.64	10	\$616.40
			\$0.00		\$0.00
			\$0.00		\$0.00
			\$0.00		\$0.00
			\$0.00		\$0.00
Sub-Total					\$2,677.67

On Base Labor Rate
ONLY

Social Security @	6.20%	\$102.83
Medicare @	1.45%	\$24.05
Unemployment @	3.08%	\$51.08
Workmans Compensation @	0.61%	\$10.08
Public Liability Insurance @	12.39%	\$205.53
Sub-Total		\$393.58

** Labor Markup (15.00%) \$460.69

TOTAL LABOR \$3,531.93**MATERIAL COST** (attach material list if necessary, insert totals as shown)

Item	Quantity	Unit Cost	Total Cost
AASHTO # 1	142.3	\$18.50	\$2,632.55
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$2,632.55
** Material Tax (6.00%)			\$157.95
** Material Markup (10.00%)			\$263.26

MATERIAL TOTAL \$3,053.76**EQUIPMENT COST** (equipment cost for owned equipment (depreciation, insurance, etc.) or documentation)

	Hour Rate	Hours	Total Cost
HRI107054 Pickup Truck	\$26.35	6.5	\$171.28
HRI246007 D6 Dozer	\$130.90	6	\$785.40
HRI211038 Cat CS563 Roller	\$76.02	4	\$304.08
HRI231044 Komatsu 138 Excavator	\$116.98	7	\$818.86
Triaxle	\$124.56	10	\$1,245.60
			\$0.00
			\$0.00
			\$0.00
			\$0.00
Sub-Total			\$3,325.22

** Equipment Markup (10.00%) \$332.52

EQUIPMENT TOTAL \$3,657.74**LME TOTAL \$10,243.43****QUANTITY TOTAL 116.79****UNIT PRICE \$87.71**

COST BREAKDOWN

CONTRACTOR NAME

PRIME | ▼ |

HRI Inc.**0802-0001 Furnish and Place Topsoil****LABOR COST**

Classification	Certified Payroll Base Rate *	Fringe Benefits (as defined by L&I) *	Total Hourly Rate	Hours	Total
Foreman	\$46.96	\$24.66	\$71.62	27	\$1,933.74
Operator Class 1	\$41.96	\$24.66	\$66.62	71	\$4,730.02
Laborer Class 2	\$34.76	\$27.00	\$61.76	30.5	\$1,883.68
Truck Drive Class 1	\$37.93	\$23.71	\$61.64	21.25	\$1,309.85
			\$0.00		\$0.00
			\$0.00		\$0.00
			\$0.00		\$0.00
			\$0.00		\$0.00

Sub-Total \$9,857.29

On Base Labor Rate ONLY	Social Security @	6.20%	\$379.02
	Medicare @	1.45%	\$88.64
	Unemployment @	3.08%	\$188.29
	Workmans Compensation @	0.61%	\$37.17
	Public Liability Insurance @	12.39%	\$757.56
	Sub-Total		\$1,450.68

** Labor Markup (15.00%) \$1,696.20

TOTAL LABOR \$13,004.16**MATERIAL COST** (attach material list if necessary, insert totals as shown)

Item	Quantity	Unit Cost	Total Cost
Topsoil (CY)	210	\$33.95	\$7,129.50
Topsoil (CY)	20	\$34.05	\$681.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$7,810.50

** Material Tax (6.00%) \$468.63

** Material Markup (10.00%) \$781.05

MATERIAL TOTAL \$9,060.18**EQUIPMENT COST** (equipment cost for owned equipment (depreciation, insurance, etc.) or documentation)

	Hour Rate	Hours	Total Cost
HRI107054 Pickup Truck	\$26.35	27	\$711.45
HRI220011 L60 Wheel Loader	\$50.08	31	\$1,552.48
HRI231044 Komatsu 138 Excavator	\$116.98	20	\$2,339.60
HRI230009 Volvo 145 Excavator	\$115.56	20	\$2,311.20
Triaxle	\$124.56	21.25	\$2,646.90
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00

Sub-Total \$9,561.63

** Equipment Markup (10.00%) \$956.16

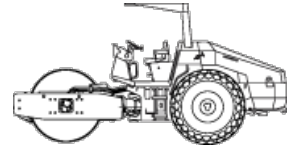
EQUIPMENT TOTAL \$10,517.79**LME TOTAL \$32,582.14****QUANTITY TOTAL 218.64****UNIT PRICE \$149.02**

Adjustments for HRI211038 in HRI 2023 Master Fleet Updated

May 22, 2026

Caterpillar CS-563C (disc. 1999)
Single Drum Vibratory Compactors

Size Class:
7.5 - 11.4 mt
Weight:
24700 lbs



Configuration for CS-563C (disc. 1999)

Drum Type	Smooth	Drum Width	84.0 in
Horsepower	139.0 hp	Power Mode	Diesel

Blue Book Rates

** FHWA Rate is equal to the monthly ownership cost divided by 176 plus the hourly estimated operating cost.

	Ownership Costs				Estimated Operating Costs	FHWA Rate**
	Monthly	Weekly	Daily	Hourly	Hourly	Hourly
Published Rates	USD \$4,735.00	USD \$1,325.00	USD \$330.00	USD \$50.00	USD \$48.91	USD \$75.81
Adjustments						
Region (Pennsylvania: 100.8%)	USD \$37.88	USD \$10.60	USD \$2.64	USD \$0.40		
Model Year (1997: 99.95%)	(USD \$2.24)	(USD \$0.63)	(USD \$0.16)	(USD \$0.02)		
Adjusted Hourly Ownership Cost (100%)	-	-	-	-		
Hourly Operating Cost (100%)					-	
Total:	USD \$4,770.64	USD \$1,334.97	USD \$332.48	USD \$50.38	USD \$48.91	USD \$76.02

