

Voting Meeting

Thursday, August 13, 2026 6:30 PM

KCSD Administration Board Room, 86 Administration Drive, Mill Hall, PA 17751

1. Meeting Opening	Speaker (s) : Board President
1.A. Call to order/Flag Salute	Speaker (s) : Board President
1.B. Moment of Silence	Speaker (s) : Board President
1.C. Roll Call	Speaker (s) : Board President
1.D. Approve the Agenda	Speaker (s) : Board President
1.E. Executive Sessions	Speaker (s) : Board President
2. Hearing of Visitors	Speaker (s) : Board President
2.A. Hearing of Visitors	
3. School Board, Committee Meetings and Minutes	
3.A. Curricular/Co-Curricular Committee Meeting Minutes, Chair Manny Rodriguez	Speaker (s) : Chair, Mr. Manny Rodriguez
3.B. Finance Committee & Minutes, Chair, Mr. Christopher Scaff	Speaker (s) : Chair, Mr. Christopher Scaff
3.C. Personnel Committee & Minutes, Chair Chris Scaff	Speaker (s) : Mr. Christopher Scaff
3.D. Policy Committee & Minutes, Chair Chris Scaff	Speaker (s) : Mr. Christopher Scaff
3.E. Safety & Security Committee Meeting & Minutes, Chair Manny Rodriguez	Speaker (s) : Mr. Manny Rodriguez
3.F. Work Session Minutes, Board President Elisabeth Lynch	Speaker (s) : Board President
3.G. Voting Meeting Minutes, Board President Elisabeth Lynch	Speaker (s) : Board President
4. Board	
4.A. School Improvement Plan	Speaker (s) : Brett Umbenhouer, Title I Coordinator
4.B. Title I Interdistrict Agreement with Jersey Shore Area School District for the 2026-2027 school year	Speaker (s) : Brett Umbenhouer, Title I Coordinator
4.C. Title I Agreement with Amy Clark, educator at St. John Catholic School	Speaker (s) : Brett Umbenhouer, Title I Coordinator
4.D. Assistant Board Secretary/Secretaries	
4.E. Science Books for CMMS/Bucktail	
5. Business	
5.A. Checks for review	Speaker (s) : Board President
5.B. Handbooks	Speaker (s) : Christina

5.C. Lycoming-Clinton Joinder Board Agreement	Manning
5.D. PASA-PSBA School Leadership Conference 2026	Speaker (s) : Board President
5.E. Copier Lease Agreement Renewal	Speaker (s) : Joni MacIntyre, Business Manager
5.F. Ripple Effect	Speaker (s) : Christina Manning
5.G. IDEA Agreement	
6. First Read	Speaker (s) : Chair, Mr. Christopher Scaff
6.A. Policy 301 - Creating a Position	Speaker (s) : Chair, Mr. Christopher Scaff
7. Personnel and Negotiations	
7.A. Job Description	
7.A.1. Job description –	Speaker (s) : Chair, Mr. Christopher Scaff
7.B. Personnel and Negotiations	
8. Curricular/Co-curricular	
8.A. Student Activities Balances	
8.B. Athletics	
9. Future Discussions	
9.A. Future Discussions	Speaker (s) : Board President, Ms. Lynch
10. Future Meeting	
10.A. Future Meeting	Speaker (s) : Board President
11. Adjournment	Speaker (s) : Board President

Public Personnel Committee Meeting (Wednesday, July 15, 2026)

Generated by Rachel Phillips on Wednesday, July 15, 2026

Members present: Mr. Scaff, Dr. Redmon, Mr. Evey, Ms. Phillips, Ms. Lynch, and Mr. Miller (virtual)

1. Meeting Opening

Speaker(s): Chair, Mr. Christopher Scaff

Description: Call to Order

1.A. Call to Order

2. Discussion

2.A. Open Positions

Speaker(s): Justin Evey, HR Director

Description: Current list of vacant positions that may result in new hires.

Attachments: (1)

- New Staff for 2026-2027 - Open Positions

Mr. Evey explained the Open Positions as some are listed as anticipated. He stated that this is due to board approval at the other districts the employees are planning to go to. He also stated that some of the other positions are harder to fill.

2.B. Curriculum Director and Food Services Supervisor Discussion

Speaker(s): Justin Evey, HR Director

Attachments: (2)

- 2020-01_DirectorCurriculum&Innovation
- 2021_Food and Nutrition Service Supervisor

Mr. Miller expressed that he does not believe we need another Curriculum Director. Dr. Lonoconus stated that there are things besides just curriculum that this position held. He mentioned that he is working on something to provide to the board as far as the other duties outside of curriculum that entailed within that position to see where that falls into place across the district because there are aspects of the position that are needed in the district besides just the curriculum piece.

Mr. Evey explained that this is the most recent job description with the position being open, there was a question on if it was going to be filled or not. Ms. Lynch mentioned previous discussions on outsourcing and expressed interested in having a conversation again in the future. Ms. MacIntyre explained that it is something that we might want to look at down the road but as of right now Food Service is very stable in regards to funds. She doesn't believe that it is the most effective use of time currently but could be a discussion in the future. Ms. Lynch asked that this conversation be noted in the minutes.

2.C. Emotional Support Teacher Job Descriptions

Speaker(s): Justin Evey, HR Director

Attachments: (1)

- TeacherJobDescription

Mr. Evey explained that there is only a general teacher job description. After Dr. Barnhart, Mr. Evey, and Dr. Lonoconus explained what an Emotional Support Teacher does and why there is a need for the job, the committee asked if we can come up with a specific job description for the Special Ed teachers but also all teaching areas. Each job description to work on in the meetings will be added to Future Topics so the committee is aware of what job description will be worked on next.

2.D. 26-27 ACCE Payscale and Teacher Placement

Speaker(s): Justin Evey, HR Director

Attachments: (1)

- ACCE 26-27 Salary Schedule

Mr. Evey explained that the ACCE Salary Schedule is what is used contractually for placement. The scale only has 17 steps and is used as years of experience. The scale is also broken down by your degree. B = Bachelor's, M = Master's, M + etc. = Master's plus credits, Doc = Doctorate. If you are someone new out of college with a Bachelor's degree, you would start at B Step 1. If you are someone with a Master's degree with 21 years of experience, you would start at Doc Step 17. Mr. Evey also explained that as part of this it is contractual that the district pays for the credits.

2.E. Language Interpreter

Speaker(s): Justin Evey, HR Director

Dr. Barnhart explained that the Language interpreter was previously contracted through the IU but the contracted person is leaving the IU so district administration wanted to work with that individual to work through a contract to continue to use their services. The committee agreed to get a placeholder on the agenda for the board meeting to approve the Superintendent to negotiate a contract for the service.

2.F. Monthly Personnel Board Report Template

Speaker(s): Justin Evey, HR Director

Description: This is a sample board report

Attachments: (1)

- Monthly Board Report 2026-2027

Mr. Evey explained that HR collects a lot of information and we can provide the board with a monthly spreadsheet for new hires, resignations, retirements, open positions, etc. The committee would like to add a column for healthcare and exiting salary. The committee also asked if the spreadsheet could be a running spreadsheet.

3. Future Discussions

Job Descriptions will be added to Future Discussions starting with the August meeting. First set of job descriptions will be Special Education Teachers.

4. Future Meeting

4.A. Meeting time and dates

Speaker(s): Chair, Mr. Christopher Scaff

Description:

The next Personnel Committee meeting will be held on August 18, 2026,
at 3:00 PM, in the Boardroom in the Administration Office.

The committee agreed to monthly meetings on Wednesdays. The committee would like to have it after the monthly policy meeting and to move the next meeting from August 18th at 3:00 pm to August 12th at 11:30 am.

5. Adjournment

Mr. Scaff adjourned the meeting at 2:16 pm.

Rachel Phillips, Personnel Committee Secretary

Central Mountain HS

ATSI non-Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Central Mountain HS		110183602
Address 1		
64 Keystone Central Dr		
Address 2		
City	State	Zip Code
Mill Hall	PA	17751
Chief School Administrator		Chief School Administrator Email
Dr Alan J Lonoconus		alonoconus@kcsd.k12.pa.us
Principal Name		
Nick A Verrelli		
Principal Email		
nverrell@kcsd.us		
Principal Phone Number		Principal Extension
5708934900		4521
School Improvement Facilitator Name		School Improvement Facilitator Email
Dawn Hayes		dhayes@ciu10.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Nick Verrelli	Principal	CMHS	nverrell@kcsd.us
Deb Kline	Principal	CMHS	dkline@kcsd.us
Kurt Lynch	Other	CMHS	klynch@kcsd.us
Brett Umbenhouer	Other	KCSD	bumbenhouer@kcsd.us
Tina Snook	Community Member	Clinton County Probation	csnook@clintoncountypa.com
Christine Koch	Parent	CMHS	ckoch@kcsd.us
Mary Beth Hanna Long	Community Member	CMHS	mlong@lockhaven.edu
Gary Proctor	Community Member	CMHS	gproctor2@comcast.net
Cole Bitner	Data Analyst	CMHS	cbitner@kcsd.us
Elizabeth Barnhart	District Level Leaders	KCSD	ebarnhart@kcsd.us
Dawn Hayes	Education Specialist	CIU 10	dhayes@ciu10.org
Molly Leitch	Teacher	CMHS	mleitch@kcsd.us
Allison Koch	Student	CMHS	agk699@kcsd.us
Jeff Williams	Principal	CMHS	jwilliams@kcsd.us
Al Lonoconus	Chief School Administrator	KCSD	alonoconus@kcsd.us
Rick Wykoff	Board Member	KCSD	rwykoff@kcsd.us
Hayley Orndorf	District Level Leaders	KCSD	horndorf@kcsd.us
Carolyn Wheeler	Paraprofessional	CMHS	cwheeler@kcsd.us

Vision for Learning

Vision for Learning

Preparing citizens for the challenges and opportunities of the future. To develop lifelong learners who are adaptable, resilient, productive, and of high moral character.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

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

Comments/Notable Observations

53.8%. Statewide average was 49.9%.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	Average is up compared to last year. We are also over the state average of 49.9% of students.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	35.3 %. This was below the state average.

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

Our proficient or advanced in Math was 35.0%. The state average was 41.7%

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Test scores for this sub group increased from last year.
Combined Ethnicity	Test scores for this sub group increased from last year.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Test scores for this sub group decreased from last year.

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

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

Comments/Notable Observations

Growth score was 50% and statewide was 75%.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	Test score are trending upward.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Below scores from last year.

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

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

Comments/Notable Observations

Very close to meeting the state wide standard of 70%. We were at 69%.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Met state wide growth with 70%.

Challenges

ESSA Student Subgroups	Indicator
White	Not meeting goal at the state wide level by 2% points.

English Language Growth and Attainment

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

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Regular Attendance

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

Comments/Notable Observations

59.4%. State average is 79.6%

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	Numbers are increasing to meet the state average.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Under the state average at 53.1%.

Career Standards Benchmark

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

Comments/Notable Observations

We were 99.6%. Statewide average is 91.5%. We are above the statewide performance standard of 98%.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	98.8%, above the state average.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Students placed outside of the district are not completing the Smart Futures activities.

High School Graduation Rate Four-Year Cohort

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

Comments/Notable Observations

90.9%. Above the state average of 88%.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	THis is trending up and close to the state average.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Not meeting the state standard., They are at 72.9%

Summary

Strengths

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

Average is up compared to last year. We are also over the state average of 49.9% of students.
Test scores for this sub group increased from last year.
Met state wide growth with 70%.
98.8%, above the state average.

Challenges

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

35.3 %. This was below the state average.
Test scores for this sub group decreased from last year.
53.8%. Statewide average was 49.9%.
Our proficient or advanced in Math was 35.0%. The state average was 41.7%

Local Assessment

English Language Arts

Data	Comments/Notable Observations
NWEA MAP Reading- the median percentile of achievement is 69.	The median percentile of achievement is within the proficient range according to NWEA MAP.

English Language Arts Summary

Strengths

The median percentile of achievement for ELA is 68, according to NWEA MAP. This is within the proficient range.

Challenges

Students not answering the extended responses questions.

Mathematics

Data	Comments/Notable Observations
NWEA MAP Algebra 1- the median percentile of achievement is 48.	NWEA MAP Algebra 1- the median percentile of achievement is 48, which is stating that we are making 1-year worth of growth.

