Regular Meeting of the School Board of Directors

Monday, August 10, 2026 7:00 PM
East Allegheny District Office Board Room, 1150 Jacks Run Rd, North Versailles, PA 15137

1.	**EXECUTIVE SESSION**	**Speaker(s):** Mr. John Savinda, School Board President
2.	**PUBLIC SESSION**	**Speaker(s):** Mr. Savinda, School Board President
3.	**DISCUSSION**	
4.	**ADMINISTRATIVE REPORTS**	
5.	**SUPERINTENDENT'S REPORT**	**Speaker(s):** Mr. Joe DiLucente, Superintendent
6.	**HEAR FROM THE CITIZENS**	**Speaker(s):** Ms. Jamie Morgan, School Board Secretary
7.	**COMMUNICATIONS**	**Speaker(s):** Ms. Jamie Morgan, School Board Secretary
8.	**APPROVE MEETING MINUTES FROM THE JUNE 8, 2026 REGULAR BOARD MEETING AS PER ATTACHED**	**Speaker(s):** Ms. Jamie Morgan, School Board Secretary
9.	**APPROVE AGENDA IN TOTO**	**Speaker(s):** Mr. John Savinda, School Board President
10.	**BUDGET AND FINANCE**	
11.	**BUILDINGS AND GROUNDS**	
12.	**CURRICULUM**	
13.	**POLICY**	
14.	**STUDENT LIFE**	
15.	**PERSONNEL**	
16.	**NEW BUSINESS**	**Speaker(s):** Mr. John Savinda, School Board President
17.	**OLD BUSINESS**	**Speaker(s):** Mr. John Savinda, School Board President
18.	**ADJOURNMENT**	**Speaker(s):** Mr. John Savinda, School Board President

Devin Cecere

From: Devin Cecere
Sent: Tuesday, May 12, 2026 4:43 PM
To: Joe DiLucente
Cc: Gregg Behr; Bart Rocco; Bille Rondinelli
Subject: Grant Award for EdLeader Promise/Future-Driven Schools for the 2026-27 School Year

Dear Dr. DiLucente:

On behalf of the trustees and staff of The Grable Foundation, we are grateful for your leadership in the East Allegheny School District and across our region. Thank you. Together with Grable Fellows Dr. Bille Rondinelli and Dr. Bart Rocco, we will support you in ways that we can, as you advance future-driven learning in your schools. With nearly 50 school districts across western Pennsylvania participating in Future-Driven Schools, our region is a lighthouse for public education in America.

If you will please confirm receipt of this email, and the conditions listed herein, The Grable Foundation will send your school district a grant-award check totaling up to **$10,500** ***(minus any remaining funds from last year's grant award for EdLeader Promise/Future-Driven Schools, which The Grable Foundation authorizes you to retain and use to support what's outlined below).*** This amount is meant to support the following:

$3,500 of the $3,500 fee you must pay to AASA to participate in the EdLeader Promise Network during the 2026-27 school year. Please make full use of your benefits. Importantly, your district is eligible to participate – for no additional cost – in one additional AASA Cohort Learning Group. Your membership in the EdLeader Promise further entitles you to the following benefits: access to the Superintendent Executive Network; one (1) complimentary registration for the EdLeader Promise Innovation Conference (EPIC); complimentary registrations for the EdLeader Promise event that will be held during the National Conference on Education; and access to AASA's Learning Network resources, including research services, public relations, and media opportunities. You can learn more about the Public Education Promise: https://www.aasa.org/the-public-education-promise

Up to $2,500 to support at least one school leader to attend the EdLeader Promise Innovation Conference (EPIC) in Chicago, Illinois in October 2026, and/or the National Conference on Education in Atlanta, Georgia in February 2027. If expenses to attend the EdLeader Promise Innovation Conference and/or the National Conference on Education amount to less than $2,500, those unexpended funds can be applied to support travel expenses for leaders from your school district to attend SXSWEDU in Austin, Texas in March 2027.

Up to $2,500 to support at least one school leader to attend SXSWEDU in Austin, Texas in March 2027. Please coordinate your registration and participation with Remake Learning, as Remake Learning has made arrangements to host a larger Pittsburgh delegation at SXSWEDU in March 2027.

Up to $2,000 to support your school district so that you can advance an innovative idea (one "little bet") inspired by another local school district involved in the Future-Driven Schools. During the

Future-Driven Schools' May 14, 2026 workshop, we will make available this special grant opportunity. Eligibility for this amount requires (a) your school district's attendance at the May 14, 2026, workshop; and (b) completion of a simple application completed on May 14, 2026. These funds *cannot* be used to support travel, consultants, or professional development.

These various award amounts should be used only for the purposes outlined above. **The Grable Foundation will request a simple accounting of these funds by April 22, 2027**, and any funds not expended for these purposes may need to be returned to The Grable Foundation. If, during the 2026-27 school year, your school district ceases to participate in AASA's Public Education Promise and Remake Learning's Future-Driven Schools, the entire amount of the grant award (no matter if funds have been spent) must be returned to The Grable Foundation.

In addition to the financial support listed above, The Grable Foundation will supplement your participation in Future-Driven Schools with free local programs, school tours, and communications services designed specifically for the school districts that participate in Future-Driven Schools. You may be able to earn Act 45 credits by participating in local programs. Dates for events will be provided to you during the summer months, and we encourage you to involve teams of administrators, board members, and/or teachers, as possible. Also, we will notify you about special opportunities to attend regionally important events for which we have secured attendance opportunities specifically for the districts involved in Future-Driven Schools.

Additionally, as a participant in Future-Driven Schools, your school district will be eligible for special grants during the 2026-27 school year. As these various opportunities become available during the school year, we will alert you:

- To apply to Kidsburgh.org for **up to $1,000** to host events or activities in conjunction with Parents as Allies

- To apply to Remake Learning Days for **up to $1,000** to host a free, community-facing event **during** Remake Learning Days 2027 (i.e., May 1-23, 2027), so that your district can demonstrate to your school community how your schools are advancing future-driven learning for your students and families. You'll need to register your event via www.remakelearningdays.org.

You are also eligible to apply for grants announced by Remake Learning. Plus, we encourage your school district to participate in Remake Learning's Working Groups.

Please connect directly with Dr. Bille Rondinelli and Dr. Bart Rocco to discuss how you and your district can take full advantage of these national and local resources available to support you, your learning, and your leadership: billejeanrondinelli@gmail.com and rocco187@comcast.net

By August 1, 2026, please affirm your agreement to participate as outlined in this email by replying to Devin Cecere (devin@grable.org) – and we will send your grant-award funds to participate in AASA's Public Education Promise and Remake Learning's Future-Driven Schools during the 2026-27 school year.

Thank you,
Gregg and Devin

Book	Policy Manual
Section	300 Employees
Title	Employment of District Staff
Code	304
Status	Draft
Legal	

1. 22 PA Code 4.4
2. 24 P.S. 1089
3. 24 P.S. 1106
4. 24 P.S. 1107
5. 24 P.S. 1142-1152
6. 24 P.S. 406
7. 24 P.S. 508
8. Pol. 328
9. 24 P.S. 1204.1
10. 24 P.S. 111.1
11. 23 Pa. C.S.A. 6344
12. 24 P.S. 111
13. 22 PA Code 49.1 et seq
14. 24 P.S. 1109
15. 24 P.S. 1201
16. 24 P.S. 2070.2
17. Pol. 104
18. 42 U.S.C. 12112
19. 20 U.S.C. 7801
20. 22 PA Code 403.2
21. 22 PA Code 403.4
22. 22 PA Code 403.5
23. 22 PA Code 14.105
24. Pol. 113

24 P.S. 108
24 P.S. 1109.2
24 P.S. 1111
22 PA Code 8.1 et seq
18 Pa. C.S.A. 9125
23 Pa. C.S.A. 6301 et seq

42 U.S.C. 12101 et seq

Adopted

Revised

Authority

The Board places substantial responsibility for the effective management and operation of district schools and the quality of the educational program with its administrative, professional and classified employees.

The Board shall, by a majority vote of all members, approve the employment; set the compensation; and establish the term of employment for each administrative, professional and classified employee employed by the district.[1][2][3][4][5][6][7][8]

Approval shall normally be given to the candidates for employment recommended by the Superintendent.

When any recommended candidate has been rejected by the Board, the Superintendent shall make a substitute recommendation.

No individual shall be employed who is related to any member of the Board, as defined in law, unless such individual receives the affirmative vote of a majority of all members of the Board other than the member related to the applicant, who shall not vote.

The Board authorizes the use of professional and classified employees prior to Board approval when necessary to maintain continuity of the educational program and services. Retroactive employment shall be recommended to the Board at the next regular Board meeting.

The district shall use the Standard Application for Teaching Positions but may also establish and implement additional application requirements for professional employees.[9]

An employee's misstatement of fact material to qualifications for employment or determination of salary shall constitute grounds for dismissal by the Board.

Pre-Employment Requirements

The district shall conduct an employment history review in compliance with state law prior to issuing an offer of employment to a candidate. Failure to accurately report required information shall subject the candidate to discipline up to, and including, denial of employment or termination if already hired, and may subject the candidate to civil and criminal penalties. The district may use the information for the purpose of evaluating an applicant’s fitness to be hired or for continued employment and may report the information as permitted by law.[10]

A candidate shall not be employed until s/he has complied with the mandatory background check requirements for criminal history and child abuse and the district has evaluated the results of that screening process.[11][12]

Each candidate shall report, on the designated form, arrests and convictions as specified on the form. Candidates shall likewise report arrests and convictions that occur subsequent to initially submitting the form. Failure to accurately report such arrests and convictions may subject the individual to denial of employment, termination if already hired, and/or criminal prosecution.[12]

A candidate for employment in the district shall not receive a recommendation for employment without evidence of his/her certification when such certification is required.[13][14][15][16]

Delegation of Responsibility

The Superintendent or designee shall develop administrative regulations for employment of staff, in accordance with Board policy and state and federal laws and regulations.[17]

Staff vacancies that represent opportunities for professional advancement or diversification shall be made known to district employees so they may apply for such positions.

The Superintendent or designee may apply necessary screening procedures to determine a candidate's ability to perform the job functions of the position for which a candidate is being considered.[18]

The Superintendent or designee shall seek recommendations from former employers and others in assessing the candidate's qualifications. Such recommendations and references shall be retained confidentially and for official use only.

Each certificated administrative and professional employee employed by the district shall be responsible for maintaining a valid certificate when such certificate is required by law.[13][14][15]

Professional Staff

The Board encourages the hiring of the most qualified professional employees available. The Board, however, recognizes that it must balance the qualifications of a particular applicant with the pool of qualified applicants available for a particular position, and how the applicant’s qualifications relate to starting salaries that exist in the educational market.

This policy only applies to the initial hiring of permanent full-time professional employees covered under the applicable Collective Bargaining Agreement. This policy does not apply to prior experience obtained at East Allegheny School District as a long-term substitute or permanent employee. Such experience will be governed by state law.

Definitions

Credited Service - Credited Service means satisfactory years of classroom experience in a Pennsylvania Public School. Experience in out-of-state schools, in-state private schools, or schools in foreign countries shall not be credited.

Classroom Experience - Classroom experience includes in-person classroom teaching experience and also experience as a school librarian, guidance counselor, school psychologist, school nurse, or similar position. Experience in a cyber-charter school or cyber program internally operated by a public school shall not be considered classroom experience. Experience as a day-to-day substitute shall not be considered classroom experience.

Authority

Pursuant to within guidelines, the Superintendent is authorized to discretionally award credited service for starting salary step placement as follows:

Credit is given for up to ten (10) years of classroom experience on a one-for-one basis, and shall not exceed Step 10; or salary placement shall be provided based on salary match to step placement up to Step 10, whichever is the lesser starting salary.

Guidelines

Having a number of available applicants with relatively the same qualifications can result in an applicant being hired at Step 1 regardless of past credited service.

Whether the classroom experience is current or not shall be a factor.

Whether or not the particular classroom experience is relevant to the position shall be a factor.

For a classroom teaching position, the credited experience must be as a classroom teacher, not as a day-to-day substitute.

In order to receive credited service, the new hire must present copies of evaluations reflecting satisfactory service at prior place(s) of public school employment.

It is recognized that due to an exceptional circumstance (for example, a lack of applicants in a particular area of certification) or the exceptional comparative qualifications of an individual applicant, Administration has authority to recommend to the Board a starting salary above Step 10, or offer a starting salary outside of the guidelines as listed above. Administration must be prepared to justify to the Board why either the applicant or the circumstance is exceptional. Justification must include why the next highest recommended applicant should not be hired at a lower step than the exceptional applicant. The justification provided by the Superintendent to the Board shall be made in writing and kept on file.

This Policy shall not create any salary expectation for any individual applicant.

Title I Requirements

All elementary, middle and secondary teachers employed by the district who teach core academic subjects shall be highly qualified, as defined by federal law and state regulations.[19][20][21]

The principal of a school providing Title I programs to students shall annually attest that professional staff teaching in such programs are highly qualified and paraprofessionals providing instructional support in such programs meet required qualification, in accordance with federal law and state regulations. The written certifications shall be maintained in the district office and the school office and shall be available to the public, upon request.[19][21][22]

All paraprofessionals providing instructional support in a program supported by Title I funds shall have a secondary school diploma or a recognized equivalent and one (1) of the following:[20][22]

1. At least two (2) years of study at an institution of higher learning.

2. Associate's or higher degree.

3. Evidence of meeting a rigorous standard of quality through a state or local assessment.

Title I paraprofessionals who solely coordinate parental involvement activities or act as translators are exempt from the above qualifications.

Special Education Paraprofessionals

All instructional paraprofessionals hired by the district, who work under the direction of a certificated staff member to support and assist in providing instructional programs and services to students with disabilities or eligible students, shall have a secondary school diploma and one (1) of the following:[23][24]

1. At least two (2) years of postsecondary study.

2. Associate's or higher degree.

3. Evidence of meeting a rigorous standard of quality through a state or local assessment.

Instructional paraprofessionals shall provide evidence of twenty (20) hours of staff development activities related to their assignment each school year.[23]

Personal Care Assistants

A personal care assistant provides one-to-one support and assistance to a student, including support and assistance in the use of medical equipment.[23]

Personal care assistants shall provide evidence of twenty (20) hours of staff development activities related to their assignment each school year. The twenty (20) hours of training may include training required by the School-Based Access Program.

Educational Interpreters

An educational interpreter is an individual who provides students who are deaf or hard of hearing with interpreting or transliterating services in an educational setting. To serve as an educational interpreter, an individual shall meet the qualifications set forth in law and regulations.[23]

August 2026 Board Report
East Allegheny High School
R.J. Long, Principal

The structure of the board report follows the Principal Framework for Leadership that outlines the four leadership domains for Principal Evaluation as set forth by PDE.





Domain 1: Strategic / Cultural Leadership

- Updated the Comprehensive School Improvement Plan by analyzing student achievement data, developing goals, and creating action steps to achieve those goals.
- Increased student participation and involvement in the graduation ceremony process through more inclusive practices to involve student speakers



- Conducted interviews for all open teaching positions and secured outstanding candidates for open positions in math and physical education.
- Hosted an End of Year Celebration Picnic for the entire faculty and staff of the Jr/Sr High School.
- Attended the Comprehensive School Improvement Conference at PATTAN in Harrisburg with and presented a session with Mr. Milbourne, Mr. Edwards, Mrs. Anselmo & Mrs. Tedesco on the Implementation of IXL as part of our CSI Plan.
- Attended the American School Counselors' Association (ASCA) National Conference, where East Allegheny was honored with the prestigious national RAMP Award
- Collaborated with Mr. Ferek and Mr. Milbourne on a summer principal to-do list to ensure that instructional, facilities, disciplinary, and systematic needs were properly addressed through summer planning processes.

Domain 2: Systems Leadership

- Completed the master schedule in May 2026 and ensured that all teachers had their classes and teaching schedule before leaving for the summer vacation.
- Collaborated with the facilities department to ensure the proper cleaning and organization of the building.
- Created and organized building calendars for PRIDE period, standardized testing plans, and professional development activities.
- Collaborated with the technology department to ensure proper working of all classroom telephones and technology equipment.
- Worked closely with the District Office to re-allocate and re-assign business and budget related duties to building secretaries, and charter school tasks to ensure proper work allocation and made sense systematically.
- Created schedules for teacher supervision and support (formal observations, peer observations, professional choices).
- Cleaned, organized, and purged book rooms and storage rooms to ensure that spaces are being utilized properly, outdated materials are properly discarded, and current materials are stored, organized, and properly inventoried.

Domain 3: Leadership for Learning.

- Collaborated with Dr. Cunningham to identify areas of professional development needs in the high school centered on writing.
- Identified areas of instructional focus that will be the topics of the faculty Student Performance Measures:
    - John Collins Writing Program (Type 1, 2, 3, 4, Writings)
    - Academic Content Vocabulary
    - Daily Formative Assessment Implementation
- Developed a comprehensive plan for the implementation of Multi-Tiered Systems of Support (MTSS) for Grades 7-12 for the 2026-2027 school year.
- Conducted a comprehensive overhaul and revision of the Jr/Sr HS Faculty & Staff Handbook.

- Collaborated with Mr. Milbourne and Mr. Ferek to update the Jr/Sr HS Student Handbook.
- Developed AI Guidelines for teachers to utilize in their classrooms to communicate appropriate use of AI for their students
- Reviewed and analyzed preliminary PSSA and Keystone Data Scores for Math and ELA (Biology Keystone and Science PSSA Scores have not yet been released).

Domain 4: Professional & Community Leadership.

- Met bi-weekly with the Jr/Sr High School school liaison for Pittsburgh Area Community Schools, Brenda Parks for planning and programming.
- Set up the Back to School Night 2026 Plan, communicated the event to the community, coordinated with community agencies like PACS and food service to provide pizza and salad for all families in attendance.
- Networked with XYCOM and Duquesne University to develop opportunities to expand the Immersive Reality Space with new content.

Jennifer Costello
Director of Student Services
East Allegheny School District

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August Board Report for Summer 2026

<u>Domain 1: Strategic/Cultural Leadership</u> - Educational leaders systematically and collaboratively develop a positive culture to promote student growth and staff development. They articulate and model a clear vision of the school's culture that involves students, families, and staff.

- Continued to attend outside placement IEPs
- lunch with Lauren
- SEEKs sensory

<u>Domain 2: Systems Leadership</u> - Educational leaders ensure that there are processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that results in organizing the work routines in the building. They must manage efficiently, effectively and safely to foster student achievement.

- **General Items**
- gym teacher interviews
- school based therapy interviews - family links, chestnut ridge
- Title IX
- new PT onboarding
- PIMs overview
- Bridge Up
- rosters with Deanna
- **Pupil Services Items**
- Residency/MV meeting x2
- secretary role meeting
- charter meeting x2
- buckled in

<u>Domain 3: Leadership for Learning</u> - Educational leaders ensure that a Standards Aligned System is in place to address the linkage of curriculum, instruction, assessment, data on student learning and teacher effectiveness based on research and best practices.

- admin retreat
- MTSS teachers

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- gifted reconfigurations
- ESY
- Curriculum meeting/plan with Lauren

Domain 4: Professional and Community Leadership - Educational leaders promote the success of all students, the positive interactions among building stakeholders and the professional growth of staff by acting with integrity, fairness and in an ethical manner.

- IR meeting with Duquesne University
- Care Mobile organization
- attended special ed liaison meeting at the AIU
- attended the Pennsylvania Alliance for Social Emotional and Mental Wellbeing Summit
-

Summer 2026 Board Report
Logan Elementary School
Michael Toole, Principal

Domain 1: Strategic / Cultural Leadership.

- Collaborated extensively with Logan Elementary and District Office administrators throughout the summer to recruit, interview, and secure highly qualified candidates for all available teaching positions. These efforts focused on attracting talented educators who align with the district's commitment to high-quality instruction, positive school culture, and student success.
- Worked collaboratively with Mr. Little and Ms. Grzywinski throughout the summer to coordinate building readiness for the 2026–2027 school year. Planning efforts focused on aligning instructional priorities, operational systems, student supports, facilities preparation, and schoolwide procedures to ensure a smooth and successful opening of school.
- Partnered with Dr. Cunningham to establish the framework for Logan Elementary's enhanced Multi-Tiered System of Supports (MTSS) model for the upcoming school year. Collaborative planning included decisions regarding staffing structures, student scheduling, intervention delivery, professional learning, and the strategic use of morning meeting time to maximize support for all learners.
- Continued Logan Elementary's partnership with PBIS Liaison Ms. Shanna Bradfield to strengthen schoolwide behavioral supports and positive school culture. Working alongside Ms. Zarod, Ms. Malone, and Ms. Grzywinski, the team developed a new elementary PRIDE Matrix, established implementation priorities, and identified building-wide PBIS goals to support a consistent and positive student experience throughout the 2026–2027 school year.
- Collaborated with the Student Services Department and Buildings and Grounds Department to ensure the successful implementation of summer programming, including Extended School Year (ESY), Kindergarten Summer Program, and English as a Second Language (ESL) services. Ongoing coordination ensured that students, staff, and families experienced well-organized, supportive learning environments throughout the summer.

Domain 2: Systems Leadership.

- Worked closely with District Office leadership to refine building-level operational systems by redistributing key business office responsibilities, charter school processes, and clerical duties. These adjustments created greater efficiency, improved workflow among office staff, and strengthened organizational support for students, families, and faculty.
- Revised administrative supervision structures by updating the Principal Responsibility Chart and developing administrator-specific teacher supervision rosters. These revisions intentionally aligned leadership responsibilities with Logan Elementary's MTSS vision, ensuring consistent instructional support, collaborative problem-solving, and meaningful teacher development throughout the building.
- Partnered with Mr. Grabe to coordinate classroom relocations and building logistics associated with staffing changes for the 2026–2027 school year. Careful planning minimized disruptions while ensuring that classrooms, instructional materials, and learning environments were fully prepared prior to the opening of school.
- Worked alongside Mr. Little and Ms. Grzywinski to comprehensively review and revise both the Logan Elementary Student Handbook and Faculty Handbook. Updates reflected current district expectations, clarified procedures, strengthened consistency across building practices, and enhanced communication with students, families, and staff.
- Maintained ongoing communication with newly hired teachers throughout the summer to support their transition into Logan Elementary. These conversations helped answer questions, provide guidance, and ensure that new staff members felt welcomed, prepared, and confident as they approached the beginning of the 2026–2027 school year.

Domain 3: Leadership for Learning.

- Developed a comprehensive master schedule for the 2026–2027 school year that strengthens core instruction while expanding opportunities for targeted intervention and enrichment through Logan Elementary's redesigned MTSS framework. The schedule reflects intentional planning to maximize instructional time, collaborative intervention efforts, and equitable access to academic support.
- Collaborated with Dr. Cunningham to design instructional systems that support the effective implementation of the building's new MTSS model. Planning centered on creating structures that prioritize strong Tier 1 instruction, efficient intervention delivery, and collaborative use of student data to improve academic outcomes.
- Met with the Grades 3–5 English Language Arts teachers and Dr. Cunningham to collaboratively evaluate instructional needs and determine the curricular direction that best aligned with student learning and teacher feedback. The resulting decision reflects a shared commitment to strengthening literacy instruction and supporting consistent, high-quality classroom practices.
- Met with the Grade 6 teaching team to initiate collaborative planning alongside Ms. Christner in preparation for the upcoming school year. Discussions focused on strengthening team collaboration, establishing instructional priorities, and creating a strong foundation for student success as the school year begins.
- Worked collaboratively with Ms. Hawkins and Ms. Hartlein to finalize classroom rosters for the upcoming school year. Student placements carefully considered teacher recommendations, academic and behavioral needs, peer relationships, and balanced classroom composition to create learning environments that support student success.
- Ensured that summer planning remained focused on creating the instructional conditions necessary for a successful school year by aligning staffing decisions, scheduling, classroom assignments, and intervention structures with the school's continuous improvement goals and commitment to high-quality teaching and learning.

Domain 4: Professional & Community Leadership.

- Maintained close collaboration with District Office administrators throughout the summer to ensure that staffing, operational planning, and instructional initiatives remained aligned with district priorities and the needs of Logan Elementary students and families.
- Worked collaboratively with school and district leadership teams to prepare for a successful opening of the 2026–2027 school year through ongoing communication, shared decision-making, and coordinated planning across multiple departments.
- Strengthened collaborative partnerships among administrators, teachers, support staff, and district personnel while preparing for the implementation of several new building initiatives. These relationships continue to foster a shared commitment to continuous improvement, effective communication, and student-centered decision-making.
- Continued to promote a culture of proactive planning and shared leadership by engaging colleagues in collaborative conversations surrounding instructional programming, operational systems, facilities readiness, and school improvement efforts. These collective planning efforts have positioned Logan Elementary for a strong and successful start to the 2026–2027 school year.

Domain	Narrative	Artifacts
Strategic/Cultural Leadership	• Met with Dr. Toole to learn about and collaborate on our elementary MTSS process, goals, and staffing. We also met about supporting the ELA curriculum launch. • Met with Dr. Long to learn about and collaborate on progress toward schoolwide improvement goals and how I can help support and extend the progress made. • Met with Mr. Milbourne to learn about and collaborate on support for math and science staff. • Met with Ms. Costello to learn about and collaborate on alignment between learning support and regular education staff specifically related to MTSS and the ELA curriculum launch. • Facilitated an administrative team meeting centered on teaching and learning visioning. This meeting: introduced a district-wide curriculum cycle that I developed; began development of a collaborative vision of teaching and learning at East Allegheny (which serves as the first step in a curriculum alignment process); and introduced a student learning experience walkthrough form that I developed to collect evidence of student learning experiences across our school system. I asked for and received feedback on both the proposed curriculum cycle and student learning experience walkthrough form, and made adjustments according to feedback received. • I started collaborating with LinkIT to develop a data presentation–I reviewed recently released Keystone and PSSA data and will use the data presentation in future meetings with stakeholders. • Developed an introduction video that articulates my core educational beliefs to include for staff with the August Inservice agenda. All elements of the work I lead stem from these core beliefs.	July Administrative Team Meeting Agenda East Allegheny Curriculum Cycle Student Learning Experiences Walkthrough
Systems Leadership	• Met with Dr. Toole to collaborate on an elementary schedule that structurally supports the MTSS framework. • Developed a job description for the newly created MTSS Coordinator positions that ensures equitable use of human resources to meet instructional goals and support student needs. • Created a MTSS resource guide for K-6 teachers that helps them see the roles of instructional staff and the resources available for instruction through all tiers. • Met with Mr. DiLucente and Lisa Piccini to collect information and feedback in order to help understand federal funding allocations and spending. • Completed quarterly reports from 25-26 school year in eGrants and worked on the consolidated application for the 26-27 school year (Title Funding). • Attended a meeting with AIU3 on the new teacher induction program - I requested access to mentor resources so that I may use them to lead discussion and learning in house with new teacher mentors. • Developed resources to assist with monitoring our ELA	MTSS Coordinator Job Description MTSS Resource Guide (Draft) PL Observation Checklist Grades 3-5 ELA Consensus Building Meeting

	curriculum launch - new resources and practices aligned to the science of reading meet state mandated requirements. ● Led a consensus building meeting with grades 3-5 ELA teachers related to selecting ELA curriculum materials. ● Reviewed Act 55 requirements for each school year and made a plan to implement training for safety purposes into the year long professional learning plan.	
Leadership for Learning	● Collaborated with Dr. Long to set goals related to integrating Collins Writing into school improvement efforts. I will lead professional development training with the Jr/Sr High school staff on Collins Writing throughout the school year. ● We collaborated at our admin team meeting to determine use of student-learning experience walkthroughs to help us identify future professional learning needs, as well as using the form to identify individual staff strengths to leverage. ● I met with each vendor partner scheduled for leading professional learning during our ELA curriculum launch sessions to ensure a quality learning experience for our teachers. I shared the professional development observation checklist I developed with each vendor so they would understand we are monitoring the learning our teachers are receiving. Met with Dr. Toole to split up administrative presence at the elementary level ELA curriculum materials trainings. ● Developed a teacher check-in form for teachers to complete following curriculum launch trainings. I will use this feedback to ensure teachers are learning what they need to learn in order to implement their new curriculum materials effectively. ● I could not find an available UFLI trainer until October, so I will be leading UFLI implementation training in August. ● Developed the professional learning agenda for our first August inservice days. ● Developed a draft yearly professional learning plan to support new curriculum material launches, Collins Writing, and the initial phases of our newly developed curriculum cycle.	Teacher PL Check-In August Inservice Agenda (DRAFT)
Professional and Community Leadership	● Met with B is for Books about their Raising a Reader program. ● Met with Casey Mindlind to discuss Literacy Under the Lights community initiative– no funding for it this year, but will brainstorm ways to possibly make it happen. ● Reviewed federal programs requirements for family engagement initiatives and began brainstorming future meetings and events that highlight the importance of early literacy development. ● I sought my own professional learning on Title funds, UFLI implementation, and MTSS processes in order to serve the students and staff of this school appropriately as a leader.	

Regular Meeting Minutes– June 8, 2026

EXECUTIVE SESSION

The Board went into Executive session from 6:00 to 7:03 p.m. for personnel and contractual matters.

CALL TO ORDER

Mr. Savinda called the meeting to order at 7:04 p.m.

PLEDGE OF ALLEGIANCE

ROLL CALL

Board members present:

Mrs. Basa-Sabol
Mrs. Kinard
Mr. Meredith
Mr. Savinda
Miss Thomas
Mr. Trout
Mr. Yusko
Mr. Ziober

Board members absent:

Mr. Saula

Administration present:

Mr. DiLucente
Ms. Morgan
Ms. Schrempf

Administration absent:

Ms. Valicenti

DISCUSSION ITEMS

1. Boosters, Use of Facilities, Sponsorships
    a. More information to be forthcoming. Processes for each of these items will be changed and shared with all who are affected. Anyone interested in learning more should email Mireille Mobley at mmobley@eawildcats.net

2. ESS End of Year presentation
    a. Ashley Garret, ESS presented fill rates and recruiting efforts for substitutes for the District
    25-26 ESS End of Year Report

Regular Meeting Minutes– June 8, 2026

3. Security Request for Proposals
    a. Security contract with Kellington Protection ends June 30, 2026
    b. RFP's for contract security service should be submitted by June 12, 2026
        i. Security RFP

ADMINISTRATIVE REPORTS

June Admin reports

SUPERINTENDENT'S REPORT

1. Mr. DiLucente recognized several student athletes for their achievements and recognition that they received.
    a. Diajah Taylor (present): Positive Athlete, Western PA Program
    b. Charles Ward (absent): William Mooney Scholarship
    c. Lamya Caranese (absent): James Collins Scholar-Athlete award

2. Groundskeepers, Rich Patterson and Chris Ronallo, Grounds and Maintenance Supervisors and Ed Scott, Maintenance Worker, were recognized by Leon @ Runaway Productions for their work ethic and professionalism that he has worked with him on.

3. Lisa Patella, long-time Allegheny Transportation Services Dispatch employee and EA resident is retiring at the end of the school year. Lisa has worked closely with district staff for many, many years.

4. Recognition of EA Teacher retirees, Donna Grzyb, Frank Szatkowski and Mindy Vogle,

5. Comprehensive Services Program is to be complete and shared in August

6. Mr. DiLucente and Dr. Long attended the League of Innovative Schools conference where EA was recognized for our efforts to engage across the region and nation, as well as our AASA cohort participation

7. Toni Valicenti, long-time EA family member is retiring at the end of June.. Toni has lived in North Versailles for her entire life. She graduated from the district and was then hired as the Assistant Business Manager in 9/23/1985. She was promoted to Business Manager in 2006. She was employed at the district for 40 years.

HEAR FROM THE CITIZENS

No public comments were made.

C	EA Marching Band	Indoor Court, surrou8nding area and bathrooms	Fri 11/13/2026 Sat 11/14/2026	2:30-7:00 p.m. 7:00 a.m. - 5:00 p.m.	250	Craft Show	$0
D	Wildlife Water School	High School Pool	Sundays 6/7/2026-12/27/2026	4:00-6:00 p.m.	50	Swim Practice	$13,440.00 (combined requests, Group 28 total uses)
****E**	Norwin Aqua Club	High School Pool	Mon, Tues, Wed 6/1-6/30/2026	8:30-11:00 a.m.	30-35	Swim Practice	$400.00
****F**	ATS	Logan Classroom tbd	Wed 6/17/2026	10:00 am. - 2:00 p.m.	4	CDL recertification class	$0

POLICY 707 USE OF PROPERTY WITH ATTACHMENTS--UPDATED 12.2.2025

Attachment A: FEE SCHEDULE UPDATED 12.2.2025

12. CURRICULUM Motions A,B,C,D,E passed 8-0

Subject	**A. Dispose materials**
Meeting	Jun 8, 2026 - June 8, 2026 School Board Regular Meeting
Category	12. CURRICULUM
Access	Public
Type	Action (Consent)
Recommended Action	Motion to dispose outdated ELA curriculum materials, and water damaged materials, as per attached list.

Highschool, water damaged materials:
Boxes of Huck Finn'
Boxes of Science Fiction Anthologies
Boxes of Dictionaries

Logan, Grades K-6:
Class sets of Hardback readers
Class sets of Leveled readers
Class sets of decodable readers
Journeys boxes (word cards, story sequencing cards, high frequency cards)
Workbooks (Readers Notebook, Close Readers, writing handbooks, etc.)
Teacher manuals

Subject	**B. Approve Conference: ASCA National School Counseling Conference**
Meeting	Jun 8, 2026 - June 8, 2026 School Board Regular Meeting

Category	12. CURRICULUM
Access	Public
Type	Action (Consent)
Recommended Action	Motion to approve the request from Dr. Long to attend the ASCA National School Counseling Conference in New Orleans, LA, July 11-14, 2026. As a RAMP designated counseling program, East Allegheny School Counseling Program is being honored with a national award for achieving RAMP status, as one of only two school counseling programs in Pennsylvania have earned. The principal receives a FREE conference registration. Sessions on Secondary MTSS Implementation and the updated College Education Work (CEW) Standards will be of particular use and importance for the principal of the Jr/Sr High School. COST TO THE DISTRICT: Lodging and Transportation not to exceed $600.00

Subject	**C. Approve attendance of EA presenters: PDE Building Solutions Conference**
Meeting	Jun 8, 2026 - June 8, 2026 School Board Regular Meeting
Category	12. CURRICULUM
Access	Public
Type	Action (Consent)
Recommended Action	Motion to approve the request from Dr. Long, for himself and a team of four (4) to present as requested by PDE at the Building Solutions Conference in Harrisburg on July 28, 2026. COST TO THE DISTRICT: Two (2) hotel rooms for one (1) night for the presenters at a cost not to exceed $600.00

Subject	**D. Acknowledge mandatory Title III Consortium Trainings**
Meeting	Jun 8, 2026 - June 8, 2026 School Board Regular Meeting
Category	12. CURRICULUM
Access	Public
Type	Action (Consent)
Recommended Action	Motion to acknowledge Mr. Ferek's attendance at the mandatory Title III (ESL) Quarterly training sessions for administrators at the AIU on September 25, 2026, December 10, 2026, March 17, 2026, and May 11, 2026 with additional professional development sessions, when administrative schedules permits, on October 23, 2026, November 12, 2026, February 23, 2026 and April 8, 2027. The Quarterly training sessions are mandatory for our English as a Second Language Title III funds. With our regularly increasing enrollment of ESL students, the additional professional development is recommended for one school employee, Mr. Ferek or Mr. Lorenzo. COST TO THE DISTRICT: None. If any costs should incur, they will be paid via Title III funds.

Subject	**E. Approve Title III Multilingual Learner Symposium**
Meeting	Jun 8, 2026 - June 8, 2026 School Board Regular Meeting
Category	12. CURRICULUM

Access	Public
Type	Action (Consent)
Recommended Action	Motion to approve the request from Mr. Brian Ferek and Matt Lorenzo to attend the Title III Multilingual Learner Symposium at the Allegheny Intermediate unit for two and 1/2 days, July 21-23, 2026. Participation in these ESL and multilingual training sessions will benefit highly benefit our growing ESL population. COST TO THE DISTRICT: Two and 1/2 days (20 hours) of flat hourly pay ($32.00 per hour) for Mr. Lorenzo. Cost will be paid via Title III funds.

13. POLICY Motion A passed 8-0

Subject	**A. Adopt new Policy 830.1 Data Governance: Storage/Security**
Meeting	Jun 8, 2026 - June 8, 2026 School Board Regular Meeting
Category	13. POLICY
Access	Public
Type	Action (Consent), Policy (adoption)
Recommended Action	Motion to adopt new Policy 830.1 Data Governance: Storage/Security, as recommend by PSBA as per attached. This policy was developed to comply with requirements under the Breach of Personal Information Notification Act (73 P.S. Sec. 2301 et seq.) regarding data encryption/security and storage. The focus of this policy is data governance and the district's responsibility to ensure the integrity of data created, collected, stored and managed by the district.

File Attachments
Policy 830.1 Data Governance- Storage Security.pdf (917 KB)

14. STUDENT LIFE MOTION A, B, C Passed 8-0

Subject	**A. Approve Volunteers**
Meeting	Jun 8, 2026 - June 8, 2026 School Board Regular Meeting
Category	14. STUDENT LIFE
Access	Public
Type	Action (Consent)
Recommended Action	Motion to approve the following individuals as volunteers, effective immediately. Upon approval, volunteers may serve students districtwide in any volunteer capacity. Jonathan Day- School Psych support Matthew Chizmar- School Psych Intern

Subject	**B. Approve K-12 Guidance Plan**
Meeting	Jun 8, 2026 - June 8, 2026 School Board Regular Meeting
Category	14. STUDENT LIFE
Access	Public

Type	Action (Consent)
Recommended Action	Motion to approve the 2026-2029 K-12 Guidance Plan, as per attached and pending PDE approval.

File Attachments
K-12 Guidance Plan 2026 - 2029.docx (10 KB)

Subject	**C. **Create additional Robotics Team**
Meeting	Jun 8, 2026 - June 8, 2026 School Board Regular Meeting
Category	14. STUDENT LIFE
Access	Public
Type	Action (Consent)
Recommended Action	**Motion to approve the request from Holly Spallone and Marcie Sippey for an additional Robotics Team, effective immediately. This additional team is a result of an increase in student interest and participation. An additional team will require additional fees for registrations and supplies as detailed below. The East Allegheny Robotics Team has been successfully recognized nationwide.

We currently have 4 teams based on current student numbers. Each team has a $200 registration fee. We have 21 students on the team for 26-27(with potentially more). We would like to ask for a 5th team.

5th team materials

With an increase in the number of students joining the team, we would like to ask for materials for a 5th team at a cost of approximately $2500 (for the competition kit and shipping)

Subject	**D. **Approve participation in 26-27 Robotics Competitions**
Meeting	Jun 8, 2026 - June 8, 2026 School Board Regular Meeting
Category	14. STUDENT LIFE
Access	Public
Type	Action (Consent)
Recommended Action	**Motion to approve the request from Holly Spallone, Marcie Sippey and Robotics Team students to attend and participate in the 2026-2027 competitions as per attached list. Costs and dates for all competitions including registration, transportation, substitutes are included within.

26-27 Robotics Competitions and events

15. PERSONNEL

Motions A, _, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z Passed 8-0

MOTION B Was tabled

Subject	**A. Accept Resignation: Business Manager**

Meeting	Jun 8, 2026 - June 8, 2026 School Board Regular Meeting
Category	15. PERSONNEL
Access	Public
Type	Action (Consent)
Recommended Action	Motion to accept the resignation from Ms. Toni Valicenti for the purpose of retirement, effective June 30, 2026, and in accordance with the employment agreement between the East Allegheny School Board of Directors and Ms. Valicenti. The Board of School Directors for the East Allegheny School District hereby acknowledges the sincere and dedicated service that Ms. Toni Valicenti gave to the school district and that such recognition and appreciation on behalf of the Board be made known to Ms. Valicenti and filed as a matter of public record. Further ratify the posting of this position.

Subject	**B. TABLED Hire Business Manager**
Meeting	Jun 8, 2026 - June 8, 2026 School Board Regular Meeting
Category	15. PERSONNEL
Access	Public
Type	Action (Consent)
Recommended Action	THIS MOTION WAS TABLED Motion to hire _____ as the district's Business Manager, immediately upon receipt of all pre-employment paperwork and screening, with an annual salary of _____, and in accordance with the employee agreement between _____ and the East Allegheny School Board of Directors, as per attached.

Subject	**C. Promote employee--Director of Technology**
Meeting	Jun 8, 2026 - June 8, 2026 School Board Regular Meeting
Category	15. PERSONNEL
Access	Public
Type	Action (Consent)
Recommended Action	Motion to approve the promotion of Alex Eichler, Director of Technology, as per job description shared below, effective July 1, 2026, for an annual salary of $110,000.00 and in accordance with the agreement between the East Allegheny School Board of Directors and the East Allegheny Act 93 members.

Passed 7-1 Savinda-Nay

Director of Technology Job Description

Subject	**D. Approve non-renewal of Employee 2389**
Meeting	Jun 8, 2026 - June 8, 2026 School Board Regular Meeting
Category	15. PERSONNEL
Access	Public
Type	Action (Consent)
Recommended Action	Motion to accept the non-renewal of employment for Employee 2389, effective immediately at the conclusion of the 2025-2026 school year, and in accordance with the East Allegheny Education Association and the School Board of Directors. Further authorize the posting of this position.

MOTION PASSED 7-1 Yusko Nay

Subject	**E. Dissolve Act 93 position : Assistant Director of Technology, Data and PIMS**
Meeting	Jun 8, 2026 - June 8, 2026 School Board Regular Meeting
Category	15. PERSONNEL
Access	Public
Type	Action (Consent)
Recommended Action	Motion to dissolve Act 93 position, Assistant Director of Technology, Data and PIMS, effective immediately upon promotion of Mr. Alex Eichler to the Director of Technology position.

MOTION PASSED 5-3 Meredith, Trout, Zioberg Nay

Subject	**F. Create Position: District Security Services Supervisor**
Meeting	Jun 8, 2026 - June 8, 2026 School Board Regular Meeting
Category	15. PERSONNEL
Access	Public
Type	Action (Consent)
Recommended Action	Motion to create the position of District Security Services Supervisor, as per attached job description. This is an individually contract employment position.

District Security Services Supervisor job description

Benefits to creating this position:

- Consistency on all levels
- Accurate and easy communication
- Student and staff relationships
- Liason between district and security company
- Direct support to a School Police Officer
- Favorable recruitment and retention of security guard
- Direct, effective and concise management of security guards
- Fixed salary/cost to the district, and is equal or less than an contracted supervisor

Subject	**G. Hire Summer Student Workers**
Meeting	Jun 8, 2026 - June 8, 2026 School Board Regular Meeting
Category	15. PERSONNEL
Access	Public
Type	Action (Consent)
Recommended Action	Motion to hire the following students as 2026 summer custodial workers, effective immediately upon receipt of pre-employment paperwork. This employment is on an on-call, as-needed basis and may be terminated at any point. Damarjae Warren Logan Rudolph Christopher Portis Cedric Mack

Subject	**H. Student Summer Workers--Resignations/non-hires**
Meeting	Jun 8, 2026 - June 8, 2026 School Board Regular Meeting
Category	15. PERSONNEL
Access	Public
Type	Action (Consent), Discussion
Recommended Action	Motion to approve resignation of Savanna Kocsis from her formerly approved posiiton as a student summer worker, effective immediately

Subject	**I. Accept Resignation, Elementary Teacher, 5th Grade Assignment**
Meeting	Jun 8, 2026 - June 8, 2026 School Board Regular Meeting
Category	15. PERSONNEL
Access	Public
Type	Action (Consent)
Recommended Action	Motion to accept the resignation from Kerstin Pyle, from her position as an Elementary Teacher, K-6 certification, and from her position of Read-a-thon Facilitator retroactively effective June 3, 2026, and in accordance with the agreement between the East Allegheny Education Association and the East Allegheny School Board of Directors. Having fulfilled her obligatory 191 day work year, Ms. Pyle's benefits will continue through August 31, 2026. Further ratify the posting of this position, if deemed necessary.

Subject	**J. **Accept Resignation, Elementary Teacher, 1st Grade Assignment**
Meeting	Jun 8, 2026 - June 8, 2026 School Board Regular Meeting
Category	15. PERSONNEL

Access	Public
Type	Action (Consent)
Recommended Action	**Motion to accept the resignation from Rachel Murn, from her position as an Elementary Teacher, PK-4 certification, currently assigned to 1st grade, retroactively effective June 3, 2026, and in accordance with the agreement between the East Allegheny Education Association and the East Allegheny School Board of Directors. Further ratify the posting of this position, if deemed necessary.

Subject	**K. Hire MS Volleyball Head Coach**
Meeting	Jun 8, 2026 - June 8, 2026 School Board Regular Meeting
Category	15. PERSONNEL
Access	Public
Type	Action (Consent)
Recommended Action	Motion to hire Tiffany Jackson as the Middle School Volleyball Head Coach, effective immediately upon receipt of preemployment paperwork and in accordance with the agreement between the East Allegheny Education Association and the East Allegheny School Board Directors.

Subject	**L. Approve intermittent FMLA: Employee 2263**
Meeting	Jun 8, 2026 - June 8, 2026 School Board Regular Meeting
Category	15. PERSONNEL
Access	Public
Type	Action (Consent)
Recommended Action	Motion to approve the request from Employee 2263 for an intermittent FMLA to care for her family member beginning tentatively on Monday, 11/2/2026 and concluding upon use of 60 FML Days, on 11/2/2027, or upon her family member's release by physician, whichever would occur first, and in accordance with the agreement between the East Allegheny Education Association and the East Allegheny School Board of Directors. Employee wishes to exhaust her sick time concurrently with the leave, she will then utilize 5 emergency sick days. Personal days will not be used. Further ratify the posting of the long-term substitute, if deemed necessary.

Subject	**M. Accept resignation National Honor Society Co-sponsor**
Meeting	Jun 8, 2026 - June 8, 2026 School Board Regular Meeting
Category	15. PERSONNEL
Access	Public

Type	Action (Consent)
Recommended Action	Motion to accept the resignation from Kathy Chenot from her position as the National Honor Society Co-Sponsor, effective immediately and in accordance with the agreement between the East Allegheny Education Association and the East Allegheny School Board of Directors.

Subject	**N. Hire National Honor Society Sponsor**
Meeting	Jun 8, 2026 - June 8, 2026 School Board Regular Meeting
Category	15. PERSONNEL
Access	Public
Type	Action (Consent)
Recommended Action	Motion to hire Emilia Mattucci as the National Honor Society Sponsor, effective immediately and in accordance with the agreement between the East Allegheny Educatnion Association and the East Allegheny School Board of Directors. Ms. Mattucci previously worked as a co-sponsor with Kathy Chenot.

Subject	**O. Accept resignation STEM Club Co-sponsor**
Meeting	Jun 8, 2026 - June 8, 2026 School Board Regular Meeting
Category	15. PERSONNEL
Access	Public
Type	Action (Consent)
Recommended Action	Motion to accept the resignation from Holly Spallone from her positions the HS STEM Club Co-Sponsor, effective immediately and in accordance with the agreement between the East Allegheny Education Association and the East Allegheny School Board of Directors. Further authorize the posting of this position.

Subject	**P. Accept resignation STEM Club Co-sponsor**
Meeting	Jun 8, 2026 - June 8, 2026 School Board Regular Meeting
Category	15. PERSONNEL
Access	Public
Type	Action (Consent)
Recommended Action	Motion to accept the resignation from Marcie Sippey from her positions as the HS STEM Club Co-Sponsor, effective immediately and in accordance with the agreement between the East Allegheny Education Association and the East Allegheny School Board of Directors. Further authorize the posting of this position.

Subject	**Q. Unassign Department Chairs**
Meeting	Jun 8, 2026 - June 8, 2026 School Board Regular Meeting

Category	15. PERSONNEL
Access	Public
Type	Action (Consent)
Recommended Action	Motion to unassign the following teachers from their Department Chair positions as indicated below, effective June 30, 2026, and in accordance with the agreement between the East Allegheny Education Association and the East Allegheny School Board of Directors.

DEPARTMENT CHAIR POSITION	TEACHER
Grades K-2	Maria Zarod
Grades 3-6 ELA/Social Studies	Jessica Pierce
Grades 3-6 Math/Science	Christopher Liptak
Elementary Special Education	Stacy Rizza-Bednar
Secondary Special Education	Richard Yeager
Secondary Social Studies	Dennis Edwards
Secondary Math	Marcie Sippey
Secondary Science	Holly Spallone
Secondary English	Kathy Chenot
Special Areas Grades K-6	Linda Carlson
Special Areas Grades 7-12	Amanda Rosco

Subject	**R. Hire Elementary Teacher**
Meeting	Jun 8, 2026 - June 8, 2026 School Board Regular Meeting
Category	15. PERSONNEL
Access	Public
Type	Action (Consent)
Recommended Action	Motion to hire Autumn Christner as an Elementary Teacher, *PK-4 certification, with a current assignment of 6th Grade, Step 2, Bachelor's degree, and in accordance with the agreement between the East Allegheny Education Association and the East Allegheny School Board of Directors.

*Per Act 47 of 2025, PK-4 certification is now qualified to teach grades five and six

A. Christner Temp Professional Contract

Subject	**S. Hire Elementary Teacher**
Meeting	Jun 8, 2026 - June 8, 2026 School Board Regular Meeting

Category	15. PERSONNEL
Access	Public
Type	Action (Consent)
Recommended Action	Motion to hire Abigail Snyder, as an Elementary Teacher, *PK-4 certification, with a current assignment of 1st Grade, Step 2, Bachelor's degree, and in accordance with the agreement between the East Allegheny Education Association and the East Allegheny School Board of Directors.

*Per Act 47 of 2025, PK-4 certification is now qualified to teach grades five and six

Abigail Snyder Temp Professional Contract

Abi Snyder

Subject	**T. Hire Long-Term Substitute-Science Teacher**
Meeting	Jun 8, 2026 - June 8, 2026 School Board Regular Meeting
Category	15. PERSONNEL
Access	Public
Type	Action (Consent)
Recommended Action	Motion to hire Tyler Terza, Step 1, Master's degree, as a Long-Term Substitute, Secondary Science Teacher, effective August 1, 2026 and endng at the conclusion of the 26-27 school year, and in accordance with the agreement between the East Allegheny Education Association and the East Allegheny School Board of Directors.

Subject	**U. Hire Long-Term Substitute-Music Teacher**
Meeting	Jun 8, 2026 - June 8, 2026 School Board Regular Meeting
Category	15. PERSONNEL
Access	Public
Type	Action (Consent)
Recommended Action	Motion to hire Olivia Blackmore, Step 1, Master's degree, as a Long-Term Substitute, Music Teacher, K-12 Music certification with an elementary assigment, effective September 21, 2026, for two separate assignments and endng at the conclusion of the 26-27 school year, and in accordance with the agreement between the East Allegheny Education Association and the East Allegheny School Board of Directors.

Subject	**V. Hire Secondary Physical Education Teacher**

Meeting	Jun 8, 2026 - June 8, 2026 School Board Regular Meeting
Category	15. PERSONNEL
Access	Public
Type	Action (Consent)
Recommended Action	Motion to hire Molly Hudson, Step 1, Bach Degree as a Physical Education Teacher, K-12 Physical Education certification, effective August 1, 2026, and in accordance with the agreement between the East Allegheny Education Association and the East Allegheny School Board of Directors.

Subject	**W. Hire Kindergarten Program Paraprofessional**
Meeting	Jun 8, 2026 - June 8, 2026 School Board Regular Meeting
Category	15. PERSONNEL
Access	Public
Type	Action (Consent)
Recommended Action	Motion to hire Elizabeth Davis as the paraprofessional for the 25-26 Kindergarten paraprofessional, effective immediately, and in accordance with the agreement between the East Allegheny Education Association and the East Allegheny Educational Support Professionals.

Subject	**X. Hire Cheer Assistant Coach**
Meeting	Jun 8, 2026 - June 8, 2026 School Board Regular Meeting
Category	15. PERSONNEL
Access	Public
Type	Action (Consent)
Recommended Action	Motion to hire Serena Pridgen as the Cheer Assistant Coach, effective immediately upon receipt of pre-employment screening and paperwork, and in accordance with the agreement between the East Allegheny Education Association and the East Allegheny School Board of Directors.

Subject	**Y. Approve hire ATS Driver/Monitor**
Meeting	Jun 8, 2026 - June 8, 2026 School Board Regular Meeting
Category	15. PERSONNEL
Access	Public
Type	Action (Consent)
Recommended Action	Motion to ratify the hire of Ashley King as an ATS Driver/monitor.

Subject	**Z. Accept Resignation Freshman Class Cabinet Sponsor**
Meeting	Jun 8, 2026 - June 8, 2026 School Board Regular Meeting
Category	15. PERSONNEL
Access	Public
Type	Action (Consent)
Recommended Action	Motion to accept the resignation of Rebecca Woods from her position as the Freshman Class Cabinet Sponsor effective June 2, 2026 and in accordance with the agreement between the East Allegheny Education Association and the East Allegheny School Board of Directors. Further authorize the posting of this position.

16. FEDERAL PROGRAMS

Subject	**A. Federal Programs Report**
Meeting	Jun 8, 2026 - June 8, 2026 School Board Regular Meeting
Category	16. FEDERAL PROGRAMS
Access	Public
Type	Information

June Federal Programs Report

17. NEW BUSINESS None

18. OLD BUSINESS None

19. ADJOURNMENT

Subject	**A. Adjournment**
Meeting	Jun 8, 2026 - June 8, 2026 School Board Regular Meeting
Category	19. ADJOURNMENT
Access	Public
Type	Action (Consent), Procedural
Recommended Action	Mr. Ziober motioned and Mr. Meredith seconded the motion to adjourn at 7:50 p.m.



East Allegheny School District

Equity Plan

Current Implementation Status as of 2026– 2027 School Year

Mr. Joe DiLucente
Superintendent
412-824-8012 Ext. 4151
jdilucente@eawildcats.net

Mrs. Lisa Piccini, Secretary to the Principal/Federal Programs Clerk
412-824-9700 Ext. 1000
lpiccini@eawildcats.net

Revised 7/13/26

LEAs that choose to accept federal dollars are required by the federal Every Student Succeeds Act to develop an equity plan for how they place teachers in schools and classrooms to ensure that their poor and minority students are not being taught at a disproportionate rate by teachers who are inexperienced (in PA, "experienced" means 3 or more years of teaching), who are teaching out of field, or who are not HQ under NCLB.

Local Education Agencies (LEA) are required to address the issue of equity through district plans describing actions the LEA will implement outlining specific uses of Title I, Title II, and other funds to support the planned actions.

The mission of the East Allegheny School District, a K through 12th grade organization, is to provide all students programs of excellence that instill a passion for life-long learning while preparing them for the challenges of tomorrow. The East Allegheny School District will enhance students' self-esteem, help them discover and maximize their individual potential, and guide each to dignify, appreciate, respect, and accept human diversity.

Our vision is that equity in East Allegheny Schools is achieved when each student gains the requisite skills and knowledge needed to access meaningful opportunities beyond K-12 education.

Title II-A of Every Student Succeeds Act requires that all students, including poor and minority, have equitable opportunities with respect to quality instruction, teachers' instructional experience, class size, and teachers' ability to meet the diverse learning needs of all students. East Allegheny School District's Equity Plan is developed to insure the provision of equity for poor and minority students. The district's Title II-A funds are utilized to support equity needs as they are identified in the area of class size reduction.

Annual Needs Assessment

The District's annual needs assessment is designed to identify areas of need and address the equity components. A number of sources of information detail how the district addresses a) equitable access to highly qualified teachers b) equity in teacher experience c) equity in teacher training d) equity in class sizes, and e) recruitment and retention of highly qualified teachers. These include student test scores, new programs to be implemented, High Q data for certified personnel, anticipated shortages in certificate areas, and teacher evaluation data. Prioritized needs for the district include: 1) professional learning for novice teachers, 2) highly qualified teachers at schools in *AYP Warning* schools, and 3) class size reduction.

This equity plan focuses on the collaboration of all stakeholders including central office administrators, school administrators, teachers, paraprofessionals, parents and business partners. The needs assessment and planning process addresses equitable access of all students to highly qualified teachers and paraprofessionals, equity in teacher experience, equity in teacher training to meet the diverse needs

of all learners, equity in class sizes, and recruiting and retaining highly qualified teachers which results in full equity for all students, regardless of the demographics of the students served.

The LEA addresses class size equity by analyzing the individual class sizes within each school. If inequities are identified, the principal, along with central office administrators, will determine if students need to be moved to another class within the school to make the class sizes equitable or if a teacher must be hired to correct the discrepancy within the school. All initiatives are designed to assist in meeting our goal of providing a quality education for all children.

One of the most important factors in increasing student achievement is a highly qualified teacher. Every student Succeeds Act requires all teachers of core academic areas to be highly qualified. The District actively recruits highly qualified teachers. Teachers are recruited by posting vacancies on-line, in local and regional newspapers, PDE Educators and by advertising on the District's website. If it would become necessary to hire a teacher who is not highly qualified, a Highly Qualified plan is developed and closely monitored to ensure the teacher meets the plan's goal for obtaining appropriate certification within the first year of employment. Such teachers would be notified of this obligation as a pre-condition of an offer of employment.

All students deserve access to instruction by teachers who have equivalent experience. New and inexperienced teachers are placed throughout the system to ensure that low income and minority students are not taught more frequently than other students by inexperienced teachers. The Title I comparability report is used, as well as data from teacher assignments, to help in analyzing and monitoring that minority and low income students are not taught at higher rates than other students by inexperienced and unqualified teachers.

District Plan

The District's goal is equitable access for all students to the best instruction possible, provided by highly qualified teachers who are able to meet the diverse learning needs of all students. East Allegheny School District is committed to the following:

1. Implement best practices in all classrooms to improve the achievement of all students
2. Differentiate instruction to meet the needs of all students
3. Recruit and retain highly qualified teachers and paraprofessionals in core academic areas
4. Provide all students access to instruction by teachers who have equivalent teaching experience
5. Maintain comparable class sizes in all schools regardless of student demographics

East Allegheny School District's Equity Plan provides data on the following:

- School Accountability status

- School poverty percentage
- School minority percentage
- Teachers' HQT status
- Teacher experience percentage
- A general summary of finding
- A data report on core academic subject teaching vacancies that are difficult to fill with highly qualified teachers, by school and grade level.

During the course of the past five years, the vast majority of our teacher vacancies have resulted from retirements. Our data indicates that none of our buildings are particularly difficult to staff or subject to high rates of staff turnover. New teachers at the elementary and high school levels are assigned to the buildings in which the vacancies occur. At the elementary level, people are reassigned among grade levels in accordance with a number of factors, including the optimal grade level for a teaching assignment for a particular candidate or currently employed teacher, the seniority of other teachers at a particular grade level in a building, and teacher personality as it relates to the culture of the school building. New teachers are assigned at the junior and high school levels to the buildings in which the vacancies for which they are applying occur.

Elementary students in grades K-6 are very carefully placed in classes and that process is not at all random. Classrooms are heterogeneously grouped with careful consideration to a student's achievement levels, gender, ethnicity, economic status, special needs, and other criteria. Building principals meet with teachers of sending and receiving grades and carefully consider each student's placement on an individual basis. Care is given to match each student with a compatible teacher both in terms of personality and of instructional strengths and with classmates whose personalities would provide the best environment in which a particular student might be successful.

There are no indications that inequity exists among our school buildings. The District assures that 100% of District teachers are highly qualified and those with three or less years of experience are evenly distributed among our school buildings. None of our buildings has a particularly high rate of teacher turnover; in fact the vast majority of our teacher vacancies in any given year result from the retirement of professional employees.

List of Schools	**Subject**	**Grade(s)**	**# of Vacancies filled by Non-HQT Teachers**
Logan Elementary School	N/A	Grades K – 6	0
East Allegheny Jr./Sr. H.S.	N/A	Grades 7 - 12	0

The Strategies the District implements to ensure that poor and minority students are not taught at higher rates than other students by inexperienced, unqualified and/or out of field teachers.

East Allegheny School District firmly believes that the single-most influential factor in the academic success of our students is the classroom teacher. In accordance with this belief, we consider the recruitment, interviewing, and selection processes to be of vital importance among the many administrative functions that we perform each year. We do not hire a non-highly qualified teacher to serve in any capacity when there are highly-qualified alternative candidates. In the event that we would need to fill a position for which there are no highly-qualified candidates, we will hire a candidate with an emergency certificate. Candidates are only hired with emergency certification once defined, a time-bound plan for them to become highly qualified is articulated with them. We have no teachers employed who are not highly qualified at the current time. Recruitment of top candidates is a district priority that is advanced by district administration and approved by our school board each year. As a matter of routine, all professional vacancies are posted in our district buildings, advertised in our local newspaper, and posted on our district website.