Non-Active Use Rates

	Hourly
Standby Rate	USD \$13.55
Idling Rate	USD \$45.44

Active Rate to Submit

USD \$76.02

*Blue Book Rates adjusted for Pennsylvania using Monthly Ownership Time Standard (FHWA Rate)

Rate Element Allocation

Element	Percentage	Value
Depreciation (ownership)	47.05%	USD \$2,227.69/mo
Overhaul (ownership)	24.51%	USD \$1,160.42/mo
CFC (ownership)	14.66%	USD \$694.32/mo
Indirect (ownership)	13.78%	USD \$652.58/mo
Fuel (operating) @ USD 5.07	37.48%	USD \$18.33/hr

Revised Date: 2nd quarter 2026

These are the most accurate rates for the selected Revision Date(s). ® Print. Visit the Cost Recovery Product Guide on our Help page for more information.

The equipment represented in this report has been exclusively prepared for (ktaylor@hriinc.com)

Adjustments for HRI220011 in HRI 2023 Master Fleet Updated

June 18, 2026

Volvo L60E (disc. 2008)
4-Wd Articulated Wheel Loaders

Size Class:
120 - 134 hp
Weight:
25490 lbs



Configuration for L60E (disc. 2008)

Horsepower	121.0 hp	Operator Protection	EROPS
Power Mode	Diesel		

Blue Book Rates

** FHWA Rate is equal to the monthly ownership cost divided by 176 plus the hourly estimated operating cost.

	Ownership Costs				Estimated Operating Costs	FHWA Rate**
	Monthly	Weekly	Daily	Hourly	Hourly	Hourly
Published Rates	USD \$3,755.00	USD \$1,050.00	USD \$265.00	USD \$40.00	USD \$28.52	USD \$49.86
Adjustments						
Region (Pennsylvania: 101.1%)	USD \$41.31	USD \$11.55	USD \$2.91	USD \$0.44		
Model Year (2006: 99.95%)	(USD \$1.74)	(USD \$0.49)	(USD \$0.12)	(USD \$0.02)		
Adjusted Hourly Ownership Cost (100%)	-	-	-	-		
Hourly Operating Cost (100%)					-	
Total:	USD \$3,794.57	USD \$1,061.06	USD \$267.79	USD \$40.42	USD \$28.52	USD \$50.08

Non-Active Use Rates

	Hourly
Standby Rate	USD \$10.78
Idling Rate	USD \$33.78

Active Rate to Submit

USD \$50.08

*Blue Book Rates adjusted for Pennsylvania using Monthly Ownership Time Standard (FHWA Rate)

Rate Element Allocation

Element	Percentage	Value
Depreciation (ownership)	41.16%	USD \$1,545.66/mo
Overhaul (ownership)	33.13%	USD \$1,243.88/mo
CFC (ownership)	15.53%	USD \$583.20/mo
Indirect (ownership)	10.18%	USD \$382.26/mo
Fuel (operating) @ USD 5.07	42.85%	USD \$12.22/hr

Revised Date: 2nd quarter 2026

These are the most accurate rates for the selected Revision Date(s). ® Print. Visit the Cost Recovery Product Guide on our Help page for more information.

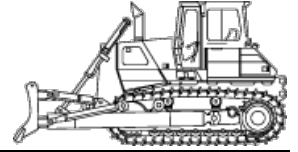
The equipment represented in this report has been exclusively prepared for (ktaylor@hriinc.com)

Adjustments for HRI246007. in HRI 2023 Master Fleet Updated

May 22, 2026

Caterpillar D6N XL (disc. 2019)
Standard Crawler Dozers

Size Class:
130 - 159 hp
Weight:
35020 lbs



Configuration for D6N XL (disc. 2019)

Dozer Type	VPAT	Horsepower	145.0 hp
Operator Protection	EROPS	Power Mode	Diesel

Blue Book Rates

** FHWA Rate is equal to the monthly ownership cost divided by 176 plus the hourly estimated operating cost.

	Ownership Costs				Estimated Operating Costs	FHWA Rate**
	Monthly	Weekly	Daily	Hourly	Hourly	Hourly
Published Rates	USD \$12,855.00	USD \$3,600.00	USD \$900.00	USD \$135.00	USD \$58.13	USD \$131.17
Adjustments						
Region (Pennsylvania: 101.2%)	USD \$154.26	USD \$43.20	USD \$10.80	USD \$1.62		
Model Year (2008: 98.45%)	(USD \$201.39)	(USD \$56.40)	(USD \$14.10)	(USD \$2.11)		
Adjusted Hourly Ownership Cost (100%)	-	-	-	-		
Hourly Operating Cost (100%)					-	
Total:	USD \$12,807.87	USD \$3,586.80	USD \$896.70	USD \$134.51	USD \$58.13	USD \$130.90

Non-Active Use Rates

	Hourly
Standby Rate	USD \$36.39
Idling Rate	USD \$90.91

Active Rate to Submit

USD \$130.90

*Blue Book Rates adjusted for Pennsylvania using Monthly Ownership Time Standard (FHWA Rate)

Rate Element Allocation

Element	Percentage	Value
Depreciation (ownership)	29.29%	USD \$3,764.76/mo
Overhaul (ownership)	48.99%	USD \$6,297.94/mo
CFC (ownership)	10.51%	USD \$1,351.59/mo
Indirect (ownership)	11.21%	USD \$1,440.70/mo
Fuel (operating) @ USD 5.07	31.21%	USD \$18.14/hr

Revised Date: 2nd quarter 2026

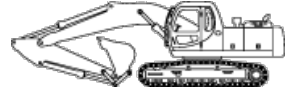
These are the most accurate rates for the selected Revision Date(s). ® Print. Visit the Cost Recovery Product Guide on our Help page for more information.