Mathematics Summary

Strengths

NWEA MAP Algebra 1- the median percentile of achievement is 48, which is stating that we are making 1-year worth of growth.

Challenges

We are not to the proficient level and in the green section.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Common assessment.	Common assessment score average is 73%

Science, Technology, and Engineering Education Summary

Strengths

Common assessment score average is 73%

Challenges

Common assessment score average is 73% which could be higher especially in our non-honors classes.

Related Academics

Career Readiness

Data	Comments/Notable Observations
90.9% graduation rate	As per 2024-25 Future Ready Index
67.9% rigorous course of study	As per 2024-25 Future Ready Index
99.6%. Career standards benchmark	As per 2024-25 Future Ready Index

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Summary

Strengths

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

90.9% graduation rate (above the state average)
67.9% rigorous course of study (above the state average)
99.6%. Career standards benchmark (above the state average)

Challenges

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

Improve the rigorous course of student percentage for 2024-25 school year

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
In ELA, only 6.3% of students with disabilities scored proficient or advanced.	In ELA, only 6.3% of students with disabilities scored proficient or advanced.
In math, only 6.3% of students with disabilities scored proficient or advanced.	In math, only 6.3% of students with disabilities scored proficient or advanced.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
In ELA, 35.5% of economically disadvantaged students scored proficient or advanced.	In ELA, 35.5% of economically disadvantaged students scored proficient or advanced.
In math, 24% of economically disadvantaged students scored proficient or advanced.	In math, 24% of economically disadvantaged students scored proficient or advanced.

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

In ELA, 35.5% of economically disadvantaged students scored proficient or advanced.
In math, 24% of economically disadvantaged students scored proficient or advanced.

Challenges

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

In ELA, only 6.3% of students with disabilities scored proficient or advanced.
In math, only 6.3% of students with disabilities scored proficient or advanced.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

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

Summary

Strengths

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

>

Building leadership capacity and empowering staff through professional development
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Implement an evidence-based system of schoolwide positive behavior interventions and supports

Challenges

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

>

Identify professional learning needs through analysis of a variety of data
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Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
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Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
Average is up compared to last year. We are also over the state average of 49.9% of students.	False
Test scores for this sub group increased from last year.	False
Met state wide growth with 70%.	False
98.8%, above the state average.	False
THis is trending up and close to the state average.	False
Very close to meeting the state wide standard of 70%. We were at 69%.	False
We were 99.6%. Statewide average is 91.5%. We are above the statewide performance standard of 98%.	False
90.9%. Above the state average of 88%.	False
The median percentile of achievement for ELA is 68, according to NWEA MAP. This is within the proficient range.	False
NWEA MAP Algebra 1- the median percentile of achievement is 48, which is stating that we are making 1-year worth of growth.	False
Common assessment score average is 73%	False
90.9% graduation rate (above the state average)	False
67.9% rigorous course of study (above the state average)	False
99.6%. Career standards benchmark (above the state average)	True
In ELA, 35.5% of economically disadvantaged students scored proficient or advanced.	False
In math, 24% of economically disadvantaged students scored proficient or advanced.	False
Building leadership capacity and empowering staff through professional development	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	True

Challenges

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

Strength	Check for Consideration in Plan
35.3 %. This was below the state average.	True
Test scores for this sub group decreased from last year.	False

53.8%. Statewide average was 49.9%.	False
Our proficient or advanced in Math was 35.0%. The state average was 41.7%	False
Growth score was 50% and statewide was 75%.	False
59.4%. State average is 79.6%	False
Students not answering the extended responses questions.	False
We are not to the proficient level and in the green section.	False
Common assessment score average is 73% which could be higher especially in our non-honors classes.	False
Improve the rigorous course of student percentage for 2024-25 school year	False
In ELA, only 6.3% of students with disabilities scored proficient or advanced.	True
In math, only 6.3% of students with disabilities scored proficient or advanced.	True
Identify professional learning needs through analysis of a variety of data	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False

Most Notable Observations/Patterns

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

Improve achievement and growth for all students, especially in the students with disability subgroup.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
35.3 %. This was below the state average.	The Algebra 1 scores are below the state average and not on pace to meet the statewide target	False
In ELA, only 6.3% of students with disabilities scored proficient or advanced.	The percentage of students with disabilities greatly underperforms the all student group	True
In math, only 6.3% of students with disabilities scored proficient or advanced.	The percentage of students with disabilities greatly underperforms the all student group	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
99.6%. Career standards benchmark (above the state average)	The career benchmark standards are above the state average and state target.
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Implement an evidence-based system of schoolwide positive behavior interventions and supports

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The percentage of students with disabilities greatly underperforms the all student group
	The percentage of students with disabilities greatly underperforms the all student group

Goal Setting

Priority: The percentage of students with disabilities greatly underperforms the all student group

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of the school year, the median percentile of achievement for students with disabilities will increase from 49 to 60, according to NWEA MAP. This will be achieved by supporting targeted Algebra-readiness interventions, small-group instruction informed by MAP data, and monthly progress-monitoring cycles.			
Measurable Goal Nickname (35 Character Max)			
Students with Disabilities-Math			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Administer fall MAP and analyze individual and group learning profiles. Identify priority Algebra-readiness skills	Administer winter MAP and analyze individual and group learning profiles. Identify priority Algebra-readiness skills	Identify priority Algebra-readiness skills Begin targeted small-group instruction based data Continue monthly progress-monitoring	Administer spring MAP and analyze individual and group learning profiles.

Priority: The percentage of students with disabilities greatly underperforms the all student group

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By the end of the school year, the median percentile of achievement for students with disabilities will increase from 50 to 60, according to NWEA MAP. This will be achieved by supporting targeted English Language Arts Instruction, small-group instruction informed by MAP data, and monthly progress-monitoring cycles.			
Measurable Goal Nickname (35 Character Max)			
Students with Disabilities- ELA			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Administer fall MAP and analyze individual and group learning profiles.	Administer winter MAP and analyze individual and group learning profiles.	Identify priority readiness skills Begin targeted small-group instruction based data Continue monthly progress-monitoring	Administer spring MAP and analyze individual and group learning profiles.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By the end of the 2027 school year, the percentage of students with disabilities who are chronically absent (not attending at least 90% of school days) will decrease from 56.5% to 46.5%, supported by biweekly attendance monitoring, targeted family outreach, individualized attendance plans, and coordinated supports from the special education and student services teams.			
Measurable Goal Nickname (35 Character Max)			

Students with Disabilities- Regular Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Reduce chronic absenteeism from 56.5% ? 54% (Initial 2.5% reduction as monitoring and interventions begin.)	Reduce chronic absenteeism from 54% ? 51% (Continued 3% drop as routines and interventions deepen.)	Reduce chronic absenteeism from 51% ? 48.5% (Moderate improvement; attendance often stabilizes mid-year.)	Reduce chronic absenteeism from 48.5% ? 46.5% (final target) (The final 2% drop is realistic with spring re-engagement efforts.)

Action Plan

Measurable Goals

Students with Disabilities-Math	Students with Disabilities-ELA
Students with Disabilities- Regular Attendance	

Action Plan For: Implement evidence based instructional practices, such as small group instruction and targeted interventions that are research-based

Measurable Goals:
- By the end of the school year, the median percentile of achievement for students with disabilities will increase from 49 to 60, according to NWEA MAP. This will be achieved by supporting targeted Algebra-readiness interventions, small-group instruction informed by MAP data, and monthly progress-monitoring cycles. - By the end of the school year, the median percentile of achievement for students with disabilities will increase from 50 to 60, according to NWEA MAP. This will be achieved by supporting targeted English Language Arts Instruction, small-group instruction informed by MAP data, and monthly progress-monitoring cycles.

Action Step		Anticipated Start Date	Anticipated Completion Date
Small group instruction to target skill development in areas identified by MAP, common assessment data, and formative assessment data		2026-08-25	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Coach	NWEA Data and Common Assessments	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Targeted small-group instruction will be implemented using MAP data, common assessments, and ongoing formative assessments to group students by specific skill needs, provide focused instructional support, and monitor progress, resulting in measurable growth toward grade-level proficiency.	documentation of small group instruction in lesson plans, walkthroughs, monitor student data through data team meetings

Action Plan For: Check in, Check out/ Check and Connect

Measurable Goals:
By the end of the 2027 school year, the percentage of students with disabilities who are chronically absent (not attending at least 90% of school days) will decrease from 56.5% to 46.5%, supported by biweekly attendance monitoring, targeted family outreach, individualized

attendance plans, and coordinated supports from the special education and student services teams.

Action Step		Anticipated Start Date	Anticipated Completion Date
Counselors and case managers will monitor attendance data and implement an evidence-based strategy, such as check in/check out or check and connect		2026-08-25	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Counselors, Case Managers	None	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Counselors and case managers will document bi-weekly attendance monitoring and record the implementation of at least one evidence-based strategy (e.g., Check-In/Check-Out or Check & Connect) for identified students, including notes on student engagement, intervention fidelity, and follow-up actions.	School administrators, bi-weekly, admin-counselor check in meetings

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Implement evidence based instructional practices, such as small group instruction and targeted interventions that are research-based	Small group instruction to target skill development in areas identified by MAP, common assessment data, and formative assessment data

Small Group Instruction

Action Step		
Small group instruction to target skill development in areas identified by MAP, common assessment data, and formative assessment data		
Audience		
All staff		
Topics to be Included		
Small group instruction, effective tier 1 instruction		
Evidence of Learning		
Staff surveys		
Lead Person/Position	Anticipated Start	Anticipated Completion
Instructional Coach	2026-08-25	2027-06-03

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	twice a month
Observation and Practice Framework Met in this Plan	
4d: Participating in a Professional Community	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Nick A Verrelli	2026-07-27
School Improvement Facilitator Signature	Date

Liberty Curtin New Construction - Fund 10

Vendor Name	Description	Date	Check No	Amount
L/B WATER SERVICE, INC.		5/3/2024	00068507	1,746.02
EAGLE RESPONSE SERVICES		6/25/2024	00068504	6,380.04
LOBAR INC	LIBERTY CURTIN CONSTRUCTION	10/4/2024	00069886	881,301.15
	PAYMENT RECOVERY			(879,732.61)
CRABTREE, ROHRBAUGH & ASSOCIATES	LIBERTY CURTIN CONSTRUCTION	10/11/2024	00069909	12,926.44
BARRY ISETT & ASSOCIATES, INC.	LIBERTY CURTIN CONSTRUCTION	10/18/2024	00069973	1,899.40
TURN-KEY TECHNOLOGIES, INC	Equipment for LC E-rate Network Project	10/18/2024	00069997	23,090.08
TURN-KEY TECHNOLOGIES, INC	Equipment for LC E-rate Network Project-	10/18/2024	00069997	253.30
ePLUS TECHNOLOGY OF PA, INC.	E-Rate Discount (DISCOUNT: \$1,483.74)	11/1/2024	00070110	(1,483.74)
ePLUS TECHNOLOGY OF PA, INC.	SMART UPS SRT 1500VA RM 120V NETWORK CAR	11/1/2024	00070110	1,745.58
			Total	48,125.66
BARRY ISETT & ASSOCIATES, INC.	LIBERTY CURTIN CONSTRUCTION	9/5/2025	00000375	1,591.20
HALLSTROM	LIBERTY CURTIN CONSTRUCTION	9/5/2025	00000383	13,331.25
HOSLER CORP	LIBERTY CURTIN CONSTRUCTION	9/5/2025	00000385	25,053.33
SILVERTIP	LIBERTY CURTIN CONSTRUCTION	9/5/2025	00000436	85,520.50
BARRY ISETT & ASSOCIATES, INC.	MONITORING & REPORTING, TESTING, ADJUSTING	9/19/2025	00000448	5,926.00
CRABTREE, ROHRBAUGH & ASSOCIATES	CONSTRUCTION ADMIN, ECS SOIL EXPLORATION, RE	9/19/2025	00000454	6,857.25
	COMMITTED FUNDS - TRANSFER TO FUND 39			1,000,000.00
LOBAR INC	LIBERTY CURTIN CONSTRUCTION	10/3/2025	0000564	39,711.30
HOSLER CORP	LIBERTY CURTIN CONSTRUCTION	10/10/2025	0000604	40,744.32
HALLSTROM	LIBERTY CURTIN CONSTRUCTION	10/17/2025	0000660	118,723.12
BARRY ISETT & ASSOCIATES, INC.	MONITORING & REPORTING, TESTING, ADJUSTING	10/17/2025	0000645	24,325.40
CRABTREE, ROHRBAUGH & ASSOCIATES	LIBERTY CURTIN CONSTRUCTION	10/17/2025	0000654	4,674.50
			Total	1,414,583.83
LOBAR INC	LIBERTY CURTIN CONSTRUCTION	11/7/2025	0000829	67,844.07
			Total	1,482,427.90
BARRY ISETT & ASSOCIATES, INC.	LIBERTY CURTIN CONSTRUCTION	11/28/2025	0000904	21,906.25
CRABTREE, ROHRBAUGH & ASSOCIATES	LIBERTY CURTIN CONSTRUCTION	11/28/2025	0000912	201.60
			Total	1,504,535.75
CRABTREE, ROHRBAUGH & ASSOCIATES	LIBERTY CURTIN CONSTRUCTION	12/19/2025	0001019	99.54
LOBAR INC	LIBERTY CURTIN CONSTRUCTION	12/19/2025	0001030	47,394.08
SILVERTIP	LIBERTY CURTIN CONSTRUCTION	12/19/2025	0001039	5,243.99
			Total	1,557,273.36
HALLSTROM	LIBERTY CURTIN CONSTRUCTION	1/16/2026	0001125	98,325.00
LOBAR INC	LIBERTY CURTIN CONSTRUCTION	1/16/2026	0001133	15,000.00
CRABTREE, ROHRBAUGH & ASSOCIATES	LIBERTY CURTIN CONSTRUCTION	1/23/2026	0001178	62.58
			Total	1,670,660.94