Future Strategies

1. Advertising
   Explore on-line job fairs targeting hard-to-fill areas
2. Work with local colleges and universities to have opportunities for our administrators, principals and teachers to visit student teachers and discuss the benefits of working in the East Allegheny School District.
3. Maintain an ongoing database of prospective teachers and educational specialists. Continuing the use of PA-Educators.
4. Evaluate and interview student teachers. Encourage student teachers when finished with assignment to gain necessary certification to be a substitute within the East Allegheny School District.
5. Initiate the hiring process as soon as we are aware of a vacancy or opening. With the ability to access student teachers and have a database of potential candidates from recruiting fairs we are in a position to interview early and offer jobs in a very timely manner.
6. Continue working to align our system of recruitment, hiring, induction, supervision and professional development.

Description of how Title I, Title IIA, and other funds are used to support recruitment and retention of highly-qualified teachers in all schools.

East Allegheny commits the majority of our Title I funds each year to the salaries and benefits of our highly-qualified Title I math and reading specialists in the district who qualify for Title I funding. Through these funds we are able to support and maintain four full-time staff members that may not be possible for us to support in any other way given the current economy and budget crisis.

Title IIA funds are used to support the salary of one full-time educator in an effort to reduce class sizes at the elementary level.

The District will determine whether or not the strategies are effective by the following:
Highly-qualified status is monitored by the Superintendent and District staff on an ongoing basis (ex: certification checks, Act 48 compliance, etc.) and especially at the time that a new teacher is hired.

The exercise of revisiting and revising this Equity Plan on an annual basis will serve as an opportunity for final review of the strategies enumerated above. In conjunction with these reviews we will identify and remediate any of our activities that prove to be ineffective. Furthermore, ongoing classroom visitations and observations, both formal and informal, by our building-level administrators and federal program co-coordinator will provide evidence of the effectiveness of our teachers. Led by the superintendent, monthly meetings of the administrative team will serve as a forum for discussion of our findings, and for our formulation of any remedial action plan that we may subsequently need to develop to address observed deficiencies.

Success will also be determined by analyzing the data yearly to determine the following data points:

- Number of teachers resigning each year and moving to another school district
- Number of interviews conducted in areas of difficulty in finding highly qualified teachers
- Number of teachers interested in student teaching or completing an internship in the East Allegheny School District.
- Continuously analyze district data to determine percentage of new teachers in schools with a lower socioeconomic status and the student achievement in those schools

EAST ALLEGHENY SCHOOL DISTRICT ASSURANCES RELATED TO HIGHLY QUALIFIED TEACHERS:

- All teachers will be assigned to teach a grade level(s) and subject(s) for which the teacher holds proper Pennsylvania Certification and for which the teacher has been deemed highly qualified.

- East Allegheny has established procedures for developing individual teacher plans that provide for clear and direct communication between the District and individual teachers.

- East Allegheny will notify, annually at the beginning of the school year, parents of each student attending each school that receives Title I Part A funds that the parents may request and the LEA will provide, in a timely manner, information regarding the professional qualifications of the student's teachers in accordance with Section llll(h)(6)(A).

- East Allegheny will ensure that each school that receives Title I, Part A funds provides to each parent timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified. [See Section llll(h)(6)(B)(ii)] (NOTE: Letters must be sent when the student is assigned to a non highly qualified teacher. If a teacher change during the school year results in a student's class being taught by a non-highly qualified teacher, parents of each student in the class must be notified no later than the date by which students have been taught for four consecutive weeks.)

- East Allegheny has incorporated the states "Procedures for Hiring a Teacher that is Not Yet Highly Qualified" and will fully implement those procedures when it is necessary to hire a teacher who is not highly qualified for the grade level(s) and/or subject(s) the teacher is assigned to teach.

- East Allegheny has policies and procedures to prohibit use of Title I Part A funds to pay the salary of any new paraprofessionals, except under certain limited cases as described in Section 2141(c)(2).

- Definition of "highly qualified" teacher. East Allegheny has policies and procedures to prohibit use of Title II Part A funds to pay the salary of any teacher who does not meet the NCLB and state

Equity Plan Review Date: 7-21-2025

Name- Joe DiLucente

Signature-_____ Title- Superintendent

Name- Lauren Cunningham

Signature-_____ Title- Director of Curriculum & Innovation/Federal Programs

Name- RJ Long

Signature- _____ Title-EA High School Principal

Name- George Little

Signature- _____ Title- Logan Principal

Name- John Savinda

Signature-_____ Title- School Board President

Name- Brett Lago

Signature-_____ Title- Business Manager

Name- Jamie Morgan

Signature- _____ Title- Executive Assistant to the Superintendent

Name- Tina Nicholls

Signature-_____ Title- Parent/ Community Member

Equity Plan Worksheet (Copy as needed) 2026-2027

List of Schools (indicate Title I schools with an asterisk (*))	School Improvement Status	Number & Percentage of Poverty Children Taught by Appropriately Certified Teachers	Number & Percentage of Minority Children Taught by Appropriately Certified Teachers	Number & Percentage of Poverty Children Taught by Out-of-Field Teachers	Number & Percentage of Minority Children Taught by Out-of-Field Teachers	Number & Percentage of Poverty Children Taught by Teachers New to the Profession	Number & Percentage of Minority Children Taught by Teachers New to the Profession	Number & Percentage of Poverty Children Taught by Ineffective Teachers	Number & Percentage of Minority Children Taught by Ineffective Teachers
East Allegheny Jr/Sr high		100%	0	0	0	0	0	0	0
Logan Elementary		100%	0	0	0	0	0	0	0

Logan minority 65%
Jr/Sr High School minority 62%

Logan poverty 23%
East Allegheny Jr/Sr High poverty 62%

Teachers Experience 19 years Average
Core Academic Subject Vacancies - 0

ALLEGHENY INTERMEDIATE UNIT
COMPREHENSIVE SERVICES AGREEMENT – 2026-2027

This Comprehensive Services Agreement ("Agreement") is made this **1st** day of **July, 2026** (the "Effective Date"), by and between the ALLEGHENY INTERMEDIATE UNIT ("AIU"), and the **East Allegheny School District** ("District/School") (collectively, "Parties").

WHEREAS, the AIU is a regional education service agency that provides specialized services to Allegheny County's 42 suburban school districts, five career and technical schools, charter schools and numerous other organizations throughout the area; and

WHEREAS, the District/School wishes to receive certain services from the AIU in exchange for agreed-upon fees; and

WHEREAS, this Agreement does not obligate the District/School to purchase any particular service from the AIU, but pertains to services that the District/School chooses to receive.

NOW, THEREFORE, for good and adequate consideration and with the intent to be legally bound, the Parties agree as follows.

1. Scope. The terms of this Agreement, while in effect, shall apply to the AIU's provision of services to the District/School and shall be deemed to be incorporated into all of the Parties' contemporaneous and subsequent agreements through which the AIU provides services and the District/School receives such services. To the extent the terms of this Agreement and those of a contemporaneous or subsequent agreement conflict, the terms of the other agreement shall control.

2. Duration. This Agreement shall commence as of the Effective Date and shall remain in effect through **June 30, 2027**, subject to prior termination in accordance with Paragraph 13 hereof.

3. Services Guide; Pricing. It is agreed that services provided by the AIU are rendered throughout the school year and that the AIU periodically invoices for fees for services provided to the District/School as outlined in the AIU's **2026-2027** Services Guide ("Services Guide"). Fees for programs not listed in the Services Guide will be determined on a case-by-case basis, subject to approval of an addendum or other written agreement by the governing boards of the District/School and the AIU (each a "Services Addendum"). By executing this Agreement, the District/School explicitly acknowledges receipt of the Services Guide and expressly accepts the pricing schedule for all of the services listed therein.

4. Invoicing; Payment. By accepting the services provided by the AIU, the District/School agrees to pay for those services at the prices specified in the Services Guide no later than sixty (60) days from the invoice date. The AIU may apply a late payment charge of 1% per month on any unpaid balance more than sixty (60) days past due and not disputed in good faith, retroactive to the invoice date.

The District/School will be invoiced in accordance with the Services Guide. It is agreed that the District/School will be invoiced for all programs and services provided and utilized by each student. Any delay in invoicing by the AIU will not affect the duty of the District/School to pay the invoice for the services received. The District/School agrees that a failure or delay in invoicing shall not constitute a waiver of the right of the AIU to be paid in full for services received by the District/School.

To ensure that the cost of services is properly allocated among districts, as well as the accuracy of each AIU invoice, the District/School understands and agrees that it is responsible to review all invoices when received; to audit the invoices to ensure that they accurately reflect the services received for each student identified; and to verify whether each student resided in the district being charged for services during that billing period.

The District/School agrees to pay the AIU the price for each program or service requested by the District/School as listed in the Services Guide or Services Addendum. Further, in the event schools are closed on account of contagious disease, the destruction or damage of a school building by fire or other causes during the term of this Agreement, the District/School agrees to pay the AIU the greater of (1) an amount necessary to pay the salaries and fringe benefits of the teachers, as defined by the Public School Code, engaged by the AIU to provide services to the District/School as requested or (2) such amount required by the Public School Code, as it may be amended, or other applicable law.

5. Special Education Services. Any special education services requested by the District/School and provided by the AIU shall be governed by Addendum A: Special Education Services, attached hereto and incorporated herein by reference as though set forth in full.

6. Compliance With Applicable Law. The AIU shall ensure that its services comply with all requirements of Pennsylvania and federal law, to the extent such compliance does not depend upon the performance or actions of any other individual or entity beyond the control of the AIU. The AIU represents and warrants that it and its employees, agents or personnel providing services pursuant to the terms of this Agreement possess the skills, qualifications, experience, licenses and certifications necessary to perform adequately such services. The AIU shall comply with all federal and Pennsylvania laws regarding the confidentiality of educational records of District/School students, including but not limited to the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, and its implementing regulations (34 C.F.R. Part 99) and 22 Pa. Code §§ 12.31-12.33. The District/School shall provide such action, assistance or cooperation as required to ensure that students receive services in compliance with state and federal law.

7. Clearances. With respect to all individuals providing services to the District/School on behalf of the AIU except those having no direct contact with children, the AIU shall ensure that such individuals provide to the AIU the following clearances in accordance with legal requirements:

a. A Pennsylvania State Police report of criminal history record information as required by Act 34, 24 P.S. § 1-111(b);
b. A Federal criminal history record as required by Act 114, 24 P.S. § 1-111(c.1); and
c. A certification from the Pennsylvania Department of Human Services as to whether the individual is named as an alleged perpetrator or perpetrator of child abuse, as required by Act 151, 23 Pa. C.S. § 6344(a.1), (b.2).

Further, the AIU shall ensure that it and such individuals shall comply with the employment history review provisions of Act 168, 24 P.S. § 1-111.1, and the child abuse recognition and reporting training requirements of Act 126, 24 P.S. § 12-1205.6. If the AIU receives notice of an arrest or conviction of an AIU employee assigned to provide services to the District/School and such arrest or conviction was required by law to be reported to the AIU, the AIU shall report such arrest or conviction in writing to the District/School.

8. Relationship of the Parties. The Parties acknowledge that the AIU is an independent contractor of the District/School and that all individuals providing services under this Agreement are employees or independent contractors of the AIU and not of the District/School. Nothing contained in this Agreement will be deemed to create an employment, agency, joint venture or partnership relationship between the District/School and the AIU or any of their respective agents or employees, or any other legal arrangement that would impose liability upon one party for an act or a failure to act of the other party. Neither the District/School nor the AIU will have any express or implied power to enter into any contracts or

commitments or to incur any liabilities in the name of, or on behalf of, the other party, or to bind the other party in any respect whatsoever without the other party's prior written consent.

9. Liabilities. Subject to any immunities provided by the Political Subdivision Tort Claims Act or other law, the Parties agree to indemnify, defend and hold harmless each other, their respective directors, officers, employees and agents, against all claims, damages, losses, or penalties that result from the acts or omissions of their own employees or agents, any real property owned or leased by such party, or the operation or maintenance of any equipment or vehicles provided or used by such party. The Parties agree to indemnify, defend and hold harmless each other against all claims, damages, losses, or penalties resulting from any judicial, administrative or other determination that any staff member of one party hereto is an employee or agent of the other party hereto.

10. No Third-Party Beneficiaries. This Agreement is entered into for the sole benefit of the District/School and the AIU. No other parties are intended to be direct or incidental beneficiaries of this Agreement, and no third party shall have any right in, under or to this Agreement.

11. Assignment. Neither this Agreement nor any of the rights, benefits or obligations hereunder may be assigned or delegated (whether by operation of law or otherwise) without the prior written consent of the other party.

12. Force majeure. The AIU will not be liable for any failure or delay in performing an obligation under this Agreement that is due to any of the following causes, to the extent beyond its reasonable control: acts of God, accident, riots, war, terrorist act, epidemic, pandemic, quarantine, civil commotion, natural catastrophes, governmental acts or omissions, changes in laws or regulations, national strikes, fire, explosion or generalized lack of availability of energy.

13. Termination. If the District/School intends to discontinue a service provided by AIU certificated staff, causing the District/School to assume responsibility for a transferred class or program, the District/School shall notify the AIU of its intent by **March 31, 2027**, so that the Parties may evaluate potential transfer-of-entities issues. Otherwise, either party may terminate this Agreement and any services provided hereunder upon at least 60 days' prior written notice to the other party, unless alternative termination requirements are stated in a Services Addendum. Individual services provided hereunder may be terminated with less than 60 days' notice if mandated by an Individualized Education Program ("IEP") or an order of a hearing officer, the Secretary of Education or a court of competent jurisdiction.

14. Governing Law; Venue. This Agreement shall be construed and governed by the laws of the Commonwealth of Pennsylvania. Jurisdiction and venue for all purposes shall be in courts of competent jurisdiction sitting in Allegheny County, Pennsylvania.

15. Interpretation. In any proceeding of any type or kind in which this Agreement or its terms shall be reviewed, construed, or brought into issue in any manner, the Parties hereby agree that this Agreement shall be construed as if jointly prepared, written and typed by the Parties. It is agreed that the covenants of this Agreement are severable, and that if any word, phrase, clause(s), sentence(s), paragraph(s) shall be found unenforceable, the entire Agreement shall not fail but shall be construed and enforced without the severed language in accordance with the tenor of this Agreement.

16. Counterparts. This Agreement may be executed in counterparts, each of which, when executed and delivered, shall be deemed an original and all of which, taken together, shall constitute one and the same instrument, even though both Parties are not signatories to the original or the same counterpart. Furthermore, the Parties may execute and deliver this Agreement by electronic means. Each of the Parties agrees that the delivery of the Agreement by electronic means will have the same force and effect as delivery of original signatures and that each of the Parties may use such electronic signatures as evidence of the execution and delivery of the Agreement by both Parties to the same extent as an original signature.

17. Entire Agreement. This Agreement constitutes the entire agreement and understanding between the AIU and the District/School concerning the programs and services to which it applies; supersedes all prior or contemporaneous agreements and understandings, written or oral, with respect to the subject matter hereof; and shall be modified only in a writing approved by the Parties' respective governing boards.

IN WITNESS WHEREOF, the parties have signed this Agreement on the dates shown below, intending to be legally bound hereby.

ALLEGHENY INTERMEDIATE UNIT	**DISTRICT/SCHOOL**
By: _____	By: _____
President, Board of Directors	President, Board of Directors
Attest:	Attest:
By: _____	By: _____
Secretary, Board of Directors	Secretary, Board of Directors
Date: _____	Date: _____

ALLEGHENY INTERMEDIATE UNIT
COMPREHENSIVE SERVICES AGREEMENT – 2026-2027
ADDENDUM A: SPECIAL EDUCATION SERVICES

1. Services Provided. For the **2026-2027** school year, the Allegheny Intermediate Unit (AIU) shall provide and operate, for the benefit of students assigned by the District/School, the special education services and programs delineated in the AIU Special Education Plan ("Plan"), as approved by the Department of Education, by furnishing the following:

a. Professional and support staff, as required to implement the Plan in accordance with all applicable provisions of state and federal law;
b. Administrative, supervisory and clerical staff as required to effectively and efficiently implement the Plan and this Agreement;
c. Such supplies, equipment and other materials as necessary to implement the Plan and as mutually agreed upon by the Parties;
d. Such classrooms and facilities as required to implement the Plan in accordance with state and federal law, to the extent the program or service is provided or operated upon premises not owned or leased by the District/School; and
e. Any other personnel, facility, material or service mutually agreed upon by the Parties, subject to approval by their respective governing boards.

Services provided include but are not limited to those outlined in the Services Guide, such as Blind/Visually Impaired Services; Career Development Services; Deaf/Hard of Hearing Services; School-Based Educational Services at the AIU-operated Mon Valley, Pathfinder and Sunrise Schools; Speech/Language-Impaired Support; Pupil Personnel Services; and Occupational and Physical Therapy.

2. Programs Provided on District/School Premises. For special education programs and services provided by the AIU on premises owned or leased by the District/School, the District/School shall provide the following:

a. Classroom and other space necessary for the provision of services;
b. Assistance, cooperation and participation of District/School administrative, professional and support staff in the development and implementation of accommodations, supplementary aids and support services necessary to include, to the fullest extent appropriate, students assigned to special education programs in educational and extracurricular activities, regular education support, regular education instruction, and ancillary services, such as nursing, counseling, library, physical education, food, custodial and maintenance services, as necessary to meet the needs of the students assigned to the program; and
c. Any other personnel, facility, material or service mutually agreed upon by the Parties, subject to approval from their respective governing boards.

3. Multidisciplinary Evaluation and IEP Development.

a. For Students Receiving AIU Services on District Premises. The District/School, in cooperation with the AIU, shall conduct student Multidisciplinary Evaluations ("MDEs") and Re-evaluations ("RRs") and develop Individualized Education Programs ("IEPs") and revise those plans as necessary for exceptional and thought-to-be exceptional students of the District/School. The District/School will provide the AIU staff with an opportunity to participate in the development of RRs and IEPs.

b. For Students Receiving Services in AIU-Operated Schools. The AIU, with cooperation and participation by the District/School, shall conduct student MDEs and RRs and develop IEPs and revision procedures for exceptional and thought-to-be exceptional students of the District/School. The District/School recognizes that it remains the Local Education Agency ("LEA") for the student and is responsible for ensuring that the student's IEP provides for a free appropriate public education ("FAPE"). Therefore, the District/School will participate in the development of MDEs, RRs and IEPs that outline specially designed instruction, accommodations and supplementary aids and services for students. The AIU shall monitor students' progress toward their IEP goals as required in an IEP and provide the District/School with quarterly progress reports.

c. For All Students Receiving AIU Services. Specially designed instruction, accommodations, supplementary aids and services required by any IEP or any order of a hearing officer, appeals panel, the Secretary of Education or court and beyond the scope of the programs and services enumerated in the Plan shall be provided as mutually agreed upon by the Parties, subject to approval by their respective governing boards. In such instances, the AIU administration will work with the District/School, which in all circumstances remains the LEA, in identifying the appropriate service. The District/School agrees that the AIU shall not be liable to the District/School on account of a hearing officer's or court's determination that an IEP does not provide FAPE. The District/School understands, accepts and acknowledges that the contractual relationship between the AIU and the District/School does not place any duties that are borne by the LEA onto the AIU, which is a contracted service provider.

4. Nature of Relationship. Regardless of the location of services received by District/School students, whether on District/School premises or at an AIU-operated school, the District/School acknowledges and agrees that the AIU does not have authority or responsibility as an LEA, as that duty and authority rests solely with the District/School where the student is enrolled. Any liability that may arise as a result of failure to provide due process or FAPE rests solely with the District/School. The AIU has the right to accept or reject students enrolled at a District/School who are referred for placement at an AIU-operated school. Upon accepting a student to an AIU-operated school, the AIU will implement the student's IEP as written.

5. Tuition; Fees for Speech, Hearing and Vision Services. Tuition for the AIU-Operated Special Education Schools and fees for speech, hearing and vision services will be invoiced and paid in installments according to the schedule below:

Invoice Date	Services Billed: School Tuition and Fees for Speech, Hearing and Vision	Based on Data* As Of
September 15, **2026**	Services anticipated for August through October	September 1, **2026**
November 16, **2026**	Services anticipated for November through December, *plus adjustments relative to September billing*	November 1, **2026**
January 15, **2027**	Services anticipated for January through February, *plus adjustments relative to November billing*	January 1, **2027**
March 15, **2027**	Services anticipated for March through April, *plus adjustments relative to January billing*	March 1, **2027**
May 17, **2027**	Services anticipated for May through June, *plus adjustments relative to March billing*	May 1, **2027**
June 15, **2027**	Final invoice reconciling payments with the actual final **2026-2027** special education database, verified in June; may result in a credit to the District/School or payment due to the AIU, exclusive of the special education school reconciliation.	June **2027**

* Refers to student information in the AIU special education database.

NOTE: Services requested by the District/School after the review of the special education database as of September may result in additional invoices.

6. Reconciliation for AIU-Operated Special Education Schools. Because of the fluctuating nature of student enrollment at the AIU-operated special education schools, it is agreed that the overall operating cost for each school will be continuously monitored to determine whether revenue and expenses are in alignment with budgeted projections. The parties agree that at the conclusion of the **2026-2027** school year, the AIU will perform a reconciliation of its special education school revenues and expenses for the entire school year. If the AIU revenues from the school programs provided under this Agreement exceed the expenses incurred in providing such services, the District/School will receive a pro-rata credit; if the AIU's expenses incurred in its school programs exceed the revenues received by the AIU, the District/School will be responsible for and pay to the AIU a pro-rata share of the excess expenses. The reconciliation process will be conducted as follows:

Date	AIU-Operated Special Education School Review and Reconciliation
August 16, **2027**	Final reconciliation of revenues and expenses for the entire school year will be completed and issued to the District/School. This may result in a credit to the District/School or payment due the AIU.
December 31, **2027**	District/School payment to the AIU for the pro-rata share of excess expenses, *and/or* …
January 31, **2028**	AIU credit issued to the District/School for the pro-rata share of excess revenues

Any District/School due to receive a reconciliation credit and having open balances payable to the AIU greater than 60 days past due will have the credit applied to open balances or withheld until payment is received, as appropriate.

This Service Agreement (this "Agreement") is entered into and made effective as of **07/01/2026**.

Pittsburgh Area Community Schools ("Service Provider"), a nonprofit corporation, organized under the laws of the state of Pennsylvania, having its principal address at:

3840 South Water Street
Pittsburgh, PA 15203

and

East Allegheny School District ("Client"), a local education agency, organized under the laws of the state of Pennsylvania, having its principal address at:

1150 Jacks Run Road
North Versailles, PA 15137

Client and Service Provider may be referred to individually as "Party" and collectively as the "Parties."

RECITALS:
WHEREAS, Client's tax-exempt purpose is to surround students with a community of support to empower them to achieve in school and succeed in life;
WHEREAS, in furtherance of its tax-exempt purpose, Service Provider provides certain Services (as defined below) to schools;
WHEREAS, Client wishes to retain the Services of Service Provider and Service Provider wishes to render such Services to Client;
NOW, therefore, in consideration of the promises and covenants contained herein, as well as other good and valuable consideration (the receipt and sufficiency of which is hereby acknowledged), the Parties do hereby agree as follows:

Article 1 - DEFINITIONS:
As used in this Agreement:

A. "Services" shall be used to refer to the following specific services that are described in Exhibit A, attached hereto, that the Service Provider will provide to the Client under the terms and conditions set forth herein.
B. "Commencement Date" shall be used to refer to the date the Service Provider begins work on the Services for the Client. The Commencement Date shall be **07/01/2026**.
C. "Completion Date" shall be used to refer to the date that the Service Provider will complete or cease the provision of Services to the Client. The Completion Date will be **06/30/2027**.
D. "Fees" shall be used to refer to the payment Client will pay to Service Provider for the rendering of the Services. Specifically, the fees are reflected in Exhibit A.

Article 2 - SERVICES:
Subject to the terms and conditions of this Agreement, Service Provider hereby agrees to render the Services to Client, beginning on the Commencement Date and ending on the Completion date, along with meeting the specified Key Dates, utilizing at least the Minimum Required Time, at the Location directed by the Service Provider, as described below and Client agrees to pay Service Provider the Fees required for the Services.

Article 3 - LOCATION:
Service Provider will render the Services at the following location (throughout this agreement, "Location"): Address(es) where services will be deployed and deliverables are reflected in **Exhibit A**.

Article 4 - STAFF OR EMPLOYEES:
The Service Provider may use any staff or employees that the Service Provider deems fit and capable in the provision of the Services to the Client.

Article 5 - FEES:
The full cost of the East Allegheny FSCS implementation is covered by the Department of Ed. No additional payment from the district is required.

Article 6 - CLIENT OBLIGATIONS:
During the provision of the Services, the Client hereby agrees to:

A. Cooperate with the Service Provider for anything the Service Provider may reasonably require;
B. Provide any information and/or documentation needed by the Service Provider relevant to the provision of Services or payment for the provision of Services;
C. Require any staff or agents of the Client to co-operate with and assist the Service Provider as the Service Provider may need;
D. Make available to the Service Provider, without fee or cost, any facilities, which may include, but are not limited to, a private work space, telephone, internet access or other physical equipment, the Service Provider may reasonably require at the Location;
E. Provide a staff person as a main point of contact and serve as liaison to Service Provider. We recommend the main point of contact be the building principal or another staff member designated by the building principal;
F. Maintain open communication with the Service Provider as needed to provide timely and consistent information regarding progress and challenges when delivering services. We ask for the following regular meeting schedule:

CISPAC Staff	**School Staff**	**Meeting Frequency**
Site Manager	Designated Point of Contact	Weekly
Site Manager	School Site Team including Principal and designated staff directed by Principal	Monthly
Site Manager	Relevant School Team meetings (SAP, Staff meetings, etc). Relevant meetings will be determined by school principal and CISPAC site staff	Depending on school schedule
Site Manager Program Director	PPS Community School Team	Bi-Monthly as set by district leadership
Program Director	Building Principal	Quarterly meetings
Program Director Executive Director	CS Steering Committee	As requested by district leadership
Executive Director	PPS Community School Coordinator	Quarterly

G. Include the Service Provider in school meetings and activities, not identified previously, as appropriate to ensure Service Provider is able to provide the Services as contemplated in this Agreement;
H. Provide access to and assistance in gathering appropriate data and information (following all FERPA regulations) for program evaluation at agreed-upon intervals. Client shall make all data available in

aggregate and, if consent is obtained from the individual student's parent or guardian's consent, for individual students. Access to the following data will include, but is not limited to:

I. Attendance
II. Behavior referrals, suspensions, disciplinary reports, etc.
III. Course performance
IV. Student population demographics: Such as enrollment, ethnic distribution, free/reduced lunch, English Language Learners, economic data, etc.
V. End of year status (e.g., graduation, retention and promotion information)
VI. Work/college status beyond graduation
VII. Service provider level outcomes that relate to work they are engaged in to support the overall student-centered learning strategy.
VIII. Client-approved surveys to school staff, parents and/or students

I. Identify Client's results from the Services on Client's website, social media accounts, and marketing materials, as appropriate.

Article 7 - INTELLECTUAL PROPERTY:
In accordance with the terms and conditions of this Agreement, the Service Provider may create certain intellectual property in connection with the Services ("Created IP"), including, but not limited to, written policies, procedures, plans, drawing, specifications, reports, advice, analyses, designs, methodologies, code, artwork, or any other intellectual property as required to render the provision of Services to the Client. Unless the Parties otherwise agree, Service Provider will retain title to any such Created IP. Service Provider hereby grants the Client a non-exclusive, irrevocable, royalty-free license to use the Created IP for Client's internal purposes. Client shall not, however, be permitted to copy, modify, disseminate, or otherwise publish the Created IP and shall not allow others to do so.

Client shall retain title to any intellectual property provided by the Client to the Service Provider to assist in the provision of Services, that was not created by Service Provider

Article 8 - CONFIDENTIALITY:
Each Party hereby acknowledges and agrees that they and the other Party each possess certain non-public Confidential Information (as hereinafter defined) and may also possess Trade Secret Information (as hereinafter defined) regarding their operations and development. Confidential Information may be in the form of documents, techniques, methods, practices, tools, specifications, inventions, patents, trademarks, copyrights, equipment, algorithms, models, samples, software, drawings, sketches, plans, programs or other oral or written knowledge and/or secrets and may pertain to, but is not limited to, the fields of research and development, forecasting, marketing, personnel, customers, suppliers, intellectual property and/or finance or any other information which is confidential to either of the Parties. The Parties agree that the Confidential Information is secret and valuable to each of their respective businesses and the Parties have entered into a relationship, through which they will each have access to the other Party's Confidential Information. Each of the Parties desires to maintain the secret and private nature of any Confidential Information given. "Receiving Party" refers to the Party that is receiving the Confidential Information and "Disclosing Party" refers to the Party that is disclosing the Confidential Information.

Confidential Information shall not mean any information which:

I. is known or available to the public at the time of disclosure or became known or available after disclosure through no fault of the Receiving Party;
II. is already known, through legal means, to the Receiving Party;
III. is given by the Disclosing Party to third parties, other than the Receiving Party, without any restrictions;
IV. is given to the Receiving Party by any third party who legally had the Confidential Information and the right to disclose it; or

V. is developed independently by the Receiving Party and the Receiving Party can show such independent development.

"Trade Secret Information" shall be defined specifically as any formula, process, method, pattern, design or other information that is not known or reasonably ascertainable by the public, consumers, or competitors through which, and because of such secrecy, an economic or commercial advantage can be achieved. Service Provider's Trade Secret Information includes, but is not limited to, work process, programs or services developed for client, etc.

Both Parties hereby agree they shall:

I. Not disclose the Confidential Information via any unauthorized means to any third parties throughout the duration of this Agreement and the Parties' relationship with each other or for a period of three (3) years following the termination of this Agreement;
II. Not disclose the Trade Secret Information forever, or for as long as such information remains a trade secret under applicable law, whichever occurs first to any third party at any time; and
III. Not use the Confidential Information or the Trade Secret Information for any purpose except those contemplated herein or expressly authorized by the Disclosing Party.

Article 9 – NON-SOLICITATION
During the course of this Agreement and for a period of one year following the termination of this Agreement, the Client agrees to refrain from enticing, directly or indirectly, in any form of solicitation (including, but not limited to, through business, marketing, investment or financial activities) from Service Provider's employees.. Specifically, Client shall not endeavor to entice away from Service Provider or employ or offer to employ any person who is employed by the Service Provider during the term of this Agreement and for one year following the termination of this Agreement, whether or not the person would commit a breach of his or her contract of employment by being enticed or accepting employment with them. This prohibition shall not apply to the recruitment of any such employee who has answered a bona fide advertisement or been recruited by an agency to Client, if Client has not given directly or indirectly any form of encouragement to that employee to do so.

Article 10 – COMPLIANCE
Service Provider shall remain compliant with all laws including the Family Education Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA). However, all members agree to share data that is relevant to the stated goals of the contact as it relates to continuous quality improvement and individual student goal attainment. In most cases, the data shared will be di-identified so as not to compromise private student or family data. Relevant student level data that will be shared among the parties.

In any case where specific student data is shared, Service Provider will secure a consent from the student's parent or legal guardian allowing the sharing of the information with Service Provider and additional partners to help support direct service to the student. The parent or legal guardian of the student may rescind this right at any time and for any reason. All parent consent forms are renewed annually and are retained at the Service Providers administrative office. Client may request copies of the signed parent consents at any time.

Article 11 - LIMITATION OF LIABILITY
Except in cases of death or personal injury caused by either Party's negligence or willful misconduct, either Party's liability in contract, tort or otherwise arising through or in connection with this Agreement or through or in connection with the completion of obligations under this Agreement shall be limited to Fees paid by the Client to the Service Provider.

To the extent it is lawful, neither Party shall be liable to the other Party in contract, tort, negligence, breach of statutory duty or otherwise for any loss, damage, costs or expenses of any nature whatsoever incurred or suffered by that other Party of an indirect or consequential nature including without limitation any economic loss, data loss, loss of goodwill, or other loss of turnover, profits, or business.

Article 12 - INDEMNITY:
Client hereby agrees to indemnify Service Provider, and all of Service Provider's agents, employees, and representatives against any and all damage, liability, and loss, as well as legal fees and costs incurred, as a result of the Services rendered this Agreement or any transaction or matter connected with the Services or the relationship between Service Provider and client. This clause shall not be read to provide indemnification for any Party in the event that a competent court of law, rendering a final judgment, holds that the bad faith, gross negligence, or willful misconduct of Service Provider caused the damage, liability, or loss.

Article 13 CLEARANCES/BACKGROUND CHECKS/INSURANCE POLICIES
Services contracted may require direct contact or routine interaction with students. Service Provider agrees to:

I. maintain liability insurance covering professional liability, sexual abuse/molestation liability and automobile liability ($1,000,000 per occurrence in each category) and will provide a certification of insurance to the Client upon request;
II. ensure all personnel and/or volunteers submit to all criminal background checks required by the Client and the state of Pennsylvania; and
III. ensure that all personnel and/or volunteers have received mandated reporter training and the Service Provider staff and volunteers will follow all child abuse reporting requirements.

Article 14 - TERMINATION:

A. This Agreement may be terminated be either Party, upon notice in writing:
   I. if the other Party commits a material breach of any term of this Agreement that is not capable of being remedied within fourteen (14) days or that should have been remedied within fourteen (14) days after a written request and was not;
   II. if the other Party becomes unable to perform its duties hereunder, including a duty to pay or a duty to perform;
   III. if the other Party or its employees or agents engage in any conduct prejudicial to the business of the other, or in the event that either Party considers that a conflict or potential conflict of interest has arisen between the parties.
B. This Agreement may be terminated by the Service Provider if the Client fails to pay any requisite Fees within seven (7) days after the date they are due. The Service Provider may terminate the Agreement immediately, with no notice period, in writing.

If this Agreement is terminated before the expiration of the Completion Date, except as provided in Section 14(A) if this Agreement, Client hereby agrees to pay for all Services rendered up to the date of termination, and for any and all expenditure due for payment after the date of termination for commitments reasonably made and incurred by Service Provider related to the rendering of Services prior to the date of termination.

Any termination under this subpart shall not affect the accrued rights or liabilities of either Party under this Agreement or at law and shall be without prejudice to any rights or remedies either Party may be entitled to. Any provision or subpart of this Agreement which is meant to continue after termination or come into force at or after termination shall not be affected by this subpart.

Article 16 - RELATIONSHIP OF THE PARTIES:
The Parties hereby acknowledge and agree that nothing in this Agreement shall be deemed to constitute a partnership, joint venture, agency relationship or otherwise between the Parties and that this Agreement is for

the sole and express purpose of the rendering of the specific Services by the Service Provider to Client under the terms and conditions herein.

Article 17 - GENERAL PROVISIONS:

A. GOVERNING LAW: This Agreement shall be governed in all respects by the laws of the state of Pennsylvania and any applicable federal law. Both Parties consent to jurisdiction under the state and federal courts within the state of Pennsylvania. The Parties agree that this choice of law, venue, and jurisdiction provision is not permissive, but rather mandatory in nature.
B. ASSIGNMENT: This Agreement, or the rights granted hereunder, may not be assigned, sold, leased or otherwise transferred in whole or part by either Party.
C. AMENDMENTS: This Agreement may only be amended in writing signed by both Parties.
D. NO WAIVER: None of the terms of this Agreement shall be deemed to have been waived by any act or acquiescence of either Party. Only an additional written agreement can constitute waiver of any of the terms of this Agreement between the Parties. No waiver of any term or provision of this Agreement shall constitute a waiver of any other term or provision or of the same provision on a future date. Failure of either Party to enforce any term of this Agreement shall not constitute waiver of such term or any other term.
E. SEVERABILITY: If any provision or term of this Agreement is held to be unenforceable, then this Agreement will be deemed amended to the extent necessary to render the otherwise unenforceable provision, and the rest of the Agreement, valid and enforceable. If a court declines to amend this Agreement as provided herein, the invalidity or unenforceability of any provision of this Agreement shall not affect the validity or enforceability of the remaining terms and provisions, which shall be enforced as if the offending term or provision had not been included in this Agreement.
F. ENTIRE AGREEMENT: This Agreement constitutes the entire agreement between the Parties and supersedes any prior or contemporaneous understandings, whether written or oral.
G. HEADINGS: Headings to this Agreement are for convenience only and shall not be construed to limit or otherwise affect the terms of this Agreement.
H. COUNTERPARTS: This Agreement may be executed in counterparts, all of which shall constitute a single agreement. If the dates set forth at the end of this document are different, this Agreement is to be considered effective as of the date that both Parties have signed the agreement, which may be the later date.
I. FORCE MAJEURE: Service Provider is not liable for any failure to perform due to causes beyond its reasonable control including, but not limited to, acts of God, acts of civil authorities, acts of military authorities, riots, embargoes, acts of nature and natural disasters, and other acts which may be due to unforeseen circumstances.
J. NOTICES:
    I. Any notice to be given under this Agreement shall be in writing and shall be sent by first class mail or air mail to the address of the relevant Party set out at the head of this Agreement,

Notices sent as above shall be deemed to have been received 3 working days after the day of posting (in the case of inland first-class mail), or 7 working days after the date of posting (in the case of air mail).

In proving the giving of a notice, it shall be sufficient to prove that the notice was left, or that the envelope containing the notice was properly addressed and posted, or that the applicable means of telecommunication was addressed and dispatched and dispatch of the transmission was confirmed and/or acknowledged as the case may be.

EXECUTION:

Name: Pittsburgh Area Community Schools (PACS)

Representative Signature: _____

Representative Title: Executive Director

Date: 6/30/2026

Name: East Allegheny School District

Representative Signature: _____

Representative Title: _____

Date: _____

Pittsburgh Area Community Schools

EXHIBIT A

East Allegheny School District

Community Schools Pillars	SY 26/27 DELIVERABLES
Integrated Student Supports (ISS)	Site Coordinators will lead school-based referral coordination and help ensure students and families are connected to appropriate academic, wellness, basic needs, and social service support. The Resource Specialist will provide targeted case management for youth and families with higher levels of need, including needs assessments, individualized support planning, service coordination, and progress monitoring. Team Managers will provide oversight of service delivery, support implementation fidelity, and use data to guide continuous improvement across sites.
Active Family & Community Engagement	Site Coordinators and Resource Specialists will build trusting relationships with families and caregivers and coordinate engagement opportunities that promote meaningful participation in school life. This will include family workshops, school- and community-based events, leadership opportunities, and volunteer engagement. Team Managers will support the planning and execution of large-scale family and community engagement activities and help strengthen partnerships with community providers, mentors, and other stakeholders to expand opportunities for students and families.
Expanded & Enriched Learning Time	Site Coordinators will support the development, coordination, and alignment of high-quality out-of-school time and enrichment opportunities. Staff will work with school personnel and community providers to connect students to relevant opportunities, coordinate logistics, and ensure programming reflects student interests and academic goals. Team Managers will provide oversight of implementation, support provider coordination, and help ensure programs are high-quality, responsive, and aligned with the PACS Full-Service Community Schools model.
Collaborative Leadership	Site Coordinators will facilitate regular collaboration with school leadership, staff, families, and community partners to align goals, monitor progress, and support implementation of the school-based FSCS strategy. Team Managers will oversee site-level implementation across the district, supervise and coach staff, support effective team functioning, and strengthen alignment across school sites and partner systems. Staff will use data, regular meetings, and shared planning processes to support continuous improvement, accountability, and responsive service delivery.
Staffing	2 Site Managers (Tier I & Tier II) 1 Resource Specialist (Tier III) 1 Full Time Team Manager
ANNUAL COST	$376,184
PACS SHARE (dept. of Ed)	$376,184
COST TO DISTRICT	**$ 0.00**

This AGREEMENT (this "Agreement") is entered into and effective 07/01/2026 Through 06/30/2027 by and between Pittsburgh (PACS), a nonprofit organization operating at 3840 South Water Street, Pittsburgh, PA 15203 and **East Allegheny School District 1150 Jacks Run Road North Versailles, PA 15137** referred to as "School District". PACS and the School District are collectively referred to as the "Parties."

BACKGROUND

PACS was awarded a Full-Service Community Schools grant from the US Department of Education. This federal program will support our current partners: Duquesne City School District, East Allegheny School District, South Allegheny School District, and Sto-Rox School District to implement the community school strategy, paired with Integrated Student Supports (ISS), an evidence-based model. PACS takes a 360-degree tiered approach to student support engaging district, school, community, and family to create a network of Full-Service Community Schools (FSCS) in the greater Pittsburgh region. Using trauma-informed, culturally responsive strategies with a commitment to continuous improvement, our approach will build upon our history of success to put the FSCS on the map in Allegheny County. Central to our approach is creating a learning community through our successful provider council model, district-level steering committees, and school-site implementation teams.

A Community School is the overarching strategy PACS will deploy to help increase community and parent engagement in the school district. Further, it will help to coordinate the programs and services offered at the schools to ensure that all students have access to important supportive and enrichment opportunities.

Integrated Student Supports (ISS) is an evidence-based model of case management that PACS deploys to work directly with struggling students and their families.

To provide individualized and collaborative assistance to families, each family will be asked to grant written consent for their student's Personally Identifiable Information (as that term is defined in 20 U.S. § 1232g and 34 C.F.R. § 99.3) collected by School District to be shared with PACS ("Written Consent"). The Written Consent will comply with all requirements for release of student Personally Identifiable Information ("Student Data") under the Family Educational Rights and Privacy Act ("FERPA") and other federal privacy laws, as applicable. The sharing of student information and records will allow the Parties and their partners to reach collective goals set by the district.

Appendix A provides PACS's Written Consent form.

GOALS

This agreement has the following overriding goals:

1. Implement ISS with fidelity to:
    a. Increase academic achievement for the students and the district year over year,
    b. Improve school attendance,
    c. Decrease behavioral incidents,
    d. Increase participation levels in tutoring and mentoring initiatives and enrichment programming,
    e. Increase GPA and individual grades for students served,
    f. Increase each school's academic outcomes and status against Pennsylvania standards, and
    g. Help students create and set into motion a plan for their future.

2. PACS will establish a process to train provider agencies in curricula being taught in school including culture-based curricula,
3. Increase enrichment offerings to connect all students with at least one out-of-school time opportunity,
4. Establish data sharing protocols between providers and schools,
5. Improve students' confidence through demonstrable improvements in academics, behavior, attendance, and perception of their school.
6. Elementary school students will be better prepared for middle school, and high school students will be better prepared for future education and success in the workforce.
7. PACS will increase the number of parent-led groups, identify meaningful volunteer opportunities for parents in schools, and increase the number of trained mentors from the community.
8. PACS will form parent-led site teams to help evaluate programming and support one another,
9. Create at least two professional development opportunities per year,
10. Create a community of learning through a cohort model.

Access to individual student records consistent with the requirements of the FERPA, and only as authorized by prior written consent, is critical to evaluating the impact of PACS's Full-Service Community School implementation.

AGREEMENT

NOW, THEREFORE, PACS and the School District mutually agree as follows:

1. Obligations of PACS.
    a. For the purposes of our data evaluation and to ensure that programs and services are well coordinated, PACS will provide the school with information about the FSCS implementation and an "opt out" parent consent form to be distributed at the start of the school year. The "opt out" consent will allow PACS to capture basic student data (Name, grade level, address, parent contact information, attendance, grades and behavior) this will allow us to properly track the services each student is enrolled in. The purpose of this is to ensure that all students are able to receive at least one enrichment opportunity throughout the school year. The "Opt out" consent form shall be mutually agreed on by PACS and the School District. PACS shall maintain any students who opt out on file. PACS shall provide copies of the received opt out Consents to the School District upon request.

    b. PACS will obtain Written Consent by the family of each student referred for Tier II (small groups) and Tier III (case management) services, in conformity with the restrictions of the FERPA, other federal privacy laws and corresponding state laws, as applicable. PACS shall provide the School District with a list of the names for whom a Written Consent for the release of Student Data has been received. The list will include any restrictions on or exceptions to the Written Consent. The Written Consent shall comply with the FERPA and other federal privacy laws, as applicable, specifically the requirements of 34 C.F.R. § 99.30, and authorize School District to release Student Data to PACS. The Written Consent form shall be mutually agreed on by PACS and the School District and attached hereto as **Appendix B**. PACS shall maintain the Written Consents on file. PACS shall provide copies of the Written Consents to School District upon request.

    c. PACS shall use the Student Data shared under this Agreement for no purpose other than the purposes stated in this Agreement and authorized under Section 99.31(a)(6) of Title

34 of the Code of Federal Regulations. PACS shall strictly comply with all state and federal laws that apply to the use and release of Student Data, including, but not limited to, the FERPA and its regulations, set forth at 34 C.F.R. § 99.

d. PACS shall restrict access to Student Data to: (i) the person or persons that provide direct services to the students; and (ii) the person or persons tasked with analyzing the Student Data, and PACS shall make those persons aware of, and agree to abide by, the terms set forth in this Agreement. PACS may only share Student Data with employees, service providers, contractors or agents of any kind who have signed a separate agreement with PACS, requiring them to follow the FERPA, all applicable state and federal laws, and the terms of this Agreement. PACS does not assume responsibility for any inappropriate release of Student Data by third parties and shall not be held liable for any such actions.

e. PACS shall not release or otherwise reveal, directly or indirectly, Student Data to any individual, agency, entity, or third party not included in this Agreement, except as provided herein, unless such disclosure is required by law or court order.

f. PACS shall not distribute, reprint, alter, sell, assign, edit, modify, or create derivative works or any ancillary materials from or with Student Data, other than publications permitted by the terms of this Agreement or agreed to in writing by the Parties.

g. PACS shall not use Student Data shared under this Agreement for any purpose other than the goals, purposes and projects outlined in this Agreement. Any additional use of Student Data, not within the scope of this Agreement, shall be approved in advance and in writing by the Parties. Nothing in the Agreement shall be construed to authorize PACS to access additional data from School District that is not included in the scope of this Agreement or any addenda. PACS understands that this Agreement does not convey ownership of the Student Data to PACS.

h. PACS shall comply with the School District's security specifications prior to receiving any electronic transfers of individual Student Data. PACS shall take reasonable security precautions and protections to ensure that electronic transfers of individual Student Data are secure and that only persons authorized to access the individual Student Data are able to access it. Reasonable security precautions and protections include, but are not limited to: (i) creating, distributing, and implementing data governance policies and procedures, which protect individual Student Data through appropriate data security systems; (ii) encrypting all individual Student Data carried on mobile computers/devices; (iii) encrypting Student Data before it is transmitted electronically; (iv) requiring that individual Student Data users be uniquely identified and authenticated before accessing Student Data; (v) establishing and enforcing well-defined data privilege rights, which restrict users' access to individual Student Data necessary to perform their job functions; (vi) ensuring that all persons accessing individual Student Data sign a confidentiality agreement, and maintaining copies of the signed agreements; (vi) securing access to any physical areas and electronic devices where individual Student Data is stored; and (vii) installing anti-virus software to protect networks and a firewall to permit or deny network transmissions based upon a set of rules.

i. PACS shall report all known or suspected breaches of individual Student Data, in any format, to the School District as soon as practicable, but within no more than 24 hours. The report shall include, as applicable: (1) the name, job title, and contact information of the person reporting the incident; (2) the name, job title, and contact information of the

person who discovered the incident; (3) the date and time the incident was discovered; (4) the nature of the incident (e.g. system level electronic breach, an electronic breach of one computer or device, or a breach of hard copies of records); (5) a description of the information lost or compromised; (6) the name of the electronic system and possible interconnectivity with other systems; (7) storage medium from which information was lost or compromised; (8) the controls in place to prevent unauthorized use of the lost or compromised information; (9) the number of individuals potentially affected; and (10) whether law enforcement has been contacted.

j. PACS shall securely and permanently destroy all individual Student Data, and any and all copies, physical and digital, thereof, when it is no longer necessary for the purposes of this Agreement or subsequent related agreements. PACS agrees to document the methods used to destroy the individual Student Data and provide certification to School District that the data has been destroyed.

k. For purposes of this Agreement and ensuring PACS's compliance with the terms of this Agreement and all applicable state and federal laws, PACS designates the **Director of Program Success** as temporary custodian (the "Temporary Custodian") of the Student Data. The School District will provide the Director of Program Success with a login to their student data system so that PACS can easily access Student Data under this Agreement. The Temporary Custodian shall be responsible for maintaining a log or of all Student Data accessed pursuant to the Agreement, including confirmation of the return or destruction of Student Data as described herein. Upon request by School District or its agent, PACS shall provide to the School District for review the records PACS is required to keep under this Agreement, including, but not limited to, records for purposes of completing authorized audits of the Parties. PACS may designate an alternate Temporary Custodian at any time by written notice to School District.

l. PACS has the right, consistent with scientific standards, to present, publish, or use results gained in the course of their analysis, but only if the publication, presentation, or use does not include Student Data which may directly or indirectly identify parents, students, or teachers. Publications and reports of Student data, or data derived from Student Data, and other information shared, including preliminary descriptions and draft reports, shall involve only aggregate data. Student Data or other information that could lead to the identification of any student, parent, or teacher may not be used, except by prior written consent of the parent, student, or teacher for the purposes of such specific publication and/or report.
    i. PACS shall provide School District, free of charge, a copy of any research report that is generated using the Student Data.
    ii. School District must be cited as the source of the Student Data in all tables, reports, presentations, and scientific papers where relevant.
    iii. PACS acknowledges that any violation of this Agreement, the provisions of the FERPA and accompanying regulations, and/or other federal privacy laws related to the nondisclosure of protected Student Data constitutes just cause for School District to immediately terminate this Agreement.

2. Obligations of School District

    a. School District recognizes that prior written consent is a permissible means to share Student Data under 4 C.F.R. § 99.30. During the term of this Agreement, the School District shall make available Student Data as defined in **Appendix C** through School

District's data reports system or by secure file transfer.

b. School District shall securely and permanently destroy any data provided by PACS ("PACS Data") to the School District, and all hard and soft (electronic) copies thereof, when it is no longer needed for the purposes of this Agreement or subsequent related agreements. School District agrees to require all employees, contractors, or agents of any kind using PACS Data to comply with this provision. School District agrees to document the methods used to destroy PACS Data and provide certification to PACS that PACS Data has been destroyed.

c. The School District shall provide PACS with information security specifications required to transmit Student Data and other information electronically.

d. School District designates the **[name of designee]** (or an alternative designee specified in writing) ("Designee") as its liaison for all communications with PACS regarding this Agreement. The School District may designate an alternate Designee at any time by written notice to PACS.

3. Term

This Agreement is effective from 07/01/2026 through 06/30/2027.

4. Termination

School District may terminate this Agreement upon 30 days prior written notice to PACS, at any time, for any reason. In addition, School District may terminate this Agreement at any time if it determines such action is necessary for the health, safety, or education of its students or staff. PACS may terminate this Agreement, upon 30 days prior written notice to the School District, at any time, for any reason.

5. Indemnification

a. PACS agrees to the fullest extent permitted by law to hold harmless and indemnify the School District, its agents, employees and board members from any liability, cost or expense including without limitation penalties, losses, damages, attorneys' fees, taxes, expenses of litigation, judgements, liens, and encumbrances, to the extent arising out of or resulting from any act or omission by PACS under this agreement. The terms for this section shall survive termination of this agreement.

b. The School District agrees to the fullest extent permitted by law to hold harmless and indemnify PACS, its agents, employees and board members from any liability, cost or expense including without limitation penalties, losses, damages, attorneys' fees, taxes, expenses of litigation, judgements, liens, and encumbrances, to the extent arising out of or resulting from any act or omission by PACS under this agreement. The terms for this section shall survive termination of this agreement.

6. Notice

All notices contemplated or required under this Agreement shall be in writing and delivered by hand or U.S. Mail as follows:

If to The School District:

NAME OF SCHOOL DESIGNEE
East Allegheny School District
1150 Jacks Run Road
North Versailles, PA 15137
PHONE
EMAIL

If to PACS:

Sara Berg, Director for Program Success
Communities In Schools Pittsburgh
3840 South Water Street
Pittsburgh, PA 15203
412-223-7560
scberg@PACS.org

7. Miscellaneous Provisions
    a. Entire Agreement: This Agreement constitutes the entire agreement between the Parties, and supersedes all prior oral or written agreements, commitments, or understandings concerning the matters provided herein.

    b. Amendment: Modifications to this agreement must be in writing and be signed by the Parties.

    c. Governing Law: The terms of this Agreement shall be interpreted according to and enforced under the laws of the State of Pennsylvania. The Parties agree that any judicial proceedings filed by the Parties regarding this Agreement will take place in Pittsburgh, PA.

    d. Severability: If any provision of this Agreement is held invalid or unenforceable, the remainder of the Agreement will not be affected, but continue in full force.

    e. Assignment: Neither Party shall assign its rights or responsibilities under this Agreement without written permission from the other party.

    f. Non-Waiver: Any express waiver or failure to exercise promptly any right under this Agreement will not create a continuing waiver or any expectation of non-enforcement.

    g. Counterparts: The Parties agree that this Agreement may be executed in one or more counterparts, each of which, when assembled together, shall constitute one and the same agreement and shall constitute an enforceable original of the Agreement, and that facsimile signatures shall be as effective and binding as original signatures.

    h. Debarment: The School District, by executing this Agreement, warrants that they are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions (defined as not being eligible to receive federal funds) by any local, state, or federal department or agency).

    i. Conflict of Interest: PACS represents that PACS has no existing financial interest and will not acquire any such interest, direct or indirect, which could conflict in any manner or degree with the performance of services required under this Agreement and that no

person having any such interest shall be subcontracted in connection with this Agreement or employed by PACS. PACS will take all necessary steps to avoid the appearance of a conflict of interest and shall have a duty to disclose to the School District prior to entering into this Agreement any and all circumstances existing at such time which pose a potential conflict of interest. Should a conflict-of-interest issue arise, PACS agrees to fully cooperate in any inquiry and to provide the School District with all documents or other information reasonably necessary to enable the School District to determine whether or not a conflict of interest existed or exists. Failure to comply with the provisions of this section shall constitute grounds for immediate termination of this Agreement, in addition to any other legal remedies available to the School District.

By signing below, each signatory represents that it has the authority to execute this Agreement.

PACS	East Allegheny School District
BClement	
Signature	Signature
Bridget Clement	
Printed Name	Printed Name
Executive Director	
Title	Title
6/30/2026	
Date	Date

APPENDIX C - DATA CATEGORIES

Category	Item	
Demographics	-Student ID -Name -Age -Current School -Current Grade -Grade at which student first entered district -Gender Identity -Ethnicity/Race -Country of Origin -ELL Status -SPED Status	-Gifted Status -Primary Language -Home Language -Phone Number -Living with Status -Projected Grad Year -On Track for High School Graduation -Student's self-reported preschool or Head S participation
Coursework	-Course subjects -Course Descriptions -Periods -Teacher Names -Interim and Final Grade Marks (including GPA per grading period and cumulative) -School Year	-School Terms -School Exit Dates -Course Start Dates -Course End Dates -Credits Attempted -Credits Earned
State Assessment	-Subjects -State Test Name -School Year -Level -Student Growth Percentile -Scores on past or current state assessments -Kindergarten assessments	
Attendance	-Dates Absent -Period Absent -Courses Absent -Absence Type -Reason -Attendance Rate	
Discipline	-Dates Disciplined -Period Disciplined -Discipline Type -Reason	

528 Pioneer Parkway
Clare, MI 48617
Phone: 800-248-0270
Fax: 888-549-9659
www.rogersathletic.com

Quote for East Allegheny High School
Quote: 56771
Revision: 1
Offer Valid Through: 3/26/26
Proposed by: Gabe Harrington
Phone:
Email: gharrington@rogersathletic.com

Quote Reference Number: 56771

Address Information

Bill To:
East Allegheny High School
1150 Jacks Run Rd
North Versailles, Pennsylvania 15137
United States

Contact Buying: Frank Cortazzo
Phone: 4126084124
Email: fcortazzo@eawildcats.net

Ship To:
East Allegheny High School
1150 Jacks Run Rd
North Versailles, PA 15137
United States

Contact Shipping: Frank Cortazzo
Phone: 4126084124
Email: fcortazzo@eawildcats.net

Terms and Conditions

Payment Terms: Net 30 Days

East Allegheny High School-football-sleds-22426

Products

Description	Part Number	Qty	Price	Ext Price
Tek Sled 2-Man Tek Sled Package (411412) Pad + Red Tek Hands Pad	411580	1	$4,000.00 USD	$4,000.00 USD
Lev Sled 5-Man Lev Sled Package (411405) Pad + Red Shock Hands Pad	411581	1	$6,845.00 USD	$6,845.00 USD
Varsity Pop-Up Sled 1-Man Varsity Pop-Up Sled Package (410454) Pad + Red Tackle Pad	410454	1	$1,550.00 USD	$1,550.00 USD
Double Team 1-Man Double Team Package (411108) Pad + Red PL Double Team Pad	411108	1	$1,575.00 USD	$1,575.00 USD
No-Hands Pad Red	410713RD	5	$155.00 USD	$775.00 USD

Services

Description	Qty	Price	Ext Price

Additional Charges/Credits

Description	Qty	Price	Ext Price
Shipping & Freight - LTL delivery w/lift gate and appointment	1	$625.00 USD	$625.00 USD

Alternates

Description	Part Number	Qty	Price	Ext Price

Products Total:	$14,745.00 USD
Services Total:	$0.00 USD
Additional Charges/Credits Total:	$625.00 USD
Alternates Total:	$0.00 USD
***Net Total:**	**$15,370.00 USD**

Quote Comments

Specific Terms

Assembly required on Sleds/Chutes.
Quoted price does not include any State and/or Local Taxes unless specified in the quotation.
*Quoted Net Total does not include Alternate items; Ask for a quote revision after approving or rejecting Alternates to see an updated Net Total.
Lead time is estimated and varies based on manufacturing capacity. Actual ship date will be determined at placement of order. Shipping rates are subject to change. Freight Terms: FOB Clare – MI.
Rogers Athletic collects tax in the following states: AL AR CA CO FL GA HI IL IN MI NJ PA TX WA.
A tax-exempt certificate must be provided at time of order placement or sales tax will be added to the order. These can be forwarded to the following email address: taxexemptions@rogersgrp.com
All Labor and costs associated with docking, unloading, transferring or set up of the equipment and removal of debris are not included unless specified in the quotation.
Configured parts or part numbers ending in '-Custom' will have a production suffix added to the part number upon sales order creation and may appear different on invoices.
Visa – Mastercard – American and Discover Accepted ($50,000 limit)

Remit payments to:
528 Pioneer Parkway
Clare, MI 48617

Material Price Escalation – The Contract price has been calculated based on the current prices for the component materials. However, the market for the materials is considered to be volatile, and sudden price increases could occur. Seller agrees to use its best efforts to obtain the lowest possible prices from available material suppliers. However, if there are increases in the prices of these materials that are purchased after execution of this Contract for use in this Project, Owner agrees to pay for a material cost increase to the seller. Any such increases will be documented in writing either in a revised quote or change order.

Order Authorization **Date**

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East Allegheny School District
Account Summary Report 2025-2026
Expenditure Including Accounts without Activity

Ending Date: 06/30/26

Andréa's MONTH END Board Rep.

	Adjusted Budget	YTD Expended	Current Expended	Current Encumbrances	Remaining Balance
ALL					
10 Fund 10					
1100 Regular Programs					
100 Salaries	7,525,483.00	6,040,636.96	672,226.64	0.00	1,484,846.04
200 Employee Benefits	5,409,970.00	4,486,679.04	438,099.19	0.00	923,290.96
300 Professional & Technical Services	2,000.00	18,032.18	205.63	21,600.00	-37,632.18
400 Purchased Property Svcs	127,143.00	114,701.61	0.00	1,395.00	11,046.39
500 Other Purchased Svcs	4,902,905.00	4,993,512.21	399,665.28	0.00	-90,607.21
600 Supplies	661,850.00	173,921.69	41.45	19,836.04	468,092.27
700 Property	112,700.00	24,158.50	0.00	1,900.00	86,641.50
800 Other Objects	750.00	260.00	260.00	0.00	490.00
1100 Function (E) Total	18,742,801.00	15,851,902.19	1,510,498.19	44,731.04	2,846,167.77
% Used	100.00	84.58	8.06	0.24	84.81
1200 Special Programs					
100 Salaries	1,997,618.00	1,702,739.76	162,762.99	0.00	294,878.24
200 Employee Benefits	1,763,727.00	1,471,000.18	137,965.20	0.00	292,726.82
300 Professional & Technical Services	1,842,000.00	1,617,058.57	181,927.02	0.00	224,941.43
400 Purchased Property Svcs	0.00	0.00	0.00	0.00	0.00
500 Other Purchased Svcs	435,500.00	823,458.03	497,711.03	0.00	-387,958.03
600 Supplies	50,350.00	10,423.56	0.00	2,723.15	37,203.29
700 Property	3,500.00	19,143.00	18,009.00	980.09	-16,623.09
800 Other Objects	150.00	100.00	0.00	0.00	50.00
1200 Function (E) Total	6,092,845.00	5,643,923.10	998,375.24	3,703.24	445,218.66
% Used	100.00	92.63	16.39	0.06	92.69
1300 Vocational Education					
100 Salaries	166,244.00	141,454.08	11,929.16	0.00	24,789.92
200 Employee Benefits	90,864.00	64,679.52	5,782.07	0.00	26,184.48
300 Professional & Technical Services	1,500.00	0.00	0.00	0.00	1,500.00
400 Purchased Property Svcs	10,706.00	4,481.44	0.00	224.00	6,000.56
500 Other Purchased Svcs	425,600.00	408,335.33	408,335.33	0.00	17,264.67
600 Supplies	31,000.00	20,755.55	284.93	8,741.41	1,503.04
700 Property	16,500.00	13,933.74	735.85	0.00	2,566.26
800 Other Objects	0.00	0.00	0.00	0.00	0.00
1300 Function (E) Total	742,414.00	653,639.66	427,067.34	8,965.41	79,808.93
% Used	100.00	88.04	57.52	1.21	89.25

East Allegheny School District
Account Summary Report 2025-2026
Expenditure Including Accounts without Activity

Ending Date: 06/30/26

Andréa's MONTH END Board Rep.