The equipment represented in this report has been exclusively prepared for (ktaylor@hriinc.com)

Adjustments for HRI231044 in HRI 2023 Master Fleet Updated

May 22, 2026

Komatsu PC138USLC-10 (disc. 2016)
Crawler Mounted Hydraulic Excavators



Size Class:
14.5 - 16.4 mt
Weight:
N/A

Configuration for PC138USLC-10 (disc. 2016)

Horsepower	92.0 hp	Operating Weight	30540.0 lbs
Power Mode	Diesel		

Blue Book Rates

** FHWA Rate is equal to the monthly ownership cost divided by 176 plus the hourly estimated operating cost.

	Ownership Costs				Estimated Operating Costs	FHWA Rate**
	Monthly	Weekly	Daily	Hourly	Hourly	Hourly
Published Rates	USD \$13,080.00	USD \$3,665.00	USD \$915.00	USD \$140.00	USD \$41.64	USD \$115.96
Adjustments						
Region (Pennsylvania: 101.4%)	USD \$183.12	USD \$51.31	USD \$12.81	USD \$1.96		
Model Year (2014: 99.97%)	(USD \$3.44)	(USD \$0.96)	(USD \$0.24)	(USD \$0.04)		
Adjusted Hourly Ownership Cost (100%)	-	-	-	-		
Hourly Operating Cost (100%)					-	
Total:	USD \$13,259.68	USD \$3,715.35	USD \$927.57	USD \$141.92	USD \$41.64	USD \$116.98

Non-Active Use Rates

	Hourly
Standby Rate	USD \$37.67
Idling Rate	USD \$84.20

Active Rate to Submit

USD \$116.98

*Blue Book Rates adjusted for Pennsylvania using Monthly Ownership Time Standard (FHWA Rate)

Rate Element Allocation

Element	Percentage	Value
Depreciation (ownership)	30.34%	USD \$3,967.83/mo
Overhaul (ownership)	45.44%	USD \$5,943.67/mo
CFC (ownership)	13.16%	USD \$1,721.88/mo
Indirect (ownership)	11.06%	USD \$1,446.62/mo
Fuel (operating) @ USD 5.07	21.28%	USD \$8.86/hr

Revised Date: 2nd quarter 2026

These are the most accurate rates for the selected Revision Date(s). ® Print. Visit the Cost Recovery Product Guide on our Help page for more information.

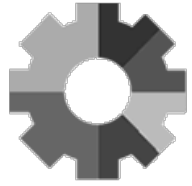
The equipment represented in this report has been exclusively prepared for (ktaylor@hriinc.com)

Adjustments for HRI122245 in HRI 2023 Master Fleet Updated

May 22, 2026

Miscellaneous 8X4 18YD 85KGWV
On-Highway Rear Dumps

Size Class:
60,001 lbs & Over
Weight:
21021 lbs



Configuration for 8X4 18YD 85KGWV

Axle Configuration	8X4	Horsepower	450.0 hp
Maximum Gross Vehicle Weight	85000.0 lbs	Power Mode	Diesel
Struck Capacity	15.0 - 18.0 cu yd		

Blue Book Rates

** FHWA Rate is equal to the monthly ownership cost divided by 176 plus the hourly estimated operating cost.

	Ownership Costs				Estimated Operating Costs	FHWA Rate**
	Monthly	Weekly	Daily	Hourly	Hourly	Hourly
Published Rates	USD \$6,235.00	USD \$1,745.00	USD \$435.00	USD \$65.00	USD \$88.81	USD \$124.24
Adjustments						
Region	USD \$81.06	USD \$22.68	USD \$5.66	USD \$0.85		
(Pennsylvania: 101.3%)						
Model Year (2018: 99.61%)	(USD \$24.89)	(USD \$6.96)	(USD \$1.74)	(USD \$0.26)		
Adjusted Hourly Ownership Cost (100%)	-	-	-	-		
Hourly Operating Cost (100%)					-	
Total:	USD \$6,291.17	USD \$1,760.72	USD \$438.92	USD \$65.59	USD \$88.81	USD \$124.56

Non-Active Use Rates

Standby Rate	Hourly	USD \$17.87
Idling Rate		USD \$99.64

Active Rate to Submit

USD \$124.56

*Blue Book Rates adjusted for Pennsylvania using Monthly Ownership Time Standard (FHWA Rate)

Rate Element Allocation

Element	Percentage	Value
Depreciation (ownership)	49.14%	USD \$3,063.60/mo
Overhaul (ownership)	31.06%	USD \$1,936.69/mo
CFC (ownership)	8.95%	USD \$558.25/mo
Indirect (ownership)	10.85%	USD \$676.46/mo
Fuel (operating) @ USD 5.07	71.94%	USD \$63.89/hr

Revised Date: 2nd quarter 2026

These are the most accurate rates for the selected Revision Date(s). ® Print. Visit the Cost Recovery Product Guide on our Help page for more information.