No Invoices for February - March 2026				-
			Total	1,670,660.94
HALLSTROM	LIBERTY CURTIN CONSTRUCTION	4/10/2026	001564	50,962.75
			Total	1,721,623.69
CRABTREE, ROHRBAUGH & ASSOCIATES	LIBERTY CURTIN CONSTRUCTION	5/22/2026	001817	3,784.86
			Total	1,725,408.55
CRABTREE, ROHRBAUGH & ASSOCIATES	VOIDED MAY CHECK		001817	(3,784.86)
BARRY ISETT & ASSOCIATES, INC.	LIBERTY CURTIN CONSTRUCTION	6/5/2026	001878	350.00
			Total	1,721,973.69

Liberty Curtin New Construction - Fund 39

	Description	Check No	Date	Amount
2023 GOB Bond Deposit			1/2024	\$ 9,560,568.05
Janauary Interest				\$ 21,719.25
Janauary Total				\$ 9,582,287.30
CRABTREE, ROHRBAUGH & ASSOCIATES	DECEMBER 2023 SERVICES	00000105	2/9/2024	\$ 33,447.88
LIBERTY TOWNSHIP SUPERVISORS	ZONING PERMIT	00000106	2/14/2024	\$ 1,000.00
February Interest				\$ 31,633.06
February Total				\$ 9,579,472.48
CRABTREE, ROHRBAUGH & ASSOCIATES	JANUARY 2024 SERVICES - LIBERTY CURTIN	00000107	3/1/2024	\$ 11,995.29
LOBAR INC	LIBERTY CURTIN PROJECT	00000108	3/8/2024	\$ 178,356.60
HALLSTROM CLARK ELECTRIC, INC.	LIBERTY CURTIN CONSTRUCTION	00000109	3/22/2024	\$ 31,779.00
HOSLER CORP.	LIBERTY CURTIN CONSTRUCTION	00000110	3/22/2024	\$ 32,805.00
LOBAR INC	LIBERTY CURTIN CONSTRUCTION	00000111	3/22/2024	\$ 655,394.17
SILVERTIP, INC.	LIBERTY CURTIN CONSTRUCTION	00000112	3/22/2024	\$ 4,822.88
CRABTREE, ROHRBAUGH & ASSOCIATES	CONSTRUCTION AT LIBERTY CURTIN	00000113	3/29/2024	\$ 12,360.70
SILVERTIP, INC.	LIBERTY CURTIN CONSTRUCTION	00000114	3/29/2024	\$ 116,486.09
March Interest				\$ 31,000.33
March Total				\$ 8,566,473.08
LOBAR INC	DRAW 2303900003-LIBERTY CURTIN PROJECT	00000115	4/5/2024	\$ 561,887.64
QUALITY ASSURANCE PLUS	SOILS & EARTHWORK	00000116	4/5/2024	\$ 1,802.00
HOSLER CORP.	LIBERTY CURTIN CONSTRUCTION	00000117	4/19/2024	\$ 81,175.50
CRABTREE, ROHRBAUGH & ASSOCIATES	LIBERTY CURTIN CONSTRUCTION	00000118	4/26/2024	\$ 11,277.51
April Interest				\$ 29,852.01
April Total				\$ 7,940,182.44

LOBAR INC	LIBERTY CURTIN CONSTRUCTION	00000119	5/3/2024	\$	1,121,556.96
QUALITY ASSURANCE PLUS	LIBERTY CURTIN CONSTRUCTION	00000120	5/3/2024	\$	12,163.10
SILVERTIP, INC.	LIBERTY CURTIN CONSTRUCTION	00000121	5/3/2024	\$	184,201.43
HOSLER CORP.	LIBERTY CURTIN CONSTRUCTION	00000122	5/10/2024	\$	90,670.85
CRABTREE, ROHRBAUGH & ASSOCIATES	CONSTRUCTION LIBERTY CURTIN	00000123	5/31/2024	\$	7,398.21
LOBAR INC	LIBERTY CURTIN CONSTRUCTION	00000124	5/31/2024	\$	837,677.87
SILVERTIP, INC.	LIBERTY CURTIN CONSTRUCTION	00000125	5/31/2024	\$	189,726.07
May Interest				\$	24,145.31
May Total				\$	5,520,933.26
HALLSTROM CLARK ELECTRIC, INC.	LIBERTY CURTIN CONSTRUCTION	00000126	6/7/2024	\$	247,468.50
CRABTREE, ROHRBAUGH & ASSOCIATES	MAY 2024 PROFESSIONAL SERVICES	00000127	6/21/2024	\$	7,039.89
HALLSTROM CLARK ELECTRIC, INC.	APPLICATION NO. 4	00000128	6/28/2024	\$	30,170.25
HOSLER CORP.	APPLICATION NO. 4	00000129	6/28/2024	\$	13,112.10
HOSLER CORP.	APPLICATION NO. 5	00000129	6/28/2024	\$	169,666.31
LOBAR INC	LIBERTY CURTIN PROJECT	00000130	6/28/2024	\$	1,828,306.16
SILVERTIP, INC.	APPLICATION NO. 6	00000131	6/28/2024	\$	88,710.98
June Interest				\$	17,479.71
June Total				\$	3,153,938.78
BARRY ISETT & ASSOCIATES, INC.	SERVICES 06.02.24-06.29.24	00000133	7/19/2024	\$	3,394.00
CRABTREE, ROHRBAUGH & ASSOCIATES	LIBERTY CURTIN PROJECT	00000134	7/26/2024	\$	6,482.85
BARRY ISETT & ASSOCIATES, INC.	MONITORING AND REPORTING* *A MONTHLY FE	00000132	7/5/2024	\$	250.00
July Interest				\$	12,667.29
July Total				\$	3,156,479.22
CRABTREE, ROHRBAUGH & ASSOCIATES	JULY 2024 CONSTRUCTION SERVICES	00000136	08/16/24	\$	6,910.56
HALLSTROM CLARK ELECTRIC, INC.	JULY 2024 LIBERTY CURTIN CONSTRUCTI	00000135	08/09/24	\$	35,775.00
QUALITY ASSURANCE PLUS	LIBERTY CURTIN CONSTRUCTION	00000139	08/23/24	\$	3,593.88

SILVERTIP, INC.	LIBERTY CURTIN CONSTRUCTION	00000141	08/30/24	\$	484,710.40
August Interest				\$	10,737.03
August Total				\$	2,636,226.41
HALLSTROM CLARK ELECTRIC, INC.	LIBERTY CURTIN CONSTRUCTION	00000142	9/6/2024	\$	25,726.50
HOSLER CORP.	LIBERTY CURTIN CONSTRUCTION AUG 2024	00000143	9/6/2024	\$	1,031,231.17
HOSLER CORP.	LIBERTY CURTIN CONSTRUCTION JULY 2024	00000143	9/6/2024	\$	343,815.25
LOBAR INC	LIBERTY CURTIN CONSTRUCTION	00000144	9/6/2024	\$	1,928,191.21
Transfer from GF			9/11/2024	\$	1,000,000.00
LOBAR INC	LIBERTY CURTIN CONSTRUCTION	00000145	9/13/2024	\$	2,200.00
BARRY ISETT & ASSOCIATES, INC.	LIBERTY CURTIN CONSTRUCTION	00000146	9/20/2024	\$	250.00
September Interest				\$	3,874.40
September Total				\$	308,686.68
HALLSTROM CLARK ELECTRIC, INC.	LIBERTY CURTIN CONSTRUCTION	00000147	10/4/2024		43,924.50
SILVERTIP, INC.	LIBERTY CURTIN CONSTRUCTION	00000148	10/4/2024		185,738.96
2024 GOB DEPOSIT			10/22/2024		9,577,539.82
October Interest				\$	10,836.96
October Total				\$	9,667,400.00
BARRY ISETT & ASSOCIATES, INC.	LIBERTY CURTIN CONSTRUCTION	00000149	11/1/2024	\$	250.00
CRABTREE, ROHRBAUGH & ASSOCIATES	LIBERTY CURTIN CONSTRUCTION	00000150	11/15/2024	\$	8,573.89
BARRY ISETT & ASSOCIATES, INC.	LIBERTY CURTIN CONSTRUCTION	00000151	11/22/2024	\$	861.40
HALLSTROM CLARK ELECTRIC, INC.	LIBERTY CURTIN CONSTRUCTION	00000152	11/22/2024	\$	110,016.00
HOSLER CORP.	LIBERTY CURTIN CONSTRUCTION	00000153	11/22/2024	\$	586,699.35
LOBAR INC	LIBERTY CURTIN CONSTRUCTION	00000154	11/22/2024	\$	716,245.14
SILVERTIP, INC.	LIBERTY CURTIN CONSTRUCTION	00000155	11/22/2024	\$	211,371.44
LOBAR INC	LIBERTY CURTIN CONSTRUCTION	00000156	11/29/2024	\$	881,301.15
SILVERTIP, INC.	LIBERTY CURTIN CONSTRUCTION	00000157	11/29/2024	\$	98,569.82

November Interest				\$ 29,308.18
November Total				\$ 7,082,819.99
CRABTREE, ROHRBAUGH & ASSOCIATES	LIBERTY CURTIN CONSTRUCTION	00000158	12/13/2024	\$ 6,704.34
HALLSTROM CLARK ELECTRIC, INC.	LIBERTY CURTIN CONSTRUCTION	00000159	12/13/2024	\$ 241,854.30
LOBAR INC	LIBERTY CURTIN CONSTRUCTION	00000160	12/13/2024	\$ 452,945.94
BARRY ISETT & ASSOCIATES, INC.	LIBERTY CURTIN CONSTRUCTION	00000161	12/20/2024	\$ 250.00
December Interest				\$ 23,053.25
December Total				\$ 6,404,118.66
HALLSTROM CLARK ELECTRIC, INC.	LIBERTY CURTIN CONSTRUCTION	00000162	1/10/2025	76,707.00
HOSLER CORP.	LIBERTY CURTIN CONSTRUCTION	00000163	1/10/2025	197,615.10
LOBAR INC	LIBERTY CURTIN CONSTRUCTION	00000164	1/10/2025	563,467.02
SILVERTIP, INC.	LIBERTY CURTIN CONSTRUCTION	00000165	1/10/2025	13,184.14
BARRY ISETT & ASSOCIATES, INC.	LIBERTY CURTIN CONSTRUCTION	00000166	1/17/2025	250.00
CRABTREE, ROHRBAUGH & ASSOCIATES	LIBERTY CURTIN CONSTRUCTION	00000167	1/17/2025	6,543.05
HOSLER CORP.	LIBERTY CURTIN CONSTRUCTION	00000168	1/31/2025	63,148.87
LOBAR INC	LIBERTY CURTIN CONSTRUCTION	00000169	1/31/2025	539,382.90
January Interest				\$ 18,411.41
January Total				\$ 4,962,231.99
HALLSTROM CLARK ELECTRIC, INC.	LIBERTY CURTIN CONSTRUCTION	00000170	2/7/2025	281,882.70
CRABTREE, ROHRBAUGH & ASSOCIATES	LIBERTY CURTIN CONSTRUCTION	00000171	2/14/2025	6,733.41
BARRY ISETT & ASSOCIATES, INC.	LIBERTY CURTIN CONSTRUCTION	00000172	2/21/2025	2,610.20
HALLSTROM CLARK ELECTRIC, INC.	LIBERTY CURTIN CONSTRUCTION	00000173	2/28/2025	127,595.88
LOBAR INC	LIBERTY CURTIN CONSTRUCTION	00000174	2/28/2025	151,113.67
SILVERTIP, INC.	LIBERTY CURTIN CONSTRUCTION	00000175	2/28/2025	7,290.78
February Interest				\$ 13,344.37
February Total				\$ 4,398,349.72