	Adjusted Budget	YTD Expended	Current Expended	Current Encumbrances	Remaining Balance
ALL					
10 Fund 10					
1400 Other Instructional Programs					
100 Salaries	228,469.00	105,097.22	10,209.92	0.00	123,371.78
200 Employee Benefits	117,444.00	73,046.73	6,480.91	0.00	44,397.27
300 Professional & Technical Services	0.00	0.00	0.00	0.00	0.00
400 Purchased Property Svcs	0.00	0.00	0.00	0.00	0.00
500 Other Purchased Svcs	715,000.00	1,086,976.74	209,784.71	0.00	-371,976.74
600 Supplies	250.00	0.00	0.00	0.00	250.00
700 Property	0.00	0.00	0.00	0.00	0.00
1400 Function (E) Total	1,061,163.00	1,265,120.69	226,475.54	0.00	-203,957.69
% Used	100.00	119.22	21.34	0.00	119.22
1500 Non-public School Programs					
300 Professional & Technical Services	10,000.00	0.00	0.00	0.00	10,000.00
600 Supplies	0.00	0.00	0.00	0.00	0.00
1500 Function (E) Total	10,000.00	0.00	0.00	0.00	10,000.00
% Used	100.00	0.00	0.00	0.00	0.00
1600 Adult Education Programs					
300 Professional & Technical Services	0.00	0.00	0.00	0.00	0.00
1600 Function (E) Total	0.00	0.00	0.00	0.00	0.00
% Used	100.00	0.00	0.00	0.00	0.00
1800					
500 Other Purchased Svcs	0.00	0.00	0.00	0.00	0.00
600 Supplies	0.00	0.00	0.00	0.00	0.00
Function (E)	0.00	0.00	0.00	0.00	0.00
% Used	100.00	0.00	0.00	0.00	0.00
2100 Pupil Personnel					
100 Salaries	714,463.00	611,182.01	53,410.90	0.00	103,280.99
200 Employee Benefits	457,714.00	482,148.60	42,549.56	0.00	-24,434.60
300 Professional & Technical Services	249,700.00	304,604.39	26,283.04	0.00	-54,904.39
400 Purchased Property Svcs	250.00	0.00	0.00	0.00	250.00
500 Other Purchased Svcs	3,000.00	3,116.74	27.55	0.00	-116.74
600 Supplies	17,225.00	13,611.99	3,353.00	695.38	2,917.63
700 Property	0.00	0.00	0.00	0.00	0.00

East Allegheny School District
Account Summary Report 2025-2026
Expenditure Including Accounts without Activity

Ending Date: 06/30/26

Andréa's MONTH END Board Rep.

	Adjusted Budget	YTD Expended	Current Expended	Current Encumbrances	Remaining Balance
ALL					
10 Fund 10					
2100 Pupil Personnel					
800 Other Objects	3,250.00	0.00	0.00	0.00	3,250.00
2100 Function (E) Total	1,445,602.00	1,414,663.73	125,624.05	695.38	30,242.89
% Used	100.00	97.86	8.69	0.05	97.91
2200 Instructional Staff					
100 Salaries	524,552.00	589,918.58	49,628.96	0.00	-65,366.58
200 Employee Benefits	290,787.00	322,182.56	25,367.64	0.00	-31,395.56
300 Professional & Technical Services	328,129.00	247,766.47	697.25	930.00	79,432.53
400 Purchased Property Svcs	75,700.00	10,254.59	0.00	363.00	65,082.41
500 Other Purchased Svcs	12,700.00	17,078.08	0.00	0.00	-4,378.08
600 Supplies	52,950.00	5,210.49	0.00	645.74	47,093.77
700 Property	46,000.00	45,164.41	1,949.30	12,227.61	-11,392.02
800 Other Objects	1,400.00	653.00	0.00	199.00	548.00
2200 Function (E) Total	1,332,218.00	1,238,228.18	77,643.15	14,365.35	79,624.47
% Used	100.00	92.94	5.83	1.08	94.02
2300 Administration					
100 Salaries	1,018,985.00	1,058,424.39	95,748.23	0.00	-39,439.39
200 Employee Benefits	735,659.00	715,476.21	58,920.78	0.00	20,182.79
300 Professional & Technical Services	334,300.00	237,912.96	13,158.02	0.00	96,387.04
400 Purchased Property Svcs	0.00	0.00	0.00	0.00	0.00
500 Other Purchased Svcs	63,200.00	49,920.01	3,099.03	107.80	13,172.19
600 Supplies	12,455.00	17,225.75	0.00	234.73	-5,005.48
700 Property	2,000.00	0.00	0.00	0.00	2,000.00
800 Other Objects	46,850.00	41,333.93	18,533.16	0.00	5,516.07
2300 Function (E) Total	2,213,449.00	2,120,293.25	189,459.22	342.53	92,813.22
% Used	100.00	95.79	8.56	0.02	95.81
2400 Pupil Health					
100 Salaries	145,969.00	119,586.81	11,229.22	0.00	26,382.19
200 Employee Benefits	129,615.00	88,036.35	7,859.52	0.00	41,578.65
300 Professional & Technical Services	175,000.00	158,800.19	10,282.16	0.00	16,199.81
400 Purchased Property Svcs	400.00	104.00	0.00	0.00	296.00
500 Other Purchased Svcs	500.00	21.25	0.00	0.00	478.75
600 Supplies	13,700.00	1,559.19	0.00	6,650.33	5,490.48
700 Property	12,000.00	3,643.18	0.00	0.00	8,356.82

East Allegheny School District
Account Summary Report 2025-2026
Expenditure Including Accounts without Activity

Ending Date: 06/30/26

Andréa's MONTH END Board Rep.

	Adjusted Budget	YTD Expended	Current Expended	Current Encumbrances	Remaining Balance
ALL					
10 Fund 10					
2400 Function (E) Total	477,184.00	371,750.97	29,370.90	6,650.33	98,782.70
% Used	100.00	77.91	6.16	1.39	79.30
2500 Fiscal Services					
100 Salaries	264,307.00	275,548.82	41,365.20	0.00	-11,241.82
200 Employee Benefits	264,750.00	199,680.63	17,516.79	0.00	65,069.37
300 Professional & Technical Services	61,000.00	68,999.14	30,918.40	0.00	-7,999.14
400 Purchased Property Svcs	30,000.00	5,546.19	0.00	0.00	24,453.81
500 Other Purchased Svcs	27,100.00	1,042.48	0.00	0.00	26,057.52
600 Supplies	8,000.00	549.08	0.00	731.09	6,719.83
700 Property	0.00	0.00	0.00	0.00	0.00
800 Other Objects	650.00	0.00	0.00	0.00	650.00
2500 Function (E) Total	655,807.00	551,366.34	89,800.39	731.09	103,709.57
% Used	100.00	84.07	13.69	0.11	84.19
2600 Operations & Maintenance Of Plant					
100 Salaries	1,555,838.00	1,148,857.78	81,534.00	0.00	406,980.22
200 Employee Benefits	930,065.00	845,158.76	64,986.00	0.00	84,906.24
300 Professional & Technical Services	362,000.00	468,115.48	42,225.15	0.00	-106,115.48
400 Purchased Property Svcs	205,000.00	122,647.65	14,122.01	0.00	82,352.35
500 Other Purchased Svcs	169,350.00	149,348.02	2,979.89	0.00	20,001.98
600 Supplies	858,066.00	938,331.97	72,165.75	75,426.10	-155,692.07
700 Property	115,251.00	13,442.51	152.00	2,652.39	99,156.10
800 Other Objects	800.00	2,768.00	447.00	0.00	-1,968.00
2600 Function (E) Total	4,196,370.00	3,688,670.17	278,611.80	78,078.49	429,621.34
% Used	100.00	87.90	6.64	1.86	89.76
2700 Student Transportation					
100 Salaries	0.00	0.00	0.00	0.00	0.00
200 Employee Benefits	0.00	0.00	0.00	0.00	0.00
500 Other Purchased Svcs	2,576,500.00	3,899,833.48	495,461.19	0.00	-1,323,333.48
800 Other Objects	19,227.00	19,333.55	19,215.22	0.00	-106.55
2700 Function (E) Total	2,595,727.00	3,919,167.03	514,676.41	0.00	-1,323,440.03
% Used	100.00	150.99	19.83	0.00	150.99
2800 Central Support Services					
100 Salaries	0.00	0.00	0.00	0.00	0.00

East Allegheny School District
Account Summary Report 2025-2026
Expenditure Including Accounts without Activity

Ending Date: 06/30/26

Andréa's MONTH END Board Rep.

	Adjusted Budget	YTD Expended	Current Expended	Current Encumbrances	Remaining Balance
ALL					
10 Fund 10					
2800 Central Support Services					
200 Employee Benefits	0.00	0.00	0.00	0.00	0.00
300 Professional & Technical Services	161,000.00	379,158.77	47,225.47	0.00	-218,158.77
500 Other Purchased Svcs	0.00	0.00	0.00	0.00	0.00
600 Supplies	0.00	0.00	0.00	0.00	0.00
700 Property	0.00	0.00	0.00	0.00	0.00
800 Other Objects	0.00	0.00	0.00	0.00	0.00
2800 Function (E) Total	161,000.00	379,158.77	47,225.47	0.00	-218,158.77
% Used	100.00	235.50	29.33	0.00	235.50
2900 Other Support Svcs					
100 Salaries	0.00	0.00	0.00	0.00	0.00
200 Employee Benefits	0.00	0.00	0.00	0.00	0.00
300 Professional & Technical Services	0.00	0.00	0.00	0.00	0.00
500 Other Purchased Svcs	14,900.00	15,588.82	0.00	0.00	-688.82
600 Supplies	0.00	0.00	0.00	0.00	0.00
700 Property	0.00	0.00	0.00	0.00	0.00
2900 Function (E) Total	14,900.00	15,588.82	0.00	0.00	-688.82
% Used	100.00	104.62	0.00	0.00	104.62
3100 Food Services					
500 Other Purchased Svcs	0.00	1,395.00	0.00	0.00	-1,395.00
600 Supplies	0.00	0.00	0.00	0.00	0.00
3100 Function (E) Total	0.00	1,395.00	0.00	0.00	-1,395.00
% Used	100.00	0.00	0.00	0.00	0.00
3200 Student Activities					
100 Salaries	257,785.00	237,622.05	14,815.86	0.00	20,162.95
200 Employee Benefits	159,393.00	92,956.48	6,149.61	0.00	66,436.52
300 Professional & Technical Services	153,880.00	118,363.83	6,727.27	0.00	35,516.17
400 Purchased Property Svcs	40,350.00	37,555.48	1,724.30	0.00	2,794.52
500 Other Purchased Svcs	24,750.00	-6,559.50	-34,804.37	0.00	31,309.50
600 Supplies	125,800.00	93,164.86	1,129.84	7,566.77	25,068.37
700 Property	114,000.00	86,728.69	16,025.20	1,300.00	25,971.31
800 Other Objects	7,250.00	8,241.31	355.00	500.00	-1,491.31

East Allegheny School District
Account Summary Report 2025-2026
Expenditure Including Accounts without Activity

Ending Date: 06/30/26

Andréa's MONTH END Board Rep.

	Adjusted Budget	YTD Expended	Current Expended	Current Encumbrances	Remaining Balance
ALL					
10 Fund 10					
3200 Function (E) Total	883,208.00	668,073.20	12,122.71	9,366.77	205,768.03
% Used	100.00	75.64	1.37	1.06	76.70
3300 Community Services					
100 Salaries	0.00	0.00	0.00	0.00	0.00
200 Employee Benefits	0.00	0.00	0.00	0.00	0.00
300 Professional & Technical Services	500.00	429.94	0.00	0.00	70.06
400 Purchased Property Svcs	0.00	0.00	0.00	0.00	0.00
500 Other Purchased Svcs	3,500.00	584.00	0.00	0.00	2,916.00
600 Supplies	5,500.00	4,900.36	0.00	0.00	599.64
3300 Function (E) Total	9,500.00	5,914.30	0.00	0.00	3,585.70
% Used	100.00	62.26	0.00	0.00	62.26
4000 Facil. Acq., Const. & Improv Svcs					
700 Property	527,500.00	481,619.06	129,268.00	1,283,672.00	-1,237,791.06
4000 Function (E) Total	527,500.00	481,619.06	129,268.00	1,283,672.00	-1,237,791.06
% Used	100.00	91.30	24.51	243.35	334.65
5000 Other Financing Uses					
100 Salaries	0.00	0.00	0.00	0.00	0.00
500 Other Purchased Svcs	0.00	0.00	0.00	0.00	0.00
600 Supplies	0.00	0.00	0.00	0.00	0.00
5000 Function (E) Total	0.00	0.00	0.00	0.00	0.00
% Used	100.00	0.00	0.00	0.00	0.00
5100 Debt Service					
800 Other Objects	1,789,990.00	1,125,595.30	-3,798.78	0.00	664,394.70
900 Other Financing Uses	3,785,000.00	1,973,203.40	22,115.60	0.00	1,811,796.60
5100 Function (E) Total	5,574,990.00	3,098,798.70	18,316.82	0.00	2,476,191.30
% Used	100.00	55.58	0.33	0.00	55.58
5200 Fund Transfer: Cafeteria					
100 Salaries	0.00	330,727.95	25,269.90	0.00	-330,727.95
200 Employee Benefits	0.00	278,893.79	23,140.58	0.00	-278,893.79
900 Other Financing Uses	5,000.00	0.00	0.00	0.00	5,000.00

East Allegheny School District
Account Summary Report 2025-2026
Expenditure Including Accounts without Activity

Ending Date: 06/30/26

Andréa's MONTH END Board Rep.

	Adjusted Budget	YTD Expended	Current Expended	Current Encumbrances	Remaining Balance
ALL					
10 Fund 10					
5200 Function (E) Total	5,000.00	609,621.74	48,410.48	0.00	-604,621.74
% Used	100.00	12,192.43	968.21	0.00	12,192.43
5800 Transmittal Accounts					
100 Salaries	0.00	0.00	0.00	0.00	0.00
200 Employee Benefits	0.00	0.00	0.00	0.00	0.00
5800 Function (E) Total	0.00	0.00	0.00	0.00	0.00
% Used	100.00	0.00	0.00	0.00	0.00
5900 Budgetary Reserve					
000	0.00	0.00	0.00	0.00	0.00
800 Other Objects	0.00	0.00	0.00	0.00	0.00
5900 Function (E) Total	0.00	0.00	0.00	0.00	0.00
% Used	100.00	0.00	0.00	0.00	0.00
10 Fund (E) Total	46,741,678.00	41,978,894.90	4,722,945.71	1,451,301.63	3,311,481.47
% Used	100.00	89.81	10.10	3.10	92.92
Report Totals	**46,741,678.00**	**41,978,894.90**	**4,722,945.71**	**1,451,301.63**	**3,311,481.47**
% Used	100.00	89.81	10.10	3.10	92.92

East Allegheny School District
Account Summary Report 2025-2026
Expenditure Including Accounts without Activity

Ending Date: 05/31/26

Andréa's MONTH END Board Rep.

	Adjusted Budget	YTD Expended	Current Expended	Current Encumbrances	Remaining Balance
ALL					
10 Fund 10					
1100 Regular Programs					
100 Salaries	7,525,483.00	5,368,410.32	555,092.74	0.00	2,157,072.68
200 Employee Benefits	5,409,970.00	4,048,679.85	394,797.68	0.00	1,361,290.15
300 Professional & Technical Services	2,000.00	17,826.55	205.63	21,600.00	-37,426.55
400 Purchased Property Svcs	127,143.00	114,701.61	10,142.51	1,395.00	11,046.39
500 Other Purchased Svcs	4,902,905.00	4,622,162.30	460,857.62	0.00	280,742.70
600 Supplies	661,850.00	171,631.71	2,901.08	19,836.04	470,382.25
700 Property	112,700.00	24,158.50	4,645.00	1,900.00	86,641.50
800 Other Objects	750.00	0.00	0.00	0.00	750.00
1100 Function (E) Total	18,742,801.00	14,367,570.84	1,428,642.26	44,731.04	4,330,499.12
% Used	100.00	76.66	7.62	0.24	76.90
1200 Special Programs					
100 Salaries	1,997,618.00	1,539,976.77	160,941.28	0.00	457,641.23
200 Employee Benefits	1,763,727.00	1,333,034.98	140,400.82	0.00	430,692.02
300 Professional & Technical Services	1,842,000.00	1,435,131.55	26,475.17	0.00	406,868.45
400 Purchased Property Svcs	0.00	0.00	0.00	0.00	0.00
500 Other Purchased Svcs	435,500.00	325,747.00	14,045.05	0.00	109,753.00
600 Supplies	50,350.00	10,423.56	0.00	2,723.15	37,203.29
700 Property	3,500.00	1,134.00	0.00	18,989.09	-16,623.09
800 Other Objects	150.00	100.00	0.00	0.00	50.00
1200 Function (E) Total	6,092,845.00	4,645,547.86	341,862.32	21,712.24	1,425,584.90
% Used	100.00	76.25	5.61	0.36	76.60
1300 Vocational Education					
100 Salaries	166,244.00	129,524.92	11,929.16	0.00	36,719.08
200 Employee Benefits	90,864.00	58,897.45	5,781.28	0.00	31,966.55
300 Professional & Technical Services	1,500.00	0.00	0.00	0.00	1,500.00
400 Purchased Property Svcs	10,706.00	4,481.44	0.00	224.00	6,000.56
500 Other Purchased Svcs	425,600.00	0.00	0.00	0.00	425,600.00
600 Supplies	31,000.00	20,470.62	3,597.11	8,741.41	1,787.97
700 Property	16,500.00	13,197.89	916.23	0.00	3,302.11
800 Other Objects	0.00	0.00	0.00	0.00	0.00
1300 Function (E) Total	742,414.00	226,572.32	22,223.78	8,965.41	506,876.27
% Used	100.00	30.52	2.99	1.21	31.73

East Allegheny School District
Account Summary Report 2025-2026
Expenditure Including Accounts without Activity

Ending Date: 05/31/26

Andréa's MONTH END Board Rep.

	Adjusted Budget	YTD Expended	Current Expended	Current Encumbrances	Remaining Balance
ALL					
10 Fund 10					
1400 Other Instructional Programs					
100 Salaries	228,469.00	94,887.30	11,428.88	0.00	133,581.70
200 Employee Benefits	117,444.00	66,565.82	6,983.61	0.00	50,878.18
300 Professional & Technical Services	0.00	0.00	0.00	0.00	0.00
400 Purchased Property Svcs	0.00	0.00	0.00	0.00	0.00
500 Other Purchased Svcs	715,000.00	877,192.03	37,161.71	0.00	-162,192.03
600 Supplies	250.00	0.00	0.00	0.00	250.00
700 Property	0.00	0.00	0.00	0.00	0.00
1400 Function (E) Total	1,061,163.00	1,038,645.15	55,574.20	0.00	22,517.85
% Used	100.00	97.88	5.24	0.00	97.88
1500 Non-public School Programs					
300 Professional & Technical Services	10,000.00	0.00	0.00	0.00	10,000.00
600 Supplies	0.00	0.00	0.00	0.00	0.00
1500 Function (E) Total	10,000.00	0.00	0.00	0.00	10,000.00
% Used	100.00	0.00	0.00	0.00	0.00
1600 Adult Education Programs					
300 Professional & Technical Services	0.00	0.00	0.00	0.00	0.00
1600 Function (E) Total	0.00	0.00	0.00	0.00	0.00
% Used	100.00	0.00	0.00	0.00	0.00
1800					
500 Other Purchased Svcs	0.00	0.00	0.00	0.00	0.00
600 Supplies	0.00	0.00	0.00	0.00	0.00
Function (E)	0.00	0.00	0.00	0.00	0.00
% Used	100.00	0.00	0.00	0.00	0.00
2100 Pupil Personnel					
100 Salaries	714,463.00	557,771.11	53,411.06	0.00	156,691.89
200 Employee Benefits	457,714.00	439,599.04	41,160.81	0.00	18,114.96
300 Professional & Technical Services	249,700.00	278,321.35	17,274.72	0.00	-28,621.35
400 Purchased Property Svcs	250.00	0.00	0.00	0.00	250.00
500 Other Purchased Svcs	3,000.00	3,089.19	0.00	0.00	-89.19
600 Supplies	17,225.00	10,258.99	128.38	695.38	6,270.63
700 Property	0.00	0.00	0.00	0.00	0.00

East Allegheny School District
Account Summary Report 2025-2026
Expenditure Including Accounts without Activity

Ending Date: 05/31/26

Andréa's MONTH END Board Rep.

	Adjusted Budget	YTD Expended	Current Expended	Current Encumbrances	Remaining Balance
ALL					
10 Fund 10					
2100 Pupil Personnel					
800 Other Objects	3,250.00	0.00	0.00	0.00	3,250.00
2100 Function (E) Total	1,445,602.00	1,289,039.68	111,974.97	695.38	155,866.94
% Used	100.00	89.17	7.75	0.05	89.22
2200 Instructional Staff					
100 Salaries	524,552.00	540,289.62	60,994.83	0.00	-15,737.62
200 Employee Benefits	290,787.00	296,814.92	31,747.16	0.00	-6,027.92
300 Professional & Technical Services	328,129.00	247,069.22	25,408.12	930.00	80,129.78
400 Purchased Property Svcs	75,700.00	10,254.59	1,258.20	363.00	65,082.41
500 Other Purchased Svcs	12,700.00	17,078.08	0.00	0.00	-4,378.08
600 Supplies	52,950.00	4,812.50	0.00	645.74	47,491.76
700 Property	46,000.00	43,215.11	0.00	14,176.91	-11,392.02
800 Other Objects	1,400.00	653.00	0.00	199.00	548.00
2200 Function (E) Total	1,332,218.00	1,160,187.04	119,408.31	16,314.65	155,716.31
% Used	100.00	87.09	8.96	1.22	88.31
2300 Administration					
100 Salaries	1,018,985.00	962,676.16	79,771.61	0.00	56,308.84
200 Employee Benefits	735,659.00	656,555.43	56,603.51	0.00	79,103.57
300 Professional & Technical Services	334,300.00	224,754.94	14,015.37	0.00	109,545.06
400 Purchased Property Svcs	0.00	0.00	0.00	0.00	0.00
500 Other Purchased Svcs	63,200.00	46,243.46	4,509.00	107.80	16,848.74
600 Supplies	12,455.00	17,085.33	0.00	234.73	-4,865.06
700 Property	2,000.00	0.00	0.00	0.00	2,000.00
800 Other Objects	46,850.00	22,800.77	0.00	0.00	24,049.23
2300 Function (E) Total	2,213,449.00	1,930,116.09	154,899.49	342.53	282,990.38
% Used	100.00	87.20	7.00	0.02	87.21
2400 Pupil Health					
100 Salaries	145,969.00	108,357.59	11,229.22	0.00	37,611.41
200 Employee Benefits	129,615.00	80,176.83	7,859.52	0.00	49,438.17
300 Professional & Technical Services	175,000.00	148,518.03	40,625.45	0.00	26,481.97
400 Purchased Property Svcs	400.00	104.00	0.00	0.00	296.00
500 Other Purchased Svcs	500.00	21.25	0.00	0.00	478.75
600 Supplies	13,700.00	1,467.19	0.00	6,650.33	5,582.48
700 Property	12,000.00	3,643.18	0.00	0.00	8,356.82

East Allegheny School District
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Expenditure Including Accounts without Activity

Ending Date: 05/31/26

Andréa's MONTH END Board Rep.

	Adjusted Budget	YTD Expended	Current Expended	Current Encumbrances	Remaining Balance
ALL					
10 Fund 10					
2400 Function (E) Total	477,184.00	342,288.07	59,714.19	6,650.33	128,245.60
% Used	100.00	71.73	12.51	1.39	73.12
2500 Fiscal Services					
100 Salaries	264,307.00	234,183.62	20,317.63	0.00	30,123.38
200 Employee Benefits	264,750.00	182,163.84	15,916.33	0.00	82,586.16
300 Professional & Technical Services	61,000.00	38,080.74	9,125.61	0.00	22,919.26
400 Purchased Property Svcs	30,000.00	5,546.19	104.54	0.00	24,453.81
500 Other Purchased Svcs	27,100.00	733.00	0.00	0.00	26,367.00
600 Supplies	8,000.00	307.33	0.00	731.09	6,961.58
700 Property	0.00	0.00	0.00	0.00	0.00
800 Other Objects	650.00	0.00	0.00	0.00	650.00
2500 Function (E) Total	655,807.00	461,014.72	45,464.11	731.09	194,061.19
% Used	100.00	70.30	6.93	0.11	70.41
2600 Operations & Maintenance Of Plant					
100 Salaries	1,555,838.00	1,067,323.78	86,449.38	0.00	488,514.22
200 Employee Benefits	930,065.00	780,172.76	67,933.73	0.00	149,892.24
300 Professional & Technical Services	362,000.00	425,890.33	52,268.88	0.00	-63,890.33
400 Purchased Property Svcs	205,000.00	108,525.64	16,109.50	0.00	96,474.36
500 Other Purchased Svcs	169,350.00	146,368.13	273.24	0.00	22,981.87
600 Supplies	858,066.00	877,779.42	55,211.34	4,045.95	-23,759.37
700 Property	115,251.00	13,290.51	4,940.00	2,652.39	99,308.10
800 Other Objects	800.00	1,874.00	0.00	0.00	-1,074.00
2600 Function (E) Total	4,196,370.00	3,421,224.57	283,186.07	6,698.34	768,447.09
% Used	100.00	81.53	6.75	0.16	81.69
2700 Student Transportation					
100 Salaries	0.00	0.00	0.00	0.00	0.00
200 Employee Benefits	0.00	0.00	0.00	0.00	0.00
500 Other Purchased Svcs	2,576,500.00	3,404,372.29	508,581.29	0.00	-827,872.29
800 Other Objects	19,227.00	118.33	0.00	0.00	19,108.67
2700 Function (E) Total	2,595,727.00	3,404,490.62	508,581.29	0.00	-808,763.62
% Used	100.00	131.16	19.59	0.00	131.16
2800 Central Support Services					
100 Salaries	0.00	0.00	0.00	0.00	0.00

East Allegheny School District
Account Summary Report 2025-2026
Expenditure Including Accounts without Activity

Ending Date: 05/31/26

Andréa's MONTH END Board Rep.

	Adjusted Budget	YTD Expended	Current Expended	Current Encumbrances	Remaining Balance
ALL					
10 Fund 10					
2800 Central Support Services					
200 Employee Benefits	0.00	0.00	0.00	0.00	0.00
300 Professional & Technical Services	161,000.00	331,933.30	64,332.73	0.00	-170,933.30
500 Other Purchased Svcs	0.00	0.00	0.00	0.00	0.00
600 Supplies	0.00	0.00	0.00	0.00	0.00
700 Property	0.00	0.00	0.00	0.00	0.00
800 Other Objects	0.00	0.00	0.00	0.00	0.00
2800 Function (E) Total	161,000.00	331,933.30	64,332.73	0.00	-170,933.30
% Used	100.00	206.17	39.96	0.00	206.17
2900 Other Support Svcs					
100 Salaries	0.00	0.00	0.00	0.00	0.00
200 Employee Benefits	0.00	0.00	0.00	0.00	0.00
300 Professional & Technical Services	0.00	0.00	0.00	0.00	0.00
500 Other Purchased Svcs	14,900.00	15,588.82	0.00	0.00	-688.82
600 Supplies	0.00	0.00	0.00	0.00	0.00
700 Property	0.00	0.00	0.00	0.00	0.00
2900 Function (E) Total	14,900.00	15,588.82	0.00	0.00	-688.82
% Used	100.00	104.62	0.00	0.00	104.62
3100 Food Services					
500 Other Purchased Svcs	0.00	1,395.00	355.00	0.00	-1,395.00
600 Supplies	0.00	0.00	0.00	0.00	0.00
3100 Function (E) Total	0.00	1,395.00	355.00	0.00	-1,395.00
% Used	100.00	0.00	0.00	0.00	0.00
3200 Student Activities					
100 Salaries	257,785.00	222,806.19	60,585.86	0.00	34,978.81
200 Employee Benefits	159,393.00	86,806.87	21,265.70	0.00	72,586.13
300 Professional & Technical Services	153,880.00	111,636.56	7,126.20	0.00	42,243.44
400 Purchased Property Svcs	40,350.00	35,831.18	484.03	0.00	4,518.82
500 Other Purchased Svcs	24,750.00	21,240.87	0.00	0.00	3,509.13
600 Supplies	125,800.00	92,035.02	33,017.92	7,566.77	26,198.21
700 Property	114,000.00	356,341.89	0.00	17,325.20	-259,667.09
800 Other Objects	7,250.00	7,886.31	811.31	500.00	-1,136.31

East Allegheny School District
Account Summary Report 2025-2026
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Ending Date: 05/31/26

Andréa's MONTH END Board Rep.

	Adjusted Budget	YTD Expended	Current Expended	Current Encumbrances	Remaining Balance
ALL					
10 Fund 10					
3200 Function (E) Total	883,208.00	934,584.89	123,291.02	25,391.97	-76,768.86
% Used	100.00	105.82	13.96	2.87	108.69
3300 Community Services					
100 Salaries	0.00	0.00	0.00	0.00	0.00
200 Employee Benefits	0.00	0.00	0.00	0.00	0.00
300 Professional & Technical Services	500.00	429.94	0.00	0.00	70.06
400 Purchased Property Svcs	0.00	0.00	0.00	0.00	0.00
500 Other Purchased Svcs	3,500.00	584.00	0.00	0.00	2,916.00
600 Supplies	5,500.00	4,900.36	432.86	0.00	599.64
3300 Function (E) Total	9,500.00	5,914.30	432.86	0.00	3,585.70
% Used	100.00	62.26	4.56	0.00	62.26
4000 Facil. Acq., Const. & Improv Svcs					
700 Property	527,500.00	66,712.66	0.00	1,283,672.00	-822,884.66
4000 Function (E) Total	527,500.00	66,712.66	0.00	1,283,672.00	-822,884.66
% Used	100.00	12.65	0.00	243.35	256.00
5000 Other Financing Uses					
100 Salaries	0.00	0.00	0.00	0.00	0.00
500 Other Purchased Svcs	0.00	0.00	0.00	0.00	0.00
600 Supplies	0.00	0.00	0.00	0.00	0.00
5000 Function (E) Total	0.00	0.00	0.00	0.00	0.00
% Used	100.00	0.00	0.00	0.00	0.00
5100 Debt Service					
800 Other Objects	1,789,990.00	1,129,394.08	228,684.17	0.00	660,595.92
900 Other Financing Uses	3,785,000.00	1,951,087.80	1,853,587.80	0.00	1,833,912.20
5100 Function (E) Total	5,574,990.00	3,080,481.88	2,082,271.97	0.00	2,494,508.12
% Used	100.00	55.26	37.35	0.00	55.26
5200 Fund Transfer: Cafeteria					
100 Salaries	0.00	305,458.05	34,910.65	0.00	-305,458.05
200 Employee Benefits	0.00	255,753.21	27,155.87	0.00	-255,753.21
900 Other Financing Uses	5,000.00	0.00	0.00	0.00	5,000.00

East Allegheny School District
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Andréa's MONTH END Board Rep.

	Adjusted Budget	YTD Expended	Current Expended	Current Encumbrances	Remaining Balance
ALL					
10 Fund 10					
5200 Function (E) Total	5,000.00	561,211.26	62,066.52	0.00	-556,211.26
% Used	100.00	11,224.23	1,241.33	0.00	11,224.23
5800 Transmittal Accounts					
100 Salaries	0.00	0.00	0.00	0.00	0.00
200 Employee Benefits	0.00	0.00	0.00	0.00	0.00
5800 Function (E) Total	0.00	0.00	0.00	0.00	0.00
% Used	100.00	0.00	0.00	0.00	0.00
5900 Budgetary Reserve					
000	0.00	0.00	0.00	0.00	0.00
800 Other Objects	0.00	0.00	0.00	0.00	0.00
5900 Function (E) Total	0.00	0.00	0.00	0.00	0.00
% Used	100.00	0.00	0.00	0.00	0.00
10 Fund (E) Total	46,741,678.00	37,284,519.07	5,464,281.09	1,415,904.98	8,041,253.95
% Used	100.00	79.77	11.69	3.03	82.80
Report Totals	**46,741,678.00**	**37,284,519.07**	**5,464,281.09**	**1,415,904.98**	**8,041,253.95**
% Used	100.00	79.77	11.69	3.03	82.80

East Allegheny School District
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Andréa's MONTH END Board Rep.

	Adjusted Budget	YTD Expended	Current Expended	Current Encumbrances	Remaining Balance
ALL					
10 Fund 10					
1100 Regular Programs					
100 Salaries	7,525,483.00	5,368,410.32	555,092.74	0.00	2,157,072.68
200 Employee Benefits	5,409,970.00	4,048,679.85	394,797.68	0.00	1,361,290.15
300 Professional & Technical Services	2,000.00	17,826.55	205.63	21,600.00	-37,426.55
400 Purchased Property Svcs	127,143.00	114,701.61	10,142.51	1,395.00	11,046.39
500 Other Purchased Svcs	4,902,905.00	4,622,162.30	460,857.62	0.00	280,742.70
600 Supplies	661,850.00	171,631.71	2,901.08	19,836.04	470,382.25
700 Property	112,700.00	24,158.50	4,645.00	1,900.00	86,641.50
800 Other Objects	750.00	0.00	0.00	0.00	750.00
1100 Function (E) Total	18,742,801.00	14,367,570.84	1,428,642.26	44,731.04	4,330,499.12
% Used	100.00	76.66	7.62	0.24	76.90
1200 Special Programs					
100 Salaries	1,997,618.00	1,539,976.77	160,941.28	0.00	457,641.23
200 Employee Benefits	1,763,727.00	1,333,034.98	140,400.82	0.00	430,692.02
300 Professional & Technical Services	1,842,000.00	1,435,131.55	26,475.17	0.00	406,868.45
400 Purchased Property Svcs	0.00	0.00	0.00	0.00	0.00
500 Other Purchased Svcs	435,500.00	325,747.00	14,045.05	0.00	109,753.00
600 Supplies	50,350.00	10,423.56	0.00	2,723.15	37,203.29
700 Property	3,500.00	1,134.00	0.00	18,989.09	-16,623.09
800 Other Objects	150.00	100.00	0.00	0.00	50.00
1200 Function (E) Total	6,092,845.00	4,645,547.86	341,862.32	21,712.24	1,425,584.90
% Used	100.00	76.25	5.61	0.36	76.60
1300 Vocational Education					
100 Salaries	166,244.00	129,524.92	11,929.16	0.00	36,719.08
200 Employee Benefits	90,864.00	58,897.45	5,781.28	0.00	31,966.55
300 Professional & Technical Services	1,500.00	0.00	0.00	0.00	1,500.00
400 Purchased Property Svcs	10,706.00	4,481.44	0.00	224.00	6,000.56
500 Other Purchased Svcs	425,600.00	0.00	0.00	0.00	425,600.00
600 Supplies	31,000.00	20,470.62	3,597.11	8,741.41	1,787.97
700 Property	16,500.00	13,197.89	916.23	0.00	3,302.11
800 Other Objects	0.00	0.00	0.00	0.00	0.00
1300 Function (E) Total	742,414.00	226,572.32	22,223.78	8,965.41	506,876.27
% Used	100.00	30.52	2.99	1.21	31.73

East Allegheny School District
Account Summary Report 2025-2026
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Andréa's MONTH END Board Rep.

	Adjusted Budget	YTD Expended	Current Expended	Current Encumbrances	Remaining Balance
ALL					
10 Fund 10					
1400 Other Instructional Programs					
100 Salaries	228,469.00	94,887.30	11,428.88	0.00	133,581.70
200 Employee Benefits	117,444.00	66,565.82	6,983.61	0.00	50,878.18
300 Professional & Technical Services	0.00	0.00	0.00	0.00	0.00
400 Purchased Property Svcs	0.00	0.00	0.00	0.00	0.00
500 Other Purchased Svcs	715,000.00	877,192.03	37,161.71	0.00	-162,192.03
600 Supplies	250.00	0.00	0.00	0.00	250.00
700 Property	0.00	0.00	0.00	0.00	0.00
1400 Function (E) Total	1,061,163.00	1,038,645.15	55,574.20	0.00	22,517.85
% Used	100.00	97.88	5.24	0.00	97.88
1500 Non-public School Programs					
300 Professional & Technical Services	10,000.00	0.00	0.00	0.00	10,000.00
600 Supplies	0.00	0.00	0.00	0.00	0.00
1500 Function (E) Total	10,000.00	0.00	0.00	0.00	10,000.00
% Used	100.00	0.00	0.00	0.00	0.00
1600 Adult Education Programs					
300 Professional & Technical Services	0.00	0.00	0.00	0.00	0.00
1600 Function (E) Total	0.00	0.00	0.00	0.00	0.00
% Used	100.00	0.00	0.00	0.00	0.00
1800					
500 Other Purchased Svcs	0.00	0.00	0.00	0.00	0.00
600 Supplies	0.00	0.00	0.00	0.00	0.00
Function (E)	0.00	0.00	0.00	0.00	0.00
% Used	100.00	0.00	0.00	0.00	0.00
2100 Pupil Personnel					
100 Salaries	714,463.00	557,771.11	53,411.06	0.00	156,691.89
200 Employee Benefits	457,714.00	439,599.04	41,160.81	0.00	18,114.96
300 Professional & Technical Services	249,700.00	278,321.35	17,274.72	0.00	-28,621.35
400 Purchased Property Svcs	250.00	0.00	0.00	0.00	250.00
500 Other Purchased Svcs	3,000.00	3,089.19	0.00	0.00	-89.19
600 Supplies	17,225.00	10,258.99	128.38	695.38	6,270.63
700 Property	0.00	0.00	0.00	0.00	0.00

East Allegheny School District
Account Summary Report 2025-2026
Expenditure Including Accounts without Activity

Ending Date: 05/31/26

Andréa's MONTH END Board Rep.

	Adjusted Budget	YTD Expended	Current Expended	Current Encumbrances	Remaining Balance
ALL					
10 Fund 10					
2100 Pupil Personnel					
800 Other Objects	3,250.00	0.00	0.00	0.00	3,250.00
2100 Function (E) Total	1,445,602.00	1,289,039.68	111,974.97	695.38	155,866.94
% Used	100.00	89.17	7.75	0.05	89.22
2200 Instructional Staff					
100 Salaries	524,552.00	540,289.62	60,994.83	0.00	-15,737.62
200 Employee Benefits	290,787.00	296,814.92	31,747.16	0.00	-6,027.92
300 Professional & Technical Services	328,129.00	247,069.22	25,408.12	930.00	80,129.78
400 Purchased Property Svcs	75,700.00	10,254.59	1,258.20	363.00	65,082.41
500 Other Purchased Svcs	12,700.00	17,078.08	0.00	0.00	-4,378.08
600 Supplies	52,950.00	4,812.50	0.00	645.74	47,491.76
700 Property	46,000.00	43,215.11	0.00	14,176.91	-11,392.02
800 Other Objects	1,400.00	653.00	0.00	199.00	548.00
2200 Function (E) Total	1,332,218.00	1,160,187.04	119,408.31	16,314.65	155,716.31
% Used	100.00	87.09	8.96	1.22	88.31
2300 Administration					
100 Salaries	1,018,985.00	962,676.16	79,771.61	0.00	56,308.84
200 Employee Benefits	735,659.00	656,555.43	56,603.51	0.00	79,103.57
300 Professional & Technical Services	334,300.00	224,754.94	14,015.37	0.00	109,545.06
400 Purchased Property Svcs	0.00	0.00	0.00	0.00	0.00
500 Other Purchased Svcs	63,200.00	46,243.46	4,509.00	107.80	16,848.74
600 Supplies	12,455.00	17,085.33	0.00	234.73	-4,865.06
700 Property	2,000.00	0.00	0.00	0.00	2,000.00
800 Other Objects	46,850.00	22,800.77	0.00	0.00	24,049.23
2300 Function (E) Total	2,213,449.00	1,930,116.09	154,899.49	342.53	282,990.38
% Used	100.00	87.20	7.00	0.02	87.21
2400 Pupil Health					
100 Salaries	145,969.00	108,357.59	11,229.22	0.00	37,611.41
200 Employee Benefits	129,615.00	80,176.83	7,859.52	0.00	49,438.17
300 Professional & Technical Services	175,000.00	148,518.03	40,625.45	0.00	26,481.97
400 Purchased Property Svcs	400.00	104.00	0.00	0.00	296.00
500 Other Purchased Svcs	500.00	21.25	0.00	0.00	478.75
600 Supplies	13,700.00	1,467.19	0.00	6,650.33	5,582.48
700 Property	12,000.00	3,643.18	0.00	0.00	8,356.82

East Allegheny School District
Account Summary Report 2025-2026
Expenditure Including Accounts without Activity

Ending Date: 05/31/26

Andréa's MONTH END Board Rep.

	Adjusted Budget	YTD Expended	Current Expended	Current Encumbrances	Remaining Balance
ALL					
10 Fund 10					
2400 Function (E) Total	477,184.00	342,288.07	59,714.19	6,650.33	128,245.60
% Used	100.00	71.73	12.51	1.39	73.12
2500 Fiscal Services					
100 Salaries	264,307.00	234,183.62	20,317.63	0.00	30,123.38
200 Employee Benefits	264,750.00	182,163.84	15,916.33	0.00	82,586.16
300 Professional & Technical Services	61,000.00	38,080.74	9,125.61	0.00	22,919.26
400 Purchased Property Svcs	30,000.00	5,546.19	104.54	0.00	24,453.81
500 Other Purchased Svcs	27,100.00	733.00	0.00	0.00	26,367.00
600 Supplies	8,000.00	307.33	0.00	731.09	6,961.58
700 Property	0.00	0.00	0.00	0.00	0.00
800 Other Objects	650.00	0.00	0.00	0.00	650.00
2500 Function (E) Total	655,807.00	461,014.72	45,464.11	731.09	194,061.19
% Used	100.00	70.30	6.93	0.11	70.41
2600 Operations & Maintenance Of Plant					
100 Salaries	1,555,838.00	1,067,323.78	86,449.38	0.00	488,514.22
200 Employee Benefits	930,065.00	780,172.76	67,933.73	0.00	149,892.24
300 Professional & Technical Services	362,000.00	425,890.33	52,268.88	0.00	-63,890.33
400 Purchased Property Svcs	205,000.00	108,525.64	16,109.50	0.00	96,474.36
500 Other Purchased Svcs	169,350.00	146,368.13	273.24	0.00	22,981.87
600 Supplies	858,066.00	877,779.42	55,211.34	4,045.95	-23,759.37
700 Property	115,251.00	13,290.51	4,940.00	2,652.39	99,308.10
800 Other Objects	800.00	1,874.00	0.00	0.00	-1,074.00
2600 Function (E) Total	4,196,370.00	3,421,224.57	283,186.07	6,698.34	768,447.09
% Used	100.00	81.53	6.75	0.16	81.69
2700 Student Transportation					
100 Salaries	0.00	0.00	0.00	0.00	0.00
200 Employee Benefits	0.00	0.00	0.00	0.00	0.00
500 Other Purchased Svcs	2,576,500.00	3,404,372.29	508,581.29	0.00	-827,872.29
800 Other Objects	19,227.00	118.33	0.00	0.00	19,108.67
2700 Function (E) Total	2,595,727.00	3,404,490.62	508,581.29	0.00	-808,763.62
% Used	100.00	131.16	19.59	0.00	131.16
2800 Central Support Services					
100 Salaries	0.00	0.00	0.00	0.00	0.00

East Allegheny School District
Account Summary Report 2025-2026
Expenditure Including Accounts without Activity

Ending Date: 05/31/26

Andréa's MONTH END Board Rep.

	Adjusted Budget	YTD Expended	Current Expended	Current Encumbrances	Remaining Balance
ALL					
10 Fund 10					
2800 Central Support Services					
200 Employee Benefits	0.00	0.00	0.00	0.00	0.00
300 Professional & Technical Services	161,000.00	331,933.30	64,332.73	0.00	-170,933.30
500 Other Purchased Svcs	0.00	0.00	0.00	0.00	0.00
600 Supplies	0.00	0.00	0.00	0.00	0.00
700 Property	0.00	0.00	0.00	0.00	0.00
800 Other Objects	0.00	0.00	0.00	0.00	0.00
2800 Function (E) Total	161,000.00	331,933.30	64,332.73	0.00	-170,933.30
% Used	100.00	206.17	39.96	0.00	206.17
2900 Other Support Svcs					
100 Salaries	0.00	0.00	0.00	0.00	0.00
200 Employee Benefits	0.00	0.00	0.00	0.00	0.00
300 Professional & Technical Services	0.00	0.00	0.00	0.00	0.00
500 Other Purchased Svcs	14,900.00	15,588.82	0.00	0.00	-688.82
600 Supplies	0.00	0.00	0.00	0.00	0.00
700 Property	0.00	0.00	0.00	0.00	0.00
2900 Function (E) Total	14,900.00	15,588.82	0.00	0.00	-688.82
% Used	100.00	104.62	0.00	0.00	104.62
3100 Food Services					
500 Other Purchased Svcs	0.00	1,395.00	355.00	0.00	-1,395.00
600 Supplies	0.00	0.00	0.00	0.00	0.00
3100 Function (E) Total	0.00	1,395.00	355.00	0.00	-1,395.00
% Used	100.00	0.00	0.00	0.00	0.00
3200 Student Activities					
100 Salaries	257,785.00	222,806.19	60,585.86	0.00	34,978.81
200 Employee Benefits	159,393.00	86,806.87	21,265.70	0.00	72,586.13
300 Professional & Technical Services	153,880.00	111,636.56	7,126.20	0.00	42,243.44
400 Purchased Property Svcs	40,350.00	35,831.18	484.03	0.00	4,518.82
500 Other Purchased Svcs	24,750.00	21,240.87	0.00	0.00	3,509.13
600 Supplies	125,800.00	92,035.02	33,017.92	7,566.77	26,198.21
700 Property	114,000.00	356,341.89	0.00	17,325.20	-259,667.09
800 Other Objects	7,250.00	7,886.31	811.31	500.00	-1,136.31

East Allegheny School District
Account Summary Report 2025-2026
Expenditure Including Accounts without Activity

Ending Date: 05/31/26

Andréa's MONTH END Board Rep.

	Adjusted Budget	YTD Expended	Current Expended	Current Encumbrances	Remaining Balance
ALL					
10 Fund 10					
3200 Function (E) Total	883,208.00	934,584.89	123,291.02	25,391.97	-76,768.86
% Used	100.00	105.82	13.96	2.87	108.69
3300 Community Services					
100 Salaries	0.00	0.00	0.00	0.00	0.00
200 Employee Benefits	0.00	0.00	0.00	0.00	0.00
300 Professional & Technical Services	500.00	429.94	0.00	0.00	70.06
400 Purchased Property Svcs	0.00	0.00	0.00	0.00	0.00
500 Other Purchased Svcs	3,500.00	584.00	0.00	0.00	2,916.00
600 Supplies	5,500.00	4,900.36	432.86	0.00	599.64
3300 Function (E) Total	9,500.00	5,914.30	432.86	0.00	3,585.70
% Used	100.00	62.26	4.56	0.00	62.26
4000 Facil. Acq., Const. & Improv Svcs					
700 Property	527,500.00	66,712.66	0.00	1,283,672.00	-822,884.66
4000 Function (E) Total	527,500.00	66,712.66	0.00	1,283,672.00	-822,884.66
% Used	100.00	12.65	0.00	243.35	256.00
5000 Other Financing Uses					
100 Salaries	0.00	0.00	0.00	0.00	0.00
500 Other Purchased Svcs	0.00	0.00	0.00	0.00	0.00
600 Supplies	0.00	0.00	0.00	0.00	0.00
5000 Function (E) Total	0.00	0.00	0.00	0.00	0.00
% Used	100.00	0.00	0.00	0.00	0.00
5100 Debt Service					
800 Other Objects	1,789,990.00	1,129,394.08	228,684.17	0.00	660,595.92
900 Other Financing Uses	3,785,000.00	1,951,087.80	1,853,587.80	0.00	1,833,912.20
5100 Function (E) Total	5,574,990.00	3,080,481.88	2,082,271.97	0.00	2,494,508.12
% Used	100.00	55.26	37.35	0.00	55.26
5200 Fund Transfer: Cafeteria					
100 Salaries	0.00	305,458.05	34,910.65	0.00	-305,458.05
200 Employee Benefits	0.00	255,753.21	27,155.87	0.00	-255,753.21
900 Other Financing Uses	5,000.00	0.00	0.00	0.00	5,000.00

East Allegheny School District
Account Summary Report 2025-2026
Expenditure Including Accounts without Activity

Ending Date: 05/31/26

Andréa's MONTH END Board Rep.

	Adjusted Budget	YTD Expended	Current Expended	Current Encumbrances	Remaining Balance
ALL					
10 Fund 10					
5200 Function (E) Total	5,000.00	561,211.26	62,066.52	0.00	-556,211.26
% Used	100.00	11,224.23	1,241.33	0.00	11,224.23
5800 Transmittal Accounts					
100 Salaries	0.00	0.00	0.00	0.00	0.00
200 Employee Benefits	0.00	0.00	0.00	0.00	0.00
5800 Function (E) Total	0.00	0.00	0.00	0.00	0.00
% Used	100.00	0.00	0.00	0.00	0.00
5900 Budgetary Reserve					
000	0.00	0.00	0.00	0.00	0.00
800 Other Objects	0.00	0.00	0.00	0.00	0.00
5900 Function (E) Total	0.00	0.00	0.00	0.00	0.00
% Used	100.00	0.00	0.00	0.00	0.00
10 Fund (E) Total	46,741,678.00	37,284,519.07	5,464,281.09	1,415,904.98	8,041,253.95
% Used	100.00	79.77	11.69	3.03	82.80
Report Totals	**46,741,678.00**	**37,284,519.07**	**5,464,281.09**	**1,415,904.98**	**8,041,253.95**
% Used	100.00	79.77	11.69	3.03	82.80

East Allegheny School District
Invoices Payable 2025-2026
Vendor # 000001 - WARDSC
BATCH TOTALS

Batch #	Amount
50	$ 49,814.16
Total of Batches:	**$ 49,814.16**

East Allegheny School District
Invoices Payable 2025-2026
Vendor # 000001 - WARDSC

Vendor#	Vendor Name And Address		Year Account Number	P.O.#	Combined?	Invoice #	Bat	Inv Date	1099	Released Check Date
								Check Number		
0006	**CERTASITE LLC**		**PO BOX 772443 DETROIT MI 48277-2443**							
	CERTASITE, LLC									
	Annual Kitchen Hood Fire Suppression Inspection - Logan	$2,686.85	25-26 50-3100-430-000-00-00-00/1873		Yes	12835336	50	06/16/26	No	07/13/26
	Annual Kitchen Hood Fire Suppression Inspection - Jr/Sr HS	$3,106.01	25-26 50-3100-430-000-00-00-00/1873		Yes	12835349	50	06/16/26	No	07/13/26
	Annual Inspenction Sprinkler System - Jr/Sr HS	$323.94	26-27 50-3100-430-000-00-00-00/1873		Yes	12840787	50	07/07/26	No	07/13/26
	0006 Vendor Total	**$6,116.80**								
005090	**PrimeroEdge**		**4422 CYPRESS CREEK PARKWAY SUITE 400 HOUSTON TX 77068-**							
	Cybersoft Technologies									
	PrimeroEdge Annual Software 26/27	$3,433.50	26-27 50-3100-390-000-00-00-00/1198		Yes	9830055	50	07/01/26	No	07/13/26
000640	**NUTRITION, INC.**		**580 WENDEL ROAD SUITE 100 IRWIN PA 15642-**							
	Nutrition Inc, June 2026 Totals	$40,018.86	25-26 50-3100-570-000-00-00-00/3104		Yes	INV00000024803	50	06/08/26	No	07/13/26
004123	**STEEL CITY GREASE TRAPS**		**3608 SPRING GARDEN RD PITTSBURGH PA 15212-**							
	Grease Trap Disposal - Logan	$245.00	25-26 50-3100-430-000-00-00-00/1873		Yes	66653	50	06/05/26	No	07/13/26
	Report Total	**$49,814.16**		**25-26**	**$46,056.72**			**26-27**	**$3,757.44**	

Secretary's Report - June for Aug 2026

Secretary's Report		
June 2026		
Cash Balance - June 2026		
Huntington Bank	$	692,247.96
PSDLAF	$	1,387,332.23
PLGIT	$	2,214.93
TOTAL	**$**	**2,081,795.12**
Receipts: June 2026		
6000 Local Sources	$	17,230,922.82
7000 State Sources	$	26,930,733.49
8000 Federal Sources	$	1,447,049.30
9500 Refunds-Prior Year	$	65,291.74
Total	**$**	**45,673,997.35**
Disbursements: June 2026		
1100 Regular Programs	$	15,851,902.19
1200 Special Programs	$	5,643,923.10
1300 Vocational Education	$	653,639.66
1400 Other Instructional Programs	$	1,265,120.69
1500 Non-Public School Programs	$	-
2100 Pupil Personnel	$	1,414,663.73
2200 Instructional Staff	$	1,238,228.18
2300 Administration	$	2,120,293.25
2400 Pupil Health	$	371,750.97
2500 Fiscal Services	$	551,366.34
2600 Operations & Maintenance of Plant	$	3,688,670.17
2700 Student Transportation	$	3,919,167.03
2800 Central Support Services	$	379,158.77
2900 Other Support Srvs	$	15,588.82
3100 Food Services	$	1,395.00
3200 Student Activities	$	668,073.20
3300 Community Services	$	5,914.30
4000 Facil Acq Const & Improv	$	481,619.06
5000 Other Financing Uses	$	-
5100 Debt Service	$	3,098,798.70
5200 Fund Transfer: Cafeteria	$	609,621.74
Total Disbursements: June 2026	**$**	**41,978,894.90**
Athletic Account		
Balance	$	190.00
Outstanding Checks	$	(1,047.00)
Balance as 6/30/2026	**$**	**(857.00)**

Secretary's Report - June for Aug 2026

Secretary's Report - May for July 2026

Secretary's Report		
May 2026		
Cash Balance - May 2026		
Huntington Bank	$	1,748,769.03
PSDLAF	$	811,530.59
PLGIT	$	2,208.53
TOTAL	**$**	**2,562,508.15**
Receipts: May 2026		
6000 Local Sources	$	16,971,985.44
7000 State Sources	$	21,152,687.74
8000 Federal Sources	$	1,369,402.30
9500 Refunds-Prior Year	$	64,752.57
Total	**$**	**39,558,828.05**
Disbursements: May 2026		
1100 Regular Programs	$	14,367,570.84
1200 Special Programs	$	4,645,547.86
1300 Vocational Education	$	226,572.32
1400 Other Instructional Programs	$	1,038,645.15
1500 Non-Public School Programs	$	-
2100 Pupil Personnel	$	1,289,039.68
2200 Instructional Staff	$	1,160,187.04
2300 Administration	$	1,930,116.09
2400 Pupil Health	$	342,288.07
2500 Fiscal Services	$	461,014.72
2600 Operations & Maintenance of Plant	$	3,421,224.57
2700 Student Transportation	$	3,404,490.62
2800 Central Support Services	$	331,933.30
2900 Other Support Srvs	$	15,588.82
3100 Food Services	$	1,395.00
3200 Student Activities	$	934,584.89
3300 Community Services	$	5,914.30
4000 Facil Acq Const & Improv	$	66,712.66
5000 Other Financing Uses	$	-
5100 Debt Service	$	3,080,481.88
5200 Fund Transfer: Cafeteria	$	561,211.26
Total Disbursements: May 2026	**$**	**37,284,519.07**
Athletic Account		
Balance	$	100.00
Outstanding Checks	$	(1,132.00)
Balance as 5/31/2026	**$**	**(1,032.00)**

Secretary's Report - May for July 2026

Treasurer's Report		
June 2026		
Bank Balance	$ 692,247.96	
Outstanding Checks	$ (1,710,468.49)	
Book Balance - June 2026	**$ (1,018,220.53)**	
Current Real Estate Taxes		$ 50.00
Public Utility Tax		$ -
Payments in Lieu of Current		$ -
Local Tax		$ 467.36
Earned Income Tax		$ 171,616.97
Deed Transfer Tax		$ 19,782.61
Business Privilege		$ 6,931.30
Amusement		$ -
Mercantile Tax		$ 31,046.76
Delinquent Real Estate Tax		$ -
Interest, Temporary Investments		$ 6,361.17
Fees		$ -
IDEA Revenue received as PassThrough		$ -
SEEKS		$ 12,000.00
State Revenue Received		$ -
Rentals		$ 9,342.62
Contrib & Donations from Prvt.		$ -
Gains/Losses on Sale of Fixed		$ -
Tuition From Patrons		$ -
Miscellaneous Revenue		$ 1,338.59
Tuition for Court Place & Inst		$ -
Energy Efficient Rebates		$ -
Refunds		$ -
Basic Instructional Subsidy		$ -
Additional Monies Duquesne		$ 3,503,771.25
Tuition for Court Place & Inst		$ 111,833.28
Social Security		$ -
Special Education Funding		$ 593,125.49
Other Program Subsidies		$ -
Transportation		$ 261,640.01
Non PublicTransportation		$ 66,990.00
Rentals and Sinking Fund		$ 492,864.47
Medical and Dental Services		$ -
Property Tax Relief		$ -
School Safety/Security		$ -
State Programs Supplement		$ -
Ready to Learn Block Grant		$ -
PaSmart Grants (Media/Technology)		$ -
Equity Grant Funding		$ -

State Share of Social Security		$ -
Retirement payments		$ 747,821.25
E-Rate Payment		$ -
Medical Assistance Reimb		$ -
Ed of Handicapped child. - Reg. Eha-b		$ -
Ed of Hand. Child. - Preschl		$ 6,134.14
Class Size Reduction		$ -
Ed of Disadvan. Child - esea, title I		$ 67,078.07
Medical Assistance Reimb		$ -
ARRA - Education Jobs Fund		$ -
Capital Expenses-Chapter I		$ 4,434.79
ESSER - PCCD, Cares, Covid		$ -
aTSI GEER		$ -
Capital Projects Fund Transfers		$ -
Medical Assistance Reimb		$ -
Refunds of Prior Years		$ 539.17
Total Budgetary Revenues		**$ 6,115,169.30**
Disbursements for June 2026		
1100 Regular Programs	$ 1,510,498.19	
1200 Special Programs	$ 998,375.24	
1300 Vocational Education	$ 427,067.34	
1400 Other Instructional Programs	$ 226,475.54	
1500 Non-Public School Programs	$ -	
1600 Adult Education	$ -	
1800 Other Purchased Services	$ -	
2100 Pupil Personnel	$ 125,624.05	
2200 Instructional Staff	$ 77,643.15	
2300 Administration	$ 189,459.22	
2400 Pupil Health	$ 29,370.90	
2500 Fiscal Services	$ 89,800.39	
2600 Operations & Maintenance of Plant	$ 278,611.80	
2700 Student Transportation	$ 514,676.41	
2800 Central Support Services	$ 47,225.47	
2900 Other Support Services	$ -	
3100 Food Services	$ -	
3200 Student Activities	$ 12,122.71	
3300 Community Services	$ -	
4000 Facil Acq Const & Improv	$ 129,268.00	
5000 Other Financing Uses	$ -	
5100 Debt Service	$ 18,316.82	
5200 Fund Transfer: Cafeteria	$ 48,410.48	
5800 Transmittal Accounts	$ -	
5900 Budgetary Reserve	$ -	

Total Budgetary Expenditures	**$ 4,722,945.71**	
Athletic Account		
Fund 11		
Bank Balance - April 2026	$ 190.00	
Outstanding Checks	$ (1,047.00)	
Balance as of 6/30/2026	**$ (857.00)**	

Treasurer's Report		
May 2026		
Bank Balance	$ 1,748,769.03	
Outstanding Checks	$ (1,695,442.96)	
Book Balance - May 2026	**$ 53,326.07**	
Current Real Estate Taxes		$ 50.00
Public Utility Tax		$ -
Payments in Lieu of Current		$ -
Local Tax		$ 4,433.42
Earned Income Tax		$ 198,744.07
Deed Transfer Tax		$ 12,143.35
Business Privilege		$ 4,835.92
Amusement		$ -
Mercantile Tax		$ 2,897.63
Delinquent Real Estate Tax		$ 1,355,517.22
Interest, Temporary Investments		$ 7,344.05
Fees		$ 25.00
IDEA Revenue received as PassThrough		$ -
SEEKS		$ 32,156.92
State Revenue Received		
Rentals		$ 15,149.17
Contrib & Donations from Prvt.		$ -
Gains/Losses on Sale of Fixed		$ -
Tuition From Patrons		$ -
Miscellaneous Revenue		$ 809.73
Tuition for Court Place & Inst		$ -
Energy Efficient Rebates		$ -
Refunds		$ 346.83
Basic Instructional Subsidy		$ -
Additional Monies Duquesne		$ -
Tuition for Court Place & Inst		$ -
Social Security		$ -
Special Education Funding		$ -
Other Program Subsidies		$ 3,481.69
Transportation		$ -
Non PublicTransportation		$ -
Rentals and Sinking Fund		$ -
Medical and Dental Services		$ -
Property Tax Relief		$ -
School Safety/Security		$ -
State Programs Supplement		$ -
Ready to Learn Block Grant		$ -
PaSmart Grants (Media/Technology)		$ -
Equity Grant Funding		$ -

State Share of Social Security		$ 165,252.89
Retirement payments		$ -
E-Rate Payment		$ -
Medical Assistance Reimb		$ -
Ed of Handicapped child. - Reg. Eha-b		$ -
Ed of Hand. Child. - Preschl		$ -
Class Size Reduction		$ -
Ed of Disadvan. Child - esea, title I		$ 367,174.26
Medical Assistance Reimb		$ 36,804.84
ARRA - Education Jobs Fund		$ -
Capital Expenses-Chapter I		$ 22,173.95
ESSER - PCCD, Cares, Covid		$ 16,153.86
aTSI GEER		$ -
Capital Projects Fund Transfers		$ -
Medical Assistance Reimb		$ -
Refunds of Prior Years		$ -
Total Budgetary Revenues		**$ 2,245,494.80**
Disbursements for May 2026		
1100 Regular Programs	$ 1,428,642.26	
1200 Special Programs	$ 341,862.32	
1300 Vocational Education	$ 22,223.78	
1400 Other Instructional Programs	$ 55,574.20	
1500 Non-Public School Programs	$ -	
1600 Adult Education	$ -	
1800 Other Purchased Services	$ -	
2100 Pupil Personnel	$ 111,974.97	
2200 Instructional Staff	$ 119,408.31	
2300 Administration	$ 154,899.49	
2400 Pupil Health	$ 59,714.19	
2500 Fiscal Services	$ 45,464.11	
2600 Operations & Maintenance of Plant	$ 283,186.07	
2700 Student Transportation	$ 508,581.29	
2800 Central Support Services	$ 64,332.73	
2900 Other Support Services	$ -	
3100 Food Services	$ 355.00	
3200 Student Activities	$ 123,291.02	
3300 Community Services	$ 432.86	
4000 Facil Acq Const & Improv	$ -	
5000 Other Financing Uses	$ -	
5100 Debt Service	$ 2,082,271.97	
5200 Fund Transfer: Cafeteria	$ 62,066.52	
5800 Transmittal Accounts	$ -	
5900 Budgetary Reserve	$ -	

Total Budgetary Expenditures	**$ 5,464,281.09**	
Athletic Account		
Fund 11		
Bank Balance - April 2026	$ 100.00	
Outstanding Checks	$ (1,132.00)	
Balance as of 5/31/2026	**$ (1,032.00)**	

A & A Security Group

AGREEMENT FOR SECURITY GUARD SERVICES

THIS AGREEMENT FOR SECURITY GUARD SERVICES (the "Agreement') is made and entered into as of this 16th day of July, by and between East Alleghany School District, (hereinafter referred to as "Client"), and **A&Associates, Inc dba A&A Security Group,** (hereinafter referred to as "A&A Security") having an office located at 951 Sansbury's Way, Suite 203, West Palm Beach, FL 33411.