The equipment represented in this report has been exclusively prepared for (ktaylor@hriinc.com)

Adjustments for HRI107054 in HRI 2023 Master Fleet Updated

May 22, 2026

Ford SUPER DUTY F-250 XL 4X2 GAS
 Light Duty Trucks

 Size Class:
2
 Weight:
N/A

Configuration for SUPER DUTY F-250 XL 4X2 GAS

Power Mode Model Trim	Gasoline XL	Wheelbase Gross Vehicle Weight Rating	142 Inches 10000 Pounds
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Blue Book Rates

** FHWA Rate is equal to the monthly ownership cost divided by 176 plus the hourly estimated operating cost.

	Ownership Costs				Estimated Operating Costs	FHWA Rate**
	Monthly	Weekly	Daily	Hourly	Hourly	Hourly
Published Rates	USD \$2,565.00	USD \$720.00	USD \$180.00	USD \$27.00	USD \$12.16	USD \$26.73
Adjustments						
Region	USD \$30.78	USD \$8.64	USD \$2.16	USD \$0.32		
(Pennsylvania: 101.2%)						
Model Year (2021: 96.23%)	(USD \$97.89)	(USD \$27.48)	(USD \$6.87)	(USD \$1.03)		
Adjusted Hourly Ownership Cost (100%)	-	-	-	-		
Hourly Operating Cost (100%)					-	
Total:	USD \$2,497.89	USD \$701.16	USD \$175.29	USD \$26.29	USD \$12.16	USD \$26.35

Non-Active Use Rates

Standby Rate	Hourly USD \$7.10
Idling Rate	USD \$18.60

Active Rate to Submit

USD \$26.35

*Blue Book Rates adjusted for Pennsylvania using Monthly Ownership Time Standard (FHWA Rate)

Rate Element Allocation

Element	Percentage	Value
Depreciation (ownership)	28.1%	USD \$720.74/mo
Overhaul (ownership)	40.08%	USD \$1,028.13/mo
CFC (ownership)	14.99%	USD \$384.41/mo
Indirect (ownership)	16.83%	USD \$431.71/mo
Fuel (operating) @ USD 3.72	36.27%	USD \$4.41/hr

Revised Date: 2nd quarter 2026

These are the most accurate rates for the selected Revision Date(s). ® Print. Visit the Cost Recovery Product Guide on our Help page for more information.

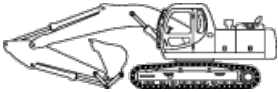
The equipment represented in this report has been exclusively prepared for (ktaylor@hriinc.com)

Adjustments for HRI230009 in HRI 2023 Master Fleet Updated

June 8, 2026

Volvo ECR145E

Crawler Mounted Hydraulic Excavators



Size Class:

12.5 - 14.4 mt

Weight:

N/A

Configuration for ECR145E

Horsepower

119.0 hp

Blue Book Rates

** FHWA Rate is equal to the monthly ownership cost divided by 176 plus the hourly estimated operating cost.

	Ownership Costs				Estimated Operating Costs	FHWA Rate**
	Monthly	Weekly	Daily	Hourly	Hourly	Hourly
Published Rates	USD \$13,675.00	USD \$3,830.00	USD \$960.00	USD \$145.00	USD \$36.82	USD \$114.52
Adjustments						
Region	USD \$191.45	USD \$53.62	USD \$13.44	USD \$2.03		
(Pennsylvania: 101.4%)						
Model Year (2022: 99.94%)	(USD \$8.80)	(USD \$2.47)	(USD \$0.62)	(USD \$0.09)		
Adjusted Hourly Ownership Cost (100%)	-	-	-	-		
Hourly Operating Cost (100%)					-	
Total:	USD \$13,857.65	USD \$3,881.15	USD \$972.82	USD \$146.94	USD \$36.82	USD \$115.56

Non-Active Use Rates

Standby Rate

Hourly

USD \$39.37

Idling Rate

USD \$90.21

Active Rate to Submit

USD \$115.56

*Blue Book Rates adjusted for Pennsylvania using Monthly Ownership Time Standard (FHWA Rate)

Rate Element Allocation

Element	Percentage	Value
Depreciation (ownership)	30.34%	USD \$4,148.32/mo
Overhaul (ownership)	45.44%	USD \$6,214.04/mo
CFC (ownership)	13.16%	USD \$1,800.21/mo
Indirect (ownership)	11.06%	USD \$1,512.42/mo
Fuel (operating) @ USD 5.07	31.15%	USD \$11.47/hr

Revised Date: 2nd quarter 2026

These are the most accurate rates for the selected Revision Date(s). ® Print. Visit the Cost Recovery Product Guide on our Help page for more information.

The equipment represented in this report has been exclusively prepared for (ktaylor@hriinc.com)

Invoice Number: 4823760
 Invoice Date: 04/23/26
 Page: 1
 Terms of Sale: NET 30 DAYS
 Customer Number: 1827886
 Tax Code: PA
 Customer Job: CPU Bellefonte Airport Ro

INVOICE



Billing on behalf of:

Heidelberg Materials Northeast LLC

HRI INC - STATE COLLEGE CONST

1750 WEST COLLEGE AVE
 STATE COLLEGE, PA 16801

TO ENSURE PROPER CREDIT, PLEASE INCLUDE
 THE INVOICE NUMBER WITH YOUR PAYMENT
 REMIT TO:

15620 Collection Center Drive
 Chicago, IL 60693-0156

Tax ID: 24-0649400



Delivery Address	Purchase Order	Sales Order	Plant
	2757128	1234619	CURTIN GAP

Ticket Date	Ticket Number	Truck Type	Ship to Reference	Product Number	Product Description	Quantity	UOM	Unit Price	Amount	Freight	Fuel Surchg/ Other Fee	Extended Price
04/23/26	1024263703	ST		114371	1	19.95	Ton	\$18.50	\$369.08	\$0.00	\$0.00	\$369.08
04/23/26	1024263712	ST		114371	1	20.59	Ton	\$18.50	\$380.92	\$0.00	\$0.00	\$380.92
04/23/26	1024263734	ST		114371	1	19.95	Ton	\$18.50	\$369.08	\$0.00	\$0.00	\$369.08