HOSLER CORP.	LIBERTY CURTIN CONSTRUCTION	00000176	3/7/2025	\$	47,496.36
SILVERTIP, INC.	LIBERTY CURTIN CONSTRUCTION	00000177	3/7/2025	\$	31,927.98
CRABTREE, ROHRBAUGH & ASSOCIATES	LIBERTY CURTIN CONSTRUCTION	00000178	3/21/2025	\$	6,753.05
CDWG	LIBERTY CURTIN CONSTRUCTION	00000179	3/28/2025	\$	4,815.31
March Interest				\$	12,694.02
March Total				\$	4,320,051.04
BARRY ISETT & ASSOCIATES, INC.	LIBERTY CURTIN CONSTRUCTION	00000180	4/4/2025	\$	150.00
HOSLER CORP.	LIBERTY CURTIN CONSTRUCTION	00000181	4/4/2025	\$	12,991.25
LOBAR INC	LIBERTY CURTIN CONSTRUCTION	00000182	4/4/2025	\$	407,103.16
SILVERTIP, INC.	LIBERTY CURTIN CONSTRUCTION	00000183	4/4/2025	\$	2,148.90
HALLSTROM CLARK ELECTRIC, INC.	LIBERTY CURTIN CONSTRUCTION	00000184	4/11/2025	\$	186,850.80
BARRY ISETT & ASSOCIATES, INC.	LIBERTY CURTIN CONSTRUCTION	00000185	4/18/2025	\$	7,417.00
CRABTREE, ROHRBAUGH & ASSOCIATES	LIBERTY CURTIN CONSTRUCTION	00000186	4/18/2025	\$	6,753.61
April Interest				\$	10,965.12
April Total				\$	3,707,601.44
HALLSTROM CLARK ELECTRIC, INC.	LIBERTY CURTIN CONSTRUCTION	00000187	5/2/2025	\$	226,424.07
LOBAR INC	LIBERTY CURTIN CONSTRUCTION	00000188	5/2/2025	\$	473,601.05
NITTANY WOODCRAFTS LLC	LIBERTY CURTIN CONSTRUCTION	00000189	5/2/2025	\$	1,000.00
SILVERTIP, INC.	LIBERTY CURTIN CONSTRUCTION	00000190	5/2/2025	\$	2,302.75
BARRY ISETT & ASSOCIATES, INC.	LIBERTY CURTIN CONSTRUCTION	00000191	5/9/2025	\$	250.00
HOSLER CORP.	LIBERTY CURTIN CONSTRUCTION	00000192	5/9/2025	\$	58,663.10
NITTANY WOODCRAFTS LLC	LIBERTY CURTIN CONSTRUCTION	00000193	5/9/2025	\$	27,500.00
CRABTREE, ROHRBAUGH & ASSOCIATES	LIBERTY CURTIN CONSTRUCTION	00000194	5/16/2025	\$	6,397.67
SIGNS PLUS, NEW IDEAS-NEW TECHNOLOGY INC	LIBERTY CURTIN CONSTRUCTION	00000195	5/16/2025	\$	19,990.00
WEST PENN POWER	LIBERTY CURTIN CONSTRUCTION	00000196	5/16/2025	\$	10,807.40
PA ONE CALL SYSTEM, INC	LIBERTY CURTIN CONSTRUCTION	00000197	5/23/2025	\$	125.00

SILVERTIP, INC.	LIBERTY CURTIN CONSTRUCTION	00000198	5/23/2025	\$	1,416.82
May Interest				\$	8,592.74
May Total				\$	2,887,716.32
HALLSTROM CLARK ELECTRIC, INC.	LIBERTY CURTIN CONSTRUCTION	00000199	6/6/2025	\$	178,951.50
HOSLER CORP.	LIBERTY CURTIN CONSTRUCTION	00000200	6/6/2025	\$	14,307.97
LOBAR INC	LIBERTY CURTIN CONSTRUCTION	00000201	6/6/2025	\$	94,137.58
BARRY ISETT & ASSOCIATES, INC.	LIBERTY CURTIN CONSTRUCTION	00000202	6/6/2025	\$	1,694.80
CRABTREE, ROHRBAUGH & ASSOCIATES	LIBERTY CURTIN CONSTRUCTION	00000203	6/13/2025	\$	6,716.28
LOBAR INC	LIBERTY CURTIN CONSTRUCTION	00000205	6/30/2025	\$	386,034.44
SILVERTIP, INC.	LIBERTY CURTIN CONSTRUCTION	00000206	6/30/2025	\$	617.50
June Interest				\$	8,739.92
June Total				\$	2,213,996.17
HOSLER CORP.	LIBERTY CURTIN CONSTRUCTION	00000001		\$	4,061.99
BARRY ISETT & ASSOCIATES, INC.	LIBERTY CURTIN CONSTRUCTION	00000002		\$	453.40
CRABTREE, ROHRBAUGH & ASSOCIATES	LIBERTY CURTIN CONSTRUCTION	00000003		\$	7,186.57
NITTANY WOODCRAFTS LLC	LIBERTY CURTIN CONSTRUCTION	00000004		\$	53,032.22
SILVERTIP, INC.	LIBERTY CURTIN CONSTRUCTION	00000005		\$	1,377.50
July Interest				\$	7,618.40
July Total				\$	2,155,502.89
HALLSTROM CLARK ELECTRIC, INC.	LIBERTY CURTIN CONSTRUCTION	00000006		\$	278,559.00
LOBAR INC	LIBERTY CURTIN CONSTRUCTION	00000007		\$	408,628.43
BARRY ISETT & ASSOCIATES, INC.	LIBERTY CURTIN CONSTRUCTION	00000008		\$	45,858.75
CRABTREE, ROHRBAUGH & ASSOCIATES	LIBERTY CURTIN CONSTRUCTION	00000009		\$	7,283.88
KAY-TWELVE	LIBERTY CURTIN CONSTRUCTION	00000010		\$	350,013.08
August Interest				\$	5,441.32
August Total				\$	1,070,601.07

HOSLER CORP.	LIBERTY CURTIN CONSTRUCTION	00000011		\$ 52,531.36
LOBAR INC	LIBERTY CURTIN CONSTRUCTION	00000012		\$ 1,017,784.71
SILVERTIP, INC.	LIBERTY CURTIN CONSTRUCTION	00000013		\$ 285.00
September Interest				
September Total				\$ 0.00



Policy Number	301
Title	Creating a Position
Adopted	3/2/2017
Last Reviewed	8/14/2024
Version	v1 · 8/12/2026 · DRAFT

Creating a Position

Purpose

Positions will be established to provide effective management and leadership for the operation of the District and to provide quality educational programs and services, consistent with the needs of the schools and the resources of the community.

Authority

Positions for administrative, professional and support employees shall be established by the Board ~~in order to provide the effective leadership and management necessary to operate district schools, and to provide quality educational programs and services, consistent with the needs of the schools and the resources of the community.~~

The need for merging or creating positions shall be determined by the Board, based on the recommendation of the Superintendent. The recommendation of the Superintendent shall be guided by this Policy and any other applicable factors or circumstances determined by the Board. The Board reserves for itself the final determination of the number and type of staff positions deemed necessary for effective management of the district and operation of the schools. [\[1\]](#) [\[2\]](#) [\[3\]](#) [\[4\]](#)

The initial wage, salary or salary range for a merged or new position shall be determined by the Board when creating the position, based upon the recommendation of the Superintendent and supporting documentation. [\[5\]](#)

In the exercise of its authority to merge or create a new position, the Board shall give primary consideration to factors which include, but not limited to, the following:

1. Effective management of district programs.
2. Number of students enrolled.

3. Special needs and academics of students.
4. Operational needs of the district.
5. Financial resources of the district school community.

The Superintendent shall be responsible for recommending a new or additional administrative, professional or support position, and relevant job description with wage and/or salary range to the Personnel Committee. The Personnel Committee shall make a corresponding recommendation to the Board.

Delegation of Responsibility

Recommendations for a new merged, new or additional position shall include:

1. Job description clearly stating the duties for which the position was created and should be consistent with other job titles of similar roles within the Commonwealth of Pennsylvania's Department of Education.
2. Title that conforms with the appropriate certificate if certification , if certification is required is required.
3. Supporting data and other rationale relevant to the recommendation such as student enrollment and/or academic need.
4. _
5. Identification of the funding source for the position.
- 6.

The Personnel Committee and/or ~~The Board~~ may, through the Superintendent, ~~seek~~ consider the advice employees, the Solicitor and others when creating a new or merged position or increasing the number of employees in existing positions. ~~of administrative staff when creating a new position or increasing the number of employees in existing positions.~~

The Superintendent, in cooperation with the Personnel Committee and Business Manager, shall be responsible for reviewing and maintaining a comprehensive and up-to-date set of job descriptions and wage/salary ranges. ~~or designee shall be responsible to maintain a comprehensive and up-to-date~~ for all positions in the district. Job descriptions shall be prepared in accordance with applicable federal and state laws and regulations. ^[6]

Job Description Posting

All District job descriptions shall be complaint with any and all applicable Federal, State, local, and Keystone Central School District Policies, laws, statutes, codes, ordinances, regulations, guidelines and rules.

Footnotes

[1] **24 P.S. 1001**
palegis.us
palegis.us
Legal Reference
[View source](#)

[2] **24 P.S. 1106**
palegis.us
palegis.us
Legal Reference
[View source](#)

[3] **24 P.S. 1107**
palegis.us
palegis.us
Legal Reference
[View source](#)

[4] **22 PA Code 4.4**
pacodeandbulletin.gov
pacodeandbulletin.gov
Legal Reference
[View source](#)

[5] **Pol. 328**
Policy Reference
[Open policy](#)

[6] **Pol. 104**
Policy Reference
[Open policy](#)

KEYSTONE CENTRAL SCHOOL DISTRICT POSITION DESCRIPTION

TITLE:	Educational Sign Language Interpreter
QUALIFICATIONS:	• Degree in sign language interpreting or related field (Deaf Ed., Linguistics) preferred • Minimum of 3.5 on the Educational Interpreter Performance Assessment (EIPA) - or willingness to obtain • Ability to draw from a broad spectrum of knowledge in general studies (humanities, sciences and the arts) the interpreting (theory, psycholinguistics and ethical behavior specific to the educational setting) in order to interpret K-12 coursework • Ability to effectively interpret/transliterate in a variety of modes (American Sign Language, (ASL), Pidgin Signed English (PSE), Manually Coded English (MCE) • Meets all mandates that the state of PA requires of Educational Interpreters
REPORTS TO:	Director of Special Education and Building Principal
JOB GOAL:	To provide sign language interpretation and/or transliteration in the educational environment To provide opportunities for deaf hard of hearing students to increase their independence and sophistication as consumers of sign language

PERFORMANCE RESPONSIBILITIES:

1. Provides interpreting/transliterating in all situations according to the specifications of the student's IEP.
2. Provides interpreting/transliterating for school sponsored activities for staff and/or adults who are Deaf Hard of Hearing (DHOH).
3. Demonstrates professionalism in all ethical areas, especially in applying the Registry of Interpreters for Deaf (RID) Code of Professional Conduct to the educational setting when providing interpretation/transliteration.
4. Participates in the development and presentation of orientations for general education staff and students regarding hearing loss and the role and use of an educational interpreter.
5. Prepares for the interpreting/transliterating situation by seeking necessary information from the speaker (teacher, related service provider, etc.) and by discussing with the speaker and the DHOH individual appropriate access to physical environments (seating, lighting, acoustics).
6. Promotes direct communication between the general education teacher and the DHOH individual without breaching confidentiality .
7. Maintains a document/folder with necessary information/materials to assist a substitute educational interpreter manage his/her assignment when the interpreter is absent.
8. Acts as an integral part of the IEP team by working with all staff involved in educating the student including acting as a liaison between the general education teacher and the teacher of the DHOH.