SCOPE OF SERVICES. Security Services ("Services") covered by this Agreement shall be performed in accordance with accepted security practices and standards. A&A Security has not conducted any security survey or security analysis at Client's Property. Client has determined the number of security officers necessary for the proper surveillance of Client's Property. A&A Security will provide trained personnel to perform the Services according to the schedules agreed to by Client and A&A Security and for the rates discussed in Exhibit A to this Agreement and incorporated herein. It is understood that should a condition arise which calls for an increase in the number of security officers normally used, Client will give A&A Security no less than twenty-four (24) hours advance notice of same, whenever possible, and A&A Security will increase the number of security officers accordingly.

It is the Client's responsibility to provide the general responsibilities of the security officers in written guidelines (the "Guidelines"). The Guidelines are not contractual and do not create any warranty. In the absence of written Guidelines, the security officers will report to Client's designated supervisor and follow his or her instructions. A&A Security may limit the security officer's responsibilities if A&A Security determines it is necessary for the security officer's safety. The nature of the security officer's duties may be varied from time to time at Client's request to meet Client's requirements. The security officers shall perform the duties assigned to them in accordance with all written Guidelines (post orders) as mutually agreed to by the parties and the same may be amended in writing and signed by both parties from time to time. In performing the Services required under this Agreement, A&A Security shall comply with all applicable federal, state, county and city statutes, ordinances and regulations.

TERM & TERMINATION. The term of this Agreement shall commence on the Effective Date described in Exhibit A and shall continue in full force and effect for a period of one (1) year. Upon expiration of the initial one year term, this Agreement will renew for an additional (24) months with an automatic increase of 3.5% to both the standard and premium billing rates as stated on this executed contract. Either party may cancel this Agreement with or without cause at any time upon thirty (30) days written notice to the other party. If any invoice is more than thirty (30) days past due, A&A Security may immediately cancel this Agreement, without any notice.

SERVICE FEES. Client agrees to pay A&A Security the Service Fee set forth in Exhibit A for the security officers including supervisory personnel. Additional service requested within one (1) week of when the Services are required will be billed at the Premium Rate defined in Exhibit A. Further, Client agrees to pay the Premium Rate set forth in Exhibit A, which shall not exceed 1.5 times the standard rate for the security officers for the following holidays: Christmas Eve and Day, Easter, Fourth of July, Labor Day, Martin Luther King Jr. Day, Memorial Day, Thanksgiving Day, and New Year's Eve and Day. Client shall not be responsible for payment of any overtime costs to A&A Security unless previously approved in writing by Client. Client waives any right to assert an offset against A&A Security's invoices. The sale of Client's Property will not relieve Client from the obligation to pay the Service Fee, unless this Agreement is properly terminated.

A&A Security will invoice Client on a monthly basis for Services rendered and payments shall be due from Client's receipt of A&A Security's invoice ("Due Date"), within 60 days of receipt of said Invoices.

The rates and Service Fee provided herein are based on A&A Security's current operating costs for its employees, including minimum wage and liability/healthcare insurance. If these non-controllable costs increase by more than 3%, A&A Security will notify Client of the adjusted rates and Service Fee and the verification of the change. If Client does not agree to the modified rates and Service Fee, then A&A Security may terminate this Agreement upon thirty (30) business days' notice. For any and all Disputed Billing Amounts on the Invoices, Client shall provide a written accounting and reasons for the disputed amount or set-off. Clients written disputed amount shall be furnished to A&A Security within 7 calendar days of receipt of the billing invoices or Client waives his dispute claim in its entirety.

PERSONNEL. It is understood and agreed that A&A Security is an independent contractor. Nothing in this Agreement creates a partnership or relationship of principal/agent. A&A Security's personnel providing Services are employees of A&A Security or its contractors (A&A Security may use contractors to provide the Services). A&A Security may change personnel at any time. A&A Security will ensure all officers are properly trained, including NARSO, FBI Background Checks, Tuberculosis Testing, and Urine Drug Testing. Client may reasonably request changes in personnel, and a replacement will be provided as soon as possible but no later than five (5) days.

INSURANCE. A&A Security shall obtain and maintain, at its sole cost and expense, insurance with coverages and limits evidenced by the provided certificate of insurance and to the satisfactory to Client and shall not begin performing Services hereunder until certificates of insurance have been furnished to and approved by Client. Client shall be named as an additional Insured, on all coverage to the extent of A&A Security's obligations and liabilities under this Agreement and up to the insurance coverage limits with the exception of the workers' compensation insurance.

INDEMNIFICATION. A&A Security shall indemnify and hold harmless Client, its officers, directors, agents and employees from and against all claims, damages, losses and expenses, including attorney's fees, arising out of or resulting from the performance of the Services under this Agreement by A&A Security, including but not limited to, any claims, damages, losses or expenses attributable to bodily injury, sickness, disease or death, or injury to or destruction of tangible property, including the loss of use resulting therefrom, to the extent caused or any willful misconduct or negligent act of A&A Security, or anyone directly or indirectly employed by A&A Security.

LIABILITY LIMITATION. Client agrees that A&A Security is not an insurer of Client's operations, personnel or facilities. Except as provided elsewhere in this Agreement, Client assumes all risk of loss, physical damage and personal injury at its operations, to its personnel and/or facilities or any other property resulting from fire, theft or other casualty, and Client waives any right of recovery and its insurers' right of subrogation against A&A Security for any loss or damage resulting from any such occurrence. Client acknowledges that A&A Security has not been hired to prevent any crimes committed by individuals who are lawfully or unlawfully on Clients premises. Our Security employee will call 911 in the event he is informed that such activity is or has occurred on Clients premises. If Client believes that A&A Security is liable to Client for any reason, Client must notify A&A Security in writing within seventy-two (72) hours after it has knowledge of the incident. The failure to give such notice will constitute a waiver of such claim. A&A Security's total liability for any loss or losses will not exceed the insurance coverage evidenced by the provided A&A certificate of insurance. This liability limitation is Client's exclusive remedy, both law and in equity.

In no event will A&A Security be liable for any environmental damages; terrorism, or damages arising from or related to any circumstance beyond A&A Security's control (such as an act of God or war); or any similar incident. A&A Security is not liable to Client for punitive, exemplary, consequential, or similar damages (including loss of profits or business). The Services are solely for the benefit of Client and do not confer any rights on any other party as a third-party beneficiary.

VEHICLES. A&A Security shall be responsible for any property damage to the vehicles furnished by A&A Security. In the event Client directs or permits A&A Security officers to operate a vehicle furnished by Client, Client will maintain the primary insurance and name A&A Security as an additional insured.

GOVERNING LAW. This Agreement shall be governed by and construed in accordance with the Laws of the State of Pennsylvania, County of Allegheny. The parties agree that for jurisdictional purposes the Agreement was entered into within the State of Pennsylvania and that the appropriate venue for any action arising out of this Agreement is in the Federal or State Courts located in the State of Pennsylvania, County of Allegheny. The parties' consent to the jurisdiction of either of these courts and agree to accept service of process in any matter submitted to these Courts for adjudication.

EMPLOYMENT. Unless a written waiver is provided by A&A Security, Client will not hire or allow any replacement guard company working for Client to hire any A&A Security employee previously assigned to Client's Property. This prohibition on hiring applies during the term of this Agreement and for a period of twelve (12) months thereafter. If this covenant is breached, Client agrees to pay to A&A Security three thousand ($3,000) dollars, as liquidated damages and not a penalty, for each previously assigned A&A Security personnel. The parties agree that (1) the actual damages which might be sustained by reason of the breach of this covenant are uncertain and difficult to ascertain and (2) this is a legitimate pre-estimate of the costs for A&A Security loss and not a penalty.

GENERAL. No change or modification of this Agreement shall be valid unless in writing with written approval by all parties hereto. In connection with any litigation arising out of this Agreement, the prevailing party shall be entitled to recover its reasonable attorney's fees and costs. Venue will lie in city and state where Client's Property is located. No rights or interests here under may be assigned by either party without the prior written consent of the other, which shall not be unreasonably withheld.

In the event any one or more of the provisions contained in this Agreement or their application to any person or circumstance shall for any reason be held to be invalid, illegal or unenforceable in any jurisdiction or in any respect, then the validity, legality and enforceability of the remaining provisions contained herein shall not in any way be affected or impaired, and the parties shall use their commercially reasonable efforts to amend or substitute such invalid, illegal or unenforceable provision with enforceable and valid provisions which would produce as nearly as possible the rights and obligations previously intended by the parties without renegotiation of any material terms and conditions stipulated herein.

CONFIDENTIALITY. Contractor acknowledges that, in the course of performing services under this Agreement, its personnel may have access to confidential and personally identifiable information concerning students, school employees, or other individuals, including but not limited to student educational records, health information, disciplinary records, employment records, and other sensitive information. Contractor agrees that such information is strictly confidential and shall not be disclosed, shared, or disseminated to any third party except as authorized in writing by the School or as required by law.

FERPA COMPLIANCE. Contractor acknowledges that is considered a "school official" for purposes of the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. 1232g and its implementing regulations, 23 CFP Part 99, with a legitimate educational interest in accessing student records only as necessary to perform the contracted services. Contractor agrees to comply with FERPA and shall not use or disclose any student records obtained in connection with this Agreement except as permitted by FERPA or authorized by the School.

PERSONALLY IDENTIFIABLE INFORMATION (PII). Contractor further agrees to protect the confidentiality of PII of school of employees or other individuals that may not be accessed or obtained during the performance of this Agreement. Contractor shall use such information solely for the purpose of fulfilling its obligations under the Agreement and shall not use, share, or disclose such information for any other purpose without prior written consent of the School.

SAFEGUARDS AND RETURN OF INFORMATION. Contractor shall implement and maintain appropriate administrative, technical, and physical safeguards to protect the confidentiality and integrity of all records and PII accessed or obtained under the Agreement. Upon expiration or termination of this Agreement, Contractor shall promptly return to the School or securely destroy all records or PII in its possession in accordance with the School's written instructions.

BREACH NOTIFICATON. Contractor shall immediately notify the School of any unauthorized access, disclosure, or use of confidential information or PII and shall cooperate fully with the School in mitigating the effects of any such breach.

SURVIVAL The obligations of the Section shall survive the expiration or termination of this Agreement.

NOTICE. Written notice shall be deemed to have been duly served to both parties if received by email, delivered in person or mailed by certified mail return receipt requested to the following:

For Client:
East Alleghany School District
1150 Jacks Run Road
North Versailles, PA 15137

For A&A Security Group:
A&Associates, Inc., dba A&A Security Group
951 Sansbury's Way, Suite 203
West Palm Beach, FL 33411

Client Name:	A&Associates, Inc, a FLORIDA COMPANY
By: Name: Title:	By: Name: Title:

A & A Security Group

EXHIBIT A to the Agreement for Security Guard Services

EFFECTIVE DATE:

CLIENT BILLING ADDRESS:

Address:

Client Billing Email:

SERVICE LOCATIONS:

Legal Name (if applicable)	Property Name	Service Address	Hours/Wk
East Alleghany School District			

SERVICE FEE: The security officer hours worked during the billing period times the applicable Rate (as defined below). A&A Security will invoice weekly by Property to include dates, hours worked and security officer position by name.

Position	**Standard Hourly Rate**	**Premium Hourly Rate**

Unarmed	$24.50	$36.75
Rover Guard		
Site Supervisor		
Armed		

A & A Security Group

EXHIBIT A to the Agreement for Security Guard Services (cont'd)

Premium Rate: Client agrees to pay the premium rate of 1.5 times the standard rates for the security officers for the following legal holidays: Christmas Eve and Day, Easter, Fourth of July, Labor Day, Martin Luther King Jr. Day, Memorial Day, Thanksgiving Day, and New Year's Eve and Day and for any additional security Services causing overtime costs to A&A Security, with notice to Client.

A&A Security-Provided Equipment (included in Service Fee): A&A Security will provide full uniforms for each security officer, security officer tracking devices/software, weather gear, flashlights and any A&A Security-approved personal protective equipment ("PPE") including face covers required for COVID-related working conditions. The cost of this A&A Security-provided equipment is included in the Service Fee.

Client-Provided Equipment: Site Phone for Each Location for Tour Tracking and Reports

BILLED EQUIPMENT:

Equipment	Quantity	Weekly Rate
Vehicle	N/A	
Fuel	N/A	
Cart (Elec)	N/A	
Cart (Gas)	N/A	
Phone		Included in the Rate
Radio (programable)	N/A	

Client will pay to A&A Security any **unamortized** costs, fees, and penalties related to any Equipment used in connection with Services including without limitation: early termination fees, lease fees, transport fees, unamortized cost of the Equipment, damage to the Equipment, and any recovery fees.

Client Initials **A&Associates, Inc Initials**

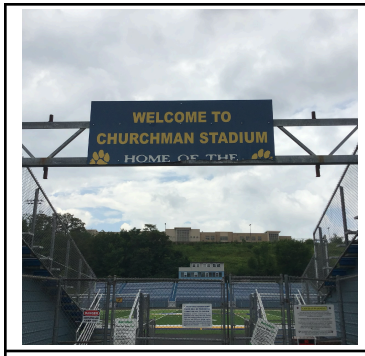
_____ _____

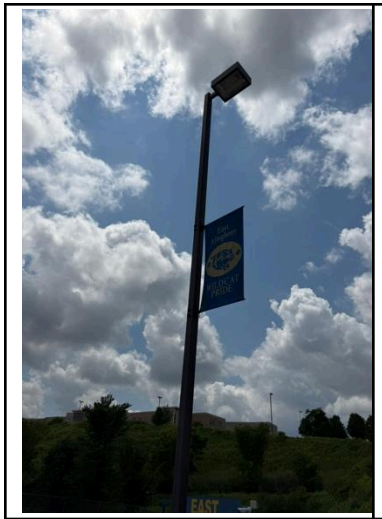
EA Exterior Signage - Summer 2026

NOTE: this does not include labor

Image	Size	Notes	Allegheny Signs	3C	Mastro
	11in x 8.5in Full color (blue and yellow)	Exterior sign at entrance of JR/SR HS Small logo image needs to replace the old wildcat art. Currently it is a vinyl overlay and is a high visibility location	Logo replacement only - Aluminum Composite overlay with digital Print of new logo **$95.00** Optional fresh coast of paint, sand and smooth and 2 coats of lettering enamel and background, done onsite **$550** (I think this is part of this item, the quote was a little confusing)	**$7.88** Vinyl	Price: $50
	51" x 37" Full color	This is a metal sign with a tab insert into the side posts. We are open to various options to create this sign. The sign will be printed on both sides. There are a total of 3 sizes this this style of sign, all will have different information on them	**OPT 1:** remove existing lettering & replace with new vinyl graphics.on existing face **$50 removal** **$125 new lettering per side** (or $250 for sign by highschool entrance) $175 fresh coat of paint on signs and posts (both sides) OPT 2: Composite overlay 1/8" with digital print for color match and lettering / logo 1 piece attached with industrail adhesive and silicone, to existing face **$385 each** , Optional post repaint for $85 Optional post repaint for $85 **Opt 3:** full replacement of face with enc mortise 1 /8''	**$208.88** [$626.64 (3)] ACM	Price: $275/each side panel *Note: You can keep the existing sign/posts and install the new faces overtop of the old signs. This will cut down on costs and labor and will look great*

			old face to be removed & replaced on existing posts finished digital print for color match and lettering / logo 1 piece attached with industria adhesive and silicone, to existing face $785 each, Optional post repaint for $85		
	51" x 25" Full color	This is a metal sign with a tab insert into the side posts. We are open to various options to create this sign. The sign will be printed on both sides. There are a total of 3 sizes this this style of sign, all will have different information on them	No estimate provided	**$140.88** [$422.64 (3)] ACM	Price: $195/each side panel *Note: You can keep the existing sign/posts and install the new faces overtop of the old signs. This will cut down on costs and labor and will look great*
	7' x 4' Full color	Sign to be installed over ticket booth (upper level). The current sign is metal. This will be printed on one side.	**$480.00** 3'x1 O' 1/8' Aluminum Composite, note he sized it differently	**$444.88** ACM	Price: $495

	8' x 4' Full color	The current sign is damaged. This is installed over the lower entrance of the stadium	**$480.00** 3'x1 O' 1/8' Aluminum Composit Option 2) $560 2'x20' 1/8' Aluminum Composit (2 piece) Note: he sized it differently, based on existing size (broken sign)	**$508.88** ACM	Price: $695
	122" x 47" Full Color	This is a backlit sign on Jacks Run Road and is polycarbonate. There are lighting fixures inside of the sign. We are only interested in the printed sign being swapped out, not the LED section below the sign. There would be 2 pieces – front and back. I believe the copy will be the same.	**$985each** (2x faces) 2 faces 45" x 121" 3/16" white polycarbonate backlit translucent (Lexan) Full color digital backlit prints	**$751.88** [$1,503.76 (2)] Polycarbonate	Price: $1250/each side *Note: These would be made from polycarbonat e with translucent film to allow the light to shine through the graphics at night.*

	30" x 64" Full color	2 inch pole and pocket. These are fabric signs that are located in the parking lot. We need a total of 10. A few of these are missing hardware. Please price out the hardware separately	Pole Banner 30" x 64" **$95 each** Vinyl Double sided Pole banner with pole pockets and gromets in corner . some are missing poles or hardware Pole mounts and brackets (pair) **$70. each**	**$125 Each** $1,258.80 (10)	Banner Price: $175/each Hardware Price: $105/each
TOTAL (no labor)			Quote is incomplete and also various options can adjust the pricing	**$4,773.48** Note: parts for the missing hardware (pole banners) it not clearly noted but they do note a $100 for hardware, unsure if this is for signage or poles	**$6900** This number does not include $105/ea for missing hardware

An **ACM sign** (Aluminum Composite Material, also known as Dibond) is a rigid, durable, and lightweight sign made of two thin aluminum sheets thermo-bonded to a solid polyethylene core. It is heavily utilized for Outdoor signage like building facades and real estate boards

frontline education

INVOICE

Acct #: 12114
#INVUS239665

Attn: Toni Valicenti
East Allegheny School District
1150 Jacks Run Road
N Versailles PA 15137

Start Date: 7/1/2026
Due Date: 7/31/2026

PAYMENT INFORMATION

Please send checks to:

Frontline Technologies Group LLC
PO Box 780577
Philadelphia, PA 19178-0577

To make payment via ACH/EFT:

Bank Name: Wells Fargo, N.A.
Account Name: Frontline Technologies Group LLC
ABA/Routing #: 121000248
Account #: 4121566533
Swift Code: WFBIUS6S

Please include the invoice number in the memo of your check or ACH payment to ensure timely processing.

Please send remittance advice to Billing@FrontlineEd.com.

You can find a copy of our W9 at http://help.frontlinek12.com/WebNav/Docs/FrontlineEducationW9.pdf.

Qty	Description	Start	End	End User	Rate	Amount
1	Comparative Analytics Subscription - powered by Forecast5, usage for up to 5 employees	7/1/2026	6/30/2027	12114 East Allegheny School District	$6,372.00	$6,372.00

Your timely payment is important to maintain continuous subscription status and allow for delivery of services. Our billing system tracks by contract, not PO#. We are unable to address PO# inquiries. Please check with your internal departments for PO# information. Any PO copies and/or vouchers for signature can be emailed to billing@frontlineed.com.

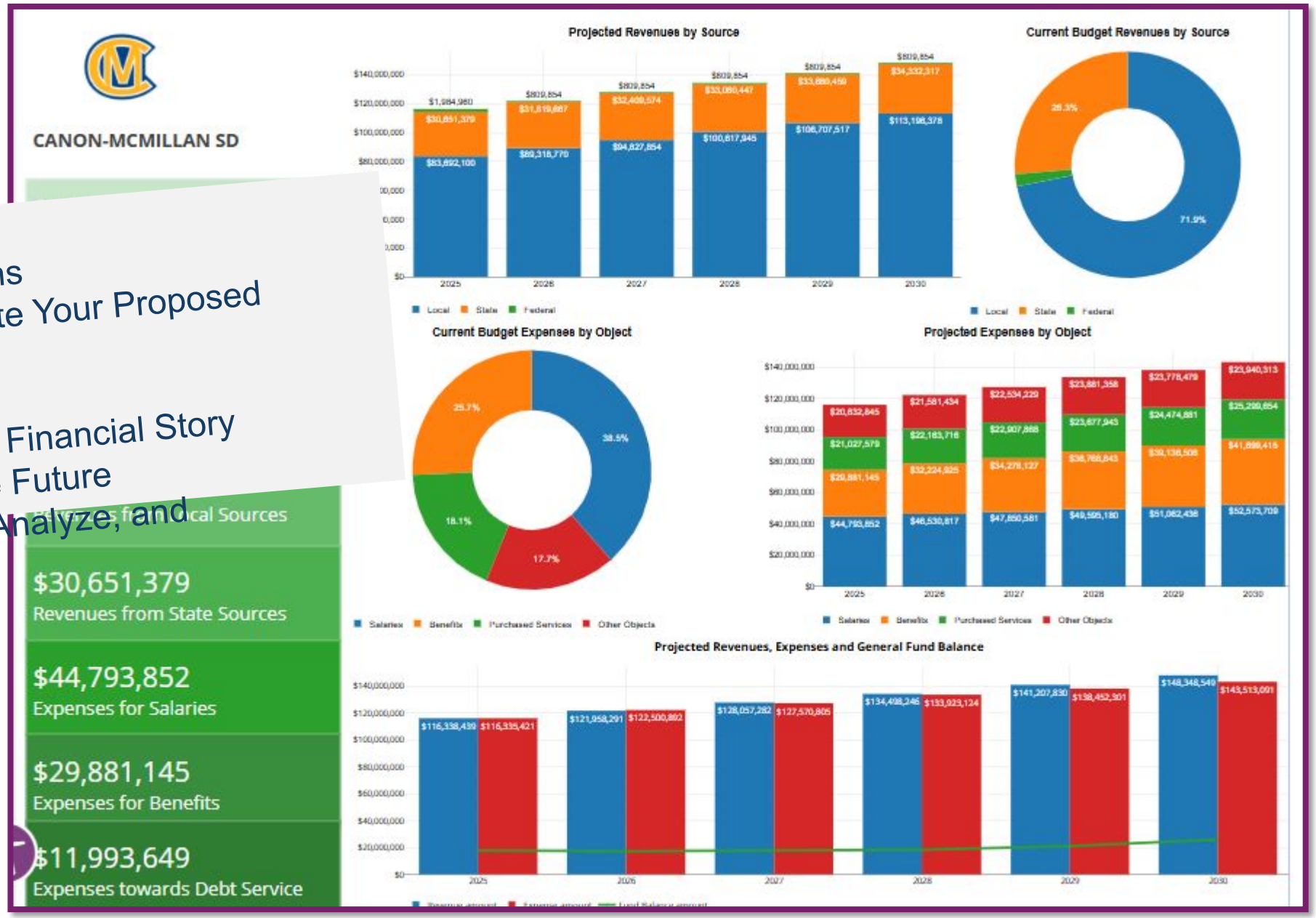
SUBTOTAL	$6,372.00
TOTAL DUE by 7/31/2026	$6,372.00

Financial Planning Analytics



Financial Planning Analytics

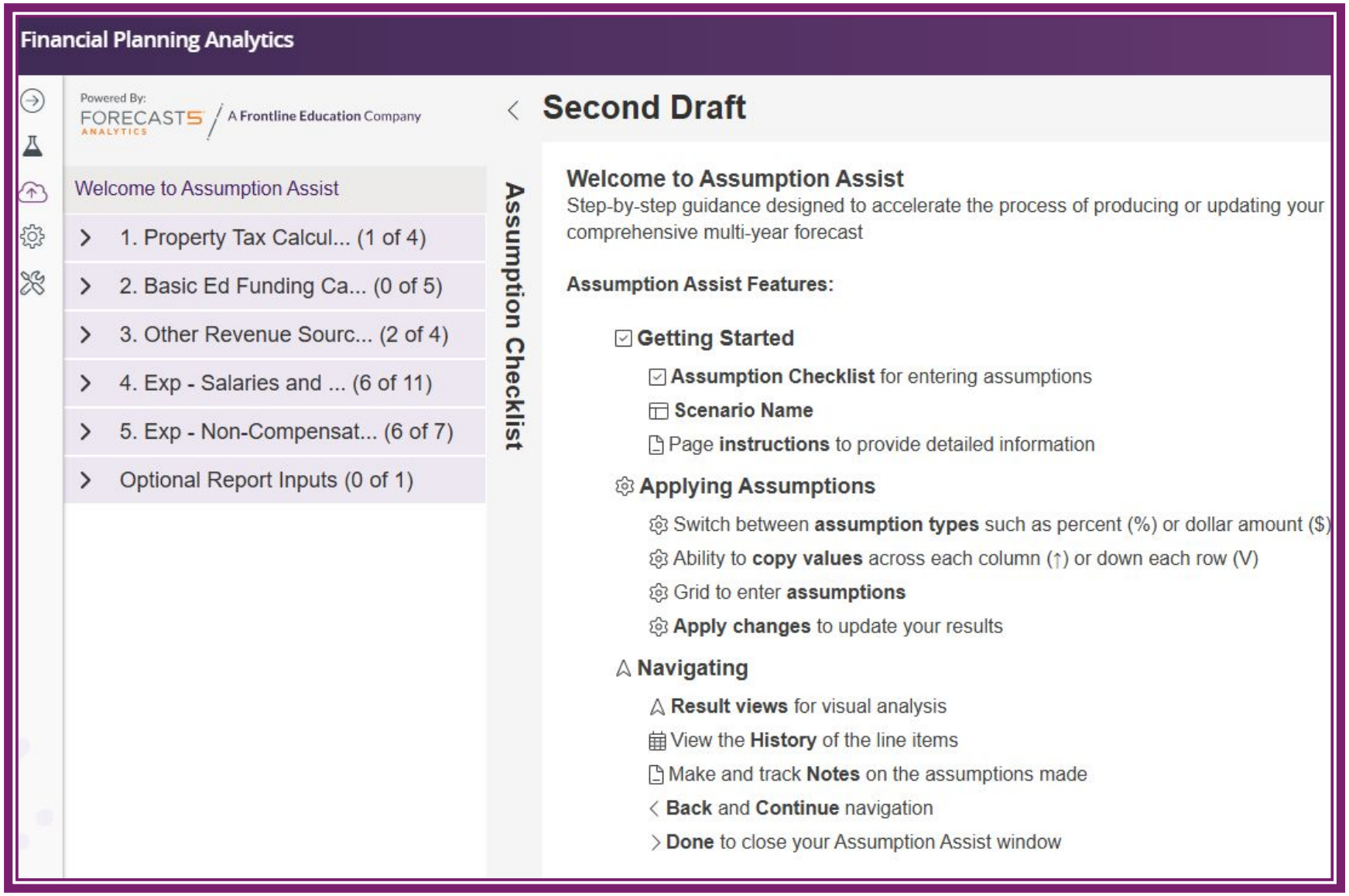
- 5-Year Financial Projections
- Resources to Communicate Your Proposed Budget
- Easy to Create “What Ifs”
- Clearly Communicate the Financial Story
- Financial Planning for the Future
- Tools to Quickly Create, Analyze, and Communicate



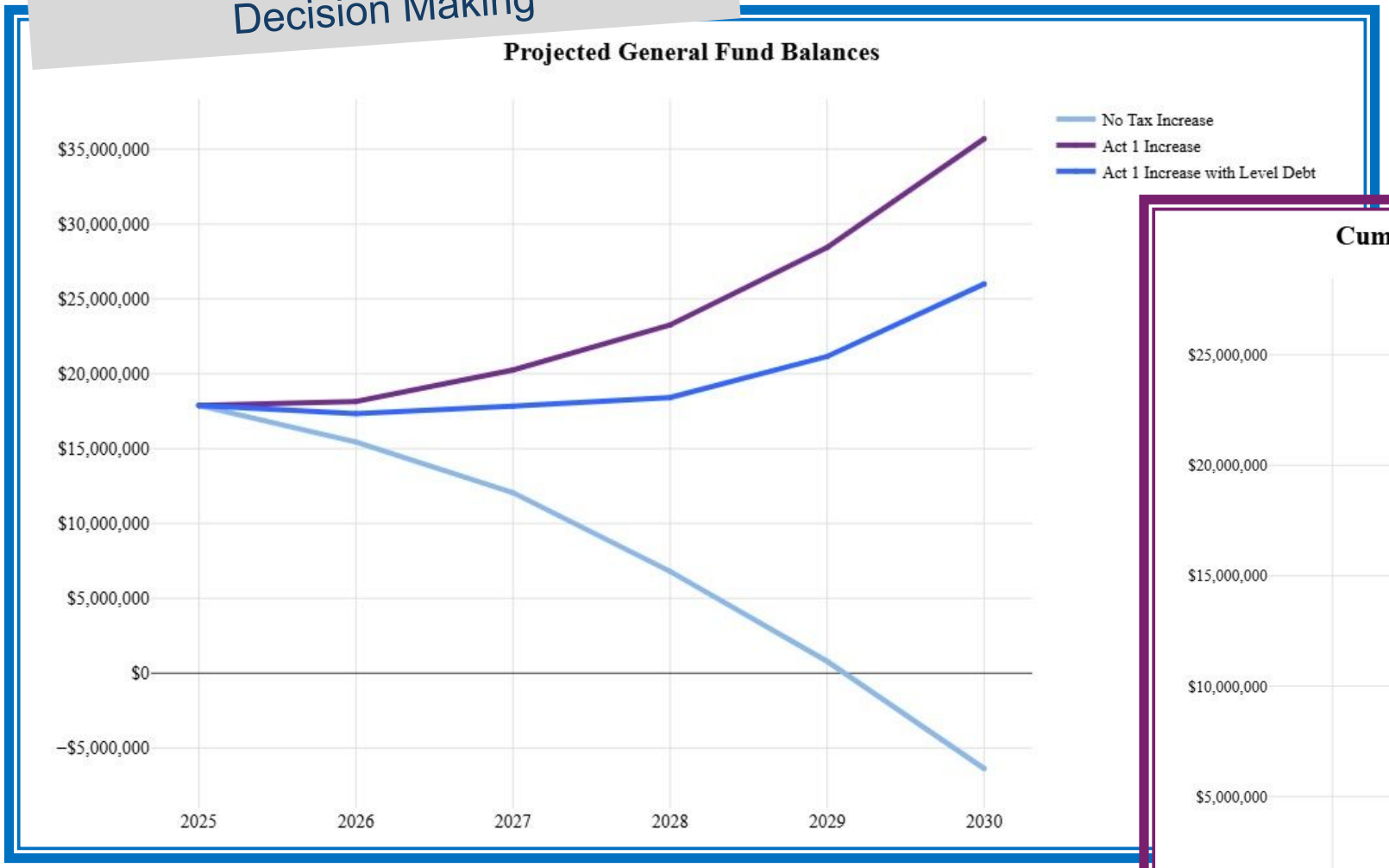
Financial Planning Analytics

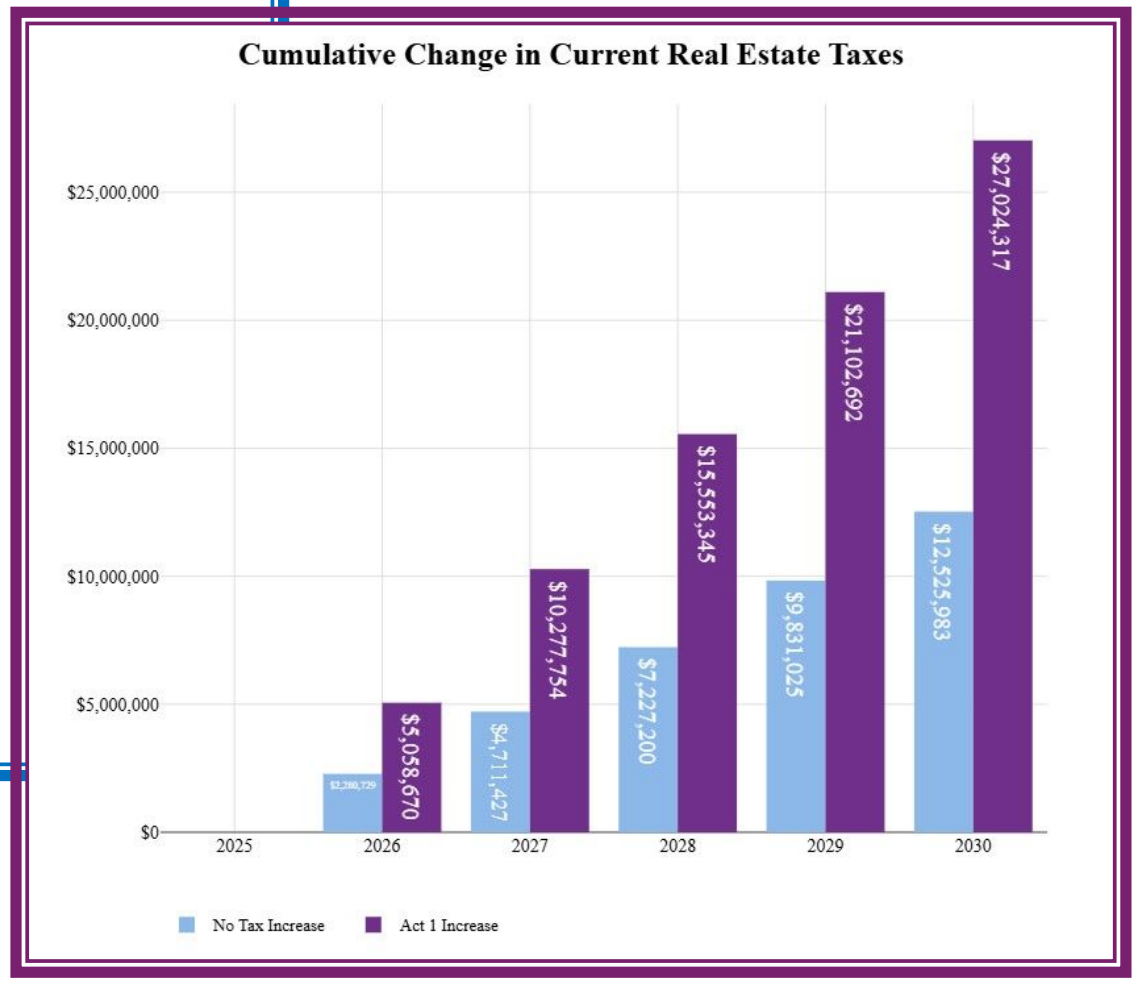
Assumption Assist – step by step process to create a base financial projection

Easily create multiple scenarios with adjusted assumptions



Financial Planning Analytics
Using Visuals and Data to Guide Decision Making





RESOLUTION NO. 0810-2026A

A RESOLUTION OF THE EAST ALLEGHENY SCHOOL DISTRICT BOARD OF DIRECTORS URGING THE ALLEGHENY COUNTY COUNCIL TO MANDATE AND IMPLEMENT A SYSTEM OF REGULAR, PERIODIC PROPERTY TAX REASSESSMENTS.

WHEREAS, property tax revenue makes up the vast majority of funding for the education of our students and the maintenance of our facilities in the East Allegheny School District and all school districts across Allegheny County; and

WHEREAS, Allegheny County continues to utilize a "base year" assessment system last updated in 2012, which relies on outdated property values that fail to reflect the economic realities of 2026; and

WHEREAS, Pennsylvania remains one of the few U.S. states without a mandated reassessment cycle, putting our children's education, access to athletics and the arts, and embedded mental health services at severe risk; and

WHEREAS, the recent volatility of the Common Level Ratio (CLR) – which dropped significantly from 81.1% in 2022 to 50.14% for 2027 – has caused a dramatic erosion of the local tax base, forcing the District to continuously reevaluate how to maintain essential services; and

WHEREAS, large commercial property owners and owners of high value residential properties are incentivized by the CLR to participate in the appeals process that favors appellants with access to legal counsel and capital for retaining private appraisers, a process that has resulted in an increasing burden for residential property owners across Allegheny County; and

WHEREAS, the resulting volatility and uncertainty of the total assessed value of real estate make it difficult to accurately forecast the District's future financial position, endangering long-term capital improvements, cost-savings initiatives, and overall financial resiliency; and

WHEREAS, the District relies on stable property tax revenue to provide a high-quality education, maintain safe facilities, and care for a community we proudly serve, a mission which cannot be sustained in the current assessment system without regular millage increases to support even essential services in the face of a shrinking assessment base.

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of the East Allegheny School District as follows:

1. Mandate for Change. The Board formally urges the Allegheny County Council and the County Executive to immediately develop and pass an ordinance mandating a periodic reassessment system in which property assessment occurs regularly throughout Allegheny

County, with any given property assessed no more frequently that every 3 years and no less often than every 5 years.

2. Equity and Fairness. The Board maintains that a predictable reassessment cycle is the only way to ensure every property owner pays their fair share – no more and no less – based on current property value in a process that accounts for appreciation, depreciation, and catastrophic loss while allowing homeowners, businesses and taxing jurisdictions to plan for the future.

3. Revenue Neutrality. The Board acknowledges that under Pennsylvania law (Anti-windfall provisions), a countywide reassessment is not a tool for a tax hike, but a tool for ensuring tax liability stabilization, budget predictability, and fairness.

4. Distribution. A copy of this Resolution shall be sent to the elected boards and superintendents of every public school district in Allegheny County, to the Allegheny County Council, the County Executive, the State Legislators representing this District, and the Pennsylvania Department of Education. In September of 2026, a ledger of all Allegheny County School Districts that have passed this or similar resolutions demanding cyclic reassessment will be distributed to those above.

DULY ADOPTED this 10th day of August, 2026, by the Board of School Directors of the East Allegheny School District.

ATTEST:

_____
Board Secretary

APPROVED:

_____
John Savinda, Board President

June Bills for July/AUGUST Board Meeting	Description	Code	Amount
Fund 10 & Fund 11 Officials	Ratification		
FORBES ROAD CAREER & TECH. CENTER	OPERATING EXPENSE FORBES AREA VOC TECH	10-1390-564-000-30-30-00	$ 408,335.33
FORBES ROAD CAREER & TECH. CENTER	ADM. COSTS/ E. AREA - FORBES ROAD	10-5100-920-000-00-00-00	$ 22,115.60
DUQUESNE LIGHT CO.	ELECTRIC/SIGN	10-2620-622-000-30-30-00	$ 62.06
DUQUESNE LIGHT CO.	ELECTRIC/STADIUM	10-2620-622-000-30-30-00	$ 1,584.50
DUQUESNE LIGHT CO.	ELECTRIC/HS	10-2620-622-000-00-00-00	$ 246.24
M. A. W. C.	WATER - M-096-156-00 H/S	10-2620-424-000-00-00-00	$ 673.74
M. A. W. C.	WATER - M-096-158-00 DO	10-2620-424-000-00-00-00	$ 261.78
M. A. W. C.	WATER - M-096-157-00 LOGAN	10-2620-424-000-00-00-00	$ 1,944.20
PETROLEUM TRADERS CORPORATION	GASOLINE FOR DISTRICT VEHICLES-MAIN	10-2650-620-000-00-00-00	$ 4,985.51
THRYV	COMMUNICATIONS/TELEPHONE	10-2620-530-000-00-00-00	$ 34.15
THRYV	COMMUNICATIONS/TELEPHONE	10-2620-530-000-00-00-00	$ 43.55
THE BANK OF NEW YORK MELLON	BOND PAYING AGENT FEES - SERIES 2005	10-2390-331-000-00-00-00	$ 825.00
CARE SOLACE	ANNUAL SUBSCRIPTION 51/26 - 6/30/27	10-2160-300-390-00-30-00	$ 7,500.00
N.V.T.S.A.	SEWAGE/HS	10-2620-424-000-00-00-00	$ 1,027.25
N.V.T.S.A.	SEWAGE/LOGAN	10-2620-424-000-00-00-00	$ 2,180.00
N.V.T.S.A.	SEWAGE/DO	10-2620-424-000-00-00-00	$ 157.25
STREET MINISTRY INTERNATIONAL	7/8 BASKETBALL TOURNAMENT	10-3250-810-000-30-30-12	$ 250.00
PUBLIC SCHOOL EMPLOYEES'	Employee share of retirement withheld - MAY 2026	10-0462-230-000-00-01-00	$ 80,097.76
PUBLIC SCHOOL EMPLOYEES'	BUYBACK RETIREMENT W/H	10-0642-011-000-00-00-00	$ 14.96
VOYA	Employee - payroll deduction	10-0101-101-000-00-00-00	$ 5,108.92
EXPERT PAY	Child Support withheld - GL	10-0462-014-000-00-00-00	$ 208.50
Carl Miller	Refund for Overpayment - 2023 School Taxes	10-5100-880-000-00-00-00	$ 342.56
COLLEGE BOARD	SAT Testing - Spring 11th Grade	10-2120-611-060-30-30-00	$ 768.00
COLLEGE BOARD	INV# A271244511 - AP Exams	10-2120-611-060-30-30-00	$ 2,585.00
ALLEGHENY INTERMEDIATE UNIT	SUNRISE - LIFE SKILLS	10-1211-322-270-00-00-19	$ 3,936.46
ALLEGHENY INTERMEDIATE UNIT	SUNRISE - LIFE SKILLS - PRIDE	10-1211-322-270-00-00-19	$ 11,563.54
ALLEGHENY INTERMEDIATE UNIT	SUNRISE - AUTISTIC	10-1211-322-270-00-00-19	$ 64,044.20
ALLEGHENY INTERMEDIATE UNIT	SUNRISE - LEARNING	10-1211-322-270-00-00-19	$ 6,035.91
ALLEGHENY INTERMEDIATE UNIT	MON VALLEY - EMOTIONAL	10-1211-322-270-30-00-00	$ 7,116.02
ALLEGHENY INTERMEDIATE UNIT	MON VALLEY - AUTISTIC	10-1211-322-270-30-00-00	$ 7,116.02
ALLEGHENY INTERMEDIATE UNIT	MON VALLEY - PCA	10-1211-322-270-30-00-00	$ 10,287.29
ALLEGHENY INTERMEDIATE UNIT	MON VALLEY - LIFE SKILLS	10-1221-322-270-10-00-00	$ 24,464.09
ALLEGHENY INTERMEDIATE UNIT	VISION - BVI	10-1221-322-270-30-00-00	$ 1,450.55
ALLEGHENY INTERMEDIATE UNIT	HEARING - DHH	10-1221-322-270-30-00-00	$ 2,221.30
ALLEGHENY INTERMEDIATE UNIT	MON VALLEY - VOCATIONAL	10-1224-322-270-10-00-00	$ 2,636.46
ALLEGHENY INTERMEDIATE UNIT	SPEECH - INDIVIDUAL SPEECH	10-1225-322-270-30-00-19	$ 6,314.09
ALLEGHENY INTERMEDIATE UNIT	SPEECH - GROUP SPEECH	10-1225-322-270-30-00-19	$ 10,549.72
ALLEGHENY INTERMEDIATE UNIT	VISION - O&M	10-1270-322-270-30-00-19	$ 480.49
COMCAST	District Run Charter School Program	10-1110-390-000-00-00-00	$ 205.63
EAST ALLEGHENY EDUCATION ASSOC.	EMPLOYEE - Professional Union Dues	10-0462-009-000-00-00-00	$ 9,684.25
EAST ALLEGHENY PERSONNEL ASSOC.	EMPLOYEE - Non-professional Union Dues	10-0462-010-000-00-00-00	$ 1,878.93
Outdoor Digital Scoreboard - 80% Deposit	Digital Scoreboards LLC	10-4000-710-000-00-00-00	$ 129,268.00
Para Professionals - DA, HH - 5/25 - 5/29	GPR	10-1442-569-000-30-30-00	$ 1,482.42
Brake Parts Cleaner x12 - Oil Filter - Oil	NAPA AUTO PARTS	10-2650-610-000-00-00-00	$ 88.07
Membership All Acess-Keystone Agenda-Admin Reg	PSBA INSURANCE TRUST	10-2310-810-000-00-00-00	$ 14,058.16
Workers Comp Premium - Installment #11	WORK PARTNERS FULLY INS WKRS COMP	10-1190-260-440-10-10-00	$ 1,843.00
Workers Comp Premium - Installment #11	WORK PARTNERS FULLY INS WKRS COMP	10-1225-260-271-22-22-19	$ 2,070.00
Workers Comp Premium - Installment #11	WORK PARTNERS FULLY INS WKRS COMP	10-1241-260-271-10-10-00	$ 2,137.00
Workers Comp Premium - Installment #11	WORK PARTNERS FULLY INS WKRS COMP	10-2120-260-060-30-30-00	$ 1,384.00
AT&T	COMMUNICATIONS/TELEPHONE	10-2620-530-000-00-00-00	$ 135.09
UGI ENERGY SERVICES, LLC	GAS/LOGAN	10-2620-621-000-30-31-00	$ 518.79
UGI ENERGY SERVICES, LLC	GAS/HIGH SCHOOL	10-2620-621-000-30-30-00	$ 612.84
WEX BANK	GASOLINE FOR DISTRICT VEHICLES - SPEEDWAY	10-2650-620-000-00-00-00	$ 620.57

DUQUESNE LIGHT CO.	ELECTRIC/UNMETERED	10-2620-622-000-00-00-00	$ 28.91
DUQUESNE LIGHT CO.	ELECTRIC/HS	10-2620-622-000-30-30-00	$ 15,474.94
DUQUESNE LIGHT CO.	ELECTRIC/LOGAN	10-2620-622-000-30-31-00	$ 17,999.91
FULL SERVICE NETWORK	COMMUNICATIONS/TELEPHONE	10-2620-530-000-00-00-00	$ 2,587.97
PEOPLES	GAS/LOGAN	10-2620-621-000-30-31-00	$ 1,028.97
PEOPLES	GAS/HIGH SCHOOL	10-2620-621-000-30-30-00	$ 1,203.64
ACSHIC	HEALTHCARE - JULY 2026	10-0412-000-000-00-00-00	$ 398,843.47
PETROLEUM TRADERS CORPORATION	GASOLINE FOR DISTRICT VEHICLES-MAIN	10-2650-620-000-00-00-00	$ 23,902.30
VERIZON	FINAL BILL	10-2620-530-000-00-00-00	$ 179.13
AFLAC	EMPLOYEE - AFLAC-Pre-Tax	10-0462-006-000-00-00-00	$ 36.92
AFLAC	EMPLOYEE - AFLAC-After Tax	10-0462-006-000-00-00-00	$ 1,095.41
HAB-DLT (ER)	EMPLOYEE - Berkheimer	10-0462-015-000-00-00-00	$ 40.25
CONSORTIUM FOR PUBLIC EDUCATION	EMPLOYEE - The Consortium for Pub. Ed.	10-0462-019-000-00-00-00	$ 20.50
CONSORTIUM FOR PUBLIC EDUCATION	EMPLOYEE - The Consortium for Pub. Ed.	10-0462-019-000-00-00-00	$ 20.50
KEYSTONE COLLECTIONS GROUP	EMPLOYEE - Keystone Municipal Colletions	10-0462-015-000-00-00-00	$ 106.50
WASHINGTON NATIONAL INSURANCE CO	EMPLOYEE - Washington National Insurance	10-0462-004-000-00-00-00	$ 136.41
WASHINGTON NATIONAL INSURANCE CO	EMPLOYEE - Washington National Insurance	10-0462-004-000-00-00-00	$ 1,520.62
WASHINGTON NATIONAL INSURANCE COMPANY	EMPLOYEE - WASHINGTON NATIONAL INSURANCE CO	10-0462-004-000-00-00-00	$ 192.80
AMERICAN UNITED LIFE INS. CO.	INCOME PROTECTION	10-1110-214-000-30-30-00	$ 180.00
AMERICAN UNITED LIFE INS. CO.	Prepayments - Voluntary Life Insurance - Hilendale	10-0493-213-000-00-01-00	$ 769.95
AMERICAN FIDELITY	FSA - Payroll Deductions	10-0462-026-000-00-00-00	$ 2,703.22
AMERICAN FIDELITY	PROD. -Payroll Deductions	10-0462-026-000-00-00-01	$ 1,904.78
NATIONAL INSURANCE SERVICES	PREPAY: INCOME INSURANCE	10-0493-214-000-00-00-00	$ 564.53
NATIONAL INSURANCE SERVICES	SUPERINTENDENT - INCOME PROTECTION	10-2360-214-010-00-00-00	$ 76.25
PETROLEUM TRADERS CORPORATION	GASOLINE FOR DISTRICT VEHICLES-MAIN	10-2650-620-000-00-00-00	$ 7,318.80
PETROLEUM TRADERS CORPORATION	GASOLINE FOR DISTRICT VEHICLES-MAIN	10-2650-620-000-00-00-00	$ 6,976.20
DARYL DUKIC	OTHER ADM SVCS - BONUS	10-2390-119-000-00-00-00	$ 10,000.00
VOYA	Employee - payroll deduction	10-0101-101-000-00-00-00	$ 5,860.03
PEOPLES	GAS - CONCESSION	10-2620-621-000-00-00-00	$ 28.84
PEOPLES	GAS - STADIUM	10-2620-621-000-00-00-00	$ 207.16
HOME DEPOT CREDIT CARD	REPAIRS /MAINTENANCE	10-2620-610-000-00-00-00	$ 944.41
TSA CONSULTING GROUP, INC. - JUNE 2026	Payroll Deductions/withholding	10-0462-003-000-00-00-00	$18,486.44
EXPERT PAY	Child Support withheld - GL	10-0462-014-000-00-00-00	$ 208.50
FNBO	Credit card statement	10-2660-610-000-00-00-00	$9,597.86
FNBO	Credit card statement	10-2660-610-000-00-00-00	$300.39
M.A.W.C.	WATER - M-096-156-00 H/S	10-2620-424-000-00-00-00	$ 704.65
M.A.W.C.	WATER - M-096-158-00 DO	10-2620-424-000-00-00-00	$ 251.45
M.A.W.C.	WATER - M-096-157-00 LOGAN	10-2620-424-000-00-00-00	$ 1,413.41
NORFOLK SOUTHERN RAILWAY CO.	Ref. Acct#1250361 - Recurring Agreement - Land 7/26 - 6/27	10-2720-890-000-00-00-00	$ 2,369.51
AMERICAN UNITED LIFE INSURANCE CO.	GROUP LIFE	10-0421-100-000-00-00-00	$ 1,706.43
WPIBL Registration	M.G. / Hall of Fame & Awards Banquet	10-3250-810-000-30-30-12	$ 105.00
	Bills for Ratification		$1,402,651.71
	Batch 1		$1,159,243.50
	Batch 98		$ 335,430.39
	Total Bills for Approval & Ratification		**$ 2,897,325.60**

July Bills for August Board Meeting	Description	Code	Amount
Fund 10	Ratification		
WORK PARTNERS FULLY INS WKRS COMP	26/27 Workers Compensation Down Payment	10-1110-260-000-10-11-00	$ 4,660.00
WORK PARTNERS FULLY INS WKRS COMP	26/27 Workers Compensation Down Payment	10-1110-260-000-10-12-00	$ 3,915.00
WORK PARTNERS FULLY INS WKRS COMP	26/27 Workers Compensation Down Payment	10-1190-260-440-10-10-00	$ 1,568.00
VOYA	Employee - payroll deduction	10-0101-101-000-00-00-00	$ 4,018.32
EXPERT PAY	Child Support withheld - GL	10-0462-014-000-00-00-00	$ 208.50
THRYV	COMMUNICATIONS/TELEPHONE-Advertising Charge	10-2620-530-000-00-00-00	$ 43.55
DUQUESNE LIGHT CO.	ELECTRIC/HS	10-2620-622-000-30-30-00	$ 1,602.25
DUQUESNE LIGHT CO.	ELECTRIC/HS	10-2620-622-000-30-30-00	$ 72.00
N.V.T.S.A.	SEWAGE/HS	10-2620-424-000-00-00-00	$ 1,092.50
N.V.T.S.A.	SEWAGE/LOGAN	10-2620-424-000-00-00-00	$ 962.00
N.V.T.S.A.	SEWAGE/DO	10-2620-424-000-00-00-00	$ 135.50
THE BANK OF NEW YORK MELLON	SSERIES 2007 CAB 8/1/26-7/1/27	10-2390-331000-00-00-00	$ 907.50
FULL SERVICE NETWORK	COMMUNICATIONS/TELEPHONE - BILL #84	10-2620-530-000-00-00-00	$ 2,667.34
PUBLIC SCHOOL EMPLOYEES'	Employee share of retirement withheld - JUNE 2026	10-0462-230-000-00-01-00	$ 83,938.42
PUBLIC SCHOOL EMPLOYEES'	BUYBACK RETIREMENT W/H	10-0642-011-000-00-00-00	$ 14.96
EAST ALLEGHENY EDUCATION ASSOC.	EMPLOYEE - Professional Union Dues	10-0462-009-000-00-00-00	$ 9,608.41
EAST ALLEGHENY PERSONNEL ASSOC.	EMPLOYEE - Non-professional Union Dues	10-0462-010-000-00-00-00	$ 1,129.66
FULL SERVICE NETWORK	COMMUNICATIONS/TELEPHONE - BILL #83	10-2620-530-000-00-00-00	$ 2,587.97
CATAPULT LEANRING, INC.	Queen of Angels - INV #251767	10-0101-101-000-00-00-00	$ 222.00
CATAPULT LEANRING, INC.	Queen of Angels - INV #254596	10-0101-101-000-00-00-00	$ 222.00
ALLEGHENY INTERMEDIATE UNIT	INV #52388	10-0101-101-000-00-00-00	$ 16,602.44
ALLEGHENY FOOTBALL CONFERENCE	2026-2027 FOOTBALL CONFERENCE DUES	10-0101-101-000-00-00-00	$ -
COMCAST	District Run Charter School Program	10-0101-101-000-00-00-00	$ 205.63
ARTHUR J. GALLAGHER RISK MANAGEMENT	Equipment Breakdown	10-0101-101-000-00-00-00	$ 81,949.00
ARTHUR J. GALLAGHER RISK MANAGEMENT	Equipment Breakdown - CM Regent Ins.	10-0101-101-000-00-00-00	$ 7,034.00
ARTHUR J. GALLAGHER RISK MANAGEMENT	Automobile - CM Regent Ins.	10-0101-101-000-00-00-00	$ 10,146.00
ARTHUR J. GALLAGHER RISK MANAGEMENT	School Leader E & O - CM Regent Ins.	10-0101-101-000-00-00-00	$ 16,127.00
ARTHUR J. GALLAGHER RISK MANAGEMENT	Excess Umbrella Liability - CM Regent Ins.	10-0101-101-000-00-00-00	$ 4,687.00
ARTHUR J. GALLAGHER RISK MANAGEMENT	Package-GL/Crime - CM Regent Ins.	10-0101-101-000-00-00-00	$ 14,168.00
LEA'S FLORAL SHOP	Inv. # - 019975	10-0101-101-000-00-00-00	$ 59.80
LEA'S FLORAL SHOP	Inv. # - 020079	10-0101-101-000-00-00-00	$ 60.00
LEA'S FLORAL SHOP	Inv. # - 020138	10-0101-101-000-00-00-00	$ 32.00
M.A.W.C.	3/31/26 - 6/30/26 8in. Fire Connect	10-0101-101-000-00-00-00	$ 1,365.55
ROBERT J LONG	Homer Buckets for English Novel series	10-0101-101-000-00-00-00	$ 38.80
ALLEGHENY FOOTBALL CONFERENCE	2026-2027 FOOTBALL CONFERENCE DUES	10-0101-101-000-00-00-00	$ 1,000.00
WPIAL	WPIAL 25/26 - July-June 2026	10-3250-810-000-30-30-12	$ 300.00
ASTROTURF CORPORATION	1st Installment of 3	10-0101-101-000-00-00-00	$ 356,436.84
SUBJECT TECHNOLOGIES, INC	LMS Cyber Academy	10-0101-101-000-00-00-00	$ 40,000.00
WEX BANK	GASOLINE FOR DISTRICT VEHICLES - SPEEDWAY	10-2650-620-000-00-00-00	$ 265.74
UGI ENERGY SERVICES, LLC	GAS/HIGH SCHOOL	10-2620-621-000-30-30-00	$ 265.48
UGI ENERGY SERVICES, LLC	GAS/LOGAN	10-2620-621-000-30-31-00	$ 121.94
LOKAY LANES	Varsity Bowling - Practices	10-3250-810-000-30-30-12	$ 851.00
PEOPLES	GAS/LOGAN	10-2620-621-000-30-31-00	$ 355.34
PEOPLES	GAS/HIGH SCHOOL	10-2620-621-000-30-30-00	$ 596.78
DUQUESNE LIGHT CO.	ELECTRIC/UNMETERED	10-2620-622-000-00-00-00	$ 28.79
THRYV	COMMUNICATIONS/TELEPHONE-Advertising Charge	10-2620-530-000-00-00-00	$ 34.15
ACSHIC	HEALTHCARE - AUGUST 2026	10-0412-000-000-00-00-00	$ 399,345.96
EXPERT PAY	Child Support withheld - GL	10-0462-014-000-00-00-00	$ 208.50
VOYA	Employee - payroll deduction	10-0101-101-000-00-00-00	$ 3,991.05
DUQUESNE LIGHT CO.	ELECTRIC/HS	10-2620-622-000-30-30-00	$ 15,677.21
DUQUESNE LIGHT CO.	ELECTRIC/LOGAN	10-2620-622-000-30-31-00	$ 16,115.16
UNITED WAY OF ALLEGHENY COUNTY	EMPLOYEE contribution - United Way	10-0462-012-000-00-00-00	$ 84.00
CATALYST ACADEMY	CHARTER SCHOOL TUITION TRANSFER - JUNE 2026	10-1110-562-000-00-00-30	$ 5,660.72

PEOPLES	GAS - CONCESSION	10-2620-621-000-00-00-00	$ 22.98
PEOPLES	GAS - STADIUM	10-2620-621-000-00-00-00	$ 24.97
HOME DEPOT CREDIT CARD	REPAIRS /MAINTENANCE	10-2620-610-000-00-00-00	$ 2,660.79
FNBO	Credit card statement	10-2660-610-000-00-00-00	$ 18,925.86
FNBO	Credit card statement	10-2660-610-000-00-00-00	$ 1,477.80
KEYSTONE MUNICIPAL COLLECTION	2nd QTR - EMPLOYEE - OCCUPATION TAX (LTS)	10-0462-025-000-00-00-00	$3,326.72
KEYSTONE MUNICIPAL COLLECTION	2nd QTR - EMPLOYEE -LOCAL WAGE TAX (EIT)	10-0462-020-000-00-00-00	$38,969.63
AT&T	ACCOUNT CLOSED - FINAL PAYMENT	10-2620-530-000-00-00-00	$ 259.97
M.A.W.C.	WATER/HS	10-2620-424-000-00-00-00	$ 395.64
M.A.W.C.	WATER/DO	10-2620-424-000-00-00-00	$ 272.04
M.A.W.C.	WATER/LOGAN	10-2620-424-000-00-00-00	$ 1,042.60
ALLEGHENY INTERMEDIATE UNIT	SP ED - PT/OT/COTA	10-1290-322-270-00-00-19	$ 1,785.01
KEYSTONE COLLECTIONS GROUP	POSTAGE/CURRENT R/E TAX BILLS - EAST McKEESPORT	10-2330-530-000-00-00-00	$ 647.00
KEYSTONE COLLECTIONS GROUP	POSTAGE/CURRENT R/E TAX BILLS - WALL	10-2330-530-000-00-00-00	$ 1,363.41
KEYSTONE COLLECTIONS GROUP	POSTAGE/CURRENT R/E TAX BILLS - WILMERDING	10-2330-530-000-00-00-00	$ 966.84
KEYSTONE COLLECTIONS GROUP	POSTAGE/CURRENT R/E TAX BILLS - NORTH VERSAILLES	10-2330-530-000-00-00-00	$ 6,564.00
EXPERT PAY	Child Support withheld - GL	10-0462-014-000-00-00-00	$ 208.50
VOYA	Employee - payroll deduction	10-0101-101-000-00-00-00	$ 4,042.16
TSA CONSULTING GROUP, INC. - JULY 2026	Payroll Deductions/withholding	10-0462-003-000-00-00-00	$ 11,625.49
AMERICAN UNITED LIFE INS. CO. (AUL)	INCOME PROTECTION	10-1110-214-000-30-30-00	$ 180.00
	Bills for Ratification		$1,208,151.17
	Batch 2		
	Batch 98		$ 350,451.60
	Total Bills for Approval & Ratification		**$ 1,558,602.77**

School Based Mental Health Services
(Option 1)

As SBOP will need to be approved and Promise Numbers issued, the social worker will begin the 26/27 school year providing social work 5 days/week in September. Once the site is approved, the social worker will transition to a hybrid role of 3 days social work/2 days SBOP for October.