--PRODUCT SUMMARY--

114371 1
 TOTAL QUANTITY --> 60.49

Subtotal: \$1,119.08

Tax: \$67.14

Questions? Please call Customer Care at: 888-895-3938

Invoice Total:

\$1,186.22

This invoice is subject to the terms set forth in the Credit Application and/or General Terms and Conditions of Sale, as well as any additional terms and conditions contained in the Quotation or Order Acknowledgement. Any additional or different terms proposed by Buyer are hereby deemed to be a material alteration and are hereby objected to. All items returned are subject to cartage and handling charges. Accounts are due and payable by the above stated terms. Past due accounts are subject to service charges as outlined in the Credit Application and/or General Terms and Conditions of Sale.

Invoice Number: 4827096
Invoice Date: 04/30/26
Page: 1
Terms of Sale: NET 30 DAYS
Customer Number: 1827886
Tax Code: PA
Customer Job: CPU Bellefonte Airport Ro

INVOICE



Billing on behalf of:

Heidelberg Materials Northeast LLC

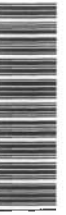
HRI INC - STATE COLLEGE CONST

1750 WEST COLLEGE AVE
STATE COLLEGE, PA 16801

TO ENSURE PROPER CREDIT, PLEASE INCLUDE
THE INVOICE NUMBER WITH YOUR PAYMENT
REMIT TO:

15620 Collection Center Drive
Chicago, IL 60693-0156

Tax ID: 24-0649400



Delivery Address	Purchase Order	Sales Order	Plant
	2757128	1234619	CURTIN GAP

Ticket Date	Ticket Number	Truck Type	Ship to Reference	Product Number	Product Description	Quantity	UOM	Unit Price	Amount	Freight	Fuel Surchg/ Other Fee	Extended Price
04/30/26	1024264510	ST		114371	1	20.27	Ton	\$18.50	\$375.00	\$0.00	\$0.00	\$375.00

Questions? Please call Customer Care at: 888-895-3938

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INVOICE

Inv No: 6800000326
Inv Date: 05/04/2026
Acct No: 60361022
Terms: Net 30 days

Billing on Behalf of:

Heidelberg Materials Northeast LLC

Remit Payments to:

Bill To:

HRI INC
81 FITNESS DR STE 1
MUNCY PA 17756

PO Box 412345 | Boston, MA 02241-2345

TO ENSURE PROPER CREDIT, PLEASE INCLUDE THE
INVOICE NUMBER WITH YOUR PAYMENT

Delivery Address				Order #		Purchase Order			
1394 Forest Ave, HAP14A14, Bellefonte, PA 16823-9364				52593					
Project #		Project Name				Customer Job			
1234619		CPU Bellefonte Airport Road School District							
Ticket Date	Ticket	Plant	Product Number	Product Description		Qty	UoM	Unit Price	Extension
2026-05-04	670006294	Curtin Gap STO - PA	60002433	#1 (CURTIN GAP)		19.79	ton	\$18.50	\$366.12

Total Qty: 19.79

Subtotal: \$366.12

Tax: \$21.97

Questions? Please call Customer Care at 888-895-3938

Invoice Total: \$388.09

This invoice is subject to the terms set forth in the Credit Application and/or General Terms and Conditions of Sale, as well as any additional terms and conditions contained in the Quotation or Order Acknowledgement. Any additional or different terms proposed by Buyer are hereby deemed to be a material alteration and are hereby objected to. All items returned are subject to cartage and handling charges. Accounts are due and payable by the above stated terms. Past due accounts are subject to service charges as outlined in the Credit Application and/or General Terms and Conditions of Sale.



INVOICE

Inv No: 6800000332
Inv Date: 05/04/2026
Acct No: 60361022
Terms: Net 30 days

Billing on Behalf of:

Heidelberg Materials Northeast LLC

Remit Payments to:

Bill To:

HRI INC
81 FITNESS DR STE 1
MUNCY PA 17756

PO Box 412345 | Boston, MA 02241-2345

TO ENSURE PROPER CREDIT, PLEASE INCLUDE THE
INVOICE NUMBER WITH YOUR PAYMENT

Delivery Address				Order #		Purchase Order			
1394 Forest Ave, HAP14A14, Bellefonte, PA 16823-9364				52047					
Project #		Project Name				Customer Job			
1234619		CPU Bellefonte Airport Road School District							
Ticket Date	Ticket	Plant	Product Number	Product Description		Qty	UoM	Unit Price	Extension
2026-05-04	670004805	Curtin Gap STO - PA	60002433	#1 (CURTIN GAP)		19.91	ton	\$18.50	\$368.34

Total Qty: 19.91

Subtotal: \$368.34

Tax: \$22.10

Questions? Please call Customer Care at 888-895-3938

Invoice Total: \$390.44

This invoice is subject to the terms set forth in the Credit Application and/or General Terms and Conditions of Sale, as well as any additional terms and conditions contained in the Quotation or Order Acknowledgement. Any additional or different terms proposed by Buyer are hereby deemed to be a material alteration and are hereby objected to. All items returned are subject to cartage and handling charges. Accounts are due and payable by the above stated terms. Past due accounts are subject to service charges as outlined in the Credit Application and/or General Terms and Conditions of Sale.