9. Participates in educational team meetings, IEP team meetings, etc., to provide information related to the student's ability to communicate, communication skills and communication needs.
10. Provides physical assistance to the student as needed.
11. Under the monitoring of the DHOH teacher, is responsible for providing signs/sign concepts in a sign journal that goes back and forth to the student's home for parents/guardians and the student to learn and practice.
12. Demonstrates the ability to express the requirements of the educational program to the student and the needs of the student to the teacher.
13. Demonstrates knowledge of and operates classroom equipment and augmented technology and equipment.
14. When not interpreting or preparing for an interpreting assignment, performs tasks that support students, their education program and the overall operation of the classroom environment.
15. Provides interpreting/transliterating for both DHOH students and their parents/guardians (as appropriate) at meetings and special events.
16. Requires the completion of 20 hours of professional development and interpreter workshop certificates.
17. Serves as resource to the educational team by providing information about research-based theory and practices that apply to the field of interpreting.
18. Assumes any other duty as assigned by the Director of Special Education and/or Building Principal.

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TERMS OF EMPLOYMENT:

In accordance with the Association of Clinton County Educators compensation plan.

Adopted by the Board of Directors on August 13, 2026.

**KEYSTONE CENTRAL SCHOOL DISTRICT
POSITION DESCRIPTION**

TITLE:	Special Education/Autistic Support Teacher
QUALIFICATIONS:	Bachelor's Degree in Special Education PA Teaching Certification in Special Education
REPORTS TO:	Director of Special Education, Supervisor of Special Education, Building Principal
JOB GOAL:	To provide a structured, supportive and individualized educational program that addresses the academic, communication, behavioral, social-emotional and functional needs of students with autism through specially designed instruction, evidence-based practices and positive behavioral supports, enabling each student to make progress toward IEP goals and achieve greater independence across school, home and community settings.

PERFORMANCE RESPONSIBILITIES:

- Provide specially designed instruction based on each student's Individualized Education Program (IEP).
- Develop, implement, monitor and revise IEPs in accordance with IDEA, Pennsylvania Chapter 14 and district procedures.
- Provide individualized and small-group instruction addressing academic, communication, behavioral, social-emotional, sensory and functional needs.
- Establish a structured, predictable and supportive learning environment using visual schedules, routines and environmental supports.
- Use evidence-based instructional practices appropriate for students with autism.
- Teach communication, social interaction, self-regulation, daily living, vocational and independence skills.
- Implement augmentative and alternative communication systems, assistive technology and visual supports when identified in the student's IEP.
- Collect and analyze data on IEP goals, academic performance, communication, behavior and functional skills.
- Use student data to adjust instruction, interventions and classroom supports.
- Conduct or assist with Functional Behavioral Assessments and develop and implement Positive Behavior Support Plans.
- Use positive behavioral interventions, reinforcement systems, de-escalation techniques and district-approved crisis procedures.
- Identify and support students' sensory and environmental needs in collaboration with occupational therapists and other specialists.
- Plan for the generalization of skills across people, activities and educational settings.
- Provide opportunities for students to participate in general education and school activities to the maximum extent appropriate.
- Collaborate with general education teachers, related-service providers, behavior specialists, school psychologists, administrators and outside agencies.
- Collaborate and co-plan with general education teachers in order to modify and/or adapt assignments and activities

- Communicate regularly and professionally with parents and guardians regarding student progress, needs and programming.
- Participate in IEP meetings, multidisciplinary evaluation meetings, manifestation determinations and other student-support meetings.
- Maintain accurate and confidential special education records, progress-monitoring data, behavioral documentation and compliance paperwork.
- Direct, train and support paraprofessionals assigned to the classroom or individual students.
- Ensure that staff consistently implement instructional programs, communication systems, behavior plans and safety procedures.
- Support students during transitions between activities, classrooms, programs, grade levels and postsecondary environments.
- Develop and implement transition activities that promote independence in school, community, vocational and daily-living settings.
- Participate in professional development related to autism, communication, behavior, assistive technology and student safety.
- Follow all district policies and applicable federal and Pennsylvania special education requirements.
- Perform other duties related to the position as assigned by the building principal or Director of Special Education.

The position specifications described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of the job. The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual currently holding this position and additional duties may be assigned.

TERMS OF EMPLOYMENT:

In accordance with the Association of Clinton County Educators compensation plan.

Adopted by the Board of Directors on August 13, 2026.

**KEYSTONE CENTRAL SCHOOL DISTRICT
POSITION DESCRIPTION**

TITLE:	Special Education/Deaf Hard of Hearing Support Teacher
QUALIFICATIONS:	Bachelor's Degree in Special Education PA Teaching Certification in Hearing Impaired PreK-12 Fluent sign language skills preferred
REPORTS TO:	Director of Special Education, Supervisor of Special Education, Building Principal
JOB GOAL:	To provide individualized, specially designed instruction and consultative support addressing the academic, communication, language, auditory, social-emotional and functional needs of students who are deaf or hard of hearing, enabling them to access the educational environment, make meaningful progress toward their IEP goals and develop independence and self-advocacy skills.

PERFORMANCE RESPONSIBILITIES:

- Provide specially designed instruction and consultative services based on each student's Individualized Education Program (IEP).
- Develop, implement, monitor and revise IEPs in accordance with IDEA, Pennsylvania Chapter 14 and district procedures.
- Assess students' academic, language, communication, auditory, social-emotional and functional needs.
- Interpret educationally relevant audiological information and explain its implications to families and school staff.
- Deliver individualized and small-group instruction using each student's identified communication mode.
- Support the development of receptive and expressive language, literacy, auditory skills, communication and self-advocacy.
- Adapt curriculum, instructional materials, classroom environments and assessments to ensure meaningful access.
- Recommend and implement appropriate accommodations, modifications, visual supports and assistive technology.
- Support the effective use of hearing aids, cochlear implants, remote microphone systems and other hearing-assistance technology within the educational environment.
- Monitor equipment function and coordinate troubleshooting with audiologists, families and appropriate personnel.
- Teach students to understand their hearing loss, manage equipment and advocate for their communication and accessibility needs.
- Collaborate and co-plan with general education and special education teachers to ensure access to instruction and school activities.
- Coordinate services with educational interpreters, audiologists, speech-language pathologists, related-service providers and outside agencies.
- Provide training and consultation to staff regarding hearing loss, communication access, classroom acoustics, equipment use and instructional strategies.
- Observe students in educational settings and recommend changes to seating, lighting, acoustics, communication practices and environmental supports.

- Collect and analyze data related to IEP goals, academic progress, language, communication, auditory access and functional performance.
- Use progress-monitoring data to adjust instruction, services, accommodations and supports.
- Prepare progress reports and maintain accurate and confidential special education records.
- Participate in IEP meetings, multidisciplinary evaluations, reevaluations, transition meetings and other student-support meetings.
- Communicate regularly and professionally with parents and guardians regarding student progress, needs, equipment and programming.
- Support students' participation with nondisabled peers in academic, extracurricular and school activities to the maximum extent appropriate.
- Plan and provide transition instruction related to postsecondary education, employment, independent living and disability-related self-advocacy.
- Promote students' social-emotional development, cultural identity, independence and connection with peers and community resources.
- Travel between district buildings or educational locations when providing itinerant services.
- Maintain professional knowledge of instructional practices, communication approaches, hearing technology and legal requirements affecting students who are deaf or hard of hearing.
- Follow all district policies and applicable federal and Pennsylvania special education requirements.
- Perform other related duties as assigned by the building principal or Director of Special Education.

The position specifications described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of the job. The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual currently holding this position and additional duties may be assigned.

TERMS OF EMPLOYMENT:

In accordance with the Association of Clinton County Educators compensation plan.

Adopted by the Board of Directors on August 13, 2026.

**KEYSTONE CENTRAL SCHOOL DISTRICT
POSITION DESCRIPTION**

TITLE:	Special Education/Emotional Support Teacher
QUALIFICATIONS:	Bachelor's Degree in Special Education PA Teaching Certification in Special Education
REPORTS TO:	Director of Special Education, Supervisor of Special Education, Building Principal
JOB GOAL:	To provide a structured, supportive and therapeutic educational environment in which students with emotional and behavioral needs receive specially designed instruction, positive behavioral supports and social-emotional skill development necessary to make progress toward their IEP goals and successfully participate in school and community settings

PERFORMANCE RESPONSIBILITIES:

- Provide specially designed instruction aligned with each student's Individualized Education Program (IEP).
- Develop, implement, monitor and revise IEPs in compliance with IDEA, Pennsylvania Chapter 14 and district procedures.
- Establish and maintain a structured, predictable and supportive classroom environment.
- Teach academic, behavioral, social-emotional and functional skills based on individual student needs.
- Implement positive behavioral interventions and supports, behavior plans and crisis-prevention strategies.
- Collect and analyze data related to IEP goals, academic achievement, behavior, attendance and student progress.
- Conduct or assist with functional behavioral assessments and develop Positive Behavior Support Plans when appropriate.
- Use de-escalation strategies and follow district-approved crisis and safety procedures.
- Differentiate instruction and provide appropriate accommodations, modifications and assistive supports.
- Collaborate and co-plan with general education teachers to adapt lessons, materials, assignments and assessments.
- Coordinate services with school psychologists, counselors, behavior specialists, related-service providers, administrators and outside agencies.
- Communicate regularly and professionally with parents and guardians regarding student progress, concerns and support.
- Participate in IEP meetings, multidisciplinary evaluation meetings, manifestation determinations and other student-support meetings.
- Maintain accurate and confidential special education records, progress reports, behavioral documentation and required compliance paperwork.
- Support students' transition between classrooms, programs, grade levels and postsecondary environments.
- Provide direction and support to paraprofessionals assigned to the classroom or individual students.

- Promote student independence, self-regulation, self-advocacy and responsible decision-making.
- Participate in professional development related to special education, behavior management, trauma-informed practices and student safety.
- Follow all district policies and applicable federal and Pennsylvania special education requirements.
- Perform other duties related to the position as assigned by the building principal or Director of Special Education.

The position specifications described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of the job. The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual currently holding this position and additional duties may be assigned.

TERMS OF EMPLOYMENT:

In accordance with the Association of Clinton County Educators compensation plan.

Adopted by the Board of Directors on August 13, 2026.

**KEYSTONE CENTRAL SCHOOL DISTRICT
POSITION DESCRIPTION**

TITLE:	Special Education/Learning Support Teacher
QUALIFICATIONS:	Bachelor's Degree in Special Education PA Teaching Certification in Special Education
REPORTS TO:	Director of Special Education, Supervisor of Special Education, Building Principal
JOB GOAL:	To provide specially designed, individualized instruction and academic and/or behavioral interventions that address the unique learning needs of students with disabilities, enabling them to make meaningful progress toward their IEP goals, access the general education curriculum and develop the skills and independence necessary for success in school and postsecondary settings.

PERFORMANCE RESPONSIBILITIES:

- Provide specially designed instruction aligned with each student's Individualized Education Program (IEP).
- Develop, implement, monitor and revise IEPs in accordance with IDEA, Pennsylvania Chapter 14 and district procedures.
- Deliver individualized, small-group and co-taught instruction in reading, writing, mathematics and other identified academic areas.
- Use evidence-based interventions and instructional practices appropriate to each student's needs.
- Differentiate instruction and provide required accommodations, modifications and assistive technology.
- Support students' access to and progress in the general education curriculum.
- Collaborate and co-plan with general education teachers to adapt lessons, materials, assignments and assessments.
- Collect, analyze and maintain data related to IEP goals, academic achievement, behavior and intervention outcomes.
- Conduct regular progress monitoring and use the results to adjust instruction and interventions.
- Administer formal and informal assessments to identify students' strengths, needs and present levels of performance.
- Prepare progress reports and communicate student progress to parents and guardians at required intervals.
- Participate in IEP meetings, multidisciplinary evaluation meetings, manifestation determinations and other student-support meetings.
- Assist with reevaluations and provide relevant academic, behavioral and functional information.
- Provide case-management services and ensure that IEP timelines, services and documentation requirements are met.
- Communicate IEP accommodations, modifications and responsibilities to staff members who work with assigned students.
- Promote student independence, organization, study skills, self-advocacy and responsible decision-making.