(1) 10 Month School Social Worker Hybrid/Shared Cost Option Tiered start	**$5381.97 Aug** **$10,763.94 Sept** **$6741 Oct-May** **$3370.50 June**

Total Cost: $73,444.41

Total Cost

Total overall cost	**$73,444.41**

School Based Mental Health Services
(Option 2)

As SBOP will need to be approved and Promise Numbers issued, the social worker will begin the 26/27 school year providing social work 5 days/week in Aug & September. Once the site is approved, the social worker will transition to a hybrid role of 2 days social work/3 days SBOP for October.

(1) 10 Month School Social Worker Hybrid/Shared Cost Option Tiered start	**$5381.97 Aug** **$10,763.94 Sept** **$4.494 Oct-May** **$2247 June**

Total Cost: $54,344.91

Total Cost

Total overall cost	**$54,344.91**

Weight Training Equipment

Product Name	Description		Price
Hammer Strength Plate Loaded	Leg Extention		$500.00
Hammer Strength Plate Loaded	Leg Curl		$500.00
Hammer Strength Plate Loaded	Low Row		$500.00
Hammer Strength Plate Loaded	Leg Press		$500.00
Hammer Strength Plate Loaded	Pullover		$500.00
Hammer Strength Plate Loaded	High Pull		$500.00
Power Lift	Squat Rack w/Bench		$900.00
Power Lift	Squat Rack w/Bench		$900.00
Power Lift	Squat Rack w/Bench		$900.00
Power Lift	Squat Rack w/Bench		$900.00
Hampton Weights	Bumper Plates Red	45 lb	$400.00
Hampton Weights	Bumper Plates Blue	35 lb	$200.00
Hampton Weights	Bumper Plates Yellow	25 lb	$200.00
Hampton Weights	Bumper Plates Green	10 lb	$200.00
		TOTAL	$7,600.00

Jamie Morgan <jmorgan@eawildcats.net>

Request for Approval to Sell Surplus Weight Equipment and Reinvest Proceeds into Updated Football Equipment

1 message

Frank Cortazzo <fcortazzo@eawildcats.net> Wed, Aug 5, 2026 at 8:09 PM
To: Joe DiLucente <jdilucente@eawildcats.net>, Jamie Morgan <jmorgan@eawildcats.net>, David Loya <dloya@eawildcats.net>

Dear Members of the School Board, Mr. DiLucente, and Mr Loya,

I am writing to respectfully request approval to move forward with the sale of the football program's surplus weight training equipment and to reinvest the proceeds directly back into the East Allegheny Football Program.

With the completion of the new weight training facility located in the high school gymnasium balcony, the football program's existing weight equipment is no longer being utilized. This equipment, along with our current football sleds, is more than 20 years old.

FSQ Sports Training has expressed interest in purchasing the surplus weight equipment for **$7,600**, as outlined in the attached equipment purchase proposal.

Additionally, I have attached photographs of our current football sleds. As the pictures demonstrate, the sleds have significant wear and damage from over two decades of use. The covers are torn, the padding is exposed, and the equipment has reached the point where replacement is necessary to continue providing our student-athletes with safe and effective training equipment.

To address this need, I obtained a quote from Rogers Athletic for new football training equipment, including updated blocking and tackling sleds. The total cost of the requested equipment is **$15,370**.

The sale of the surplus weight equipment to FSQ Sports Training would offset nearly half of the cost of replacing these outdated football sleds and training equipment. This would significantly reduce the financial impact on the district while allowing us to invest in modern equipment that enhances player development and, more importantly, improves the safety of our student-athletes.

This proposal represents an opportunity to:

- Remove equipment that is no longer being used.
- Generate **$7,600** in revenue through the sale of surplus equipment.
- Replace football equipment that has exceeded its useful life.
- Improve the safety and quality of our practice environment.
- Reinvest proceeds directly back into our athletic program without requesting additional district funding.

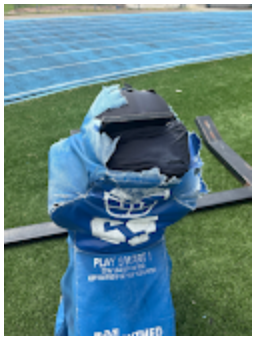
I respectfully request your approval to proceed with the sale of the surplus weight equipment to FSQ Sports Training and to apply those proceeds toward the purchase of the new football equipment outlined in the attached Rogers Athletic quote.

Thank you for your time, consideration, and continued support of East Allegheny Athletics and our student-athletes.

Respectfully,

Frank Cortazzo
Head Football Coach
East Allegheny School District

5 attachments



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East Allegheny School District
Invoices Payable 2026-2027
Vendor # 000001 - WARDSC

Release Dates 01/09/12 - 12/20/26

Invoice # 001187 - RJ7-28-26

Vendor#	Vendor Name And Address		Year Account Number	P.O.#	Combined?	Invoice #	Bat	Inv Date	1099	Released	Check Number	Check Date
000640	**NUTRITION, INC.**		**580 WENDEL ROAD SUITE 100 IRWIN PA 15642-**									
	Food Service Management - NUTRION INC. - July 2026	$17,432.06	26-27 50-3100-570-000-00-00-00/3104		Yes	INV00000025166	50	07/13/26	No	08/10/26		
	Food Service Management - NUTRION INC. - Aug 2026	$17,123.82	26-27 50-3100-570-000-00-00-00/3104		Yes	INV00000025427	50	08/07/26	No	08/10/26		
	000640 Vendor Total	**$34,555.88**										
	Report Total	**$34,555.88**			**26-27**	**$34,555.88**						

East Allegheny School District
Purchase Order List 2026-2027

DATE: 06/30/26-08/10/26

PO #	Date	Vendor Number	Vendor Name		Original Amount	Relief Amount	Invoice Amount	Outstanding Amount	Close Date
26000002	07/01/26	003705	VirtuCom, LLC	7837/10-2240-750-010-22-22-00	52,912.50	52,912.50	52,912.50		07/09/26
26000003	07/01/26	000906	PEARSON EDUCATION	6844/10-1110-640-000-30-30-11	2,880.00	2,880.00	2,880.00		08/10/26
26000004	07/01/26	004598	CARAHSOFT TECHNOLOGY CORP	7815/10-2240-330-010-30-30-00	33,199.65	33,199.65	33,119.65		08/07/26
26000005	07/01/26	003969	HUDL	1375/10-3250-330-000-00-00-00	23,800.00			23,800.00	
26000006	07/01/26	004383	PROFESSIONAL SOFTWARE FOR NURSES, INC	7815/10-2240-330-010-30-30-00	2,550.00			2,550.00	
26000007	07/01/26	005139	CommonLit, Inc	6797/10-1110-640-000-30-30-00	24,600.00	24,600.00	24,600.00		07/09/26
26000009	07/01/26	005039	Unified Doors & Hardware	0693/10-4000-750-000-30-30-00	2,495.00			2,495.00	
26000010	07/01/26	005039	Unified Doors & Hardware	1145/10-4000-750-990-30-30-00	10,940.00			10,940.00	
26000011	07/01/26	003642	Securly	7815/10-2240-330-010-30-30-00	6,720.00	6,720.00	6,720.00		07/23/26
26000012	07/01/26	NASCO	NASCO	7013/10-1110-760-000-30-30-02	7,200.00			7,200.00	
26000013	07/01/26	002403	KURTZ BROS.	8256/10-2380-610-010-22-22-00	208.89			208.89	
26000014	07/01/26	002403	KURTZ BROS.	5023/10-1110-610-000-22-22-12	274.25			274.25	
26000015	07/01/26	002403	KURTZ BROS.	7193/10-1241-610-271-22-22-19	268.47			268.47	
26000016	07/01/26	002403	KURTZ BROS.	7193/10-1241-610-271-22-22-19	341.16			341.16	
26000017	07/01/26	002403	KURTZ BROS.	7193/10-1241-610-271-22-22-19	351.01			351.01	
26000018	07/01/26	002403	KURTZ BROS.	7193/10-1241-610-271-22-22-19	345.87			345.87	
26000019	07/01/26	002403	KURTZ BROS.	7193/10-1241-610-271-22-22-19	186.93			186.93	
26000020	07/01/26	002403	KURTZ BROS.	7193/10-1241-610-271-22-22-19	344.75			344.75	
26000021	07/01/26	002403	KURTZ BROS.	7193/10-1241-610-271-22-22-19	114.92			114.92	
26000022	07/01/26	002403	KURTZ BROS.	6684/10-1110-610-000-10-18-00	68.24			68.24	
26000023	07/01/26	002403	KURTZ BROS.	6684/10-1110-610-000-10-18-00	64.83			64.83	
26000024	07/01/26	002403	KURTZ BROS.	6684/10-1110-610-000-10-18-00	91.84			91.84	
26000025	07/01/26	002403	KURTZ BROS.	6685/10-1110-610-000-10-11-00	350.62			350.62	
26000026	07/01/26	002403	KURTZ BROS.	6685/10-1110-610-000-10-11-00	350.18			350.18	
26000027	07/01/26	002403	KURTZ BROS.	6685/10-1110-610-000-10-11-00	350.59			350.59	
26000028	07/01/26	002403	KURTZ BROS.	6685/10-1110-610-000-10-11-00	349.98			349.98	
26000029	07/01/26	002403	KURTZ BROS.	6685/10-1110-610-000-10-11-00	349.48			349.48	
26000030	07/01/26	002403	KURTZ BROS.	6686/10-1110-610-000-10-12-00	350.62			350.62	
26000031	07/01/26	002403	KURTZ BROS.	6686/10-1110-610-000-10-12-00	290.88			290.88	

East Allegheny School District
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PO #	Date	Vendor Number	Vendor Name		Original Amount	Relief Amount	Invoice Amount	Outstanding Amount	Close Date
26000032	07/01/26	002403	KURTZ BROS.	6686/10-1110-610-000-10-12-00	349.45			349.45	
26000033	07/01/26	002403	KURTZ BROS.	6686/10-1110-610-000-10-12-00	353.19			353.19	
26000034	07/01/26	002403	KURTZ BROS.	6686/10-1110-610-000-10-12-00	349.19			349.19	
26000035	07/01/26	002403	KURTZ BROS.	6688/10-1110-610-000-22-13-00	349.72			349.72	
26000036	07/01/26	002403	KURTZ BROS.	6689/10-1110-610-000-22-14-00	348.61			348.61	
26000037	07/01/26	002403	KURTZ BROS.	6689/10-1110-610-000-22-14-00	344.26			344.26	
26000038	07/01/26	002403	KURTZ BROS.	6689/10-1110-610-000-22-14-00	343.24			343.24	
26000039	07/01/26	002403	KURTZ BROS.	6689/10-1110-610-000-22-14-00	309.57			309.57	
26000040	07/01/26	002403	KURTZ BROS.	6689/10-1110-610-000-22-14-00	348.57			348.57	
26000041	07/01/26	002403	KURTZ BROS.	6690/10-1110-610-000-22-15-00	349.04			349.04	
26000042	07/01/26	002403	KURTZ BROS.	6690/10-1110-610-000-22-15-00	348.78			348.78	
26000043	07/01/26	002403	KURTZ BROS.	6690/10-1110-610-000-22-15-00	345.02			345.02	
26000044	07/01/26	002403	KURTZ BROS.	6690/10-1110-610-000-22-15-00	341.81			341.81	
26000045	07/01/26	002403	KURTZ BROS.	6691/10-1110-610-000-22-16-00	325.57			325.57	
26000046	07/01/26	002403	KURTZ BROS.	6691/10-1110-610-000-22-16-00	348.10			348.10	
26000047	07/01/26	002403	KURTZ BROS.	6691/10-1110-610-000-22-16-00	346.74			346.74	
26000048	07/01/26	002403	KURTZ BROS.	6691/10-1110-610-000-22-16-00	347.33			347.33	
26000049	07/01/26	0373	GOPHER	5022/10-1110-610-000-22-22-08	4,380.93			4,380.93	
26000050	07/01/26	005140	Great Lakes Hotel Supply	1877/50-3100-760-000-00-00-00	37,080.00			37,080.00	
26000051	07/01/26	005140	Great Lakes Hotel Supply	1877/50-3100-760-000-00-00-00	7,135.00			7,135.00	
26000052	07/01/26	001634	Rochester 100 Inc.	6688/10-1110-610-000-22-13-00	303.75			303.75	
26000053	07/06/26	AMAZON	AMAZON.COM	7709/10-2120-610-060-22-22-00	266.92			266.92	
26000054	07/06/26	AMAZON	AMAZON.COM	7709/10-2120-610-060-22-22-00	291.04			291.04	
26000055	07/06/26	AMAZON	AMAZON.COM	7884/10-2250-610-901-22-22-00	2,153.87			2,153.87	
26000056	07/06/26	AMAZON	AMAZON.COM	8256/10-2380-610-010-22-22-00	104.69			104.69	
26000057	07/06/26	AMAZON	AMAZON.COM	6684/10-1110-610-000-10-18-00	276.85			276.85	
26000058	07/06/26	AMAZON	AMAZON.COM	6684/10-1110-610-000-10-18-00	284.17			284.17	
26000059	07/06/26	AMAZON	AMAZON.COM	6684/10-1110-610-000-10-18-00	349.62			349.62	
26000060	07/06/26	AMAZON	AMAZON.COM	6684/10-1110-610-000-10-18-00	188.46			188.46	
26000061	07/06/26	AMAZON	AMAZON.COM	6684/10-1110-610-000-10-18-00	345.65			345.65	
26000062	07/06/26	AMAZON	AMAZON.COM	6684/10-1110-610-000-10-18-00	342.77			342.77	

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PO #	Date	Vendor Number	Vendor Name		Original Amount	Relief Amount	Invoice Amount	Outstanding Amount	Close Date
26000063	07/06/26	AMAZON	AMAZON.COM	7193/10-1241-610-271-22-22-19	349.51			349.51	
26000064	07/06/26	AMAZON	AMAZON.COM	7193/10-1241-610-271-22-22-19	349.18			349.18	
26000065	07/06/26	AMAZON	AMAZON.COM	7193/10-1241-610-271-22-22-19	240.86			240.86	
26000066	07/06/26	AMAZON	AMAZON.COM	7193/10-1241-610-271-22-22-19	299.34			299.34	
26000067	07/06/26	AMAZON	AMAZON.COM	7193/10-1241-610-271-22-22-19	349.08			349.08	
26000068	07/06/26	AMAZON	AMAZON.COM	7193/10-1241-610-271-22-22-19	348.25			348.25	
26000069	07/06/26	AMAZON	AMAZON.COM	8322/10-2440-610-330-22-22-00	1,247.33			1,247.33	
26000070	07/06/26	AMAZON	AMAZON.COM	6688/10-1110-610-000-22-13-00	242.58			242.58	
26000071	07/06/26	AMAZON	AMAZON.COM	6688/10-1110-610-000-22-13-00	321.56			321.56	
26000072	07/06/26	AMAZON	AMAZON.COM	6688/10-1110-610-000-22-13-00	208.11			208.11	
26000073	07/06/26	AMAZON	AMAZON.COM	8256/10-2380-610-010-22-22-00	14.99			14.99	
26000074	07/06/26	NASCO	NASCO	5021/10-1110-610-000-22-22-02	20,638.58			20,638.58	
26000075	07/06/26	AMAZON	AMAZON.COM	7193/10-1241-610-271-22-22-19	350.50			350.50	
26000076	07/06/26	002403	KURTZ BROS.	6688/10-1110-610-000-22-13-00	85.30			85.30	
26000077	07/06/26	AMAZON	AMAZON.COM	7126/10-1231-610-271-22-22-19	145.60			145.60	
26000079	07/10/26	NASCO	NASCO	5026/10-1110-610-000-30-30-02	1,170.69			1,170.69	
26000080	07/10/26	002928	W.B. MASON CO., INC.	6890/10-1110-641-000-22-00-00	9,243.00			9,243.00	
26000081	07/10/26	002928	W.B. MASON CO., INC.	6891/10-1110-641-000-30-00-00	6,162.00			6,162.00	
				8417/10-2540-610-000-00-00-00	1,540.50			1,540.50	
					7,702.50			**7,702.50**	
26000082	07/10/26	FLINN	FLINN SCIENTIFIC INC.	0001/10-1110-611-000-30-30-13	283.06			283.06	
26000083	07/10/26	002431	VEX ROBOTICS	6757/10-1110-610-000-30-30-13	44.18			44.18	
26000084	07/10/26	0086	CAROLINA BIOLOGICAL SUPPLY CO.	6757/10-1110-610-000-30-30-13	268.37			268.37	
26000085	07/10/26	0086	CAROLINA BIOLOGICAL SUPPLY CO.	6757/10-1110-610-000-30-30-13	225.14			225.14	
26000086	07/10/26	0373	GOPHER	6726/10-1110-610-000-30-30-08	1,003.19			1,003.19	
26000087	07/10/26	004588	MANAGEXR	7815/10-2240-330-010-30-30-00	768.00			768.00	
26000088	07/10/26	002705	APPLE INC.	1225/10-2260-610-000-30-30-00	1,199.00			1,199.00	
				8262/10-2380-750-010-22-22-00	1,199.00			1,199.00	
					2,398.00			**2,398.00**	

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PO #	Date	Vendor Number	Vendor Name		Original Amount	Relief Amount	Invoice Amount	Outstanding Amount	Close Date
26000089	07/14/26	002656	MCGRAW-HILL EDUCATION	6793/10-1110-640-000-22-13-00	2,137.60			2,137.60	
				6794/10-1110-640-000-22-14-00	2,138.30			2,138.30	
				6795/10-1110-640-000-22-15-00	4,981.00			4,981.00	
				6796/10-1110-640-000-22-16-00	3,255.12			3,255.12	
					12,512.02			**12,512.02**	
26000090	07/14/26	004968	QUIZIZZ INC	4675/10-2240-330-010-22-22-00	3,463.20			3,463.20	
				7815/10-2240-330-010-30-30-00	3,463.20			3,463.20	
					6,926.40			**6,926.40**	
26000091	07/14/26	004803	SpringMath Accelerate, Inc	0992/10-2260-300-490-30-30-00	8,413.00			8,413.00	
26000094	07/14/26	005151	University of Florida	7193/10-1241-610-271-22-22-19	9,600.00			9,600.00	
26000095	07/14/26	003808	Ventris Learning	7193/10-1241-610-271-22-22-19	3,386.25			3,386.25	
26000096	07/14/26	004929	Aspire Technology Partners, LLC	7841/10-2240-760-010-00-00-00	37,942.55			37,942.55	
26000097	07/14/26	005006	OpenUp	6805/10-1110-640-000-22-00-00	72,395.00			72,395.00	
26000098	07/17/26	002403	KURTZ BROS.	5264/10-1225-610-270-00-00-19	188.00			188.00	
26000100	07/17/26	002431	VEX ROBOTICS	6964/10-1110-750-000-30-30-13	2,496.11			2,496.11	
26000101	07/28/26	AMAZON	AMAZON.COM	5589/10-2160-610-060-00-00-00	146.14			146.14	
26000102	07/28/26	AMAZON	AMAZON.COM	7194/10-1241-610-271-30-30-19	348.65			348.65	
26000103	07/28/26	AMAZON	AMAZON.COM	6692/10-1110-610-000-30-00-00	409.95			409.95	
26000104	07/28/26	AMAZON	AMAZON.COM	7194/10-1241-610-271-30-30-19	317.47			317.47	
26000105	07/28/26	AMAZON	AMAZON.COM	3990/10-1110-610-000-30-30-06	319.92			319.92	
26000106	07/28/26	AMAZON	AMAZON.COM	5027/10-1110-610-000-30-31-05	107.53			107.53	
26000107	07/28/26	AMAZON	AMAZON.COM	6757/10-1110-610-000-30-30-13	347.16			347.16	
26000108	07/28/26	AMAZON	AMAZON.COM	6268/10-1110-610-000-30-31-13	347.18			347.18	
26000109	07/28/26	AMAZON	AMAZON.COM	6268/10-1110-610-000-30-31-13	350.00			350.00	
26000110	07/28/26	AMAZON	AMAZON.COM	6757/10-1110-610-000-30-30-13	272.69			272.69	
26000111	07/28/26	AMAZON	AMAZON.COM	6757/10-1110-610-000-30-30-13	316.63			316.63	
26000116	08/03/26	AMAZON	AMAZON.COM	6757/10-1110-610-000-30-30-13	158.41			158.41	
26000117	07/31/26	AMAZON	AMAZON.COM	1369/10-2190-610-060-00-00-00	234.89			234.89	
26000119	08/03/26	005146	Saw Sales & SUpply Inc	7353/10-1350-610-201-30-30-10	6,051.00			6,051.00	
26000120	08/03/26	10029	SCHOLASTIC INC.	4226/10-1241-610-270-30-30-19	137.40			137.40	
26000121	08/03/26	AMAZON	AMAZON.COM	5589/10-2160-610-060-00-00-00	146.14			146.14	

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26000122	08/03/26	AMAZON	AMAZON.COM	5589/10-2160-610-060-00-00-00	146.14			146.14	
26000123	08/03/26	AMAZON	AMAZON.COM	6757/10-1110-610-000-30-30-13	316.63			316.63	
26000125	08/03/26	AMAZON	AMAZON.COM	6731/10-1110-610-000-30-30-11	1,469.96			1,469.96	
26000129	08/03/26	AMAZON	AMAZON.COM	6692/10-1110-610-000-30-00-00	409.95			409.95	
26000130	08/03/26	AMAZON	AMAZON.COM	6692/10-1110-610-000-30-00-00	409.95			409.95	
26000131	07/31/26	000906	PEARSON EDUCATION	6844/10-1110-640-000-30-30-11	420.00			420.00	
26000133	08/04/26	AMAZON	AMAZON.COM	6757/10-1110-610-000-30-30-13	272.69			272.69	
26000137	08/03/26	10029	SCHOLASTIC INC.	7194/10-1241-610-271-30-30-19	164.84			164.84	
26000138	08/03/26	10029	SCHOLASTIC INC.	6273/10-1110-640-000-31-31-05	299.70			299.70	
26000139	08/03/26	003237	SAVVAS LEARNING COMPANY LLC	6805/10-1110-640-000-22-00-00	98,322.25			98,322.25	
26000141	08/04/26	AMAZON	AMAZON.COM	6687/10-1110-610-000-22-00-00	508.94			508.94	
26000142	08/04/26	004600	WIPEBOOK CORP.	5021/10-1110-610-000-22-22-02	69.99			69.99	
26000143	08/04/26	0277	SCHOOL HEALTH CORPORATION	8522/10-2660-610-000-00-00-00	931.34			931.34	
26000145	08/04/26	005155	Carson Dellosa Education	0334/10-1211-610-271-30-30-00	162.62			162.62	
26000146	08/04/26	005155	Carson Dellosa Education	6273/10-1110-640-000-31-31-05	62.45			62.45	
26000147	08/05/26	AMAZON	AMAZON.COM	5026/10-1110-610-000-30-30-02	1,376.35			1,376.35	
26000148	08/05/26	005157	Acadience Learning	7193/10-1241-610-271-22-22-19	900.00			900.00	
26000149	08/05/26	0277	SCHOOL HEALTH CORPORATION	8323/10-2440-610-330-30-30-00	794.51			794.51	
26000151	08/06/26	AMAZON	AMAZON.COM	7373/10-1351-610-201-30-30-00	1,927.36			1,927.36	
26000152	08/06/26	001246	PITSCO EDUCATION, LLC	7357/10-1350-641-201-30-30-10	181.75			181.75	
26000153	08/06/26	002665	TECH SUPPORT SPS	7373/10-1351-610-201-30-30-00	1,584.55			1,584.55	
26000154	08/07/26	AMAZON	AMAZON.COM	6768/10-1110-610-000-30-30-15	44.35			44.35	
26000156	08/07/26	003825	TEACHERS PAY TEACHERS	6731/10-1110-610-000-30-30-11	200.00			200.00	
26000157	08/07/26	001903	KUTA SOFTWARE	6731/10-1110-610-000-30-30-11	1,079.00			1,079.00	
26000159	08/07/26	005159	Underwood Distributing Company	6731/10-1110-610-000-30-30-11	216.18			216.18	
26000160	08/07/26	004578	SmartTech Insurance	7841/10-2240-760-010-00-00-00	34,058.50	34,058.50	34,058.50		08/07/26
Nonexpenditure Amts:		**0.00 - 0.00 = 0.00**		**Report Totals**	**590,199.96**	**154,370.65**	**154,290.65**	**435,829.31**	

Purchase Order Listing **"*" Indicates This Entry Closed The Purchase Order**

East Allegheny School District
1150 Jacks Run Road, North Versailles, PA 15137
Phone: 412-824-8012 | Fax: 412-824-1062

Requests are to be submitted to Jamie Morgan
412-824-8012 ext. 4158 jmorgan@eawildcats.net

Policy 707 Attachment B APPLICATION FOR USE OF SCHOOL FACILITIES

Name of Organization: _____ Date of Request: _____

Organization's representative in charge: _____

Phone number: _____

Email Address: _____

Nonprofit Organization:
Yes_____ No_____

Billing Address: _____

_____

_____

Building Requested: _____

Location/room/area requested: _____

_____

1st Preference Dates Requested: _____

Please note: For those organizations requesting year-long facilities, please complete two applications – one for the Fall and one for the Spring.

Days Requested: S M T W TH F S

Times: From_____ To_____

1st Preference Dates Requested: _____

Days Requested: S M T W TH F S

Times: From_____ To_____

Reason for Use: _____

Requirements needed (safety equipment, police, food service, security, custodial):_____

_____

*The district reserves the right to assign additional staff as determined to be necessary.

Expected Attendance: _____ Will admission be charged? Yes___ No___ If Yes, amount _____

I have read the rules, administrative regulations and Board policy 707 on Use Of School Facilities, and I understand that these are a condition of the lease; and I understand that when the application is properly approved, it is a lease, in fact. I understand that failure to abide by the rules, administrative regulations and Board policy on Use Of School Facilities will result in the immediate discontinuance of use privileges. In addition, our organization agrees to pay the full cost of any damage caused by our group to any of the district's facilities, as well as any cost incurred by the district to bring any facility back to the condition in which it was found.

Furthermore, my organization forever releases the district, its Board of Education, agents, employees and servants from all claims, actions and charges whatsoever arising out of the event(s) conducted on the above-mentioned day(s) for which this application is being submitted. My organization will defend all actions, suits, complaints or legal proceedings of any kind brought against the Board of Education and any of its agents, servants, or employees and further will hold harmless and indemnify the said Board and district from any expense and judgments or decrees recovered against them as a result of said use of these facilities.

I understand that payment in full must be made at least ten (10) days prior to the first day of use. A security deposit, if required, must also be paid at this time. Deposit will be returned upon the receipt of the facility access key (if applicable) and if all processes and procedures are followed.

Signature:_____ Title:_____

Printed name: _____

Contact person during event(s):_____ (must be on-site at all times)

Contact #: _____

Office Use Only:

Group Category: __1 __2 __3 __4 __5

Deadline for payment (must be 10 days prior to event) _____ Total Payment Due: _____

Rental Fee: $_____ Custodial Fee: $_____ Security Fee: $_____ Equipment Fee: $_____

Date Payment in full received: _____

Person responsible for key/entry into buildings: _____ Key returned on:_____

_____ Request Approved by School Board Approval Date: _____

_____ Request Denied by School Board Denial Date: _____

Revised 7.20.2026

Math - Algebra 1	
Title	Algebra 1 Common Core Edition (McGraw Hill)
ISBN #	0-07-663923-1
Copyright	2014
Quantity	29
Location	Jr. High Storage Closet (2nd floor)

Social Studies - Grade 8	
Title	Call to Freedom Beginnings to 1914 (Holt)
ISBN #	0-03-054042-9
Copyright	1997
Quantity	100+
Location	Jr. High Storage Closet (2nd floor)

Geography - Grade 7	
Title	World Geography Today (Holt)
ISBN #	0-03-064682-0
Copyright	2003
Quantity	116
Location	Jr. High Storage Closet (2nd floor)

Science - Grades 7 & 8	
Title	Science Explorer (Pearson Prentice Hall)
ISBN #	
Quanity:	Animals - 167
	Astronmy - 192
	Cells and Heredity - 129
	Earth's Changing Surface - 171
	Earth's Waters - 190
	Environmantal Science - 156
	From Bacteria To Plants - 146
	Human Biology and Health - 149
	Inside The Earth - 129
	Weather And Climate - 203
Location	Room 213. Lockers outside rooms 213 & 214. Stoage closet between rooms 220 & 222

Science - High School	
Title	Biology (Prentice Hall, 2008)
ISBN #	
Quanity:	174
Location:	Science Storage next to Room 222

Science - High School	
Title	Conceptual Integrated Science (2007)
ISBN #	
Quanity:	24 Textbooks, 23 Workbooks
Location:	Science Storage next to Room 222

Science - High School	
Title	Physical Science (Prentice Hall, 2006)
ISBN #	
Quanity:	140
Location:	Science Storage next to Room 222

Science - High School	
Title	Chemistry (Brown, LeMay, Bursten, 2007)
ISBN #	
Quanity:	40 textbooks & workbooks
Location:	Science Storage next to Room 222

Science - High School	
Title	Biology (Miller & Levine, 2010)
ISBN #	
Quanity:	53
Location:	Science Storage next to Room 222

Science - High School	
Title	Pearson Environmental Science (2011)
ISBN #	
Quanity:	60
Location:	Science Storage next to Room 222

Science - High School	
Title	Criminalistics Forensic Science (2004)
ISBN #	
Quanity:	60
Location:	Science Storage next to Room 222

Science - High School	
Title	Biology (Miller & Levine, 2010)
ISBN #	
Quanity:	53
Location:	Science Storage next to Room 222

Science - High School	
Title	Pearson Environmental Science (2011)
ISBN #	
Quanity:	60
Location:	Science Storage next to Room 222

Science - High School	
Title	AP Biology (Campbell/Reece, 2005)
ISBN #	
Quanity:	51
Location:	Science Storage next to Room 222

English							
Title	Prentice Hall Literature						
ISBN #	0-13-050287-1						
Copyright	2000						
Quantity	400ish						
Location	English book room, marked off with masking tape						

East Allegheny School District

Policy 103 — Discrimination/Harrasment Affecting Students

Printed 8/5/2026

Policy Number	103
Title	Discrimination/Harrasment Affecting Students
Adopted	8/12/2024

103

Discrimination/Harrasment Affecting Students

Adopted: 8/12/2024

Authority

The Board declares it to be the policy of this district to provide an equal opportunity for all students to achieve their maximum potential through the programs and activities offered in the schools without discrimination on the basis of race, color, age, religious creed, religion, sex, sexual orientation, gender identity, ancestry, national origin, marital status, pregnancy or handicap/disability.[1][2][3][4][5][6][7][8][9][10][11][12][13][14][15][16][17] [18]

The Board also declares it to be the policy of this district to comply with federal law and regulations under Title IX prohibiting sex-based discrimination and harassment. Inquiries regarding the application of Title IX to the district may be referred to the Title IX Coordinator, to the Office for Civil Rights of the U.S. Department of Education, or both.

The district is committed to the maintenance of a safe, positive learning environment for all students that is free from discrimination by providing all students admission, course offerings, counseling, assistance, services, employment, athletics and extracurricular activities without any form of discrimination, including Title IX sex-based discrimination or harassment. Discrimination is inconsistent with the rights of students and the educational and programmatic goals of the district and is prohibited at or in the course of district-sponsored programs or activities, including transportation to or from school or school-sponsored activities.

Definitions

General Definitions

Complaint shall mean an oral or written request to the district that objectively can be understood as a request to investigate and make a determination about alleged discrimination.[19]

Complainant shall mean a student who is alleged to have been subjected to conduct that could constitute discrimination in accordance with law and this policy, or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute discrimination and who was participating or attempting to participate in a district education program or activity at the time of the alleged discrimination.[19]

Pregnancy or related conditions, as defined in federal law, shall mean:[19] **[20]**

1. Pregnancy, childbirth, termination of pregnancy, or lactation;
2. Medical conditions related to pregnancy, childbirth, termination of pregnancy, lactation; or
3. Recovery from pregnancy, childbirth, termination of pregnancy, lactation or related medical conditions.

Pregnancy, as defined in state law, shall include the use of assisted reproductive technology, the state of being in gestation, childbirth, breastfeeding, the postpartum period after childbirth and medical conditions related to pregnancy.[21]

Respondent shall mean a person who is alleged to have violated the district's prohibition on discrimination in accordance with applicable law and this policy.[19]

Retaliation shall mean intimidation, threats, coercion or discrimination against any person by the district, a student, employee or other person authorized to provide a district aid, benefit or service, for the purpose of interfering with any right or privilege under applicable law or Board policy, or because the person has reported information, made a complaint, testified, assisted, participated or refused to participate in any manner in an investigation, proceeding or hearing, including an informal resolution process or any other actions taken by the district in accordance with applicable law and this policy and procedures. This term shall not include the district requiring an employee or other individual providing a district aid, benefit or service to participate or assist with an investigation, proceeding or hearing in accordance with applicable law and this policy.[19][22]

Discrimination Other Than Title IX

Discrimination shall mean to treat individuals differently, or to harass or victimize based on a protected classification including race, color, age, religious creed, religion, sex, gender identity, sexual orientation, ancestry, national origin, marital status, pregnancy, or handicap/disability.

Harassment is a form of discrimination based on the protected classifications listed in this policy consisting of unwelcome conduct such as graphic, written, electronic, verbal or nonverbal acts including offensive jokes, slurs, epithets and name-calling, ridicule or mockery, insults or put-downs, offensive objects or pictures, physical assaults or threats, intimidation, or other conduct that may be harmful or humiliating or interfere with a person's school or school-related performance when such conduct is:

1. Sufficiently severe, persistent or pervasive; and
2. A reasonable person in the complainant's position would find that it creates an intimidating, threatening or abusive educational environment such that it deprives or adversely interferes with or limits an individual or group of the ability to participate in or benefit from the services, activities or opportunities offered by a school.

Religious creed includes all aspects of religious observance, practice or belief.[23]

Religious beliefs include:[21]

1. Moral or ethical beliefs as to what is right and wrong which are sincerely held with the strength of traditional religious views.
2. The beliefs a complainant professes without regard to whether a religious group espouses these beliefs.

Race includes all of the following:[21][24]

1. Ancestry, national origin or ethnic characteristics.
2. Interracial marriage or association.
3. Traits associated with race, which includes but is not limited to, hair texture and protective hairstyles, such as braids, locks and twists.
4. Hispanic ancestry, national origin or ethnic characteristics.

5. Persons of any other national origin or ancestry as specified by a complainant or in a complaint.

Sex includes:[21][25]

1. Pregnancy.
2. Sex assigned at birth.
3. Gender, including a person's gender identity or gender expression. Gender identity or expression may be demonstrated by consistent and uniform assertion of the gender identity or any other evidence that the gender identity is part of a person's core identity.
4. Affectional or sexual orientation, including heterosexuality, homosexuality, bisexuality and asexuality.
5. Differences of sex development, variations of sex characteristics or other intersex characteristics.

Definitions Related to Title IX

Title IX sex-based discrimination includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation and gender identity.[19][26][27]

Title IX sex-based harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, including:[19]

1. *Quid pro quo harassment* – a district employee or other person authorized to provide a district aid, benefit or service explicitly or impliedly conditioning the provision of a district aid, benefit, or service on an individual's participation in unwelcome sexual conduct.

2. *Hostile environment harassment* - unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from a district education program or activity. Determination of whether a hostile environment has been created is a fact-specific inquiry that includes consideration of factors, including but not limited to:

   a. The degree to which the conduct affected the complainant's ability to access the district's education program or activity;

   b. The type, frequency and duration of the conduct;

   c. The complainant's and respondent's ages, roles in the district education program or activity, previous
   interactions and other relevant factors;

   d. The location and context in which the conduct occurred; and

   e. Other sex-based harassment in the district's education program or activity.

3. Sexual assault, dating violence, domestic violence or stalking.

    a. *Dating violence* means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship is determined by the following factors:[28]

        i. Length of relationship.

        ii. Type of relationship.

        iii. Frequency of interaction between the persons involved in the relationship.

    b. *Domestic violence* includes felony or misdemeanor crimes committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving federal funding, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.[28]

    c. *Sexual assault* means a sexual offense under state or federal law that is classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.[29]

    d. *Stalking*, under Title IX means stalking on the basis of sex, for example when the stalker desires to date a victim. Stalking means to engage in a course of conduct directed at a specific person that would cause a reasonable person to either:[28]

        i. Fear for their safety or the safety of others.

        ii. Suffer substantial emotional distress.

Such conduct must have taken place during a district education program or activity and against a person in the United States to qualify as **sex-based discrimination or** harassment under Title IX. This includes conduct that is subject to the district's disciplinary authority. An education program or activity includes, but is not limited to, academic, extracurricular, research, occupational training and other education programs or activities of the district. The district is obligated to address a sex-based hostile environment in a district education program or activity, even when some conduct is outside the district's program or activity, or outside of the United States.[27][30][31][32]

Parent/Guardian, for the purposes of this policy and Title IX, shall mean the status of a person who with respect to another person who is under the age of eighteen (18) or who is eighteen (18) or older but is incapable of self-care because of a physical or mental disability, is:[19]

1. A biological parent;
2. An adoptive parent;
3. A foster parent;
4. A stepparent;
5. A legal custodian or guardian;
6. In loco parentis with respect to such person; or
7. Actively seeking legal custody, guardianship, visitation or adoption of such a person.

Supportive measures shall mean nondisciplinary, nonpunitive individualized services offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent and without fee or charge to the complainant or the respondent, in order to:[19][31]

1. Restore or preserve access to the district's education program or activity, including measures designed to protect the safety of the individuals or the district's educational environment; or
2. Provide support during the grievance procedures or during an informal resolution process.

Supportive measures may include, but are not limited to:**[31]**

1. Counseling.
2. Extensions of deadlines or other course-related adjustments.
3. Modifications of work or class schedules.
4. Campus escort services.
5. Restrictions on contact applied to one or more parties.
6. Changes in class, work, housing or extracurricular or other activities.
7. Leaves of absence.

8. Increased security.

9. Monitoring of certain areas of the campus.

10. Training and education programs related to sex-based harassment.

11. Assistance from domestic violence or rape crisis programs.

12. Assistance from community health resources, including counseling resources.

Supportive measures may also include assessments or evaluations to determine eligibility for special education or related services, or the need to review an Individualized Education Program (IEP) or Section 504 Service Agreement based on a student's behavior. This could include, but is not limited to, a manifestation determination or functional behavioral assessment (FBA), in accordance with applicable law, regulations and Board policy. The Title IX Coordinator shall consult with the Director of Special Education in the implementation of supportive measures for students with an IEP or Section 504 Service Agreement. [18] [31] [33] [34][35][36]

Delegation of Responsibility

In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and regulations, the Board designates the[37]

Ms. Jennifer Costello, Director of Special Education as the district's ~~Compliance Officer and~~ Title IX Coordinator. The Compliance Officer/Title IX Coordinator can be contacted at:

Address: 1150 Jacks Run Road, North Versailles, Pa 15137
Email: jcostello@eawildcats.net
Phone Number: 412-824-8012

Dr. Alexander Novickoff, Assistant Superintendent as the district's support Compliance Officer and district's support Title IX Coordinator.

The Compliance Officer can be contacted at:

Address: 1150 Jacks Run Road, North Versailles, PA 15137
Email: anovickoff@eawildcats.net
Phone Number: 412-824-8012

The Compliance Officer and Title IX Coordinator shall fulfill designated responsibilities to ensure adequate nondiscrimination procedures are in place, to recommend new procedures or modifications to procedures, to monitor and address barriers to reporting and to monitor the implementation of the district's nondiscrimination procedures in the following areas, as appropriate:**[31]**

1. Curriculum and Materials – Review of curriculum guides, textbooks and supplemental materials for discriminatory bias.

2. Counseling and Classes – Review of counseling and appraisal materials and access to classes and programs for stereotyping, bias and discrimination. If the district identifies that particular classes or courses contain a disproportionate number of individuals of one (1) sex, the district shall conduct a review to determine that the disproportion is not based on discriminatory practices. [38]

3. Training – Provide training for students and staff to prevent, identify and alleviate conduct which may constitute discrimination or harassment.

4. Resources – Maintain and provide information to staff on resources available to complainants in addition to the school complaint procedure or Title IX procedures, such as making reports to law enforcement, and available supportive measures such as assistance from domestic violence or rape crisis programs and community health resources, including counseling resources.

5. Student Access – Review of programs, activities, facilities and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation. [27][38][39]

6. District Support – Assure that like aspects of the school programs and activities receive like support as to staffing and compensation, facilities, equipment and related areas.[40][41][42]

7. Student Evaluation – Review of assessments, procedures and standards of measurement for stereotyping and discrimination.[43]

8. Reports/Complaints – Monitor and provide technical assistance to individuals involved in managing reports and complaints.

Guidelines

When district programs and activities include separation on the basis of sex, in accordance with law and regulations, including but not limited to separate restroom or changing facilities or separate health and physical fitness activities, the district shall not implement such programs or activities in a manner that discriminates on the basis of sex, including an individual's gender identity.[27][39]

Violations of this policy, including acts of retaliation as defined in this policy, or knowingly providing false information, may result in disciplinary consequences under applicable Board policy and procedures, and in accordance with applicable law and regulations.[32][34][44][45][46]

The Board requires a notice stating that the district does not discriminate in any manner, including Title IX sex-based discrimination and harassment, in any district education program or activity, to be issued to all students, parents/guardians or other legal representatives of students, employees, applicants for employment or admission, and all unions or professional organizations holding collective bargaining or professional agreements with the district. All discrimination notices and information shall include the name or title, office address, phone number and email address of the individual(s) designated as the Compliance Officer and Title IX Coordinator. The district's notice shall provide information on the location of the Board policy and complaint or grievance procedures, how to report information about conduct prohibited by this policy and how to file a complaint.[37]

The Board directs that this notice be included in each student and staff handbook, on the district website, and in each catalog, announcement, bulletin and application form for students. An abbreviated statement of the district's prohibition of discrimination, that individuals may report concerns to the Title IX Coordinator and location of the full notice on the district website may be published when necessary due to size or format of publications.[37]

A copy of this policy and related attachments shall also be posted to the district's website.

Reports of Title IX Sex-Based Discrimination or Harassment and Other Discrimination and Retaliation

The Board encourages students and third parties who believe they or others have been subject to Title IX sex-based discrimination or harassment, other discrimination or retaliation to promptly report such incidents to the building principal or Title IX Coordinator, even if some elements of the related incident took place or originated away from school grounds, education programs or activities, or school conveyances. A person who is not an intended victim or target of discrimination but is adversely affected by the conduct may file a report of discrimination.

The student's parents/guardians or any other person with knowledge of conduct that may violate this policy is encouraged to immediately report the matter to the building principal or Title IX Coordinator.

A school employee who suspects or is notified that a student may have been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the Title IX Coordinator, as well as properly making any mandatory law enforcement or child protective services reports required by law.[31][47][48]

If the Title IX Coordinator is the subject of a complaint, the student, third party, building principal or a reporting employee shall report the incident directly to the Superintendent or designee.

The complainant or the individual making the report may use the Discrimination/Harassment/Bullying/Hazing/Dating Violence/Retaliation Report Form attached to this policy for purposes of reporting an incident or incidents in writing; however, oral reports of an incident or incidents shall be accepted, documented and the procedures of this policy and the relevant attachments followed.

The building principal shall promptly notify the Title IX Coordinator of all reports of discrimination, Title IX sex-based discrimination and harassment or retaliation. The Title IX Coordinator shall promptly contact the complainant regarding the report to gather additional information as necessary, and to discuss the availability of supportive measures. The Title IX Coordinator shall consider the complainant's wishes with respect to supportive measures and reasonable safety concerns.[31]

The Title IX Coordinator shall conduct an assessment to determine whether the reported conduct meets the definition of Title IX sex-based discrimination or harassment and the appropriate procedures to address the conduct in accordance with this Board policy and procedures, or other Board policies.[31]

If the Title IX Coordinator reasonably determines that the conduct may constitute sex-based discrimination or harassment, the Title IX Coordinator shall take the following steps under Title IX and this Board policy and procedures:[31]

1. Treat the complainant and respondent equitably.
2. Offer and coordinate supportive measures, as appropriate, for the complainant and respondent.
3. Notify the complainant or individual who reported the conduct of the grievance procedures and informal resolution process, if available and appropriate.
4. If a complaint is made, notify the respondent of the grievance procedures and, if applicable, the informal resolution process.
5. Initiate the grievance procedures or informal resolution process, if available and appropriate.

6. In the absence of a complaint or withdrawal of any or all allegations in a complaint, and in the absence or termination of an informal resolution process, determine whether to initiate a complaint under the grievance procedures, in accordance with law, regulations and the grievance procedures.

7. If initiating a complaint under the grievance procedures, notify the complainant prior to doing so and appropriately address reasonable concerns about the complainant's safety and the safety of others, including by providing supportive measures.

8. Take other prompt and effective steps to ensure that sex-based discrimination and harassment does not continue or recur within the district's education programs or activities.

Disciplinary Procedures When Reports Allege Title IX Sex-Based Discrimination or Harassment

When a report alleges Title IX sex-based discrimination or harassment, disciplinary sanctions may not be imposed until the completion of the grievance procedures. The district shall presume that the respondent is not responsible for the alleged conduct until a determination has been made at the completion of the grievance procedures.[32]

When an emergency removal, as described in the grievance procedures, is warranted to address an imminent and serious threat to the physical health or safety of an individual, and it is not feasible to continue educational services remotely or in an alternative setting, the normal procedures for suspension and expulsion shall be conducted to accomplish the removal, including specific provisions to address a student with a disability where applicable. The district shall provide the respondent with notice and an opportunity to challenge the emergency removal immediately following the removal.[31][34][35][36][45]

When an emergency removal is not required, disciplinary sanctions shall be considered in the course of the Title IX grievance procedures. Following the issuance of the determination and any applicable appeal, any disciplinary action specified in the determination or appeal decision shall be implemented in accordance with the normal procedures for suspensions, expulsions or other disciplinary actions, including specific provisions to address a student with a disability where applicable.[34][35][44][45]

Discipline/Placement of Student Convicted or Adjudicated of Sexual Assault

Upon notification of a conviction or adjudication of a student in this district for sexual assault against another student enrolled in this district, the district shall comply with the disciplinary or placement requirements established by state law and Board policy.[49][50]

Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a report and the investigation related to any form of discrimination or retaliation, including Title IX sex-based discrimination or harassment, shall be handled in accordance with applicable law, regulations, Board policy and procedures, and the district's legal and investigative obligations to carry out the grievance procedures.[22][32][51][52]

The district shall not disclose personally identifiable information except in the following circumstances:[31][51][53][54]

1. When the district has obtained prior written consent in accordance with law.
2. When the information is disclosed to a parent/guardian as defined in this policy or other authorized legal representative with the legal right to receive disclosures on behalf of the individual.
3. To carry out the requirements of this policy and the accompanying procedures.
4. As required or permitted by applicable law or regulations or the requirements of grant funding.

Retaliation

The Board prohibits retaliation, including peer retaliation between students, by the district or any other person against any person for:[19][22]

1. Reporting or making a complaint of conduct that may constitute discrimination or retaliation, including Title IX sex-based discrimination or harassment.
2. Testifying, assisting, participating or refusing to participate in a related investigation, process or other proceeding or hearing.
3. Acting in opposition to practices the person reasonably believes to be discriminatory.

The district, its employees and others are prohibited from intimidating, threatening, coercing or discriminating against anyone for actions described above. Individuals are encouraged to contact the Title IX Coordinator immediately if retaliation is believed to have occurred. The district shall respond

to reports of retaliation by initiating the appropriate procedures in accordance with applicable law, regulations and this Board policy. Retaliation that falls under Title IX shall be addressed through the grievance procedures or, as appropriate, through the informal resolution process.[22]

Title IX Sex-Based Discrimination and Harassment Training Requirements

The district shall provide training annually to all school employees on:[37]

1. The district's obligation to address sex-based discrimination and harassment in district education programs and activities.
2. The scope of conduct that constitutes sex-based discrimination and harassment, as defined in the law and this policy.
3. Staff responsibility to provide the Title IX Coordinator's contact information to students or parents/guardians and to notify the Title IX Coordinator regarding conduct that may constitute sex-based discrimination or harassment, in accordance with this Board policy and procedures.

The Compliance Officer and Title IX Coordinator, investigators, decision-makers, any staff responsible to implement grievance procedures related to Title IX sex-based discrimination or harassment and any staff authorized to modify or terminate supportive measures shall receive the following training annually, as required or appropriate to their specific role:[37]

1. The district's obligations under Title IX, including definitions of sex-based discrimination and harassment.
2. The grievance procedures used to address Title IX complaints.
3. How to conduct an investigation, including examination of evidence, drafting reports and determinations, and handling appeals, as applicable.
4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest and bias.
5. Issues of relevance in relation to questions and evidence, and the types of evidence that are impermissible regardless of relevance.

Staff designated to facilitate the informal resolution process shall receive training annually on the rules and practices associated with the informal resolution process and how to serve impartially, including by avoiding conflicts of interest and bias.[37]

The Title IX Coordinator and designees shall receive the following training annually, in addition to all other training required by Title IX and this policy:[37]

1. Specific responsibilities of the Title IX Coordinator, in accordance with law and Board policy and procedures.

2. The district's recordkeeping system and requirements for recordkeeping in accordance with Title IX and Board policy and administrative regulations.[53][54][55][56]

3. Any other training required to coordinate the district's compliance with Title IX and other applicable laws, regulations and Board policy.

All training materials shall be retained for at least seven (7) years and must be made available for inspection upon request from a member of the public.[37][56][57]

Disciplinary Consequences

A student whose conduct is determined to be in violation of this policy, including a determination of sex-based harassment, shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include but is not limited to:[34][44][45]

1. Loss of school privileges.

2. Permanent transfer to another school building, classroom or school bus.

3. Exclusion from school-sponsored and extracurricular activities.

4. Detention.

5. Suspension.

6. Expulsion.

7. Referral to law enforcement officials.

An employee who violates this policy, including a determination of sex-based harassment, shall be subject to appropriate disciplinary action consistent with the applicable Board policy, collective bargaining agreement and individual contract, up to and including dismissal and/or referral to law

enforcement officials.[46][58]

Handling of Reports

Reports of Discrimination –

Any reports of discrimination that are reviewed by the Title IX Coordinator and do not meet the definition of Title IX sex-based discrimination or harassment but are based on race, color, age, religious creed, religion, sex, gender identity, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability shall be handled in accordance with the Discrimination Complaint Procedures attached to this policy.

All reports of discrimination or Title IX sex-based discrimination or harassment shall be handled in accordance with the Grievance Procedures attached to this policy.[32]

PSBA Revision 7/24 @2024

Attachments

- 103 Report Form.pdf
  FILE · 343 KB
- 103-ConfidentialityTemplate Letter.docx
  FILE · 28 KB
- 103-Discrimination Complaint Procedures.docx
  FILE · 49 KB
- 103-Grievance Procedures.docx
  FILE · 96 KB

Footnotes

[1] 24 P.S. 1301
palegis.us
palegis.us
Legal Reference
View source

[2] 24 P.S. 1310
palegis.us
palegis.us
Legal Reference
View source

Music Department Performances 26-27

Marching Band Competitions

- Aug 22 at EA (Preview Show)
- Sept 12 at Penn Trafford
- Sept 19 at EA (Home Show)
- Oct 3 at Jeanette
- Oct 10 at Wheeling Park WV
- Oct 17 at McGuffey
- Oct 24 at Penn Trafford (Chapter Championships)
- Oct 31 at Mifflin County HS (PA State Championships)

Concerts:

- Nov 24–Logan Orchestra
- Dec 2–JSHS Orchestra
- Dec 9–JSHS Choir
- Dec 17–Logan Choir & Band
- Dec 19–JSHS Band
- Jan 20–HS Choir (Midwinter Blues)
- Mar 23–Logan Band & Orchestra
- Apr 21–JSHS Orchestra
- May 8–JSHS Band
- May 12–JSHS Choir Concert
- May 18–Logan Choir Concert

Musical–Apr 8, 9, 10

PMEA Festivals

- Allegheny County Choir, Oct 14 (Gateway)
- Honors Orchestra, Nov 13-14 (Location TBD)
- District Choir, Jan 28-29 (Trinity)
- District Orchestra, Feb 4-6 (East Allegheny)
- District Band, Jan 13-15 (Connellsville)
- Region Choir, Mar 4-5 (Waynesburg Central HS)
- Region Orchestra, Mar 11-13 (Allegheny College)
- Region Band, Feb 18-20 (Westminster University)
- All-State, Apr 14-17 (Kalahari, PA)
- Jr High District Band East, Feb 26-27 (Burrell/Brownsville)
- Jr High District Choir, Feb 26 (North Allegheny)
- Jr High District Orchestra, Mar 13-14 (Hampton)
- Elementary Singfest, Date TBA (Pittsburgh Public)
- Elementary Bandfest, Apr 2-3 (Shadyside Academy/Montour)
- Elementary Stringfest, Date TBA (Norwin/Hampton)

East Allegheny Junior/Senior High School



Faculty & Staff Handbook

2026 - 2027

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Principals' Message

Dear Faculty and Staff,

Welcome to a new academic year at East Allegheny Jr/Sr High School! We are honored to work alongside such a dedicated and talented group of educators who share a deep commitment to student success and the overall growth of our school community.

At the heart of our mission is **comprehensive school improvement**—a unified effort to create a dynamic, student-centered learning environment where all learners are supported and challenged. Every decision we make, every strategy we implement, and every goal we pursue is guided by a shared vision of excellence and equity for every student.

We are unwavering in our commitment to **student growth**—academically, socially, and emotionally. This means not only meeting students where they are, but actively helping them reach new levels of achievement and personal development. Your role in designing engaging instruction, building meaningful relationships, and consistently using data to inform practice is vital to this process.

Our strength lies in our **collaborative culture**. Through strong professional learning communities, open communication, and shared leadership, we cultivate an environment where innovation is encouraged and success is a collective achievement. We are all learners here—committed to growing together in ways that directly impact student learning and school-wide progress.

As Wildcats, we proudly uphold our **Wildcat PRIDE expectations—Prepared, Respect, Integrity, Dedicated, and Empathy**. These core values are the foundation of our school climate and culture. They reflect who we are and what we strive for, both in the classroom and throughout our building. It is our collective responsibility to model, teach, and reinforce these expectations with consistency, compassion, and high standards.

Thank you for your continued dedication to our students and school community. Together, we will make this year one of meaningful impact, measurable growth, and lasting success.

R.J. Long
Principal
Grades 7 - 12

Brian Ferek
Assistant Principal
Grades 9 - 12

Devin Milbourne
Assistant Principal
Grades 7 - 8

District Information

Mission Statement

The mission of the East Allegheny School District is to recognize that each student Is unique and that through cooperation with parents, community, and schools, each student will have opportunities to achieve individual educational success within District financial restraints.

Vision Statement

The East Allegheny School District, in partnership with families and the community, responsibly engages, inspires, and prepares each student for individual success, citizenship, and life in the 21st century.

Central Office Administration and Staff

Superintendent	Mr. Joseph DiLucente
Executive Assistant to the Superintendent/HR Director	Ms. Jamie Morgan, Ext 4158
Executive Director of Curriculum, Assessment and Innovation	Dr. Lauren Cunningham, Ext. 4125
Business Manager	Mr. Brett Lago (interim), Ext 4157
Director of Student Services	Ms. Jennifer Costello, Ext 1502
Special Education Secretary	Mrs. Deanna Holby, Ext 1502
School Psychologist	Mrs. Christie Paradine, Ext 4153
Director of Technology	Mr. Alex Eichler, Ext 1750
Food Service Director	Ms. Ardela Wolfe, Ext 4164
Athletic Director	Mr. Dave Loya, Ext 1005
Maintenance Supervisor	Mr. Amos Grabe, Ext 4181
Payroll Secretary	Ms. Amy Rohal, Ext 4160
Bookkeeper	Mrs. Andrea Rzepniak, Ext 4162
Accounts Payable/District Registrar	Mrs. Kristen Wagner, Ext 4150

School Board of Directors

The Regular School Board of Directors meeting is held the second Monday of each month.unless otherwise indicated. The meeting begins at 7:00 p.m. in the District Office Board Room. Meetings are live-streamed and archived on the district's YouTube channel.