INVOICE

Inv No: 6800000320
Inv Date: 05/05/2026
Acct No: 60361022
Terms: Net 30 days

Billing on Behalf of:

Heidelberg Materials Northeast LLC

Remit Payments to:

Bill To:

HRI INC
81 FITNESS DR STE 1
MUNCY PA 17756

PO Box 412345 | Boston, MA 02241-2345

TO ENSURE PROPER CREDIT, PLEASE INCLUDE THE
INVOICE NUMBER WITH YOUR PAYMENT

Delivery Address				Order #		Purchase Order			
1394 Forest Ave, HAP14A14, Bellefonte, PA 16823-9364				52997					
Project #		Project Name				Customer Job			
1234619		CPU Bellefonte Airport Road School District							
Ticket Date	Ticket	Plant	Product Number	Product Description		Qty	UoM	Unit Price	Extension
2026-05-05	670007092	Curtin Gap STO - PA	60002433	#1 (CURTIN GAP)		21.84	ton	\$18.50	\$404.04

Total Qty: 21.84

Subtotal: \$404.04

Tax: \$24.24

Questions? Please call Customer Care at 888-895-3938

Invoice Total: \$428.28

This invoice is subject to the terms set forth in the Credit Application and/or General Terms and Conditions of Sale, as well as any additional terms and conditions contained in the Quotation or Order Acknowledgement. Any additional or different terms proposed by Buyer are hereby deemed to be a material alteration and are hereby objected to. All items returned are subject to cartage and handling charges. Accounts are due and payable by the above stated terms. Past due accounts are subject to service charges as outlined in the Credit Application and/or General Terms and Conditions of Sale.



Ruppert Landscape, LLC
110 Maple Dr
Centre Hall, PA 16828-8960 United States
(814) 364-2100

Invoice #000509

Issue date
May 22, 2026

Invoice #000509

Customer

HRI Kristan Taylor
ktaylor@hriinc.com

Invoice Details

PDF created June 2, 2026
\$7,557.27

Payment

Due May 22, 2026
\$7,557.27

Items	Quantity	Price	Amount
Unscreened Topsoil	210	\$33.95	\$7,129.50
Subtotal			\$7,129.50
Pennsylvania (16828)			\$427.77

Total Due **\$7,557.27**



Pay online

To pay your invoice go to <https://squareup.com/u/8OV104RA>
Or open the camera on your mobile device and place the QR code in the camera's view.

DUCKEN TREE FARM LLC

509 East Rolling Ridge Dr.
Bellefonte, PA 16823

Invoice

Date	Invoice #
6/8/2026	666

Bill To
HRI INC. 1750 W. COLLEGE AVE. STATE COLLEGE, PA 16801

P.O. No.	Terms	Project
10359166	Due on receipt	

Quantity	Description	Rate	Amount
20	20 YARDS OF TOP SOIL: 5-26-26 JOB #10359166 - BELLEFONTE AIRPORT ROAD	34.05	681.00
	FUEL SURCHARGE (1%)	6.81	6.81
	Sales Tax	6.00%	0.00
Thank you for your business.		Total	\$687.81



/CHANGE ORDER NO. 02

Date of Issuance: <u>8/18/26</u>	Effective Date: <u>DATE EXECUTED BY OWNER</u>
Owner: <u>Bellefonte Area School District</u>	Contract No.: <u>10359166</u>
Contractor: <u>HRI, Inc.</u>	Contract Name: <u>Airport Road Improvements</u>
Engineer: <u>HRG</u>	HRG Project <u>9601.0428</u>
Project: <u>Airport Road Improvements</u>	

The Contract is modified as follows upon execution of this Change Order:

Description: Quantity adjustments for existing unit price items and added work per Work Change Directives #3 and #5. Description provided in the attached June 19, 2026, HRI Change Proposal 3 document, which is 18 pages. Quantities listed within this reference document match the quantities measured by the HRG inspector.

Attachments: **BASD Airport Road Change Proposal 3**

CHANGE IN CONTRACT PRICE		CHANGE IN CONTRACT TIMES <i>[note changes in Milestones if applicable]</i>	
Original Contract Price:		Original Contract Times:	
\$ <u>1,092,500.00</u>		Substantial Completion: <u>May 31, 2026</u>	
		Ready for Final Payment: <u>June 30, 2026</u>	<u>days or dates</u>
[Increase] [Decrease] from previously approved Change Orders No. ___ to No. ___:		[Increase] [Decrease] from previously approved Change Orders No. ___ to No. ___:	
\$ <u>n/a</u>		Substantial Completion: <u>n/a</u>	
		Ready for Final Payment: <u>n/a</u>	<u>days</u>
Contract Price prior to this Change Order:		Contract Times prior to this Change Order:	
\$ <u>1,092,500.00</u>		Substantial Completion: <u>May 31, 2026</u>	
		Ready for Final Payment: <u>June 30, 2026</u>	<u>days or dates</u>
[Increase] [Decrease] of this Change Order:		[Increase] [Decrease] of this Change Order:	
\$ <u>33,138.51</u>		Substantial Completion: <u>n/a</u>	
		Ready for Final Payment: <u>n/a</u>	<u>days or dates</u>
Contract Price incorporating this Change Order:		Contract Times with all approved Change Orders:	
\$ <u>1,125,638.51</u>		Substantial Completion: <u>May 31, 2026</u>	
		Ready for Final Payment: <u>June 30, 2026</u>	<u>days or dates</u>

RECOMMENDED:		AUTHORIZED BY:		RECEIVED:	
By: _____	By: _____	By: _____			
Engineer (Authorized Signature)	Owner (Authorized Signature)	Contractor (Authorized Signature)			
Title: <u>Team Leader Site Design</u>	Title: _____	Title: _____			
Date: <u>August 18, 2026</u>	Date: _____	Date: _____			

Approved by Funding Agency (if applicable)

By: <u>n/a</u>	Date: <u>n/a</u>
Title: <u>n/a</u>	

Modified EJCDC® C-941, Change Order. Prepared and published 2018 by the Engineers Joint Contract Documents Committee.