- Establish and maintain a structured, inclusive and supportive learning environment.
- Implement positive behavioral supports and individual behavior plans as required.
- Support students during transitions between classrooms, programs, grade levels and postsecondary settings.
- Collaborate with parents, administrators, school psychologists, counselors, related-service providers and outside agencies.
- Direct and support paraprofessionals assigned to the classroom or individual students.
- Maintain accurate, current and confidential special education records.
- Participate in professional development related to special education, academic interventions, assessment and inclusive practices.
- Follow district policies and all applicable federal and Pennsylvania special education requirements.
- Perform other related duties as assigned by the building principal or Director of Special Education.

The position specifications described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of the job. The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual currently holding this position and additional duties may be assigned.

TERMS OF EMPLOYMENT:

In accordance with the Association of Clinton County Educators compensation plan.

Adopted by the Board of Directors on August 13, 2026.

KEYSTONE CENTRAL SCHOOL DISTRICT POSITION DESCRIPTION

TITLE:	Special Education/Life Skills Support Teacher
QUALIFICATIONS:	Bachelor's Degree in Special Education PA Teaching Certification in Special Education
REPORTS TO:	Director of Special Education, Supervisor of Special Education, Building Principal
JOB GOAL:	To provide individualized, specially designed instruction addressing students' academic, communication, social, behavioral, daily living and vocational needs, enabling them to make meaningful progress toward their IEP goals and develop the independence necessary to participate successfully in school, home, community and postsecondary settings.

PERFORMANCE RESPONSIBILITIES:

- Develop, implement, monitor and revise each student's Individualized Education Program (IEP) in accordance with IDEA, Pennsylvania Chapter 14 and district procedures.
- Provide specially designed instruction based on each student's academic, communication, social, behavioral, functional and vocational needs.
- Deliver individualized, small-group and whole-group instruction using evidence-based practices and age-appropriate materials.
- Teach functional academics, including practical reading, writing, mathematics, time, money and community-use skills.
- Teach daily-living skills such as personal care, hygiene, meal preparation, organization, household tasks and personal safety.
- Provide instruction in communication, social interaction, self-regulation, self-advocacy and responsible decision-making.
- Develop and implement transition activities addressing postsecondary education or training, employment and independent living.
- Provide community-based instruction and vocational experiences when required by students' IEPs.
- Promote student independence and reduce adult assistance as students develop necessary skills.
- Implement augmentative and alternative communication systems, assistive technology, visual supports and adaptive equipment.
- Collect and analyze data related to IEP goals, academic achievement, behavior, communication and functional performance.
- Conduct regular progress monitoring and use the results to adjust instruction, interventions and supports.
- Administer appropriate formal and informal assessments, including alternate-assessment preparation when applicable.
- Implement positive behavioral interventions, reinforcement systems and individual Positive Behavior Support Plans.
- Assist with Functional Behavioral Assessments and use district-approved de-escalation and crisis procedures.

- Provide opportunities for students to participate with nondisabled peers in academic, extracurricular and school activities to the maximum extent appropriate.
- Collaborate with general education teachers, related-service providers, behavior specialists, job coaches, administrators and outside agencies.
- Collaborate and co-plan with general education teachers in order to modify and/or adapt assignments and activities
- Communicate regularly with parents and guardians regarding student progress, needs and programming.
- Participate in IEP meetings, multidisciplinary evaluation meetings, manifestation determinations, transition meetings and other student-support meetings.
- Maintain accurate and confidential special education records, progress reports, data and compliance documentation.
- Direct, train and support paraprofessionals assigned to the classroom or individual students.
- Ensure that classroom staff consistently implement IEPs, instructional programs, communication systems, behavior plans, personal-care procedures and safety protocols.
- Coordinate student health, mobility, feeding, toileting and personal-care supports with nurses and related-service providers, as required.
- Maintain a safe, structured, respectful and age-appropriate classroom environment.
- Participate in professional development related to life-skills instruction, transition, behavior, communication, assistive technology and student safety.
- Follow all district policies and applicable federal and Pennsylvania special education requirements.
- Perform other duties related to the position as assigned by the building principal or Director of Special Education.

The position specifications described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of the job. The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual currently holding this position and additional duties may be assigned.

TERMS OF EMPLOYMENT:

In accordance with the Association of Clinton County Educators compensation plan.

Adopted by the Board of Directors on August 13, 2026.

**KEYSTONE CENTRAL SCHOOL DISTRICT
POSITION DESCRIPTION**

TITLE:	Special Education/ Multi-Disciplinary Support Teacher
QUALIFICATIONS:	Bachelor's Degree in Special Education PA Teaching Certification in Special Education
REPORTS TO:	Director of Special Education, Supervisor of Special Education, Building Principal
JOB GOAL:	To provide individualized, specially designed instruction and comprehensive supports addressing students' academic, communication, physical, sensory, behavioral, social-emotional and functional needs, enabling them to make meaningful progress toward their IEP goals and achieve the highest possible level of independence and participation across school, home, community and postsecondary settings.

PERFORMANCE RESPONSIBILITIES:

- Develop, implement, monitor and revise each student's Individualized Education Program (IEP) in accordance with IDEA, Pennsylvania Chapter 14 and district procedures.
- Provide specially designed instruction addressing students' academic, communication, physical, sensory, behavioral, social-emotional, functional and vocational needs.
- Deliver individualized, small-group and whole-group instruction using evidence-based practices and age-appropriate materials.
- Adapt curriculum, instructional activities, classroom environments and assessments to provide meaningful access and participation.
- Teach functional academics, communication, social interaction, self-regulation, daily-living, personal-safety and vocational skills.
- Develop and implement transition programming related to postsecondary education or training, employment and independent living.
- Implement augmentative and alternative communication systems, visual supports, assistive technology and adaptive equipment.
- Collaborate with speech-language pathologists, occupational and physical therapists, nurses and other specialists to integrate related-service recommendations into daily instruction.
- Implement positioning, mobility, transfer, feeding, toileting, personal-care and medical-support procedures as trained and identified in student plans.
- Follow all health, safety, emergency and specialized-care protocols.
- Collect and analyze data related to IEP goals, communication, academic skills, behavior, mobility, self-care and functional performance.
- Conduct regular progress monitoring and use student data to modify instruction, interventions and supports.
- Administer appropriate formal and informal assessments, including alternate assessments when applicable.
- Prepare progress reports and maintain accurate and confidential special education records and compliance documentation.
- Implement positive behavioral interventions, reinforcement systems and individual Positive Behavior Support Plans.

- Assist with Functional Behavioral Assessments and follow district-approved de-escalation and crisis procedures.
- Provide opportunities for students to participate with nondisabled peers in academic, extracurricular and school activities to the maximum extent appropriate.
- Plan for students to generalize skills across people, activities and educational or community settings.
- Promote student choice, self-determination, independence and dignity while gradually reducing unnecessary adult assistance.
- Communicate regularly and professionally with parents and guardians regarding student progress, needs and programming.
- Participate in IEP meetings, multidisciplinary evaluation meetings, transition meetings, manifestation determinations and other student-support meetings.
- Collaborate with general education teachers, related-service providers, behavior specialists, job coaches, administrators and outside agencies.
- Collaborate and co-plan with general education teachers in order to modify and/or adapt assignments and activities
- Direct, train and support paraprofessionals assigned to the classroom or individual students.
- Ensure that classroom staff consistently implement IEPs, communication systems, behavior plans, personal-care procedures and safety protocols.
- Establish and maintain a safe, structured, respectful, accessible and age-appropriate learning environment.
- Participate in professional development related to multiple disabilities, communication, assistive technology, behavior, personal care, transition and student safety.
- Follow all district policies and applicable federal and Pennsylvania special education requirements.
- Perform other duties related to the position as assigned by the building principal or Director of Special Education.

The position specifications described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of the job. The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual currently holding this position and additional duties may be assigned.

TERMS OF EMPLOYMENT:

In accordance with the Association of Clinton County Educators compensation plan.

Adopted by the Board of Directors on August 13, 2026.

Keystone Central School District
Personnel
August 13, 2026

1. Content
2. Support
3. Support (continued)
4. Secretarial
5. Professional
6. Professional (continued)
7. Professional (continued)
8. Administration
9. Volunteers
10. Drivers and Aides
11. Drivers and Aides (continued)

Keystone Central School District
Personnel
August 13, 2026

SUPPORT

Leave of Absence

Leave of absence for **002258**, Support, effective September 9, 2026 through approximately November 4, 2026. Absence is partially compensated.

Employment

Employment of **Keli Shaffer**, Building Assistant, at Central Mountain Middle School, effective the first day of the 2026-2027 school year,, at a rate of \$14.75/hour, paid from the General Fund per the KCESP Contract. Hiring is contingent upon receipt of all required paperwork including, but not limited to, all necessary background checks that meet the appropriate standard(s) as required by Pennsylvania law. **Filled due to vacancy.**

Employment of **Tabitha Englert**, General Cafeteria Worker, 6 hrs/day at Mill Hall Elementary School, effective the first day of the 2026-2027 school year, at a rate of \$14.75/hour, paid from the General Fund per the KCESP Contract. Hiring is contingent upon receipt of all required paperwork including, but not limited to, all necessary background checks that meet the appropriate standard(s) as required by Pennsylvania law. **Filled due to vacancy.**

Employment of **Nicole Henning**, General Cafeteria Worker, 4.75 hrs/day at Central Mountain High School, effective the first day of the 2026-2027 school year, at a rate of \$14.75/hour, paid from the General Fund per the KCESP Contract. Hiring is contingent upon receipt of all required paperwork including, but not limited to, all necessary background checks that meet the appropriate standard(s) as required by Pennsylvania law. **Filled due to vacancy.**

Employment of **Tracy Shade**, General Cafeteria Worker, 4.75 hrs/day at Central Mountain High School, effective the first day of the 2026-2027 school year, at a rate of \$14.75/hour, paid from the General Fund per the KCESP Contract. Hiring is contingent upon receipt of all required paperwork including, but not limited to, all necessary background checks that meet the appropriate standard(s) as required by Pennsylvania law. **Filled due to vacancy.**

Employment of **Kristie Poage**, General Cafeteria Worker, 6 hrs/day at Central Mountain High School, effective TBD, at a rate of \$14.75/hour, paid from the General Fund per the KCESP Contract. Hiring is contingent upon receipt of all required paperwork including, but not limited to, all necessary background checks that meet the appropriate standard(s) as required by Pennsylvania law. **Filled due to vacancy.**

Employment of **Samuel Schmouder**, 260 Day Custodian, 2nd Shift, 8 hrs/day at Central Mountain Middle School, effective TBD, at a rate of \$14.75/hour, paid from the General Fund per the KCESP Contract. Hiring is contingent upon receipt of all required paperwork including, but not limited to, all necessary background checks that meet the appropriate standard(s) as required by Pennsylvania law. **Filled due to vacancy.**

Employment of **Michael Young Jr**, 210 Day Custodian, 2nd Shift, 8 hrs/day at Central Mountain Middle School, effective TBD, at a rate of \$14.75/hour, paid from the General Fund per the KCESP Contract. Hiring is contingent upon receipt of all required paperwork including, but not limited to, all necessary background checks that meet the appropriate standard(s) as required by Pennsylvania law. **Filled due to vacancy.**

Employment of **Sabrina Rodriguez**, Behavior Intervention Assistant, at Central Mountain High School School, effective TBD, at a rate of \$17.75/hour, paid from the General Fund per the KCESP Contract. Hiring is contingent upon receipt of all required paperwork including, but not limited to, all necessary background checks that meet the appropriate standard(s) as required by Pennsylvania law. **Filled due to vacancy.***

Keystone Central School District
Personnel
August 13, 2026

SUPPORT (continued)

Transfers

Transfer of **Madison Young**, Building Assistant, Autistic Support, at Robb Elementary School to Building Assistant, Emotional Support, at Mill Hall Elementary School, effective the first day of the 2026-2027 school year. No change in pay. Madison has 1 year of service with Keystone Central School District.