Board President:	Mr. John Savinda
Board Vice President:	Miss Tisha Thomas
Board Treasurer:	Mr. Erik Meredith
Board Secretary:	Ms. Jamie Morgan

School Board Members

Ms. Shannon Basa-Sabol
Mrs. Macey Kinard
Mr. Paul Saula
Mr. Robert Trout
Mr. George Yusko
Mr. Dan Ziober

Board Policies

A complete list of board policies is located on the EASD website, www.eawildcats.net or upon request. If policies are revised during the school year, updates can be found on the website. The following policies are policies pertinent to Junior Senior High School. Other policies may be utilized as needed. Additional policies are located on the district's website.

Disclaimer

The items listed in this handbook are subject to change. Activities, events, policies, criteria, and guidelines listed are correct, to the best of our knowledge, at the time of printing and approval.

Delays and Closings/Emergency Updates

Updated information regarding delays/closing and emergency situations will be posted as soon as information is known on the District website, www.eawildcats.net, posted publicly on news stations: KDKA, WTAE, and WPXI and shared via communication system directly to parents/guardians registered with the District.

To receive automated updates, please be sure that an accurate phone and email is always on file with the school district.

2026-2027 District Calendar

East Allegheny School District
2026-2027 School Calendar

August 2026

Su	M	T	W	TH	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18**	19	20	21	22
23	24	25	26	27	28	29
30	31		9/12			

September 2026

Su	M	T	W	TH	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
			20/21			

October 2026

Su	M	T	W	TH	F	Sa
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
			20/22			

November 2026

Su	M	T	W	TH	F	Sa
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
			16/17			

December 2026

Su	M	T	W	TH	F	Sa
		1	2	3	4	5
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13	14	15	16	17	18	19
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27	28	29	30	31		
			16/17			

January 2027

Su	M	T	W	TH	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31			18/19			

February 2027

Su	M	T	W	TH	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						
			18/19			

March 2027

Su	M	T	W	TH	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
			19/20			

April 2027

Su	M	T	W	TH	F	Sa
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
			21/22			

May 2027

Su	M	T	W	TH	F	Sa
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	G	29
30	31		20/20			

June 2027

Su	M	T	W	TH	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
			0/2			

July 2027

Su	M	T	W	TH	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
				0/0		

- HOLIDAYS: DISTRICT CLOSED
- HOLIDAY: Minimal Staff
- 1/2 Clerical/Departmental Day (No school for students)
- FIRST DAY OF SCHOOL FOR STUDENTS
- END OF 9 WEEK TERM
- Professional Learning Day (No school for students)
- G Graduation /LAST DAY OF SCHOOL
- 2 Hour Early Dismissal
- PSSA and Keystone Testing Dates
- Kennywood School Picnic
- K-12 Parent Teacher Conferences: (No school for students)
- Report Cards released in Alma

MARKING PERIODS

END OF 1ST PD	44	8/19-10/22/2026
END OF 2ND PD	44	10/23-1/12/2027
END OF 3RD PD	45	1/13-3/22/2027
END OF 4TH PD	44	3/23-5/28/2027

FIRST DAY OF SCHOOL FOR STUDENTS

August 19, 2026

ADOPTED 3.9.2026

8/3/2026-8/14/2026 Teacher Clerical Flex Day Window (1)
8/17/2026: Teacher Professional Development Day (2) No School for Students
8/18/2026 Teacher Professional Development Day (3) No School For Students
8/18/2026 **EVENING BACK TO SCHOOL COMMUNITY EVENT
8/19/2026 FIRST DAY OF SCHOOL FOR STUDENTS
9/7/2026: LABOR DAY HOLIDAY, DISTRICT CLOSED
9/21/2026: Teacher Professional Development Day (4)
10/21/2026: End of First Term
10/22/2026: Teacher Professional Development Day (5) No School For Students
10/23/2026: Teacher 1/2 Clerical, 1/2 Departmental Day (6) No School For Students
10/28/2026: Term 1 Report Cards
11/10/2026: K-12 Parent/Teacher Conferences (7) No School For Students
11/11/2026: VETERAN'S DAY HOLIDAY, DISTRICT CLOSED
11/26-11/30/2026: THANKSGIVING BREAK, 11/26-11/27 DISTRICT CLOSED 11/30: MINIMAL STAFF
12/14/2026: Teacher Professional Development Day (8) No School For Students
12/23/2026: 2 HOUR EARLY DISMISSAL FOR STUDENTS
12/24/2026-1/1/2027 WINTER BREAK 12/24, 12/25, 12/31, 1/1 DISTRICT CLOSED ; ALL OTHERS, MIN STAFF
1/12/2027: End of 2nd Term
1/15/2027: Teacher 1/2 Clerical, 1/2 Departmental Day (9) No School For Students
1/18/2027 : MARTIN LUTHER KING JR. HOLIDAY, DISTRICT CLOSED
1/21/2027: Term 2 Report Cards
2/15/2027: PRESIDENT'S DAY HOLIDAY, MINIMAL STAFF
2/22/2027: Teacher Professional Development Day, (10) No School For Students
3/22/2027: End of 3rd Term
3/24/2027: Teacher 1/2 Clerical, 1/2 Department Day (11) No School For Students
3/25-3/29/2027: Spring Break. 3/26: DISTRICT CLOSED, 3/25, 3/29 MINIMAL STAFF
4/1/2027: Term 3 Report Cards
4/12/2027: Teacher Professional Development Day, (12) No School For Students
5/28/2027: LAST DAY OF SCHOOL FOR STUDENTS, GRADUATION: 2 HR EARLY DISMISSAL FOR STUDENTS
5/29/2027: Kennywood School Picnic
5/31/2027: MEMORIAL DAY HOLIDAY, DISTRICT CLOSED
6/1/2027: Teacher Professional Development Day, (13)
6/2/2027: Teacher 1/2 Clerical, 1/2 Departmental (14)

177 Student Days, 191 Teacher Days

8 Professional Learning Days--No School For Students

8/17; 9/21; 10/22; 12/14; 2/22; 3/8; 4/12; 6/1

5 Clerical and Departmental Days- No School for Students

8/3-8/14 (1); 10/23; 1/15; 3/24; 6/2

FLEX INSTRUCTIONAL DAYS (FID)

The district is approved for 5 flex instructional days. Should those be exhausted and additional student instructional days required, remote days may be enacted or revisions to the calendar may be made, including the possibility of adding days to the end of the school year

PSSA TEST ADMINISTRATION DATE WINDOWS

Gr. 3-8: ELA 4/26-4/30/2027

Gr. 3-8: Math, Science and Make-ups 5/3-5/7/2027

KEYSTONE EXAMS TESTING WINDOWS

Winter: 12/7-12/18/2026 Spring: 5/17-5/28/2027

DISTRICT HOLIDAYS: DISTRICT CLOSED

9/7; 11/11; 11/26; 11/27; 12/24; 12/25; 12/31; 1/1; 1/18; 3/26; 5/31; 6/18; 7/5

Class of 2027 Graduation
LAST DAY OF SCHOOL FOR STUDENTS

May 28, 2027

Please visit our website: www.eawildcats.net for more detailed information about each school.

Building Principal Responsibility Chart

R.J. Long Head Principal Grades 7 - 12	Devin Milbourne Assistant Principal Grades 7 - 8	Brian Ferek Assistant Principal Grades 9 - 12
Develops school-wide vision for the junior/senior high school grades 7-12	Works with the lead principal to carry out the vision in Grades 7-8	Works with the lead principal to carry out the vision in Grades 9-12
Oversees the implementation of the 7-12 academic & instructional program • Program of Studies Development • Master Schedule Development • Graduation Admin Coordinator • EA Academy Admin Coordinator	Works in conjunction with the principal and school counselor to support the academic needs of Grades 7-8 • Transition from Grade 6 to 7 • PBIS Admin Coordinator, 7-12 • Jr. High Team Meeting Coordinator	Works in conjunction with the principal and school counselor to support the academic needs of Grades 9-12 • SAP Admin Coordinator, 7-12 • ESL Program Coordinator • ISS & Detention Coordinator
Conducts classroom walkthroughs, observations, & evaluations of for 7-12 ELA & Social Studies Departments	Conducts classroom walkthroughs, observations, & evaluations of for 7-12 Math & Science Departments	Conducts classroom walkthroughs, observations, & evaluations of for 7-12 Elective Departments
Collaborates with Director of Curriculum& Assessment to plan & implement professional development for 7-12 staff	Assists in the planning & implementation of professional development	Assists in the planning & implementation of professional development
Budget and resource allocation in conjunction with district office	Works with assigned departments to elicit and plan for budgetary needs	Works with assigned departments to elicit and plan for budgetary needs
Community and stakeholder engagement point of contact	Communicates with all stakeholders for Grades 7-8 (parents, teachers, agencies)	Communicates with all stakeholders for Grades 9-12(parents, teachers, agencies)
Policy development, implementation and enforcement for Grades 7-12	Implements and enforces all school policies and expectations for Grades 7-8	Implements and enforces all school policies & expectations for Grades 9-12
Oversees school safety in conjunction with school resource officer & central office	Monitor and report safety concerns or facility issues to the head principal	Monitor and report safety concerns or facility issues to the head principal
Collaboratively develops progressive discipline structural program for Grades 7-12 in conjunction with PBIS Program	Addresses, resolves, and communicates all disciplinary issues, infractions, and consequences for Grades 7-8	Addresses, resolves, and communicates all disciplinary issues, infractions, and consequences for Grades 9-12
Attendance oversight for Grades 7-12 & leads weekly attendance meetings with attendance teams	Monitors attendance for Grades 7-8 in conjunction with school counselor & attendance team	Monitors attendance for Grades 9-12 in conjunction with school counselor & attendance team
Collaborates with the Director of Student Services to oversee SAP & MTSS programs.	Responsible for leading and documenting bi-weekly SAP meetings for Grades 7-8	Responsible for leading and documenting bi-weekly SAP meetings for Grades 9-12
Supports the extracurricular program in conjunction with the Athletic Director	Attends community and student events for Grades 7-8, including all Jr. High dances.	Attends community and student events for Grades 9-12, including all dances, Sr. Athletic Rec Games & Graduation
Serves as primary LEA for all IEP meetings for Grades 11-12	Serves as primary LEA for all IEP meetings in Grades 7-8	Serves as primary LEA for all IEP meetings in Grades 9-10
Supports PBIS Teams and 504 implementation	Serves as PBIS administrator for 7-12 PBIS Teams	Serves as primary LEA for all 504 meetings in Grades 9-10

Assistant Principals: Student Management & Operations

1. Daily Discipline Management
- Investigate and resolve student discipline referrals
- Conduct student conferences and restorative conversations
- Assign consequences consistent with school policy
- Communicate discipline outcomes with teachers
- Track discipline data and patterns

2. Parent & Family Communication (Student Issues)
- Handle parent calls/emails regarding discipline or behavior
- Conduct parent conferences related to conduct, attendance, or concerns
- Serve as the first point of contact for student conflicts or complaints

3. Attendance Oversight
- Monitor daily attendance reports
- Address chronic absenteeism and truancy
- Meet with students regarding attendance concerns
- Coordinate with counselors and families on attendance plans

4. Student Supervision
- Coordinate hallway, lunchroom, arrival, and dismissal supervision
- Manage coverage for unstructured times of the day
- Ensure consistent enforcement of school expectations

5. Student Behavior Systems
- Oversee PBIS / behavior expectation programs (such as Wildcat PRIDE)
- Monitor behavior data and adjust interventions
- Coordinate incentives and recognition systems

6. Crisis & Immediate Student Issues
- Respond to fights, conflicts, or urgent behavior situations
- De-escalate student issues during the school day
- Coordinate with counselors and support staff when needed

7. Student Investigations
- Investigate bullying reports
- Address harassment or conduct violations
- Document incidents and ensure compliance with district policy

8. Student Events & Activities Oversight
- Supervise assemblies, dances, and major student events
- Coordinate discipline and expectations for extracurricular activities

9. Transportation & Bus Issues
- Investigate bus conduct reports
- Communicate with transportation department and families
- Assign bus consequences when needed

10. Student Support Team Coordination w/ Counselors & Case Managers
- Lead or co-lead student support meetings, including SAP Meetings
- Monitor behavior intervention plans

Resulting Role for the Principal: Instructional Leadership

With assistant principals managing the **student-facing operational workload**, the principal can focus on:

1. Instructional Leadership

- Classroom observations and walkthroughs
- Teacher feedback and coaching
- Monitoring curriculum implementation

2. School Improvement

- Leading school improvement planning
- Analyzing academic data (PSSA, CDT, benchmarks)
- Implementing instructional initiatives

3. Teacher Development

- Professional development planning
- Mentoring new teachers
- Building teacher leadership capacity

4. Academic Programming

- Course offerings and program development
- Career exploration and student achievement initiatives

5. Strategic Vision

- Building partnerships (community organizations, after school programming)
- Grant opportunities and innovation initiatives
- Long-term school improvement strategies

6. School Culture & Leadership

- Setting vision and expectations
- Recognizing staff and student success
- Leading staff meetings and professional learning

Bell Schedules: High School

High School Regular Bell Schedule for 2026 - 2027

Period	Class Times	Class Description	Period	Class Times	Class Description
Wildcat Pride	7:40 - 8:11 (31)	Wildcat Pride Homeroom			
Period 1	8:15 - 9:35 (80)	Academic Class 1			
Period 2	9:39 - 10:59 (80)	Academic Class 2	Wildcat Pride for AM Forbes	10:30 - 10:59 (29)	Wildcat Pride for AM Forbes
Lunch A	**11:03 -11:33 (30)**	**Lunch A**	Period 3	11:37 - 12:57 (80)	Academic Class 3
Period 3	11:03 - 12:23 (80)	Academic Class 3	**Lunch B**	**12:27 - 12:57 (30)**	**Lunch B**
Period 4	1:01 - 2:21 (80)	Academic Class 4			

2 Hour Delay High School Bell Schedule for 2026 - 2027

Period	Class Times	Class Description	Period	Class Times	Class Description
Wildcat Pride	9:40 - 9:50 (10)	Wildcat Pride			
Period 1	9:54 - 10:49 (55)	Academic Class 1 (AM Forbes students to the Auditorium until the start of Period 2)			
Period 2	10:53 - 11:48 (55)	Academic Class 2	~~Wildcat Pride for AM Forbes~~	~~10:28 - 10:58 (30)~~	~~Wildcat Pride for AM Forbes~~
Lunch A	**11:51 -12:21 (30)**		Period 3	12:26 - 1:21 (55)	Academic Class 3
Period 3	11:52 - 12:47 (55)	Academic Class 3	**Lunch B**	**12:51 - 1:21 (30) (PM Forbes students wait in cafe/indoor court until Period 4)**	
Period 4	1:25 - 2:21 (56)	Academic Class 4			

AM Forbes Students: There is no AM Forbes. AM Forbes students should follow the East Allegheny 2 hour delay start time and ride the bus to East Allegheny. AM Forbes will report to the auditorium at 9:40 for attendance and remain there until Period 3 begins at 12:26.
PM Forbes Students: Follow the East Allegheny 2 hour delay start time and ride the bus to school. Students should go to PRIDE and check in for attendance. After checking in, students will report to the auditorium and wait for the buses to arrive, and then be transported to Forbes for the PM session.

Bell Schedules: Junior High School

Junior High Regular Bell Schedule for 2026 - 2027			
Class Period	**Class Description**	**7th Grade**	**8th Grade**
Homeroom: 7:40 - 7:45 (5)	Wildcat PRIDE Homeroom		
Period 1: 7:49 - 8:31 (42)	Electives		
Period 2: 8:35 - 9:17 (42)	Electives		
Period 3: 9:21 - 10:06 (45)	Core Academic Class 1	ELA, Reading Math, Science, Social Studies (Year Long Classes)	
Period 4: 10:08 - 10:53 (45)	Core Academic Class 2	ELA, Reading Math, Science, Social Studies (Year Long Classes)	
Period 5: 10:55 - 11:40 (45)	Core Academic Class 3	ELA, Reading Math, Science, Social Studies (Year Long Classes)	
Period 6: 11:42 - 12:12 (30)	Lunch		
Period 7: 12:16 - 1:02 (46)	Core Academic Class 4	ELA, Reading Math, Science, Social Studies (Year Long Classes)	
Period 8: 1:04 - 1:49 (45)	Core Academic Class 5	ELA, Reading Math, Science, Social Studies (Year Long Classes)	
Period 9: 1:51 - 2:21 (30)	Wildcat PRIDE		

2 Hour Delay Junior High Bell Schedule for 2026 - 2027			
Class Period	**Class Description**	**7th Grade**	**8th Grade**
Homeroom: 9:40 - 9:45 (5)	Wildcat Pride Homeroom		
Period 1: 9:49 - 10:14 (25)	Electives		
Period 2: 10:18 - 10:43 (25)	Electives		
Period 3: 10:47 - 11:17 (30)	Core Academic Class 1	ELA, Reading Math, Science, Social Studies (Year Long Classes)	
Period 6: 11:18 - 11:48 (30)	**Lunch**		
Period 4: 11:51- 12:21 (30)	Core Academic Class 2	ELA, Reading Math, Science, Social Studies (Year Long Classes)	
Period 5: 12:23- 12:53 (30)	Core Academic Class 3	ELA, Reading Math, Science, Social Studies (Year Long Classes)	
Period 7: 12:55 - 1:25 (30)	Core Academic Class 4	ELA, Reading Math, Science, Social Studies (Year Long Classes)	
Period 8: 1:27 - 1:57 (30)	Core Academic Class 5	ELA, Reading Math, Science, Social Studies (Year Long Classes)	
Period 9: 1:59 - 2:21 (22)	Wildcat PRIDE		

Junior High Activity Bell Schedule for 2026 - 2027

Class Period	Class Description	7th Grade	8th Grade
Homeroom: 7:40 - 7:50 (10)	Wildcat PRIDE Homeroom		
Period 1: 7:54 - 8:36 (40)	Electives		
Period 2: 8:40 - 9:20 (40)	Electives		
Period 3: 9:24 - 10:07 (43)	Core Academic Class 1	ELA, Reading Math, Science, Social Studies (Year Long Classes)	
Period 4: 10:09 - 10:51 (43)	Core Academic Class 2	ELA, Reading Math, Science, Social Studies (Year Long Classes)	
Period 5: 10:53 - 11:36 (43)	Core Academic Class 3	ELA, Reading Math, Science, Social Studies (Year Long Classes)	
Period 6: 11:40 - 12:10 (30)	Lunch		
Period 7: 12:14 - 12:54 (40)	Core Academic Class 4	ELA, Reading Math, Science, Social Studies (Year Long Classes)	
Period 8: 12:56 - 1:36 (40)	Core Academic Class 5	ELA, Reading Math, Science, Social Studies (Year Long Classes)	
No PRIDE on an Activity Schedule			
Activity/Assembly/Pep Rally: 1:41 - 2:21			

2 Hour Early Release Junior High Bell Schedule for 2026 - 2027

Class Period	Class Description	7th Grade	8th Grade
Homeroom: 7:40 - 7:45 (5)	Wildcat Pride Homeroom		
Period 1: 7:49 - 8:13 (24)	Electives		
Period 2: 8:17 - 8:41 (24)	Electives		
Period 3: 8:45 - 9:15 (30)	Core Academic Class 1	ELA, Reading Math, Science, Social Studies (Year Long Classes)	
Period 4: 9:17 - 9:47 (30)	Core Academic Class 2	ELA, Reading Math, Science, Social Studies (Year Long Classes)	
Period 5: 9:49 - 10:19 (30)	Core Academic Class 3	ELA, Reading Math, Science, Social Studies (Year Long Classes)	
Period 6: 10:19 - 10:49 (30)	**Lunch**		
Period 7: 10:53 - 11:23 (30)	Core Academic Class 4	ELA, Reading Math, Science, Social Studies (Year Long Classes)	
Period 8: 11:25 - 11:55 (30)	Core Academic Class 5	ELA, Reading Math, Science, Social Studies (Year Long Classes)	
Period 9: 11:57 - 12:21 (24)	Wildcat PRIDE		

Daily Staff Procedures

Start & End Time

- Teachers must be in the building by 7:15 AM.
- Teachers should be at the door to their rooms by 7:20 AM or at their duty stations by 7:20 AM.
- At 7:35 AM, the warning bell will ring for students to go to homeroom PRIDE.
- At 7:40 AM, the late bell for homeroom PRIDE will ring.
- **Please ensure that accurate daily attendance is updated in Alma by the end of homeroom.**
- Student day ends at 2:21 PM.
- Teacher's dismissal time is 2:51 PM.

Duties & Routines

- Please refer to the Teacher Locator for your assigned morning duty, which will take place from 7:20 - 7:35 AM, as well as Hallway Supervision Duty and In School Suspension Duty that will occur throughout the day.
- Teachers should check the Daily Coverage Document prior to 7:35 AM each morning to see if you are assigned any class coverage.
- Please be promptly on time for your duty and remain in that location for the duration of the duty.
- PRIDE period teachers should be at their doors, directing your students into the classroom. Your presence in the room or on duty is absolutely necessary to perform this task. It is unfair to expect other professional staff to be responsible for your duty.
- During class changes, all teachers must be at their doors monitoring hall traffic.
- Teachers' visual presence helps to provide proper monitoring of student transition in the hallway and properly intervene to support students if any potential issues arise.
- Greeting students at the door and engaging in positive conversation and interactions is a priority each and every day.

Professional Responsibilities

Absences: Sick Day

- If it becomes necessary for a teacher to miss school due to illness, he/she must utilize the AESOP system.
- Professional employees shall enter their AESOP request no later than 6:30 a.m. of the day they intend to be off.
- Teachers must call off if missing an in-service day even though a substitute is not needed.
- If a faculty member becomes ill during the day, he/she should notify an administrator and the Jr./Sr. High School Office as soon as possible so that arrangements for class coverage can be arranged. If a medical emergency occurs, notify the nurse's office first.
- Teachers will comply with contractual language in **ARTICLE XVIII** regarding longer periods of absence.

Absences: Personal Day

- If a teacher is planning to take a personal day, he/she must enter their information into AESOP.
- Only ten percent of the faculty can be out of the building for a personal day on any given day.
- One day of advanced notice shall be given to the building principal and/or supervisor. One day would be a full 24 hours, i.e. 6:30 a.m. the day before the time off is needed. So, if a person would want a personal day on Wednesday, the person should let the office (Mrs. Piccini or Dr. Long know by 6:30 a.m. Tuesday morning. This should also be entered in Frontline and on the Personal Day Google Calendar
- **Please inform Mrs. Piccini when your personal day is approved or you are canceling an already approved personal day.**

Announcements

- All announcements **must** be emailed to Mrs. Lisa Piccini with a CC to Mrs. Tina Nichols in the event that Mrs. Piccini is absent by 7:00 am the day they are to be read. **Please do not give them handwritten notes**. This will assist our office staff in getting the announcements listed and preparing them for each day.
  Please include the following information on your announcement request:
  - Date of Request
  - Starting and Ending Date of Announcement Request

After-School Activity Meetings

- If you are keeping students after school for tutoring or a club/activity, you must supervise the student for the duration of the activity. At the conclusion of the activity, please walk students to the front lobby for the students to wait for the activity bus or their rides with security to supervise. **No student is to be left unsupervised within the building in classrooms or hallways.** Teachers do not need to wait with the students in the lobby - but should ensure that all students in their activity are safely in the secured entry at the front of the building at the security desk.

Assemblies & Class Meetings

- All faculty members are required to attend class meetings, assembly programs and pep rallies if you have a class at that time.
- For class meetings in the auditorium, faculty & staff should sit or stand with their students. This provides proper supervision and proximity to ensure that all students are fully engaged and following all expectations.
- For school wide events like pep rallies, all staff should be present.

Budget Process

- Beginning each fall, departments meet to access and determine critical needs for the next school year.
- During January we begin the final planning for the next year's district budget.
- The building administration will review the budget process with the faculty as it is communicated from the district business office.
- If you need assistance with completing a purchase requisition or anything related to the budget process, please see Dr. Long or Mrs. Piccini.
- All purchase requisitions will be submitted directly to Mrs. Piccini for her to gather and organize during the budget process.
- **Currently, the district still does not have a business manager. The consulting firm the district used for the transition will be staying on several days per week until a new business manager is hired - so we will continue to monitor the budgetary process if and when a permanent business manager is hired.

Conferences, Training, Professional Development Opportunities

- If a teacher is requesting to attend a conference or field trip, he/she must fill out the Conference/Training Request Google Form and submit it to the building principal for approval. The request is then forwarded to the district level and if approved, forwarded to the school board for their approval.
- **These requests must adhere to the timetable for submitting requests to the school board. The Conference/Training Request Form must be completed and submitted at least six (6) business days prior to the first Monday of the month.** If you do not get your item signed by the building principal by the deadline, you will need to submit it for the following month. If the date of the event/workshop, etc. is prior to the next month's meeting, the Board will not ratify a request. To be safe, you should plan to submit requests 2 months prior to the date of the event/workshop, etc. If the request is late, it will not be considered.

Field Trips

- Field trip forms will be completed via the Field Trip Google Form. Be sure to complete all information in the form before submitting the request.
- All field trips should be scheduled at least one month in advance, as they require school board approval.
- The teacher/staff member must arrange transportation with the assistance of the office staff, if needed..
- The teacher/staff member planning the field trip is responsible for ensuring that all details and communication happened between staff and parents.
- The field trip sponsor must communicate all details with the school nurse and attendance secretary and provide a list of students attending to the entire Jr/Sr High School faculty via email at least 24 hours prior to the field trip.
- The field trip sponsor will submit an accurate attendance list to the attendance secretary before departing school on the day of the trip & alert the secretary when we have returned to school.
- Any use of a volunteer, other than a professional staff member, in a situation where they come into direct contact with the students, mandates that the volunteer have their Act 34, 151 and 114 clearances or 114 waivers on file in the District Office. This must be done prior to leaving on the field trip. This information will include the following:
    - A complete list of all attending, adult and child
    - Destination, name and phone number of contact person
    - Itinerary
- Students who have been suspended out-of-school on two separate incidents are ***not permitted*** to participate in overnight field trips. **It is the teacher's/sponsor's responsibility to monitor and notify those students and their parents if a student is ineligible to participate on an overnight field trip.**
- **The student discipline code is in effect during all field trips. Teachers/sponsors are to deal with students accordingly.**

Forms & Professional Documents

- Forms and professional documents that you may need are located in the Jr/Sr High School Processes & Submissions Google Classroom.

Google Calendar & Google Classroom

- All teachers are required to maintain a Google Classroom for their students to access course information and materials digitally.
- All faculty and staff should use the Google Calendar when scheduling meetings and events, as well as accept meeting invitations that are emailed to you.

Professional Attire

- All teachers are expected to dress professionally and to present themselves to students and the public in a professional manner, yet maintain a level of comfort to actively engage in the tasks of teaching and supporting students in various capacities.
- Due to the nature of temperatures in our building, staff members are encouraged to dress comfortably yet professionally, which includes the following items:
    1. Staff members are permitted to wear sneakers and comfortable shoes that fit with the expectation and need for teachers to be on their feet and actively moving around their classrooms.
    2. Staff members are permitted to wear shorts when temperatures outside are warm. Shorts should be of professional quality and of appropriate length.
- Wear EA gear whenever possible to promote our school pride.
- Faculty are encouraged to participate in Spirit Week activities and dress up days.

Professional Conduct

- It is extremely important that teachers set the academic and behavioral tone in the classroom. The first goal should be to establish and maintain a welcoming, academic atmosphere, where students want to be.
- Maintaining professional yet humanistic boundaries with students is absolutely necessary, as we are the trusted adults in the building for our students.

Recommendations for Student Scheduling

- Each year, in February, we will begin the process of scheduling student classes for the next school year.
- The building principals will review this process with the faculty in February and provide a scheduling timeline for all staff.
- **Teacher course recommendations must be completed by the date set by building administration.**

Report Card Responsibilities

Quarter 1	
9/21/2026	Midterm grades need to be updated in Alma
10/21/2026	End of Quarter 1
10/23/2026	Grades due in Alma by 3:00 PM: ● No ↓40 or ↑100, 2 comments per student
10/28/2026	Report Cards released in Alma

Quarter 2	
12/14/26	Midterm grades need to be updated in Alma
1/12/27	End of Quarter 2
1/15/27	Grades due in Alma by 3:00 PM: ● No ↓40 or ↑100, 2 comments per student
1/21/27	Report cards released in Alma

Quarter 3	
2/22/27	Midterm grades need to be updated in Alma
3/22/27	End of Quarter 3
3/24/27	Grades due in Alma by 3:00 PM: ● No ↓40 or ↑100, 2 comments per student
4/01/27	Report Cards released in Alma

Quarter 4	
4/27/27	Midterm grades need to be updated in Alma
5/28/27	End of Quarter 4
6/1/27	Grades due in Alma by 3:00 PM: NO INCOMPLETE GRADES ● No ↓40 or ↑100, 2 comments per student
6/4/27	Report Cards released in Alma

Shipments of Purchased Materials

- All summer shipments should have been delivered to your respective rooms prior to the start of the new school year. Check your mailbox for notification of supplies that have been checked in. Your name should appear on all materials ordered. Once you have verified your shipments, please sign the green sheets Mrs. Piccini placed in your mailbox at the beginning of the school year and put back in Mrs. Piccini's mailbox so they can be forwarded to the District Office for processing.

Supplies

- If you are in need of classroom supplies, please complete a Supply Requisition. Lisa Piccini can assist with obtaining a form in the main office. Place your Requisition Form in Mrs. Piccini's mailbox. All requests **must** have the teacher's name and room number on it. Every effort will be made to have your supply request filled by the next day. The Jr. /Sr. High School Office staff only will issue supplies. Supplies will only be filled at the end of each day. Please plan ahead, as it is difficult for the office staff to fill supplies that are needed at the last minute.
- Supply Requests for the following year are due to Mrs. Piccini on the final day of the contractual year to ensure that the supplies will arrive for the start of the new school year.

Technical Equipment Usage

- There are many instances in which technical equipment will be used by students; most of the time this will entail use of computers and calculators. **It is the responsibility of the teacher to keep track of this equipment.**
- The expectation is that all teachers will have students utilize school issued technology in an engaging, responsible manner.

Telephone Extensions & Usage

- Classroom telephones are to be used for school related business only. Students are *not permitted* to use the classroom phones.
- Teachers are not to use cell phones during class time to model our cell phone expectations for students, unless in the event of the phone being used for educational purposes, or in an emergency or for necessary communication purposes.
- **ROOM TO ROOM DIALING:** Dial the four digit telephone number. Click here for a full list of room extensions.
- **VOICE MAILBOX:** Teachers will have the use of a voice mailbox. All phone messages that come into the school will go directly in your Voice Mailbox. All teachers are to make use of their Voice Mailboxes. **Voice mailboxes must be checked on a daily basis, and phone calls should be returned within 24 hours.**

Textbook Inventory

- Teachers are to maintain an accurate textbook inventory and keep track of books given to students at the **beginning of the year; at mid-point in January; and at the end of the school year.** All missing books will be reported to the Jr./Sr. High School Office. The teacher will also communicate with parents immediately about any books that a student may have lost.
- *An extensive effort is being made to dispose of old and outdated books and materials. We will continue that effort this year to ensure that we do not hoard materials that we are no longer using that occupy space in our storage rooms. Department chairs will be leading the effort to ensure proper storage and accounting of books and instructional materials, as well as identifying materials that need to be properly disposed of.

Tutoring

- Professional employees shall tutor or work a total of ten (10) hours per semester scheduled by the teacher with documentation provided to the building administrator.
- These ten (10) hours per semester may be used for student tutoring or other educationally beneficial programs including but not limited to: after school tutoring, non-compensated student clubs, district and building committees, non-school day professional development, department collaborations, & any other programs approved by the building administrator. (as noted in Section 22 of the CBA).

Visitors / Guest Speakers

- Any teacher who desires to have a visitor or guest speaker for his/her class must have administrative approval prior to the visitation**.** They will sign-in with security at the front door of the building and display their visitor's pass at all times.

Weekly Update

- Each week, all staff will be emailed a link to the weekly update website.
- All Jr/Sr HS Faculty and Staff are required to check this website weekly to ensure they are informed about events and occurring in the building.
- Links to the Weekly Update, PRIDE Calendars, and EA Google Calendar are tabs at the top of the website that should be reviewed weekly by all staff members.

Academic Information & Expectations

Design tasks that get students doing the thinking.

THE BIG IDEA

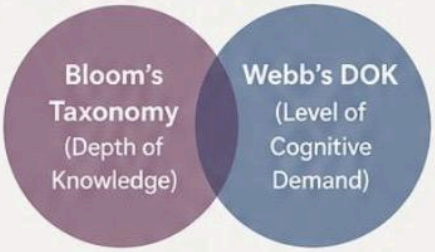
"The task a student is asked to do predicts the level of performance that student will eventually attain."

– Richard Elmore



RIGOR ISN'T MORE WORK. IT'S BETTER THINKING.

Karin Hess's Cognitive Rigor Matrix combines Bloom's Taxonomy (what we think) and Webb's DOK (how deeply we think).



Rigor = **High Quality Thinking** about Important Content

THE SCIENCE OF LEARNING TELLS US...

Durable learning happens when students actively:

- Retrieve prior knowledge
- Explain their reasoning
- Compare ideas
- Generate solutions
- Elaborate and connect
- Apply knowledge in new situations

The quality of the task determines the quality of the thinking.

TASKS AT DIFFERENT LEVELS

LEVEL OF THINKING	TASK EXAMPLES	WHAT STUDENTS DO	LIKELY PERFORMANCE
RECALL & REPRODUCE	• Define • List • Identify	Retrieve information	Memorize and repeat
SKILLS & CONCEPTS	• Explain • Summarize • Describe	Apply procedures, use concepts	Use understanding in familiar situations
STRATEGIC THINKING	• Analyze • Compare • Justify	Make connections, reason, use evidence	Solve problems, explain thinking
EXTENDED THINKING	• Design • Evaluate • Create	Plan, synthesize, innovate	Transfer learning, create new ideas

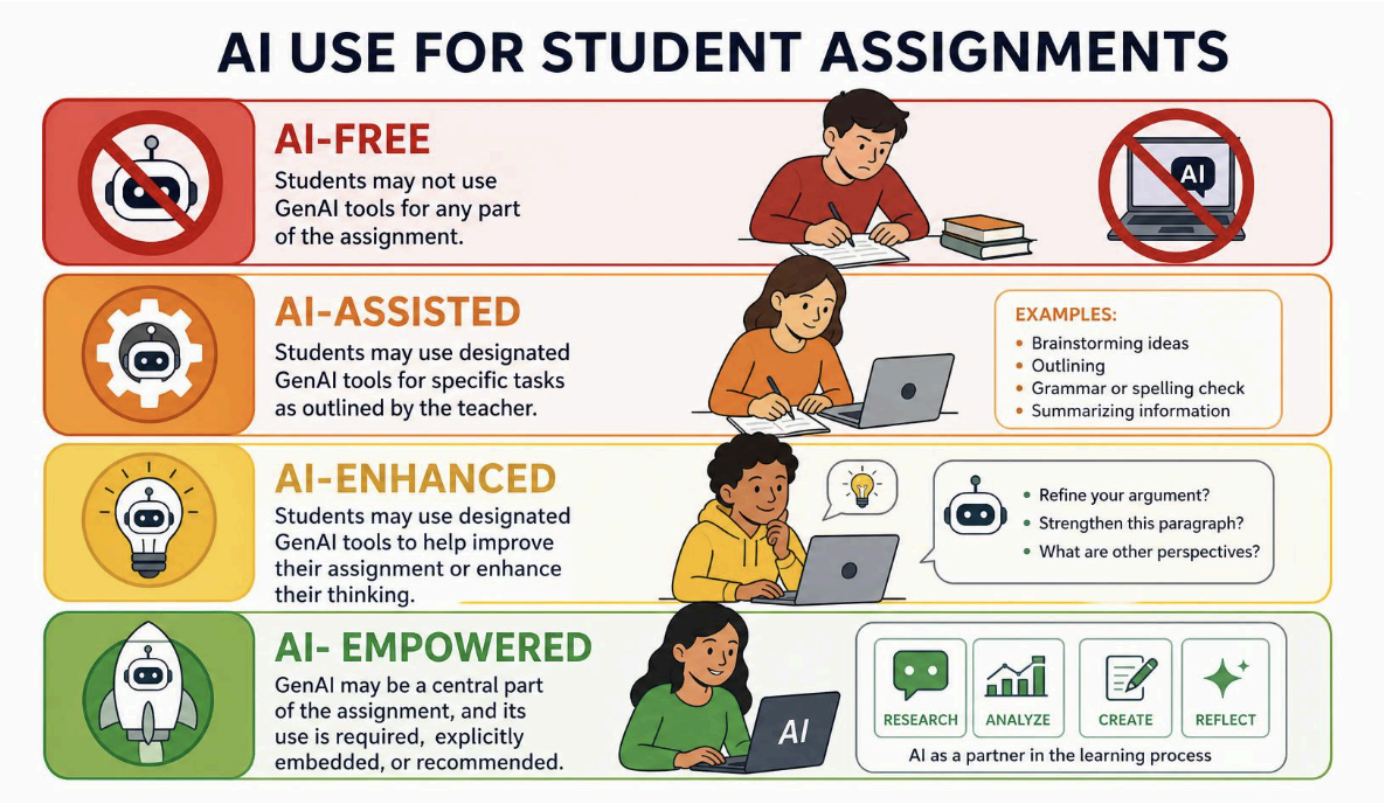
THE BOTTOM LINE

- High-quality tasks lead to deep thinking.
- Students don't learn by watching thinking. They learn by doing thinking.
- Effective instructors design tasks that get students doing the cognitive heavy lifting.
- What students think about is what they learn.

WHAT THIS LOOKS LIKE IN PRACTICE

- Start with the goal: What do we want students to know, understand, and be able to do?
- Design tasks that require meaningful cognitive effort.
- Provide the support students need to access the task (not a simplified task).
- Observe the thinking, not just the completion of the task.
- Use evidence of thinking to inform what comes next.

Artificial Intelligence (AI) Guidelines



Label	Definition	Examples
☐ **AI-Free:**	Students may **not** use GenAI tools for any part of the assignment.	Formal essays, in-class tests, personal reflections.
☐ **AI-Assisted:**	Students may use **designated GenAI tools** for specific tasks as outlined by the teacher.	Brainstorming ideas, generating lists, drafting outlines.
☐ **AI-Enhanced:**	Students may use **designated GenAI** tools to help improve their assignment or enhance their thinking.	Pasting a rough draft into AI to ask, "Where is my argument weak?" and then rewriting the draft based on that feedback.
☐ **AI- Empowered:**	GenAI may be a **central part of the assignment**, and its use is required, explicitly embedded, or recommended.	AI-assisted coding task, GenAI prompt comparison.

Graduation Pathway Information

PATHWAYS TO GRADUATION

Based on Act 158 of 2018

Beginning with the class of 2023, students must meet statewide graduation requirements in one of five pathways.



Pathway 1: Keystone Proficiency

- Proficient or Advanced in Algebra I, Biology, and Literature

Pathway 2: Keystone Composite

- At least 1 Keystone score is Proficient or Advanced and no score is Below Basic
- Composite Keystone Score is at least 4,452

Pathway 3: Career & Technical Education*

1 Piece of Evidence

- Industry-based competency certification
- Likelihood of industry-based competency assessment success
- Readiness for continued engagement in Career and Technical Education (CTE) Concentrator program of study

Pathway 4: Alternative Assessment*

1 Piece of Evidence

- Attainment of one alternative assessment score or better:
  - ACT (21)
  - ASVAB AFQT (31)
  - PSAT/NMSQT (970)
  - SAT (1010)
- Attainment of 3 or better on AP Exam(s) related to each Keystone content area in which less than Proficient
- Successful completion of dual enrollment course(s) related to each Keystone content area in which less than Proficient
- Successful completion of a pre-apprenticeship program
- Acceptance into four year Institution of Higher Education (IHE) for college-level coursework

Pathway 5: Evidence Based*

3 Pieces of Evidence Consistent with Student's Goals

ONE or more of these four bulleted items

- Attainment of 3 or better on any AP Exam
- Successful completion of any dual enrollment or postsecondary course
- Industry-recognized credentialization
- Acceptance into an other-than-four year Institution of Higher Education (IHE) for college-level coursework

AND, no more than TWO of the following

- Attainment of Proficient or Advanced on any Keystone Exam
- Successful completion of a service- learning project
- Letter guaranteeing full-time employment or military enlistment
- Completion of an internship, externship, or cooperative education program
- Compliance with NCAA Division II academic requirements

Instructional Resources

Block Lesson Structures

- Project Based Learning 80 Minute Lesson
- Traditional 80 Minute Lesson
- Socratic Discussion 80 Minute Lesson
- Active Engagement 80 Minute Lesson
- Station Activities 80 Minute Lesson

- English Block Lesson Structures
- Social Studies Block Lesson Structures
- Math Block Lesson Structures
- Science Block Lesson Structures
- Foreign Language Block Lesson Structures
- ELL Block Lesson Structures

Instructional Routines to Engage Students in Active Thinking

Click here to view the map of instructional routines

Routines for Introducing or Exploring Content & Skills

- See, Think, Wonder
- Think, Puzzle, Explore
- Chalk Talk
- Zoom In
- 3, 2, 1 Bridge
- Compass Points
- The Explanation Game

Routines Synthesizing or Organizing Content & Skills

- Connect, Extend, Challenge
- Color, Symbol, Image
- Headlines
- I Used To Think...Now I Think
- Generate, Sort, Connect, Elaborate
- The 4 C's: Connections, Challenge, Concepts, Changes
- The Microlab Protocol
- E3: Estimate, Explore, Explain

Routines for Digging Deeper into Ideas

- What Makes You Say That?
- Circle of Viewpoints
- Step Inside
- Red Light Yellow Light
- Claim, Support, Question
- Tug-Of-War
- Sentence, Phrase, Word
- Peel the Fruit
- Question Starts
- Main, Side, Hidden
- Layered Inference

Routines for Giving Feedback

- Give 3
- Ladder of Feedback
- SAIL: Share, Ask, Ideas, Learned

Routines for Engaging with Other Students

- Give One, Get One
- Think, Talk, Open Exchange
- The Leaderless Discussion
- Making Meaning

Routines for Formative Assessment

- Exit Ticket Questions
- Traffic Light Reflection
- Show of Thumbs Reflection
- 3, 2, 1 Reflection
- 4 Square Criterion Reflection

Routines for Inquiry Based Learning

- The Cycle of Inquiry
- The Art of Questioning
- Genius Hour

Academic Vocabulary Lists by Department

- English Language Arts
- Social Studies
- Mathematics
- Science
- Health & Physical Education
- Technology Education
- The Arts

Assessment Resources

- Pear Formative Assessments
- Quizziz
-

Writing Strategies

- Type One Writing: Quick Writes
- Deliberate Practice with Quick Writes
- Type Two Writing

Technology & Innovative Tools to Enhance Instruction

- Brisk
- Immersive Reality Scene List in the DLC
- Active Floor in the DLC
- FigJam

Instructional Structures

Block Scheduling Structures Reference Guide

Traditional Block Learning Activity Structure			
Time	**Purpose**	**Suggested Activities**	**Teacher Actions & Tips**
5-10 mins	Warm-Up & Lesson Activation	Bellringer, Daily Question, Vocabulary Preview, Quick Write	Review prior learning or preview today's topic; use regular routines.
10-15 mins	Mini-Lesson / Direct Instruction	Lecture, Modeling, Guided Notes, Multimedia Introduction	Keep it focused—limit teacher talk to impactful, essential academic content.
15-20 mins	Guided Practice / Group Work	Problem-solving, Paired Tasks, Simulations, Activity Stations	Circulate to check understanding; embed checks for learning.
15-20 mins	Independent / Applied Work	Writing, Projects, Practice Sets, Reading, Creative Applications	Offer choice when possible; support differentiation.
5-10 mins	Review / Reteach / Student Conference	Peer feedback, Formative Assessment, One-on-One Support	Address misconceptions, extend or remediate as needed.
5-10 mins	Closure/Formative Assessment	Summary, Student Reflection, Exit Slip, Preview Next Lesson	Reinforce objectives, assess learning, and build connections forward.
At any time, the teacher should adjust the guided practice / independent work time based on students' acquisition and application of content & skills. This provides flexibility to ensure students are grasping foundational skills via formative assessment evidence, yet still move the class forward if and when the foundational skills have been demonstrated and applied - which is an effective Tier 1 instructional strategy.			

Station Activity Block Learning Activity Structure			
Time	**Purpose**	**Suggested Activities**	**Teacher Actions & Tips**
10 mins	Whole Group Launch	Resource Distribution, Expectation & Procedure Review	Introduce learning objectives, explain station tasks, model expectations
20 mins	Station 1	Students rotate through 3 stations with transition between each, engaging in learning activities and completing learning activities	Teacher circulates around the room, sets timer for each 20 minute station, supports students, asks questions, supervises learning activities
20 mins	Station 2		
20 mins	Station 3		
10 mins	Whole Group Debrief	Share takeaways, reflect on learning, clarify misconceptions	Check for understanding, gather feedback, ask questions
At any time, the teacher could pull a group of students who are struggling with any of the learning activities at the stations. The teacher can then do a short, impactful, teaching opportunity to provide students with information, guidance, and/or support - which is an effective Tier 1 instructional strategy.			

Block Scheduling Structures Reference Guide

Lab / Research / Production / Performance Block Learning Activity Structure			
Time	**Purpose**	**Suggested Activities**	**Teacher Actions & Tips**
5-10 mins	Engage & Introduce	Bellringer, Driving Question, Hypothesis Setup, Objectives	Connect to prior knowledge, clarify goals and expected outcomes.
5-10 mins	Pre-Activity Briefing	Demonstration, Directions, Materials Review, Group Roles	Model expectations, clarify procedures, distribute materials.
30-40 mins	Student Hands on Work Time	Conducting experiments, data collection, investigations, projects	Active student work time, teacher circulates for management, support, observation & questions.
10 mins	Analysis / Organization	Graphing, Organizing Info, Drawing Conclusions/Inferences	Guide students to reflect on findings, patterns, evidence, and process.
10 mins	Share & Discuss Findings	Group Reporting, Pair-Sharing, Mini-Presentations, Peer Critiques	Facilitate academic dialogue, encourage student voice & feedback.
5-10 mins	Closure & Exit Ticket	Exit Slip, Journaling, Quick Write, Clean-up Protocol	Reinforce objectives, assess learning, and restore classroom environment.
At any time, the teacher could pull a group of students who are struggling with any of the student hands on work time at the stations. The teacher can then do a short, impactful, teaching opportunity to provide students with information, guidance, and/or support - which is an effective Tier 1 instructional strategy.			

Workshop / Student Conferencing Block Learning Activity Structure			
Time	**Purpose**	**Suggested Activities**	**Teacher Actions & Tips**
10 mins	Warm-Up / Do Now	Activate prior knowledge, bell ringer, review, or formative check	Introduce learning objectives, Facilitate quick check-ins
20 mins	Individual or Small Group Conferencing with the Teacher	Students work to apply skill independently or in small groups (e.g., writing, problem-solving, lab, project) while teacher meets with other students	The teacher meets and conferences individually with students or in small groups. Pauses conferences every 20 minutes to check on whole group needs.
20 mins			
20 mins			
10 mins	Sharing / Reflection	Share work, debrief strategies, reflect on learning	Offer feedback, critiques on student work and learning
The individual student conferencing is an effective, researched based Tier 1 instructional strategy. This allows for teachers to fully engage in meaningful learning conversations in a one on one or small group setting with students of similar needs to provide them with academic support within the classroom.			

IXL Implementation & Expectations

PURPOSE

The purpose of IXL implementation in Grades 7-12 is to provide Tier 2 intervention and remediation on skill deficiencies for all students based on their unique, individual needs and for teachers to have a means to analyze student growth, skill acquisition, & standards-aligned assessments.

EXPECTATIONS

- Consistent weekly maintenance where students spend time in the diagnostic arena is critical in Math and ELA to ensure that students' skill acquisitions are up to date, providing teachers with data to inform grouping, instruction, and student skill growth
- Effective implementation occurs when each department utilizes IXL in a content specific fashion that is relevant and engaging, as to not create student burnout with overuse of the resource.
- Building principals will be monitoring reports on teacher use, student proficiency and growth on a bi-weekly basis and sharing those reports with departments, as oversight is critical to ensure effective implementation.

Helpful IXL Reports

Diagnostic Reporting (found under the Analytics tab)

1. Assessment - Flex Diagnostic Overview

- A quick way to check whether students have a current diagnostic ("Starburst" indicator).
- The Starburst indicates that a student is up to date on their diagnostic.

2. Assessment - Strand Analysis can be used to support student grouping.

- Group students based on their current levels.
- Skill recommendations are provided by group to support targeted intervention and instructional planning.

3. Progress & Growth

- Use this report to monitor student growth over time.
- Review the Assessment Growth column to track progress.
- *Exporting this report is recommended.*

Math Implementation Plan	
Junior High	High School
• Weekly Maintenance (Diagnostic Arena) - One day in class (teacher's choice) • 2 recommended skills a week when it works for teacher • Suggested Skills - Matches classwork as needed	• Weekly Maintenance (Diagnostic Arena) - One day in place of DOT Mondays • 2 recommended skills a week when it works for teacher

English Language Arts Implementation Plan	
Junior High	High School
• Reading will maintain Weekly Maintenance (Diagnostic Arena) - One day in class (teacher's choice) & assign one recommended or assigned reading skill • English will assign supplemental grammar/writing skills (at least one skill but no more than two)	• Weekly Maintenance on Wednesdays • Grades 9-10 all students weekly maintenance, two skill activities (either from their personalized action plans or a recommended skill that we assign). • Grades 11-12, Honors/AP teacher prerogative for how/if to implement. All other sections, all students weekly maintenance, two skill activities (either from their personalized action plans or a recommended skill that we assign).

Social Studies Implementation Plan	
Junior High	High School
• Students will be assigned supplemental content skills (at least one skill but no more than two) • The quiz feature will be utilized to create formative assessments aligned to standards	• Students will be assigned supplemental content skills (at least one skill but no more than two) • The quiz feature will be utilized to create formative assessments aligned to standards

Science Implementation Plan	
Junior High	High School
• 7/8th grade students will be using IXL for group jams for review. • 7th grade will be assigning 2 a week as bell ringers - using this to help reinforce material from the 6th grade and 7th grade standards • 8th grade will be assigning 1 a week as a supplement to reinforce topics from that week. Closer to PSSA time, IXL will be used to review materials from the middle school grade band.	• Chemistry students will utilize IXL on a biweekly basis for supplemental skill practice. • Biology 2 Students will utilize IXL on a supplemental basis, including the quiz feature. • Physics students will utilize IXL on a supplemental basis for skill practice. • Integrated science students will utilize IXL on a supplemental basis, including the quiz feature • Biology students will utilize IXL on a supplemental basis, including the quiz feature • There are not skills relevant to all the classes (such as Anatomy, AP Environmental Science, Chem 2). AP Environmental Science utilizes AP Classroom in a similar manner (bell ringers, practice, reinforcement, review).

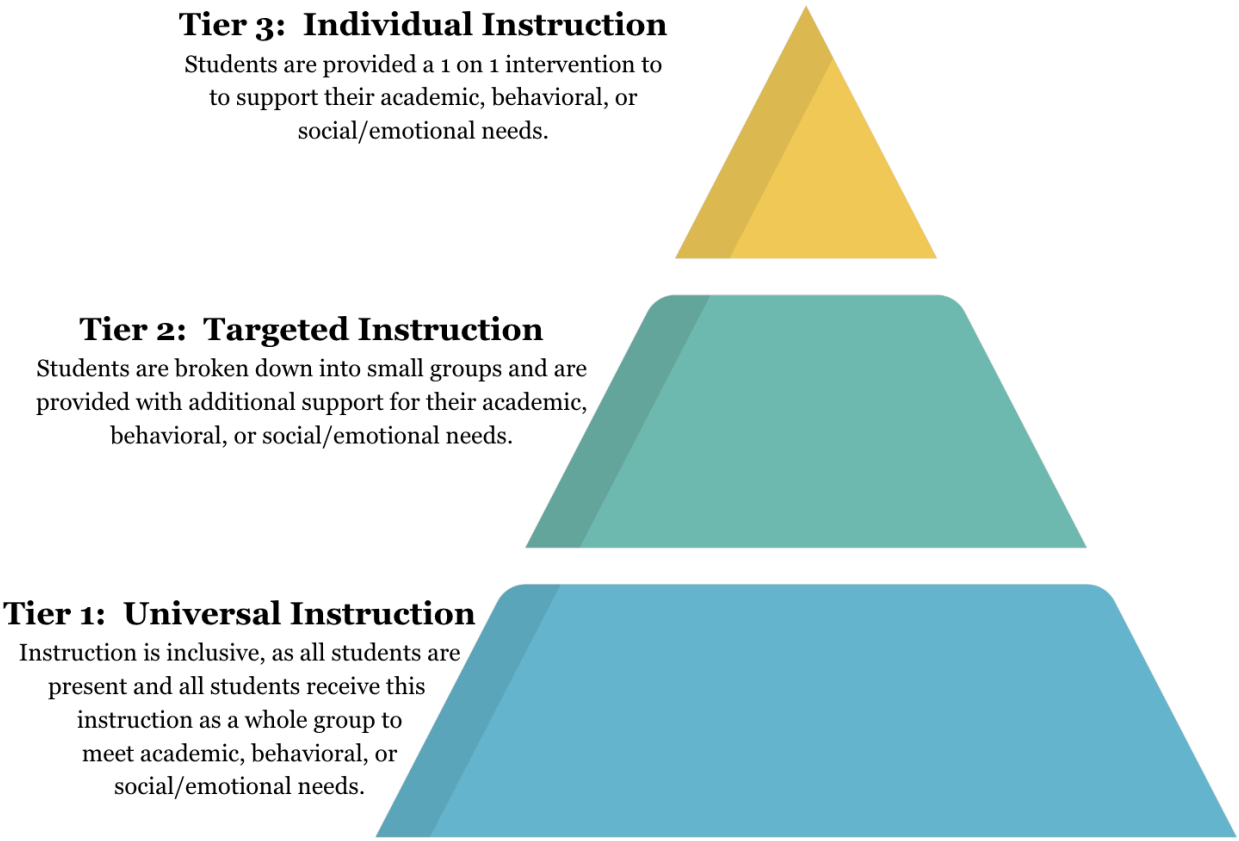
Lesson Planning

- Lesson plans are a vital aspect of a teacher's professional responsibility. They are a positive indication of your ability to determine an effective approach to the course of study. Lesson plans also indicate a student's progress and class objectives.
- Click here for a sample of a lesson plan structure if you need one.
- **Weekly lesson plans are not required to be submitted, but if a concern is raised by an administrator during a walk-through or formal observation, teachers should be able to produce a lesson plan for consultation with the administrator.**
- **Teachers are required to have 5 days of emergency lesson plans in your Google Classroom. This should be completed by Friday, August 28, 2026.**

Multi-Tiered Systems of Support (MTSS)

What is MTSS (Multi-Tiered Systems of Support) at the secondary level?

- MTSS is a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students' social, emotional, and behavior needs from a strengths-based perspective.
- MTSS offers a framework for three tiers or intervention:



- This will provide focus, clarity, and a clearer purpose for Academic Check-Ups during PRIDE Periods each week.
- This will provide dedicated time for shared conversation and collaboration between teachers who share similar groups of grade level students.
- This approach attempts to provide necessary interventions for students and teachers to increase the likelihood of student support and success.

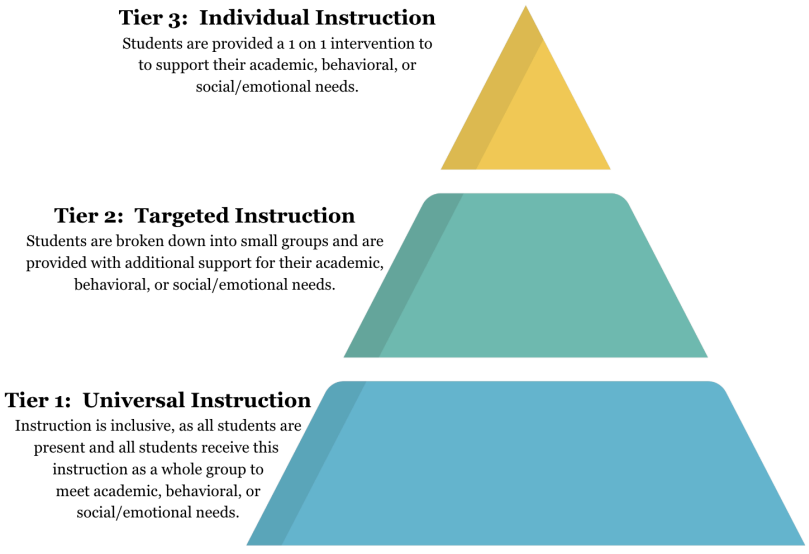
What are the terms I should know to understand MTSS?

- **Data-Based Decision Making**
  - Teams use screening and progress monitoring data to make decisions about instruction, intensification of instruction and supports, and identification of students with disabilities (in accordance with state law).

- **Tier 1: Bottom of the Triangle - ALL**
  - Majority of students. As the largest tier, and the foundation for the entire framework, Tier 1 encompasses the entire school with core instructions and basic interventions. This structure helps to build positive relationships between staff and students. It includes proactive classroom management strategies aimed at creating a supportive atmosphere. Students who do not respond to these interventions may move into Tier 2.

- **Tier 2: Middle of the Triangle - SOME**
  - Small groups of students. Some students need a little extra assistance in meeting academic and behavioral goals, and it is in Tier 2 that these individuals receive that help. Often these interventions and supports are delivered in small group settings, such as reading groups. Check- In/Check-Out (CICO) interventions are often a part of Tier 2, as well. This targeted support allows students to work toward catching up with their peers.

- **Tier 3: Top of the Triangle - ONE**
  - Individual Students. A subset of students has significant challenges that do not respond to the interventions and supports in Tier 1 or Tier 2. Tier 3 gives these students individualized support and can include assistance from outside agencies such as behavioral counselors or family therapists.



How will we make this work for us at Junior High for Grades 7 & 8?

- We established collaborative curriculum team meetings last year led by Dr. Long. We will utilize 2 of these meetings per month to focus on the MTSS process.

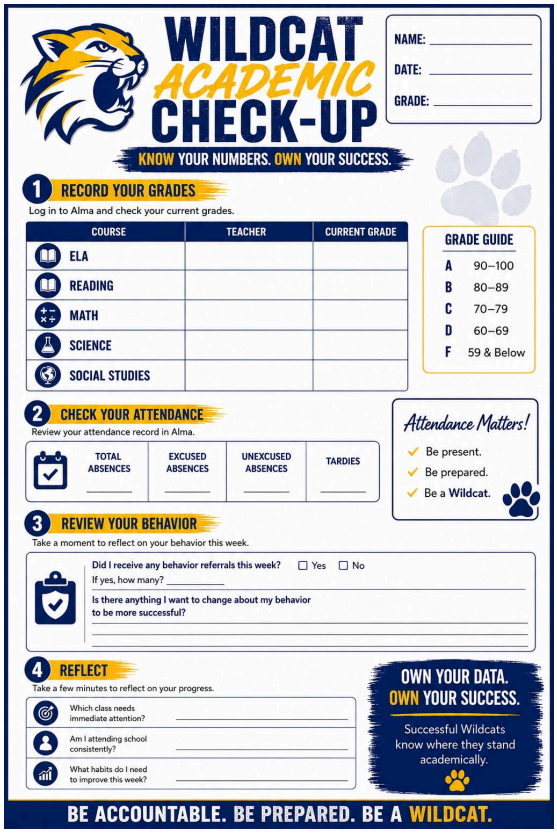
Junior High MTSS Meeting Schedule

MTSS Review during Grade Level Collaboration Meetings on twice per month on WEDNESDAYS:

- Week 2:
  - Grade 7: 7:49 - 8:31 AM
  - Grade 8: 8:35 - 9:17 AM
- Week 4:
  - Grade 7: 7:49 - 8:31 AM
  - Grade 8: 8:35 - 9:17 AM

Junior High School Needs Identification (Grades 7 & 8)

- Each week on Wednesdays during Jr. High School PRIDE Period, students in Grades 7 & 8 will complete an Academic Check-Up Sheet that will be collected and reviewed by the PRIDE Teacher.
- Teachers will keep a folder for each student with the completed Academic Check-Up Sheets.
- PRIDE teachers will identify students in need of support any of the following areas:
  - Academic
  - Behavioral
  - Social/Emotional
- At the bi-weekly grade level MTSS Meeting, PRIDE teachers will bring the names of any identified students in need of support, as well as the corresponding data to provide context about what supports are needed.



How will we make this work for us at the High School for Grades 9 - 12?

- We will hold monthly MTSS Grade Level Meetings with all of the Grade Level PRIDE teachers during our PRIDE Period. These meetings will occur on Thursdays and be led by Dr. Long.
- On the MTSS Meeting dates, the entire grade level of those students will report to the auditorium for a class meeting led by their grade level School Counselor and Mr. Ferek.