Herbert, Rowland & Grubic, Inc.
2568 Park Center Boulevard
State College, PA 16801
814.238.7117
www.hrg-inc.com

Via Email

August 18, 2026

Bellefonte Area School District
Attn: School Board Members

**Re: CHANGE ORDER NO. 02, BELLEFONTE ELEMENTARY SCHOOL –
AIRPORT ROAD IMPROVEMENTS**

Dear BASD School Board:

Enclosed is Change Order No. 02 to the above-referenced contract. This Change Order provides for adjustments to quantities and added work based on Work Change Directives #3 and #5. With the execution of this Change Order, the Contract Price will be revised in the amount of \$33,138.51 and the Contract Times will not change.

Please review the Change Order and, if acceptable, sign and date in the spaces provided for the Owner's approval and return an electronic copy to HRG. After acceptance by the Contractor, we will forward a fully executed Change Order to you for your files.

If you have any questions, please feel free to contact me.

Sincerely,

Herbert, Rowland & Grubic, Inc.

A handwritten signature in black ink, appearing to read 'St K', is written over a light blue horizontal line.

Steve Kirsch, P.E.
Team Leader | Site Design

SMK
009601.0428

p:\0096\009601_0428\ca\airport road project\change orders\change order 02\2026.08.18 co2 recommendation.docx

Enclosure: Change Order No. 02

c: Jessica R. Quinn-Horgan, Esquire, BASD Counsel



Proposal

HARGER UTILITY CONTRACTORS, INC.

108 W. Clinton Street
Lock Haven, Pa 17745
Phone: 570-748-5469
Fax: 570-748-4199



Proposal For: Bellefonte Area School District Phone: Date: 7/22/2026
Attn: Ken Bean

Street Air Testing Storm Runs Day Rate
Job Name

City State Zip Code Job Location:

Engineer Date of Plans:

Propose To:

Bid Item #	Description	Quantity		Unit Rate	Extended Price
1	Order, Prep, and Supply for Use - Testing Hoses, Plugs, and All Appurtenances Range 1: 6" to 12" Range 2: 12" to 24" Range 3: 30"	1	LS	\$ 2,500.00	\$ 2,500.00
		1	LS	\$ 4,800.00	\$ 4,800.00
		1	LS	\$ 13,700.00	\$ 13,700.00
2	Day Rate - Testing Crew w/ Equipment -All Support Equipment needed beyond the Isolation Pieces outlined above -Testing to follow ASTM F1417 Guidelines for Low Pressure Air Testing -Testing procedure to be documented and provided for each section tested -Document of Test Results correlated to plans provided upon completion of site testing	1	day	\$ 3,200.00	\$ 3,200.00
Notes:	-Pricing is based upon Shop Wages -Bonding and Permit costs are excluded from this pricing -Inspections provided by Others if required -Schedule to follow typical 10-hour day, 4-day week				
Total of the Proposal					\$ 24,200.00

NOTE: This proposal may be withdrawn by HUC,INC if not accepted within 30 days
We propose hereby to furnish material and labor to complete in accordance with above specifications, for the sum of

Payment Terms:

By signing this proposal below you are accepting the conditions of the above proposed items.

Acceptance of Proposal: The above prices, specifications, and conditions are satisfactory and hereby accepted.

You are authorized to do the work as specified, payment will be made as outlined above, with my signature below

Date: _____

Authorized Signature: _____

Print Name: _____

Harger Utility Contractors, Inc Authorized signer below:

Date: _____

Signature: _____

Printed Name: _____

MEMORANDUM OF UNDERSTANDING

Between the

Bellefonte Area School District

and the

Bellefonte Area Education Association

WHEREAS, the Bellefonte Area School District (hereinafter “District”) and the Bellefonte Area Education Association (hereinafter “Association”) were parties to a Collective Bargaining Agreement effective July 1, 2022 through June 30, 2026, the terms and conditions of which continue in effect during the parties’ negotiations for a successor agreement, except as otherwise provided by law or mutual agreement; and

WHEREAS, the District seeks to establish a Dean of Students position at the Bellefonte Area Middle School for the 2026–2027 school year on a one-year trial basis; and

WHEREAS, the parties agree that the Dean of Students position shall be included within the bargaining unit represented by the Association; and

WHEREAS, the parties desire to establish the terms and conditions applicable to the position during the trial period and to provide employment protections for the employee selected to serve in the position if the District later discontinues the position;

NOW, THEREFORE, after discussion, the District and the Association agree as follows:

1. Establishment of Position

The District shall establish one Dean of Students position at the Bellefonte Area Middle School for the 2026–2027 school year. The position shall be a bargaining unit position represented by the Bellefonte Area Education Association and shall be subject to the terms and conditions being maintained by the parties under status quo, except as specifically modified by this MOU.

2. Posting and Selection

The Dean of Students position shall be considered a vacancy and shall be posted and filled in accordance with Article 39 of the parties’ 2022–2026 Collective Bargaining Agreement, which remains part of the terms and conditions being maintained during status quo. Nothing in this MOU shall diminish the rights of bargaining unit members regarding the posting of vacancies or consideration of internal applicants.