Transfer of **Erin Blazina**, 210 Day Custodian Floater, 8 hrs/day, at home base Central Mountain High School to Personal Care Assistant, at Robb Elementary School effective the first day of the 2026-2027 school year. Rate of pay will be \$17.94. Erin has 1 year of service with Keystone Central School District.

Transfer of **Christa Hamilton**, General Cafeteria Worker, hrs/day, at Central Mountain High School to General Cafeteria Worker, 6.25 hrs/day at Central Mountain High School effective the first day of the 2026-2027 school year. No change in pay. Christa has 1 year of service with Keystone Central School District.*

Resignations/Retirements/Terminations

Resignation of **Jerri Lynn Houtz**, General Cafeteria Worker, at Central Mountain High School, effective July 20, 2026. Jerri has 4 years of service with Keystone Central School District.

Resignation of **Sara Wolfe**, General Cafeteria Worker, at Central Mountain High School, effective July 23, 2026. Sara has 1 year of service with Keystone Central School District.

Resignation of **Mary Kline**, Building Assistant, at Robb Elementary School, effective August 3, 2026. Mary has 1 year of service with Keystone Central School District.

Resignation of **Luckenson Pierre Louis**, Personal Care Assistant, at Central Mountain High School School, effective August 7, 2026. Luckenson has 2 years of service with Keystone Central School District.

Open Support Positions as of August 11, 2026*

Title 1 Building Assistant at Renovo Elementary
(2) Building Assistant at Robb Elementary
Building Assistant at Woodward Elementary
210 Custodian at Central Mountain High School
210 Custodian at Mill Hall Elementary
(2) LPN Assistants, Itinerant
General Cafeteria Worker, 6.25 hrs/day at Central Mountain High School
Personal Care Assistant at Central Mountain High School*

Approve the following General Cafeteria Workers hours for the 2026-2027 school year:

Erica Haas - 7 hrs/day

Earla Yearick - 7.25 hrs/day

Christa Hamilton - 4.75 hrs/day

Melissa Andrews - 6.25 hrs/day

Leann Styers - 6.25 hrs/day

Keystone Central School District
Personnel
August 13, 2026

SECRETARIAL

Leave of Absence

N/A

Employment

N/A

Transfers

N/A

Resignations/Retirements/Terminations

Resignation of **Kathy Muthler**, Benefits Secretary, at Keystone Central School District, effective August 7, 2026. Kathy has 3 years of service with Keystone Central School District.

Open Secretarial Positions as of August 3, 2026

Benefits Secretary

Keystone Central School District
Personnel
August 13, 2026

PROFESSIONAL

Leave of Absence

Leave of absence for **002991**, Elementary Teacher, effective August 20, 2026 through approximately December 23, 2026. Absence is partially compensated.

Leave of absence for **003450**, Elementary Teacher, effective August 20, 2026 through June 9, 2027. Absence is uncompensated.

Employment

Employment of **Cassidy Probst**, as Learning Support teacher, at Central Mountain High School, placed at B, step 1, with a salary of \$60,600, effective the first day of the 2026-2027 school year. Salary and Benefits are according to the ACCE Contract. Hiring is contingent upon receipt of all required paperwork including, but not limited to, all necessary background checks that meet the appropriate standard(s) as required by Pennsylvania law. **Filled due to vacancy.**

Employment of **Austyn Carson**, as Emotional Support teacher, at Central Mountain Middle School, placed at M, step 1, with a salary of \$63,400, effective the first day of the 2026-2027 school year. Salary and Benefits are according to the ACCE Contract. Hiring is contingent upon receipt of all required paperwork including, but not limited to, all necessary background checks that meet the appropriate standard(s) as required by Pennsylvania law. **Filled due to vacancy.**

Employment of **Michael Bower**, as Emotional Support teacher, at Central Mountain High School, placed at B, step 1, with a salary of \$60,600, effective the first day of the 2026-2027 school year. Salary and Benefits are according to the ACCE Contract. Hiring is contingent upon receipt of all required paperwork including, but not limited to, all necessary background checks that meet the appropriate standard(s) as required by Pennsylvania law. **Filled due to vacancy.**

Employment of **Courtney Rex**, as Art teacher, at Bucktail Campus, placed at B, step 3, with a salary of \$ 62,400, effective the first day of the 2026-2027 school year. Salary and Benefits are according to the ACCE Contract. Hiring is contingent upon receipt of all required paperwork including, but not limited to, all necessary background checks that meet the appropriate standard(s) as required by Pennsylvania law. **Filled due to vacancy.**

Employment of **Catherine Brylowski**, as Learning Support Teacher, at Central Mountain Middle School, placed at Doc, step 5, with a salary of \$74,500, effective the first day of the 2026-2027 school year. Salary and Benefits are according to the ACCE Contract. Hiring is contingent upon receipt of all required paperwork including, but not limited to, all necessary background checks that meet the appropriate standard(s) as required by Pennsylvania law. **Filled due to vacancy.***

Employment of **Molly Snyder**, as Autistic Support Teacher, at Renovo Elementary School, placed at B, step 1, with a salary of \$60,600, effective the first day of the 2026-2027 school year. Salary and Benefits are according to the ACCE Contract. Hiring is contingent upon receipt of all required paperwork including, but not limited to, all necessary background checks that meet the appropriate standard(s) as required by Pennsylvania law. **Filled due to vacancy.***

Employment of **Amy Barth**, as Family and Consumer Science Teacher, at Central Mountain High School, placed at M, step 6, with a salary of \$67,910, effective the first day of the 2026-2027 school year. Salary and Benefits are according to the ACCE Contract. Hiring is contingent upon receipt of all required paperwork including, but not limited to, all necessary background checks that meet the appropriate standard(s) as required by Pennsylvania law. **Filled due to vacancy.***

Employment of **Saige Allen**, as Spanish Teacher, Long Term Substitute for the full year, at Central Mountain Middle School, placed at B, step 1, with a salary of \$60,600, effective the first day of the 2026-2027 school year. Salary and Benefits are according to the ACCE Contract. Hiring is contingent upon receipt of all required paperwork including, but not limited to, all necessary background checks that meet the appropriate standard(s) as required by Pennsylvania law. **Filled due to leave of absence.**

Keystone Central School District
Personnel
August 13, 2026

PROFESSIONAL (continued)

Employment of **Daniel Nauta**, as Learning Support Teacher, Long Term Substitute for the full year, at Renovo Elementary School, placed at B, step 1, with a salary of \$60,600, effective the first day of the 2026-2027 school year. Salary and Benefits are according to the ACCE Contract. Hiring is contingent upon receipt of all required paperwork including, but not limited to, all necessary background checks that meet the appropriate standard(s) as required by Pennsylvania law. **Filled due to leave of absence.**

Employment of **Kiara McDermit**, as Music Teacher, Long Term Substitute until the position is filled, at Mill Hall Elementary School and Central Mountain Middle School, placed at B, step 1, with a salary of \$60,600, effective the first day of the 2026-2027 school year. Salary and Benefits are according to the ACCE Contract. Hiring is contingent upon receipt of all required paperwork including, but not limited to, all necessary background checks that meet the appropriate standard(s) as required by Pennsylvania law. **Filled due to vacancy.***

Employment of **Gracie Sweka**, as Third Grade Teacher, Long Term Substitute, at Woodward Elementary School, placed at B, step 1, with a salary of \$60,600, effective the first day of the 2026-2027 school year. Salary and Benefits are according to the ACCE Contract. Hiring is contingent upon receipt of all required paperwork including, but not limited to, all necessary background checks that meet the appropriate standard(s) as required by Pennsylvania law. **Filled due to leave of absence.***

Approve **Heather Fye**, as Department Program Leader, at Robb Elementary School at a stipend of \$3372.90, effective the first day of the 2026-2027 school year. **Filled due to vacancy.**

Transfers

Transfer of **Michaela Shafer**, Autistic Support Teacher, at Renovo Elementary School to 4th Grade Teacher, at Robb Elementary School, effective the first day of the 2026-2027 school year. No change in pay. Michaela has 5 years of service with Keystone Central School District.

Transfer of **Leslie Brown**, First Grade Teacher, at Mill Hall Elementary School to Title Interventionist, at Robb Elementary School, effective the first day of the 2026-2027 school year. No change in pay. Leslie has 10 years of service with Keystone Central School District.

Transfer of **Travis Thompson**, Instructional and Behavioral Facilitator, at Central Mountain Middle School to Instructional and Behavioral Facilitator, at Central Mountain High School, effective the first day of the 2026-2027 school year. No change in pay. Travis has 14 years of service with Keystone Central School District.

Transfer of **Eryn Bartlett**, Learning Support/Emotional Support at Bucktail High School to Instructional and Behavioral Facilitator, at Central Mountain Middle School, effective the first day of the 2026-2027 school year. No change in pay. Eryn has 4 years of service with Keystone Central School District.*

Transfer of **Mya Trauger**, Learning Support at Central Mountain Middle School to Reading Interventionist at Central Mountain Middle School, effective the first day of the 2026-2027 school year. No change in pay. Mya has 4 years of service with Keystone Central School District.*

Resignations/Retirements/Terminations

Resignation of **Amanda Gearhart**, Art Teacher, at Bucktail Campus, effective July 15, 2026. Amanda has 1 year of service with Keystone Central School District.

Resignation of **Shana Kinley**, 4th Grade Teacher, at Robb Elementary School, effective July 20, 2026. Shana has 3 years of service with Keystone Central School District.

Keystone Central School District
Personnel
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PROFESSIONAL (continued)

Resignation of **Christina Onuskanich**, Reading Interventionist Teacher, at Central Mountain Middle School, effective August 3, 2026. Christina has 10 years of service with Keystone Central School District.

Resignation of **Loryn Hughes**, Emotional Support Teacher, at Central Mountain Middle School, effective August 14, 2026. Loryn has 4 years of service with Keystone Central School District.

Resignation of **Bryann Hilty**, Family and Consumer Science Teacher, at Central Mountain High School, effective August 3, 2026. Bryann has 1 year of service with Keystone Central School District.

Resignation of **Heather Boyle**, English Teacher, at Central Mountain Middle School, effective August 19, 2026. Heather has 12 years of service with Keystone Central School District.

Open Professional Positions as of August 11, 2026*

Family Consumer Science at Central Mountain High School - Anticipated
Learning Support/Emotional Support at Bucktail High School*
Learning Support at Central Mountain Middle School*
Biology/General Science at Central Mountain High School*
Music Teacher at Central Mountain Middle School/Mill Hall Elementary*
Autistic Support Teacher at Renovo Elementary*

Approve the following to receive the mentor stipend of \$500 per mentee for the 2026-2027 school year:

Daci Killinger - 1 mentee
Nicole Fravel - 1 mentee
Cheyenne Redcay - 1 mentee
Danielle Newman - 1 mentee
Brett Kleckner - 1 mentee
Patricia Taylor - 1 mentee
Samantha Jarrett - 1 mentee

Approve the following ESS Teacher Substitutes for the 2025-2026 school year:

Heather Robinson
Kelly Baker

INFORMATION

Staff members who received advanced degrees or who reached advanced credit levels prior to the beginning of the 26-27 school year as shown in **Exhibit**.

Keystone Central School District
Personnel
August 13, 2026

ADMINISTRATION

Leave of Absence

Leave of absence for **000879**, Administrator, effective August 3, 2026 through approximately November 3, 2026. Absence is partially compensated.

Employment

Approve the increase for **Taran Helm, Cafeteria Manager** from \$30,388.74 to \$40,388.74 effective August 1. Pay adjustment due to additional duties and an increase from 205 to 215 working days.

Approve the increase for **Esther Kramer, Cafeteria Manager** from \$35,107.99 to \$45,107.99 effective August 1. Pay adjustment due to additional duties and an increase from 205 to 215 working days.