HS PRIDE Period Calendar: Grades 9 - 12

Week of: **September 7** — **PRIDE Period is a NO CELL PHONE ZONE**

	9/7 MONDAY	9/8 TUESDAY	9/9 WEDNESDAY	9/10 THURSDAY	9/11 FRIDAY
	7:40 - 8:11 AM	7:40 - 8:11 AM	7:40 - 8:11 AM	7:40 - 8:11 AM	7:40 - 8:11 AM
12th Grade	**No School Labor Day**	Ms. Mattucci in Mrs. Ekis's PRIDE for Senior Project Meeting	Ms. Mattucci in Mr. Encapera's PRIDE for Senior Project Meeting	Ms. Mattucci in Mrs. Rosenfeld's PRIDE for Senior Project Meeting	Ms. Mattucci in Mr. Goldstrohm's PRIDE for Senior Project Meeting
11th Grade		**Personalized Learning Activities:** Teachers can choose from a menu of activities and secure materials from the bins in the faculty rooms. Students will engage in activity in your assigned PRIDE classroom.		**Student Option 1:** Homecoming / Spirit Door Decorating Brainstorming Ideas. **Student Option 2:** Students will engage in activity in your assigned PRIDE classroom. **Student Option 3:** Academic Work Time.	**Student Option 1:** Homecoming / Spirit Door Decorating Brainstorming Ideas. **Student Option 2:** Students will engage in activity in your assigned PRIDE classroom. **Student Option 3:** Academic Work Time.
10th Grade					
9th Grade			Students will fill out their weekly Academic Check-Up Sheet and then turn it in to their PRIDE teacher. If the PRIDE teacher notices a concern regarding academic progress, the PRIDE teacher should contact the parent to alert them of the concern and log that concern in the note section of Alma. If the concern persists beyond one week, a referral can be made to the SAP Team.	**Grade 9 Lesson in Auditorium with Mr. Pedulla & Mr. Ferek:** How do I get involved in High School? Activities, Athletics, Clubs, Groups. **Grade 9 PRIDE Teacher MTSS Meeting with Dr. Long** (Review Early Warning System for students in need of intervention)	

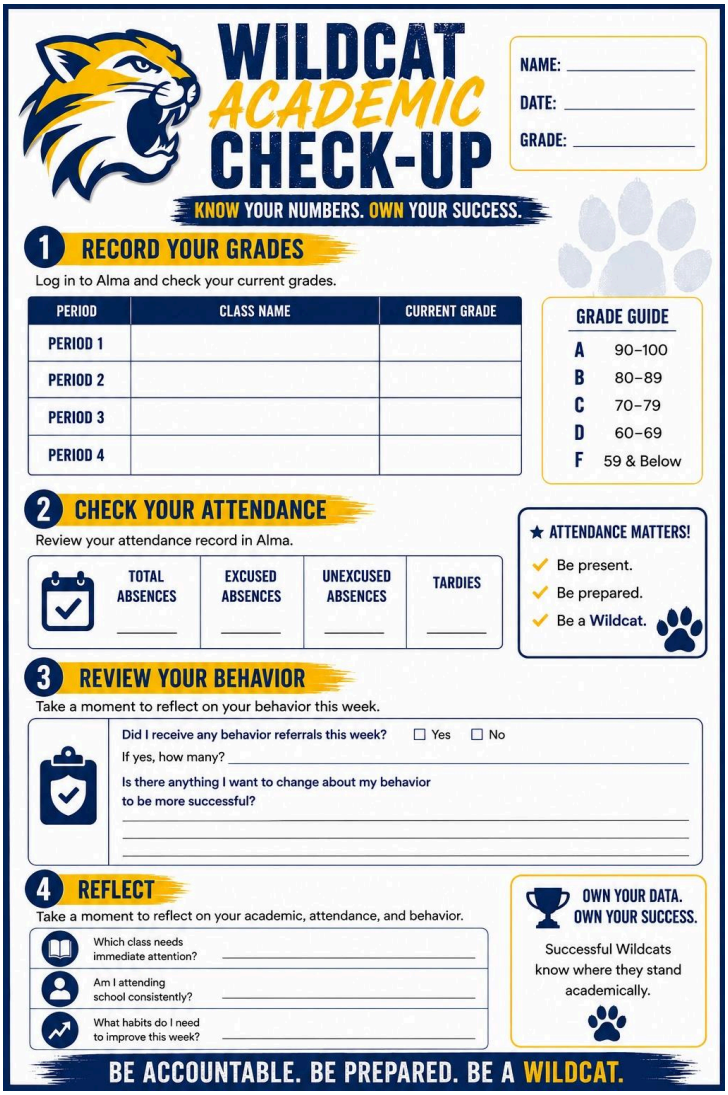
High School MTSS Meeting Schedule

MTSS Review with Grade Level PRIDE Teachers once per month on THURSDAYS:

- Week 1: Grade 9: 7:40 - 8:11 AM
- Week 2: Grade 10: 7:40 - 8:11 AM
- Week 3: Grade 11: 7:40 - 8:11 AM
- Week 4: Grade 12: 7:40 - 8:11 AM

High School Needs Identification (Grades 9 - 12)

- Each week on Wednesdays during High School PRIDE Period, students in Grades 9-12 will complete an Academic Check-Up Sheet that will be collected and reviewed by the PRIDE Teacher.
- Teachers will keep a folder for each student.
- PRIDE teachers will identify students in need of support any of the following areas:
    - Academic
    - Behavioral
    - Social/Emotional
- At the monthly grade level MTSS Meeting, PRIDE teachers will bring the names of any identified students in need of support, as well as the corresponding data to provide context about what supports are needed.



WILDCAT ACADEMIC CHECK-UP

NAME: _____
DATE: _____
GRADE: _____

KNOW YOUR NUMBERS. OWN YOUR SUCCESS.

1 RECORD YOUR GRADES

Log in to Alma and check your current grades.

PERIOD	CLASS NAME	CURRENT GRADE
PERIOD 1		
PERIOD 2		
PERIOD 3		
PERIOD 4		

GRADE GUIDE

A	90–100
B	80–89
C	70–79
D	60–69
F	59 & Below

2 CHECK YOUR ATTENDANCE

Review your attendance record in Alma.

TOTAL ABSENCES	EXCUSED ABSENCES	UNEXCUSED ABSENCES	TARDIES
_____	_____	_____	_____

★ ATTENDANCE MATTERS!

- Be present.
- Be prepared.
- Be a Wildcat.

3 REVIEW YOUR BEHAVIOR

Take a moment to reflect on your behavior this week.

Did I receive any behavior referrals this week? ☐ Yes ☐ No

If yes, how many? _____

Is there anything I want to change about my behavior to be more successful?

_____

_____

_____

4 REFLECT

Take a moment to reflect on your academic, attendance, and behavior.

Which class needs immediate attention?	_____
Am I attending school consistently?	_____
What habits do I need to improve this week?	_____

OWN YOUR DATA. OWN YOUR SUCCESS.

Successful Wildcats know where they stand academically.

BE ACCOUNTABLE. BE PREPARED. BE A WILDCAT.

What do we do with the students who have been identified with an academic, behavioral, or social/emotional need?

- On our monthly professional development days, we will have time set aside for grade level MTSS Teams to meet, to review the identified students, and to put interventions in place.

Grade 7 MTSS Team: Led by Mr. Milbourne		
7th Grade PRIDE Teachers Ms. Fry	Mr. Kuhla Ms. Ansell	Mr. See Mrs. Rosco

Grade 8 MTSS Team: Led by Ms. Gerbi		
8th Grade PRIDE Teachers Ms. Gasmen	Mr. Bucar Mr. Rosco	Mr. Gutwald Mrs. Peel

Grade 9 MTSS Team: Led by Mr. Pedulla				
Mrs. Miller Mr. Miller	Mr. Benton Ms. Kranz	Mr. Thomas Mrs. Hallick	Mr. Cortazzo Mrs. Demedio	Mrs. Kenney Ms. White

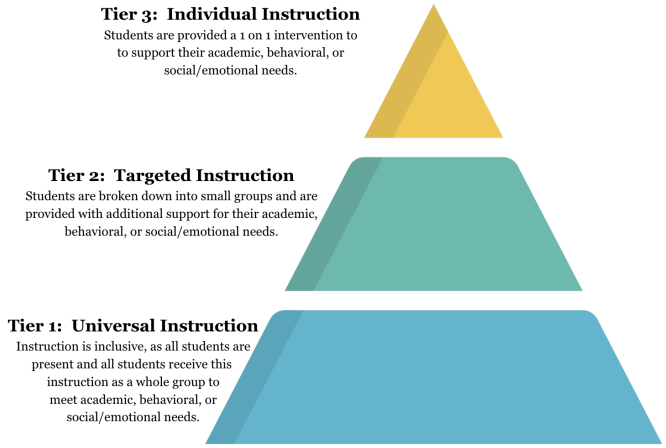
Grade 10 MTSS Team: Led by Dr. Long			
Mrs. Woleslagle Mrs. Price	Mrs. Woods Mr. Walk	Ms. Crystol Mr. Stahurski	Mr. Morrone Mrs. Rosenfeld

Grade 11 MTSS Team: Led by Ms. Mattucci			
Ms. Diges Mr. Gutwald	Mrs. Spallone	Mr. Encapera Mr. Edwards	Mr. Goldstrohm Mrs. Forsythe

Grade 12 MTSS Team: Led by Mr. Ferek		
Mr. Loya Mr. Kenney	Mrs. Chenot Mrs. Ekis	Mrs. Tresnan Ms. Taylor

What are examples of Tier 1, 2, and 3 Interventions that we can actually put into place?

- **Tier 1: ALL** students
- **Tier 2: SOME** students
- **Tier 3: ONE** student



Tier	Academic Interventions	Behavioral Interventions
Tier 1: **ALL**	• Reteaching Content & Skills • Student Grouping • Formative Assessment • Parent Contact • Seat Change • Grade Checks • Counselor Lessons • Student Choice in Learning Tasks	• PBIS P.R.I.D.E. Expectations implemented consistently • Teacher Proximity • Individual Conversations • Redirecting student choices • Offer student choices • Parent Contact • Seat change / modification
Tier 2: **SOME**	• Check-In / Check-Out • Academic Support (PRIDE or After School Tutoring) • Parent Meeting • IXL Skill Assignment & Practice • School Counselor Meeting • Principal Meeting • Peer Mentoring	• Check-In / Check-Out • Attendance Group • Hallway Transition Plan • Develop Behavior Goals Plan • Team Meeting (Jr. High) • Parent Meeting • School Counselor Meeting • Principal Meeting
Tier 3: **ONE**	• 1 on 1 Instruction • Active Progress Monitoring if Tier 2 is not successful • Schedule Change • IXL Skill Assignment & Intense Practice with Regular Use • Parent/Counselor/Principal Meeting • Referral for Special Education Evaluation	• Referral to SAP • Referral to Care Solace • Referral to School Based Counseling • Parent/Teachers/Counselor/ Principal Meeting • Formal Behavior Plan • Referral for Special Education Evaluation • Referral to Outside Placement

PRIDE Period

Teacher Expectations

- PRIDE is the time in the day dedicated to developing relationships with students. PRIDE teachers serve in the role as a trusted adult and advisor, much in the same capacity as college students have advisors that help to guide them through their academic journey.
- High School PRIDE will occur every day from 7:40 - 8:11 AM to start the day.
- Junior High PRIDE will occur every day from 1:51 - 2:21 PM at the end of the day.
- PRIDE teachers will be provided with a weekly calendar of activities and lessons that should occur during PRIDE period every day.
- The PRIDE calendar will be included on the weekly update website.
- **It is the professional responsibility of the PRIDE teacher to carry out these lessons with fidelity and consistency.**
- Students and teachers should be engaging with each other during this period, and not sitting in silence, on their phones, or disengaging from one another.

Grade & Attendance Checks & Communication

- If you have a PRIDE homeroom, you are the point of contact to share any academic or attendance concerns about the students in your PRIDE class.
- When Grade & Attendance checks occur each week in PRIDE, the PRIDE teacher should take note of any students with academic or attendance concerns and call the parent/guardian to share the concern.
- ***PRIDE teachers must make a positive phone call to all students in their PRIDE class by September 30.**
- *Each call should be logged in Alma under the note section.
- For Jr High Pride Teachers, this should be completed during collaborative planning time.

Supervision & Evaluation

Professional staff members will participate in the differentiated supervision model, with a formal observation occurring once every three years. Click here to view the staff assignments for this year.

- Formal Observation
  - Formal observations will be conducted by the assigned administrator, which will include the Pre-Observation Questionnaire, Observation, and Post-Observation Conference utilizing the PA-ETEP platform.
- Peer Observation
  - Staff will engage in observing a fellow K-12 teacher with the intent of improving their instructional practices and gain a deeper understanding of content and skills within the same department or for interdisciplinary opportunities.
- Professional Choice
  - Teachers can choose something they would like to explore to continue their professional learning. Examples could be a book study, an assessment analysis & review, or research/explore an area of interest related to a class that is taught. Professional choices must be approved by the teacher's supervising principal/assistant principal.

Student Assistance Program (SAP)

- This year, referrals to the Student Assistance Program will be made through the aSAP program, which is an online program that will track and organize all referrals.
- If you have concerns about a student's attendance, behavior, social/emotional status, or drug/alcohol/substance use, please complete a SAP Referral.
- **Click here to refer a student to the SAP Team using the aSAP Program**
- **Click here to view a video tutorial for how to make a referral**

Student Performance Measures (SPMs)

- Each teacher is responsible for completing a Student Performance Measure (SPM) in PA-ETEP.
- There are three different options for the SPM, and they are directly related to our Comprehensive School Improvement Plan and Instructional Goals. Use the samples below as a template to complete your SPM in PA-ETEP.
- Teachers must complete Parts I and II of the SPMs in PA-ETEP by Friday, October 2, 2026.

SPM Option 1: Writing Focus: Training and Implementation of Collins Writing Strategies. R.J. Long will support this SPM group, Dr. Lauren Cunningham will provide training. **This SPM is REQUIRED for ALL Social Studies and ELA Teachers. This SPM is OPEN for any teacher in other subject areas desiring training and implementation of effective writing strategies.

What is the current context, corresponding evidence, and/or anecdotal information that informs your identification of this challenge or need?

In conjunction with the Comprehensive School Improvement Plan and through analysis of academic performance in writing. Daily Writing Instruction and Practice have been identified as an area for improvement. Explicit instruction and application of daily writing practice with at least one type of writing from the Collins framework and practice will increase student skill acquisition and application of writing skills. (can simply copy and paste into the text box)

What is your proposed response?

Individualize this response based on your specific content area and grade level(s).

What resources are available to assist you in addressing the student challenge/need?

Below are sample resources that can be used in any content area.

Collins Writing Program
Type I Writing Routine
Type 2 Writing Routine
Text Dependent Analysis Toolkit
The DBQ Project

If applicable, what additional expertise, resources, and/or other supports would assist you in meeting the student challenge/need?

Answer based on your own individual needs.

Complete the Action Steps Section based on your own implementation plan for your specific content and grade level(s).

SPM Option 2: Explicit instruction and practice of academic vocabulary in every content area. Brian Ferek will support this SPM group.

What is the current context, corresponding evidence, and/or anecdotal information that informs your identification of this challenge or need?

In conjunction with the Comprehensive School Improvement Plan, academic/content specific vocabulary instruction has been identified as an area for improvement. Explicit instruction and application of academic vocabulary increases student background and contextual knowledge, which leads to greater understanding. (can simply copy and paste into the text box)

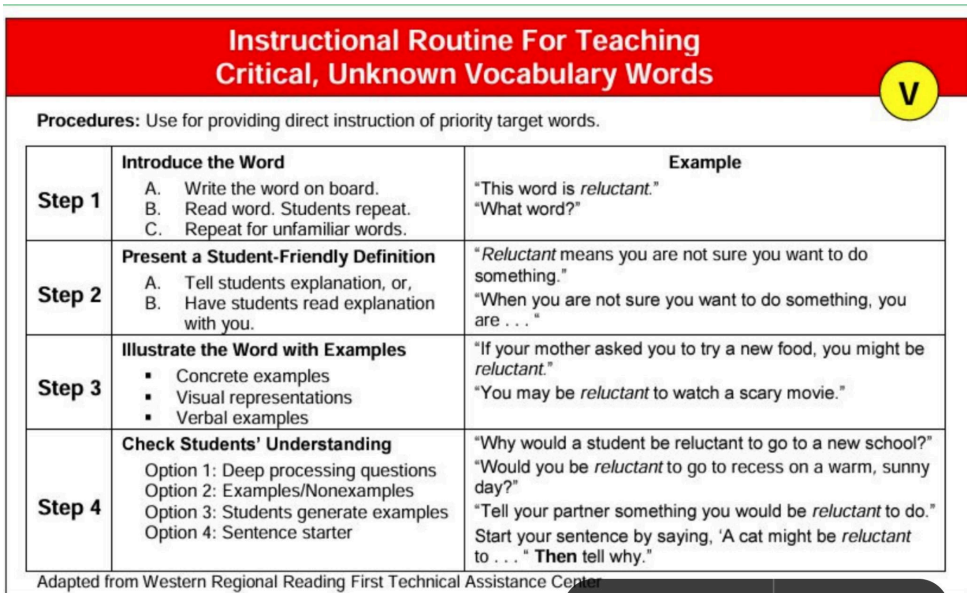
What is your proposed response?

Individualize this response based on your specific content area and grade level(s).

What resources are available to assist you in addressing the student challenge/need?

Below are sample resources that can be used in any content area.

Academic Content Vocabulary Lists



Instructional Routine For Teaching Critical, Unknown Vocabulary Words

V

Procedures: Use for providing direct instruction of priority target words.

Step 1	**Introduce the Word** A. Write the word on board. B. Read word. Students repeat. C. Repeat for unfamiliar words.	**Example** "This word is *reluctant*." "What word?"
Step 2	**Present a Student-Friendly Definition** A. Tell students explanation, or, B. Have students read explanation with you.	"*Reluctant* means you are not sure you want to do something." "When you are not sure you want to do something, you are . . . "
Step 3	**Illustrate the Word with Examples** ▪ Concrete examples ▪ Visual representations ▪ Verbal examples	"If your mother asked you to try a new food, you might be *reluctant*." "You may be *reluctant* to watch a scary movie."
Step 4	**Check Students' Understanding** Option 1: Deep processing questions Option 2: Examples/Nonexamples Option 3: Students generate examples Option 4: Sentence starter	"Why would a student be reluctant to go to a new school?" "Would you be *reluctant* to go to recess on a warm, sunny day?" "Tell your partner something you would be *reluctant* to do." Start your sentence by saying, 'A cat might be *reluctant* to . . . " **Then** tell why."

Adapted from Western Regional Reading First Technical Assistance Center

If applicable, what additional expertise, resources, and/or other supports would assist you in meeting the student challenge/need?

Answer based on your own individual needs.

Complete the Action Steps Section based on your own implementation plan for your specific content and grade level(s)

Option 3: Daily formative assessment administered by teachers in various ways to have first hand knowledge and data about if and how students have acquired, demonstrated, or applied the content and skills of the lesson. Devin Milbourne will support this SPM group.

What is the current context, corresponding evidence, and/or anecdotal information that informs your identification of this challenge or need?

In conjunction with the Comprehensive School Improvement Plan, daily formative assessment has been identified as an area for improvement. Summative assessments or infrequent check-ins do not provide timely data for instructional decision-making. Real time, daily formative assessment is essential for gauging student learning and adjusting instruction accordingly. (can simply copy and paste into the text box)

What is your proposed response?

Individualize this response based on your specific content area and grade level(s).

What resources are available to assist you in addressing the student challenge/need?

Below are sample resources that can be used in any content area.
Routines for Formative Assessment

- Exit Ticket Questions
- Traffic Light Reflection
- Show of Thumbs Reflection
- 3, 2, 1 Reflection
- 4 Square Criterion Reflection
- Quick Quizzes (Use Google Forms, IXL Spark Studio)
- Polls & Surveys (Instant check-ins with tools like Kahoot or Plickers)
- Concept Maps (Visual connections between key ideas/topics)
- Memory Matrix
- Brain Dumps (Students recall all they know about a topic)

If applicable, what additional expertise, resources, and/or other supports would assist you in meeting the student challenge/need?

Answer based on your own individual needs.

Complete the Action Steps Section based on your own implementation plan for your specific content and grade level(s).

Option 4: Professional Choice

- Teachers can choose something they would like to explore to continue their professional learning and measure student progress. Examples could be implementing a specific assessment strategy, content specific practice or strategy that is measurable, etc.
- Professional choices must be approved by the teacher's supervising principal/assistant principal.

What is the current context, corresponding evidence, and/or anecdotal information that informs your identification of this challenge or need?

Answer based on your own individual SPM.

What is your proposed response?

Individualize this response based on your specific content area and grade level(s).

What resources are available to assist you in addressing the student challenge/need?

Answer based on your own individual SPM.

If applicable, what additional expertise, resources, and/or other supports would assist you in meeting the student challenge/need?

Answer based on your own individual SPM.

Complete the Action Steps Section based on your own implementation plan for your specific content and grade level(s).

Grading & Assessment Expectations & Information

What should a Grade Communicate to Students & Parents?

Grades are intended to communicate a student's level of mastery of the Pennsylvania Academic Standards and course learning objectives. As such, grades should accurately reflect a student's demonstrated academic knowledge, understanding, and skills rather than simply the completion of assignments or compliance with classroom expectations. Grades should serve as a reliable indicator of learning that informs students, families, educators, and other stakeholders about a student's progress toward meeting established learning standards.

Teachers are expected to:

- Ensure that grades are based primarily on evidence of student learning and mastery of course standards and objectives.
- Design assessments and learning tasks that provide students with multiple opportunities to demonstrate their understanding.
- Distinguish academic achievement from behaviors such as participation, effort, attendance, punctuality, organization, or compliance with classroom procedures. While completing assignments and following classroom expectations are important components of a successful learning environment, these behaviors should not disproportionately influence a student's academic grade.
- Use professional judgment to ensure that grades accurately represent what a student knows and is able to do at the time of assessment.
- Communicate grading expectations and success criteria clearly and consistently to students and families.
- Maintain accurate and timely gradebooks that reflect current student progress and provide meaningful feedback throughout the grading period.
- Update gradebooks in Alma weekly so that student grades are accurate and current.
- Work habits, responsibility, participation, and citizenship should be communicated separately through direct feedback to students and/or parents, as well as the 2 required comments on the quarterly report card.

Grading Scale

100% - 90% =A
89% - 80% = B
79% - 70% = C
69% - 60% = D
59% - 40% = F
Incomplete = I
Medically Excused = M

Honor Roll

Honor Roll will be calculated at the conclusion of each quarter based on student GPA. Honor Roll Assemblies will be conducted for Grades 7-12 by the Assistant Principals.

High Honor Roll:	**3.50 - 4.00**
Honor Roll:	**3.00 - 3.49**

Promotion / Retention of Students

Junior High: Grades 7 - 8

- Seventh and eighth grade students are required to pass four (4) academic classes in order to attain full status in the next grade level.
- Failure in three (3) academic classes is automatic retention. Students who fail two (2) academic classes (English, science, math, social studies, and reading), will be required to attend summer school and to pass those two (2) classes successfully in order to advance to the next grade level.
- If the student is unsuccessful in this attempt or fails to attend, s/he will be retained entirely. If the seventh (7th) or eighth (8th) grade student fails only one (1) academic class, s/he will be recommended to attend summer school and to pass the one (1) class successfully.

High School: Grades 9 - 12

- The required earned credits for promotion are:
  - 10th grade: 5 credits
  - 11th grade: 12 credits
  - 12th grade: 17 credits
- Students in grades 9-12 who fail two academic classes will have the option to attend summer school to make up the credits or may be able to repeat the class for the upcoming school year. If a student fails an academic class in a year, the student has one calendar year to make it up in the regular schedule. In other words, the student can only double up on an English or a Math class in the regular schedule to make up a credit immediately the next school year.
- If the student has failed a class for the second time, the student will not be permitted to make that class up again instead of a credit and must attend a summer school credit recovery program and cannot continue to make up courses failed in successive years, such as taking a freshman English class during the junior year of high school. Students who need to make up an academic credit in their regular schedule must use an elective option to repeat the class. If the student, however, needs to make up more classes than are available during the school year as electives, that student must attend summer school.

Credit Recovery

- Ms. Mattucci, School Counselor for Grades 10-12, is the Credit Recovery Coordinator for the Jr/Sr High School.
- Any student in need of credit recovery should be identified and referred to her.

Testing Information: PSSA, Keystone, and AP

Keystone Exams (Biology, Literature, Algebra I)

Winter Wave (January 2027)			
Biology	Literature (Grades 9 & 10)		Algebra I
Tuesday, Jan. 5 Modules 1 & 2 9:39 AM - 12:57 PM	Thurs. Jan 7 Module 1 7:45 - 9:39 AM	Fri. Jan 8 Module 2 7:45 - 9:39 AM	No Winter Wave Exam

Spring Wave (May 2027)			
Literature (Grades 9 & 10)		**Biology**	
Monday, May 10 Module 1 7:45 - 9:39 AM	Tues., May 11 Module 2 7:45 - 9:39 AM	Wed., May 12 Module 1 7:45 - 9:39 AM	Thurs., May 13 Module 2 7:45 - 9:39 AM
Algebra I (2 hour delay schedule)			
Monday, May 17 Module 1 7:45 - 9:39 AM		Tuesday, May 18 Module 2 7:45 - 9:39 AM	

PSSA Exams 2027 *Take Your Child To Work Day is April 22, 2027: no conflict with the testing dates*		
ELA Grades 7 & 8	**Math** Grades 7 & 8	**Science** Grade 8
Tuesday, April 27 Wednesday, April 28 Thursday, April 29	Tuesday, May 4 Wednesday, May 5	Thursday, May 6 Friday, May 7

Testing Schedule

- PRIDE: 7:40 - 7:45 AM
- Period 1 (Elective): 7:49 - 8:19 AM (30 mins)
- Period 2 (Elective): 8:23 - 8:53 AM (30 mins)
- Period 3 (Test Prep/Restrooms): 8:57 - 9:25 AM (28 mins)
- Transition to Testing Locations: 9:25 - 9:30 AM (5 mins)
- Testing Session: 9:30 - 11:40 AM

AP Exams Window: May 3 - 14
AP Literature: Wednesday, May 5, 2027. 8:00 AM Start time.
AP US History: Friday, May 7, 2027. 8:00 AM Start time.
AP Enviro Science: Thursday, May 13, 2027. 12:00 PM Start time.

Testing Information: ASVAB, PSAT, SAT

- All students in Grade 10 will be required to take either the PSAT or the ASVAB Exam in the fall to help prepare for their graduation pathway. The principals and school counselors will work to have these exams occur on the same day.
- The SAT Exam will be offered during the school day at East Allegheny for students once in the fall (October) and once in the spring (March), or students can take the SAT at other locations.

Student Procedures & Expectations

Attendance

Daily Student Attendance

- The PRIDE teachers must have accurate attendance recorded for each student on their roster each morning by 8:00 AM in Alma.
- A seating chart should be maintained to facilitate this procedure.
- When a student returns to school following an absence, he/she must bring a valid excuse from their parent/guardian. The student has three days (the day they return and the next two days) upon their return to present their excuse in the main office excuse box.
- When the school personnel attend court hearings on attendance, your records are of vital importance. They must be accurate for safety and accounting purposes.

Period by Period Attendance

- **Teachers must take attendance in all your classes**.
- Attendance should be taken at the start of each period in Alma to ensure accurate, up to date attendance.
- Attendance should be taken and recorded while students are engaging in their warm up instructional activity.
- **It must be accurate.**

Excusing Student From Class

- **No student is permitted in the hall without an E-Hall Pass.** Students should request an E-Hall Pass and the teachers should approve it.
- Only **one** student is permitted out of class at a time.
- If students are abusing the E-Hall Pass privilege, teachers can contact an administrator to have E-Hall Pass privileges restricted.

Class Cuts

- No student may miss a class unless the teacher grants permission with an E-Hall Pass. Check the student locator to assure the validity of an absence. If it is a cut, then complete a referral in Alma and the assistant principals will address the situation with consequences.

Lates to Class

- No student should be late to class. **Students who are late to class should be admitted to your class. On the third late, the classroom teacher will issue a minor referral in ALMA and an administrator will issue a disciplinary action.**
- A student who is more than ten minutes late to class will be considered as cutting class. A minor discipline referral should be completed in ALMA.
- **Faculty members must contact the parents of students who are habitually late to class**.

Student Discipline Policy

District Policy 218-Student Discipline can be viewed in its entirety at www.eawildcats.net.

The East Allegheny School District believes it is the responsibility of the school, home and community to provide an atmosphere of purpose and concern for education and the individual. Everyone in the school community must assume a role in providing an orderly school environment. An orderly school environment requires a code of discipline that defines responsibilities, categorizes unacceptable behaviors and provides for appropriate disciplinary responses and options. A discipline code must:

- Be preventative in nature.
- Promote self-discipline and personal responsibility.
- Concern itself with the welfare of the individual and the school community.
- Promote a positive relationship among students, parents/guardians and the school staff.
- Distinguish between minor and serious infractions as well as between first and repeated infractions.
- Be reasonable and consistent.

A set of rules does not replace the administrator's judgment in the review of discipline incidents. Discretion may be exercised considering disclosed circumstances regarding exclusionary discipline; however, students will be held accountable for their behavior appropriately.

Students cannot learn unless they feel safe. The health, safety, and welfare of our students is in the highest regard.

The Discipline Policy can be viewed in its entirety at www.eawildcats.net.

Faculty Role In the Disciplinary Process

- All teachers have the absolute right to stop, question, and discipline any student at any time. This **does not** give a teacher the right to strike or otherwise injure a student in the name of discipline. A teacher does have the right to protect themselves, other students, restrain a student and/or break up a fight. Any student being questioned by a faculty member must furnish his/her name and other pertinent information. Failure to do so will result in disciplinary action.
- Teachers should always take a proactive stance when dealing with parents/guardians.
- Remember that you set the tone for your classes on the first day. Your students must know that your class is one that is conducted in an academic atmosphere.
- We are here to educate students in such an atmosphere, no matter which level of class they are enrolled in.
- Teachers are encouraged to document parent/guardian conferences and contacts.
- Steps taken to improve student behavior and academics should also be documented.

Behavior Flow Chart

Teacher Managed Procedures to address behaviors		Office Managed Procedures to address behaviors
• All Minor Behaviors are managed by teachers. • **Teachers will "Resolve" these minor referrals themselves as documentation of the intervention.** • *Teachers will enter a major incident referral if a pattern of minor behaviors occur, which will be addressed by the office. When entering a major referral, remember to put JR in the incident title for a junior high major referral & HS for a high school major referral.*		• Administrators determine outcomes and ensure proper consequences and/or school level support are in place (i.e. reflection, counselor, re-teaching, restorative practices, conferences, etc.) that will result in a positive change in student behavior. • Administrators will resolve all major referrals within 24 hours of them being put into Alma, as per the CBA.
Intervention 1 • Teacher addresses behavior with a verbal warning. • Re-teach appropriate choices to meet PRIDE Expectations	**Teacher Managed MINOR REFERRALS**	**Office Managed MAJOR REFERRALS**
Intervention 2 • Re-teach and employ classroom management strategies such as restorative practices, loss of privilege, etc. • Contact parent to share concern • **Document in ALMA as a Minor Referral**	• Minor classroom, hallway, or cafeteria disruption • Minor disrespect (non-threatening) • Inappropriate use of classroom technology • Use of Cell Phone, Headphones, EarPods, or other unauthorized electron devices. • Unprepared for class • Minor horseplay (non-aggressive) • Food or drink in unauthorized areas • Tardiness to class • Inappropriate Personal Property • Teasing other Students	• Skipping class/Cutting class • Truancy • Leaving class or campus without permission • Repeated classroom disruption after documented teacher interventions • Profanity/Vulgarity • Repeated insubordination • Academic dishonesty • Bullying/harassment • Hazing • Possession/Use of Tobacco/Vape Products • Misuse of School Computers/Technology • Damage to School Property/Private Property • Theft • Physical Aggression / Altercation • Fighting • Assault • Threats • Possession of weapons • Possession or use of drugs/alcohol • Major theft • Serious bullying • Vandalism • Arson • Extortion
Intervention 3 • Contact parent or guardian by phone to inform them of the behavior & seek partnership with home • **Document in ALMA as a Minor Referral**		

Teacher Assigned Detention

- The administration recognizes that classroom management is an integral aspect of your professional responsibilities. Teachers have the right to assign detention for minor offenses that occur in their classroom or that come to their attention.
- If teachers assign detention, they must give students at least ***24 hours*** notice of a detention. Teachers must inform the parent/guardian of the date detention is being given and why. When you phone the parent/guardian, make sure you note that on the write-up.

Weekly Detention Schedule

- Detention will be held five days a week beginning Monday, August 24, 2026**.** It will run for one hour.

  DETENTION RULES
  - Students must report before **2:25 p.m.**
  - All students must bring work to do. Work will be assigned to a student that does not provide his/her own.
  - This is a silent detention; no talking will be permitted.
  - All students will be dismissed at **3:25 p.m.**

Junior High Detention Location: Room 211

Supervisors

- Monday: Brad Shamitko
- Tuesday: Elisa Greb-Link
- Wednesday: Ashley Knowlson
- Thursday: No detention due to Department/Faculty Meetings
- Friday: Hope Gerbi
- *Alternate in case of absence: Amanda Demedio

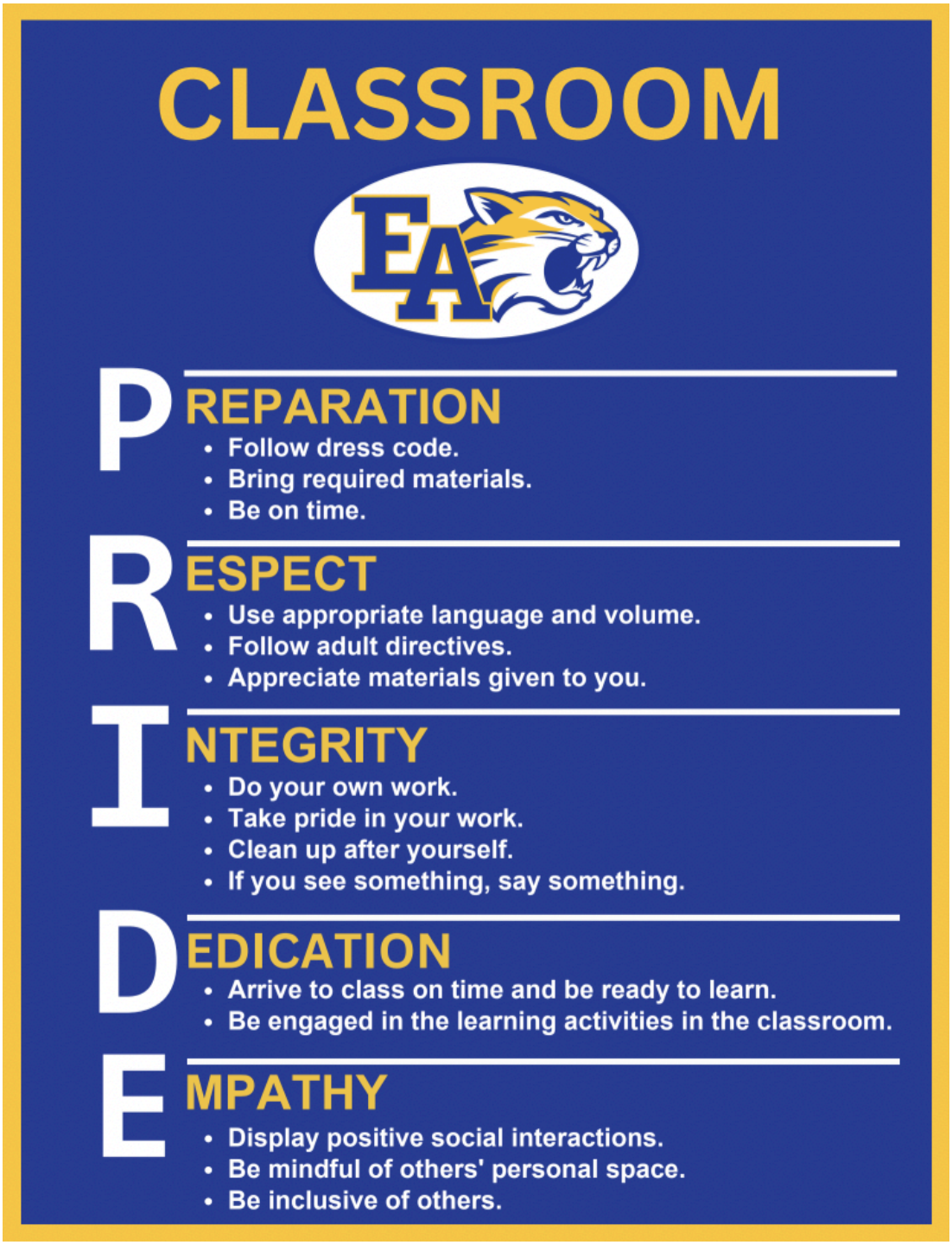
High School Detention Location: Room 116

Supervisors

- Monday: Josh Miller
- Tuesday: Vicki Diges
- Wednesday: Carolyn Forsythe
- Thursday: No detention due to Department/Faculty Meetings
- Friday: April Crystol
- *Alternate in case of absence: Amanda Demedio

PBIS & PBIS Rewards

- We will be continuing with our PBIS PRIDE Expectations:
- Teachers should utilize PBIS Rewards to issue students PBIS points when meeting the expectations.
- Click here to access PBIS Rewards.



Progressive Disciplinary Consequences & Interventions

Although the consequences and interventions listed below are available for discipline, the specific discipline will be determined by an investigation of the incident by the building principals and/or assistant principal and consistent with board policy.

Level 1 Student Behaviors • Level 1 actions do not necessarily pose a threat to the health, safety, or property of others. • Students are not referred to an administrator for Level 1 actions unless they continue after appropriate intervention & support. In such cases, staff members should create a minor referral in ALMA to help the administrator & support team identify the most appropriate interventions available for the student.		**Level 1 Interventions & Consequences** (the consequences listed below are possible options)

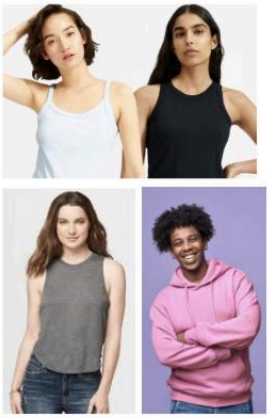
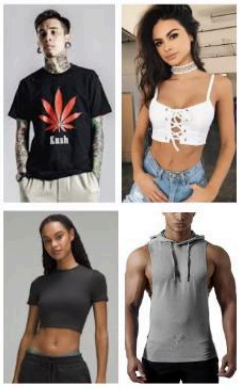
Preparation
Students remain prepared & focused on their academic, social & behavioral, goals.
	• Students are choosing to not engage in learning activities.
	• Students are talking with other classmates during instruction.
	• Students do not arrive to class on time.
	• Students do not appropriately take ownership of their academic responsibilities during class, advisory, or focus period.
		• Restorative Practices (after school session, restorative questions, circles, etc.)
		• Reteach/Model PRIDE Expectations
		• Student/Teacher Conference
		• Student/Administrator Conference
		• Parent/Guardian Phone Call
		• Intervention by Counselor or Staff Member
		• Develop Student Behavior Plan
		• Referral to Support Systems
		  ○ Student Assistance Program (SAP)
		  ○ Multi-Tiered Systems of Support (MTSS)

Respect Students demonstrate respect for themselves, others, school property & school expectations in safe, positive ways.	• Students do not follow directions from the teacher. • Students are not contributing members of a collaborative group. • Students demonstrate disrespect toward teachers or classmates. • Students do not keep their hands to themselves. • Students are running in the hallway, classroom, cafeteria. • Students have food outside of the cafeteria or lobby. • Backpacks & coats are not kept properly locked in lockers. • Students are wearing hoods in the hallways and in the classrooms.	
Integrity Students are accountable for their choices.	• Students have phones out during class instead of being kept in a backpack or locker. • Students have earbuds in their ears in the classroom or hallway. • Students use school issued Chromebook for non-educational or inappropriate purposes.	
Dedicated Students set goals & make decisions in order to achieve success.	• Students are not using time appropriately in the classroom. • Students are not putting forth appropriate effort into the class work.	
Excellence Students go above and beyond to create a positive school culture.	• Students' actions disrupt the learning environment for other students. • Students use inappropriate language not directed at a teacher or student.	

<table>
<tr><th colspan="2">Level 2 Student Behaviors
• Level 2 actions are more serious in nature than a Level 1 action & may pose a threat to the health, safety, or property of any person.
• An administrator is notified when a Level 2 action occurs. Staff members should create a major referral in ALMA when documenting Level 2 actions. Students in Grades 6-12 may be suspended for Level 2 actions.</th><th>Level 2 Interventions & Consequences
(the consequences listed below are possible options)</th></tr>
<tr><td>Preparation
Students remain prepared & focused on their academic, social & behavioral, goals.</td><td>• Students are consistently and intentionally talking with other classmates over the teacher.
• Students consistently and intentionally talk out of turn.
• Students are consistently more than 5 minutes late to class without an E-Hall Pass.
• Students choose to cut class, not report to their assigned class or location, or wander the halls.</td><td rowspan="5">• Saturday Detention
• Conference with student, parent/guardian, administrator, or counselor
• 1-3 Days In School Suspension & parent or guardian contacted by letter & phone
• 1-3 Days Out of School Suspension & parent or guardian contacted by letter & phone
• Informal Hearing with parent/guardian, student, & administrator following 3 or more days of Out of School Suspension
• Restriction of Privileges:
○ Technology (Chromebook, Earbuds/AirPods, Cell Phone, etc.)
○ Cafeteria Use / Seating
○ E-Hall Pass Usage
○ Personalized, specific dress code (devised with parental collaboration)
○ Suspension from attending or participating in athletics or school events & activities
• Referral to Support Systems
○ Student Assistance Program (SAP)
○ Multi-Tiered Systems of Support (MTSS)
○ School Based Therapy
○ Functional Behavioral Assessment (FBAA)
○ Threat Assessment Team Referral</td></tr>
<tr><td>Respect
Students demonstrate respect for themselves, others, school property & school expectations in safe, positive ways.</td><td>• Students yelling, arguing, talking back, to the teacher.
• Students harass another student or staff member in school verbally or via social media / technology.
• Students continually demonstrate disrespect toward teachers or classmates.
• Students continually not meeting PRIDE expectations regarding hoods, cell phones, coats, food, running</td></tr>
<tr><td>Integrity
Students are accountable for their choices.</td><td>• Students continually have phones out during class instead of being kept in a backpack or locker.
• Students continually have earbuds in their ears in the classroom or hallway.
• Students continually use school issued Chromebook for non-educational or inappropriate purposes.
• Students continually demonstrate behaviors that are extremely disruptive to the educational process
• Students making threats toward individual people or verbal arguments between students
• Students engage in a physical altercation with another student.
• Students possess any tobacco substance or vaping device.</td></tr>
<tr><td>Dedicated
Students set goals & make decisions in order to achieve success.</td><td>• Students are continually not using time appropriately in the
• classroom.
• Students are continually not putting forth appropriate effort into the class work.</td></tr>
<tr><td>Excellence
Students go above and beyond to create a positive school culture.</td><td>• Students' actions continually disrupt the learning environment of other students.
• Students use aggressive or foul language directed at a teacher or student.
• Students engage in vandalism or destruction of property.</td></tr>
</table>

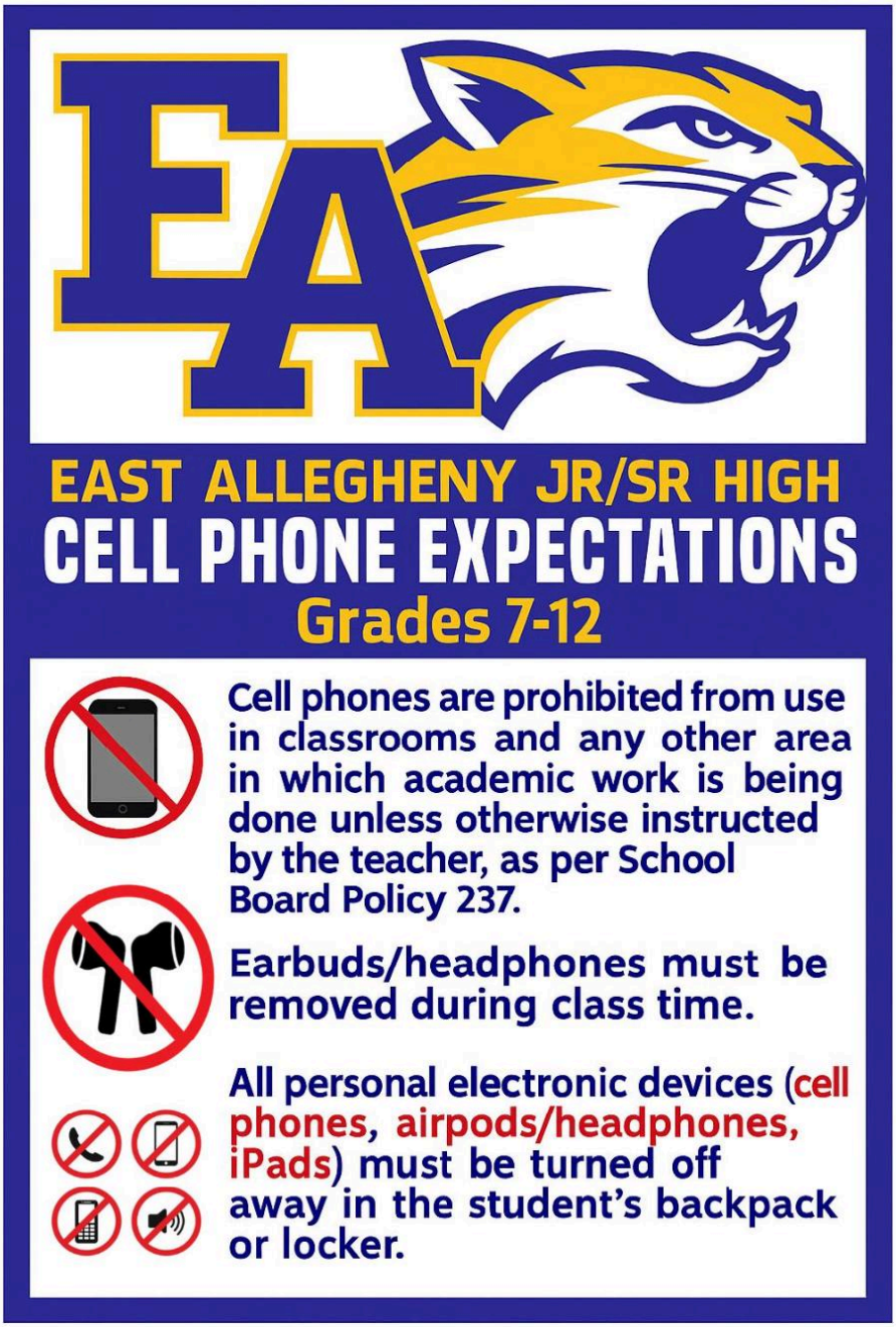
Level 3 Student Behaviors • Level 3 actions pose a serious or imminent threat to the health, safety, or property of any person. • An administrator is notified when a Level 3 action occurs. **Staff members should create a major referral in ALMA when documenting Level 2 actions and/or call for immediate support from the office or school security when necessary.** Students in Grades 6-12 may be suspended for Level 2 actions. Notifications to Law Enforcement and other appropriate agencies may correspond with Level 3 actions.		Level 3 Interventions & Consequences (the consequences listed below are possible options)
Preparation Students remain prepared & focused on their academic, social & behavioral, goals.	• Students are engaged in verbal or physical actions in the classroom that create a significant disruption to the learning of others and the students need to be immediately removed from the classroom.	• 3-5 Days In School Suspension & parent or guardian contacted by letter & phone • 3-5 Days Out of School Suspension & parent or guardian contacted by letter & phone • 10 Days Out of School Suspension & parent or guardian contacted by letter & phone • Informal Hearing with parent/guardian, student, & administrator following 3 or more days of Out of School Suspension • Referral to the appropriate law enforcement agency in accordance with PA School Code & District Policies • Citation to the magistrate • Confiscation of technology device by school administration • Suspension from attending or participating in athletics or school events & activities • Mandatory enrollment in the East Allegheny Online Learning Academy • Placement in alternative public school • Expulsion Hearing with possible Expulsion from the School District • Referral to Support Systems ○ Student Assistance Program (SAP) ○ Multi-Tiered Systems of Support (MTSS) ○ School Based Therapy ○ Functional Behavioral Assessment (FBAA) ○ Threat Assessment Team Referral
Respect Students demonstrate respect for themselves, others, school property & school expectations in safe, positive ways.	• Students are engaged in verbal or physical actions in the classroom that create a significant disruption to the learning of others and the students need to be immediately removed from the classroom. • Students initiate a physical altercation with another student. • Students possess any controlled, illegal substance or are under the influence of an illegal substance. • Students possess a weapon. • Students making specific verbal or written threats toward specific people or the school that create an unsafe environment.	
Integrity Students are accountable for their choices.	• Students' inappropriate use of technology accessing inappropriate, unsafe, or illegal materials requires the student to be removed from the classroom and the device confiscated and turned over to law enforcement if necessary.	
Dedicated Students set goals & make decisions in order to achieve success.	• Students' lack of effort is causing the student to risk failing the class.	
Excellence Students go above and beyond to create a positive school culture.	• Students are engaged in verbal or physical actions in the classroom that create a significant disruption to the learning of others and the students need to be immediately removed from the classroom.	

Student Dress Code

East Allegheny Jr/Sr High School Visual Dress Code		Acceptable	Not Acceptable
Headwear	• Baseball hats, beanies, bonnets, or religious / cultural head coverings are acceptable to be worn inside the building. • Messaging or visuals on headwear should not promote drugs, alcohol, weapons, gang affiliation or is offensive either by racial, cultural, or sexual references. • Hoods and bandanas are not acceptable to be worn inside the building. • Combs, rakes, or picks should not be worn in the hair.		
Upper Garments	• Undergarments should not be visible. • Sleeveless attire or spaghetti straps cannot reveal undergarments. Straps must be wide enough to cover undergarments. • Clothing must cover the midsection & abdomen. Shirts/tops should be long enough to cover the stomach. • Clothing should appropriately cover the chest area. • Clothing that promotes drugs, alcohol, weapons, gang affiliation or is offensive either by racial, cultural, or sexual reference is not acceptable.		
Lower Garments	• Undergarments should not be visible. • Shorts and skirts should be of a reasonable length, while covering all undergarments and private areas that are covered by undergarments. • Jeans are appropriate. Jeans should contain no holes in the areas that should be covered by undergarments. • Leggings, yoga pants, or bottoms that are form fitting must have a top garment that covers the buttocks area • No pajama pants or sleepwear is acceptable		
Footwear & Accessories	• Bedroom shoes or slippers are not acceptable to be worn in the building • Sneakers, Boots, Crocs, slides, and flip-flops are acceptable to be worn in the building • Blankets are not acceptable to be worn or carried with students while inside the building. • Sunglasses are not acceptable to be worn inside the building. • Jewelry or accessories that may be used as weapons are not acceptable.		

Cell Phones and Personal Technology in School: Grades 7-12

Cell phones/electronic devices may serve as an outstanding instructional tool and learning resource if used appropriately. We encourage our staff members and our students to use electronics and other 21st century devices to supplement instruction and learning. However, it has been proven that students who are on cell phones or other electronic devices when it is not part of the instructional lesson are not fully engaged in learning. In order to preserve the teaching and learning environment, this document is to clarify the cell phone/electronic devices policy for East Allegheny Junior/Senior High School.



Personal devices included (but not limited to): cellphones, wireless earbuds, iPads, laptops, iPods, portable game consoles, smart watches, and digital video/audio recorders.

Jr. High (Grades 7-8)

All personal devices must be turned off and stored away in lockers or backpacks during instructional periods/blocks and in the hallway during class changes.

Exceptions:

- Use of personal devices is permitted during morning arrival/breakfast until 7:40 am
- Use of personal devices is permitted in the cafeteria during lunch
- Personal devices may be used for instructional or educational purposes with the explicit permission of the classroom teacher.
- Students with medical conditions or language needs that require the use of an electronic device

Sr. High (Grades 9-12)

- All personal devices must be turned off and stored away in lockers or backpacks during instructional periods/blocks.

Exceptions:

- Personal devices may be used for instructional or educational purposes with the explicit permission of the classroom teacher.
- Students with medical conditions or language needs that require the use of an electronic device

Student Responsibilities with Personal Electronic Devices (Grades 7-12)

- Cell phones are prohibited from use in classrooms and any other area in which academic work is being done unless otherwise instructed by the teacher. Cell phones and all functions within the cell phone (i.e. cameras and all other applications) are prohibited in the following areas unless expressly permitted by a staff member for educational purposes: Classrooms, Science Labs, Restrooms, all Physical Education Areas and all School Office Areas.
- Earbuds/headphones must be removed during class time and at least one earbud/headphones removed during hallway passing.
- Cell phones and other devices are not permitted to be charged in the school.
- If a cell phone/electronic device rings, vibrates, or is used for any reason without teacher permission, or is visible anytime during class time or if you are caught using it on campus during class time, a staff member may confiscate the device.
- Under no circumstance is photographing or video recording allowed anywhere on the school premise.
- All cell phone use must be respectful and non-disruptive to students and staff.

- Phones must remain on silent at all times throughout the school day.
- It should be noted that, the school nor any of its employees are responsible for the loss or damage to any student's phone or electronic device whether that device is in the student's possession or confiscated by the staff. It is the responsibility of the student to adhere to this policy and to secure his or her belongings at all times. Classes and or instruction will not be stopped to deal with or search for lost phones/devices.

Contacting Students:

- Parents and guardians should use the school phone number (412-824-9700) to contact their child in case of an urgent matter. The school office will relay messages to students promptly.

Consequences for Violations:

First Offense:
1 day Cell Phone Detention. The cell phone will be confiscated and held in the office until the end of the school day.

Second Offense:
3 days Cell Phone Detention. The cell phone will be confiscated and held in the office, and a parent/guardian will be contacted.

Third Offense:
5 days Cell Phone Detention. The cell phone will be confiscated and held in the office. A parent/guardian meeting with school administration will be required.

Any additional violations of this policy will result in further disciplinary action taken in accordance with the school's code of conduct. (In School Suspension, Out of School Suspension, or permanent loss of cell phone).

Safety Procedures

Information contained within this plan is provided to staff as a reference guide of procedures for responding to emergencies. This guide is intended to be a reference and should not replace sound judgment and common sense. Become familiar with the information contained in it. The plan should be placed in a readily accessible secure place and not be shared with students or persons not employed by the school district.

Handling Information

- A significant contribution to the overall safety of a school is the capacity for those within its walls to be attentive to their surroundings and to others around them. Get to know your students. Attempt to establish a professional, positive relationship with each student.
- It is important to report anything that seems amiss as soon as possible. Trust your instincts. The administration and school security require your participation in the safe-school process, both prevention and intervention. We are all safer when we are watching out for each other.
- Direct, non-threatening contact with students has been shown to deter student participation in incidents and misbehaviors. Moreover, observation of details in a crisis or critical incident can make a big difference in the outcome of a volatile situation. Any additional information or clues that you can provide to police will enhance their ability to do their job with greater accuracy. With this in mind, do the following:
    - Be consistent in greeting students by name if possible, and making eye contact.
    - Be consistent in asking students to see their hall pass as you pass in the hall during a class period.
    - Ask to see the visitor pass or name tag of any unidentified adults.
- During any critical incident, be alert to any and all details including:
    - Number of students/teacher/others involved – suspects, hostages.
    - Location of all those involved
    - Description of those involved; names, physical features, clothing, etc.
    - Weapons - description and number
    - Items in any participant's possession, unusual/unidentified objects
    - Listen to details in conversation, background noises, etc.
- Be very cautious in your conversations with students:
    - Be careful not to violate a student's confidentiality or compromise any investigations.
    - Report problems or suspected rumors to the office as soon as possible.
    - Never make a promise you can't keep (i.e. not to tell…)
    - All requests for information or comment from the media should be directed to the District Office.

Fire Drill Procedures

It is the teacher's responsibility to inform all students of the following, beginning on the first day of school:

1. The fire drill procedure as listed below
2. The exit they are to use when in your classroom
3. If the assigned exit is blocked (smoke, flames, debris), proceed to the closest safe exit.
4. Do not stop at a locker or the restroom as you leave the building.
5. Do not re-enter the building unless directed to do so by a teacher, administrator, or emergency service worker.

It is also the teacher's responsibility to inform the office if you have a physically disabled student who will likely need assistance in an evacuation.

When the fire alarm sounds, students will, in an orderly fashion, leave the room and move directly to the designated exit. The teacher is the last one to leave the room. Before leaving, the teacher will do the following:

1. Shut all windows; turn off lights; shut the door.
2. Make sure all students have left the room.
3. Take your attendance roster, and your red & green room sign.
4. Proceed to your designated meeting place outside of the building.
5. Take accurate attendance and communicate any missing students with the supervising administrator in your assigned area by holding up your red sign if you are missing any students.
6. If a student is missing or injured, inform an administrator immediately.
7. Do not re-enter the building until directed to do so by an administrator.

When you are outside the building with your students, be aware of emergency equipment that may be moving to a fire. It may become necessary to move the student body to another location, such as the stadium. An administrator will make that decision.

Fire Exits

Instructions for the correct fire exit must be posted in all classrooms.

Classrooms & Spaces	Exit Door	Destination
100, 102, 104	Door 2 (Front Door by DLC)	Upper Parking Lot
DLC, Auditorium	Door 2 Nearest Front Exit	Upper Parking Lot
Cafeteria	Door 10	Edge of School Property
129, 130, 131, 132, 133, 134, 139	Door 7 Downstairs by 132	Across Parking Area near loading dock
Music Areas	Door 11 by the Gym Area	Edge of School Property
Large Gym, Small Gym	Door 12 by the Gym Area	Edge of School Property
Nautilus Room	Door 13	Upper Parking Lot
101, 103, 105, 106, 106SA, 108, 109	Door 5 by Room 104	Upper Parking Lot
200, 201, 202, 203, 204, 205, 206, 207	Stair 5, Door 5	Upper Parking Lot
107, 109, 110, 112, 114, 116, ISS, LGI, 113, 115, 117, 118, 120, 122	Exit by Room 118. Stair 6, Door 6	By Hillside Across from School
208, 209, 210, 211, 212, 213, 213IP, 214, 214IP	Downstairs by 214, Stair 6, Door 6	Back of the building along the edge of the road
119, 121, 123, 124, 125, 126, 128, B25	Downstairs by 128, Door 7	Parking area near loading dock
215, 216, 217, 218, 219, 220, 222, 224, B26	Downstairs by 222, Stair 7, Door 7	Parking area near loading dock

Evacuation Procedures

If students are directed to another area

- Keep your class together. Homerooms are to sit in assigned sections.
- Upon arrival at the designated area, teachers are to take roll.
- Report any missing students to administrators immediately.

Homeroom seating charts for the stadium and the auditorium are in the teacher's manual and also at the back of this booklet.

If students are returned to class

- Return to classrooms as directed when the All-Clear command is given.
- Take roll.
- Report missing students to the office (ext. 1001 or 1000).

If buses are called

- Assist in loading school buses as assigned.
- Teachers should report to the assigned bus to take roll. The bus driver is to have a roster of regular riders or other arrangements will be made.
- Remain with the bus and wait for directions from administrator or emergency services personnel.
- Keep students orderly so instructions can be heard.

If students are to be moved to a safe area by bus:

- Teachers are to remain with students on the assigned bus
- Updated rosters will be collected upon arrival at the safe area.
- Further instructions will be given upon arrival at the destination

If students are to be sent home:

- Further instructions to help make telephone calls or assist in other ways may be given.

Evacuation to Stadium

Upon entering the Stadium bleachers, **teachers should have students sit in the areas listed below and bring your red/green room number signs and attendance sheets so that accurate attendance and student reunification can occur:**

- 7th Grade: Section A, second from left side as you face the press box; rows 1 to 15
- 8th Grade: Section A, second from left side as you face the press box; rows 15 to 30
- 9th Grade: Section B, second from left side as you face the press box; rows 1 to 15
- 10th Grade: Section C, Center as you face the press box; rows 1 to 15
- 11th Grade: Section D, second from right side as you face the press box; rows 1 to 15
- 12th Grade: Section E, right side as you face the press box; rows 1 to 15
- Mixed grade groups (e.g., 9-12th grade electives): Section A, left side as you face the press box; rows 1 to 15

Evacuation to Logan Elementary

Grades 7 & 8: Report to the Logan Gymnasium
Grades 9 - 12: Report to Logan Auditorium

Teachers should have students sit in the areas listed below and bring your red/green room number signs and attendance sheets so that accurate attendance and student reunification can occur:

TEACHERS MUST ACCOMPANY THEIR STUDENTS TO THEIR DESIGNATED SEATING AREA.