3. Work Year

The Dean of Students shall work an additional five (5) days in June and an additional seven (7) days in August beyond the regular work year otherwise applicable to bargaining unit members. The additional twelve (12) days shall be scheduled flexibly by mutual agreement between the Dean of Students and the building principal.

4. Compensation for Additional Days

The Dean of Students shall be compensated for the additional twelve (12) workdays at the employee’s applicable per diem rate.

5. Additional Personal Day

Effective July 1 of each year in which the employee serves as Dean of Students under this MOU, the Dean shall receive one (1) additional personal day in addition to the personal leave otherwise provided under the terms and conditions being maintained by the parties.

6. One-Year Trial Period and Review

The Middle School Dean of Students position is established initially for the 2026–2027 school year only.

No later than March 1, 2027, the District shall notify the Association and the employee serving as Dean of Students whether the District intends to continue the position for the 2027–2028 school year, propose modifications to the position, or discontinue the position at the conclusion of the 2026–2027 school year.

If the parties mutually agree to continue the position, this MOU may be renewed, modified, replaced by a successor MOU, or incorporated into a successor collective bargaining agreement by mutual written agreement.

7. Employment Protection if the Position Is Discontinued

The parties recognize that an employee accepting the Dean of Students position should not suffer a loss of employment solely because the District subsequently determines that the one-year trial position will not continue.

If the District eliminates or discontinues the Dean of Students position at the conclusion of the 2026–2027 school year, the employee serving in the position shall be provided continued employment within the Association bargaining unit for the 2027–2028 school year, provided the employee is properly certificated and legally qualified to perform the assigned professional duties.

If the employee previously held another bargaining unit position with the District and that position is vacant at the time the Dean of Students position is discontinued, the employee shall have the right to return to that position.

If the employee's former position is not vacant, or if the employee was hired from outside the District specifically for the Dean of Students position, the District shall place the employee in another bargaining unit professional assignment for which the employee is properly certificated and legally qualified.

If no bargaining unit vacancy exists for which the employee is properly certificated and legally qualified, the District shall nevertheless provide the employee with a bargaining unit professional assignment for the 2027–2028 school year for which the employee is properly certificated and legally qualified.

The expiration, elimination, or discontinuation of the Dean of Students pilot position shall not, standing alone, constitute a basis for the suspension, furlough, or other loss of employment of the employee serving in that position.

Nothing in this section shall prevent the District from taking employment action for reasons wholly unrelated to the expiration, elimination, or discontinuation of the Dean of Students position, provided such action is otherwise permitted by the terms and conditions being maintained by the parties and applicable law.

8. Salary Placement, Seniority, and Benefits

Service performed as Dean of Students shall constitute continuous bargaining unit service for all purposes. The employee shall retain all accumulated seniority, leave, salary schedule placement, benefits, and other contractual rights while serving in the position.

If the Dean of Students position is discontinued and the employee is placed in another bargaining unit position pursuant to Section 7 of this MOU, the employee shall suffer no reduction in salary schedule step or column placement as a result of the discontinuation of the Dean of Students position.

9. No Precedent

This MOU is intended to address the unique circumstances associated with the establishment of the Middle School Dean of Students position on a one-year trial basis and shall not establish a precedent regarding the creation, elimination, staffing, transfer, or filling of any other bargaining unit position.

10. Duration and Survival of Protections

This MOU shall remain in effect through June 30, 2027. The parties may mutually agree in writing to extend or modify this MOU, replace it with a successor MOU, or incorporate its provisions into a successor collective bargaining agreement.

Notwithstanding the expiration of this MOU, the employment protections contained in Sections 7 and 8 shall survive its expiration to the extent necessary to provide the protections described therein if the Dean of Students position is discontinued following the 2026–2027 school year.

11. Status Quo and Other Terms

Except as expressly modified by this MOU, all terms and conditions of employment presently maintained by the parties during status quo shall remain unchanged. Nothing in this MOU shall constitute a waiver by either party of any bargaining position or proposal concerning the parties' successor collective bargaining agreement.

IN WITNESS WHEREOF, the parties have executed this Memorandum of Understanding.

President, Bellefonte Area School Board

Date

President, Bellefonte Area Education
Association

Date

Timothy D. Kessling

Bellefonte Area School Board

August 31, 2026

RE: Letter of Resignation

Dear Fellow Board Members,

It is with a heavy heart that I come to you today to submit my letter of resignation. This is very hard for me as I'm a believer in finishing something that you started but, an opportunity has presented itself that is hard for me to refuse.

Through my journey with the board, I'm honored and humbled to have met all of you and respect all of you in your own unique ways. My hope for the future of the district is that it remains bright and full of tradition, history, and excellence while providing a safe environment for children to learn and spark curiosity for future generations. I hope that our buildings are maintained to their fullest potential and kids enjoy the environment that they are presented with each and every day. My hope is that the community is always heard and that you never forget that you are the voice and vessel in which the voters entrusted with their hard-earned tax money and more importantly, their loved ones. The seats in which you sit are a privilege and should be thought of and treated as such.

Part of me will miss the late hours of exec sessions and open discussion to help mold the future of our district. However, I'm motivated by knowing things are sometimes executed better from behind the scenes and promise to always be looming in the shadows, knowing that there's always room on the ballot for another run.

To all of you I wish the best of luck moving forward and godspeed in helping develop and drive the future of the district with the ever-changing landscape of the world we live in.

Forever and always, an OG Red Raider.

A handwritten signature in black ink, appearing to read 'Timothy D. Kessling', written in a cursive style.

Timothy D. Kessling