Transfers

N/A

Resignations/Retirements/Terminations

N/A

Open Administrative Positions as of August 3, 2026

Food Services Supervisor

Network Systems Administrator

Keystone Central School District
Personnel
August 13, 2026

Volunteers

Approve the following Smiles Program Volunteers for the 2026-2027 school year:

Donna Saar
Diana Andrus
Jerry Humphrey
Janet DeMarte
Pamela Bowes
Willeen Matter
Rebecca Guerriero

Approve the following Volunteers for the 2026-2027 school year: (see exhibit for comprehensive list)

Sara May - CTC
Hollie Moore - Central Mountain Middle School & Liberty Curtin Elementary School
Ashley Conrad - Robb Elementary School
Brittanie Jones - Woodward Elementary School
Erika Trent - Woodward Elementary School
Ashley Newlen - Woodward Elementary School

Keystone Central School District

Personnel

August 13, 2026

Drivers and Aides

Approve the following drivers and aides for Susquehanna Transit for the 2025-2026 school year. Hiring is contingent upon receipt of all required paperwork including, but not limited to, all necessary background checks that meet the appropriate standard(s) as required by Pennsylvania law:

Barr, Donna - Aide

Bechdel, Scott - Driver

Bitner, Jeff - Driver

Bitner, Kathleen - Van Driver/Aide

Bremigen, Christina - Aide

Brooks, Amy - Van Driver/Aide

Brooks, Debra - Driver

Brooks, Howard - Driver

Burkey, William - Driver

Burkey, Waukera - Aide

Chapman, Paul - Driver

Clossen, Curt - Driver

Clossen, Patricia - Van Driver/Aide

Dawes, Derrick - Van Driver/Aide

Doverspike, Keith - Driver

Dugas, Susan - Aide

Eckenroad, Lori- Aide

Falls, Debra - Aide

Foster, Donald - Driver

Haines, Thomas - Driver

Hamilton, Christina - Driver

Hamilton, Seth - Van Driver/Aide

Harer, Robert - Driver

Hawk, Richard - Driver

Herman, Debbie - Van Driver/Aide

Heydrich, Deborah - Van Driver/Aide

Heydrich, Rachel - Van Driver/Aide

Heydrich, Shane- Driver

Hill, Jessica - Aide

Hubbell, Edward - Aide

Huff, Amanda - Driver

Jolin, Stephanie - Van Driver/Aide

Kelley, Michael - Driver

Kephart, Cam - Driver

Kinley, Mark - Aide

Kitchen, Francis - Driver

Marino-Messina, Kaitlyn - Aide

Merrill, Jacob - Driver

Miller, Brian - Driver

Miller, Elsie - Driver

Miller, Steven - Van Driver/Aide

Moore, Mara - Driver

Nettleton, Becky - Driver

Nettleton, Brandon - Driver

Powell, Tina - Driver

Rogers, Paula - Aide

Rogers, Franklin- Driver

Keystone Central School District
Personnel
August 13, 2026

Drivers and Aides (continued)

Schrum, Rex Allen - Driver
Seasholtz, Tammy - Aide
Sholley, Dustin - Driver
Smeltzer, Ronald- Aide
Smith, Rose - Driver
Stroud, Leonard - Driver
Wachter, Kenneth - Van Driver/Aide
Watkins, Tricia - Aide
White, Tay - Aide
Whitmyre, Edna - Driver
Winslow, Barry - Aide
Wirth, John (Doug) - Driver
Wirth, Kris - Van Driver/Aide
Yeager, Jeffrey - Driver
Wyble, Matthew - Shop

The following professional staff members have received advanced degrees or have reached advanced credit levels prior to the beginning of the 2026-2027 school year. Payment will be in accordance with the current collective bargaining agreement.

Master's Degree

Name	Title	University	Degree Earned	Amount				
Cody Caris	Health & PE Teacher	America College of Education	Master's of Education in Health & Wellness of Education	\$7,285.00				
Kristina Shope	FamilyConsumerScience Teacher	Point Park University	Master of Education Learning, Design, and Technology	\$14,943.00				
Adrian Fortescue	Learning Support Teacher	Indiana University of Pennsylvania	Master of Education	\$14,094.00				
Melina Engler	Emotional Support Teacher	Bloomsburg Commonwealth University of Pennsylvania	Master of Science Special Education	\$12,492.00				
Justin Bower	Learning Support Teacher	West Chester University	Master of Education	\$7,841.00				
Eryn Bartlett	Facilitator	Lock Haven Commonwealth University of Pennsylvania	Master's of Education in Educational Leadership	\$10,836.00				
Katie Hanna	Health & PE Teacher	Lock Haven Commonwealth University of Pennsylvania	Master of Science Sport and Performance Psychology	\$15,642.00				

Master's +12

Name	Title	University	Degree Earned	Amount				
N/A								

Master's +24

Name	Title	University	Degree Earned	Amount				
Clayton Courter	Business Teacher	PSU World Campus	N/A - 12 Additional Credits	\$12,444.00				
Lindsay Kalbach	English Teacher	CUI#10	N/A - 12 Additional Credits	\$1,140.00				
Jacquelyn Newlen	Transition Coordinator	Slippery Rock University	N/A - 12 Additional Credits	\$6,354.00				

Master's +36

Name	Title	University	Degree Earned	Amount				
Morgan Knauff	Third Grade Teacher	Elizabethtown College	N/A - 12 Additional Credits	\$6,300.00				
Megan Lose	Title I Interventionist	Mount St. Joseph University	N/A - 12 Additional Credits	\$8,400.00				

Master's +48

Name	Title	University	Degree Earned	Amount				
Charles Nardi	Business Teacher	Wilkes University	N/A - 12 Additional Credits	\$10,524.00				
Jennifer Walters	School Nurse	Easter Mennonite University	N/A - 12 Additional Credits	\$9,452.70				
Jane Kaluzny	Fifth Grade Teacher	University of Massachusetts Global	N/A - 12 Additional Credits	\$2,320.00				

Master's +60

Name	Title	University	Degree Earned	Amount				
Chad Feerrar	Health & PE Teacher	West Virginia University	N/A - 12 Additional Credits	\$3,150.00				
Danielle Newman	Learning Support Teacher	Carlow University	N/A - 12 Additional Credits	\$2,298.00				

Doctorate

Name	Title	University	Degree Earned	Amount				
N/A								

Keystone Central School District
Personnel
August 13, 2026

ATHLETICS
Miscellaneous

<u>Name</u>	<u>Position</u>	<u>Bldg/Dept</u>	<u>Approximate Beginning-End Date</u>
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Volunteer

Cindi Blazina	Marching Band Volunteer	Central Mountain High/Middle School	7/21/26
Nathan Brinker	Boys Soccer Volunteer	Central Mountain High/Middle School	7/21/26
Jennifer Crawford	Marching Band Volunteer	Central Mountain High/Middle School	7/29/26
Kelly Deems	Marching Band Volunteer	Central Mountain High/Middle School	7/21/26
Laura Kitko	Marching Band Volunteer	Central Mountain High/Middle School	7/29/26
Connor Kleckner	Marching Band Volunteer	Central Mountain High/Middle School	7/21/26
Kathryn Kleckner	Marching Band Volunteer	Central Mountain High/Middle School	7/21/26
Martin Lewis	Marching Band Volunteer	Bucktail Area High School	7/21/26
Michele Long	Marching Band Volunteer	Central Mountain High/Middle School	7/29/26
Nancy Young	Marching Band Volunteer	Central Mountain High/Middle School	7/21/26

Employment

Rhonda Balchun	Game Worker	Bucktail Area High School	7/28/26
Dawn Bechdel	Game Worker	Central Mountain High/Middle School	7/28/26
*Madalyn Bechdel	Head Jr High Softball Coach	Central Mountain High/Middle School	7/29/26
Position is a result of Bryann Hilty's Resignation as the Head JH Softball Coach			
Salary will be of a Category 2 Step 1 \$5,201.00 based on Schedule B			
Michelle Bechdel	Game Worker	Central Mountain High/Middle School	7/21/26
Dylan Caprio	Assistant Wrestling Coach	Central Mountain High/Middle School	7/29/26
Position is a result of Doug Buckwalter's Resignation as the Assistant Wrestling Coach			
Salary will be of a Category 3 Step 4 \$5,365.00 based on Schedule B and prior years of coaching with KCSD			
*John Coover	Game Worker	Bucktail Area High School	8/11/26
*Jason Ditty	Assitant Football Coach	Bucktail Area High School	8/11/26
Position is a result of Opening all positions when the Head Coach Resigned			
Salary will be a Category 3 Step 3 \$5,083.00 based on Schedule B and prior years of coaching with KCSD			
*Ryan Graw	Co-Head Jr. High Football Coach	Bucktail Area High School	8/7/26
Position is a result of Opening all positions when the Head Coach Resigned			
Salary will be 50% of a Category 2 Step 5 \$3,251.00 based on Schedule B and prior years of coaching with KCSD			
*Eleanor Hanna	Student Game Worker	Central Mountain High/ Middle School	8/11/26
*Daniel Heiser	Co-Head Jr. High Football Coach	Bucktail Area High School	8/7/26
Position is a result of Opening all positions when the Head Coach Resigned			
Salary will be 50% of a Category 2 Step 1 \$2,600.50 based on Schedule B			
*Cody Hollick	Assitant Football Coach	Central Mountain High/Middle School	8/11/26
Position is a result of Cole Bitner's Resignation as Assistant Football Coach			
Salary will be a Category 3 Step 1 \$4,518.00 based on Schedule B			
Michael Kramer	Game Worker	Central Mountain High/Middle School	7/21/26

Dallas Kurtz	Game Worker	Central Mountain High/Middle School	7/27/26
April Lucas	Game Worker	Central Mountain High/Middle School	7/29/26
Terry Markle	Game Worker	Central Mountain High/Middle School	7/28/26
*Haylee Miller	Head Jr. High Cheer Coach	Central Mountain High/Middle School	7/28/26
Position is a result of Kristi Dion's Resignation as the Head Cheer Coach			
Salary is based on the Schedule C of the Teachers contract and will be \$4,519.29			
*Jessica Neff	Assistant Volleyball Coach	Central Mountain High/Middle School	8/5/26
Position is a result of Opening all positions when the Head Coach Resigned			
Salary will be of a Category 3 Step 1 \$4,518.00 based on Schedule B			
Jacquelyn Newlen	Head Cheer Coach	Central Mountain High/Middle School	7/28/26
Position is a result of Kristi Dion's Resignation as the Head Cheer Coach			
Salary is based on the Schedule C of the Teachers contract and will be \$4,801.49			
*Bruce Ransom	Head Football Coach	Bucktail Area High School	7/15/26
Position is a result of Kevin Ransom's Resignation as the Head Football Coach			
Salary will be of a Category 1 Step 5 \$8,217.00 based on Schedule B and prior years of coaching with KCSD			
*Jenna Schienke	Co-Head/Assistant Volleyball Coach	Central Mountain High/Middle School	8/5/26
Position is a result of Head Coach Resignation and Opening all positions for re-hire			
Salary will be 50% of a Category 2 & 3 Step 1 added together \$4,859.50 based on Schedule B			
William Serafini	Assistant Football Coach	Central Mountain High/Middle School	7/15/26
Position is a result of Timothy Thompson's Resignation as Assistant Football Coach			
Salary will be of a Category 3 Step 1 \$4,518.00 based on Schedule B			
*John Shearer	Game Worker	Bucktail Area High School	8/11/26
Micahel Smith	Game Worker	Central Mountain High/Middle School	7/28/26
Rebecca Snyder	Game Worker	Bucktail Area High School	7/29/26
Barbara (Barner) Stevens	Game Worker	Central Mountain High/Middle School	7/29/26
*Lisa Wagner	Game Worker	Central Mountain High/Middle School	8/11/26
*Erin Winslow	Co-Head/Assistant Volleyball Coach	Central Mountain High/Middle School	7/29/26
Position is a result of Head Coach Resignation and Opening all positions for re-hire			
Salary will be 50% of a Category 2 & 3 Step 1 added together \$4,859.50 based on Schedule B			
*Corey Woomer	Game Worker	Central Mountain High/Middle School	8/11/26
*Courtney Yourchak	Head Jr. High Volleyball Coach	Central Mountain High/Middle School	7/30/26
Position is a result of Head Coach Resignation and Opening all positions for re-hire			
Salary will be of a Category 2 Step 1 \$5,201.00 based on Schedule B			

-Game Workers are paid on a per event basis - Rates are determine by position and sport listed on Schedule C of the Teachers Contract-

Resignations:

Dylan Caprio	Head Girls Wrestling Coach	Central Mountain High/Middle School	7/16/26
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*Updated Information