- If you do not have a class during the period of the emergency evacuation, please report to that section of the auditorium or gymnasium where your grade-level students will be seated and help supervise students and maintain order.
- Students are to be seated in their assigned area and they are to conduct themselves in an appropriate manner.
- At the appropriate time, an administrator will announce the arrival of the school buses for dismissal. Students are to remain in their assigned seating area until their bus number is called. When the student's bus number is called, students are to **WALK** to the bus they are assigned to.
- Students who walk to school will be dismissed by an administrator, who will make an announcement over the public announcement system.
- Student drivers **WILL NOT BE** permitted to leave until **ALL** buses have left the school grounds.

Bomb Threat

In Graffiti:

1. Get word to the office immediately.
2. Note the time.
3. Do NOT leave the area unattended.
4. Do NOT touch anything.
5. Quickly observe the area.

In a Note:

1. Call the office immediately. Note the time.
2. Look around to quickly observe those in the area.
3. Note the time and location; write this down as soon as possible.
4. Do NOT handle the note more than necessary.
5. Do NOT speak of the note to any students.

By Phone

1. Keep the caller on the phone.
2. Get word to the office in the best way you can.
3. Note the time.
4. Write down the conversation as best you can at the time.
5. Ask if there really is a bomb.
6. Ask where the bomb is.
7. Ask what time it's set to go off.
8. Listen for details: female/male, accent, background noises, anything unusual.
9. **DO NOT HANG UP THE PHONE EVEN IF THE CALLER HANGS UP.**
10. Get help to advise the office (ext. 1001, 1000 or security at ext. 1912 from a different phone) immediately and follow administrator/police directions.

Hostage/Drive-By/Crime Scene

Hostage Incident

In your classroom or an area nearby

1. Remain calm.
2. Get out of the area immediately if you can, taking all students from the area if possible.
3. Encourage others to stay calm.
4. Do not antagonize the suspect.
5. Alert the office (ext. 1001 or 1000 or security desk 1912) as soon as possible.
6. Observe as much as possible. Be ready to provide police with detailed information.

Drive-By Shooting

1. Keep all students in classrooms or other safe place as the situation allows.
2. Close window shades.
3. Lock doors.
4. All outside doors will be secured by police officers.

If shooting is near your classroom, have students lie on the floor, under desks. Alert the office (ext. 1001 or 1000 or security desk 1912) of the situation and/or any medical emergencies.

Finding a Crime Scene

1. Do not touch anything or anybody unless it's obvious that the person is still alive and needs medical attention, which you are able to provide.
2. Otherwise, do not even walk anywhere in the area.
3. Send for administrator/police immediately or call the office (dial 1001 or 1000 or security desk 1912). Do **NOT** use the phone in that room.
4. Do not leave the area unattended.
5. Keep others away from the area to secure the crime scene.

Fights and Weapons

Fights/Assault

1. Verbally intervene and attract the attention of those who can assist you.
2. Safety of those in the area should be your primary concern.
3. Call or ask someone to call the office (ext. 1001 or 1000) or security desk (ext. 1912) immediately.
4. Keep students out of the area as well as you can.
5. Try to diffuse the situation. Do not blame or antagonize the involved parties.
6. Teachers will be expected to provide any observations to the principals.

Weapons

If you believe that a student may be in possession of a weapon:

1. Make an immediate report to the office (dial 1001 or 1000).
2. Do not confront or antagonize the student.

If you find an unattended weapon:

1. Do not touch evidence without gloves or a cloth if possible. **Do not leave the weapon unattended.** Look around quickly to observe the area.
2. Contact administration or security immediately upon discovering a weapon or suspicious item. Do not move the weapon or item. Seek adult assistance in securing the area to keep all students away from the weapon until police arrive. Moving the weapon or item may result in injury and tamper with potential evidence. Call the office (ext. 1001 or 1000) or security (ext. 1912) or send someone to contact the **office immediately.**
3. Write down the date, time, and place from where the weapon was taken.

Alcohol and Controlled Substances

Alcohol or Other Drug Use

- All suspected drug and alcohol use should be reported in accordance with school district policy for alcohol and other drugs.
- If a drug or alcohol **overdose or adverse reaction** to a drug is suspected, immediate emergency medical attention may be necessary.
- Call an administrator immediately (ext. 1855 or 1250) or if they are unavailable call the high school office (ext. 1000 or 1001) or security (ext. 1912). The Nurse will be contacted via radio.
- If possible, substance should be identified to aid in assessment and medical treatment.
- An accurate record of circumstances and actions should be kept and turned over to the building principal.

Courts are finding teachers legally liable for not reporting information about student use or planned use (parties, etc.). You **MUST** report information (even if identified as "rumor", "overheard", etc.). Err on the side of caution. Contact an administrator, school police/security, and/or school counselor as soon as possible. **Make arrangements for parent contact.**

Suspected use - under the influence

- Do nothing that will cause the student to leave your room
- Do not confront, accuse or antagonize the student.
- Call an administrator first (ext.1855 or 1250) or if they are unavailable call the high school office (ext. 1000 or 1001) or security (ext. 1912).

Suspected use – not under the influence at that time

Make a referral to the SAP Team on the same day. Forms are available in the guidance or high school office

Suicide Threat/Attempt

Suicidal Expression or Ideations: A person expresses an interest in or a desire to die or engage in self-harm.

1. Call the guidance office immediately (ext. 1500, 1006 or 1501). Seek another staff member's assistance if necessary. DO NOT WAIT. Call until you get an answer.
2. Do NOT leave voicemail.
3. Do NOT leave the student unattended.
4. Try to remain calm and keep the student calm.
5. Don't antagonize the student.
6. Do not send the student to the office unattended or with another student. Someone will come to you.

Medical Emergency

1. Teachers must be aware of existing medical conditions and allergies of their students, some of which could be life threatening. It is the **teacher's responsibility** to review this information in the nurse's office at the beginning of each school year.
2. Minor problems, such as cuts, nosebleeds, etc. are to be referred to the Nurse at ext. 1700.

All of the following should be treated as emergencies:

Bee Sting Allergy	Severe Bleeding	Diabetic Emergency
Severe Burn	Drug Overdose	Severe Injury or Trauma
Head Injury	Severe Allergic Reaction	Seizures

- Call (ext. 1700,1000 or 1001) or security (ext. 1912) immediately.
- Report the nature of the emergency, the number of students involved and your room number. The nurse and emergency services personnel will be contacted to report to your room immediately.
- Separate the student from other students or move other students away from the area, to another room if necessary.
- **Do not leave the student unattended.**

Diabetic Emergency	Seizures	Severe Allergic Reactions	Severe Bleeding
Caused by strenuous activity without sufficient food or skipping meals. Common symptoms: • Irritability • Sweating • Hunger • Blurred Vision • Dizziness • Drowsiness • Paleness • Trembling • Confusion • Headache	1. Call the nurse's office (1700) or high school office (1001 or 1000) immediately or send for help. 2. Keep calm. You cannot stop a seizure once it starts. 3. Help the student to the floor and move the furniture out of the way. 4. Place something under the student's head (sweater, jacket, etc.) 5. Move the other students out of the room.	1. Summon medical help immediately. 2. Move the remaining students away from the area. Make sure someone supervises the affected student until help arrives.	If the student is <u>SEVERELY</u> bleeding, apply pressure to the area (if possible), keeping "Universal Precautions" in mind.

Child Abuse or Suspected Child Abuse or Neglect

Students under 18 years of age
Report the problem to the Guidance Department, the nurse and/or an administrator immediately, so that a staff member will be able to meet with the student before the school day ends. Keep an anecdotal record of your observations including comments made by the student. Include date and time.

Child abuse includes acts of:

- Non-accidental physical injury. (Within two years)
- Non-accidental mental injury. (Within two years)
- Sexual abuse (No statute of limitation)
- Serious physical neglect.
- Acts or failure to act that creates an imminent risk of serious physical injury, sexual abuse, or exploitation.

Mandated reporters, by law **(PA Child Protective Services Act 1975)** must report suspected abuse when they come into contact with children in the course of their employment. You must report when you have a reason to suspect, or on the basis of your medical, professional or other training and experience, that a child coming before you in your professional or official capacity is an abused or neglected child.

The Child Protective Services Law provides that any required reporter who willfully fails to report a case of child abuse shall be guilty of a summary offense. It also provides immunity from any liability for any person dealing in good faith.

Report your observations to the guidance counselor or nurse as soon as possible. Although **YOU** must by law make the report (It's second-hand information otherwise), the guidance staff, nurse and administrators are very familiar with the process and will walk you through it step by step, assisting you as needed.

When in doubt report. Remember that the court can hold you accountable for information you had but did not act upon in a timely manner.

Suspect abuse? Report it! Call ChildLine at 1-800-932-0313.

Bodily Fluid Pathogens

"Universal Precautions" is a standard established by OSHA to protect you from pathogens that can cause Hepatitis B or C, HIV (AIDS), and other infectious diseases. **You are to treat all human blood and body fluids as if they were infected--this includes respiratory and nasal secretions, saliva, vomit, urine, and blood.**

If infectious material is present in your work area, follow these precautions:

1. Remove all students away from the materials.
2. Do not touch the spill. Cover it with paper towels, newspaper, etc.
3. Call the office (ext. 1001 or 1000) or security desk (ext. 1912) immediately. Custodians are trained in disposal and have the necessary disinfectants.
4. If infectious material gets on your hands, wash them immediately with soap and water. Hand washing keeps you from transferring contamination from your hands to other areas of your body.
    a. Remove all jewelry.
    b. Wet hands with running water.
    c. Apply soap and lather well, wash hands for 30 seconds. Wash fronts, backs, between fingers and around and under fingernails.
    d. Rinse hands well under running water.
    e. Dry hands well with paper towels.
5. If a tissue or paper is contaminated, it can be disposed of in your wastebasket. If needed, wear gloves. They provide a barrier for protection.
    a. Protect yourself as well as others; you can't afford not to take every precaution.
    b. Students should be informed of the procedures for universal precautions as part of regular safety instruction for the class/activity as applicable.

Hazardous Materials/Suspicious Object

Inside in your room or space

1. Clear the room immediately, turning out lights and closing the door if possible. Do not attempt to clean up any spill. Move students to another room or area.
2. Check for injuries or medical emergencies.
3. Call the office (ext. 1001 or 1000) and advise of the situation and any special needs for medical assistance.
4. Follow instructions of administrator/emergency services personnel
5. Take roll and remain in the designated safe area until notified that all is clear. Report any missing students.
6. Be prepared to follow evacuation procedures if directed.
7. Direct all media inquiries to the District Office.

Hazardous Materials Release

Outside the building

Keep all students inside the building. Close classroom windows and doors.

If ordered to evacuate by administrator:

1. Leave lights on and doors unlocked, but closed, as you exit.
2. Exit the building in an orderly manner. Stay calm.
3. Keep students orderly and quiet enough to hear further instructions.
4. Follow regular fire drill evacuation procedures unless other specific instructions are given by administrator or emergency services personnel.
5. Ensure that handicapped students are assisted in evacuating the building.
6. Take roll at your destination.

Weather Emergency

The Superintendent's office or designee will notify building Administrators if it is unsafe for students to:

- Remain at school until the normal dismissal time or
- Go home at the usual dismissal time.

Early Dismissal Procedures

- If an early dismissal is involved, the transportation office will be directed to begin a special pick-up.
- Make sure that the method each student will use to get home is safe and reliable (school bus, walking short distances, pick-up by parent).
- Make sure all students are appropriately supervised until they are released.
- Account for all students by keeping a record of how and when each student left.

If students must remain at school:

Upon hearing the announcement, teachers should immediately direct students into the hall to comply with these procedures. Rooms **100** and **102** and students in the **DLC** should proceed to the hall leading to the Music Area where there are no windows.

- Line up facing walls or lockers with arms covering heads. Avoid areas across from windows and glass.
- Remain in this position with arms covering heads until directed to do otherwise.
- Keep students orderly and talking to a minimum so that directions can be heard.

Lockdown/Dangerous Person/Intruder

Situations may arise when it is advisable to go into a building "Lockdown." This may be due to many factors.

- **Report intruders to the office immediately.**
- **Noted intruders will be cause for a building lockdown.**
- **Get a thorough description of the intruder/individual(s).**
- **Report any students who may be out of the room.**

Lockdowns will be announced over the public address system or by the sound of the building "Panic Alarm." At this time, teachers should make sure classroom doors are closed and locked and then check their emails for directions and information on the situation. Teachers who cannot hear the announcement (i.e., music dept., phys ed. dept.) will be contacted by the high school office or security. Substitutes who cannot access email will be called by the high school office.

Upon the designated announcement, the following steps are to be taken immediately.

Stay off the telephones and cell phones, unless an emergency occurs in your room. If all students use cell phones local circuits will overload so please keep students off cell phones. Put all phones on vibrate.

All teachers in classrooms will do the following:

- Lock your door and shut off the lights.
- Close and lock your windows if possible.
- Window shades will be left open.
- Have students stand against the wall so that they cannot be viewed from the door.
- Everyone should remain quiet and calm.
- Under **NO** circumstances are you to open the door until you receive the laminated card. **NO ONE** is to leave the room until authorized by police. Wait for further instructions from the police.

All Physical Education teachers will do the following:

- Have students return to their respective locker rooms immediately.
- Once all students are in, the doors will be locked.
- **NO ONE** is to leave the room until authorized by police. Follow police evacuations as given.
- If students are on the Athletic Field, lockdown in the Fieldhouse.

Cafeteria Lockdown Assignment

- Report to the Band and Chorus room (if possible).

ONLY Police will have authorization to evacuate the room. Do NOT open the door unless the official laminated code card slides under the door.

Teachers on hall duty and security personnel will do the following:

- You will report to one of the following locations along with any students you find in the halls: ----nurse's office-----library----nearest faculty lounge.
- Lock doors if possible.
- Under no circumstances are you to open the doors until you are directed to do so.
- **NO ONE** is to leave the room until authorized. Follow evacuations as given.

All staff in the cafeteria will do the following:

- Have all students seated and close the doors.
- If necessary, students should be directed to move under the tables.
- **NO ONE** is to leave the room until authorized by police. Follow police evacuations as given.
- Evacuate students to Band and Chorus areas if directed.

Bus or Field Trip Accident

Bus Accident

- Call 911
- Bus driver will:
  - Administer first aid to injured students if necessary
  - Make students as safe and comfortable as possible
- If other drivers/vehicles are involved in accident
  - Bus drivers should obtain driver's names, driver's license information, vehicle registration and description of the vehicle
  - Obtain the names of all drivers involved in the accident and any witnesses.
- Notifications that must be made
  - Bus driver must report the accident to the principal of receiving school and Principal of sending school. Principal will contact the Superintendent
  - Report accident to transportation manager
  - File a Motor Vehicle Accident report.
- All injuries must be documented. Principal will maintain all records.

Field Trip Accident

- Attend to medical needs, injuries or illness.
- Call 911 if appropriate
- Field trip supervisor/coordinator notifies the home school principal. Principal will notify the Superintendent.
- Field trip supervisor/coordinator updates information and actions taken.
- Considerations
  - Deployment of personnel to the scene
  - Contact Police
  - Contact hospital
- Principal will contact parents and communicate any pick-up times or meeting at the school.

Missing Children/Death on Campus/Additional Actions

Missing Children Actions

In the case of a child who is unaccountably absent from school or a child who has been withdrawn from the district without being entered into another system:

1. Notify the Principal. Principal will notify Superintendent
2. Custodian of School Attendance records shall contact NVPD 412-823-1111 and report:
    a. Name, age, gender, physical description of child
    b. Last known address of the child, parent or legal guardian.
    c. Workplace address of parent or legal guardian
3. A record of the missing person's report should be placed in the child's permanent record file.
4. Any staff member having knowledge of the child will cooperate with police efforts to locate the missing child.
5. The Superintendent or Principal will notify Police if a missing child is located.

Death on Campus

1. Call NVPD Notify principal.
2. Notify the school nurse
3. Principal will lockdown the building.
4. Principal will separate all witnesses until the arrival of Police.
5. Principal will document any statements made by witnesses.
6. Principal will contact the Superintendent, provide information on the situation and advise on actions taken.
7. Principal will contact parents/family when appropriate and given permission to do so.

Additional Actions

1. Complete incident report
2. Send home a parent letter explaining the incident and advising on available supports at school.
3. Debrief and plan for the next day with district personnel.
4. Set up grief counseling for students and staff if needed.
5. Meet with faculty and students
6. Secure personal items of the deceased from lockers, desks etc.
7. Prepare for media inquiries.
8. Stop any negative mail going home to the family.

Earthquake/Natural Disaster Actions

If Indoors

Teachers will do the following:

1. Drop, Cover and Hold On. Minimize your movements to a few steps to a nearby safe place and if you are indoors, stay there until the shaking has stopped and you are sure exiting is safe.

2. Stay away from glass, windows, outside doors and walls, and anything that could fall, such as lighting fixtures or furniture.
3. Do not use a doorway except if you know it is a strongly supported, load-bearing doorway and it is close to you. Many inside doorways are lightly constructed and do not offer protection.
4. Stay inside until the shaking stops and it is safe to go outside. Do not exit a building during the shaking. Research has shown that most injuries occur when people inside buildings attempt to move to a different location inside the building or try to leave.
5. DO NOT use the elevators.
6. Be aware that the electricity may go out or the sprinkler systems or fire alarms may turn on.

If Outdoors

1. Stay there.
2. Move away from buildings, streetlights, and utility wires.
3. Once in the open, stay there until the shaking stops. The greatest danger exists directly outside buildings, at exits and alongside exterior walls. Many of the 120 fatalities from the 1933 Long Beach earthquake occurred when people ran outside of buildings only to be killed by falling debris from collapsing walls. Ground movement during an earthquake is seldom the direct cause of death or injury. Most earthquake-related casualties result from collapsing walls, flying glass, and falling objects.

If in a Moving Vehicle

1. Stop as quickly as safety permits and stay in the vehicle. Avoid stopping near or under buildings, trees, overpasses, and utility wires.
2. Proceed cautiously once the earthquake has stopped. Avoid roads, bridges, or ramps that might have been damaged by the earthquake.

If Trapped Under Debris

1. Do not light a match.
2. Do not move about or kick up dust.
3. Cover your mouth with a handkerchief or clothing.
4. Tap on a pipe or wall so rescuers can locate you. Use a whistle if one is available. Shout only as a last resort. Shouting can cause you to inhale dangerous amounts of dust.

After an Earthquake

1. When the shaking stops, look around to make sure it is safe to move. Then exit the building.
2. Listen to a battery-operated radio or television for the latest emergency information.
3. Use the telephone only for emergency calls.

East Allegheny Junior/Senior High School



Wildcats

Student Handbook & Code of Conduct

2026-2027

1150 Jacks Run Rd
North Versailles, PA 15137
(412) 824-9700

Dr. R.J. Long, Principal, Grades 7-12
Mr. Brian Ferek, Assistant Principal, Grades 9-12
Mr. Devin Milbourne, Assistant Principal, Grades 7-8

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District Information

Mission Statement

The mission of the East Allegheny School District is to recognize that each student is unique and that through cooperation with parents, community and schools, each student will have educational opportunities to achieve individual success within district fiscal constraints.

Vision Statement

The East Allegheny School District, in partnerships with families and the community, responsibly engages, inspires and prepares each student for individual success, citizenship and life in the 21st century.

Central Office Administration and Staff

Superintendent	Mr. Joseph DiLucente
Executive Assistant to the Superintendent/HR Director	Ms. Jamie Morgan, Ext 4158
Executive Director of Curriculum, Assessment, and Innovation	Dr. Lauren Cunningham, Ext 4125
Business Manager	Mr. Brett Lago, Ext 4157
Director of Student Services	Ms. Jennifer Costello, Ext 4159
Special Education Secretary	Mrs. DeAnna Holby, Ext 1502
School Psychologist	Mrs. Christie Paradine, Ext 3879
Technology Director	Mr. Alex Eichler, Ext 4167
Food Service Director	Ms. Ardela Wolfe, Ext 4164
Athletic Director	Mr. Dave Loya, Ext 1005
Supervisors of Maintenance and Grounds	Mr. Amos Grabe, Ext 4181
Payroll Secretary	Ms. Amy Rohal, Ext 4160
Bookkeeper	Mrs. Andrea Rzepniak, Ext 4162
District Registrar/Accounts Payable	Mrs. Kristen Wagner, Ext 4150
Family and Student Engagement Specialist/ Homeless Liaison	Miss Shataya Taylor, Ext 1506

School Board of Directors

The Regular School Board of Directors meeting is held the second Monday of each month. unless otherwise indicated. The meeting begins at 7:00 p.m. in the District Office Board Room. Meetings are live-streamed and archived on the district's YouTube channel.

Region 1	Ms. Tisha Thomas, *Board Vice President*
Region 2	Mrs. Macey Kinard
Region 3	Mr. Robert Trout
Region 4	Mr. Erik Meredith
Region 5	Mr. George S. Yusko, Jr.
Region 6	Mr. Dan Ziober
Region 7	Mrs. Shannon Basa-Sabol
Region 8	Mr. John Savinda, *Board President*
Region 9	Mr. Paul Saula
Board Secretary	Ms. Jamie Morgan
District Solicitor	Ms. Amy Schrempf, Andrews & Price LLC.

Board Policies

A complete list of board policies is located on the EASD website, www.eawildcats.net or upon request. If policies are revised during the school year, updates can be found on the website. The following policies are policies pertinent to Junior Senior High School. Other policies may be utilized as needed. Additional policies are located on the district's website.

Disclaimer

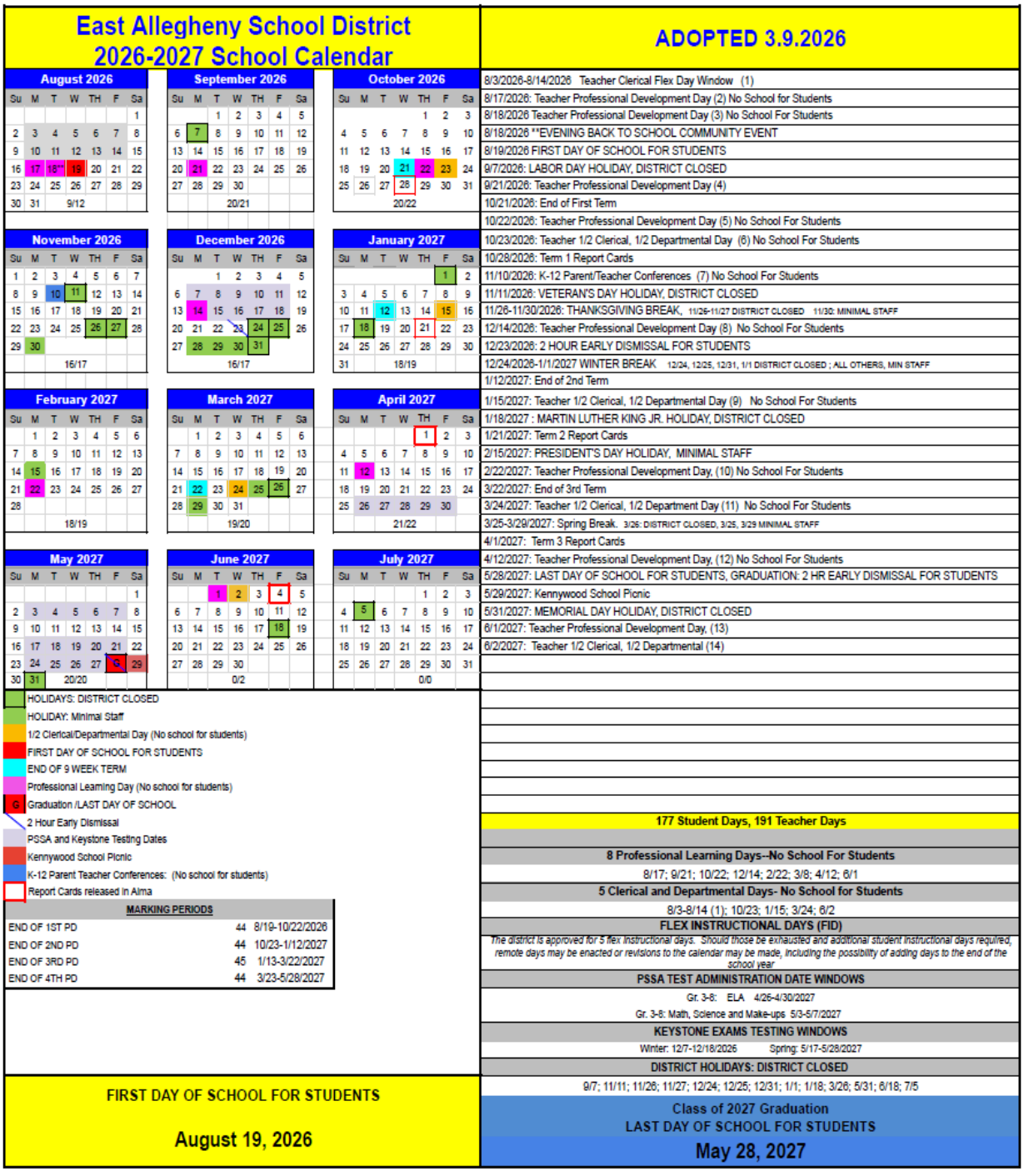
The items listed in this handbook are subject to change. Activities, events, policies, criteria, and guidelines listed are correct, to the best of our knowledge, at the time of printing and approval.

Delays and Closings/Emergency Updates

Updated information regarding delays/closing and emergency situations will be posted as soon as information is known on the District website, www.eawildcats.net, posted publicly on news stations: KDKA, WTAE, and WPXI and shared via communication system directly to parents/guardians registered with the District.

To receive automated updates, please be sure that an accurate phone and email is always on file with the school district.

2026-2027 District Calendar



Please visit our website: www.eawildcats.net for more detailed information about each school.

District Notices of Parent/Student Rights

Notification of Rights Under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's educational records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The School Official will make arrangements for access and notify the parents or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend a record should write to the school principal (or appropriate school official), clearly identify the part of the record they want changed and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board, a person or company with whom the School has contracted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. (NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.)
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the requirements of FERPA.

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920

Annual Notice

East Allegheny School District provides a free, appropriate public education (FAPE) to exceptional students consistent with the Individuals with Disabilities Education Act (IDEA) of 2004 (P.L.108- 446). To qualify as an exceptional student, the child must be of school-age, in need of specially-designed instruction, and meet eligibility criteria for one or more of the following physical or mental disabilities: autism, deaf-blindness, emotional disturbance, hearing impairment including deafness, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment including blindness, and in the case of a child that is of preschool age, developmental delay. Information regarding the appropriate developmental milestone descriptors for infants and toddlers may be found at the Center for Disease Control (CDC) website at cdc.gov. For additional information regarding the signs of developmental delays or other disabilities, please contact the School Psychologist on 412.824.8012 x 4153.

- Identification procedures ensure eligible students receive an appropriate program consisting of individualized special education and related services. At no cost to the parents, these services are provided in compliance with state and federal law and planned to ensure meaningful educational benefit and student progress.
- To identify students who may be eligible for special education, various screening activities are conducted on an ongoing basis. These screening activities may include hearing, vision, physical and speech/language screening; a review of group-based data (cumulative academic records, ability and achievement test scores, enrollment records, report cards, and health records); and a review by the building-level team. When screening results suggest that a student may need special education services, East Allegheny School District will, with parental consent, conduct an evaluation. Parents who suspect their child may need special education services may also submit a written request for an evaluation to the school principal. Services designed to meet the needs of exceptional students include: a timely evaluation and the annual development of an Individualized Education Program (IEP). Parents are an integral part of the IEP process and should be present at IEP meetings. East Allegheny School District will make every effort to ensure parent participation.
- The extent of special education services and the location for the delivery of those services are determined by the IEP team and based on student's identified needs and abilities. Services designed to meet the needs of eligible students include the annual development of an Individualized Education Program (IEP), bi-annual or tri-annual multidisciplinary re-evaluation, and a full continuum of services, which include Itinerant, Supplemental, or Full-Time Levels of Intervention. The district also provides supplementary aids and services, such as transportation, physical therapy and occupational therapy, as necessary for the student to benefit from the special education program. Parents may obtain additional information about special education services and programs and parental due process rights by contacting the child's school principal or the Special Education Office at 412-824-8012.

McKinney Vento Homeless Information

Educating Children and Youth Experiencing Homelessness - Board Policy 251

Under McKinney Vento all school districts are responsible for identifying students experiencing homelessness and connecting them with the resources needed to ensure academic success.

Who is considered homeless—Children or youth living in a shelter, transitional housing, hotel/motel, vehicle, campground, on the street or doubled up with friends or family due to a lack of alternate resources are considered homeless. An unaccompanied homeless youth is a child or youth that is not in the care of their parent or legal guardian and meets the definition of homeless under McKinney Vento.

Where can students experiencing homelessness attend school?—The law indicates that homeless students have the right to remain in their school origin (the school they attended at the time of the homeless episode or last school attended) through the end of the school year in which they find permanent housing, provided it is in the child/youth's best interest.

If through consultation between the school and the family and/or unaccompanied youth it is determined that remaining in the school of origin is not in the student's best interest, then the student has the right to immediately enroll in the school that non-homeless students living in the attendance area in which the child/youth is actually living are eligible to attend, even if they do not have all of the required documentation. Additionally, unaccompanied homeless youth have the right to immediately enroll in school, even if they do not have a legal guardian present.

What supports can school districts provide to homeless students?—Homeless students are eligible for supports and services to remove barriers to educational success. This may include transportation to the school of origin, referrals to physical/mental health providers, clothing to meet school requirements, access to school supplies and resources, assistance with credit recovery, tutoring, assistance to participate in school activities, sports, club, etc.

Homeless Dispute Process—If at any time there is a disagreement about homeless status or best interest for school placement, the district will notify the family in writing of their determination that the family/unaccompanied youth is ineligible for McKinney Vento services. At this time, the district will provide the family/unaccompanied youth with the ability to dispute their determination. Throughout the dispute process, the child/youth, including unaccompanied youth, will continue to be educated in the school of origin or immediately enrolled in the school they are seeking enrollment in until the dispute process is finalized. Transportation will continue throughout the dispute process. All disputes will be sent to the ECYEH Regional Coordinator who will issue a determination. If any party is unhappy with the determination, they can elevate the dispute to the state coordinator.

What if I think that I am eligible for services under McKinney Vento?— Reach out to our Homeless Liaison, Ms. Shataya Taylor. She can be reached at staylor@eawildcats.net or 412-824-9700 x 1004.

Notice of Nondiscrimination

The East Allegheny School District does not discriminate based on race, color, national origin, sex, or handicap in its programs and activities. The following position has been designated to receive and review any inquiry regarding the nondiscrimination policies or Title IX:

Jamie Morgan- Staff related
Jennifer Costello- Student related
East Allegheny District Office
1150 Jacks Run Road
North Versailles, PA 15137
(412) 824-8012

Federal Programs

The East Allegheny School District provides educational opportunities for students through the implementation of federally funded Title I Programs. Title I funded, Parent Resources are available in each building to show parents how to help their children with reading and math skills. Starting in 2024-2025, East Allegheny will be utilizing the Schoolwide Approach for Title I services, which expands all Title I services in reading and math to students in the district.

Junior/Senior High School Staff & Schedules

Principals and Office Staff

Principal, Grades 7-12	Dr. R.J. Long, Ext 4182
Assistant Principal, Grades 9-12	Mr. Brian Ferek, Ext 1009
Assistant Principal, Grades 7-8	Mr. Devin Milbourne, Ext 1250
Jr/Sr High School/Federal Programs Secretary	Mrs. Lisa Piccini, Ext 1000
Attendance Secretary	Ms. Ruth Gibson, Ext 1001
Data Secretary	Mrs. Tina Nicholls, Ext 1008

School Counseling Department

Sr. High School Counselor, Grades 10-12	Ms. Emilia Mattucci, Ext 1501
Jr. High School Counselor, Grades 7-9	Mr. Joseph Pedulla, Ext. 1006
Jr/Sr High School Counselor's Secretary	Mrs. Lydia Marcoz, Ext. 1500

All staff emails follow the format:
Their first initial, followed by their full last name @eawildcats.net
ex: John Doe: jdoe@eawildcats.net

Principal's Message

Dear Wildcats,

Welcome to the **2026–2027 school year** at East Allegheny Jr./Sr. High School! Whether you are returning to continue your journey or joining the Wildcat family for the first time, we are excited to have you with us. Each new school year brings new opportunities to learn, grow, build relationships, and create lasting memories. We are committed to ensuring that every student feels welcomed, supported, challenged, and inspired to reach their fullest potential by demonstrating our Wildcat P.R.I.D.E.!

As we begin this year together, we will continue to build upon the incredible progress our school community has made by focusing on three important priorities: **consistent attendance, academic growth in English Language Arts and Mathematics, and cultivating a school culture that is safe, engaging, and fun for everyone.** Regular attendance is one of the most critical factors in academic success. When you are present, engaged, and participating each day, you are building the foundation for learning, relationships, and future achievement. We encourage every student to be here daily—on time and ready to learn—because **every day counts**.

In our classrooms, we are continuing to strengthen our instruction and support systems to help all students grow and thrive, especially in Math and ELA. These foundational subjects are key to your future success, whether you're preparing for college, the workforce, or other personal goals. Our teachers are committed to providing you with meaningful, standards-based learning experiences that challenge you to think critically, problem-solve, and communicate effectively.

As we move through the year together, remember that **you have a team of educators, counselors, and staff who believe in you and are here to support your success**. We encourage you to set goals, stay involved, ask for help when needed, and take pride in your work and your school.

Let's make 2026–2027 a year of excellence in attendance, achievement, and Wildcat spirit. We are proud to be your principals and look forward to a great year ahead!

Dr. R.J. Long
Jr/Sr High School Principal
Grades 7-12

Mr. Devin Milbourne
Assistant Principal
Grades 7-8

Mr. Brian Ferek
Assistant Principal
Grades 9-12

Faculty & Staff List

Teacher	Department	Grade Level
Ansel, Amanda	Art	MS/HS
Anselmo, Rebecca	ELA	MS
Benton, Bryan	Mathematics	MS/HS
Bucar, Chris	RPI/Electives	MS/HS
Chenot, Kathy	ELA	HS
Cortazzo, Frank	Health & Physical Education	MS/HS
Crystol, April	ELA	HS
Demedio, Amanda	Mathematics	HS
Diges, Vicki	Special Education	HS
Edwards, Dennis	Social Studies	HS
Ehrlich, Stephen	Music	MS/HS
Ekis, Val	Mathematics	HS
Encapera, Ryan	Social Studies	HS
Forsythe, Carolyn	Foreign Language	HS
Fry, Naomi	Special Education	MS
Gasmen, Caitlyn	Special Education	MS
Gerbi, Hope	Title I Math	MS/HS
Glenwright, Vania	Science	MS
Goldstrohm, Paul	ELA	HS
Greb-Link, Elisa	ELA	MS
Gutwald, John	Technology Education	MS/HS
Hallick, Heather	Art	HS
	Physical Education	MS/HS
Kenney, Julie	Foreign Language	MS/HS
Kenney, Ryan	Physical Education	MS/HS
Knowlson, Ashley	ELA	MS
Kranz, Alice	ELA	HS
Kulha, James	Special Education	MS/HS
Lorenzo, Matthew	ESL	MS/HS
Loya, David	Athletic Director/PEACE Room	MS/HS

Mattucci, Emilia	School Counselor	HS
McNeill, Diane	Social Studies	MS
Miller, Jenn	Mathematics	HS
Miller, Josh	Social Studies	HS
Morrone, Chris	Mathematics	HS
Pedulla, Joe	School Counselor	MS/HS
Peel, Natalie	Science	HS
Price, Dawn	Special Education	HS
Rosco, Amanda	Music	MS/HS
Rosco, Justin	Music	MS/HS
Rosenfeld, Jamie	Mathematics	HS
Ross, Emily	Mathematics	HS
See, Brian	Technology Education	MS/HS
Shamitko, Brad	RPI/Instructional Support	MS
Sippey, Marcie	Mathematics	HS
Smith, Jenn	EA Academy	HS
Snyder, Amanda	ELA	MS
Spallone, Holly	Science	HS
Stahurski, Mark	Social Studies	HS
Tedesco, Candice	Mathematics	MS
Thomas, William	Science	HS
Tresnan, Lori	Science	HS
Walk, Brendan	Science	HS
Webb, Casey/Tyler Terza	Science	MS
White, Elyse	Science	HS
Woleslagle, Kelly	Special Education	HS
Woods, Rebecca	Foreign Language	MS/HS
Yeager, Richard	Special Education	HS
Yeloushan, Darcy	Nurse	MS/HS

Regular Bell Schedule

High School Regular Bell Schedule for 2026 - 2027					
Period	**Class Times**	**Class Description**	**Period**	**Class Times**	**Class Description**
Wildcat Pride	7:40 - 8:11 (31)	Wildcat Pride Homeroom			
Period 1	8:15 - 9:35 (80)	Academic Class 1			
Period 2	9:39 - 10:59 (80)	Academic Class 2	Wildcat Pride for AM Forbes	10:30 - 10:59 (29)	Wildcat Pride for AM Forbes
Lunch A	**11:03 -11:33 (30)**	**Lunch A**	Period 3	11:37 - 12:57 (80)	Academic Class 3
Period 3	11:03 - 12:23 (80)	Academic Class 3	**Lunch B**	**12:27 - 12:57 (30)**	**Lunch B**
Period 4	1:01 - 2:21 (80)	Academic Class 4			

Junior High Regular Bell Schedule for 2026 - 2027			
Class Period	**Class Description**	**7th Grade**	**8th Grade**
Homeroom: 7:40 - 7:45 (5)	Wildcat PRIDE Homeroom		
Period 1: 7:49 - 8:31 (42)	Electives		
Period 2: 8:35 - 9:17 (42)	Electives		
Period 3: 9:21 - 10:06 (45)	Core Academic Class 1	ELA, Reading Math, Science, Social Studies (Year Long Classes)	
Period 4: 10:08 - 10:53 (45)	Core Academic Class 2	ELA, Reading Math, Science, Social Studies (Year Long Classes)	
Period 5: 10:55 - 11:40 (45)	Core Academic Class 3	ELA, Reading Math, Science, Social Studies (Year Long Classes)	
Period 6: 11:42 - 12:12 (30)	Lunch		
Period 7: 12:16 - 1:02 (46)	Core Academic Class 4	ELA, Reading Math, Science, Social Studies (Year Long Classes)	
Period 8: 1:04 - 1:49 (45)	Core Academic Class 5	ELA, Reading Math, Science, Social Studies (Year Long Classes)	
Period 9: 1:51 - 2:21 (30)	Wildcat PRIDE		

2 Hour Delay Schedule

2 Hour Delay High School Bell Schedule for 2026 - 2027					
Period	**Class Times**	**Class Description**	**Period**	**Class Times**	**Class Description**
Wildcat Pride	9:40 - 9:50 (10)	Wildcat Pride			
Period 1	9:54 - 10:49 (55)	Academic Class 1 (AM Forbes students to the Auditorium until the start of Period 2)			
Period 2	10:53 - 11:48 (55)	Academic Class 2	~~Wildcat Pride for AM Forbes~~	~~10:28 - 10:58 (30)~~	~~Wildcat Pride for AM Forbes~~
Lunch A	**11:51 -12:21 (30)**		Period 3	12:26 - 1:21 (55)	Academic Class 3
Period 3	11:52 - 12:47 (55)	Academic Class 3	**Lunch B**	**12:51 - 1:21 (30) (PM Forbes students wait in cafe/indoor court until Period 4)**	
Period 4	1:25 - 2:21 (56)	Academic Class 4			

AM Forbes Students: There is no AM Forbes. AM Forbes students should follow the East Allegheny 2 hour delay start time and ride the bus to East Allegheny. AM Forbes will report to the auditorium at 9:40 for attendance and remain there until Period 3 begins at 12:26.
PM Forbes Students: Follow the East Allegheny 2 hour delay start time and ride the bus to school. Students should go to PRIDE and check in for attendance. After checking in, students will report to the auditorium and wait for the buses to arrive, and then be transported to Forbes for the PM session.

2 Hour Delay Junior High Bell Schedule for 2026 - 2027			
Class Period	**Class Description**	**7th Grade**	**8th Grade**
Homeroom: 9:40 - 9:45 (5)	Wildcat Pride Homeroom		
Period 1: 9:49 - 10:14 (25)	Electives		
Period 2: 10:18 - 10:43 (25)	Electives		
Period 3: 10:47 - 11:17 (30)	Core Academic Class 1	ELA, Reading Math, Science, Social Studies (Year Long Classes)	
Period 6: 11:18 - 11:48 (30)	**Lunch**		
Period 4: 11:51- 12:21 (30)	Core Academic Class 2	ELA, Reading Math, Science, Social Studies (Year Long Classes)	
Period 5: 12:23- 12:53 (30)	Core Academic Class 3	ELA, Reading Math, Science, Social Studies (Year Long Classes)	
Period 7: 12:55 - 1:25 (30)	Core Academic Class 4	ELA, Reading Math, Science, Social Studies (Year Long Classes)	
Period 8: 1:27 - 1:57 (30)	Core Academic Class 5	ELA, Reading Math, Science, Social Studies (Year Long Classes)	
Period 9: 1:59 - 2:21 (22)	Wildcat PRIDE		

2 Hour Early Release Schedule

2 Hour Early Release High School Bell Schedule for 2026 - 2027					
Period	**Class Times**	**Class Description**	**Period**	**Class Times**	**Class Description**
Wildcat Pride	7:40 - 7:49 (9)	Wildcat Pride			
Period 1	7:53 - 8:49 (56)	Academic Class 1			
Period 2	8:53 - 9:49 (56)	Academic Class 2			
Period 4	9:53 - 10:49 (56)	Academic Class 4			
Lunch A	**10:53 -11:23 (30)**		Period 3	11:27 - 12:21 (54)	Academic Class 3
Period 3	10:53 - 11:47 (54)	Academic Class 3	**Lunch B**	**11:51 - 12:21 (30)**	

AM Forbes Students: AM Forbes students should attend Forbes regularly. When AM Forbes arrive at East Allegheny, they will report directly to Period 4.
PM Forbes Students: Follow the East Allegheny start time and ride the bus to school. Students will attend PRIDE and Period 1. After Period 1, PM students will go to the cafeteria from 8:49 until the Forbes buses arrive at 9:40 and then be transported to Forbes for the PM session. Students will then be transported directly home after Forbes due to the early release.

2 Hour Early Release Junior High Bell Schedule for 2026 - 2027			
Class Period	**Class Description**	**7th Grade**	**8th Grade**
Homeroom: 7:40 - 7:45 (5)	Wildcat Pride Homeroom		
Period 1: 7:49 - 8:13 (24)	Electives		
Period 2: 8:17 - 8:41 (24)	Electives		
Period 3: 8:45 - 9:15 (30)	Core Academic Class 1	ELA, Reading Math, Science, Social Studies (Year Long Classes)	
Period 4: 9:17 - 9:47 (30)	Core Academic Class 2	ELA, Reading Math, Science, Social Studies (Year Long Classes)	
Period 5: 9:49 - 10:19 (30)	Core Academic Class 3	ELA, Reading Math, Science, Social Studies (Year Long Classes)	
Period 6: 10:19 - 10:49 (30)	**Lunch**		
Period 7: 10:53 - 11:23 (30)	Core Academic Class 4	ELA, Reading Math, Science, Social Studies (Year Long Classes)	
Period 8: 11:25 - 11:55 (30)	Core Academic Class 5	ELA, Reading Math, Science, Social Studies (Year Long Classes)	
Period 9: 11:57 - 12:21 (24)	Wildcat PRIDE		

Activity Schedule

High School Activity Bell Schedule for 2026 - 2027					
Period	**Class Times**	**Class Description**	**Period**	**Class Times**	**Class Description**
Wildcat Pride	7:40 - 8:11 (31)	Wildcat Pride			
Period 1	8:15 - 9:35 (80)	Academic Class 1			
Period 2	9:39 - 10:59 (80)	Academic Class 2	Wildcat Pride for AM Forbes	10:28 - 10:59 (31)	Wildcat Pride for AM Forbes
Lunch A	**11:03 -11:33 (30)**	**Lunch A**	Period 3	11:37 - 12:57 (80)	Academic Class 3
Period 3	11:03 - 12:23 (80)	Academic Class 3	**Lunch B**	**12:27 - 12:57 (30)**	**Lunch B**
Period 4	1:01 - 1:36 (35)	Academic Class 4			
Activity/Assembly/Pep Rally: 1:41 - 2:21					

Junior High Activity Bell Schedule for 2026 - 2027			
Class Period	**Class Description**	**7th Grade**	**8th Grade**
Homeroom: 7:40 - 7:50 (10)	Wildcat PRIDE Homeroom		
Period 1: 7:54 - 8:36 (40)	Electives		
Period 2: 8:40 - 9:20 (40)	Electives		
Period 3: 9:24 - 10:07 (43)	Core Academic Class 1	ELA, Reading Math, Science, Social Studies (Year Long Classes)	
Period 4: 10:09 - 10:51 (43)	Core Academic Class 2	ELA, Reading Math, Science, Social Studies (Year Long Classes)	
Period 5: 10:53 - 11:36 (43)	Core Academic Class 3	ELA, Reading Math, Science, Social Studies (Year Long Classes)	
Period 6: 11:40 - 12:10 (30)	Lunch		
Period 7: 12:14 - 12:54 (40)	Core Academic Class 4	ELA, Reading Math, Science, Social Studies (Year Long Classes)	
Period 8: 12:56 - 1:36 (40)	Core Academic Class 5	ELA, Reading Math, Science, Social Studies (Year Long Classes)	
No PRIDE on an Activity Schedule			
Activity/Assembly/Pep Rally: 1:41 - 2:21			

Transportation

East Allegheny School District has a contract with Allegheny Transportation Services (ATS) for student transportation. Please, contact the ATS directly for transportation needs/questions at 412-349-8737. Bus schedules are posted on our website's transportation page.

- Manager: Mrs. Vicky McClain vmmclain@alleghenytransport.net
- Dispatcher: Ms. Kim Law klaw@alleghenytransport.net

All students will be transported to and from school by bus unless the district is adequately notified otherwise. Students are to ride on the bus assigned to them by ATS and get on and off the bus at their designated stop. If you would like your child to be a walker, please send a letter to the school giving this permission. Students are not permitted to ride an unassigned school bus on a temporary basis unless an emergency exists and the school has granted approval. Students are not permitted to change buses without permission from the District Office.

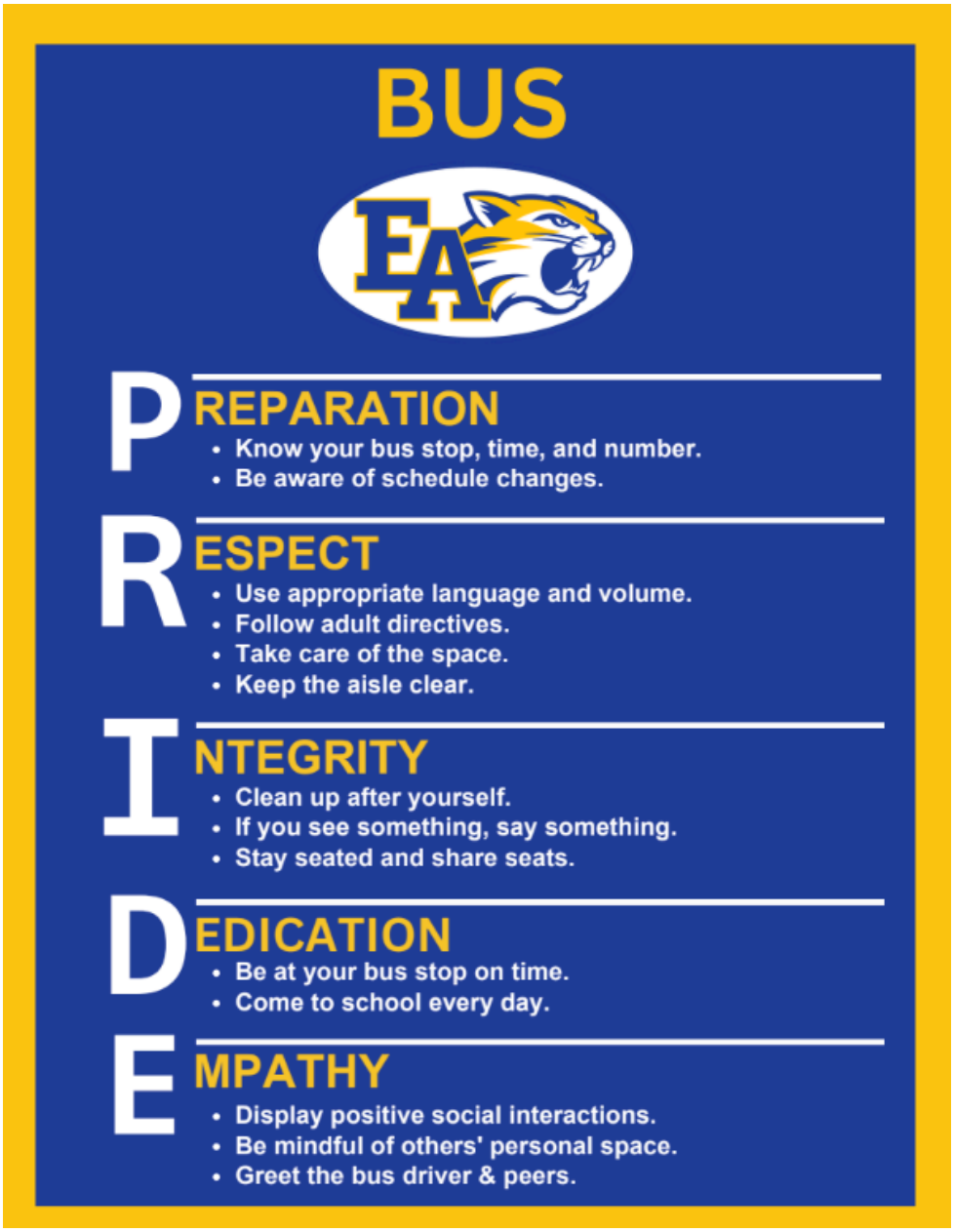
Bus Expectations

Safety is the prime concern of everyone. It is important that you and your child review the bus regulations as prescribed by the Bureau of Traffic Safety and the East Allegheny School District. It is imperative that all riders follow common sense rules for their safety. Students are not to throw objects out of windows or around the bus and should keep their head and arms inside the bus. There is to be no horseplay or disruptive talk, or anything to distract the driver. Fighting or disrespect to the driver will result in disciplinary action. The district is responsible from the time the student leaves his/her home until their return at the end of the school day. Remember, riding the bus is a privilege, which can be suspended. Smoking on school buses is prohibited. Our goal will be to protect the welfare and safety of everyone on the bus; therefore, all reports from the bus driver will be handled in a complete and serious manner.

1. Bus riders are to be at their scheduled bus stop five minutes before the bus is due.
2. Bus riders MUST follow the driver's directions the first time given.
3. Bus seats are assigned by the driver and must be occupied until permission is given by the driver or school personnel to make any changes.
4. Bus riders must remain in their seats facing forward while the bus is in motion.
5. Bus riders must use appropriate voices, language and gestures,
6. Bus riders must treat others and their property with kindness and courtesy.
7. Any person willfully damaging a bus will be held responsible for any such actions.
8. Bus behavior infractions carry the same penalties as school infractions.
9. Students are only permitted to ride their assigned buses home and get off at his/her designated stop. Failure to adhere to this procedure will result in consequences as per the District Discipline Policy 218.

*Failure to adhere to these procedures will result in disciplinary action. *Fighting on the bus and/or at the bus stop is a major offense & will be addressed as per the Discipline Policy.

The Wildcat P.R.I.D.E Bus Expectations



Leaving the Bus Stop

If the school bus does not arrive at the bus stop on time because of mechanical failure, road or weather conditions, the pupil is expected to wait for the bus at least one-half (1/2) hour in inclement weather and one (1) hour in fair weather. If the pupil leaves the bus stop, the pupil is to return to his/her home so that he/she can be contacted by the school if need be. Failure to be at home will result in an unexcused absence.

Enrollment in School

Registration

New student registration will take place via the Alma student information system. Registration will be managed centrally at the District Office.

- Please contact Mrs. Kristin Wagner, 412.824.8012 Ext 4150 to make a registration appointment.
- Registration of new students requires documentation of residency within the district.
- Students attending charter, private or parochial schools requesting transportation must complete and submit a hardcopy “Transportation Registration Packet” also attainable on our website.

Transferring or Withdrawal from School

Transfer requests may be enacted by the parent/guardian only. Once approved, the parent/guardian must sign an official withdrawal form. The student will then obtain the signatures of his/her teachers and must return all books/calculators and pay any fines that may be due. When the withdrawal form is completed, the student will return it to his/her counselor and receive a transfer.

Student Records & Information

Alma (Student Information System)

- The district will be utilizing Alma as our student information system. Through Alma, students and parents will have access to grades and report cards, student attendance, schedule, school calendar, staff directory, fees, complete district forms, get important district notifications and more.
- Parents will be able to view information for all their students in one account without needing to log out of one student and in for another student in a different building. Alma can be accessed through any web browser as well as a smartphone app.
  Parents/Guardians MUST have an email on file in order to have access to their student(s) accounts.

Updating of Contact & Health Information

- Your child's building office must be notified immediately when there is a change in their contact information. Please be sure if there are changes throughout the year, that those are communicated to their school, via a phone call, email, or Alma update. Everyone permitted to pick up your child from the school must be listed in your child's Alma account as a contact. Early dismissal notes, and phone calls will be verified by a building secretary to ensure their authenticity. Your child's health, safety, and welfare are our highest priority. It is for that reason that we take such precautions.
- Health information must also be updated with the school nurse each year in case of an emergency.
- Nearly all communication from the school is through electronic means; please be vigilant in maintaining their accuracy.

Photo Release

- Students enrolled in the East Allegheny School District may be photographed from time to time by members of the press, and/or District staff. Photos may be shared on the District Facebook page or Instagram. They may also be shared via classroom communication apps and used in the yearbook or school newspaper.
- Images will not be used in any form of paid advertising. Should you wish not to have your child photographed, please contact your child's school building secretary to make this request.

Communicating with Teachers & Staff

If parents wish to speak with a teacher personally, they are encouraged to call the school office and arrange for the teacher to return the call. A note or e-mail is also a convenient way to communicate with your child's teacher. Teachers are expected to return calls within 24 hours. Teacher contact information is also listed on our website.

Safety & Security

Bullying & Cyberbullying

District Policy 249: Bullying/Cyberbullying can be viewed in its entirety at **www.eawildcats.net**.

Bullying, in any form, will not be tolerated. Violations will be addressed as per The Code of Conduct.

- Treat other students with kindness and respect.
- Don't engage in verbal, relational, physical, or cyberbullying.
- Be aware of and abide by, the school's anti-bullying policies and procedures.
- Support students who have been targeted and encourage them to report the behavior.
- Advocate for a safe space free from harassment and bullying.
- Notify a parent, teacher, or school administrator if you become aware of concerning situations.
- Be a good role model for other students.

Fire & Emergency Drills

Fire and Emergency drills are held to ensure the safety of all children. Pennsylvania State Law requires drills to be conducted in every school building on an average of once a month.

Metal Detectors

Metal detectors have been placed in the buildings to better ensure the safety and security of the students and staff. Students will be required to pass through metal detectors. Any contraband or illegal items that the students may have will be confiscated and the student will be disciplined through the discipline code. If illegal contraband is found in a student's book bag or person, the police and that student's parents will be notified, and appropriate disciplinary action will be taken. Students may or may not receive prior notification that they may have to walk through the metal detectors on a given day.

Prohibited Items

- Weapons of any kind: knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, replica of a weapon, pointed-tipped scissors, and/or any other tool, instrument or implement capable of inflicting serious bodily injury (see additional Weapons information per policy 218.1)
- Vapes, tobacco, lighters, matches, rolling papers, cigarettes, cigars, pipes
- Marijuana, illegal substances, drug paraphernalia
- Alcohol
- Pills (Absolutely no over-the-counter medications should be brought to school unless accompanied by a written doctor's order and must be kept in the nurse's office). This includes…
    - pain medication
    - cough drops
    - cough syrup
    - eye drops
    - medicated throat spray
    - caffeine stimulants
    - appetite suppressants
    - herbal food supplements, etc.
    - dietary supplements & powders

    ***Inhalers and Epinephrine Pens may/should be always carried by the student. The school nurse must be notified if the student is carrying either item.
- Pepper Spray/Mace
- Laser Pointers
- Masks that cover full face (medical masks/COVID masks are appropriate)
- Costumes (unless for a spirit day and meeting dress code)
- Home-made baked goods and food (without administrative approval)
- Balloons and other party related materials (without administrative approval)
- Chains
- Open containers (Dunkin', Starbucks, bottles, cartons (including water bottles). Water and other beverages with the manufacturer's seal intact are permitted.
- Empty water bottles are permitted and may be filled at water stations.
- Glass bottles

Should a student bring any of these items to school, the items will be confiscated and held in the high school until the end of the school day. The police will receive notification of any illegal items that have been brought to school and legal action may be brought against the student for being in possession of the illegal item. Inappropriate, illegal, and/or dangerous prank items will not be returned to the student.

Safe2Say Something

Safe2Say Something is a youth violence prevention program run by the Pennsylvania Office of Attorney General. The program teaches youth and adults how to recognize warning signs and signals, especially within social media, from individuals who may be a threat to themselves or others and to "say something" BEFORE it is too late. With Safe2Say Something, it's easy and confidential to report safety concerns to help prevent violence and tragedies.



Students and/or parents can submit an anonymous tip report through the Safe2SaySomething system https://www.safe2saypa.org/tip/ or by calling 1-844-SAF2SAY

Threats

All threats will be taken seriously by the East Allegheny School District, even those made in jest. Anyone making threats against faculty, staff, or students at East Allegheny will be subject to all appropriate criminal or civil penalties as well as discipline.

Threat Assessment Team

Threats made to a student or staff member must be reported immediately to a district administrator. The district uses a Threat Assessment Team made up of the District Psychologist, Counselor, Administration and other staff as appropriate to properly address and investigate threats.

Visitor Screening

All visitors to our buildings must sign in at the front office before going anywhere else in the building. Visitors must present a valid ID to be scanned by the RAPTOR system. Visitor passes will be given to visitors and must be always visible. Passes and lanyards are returned when visitors check out. Only the main access door is open from the outside during the day. All doors open from the inside but may not be unlocked from the outside. Periodically, the metal detectors at the entrances will be activated and those entering at that time will be screened.

The security of our students is, mutually, our first concern. However, legitimate visitors are always welcome in our schools. We warmly invite you to visit for conferences, PTO activities, class performances, or other such events.

Should you desire to speak personally with a teacher, please schedule an appointment. Appointments are also suggested to meet with Administrators. A visitor can request a meeting with an administrator upon arrival at the school, but without an appointment, the administrator may not be able to meet at that time and the visitor will be asked to leave.

Schools are public facilities but are not public property with complete open access under Pennsylvania law. The no trespassing signs are clearly posted on all district property. Any person on school property without proper authority and/or in defiance of administrative directive and Board policy may be subject to criminal action under the proper sections of the Pennsylvania School Code as well as the Pennsylvania Crimes Code.

Restricted Public Use of School Buildings

All school facilities are available to the public **outside of school hours**. Permission must be granted by the Superintendent and School Board in accordance with policy. Any group desiring to use part of a building should request an application from the Superintendent's office.

Student Health

Required Immunizations

As per Allegheny County Health Department Regulations, a complete list can be found on our website www.eawildcats.net under Departments – Health Service and is shared below:

SCHOOL VACCINATION REQUIREMENTS
FOR ATTENDANCE IN PENNSYLVANIA SCHOOLS

FOR ATTENDANCE IN ALL GRADES CHILDREN NEED THE FOLLOWING:



- 4 doses of tetanus, diphtheria, and acellular pertussis* (1 dose on or after the 4th birthday)
- 4 doses of polio (4th dose on or after 4th birthday and at least 6 months after previous dose given)**
- 2 doses of measles, mumps, rubella***
- 3 doses of hepatitis B
- 2 doses of varicella (chickenpox) or evidence of immunity

**Usually given as DTP or DTaP or if medically advisable, DT or Td*
*** A fourth dose is not necessary if the third dose was administered at age 4 years or older and at least 6 months after the previous dose*
****Usually given as MMR*



ON THE FIRST DAY OF SCHOOL, unless the child has a medical or religious/philosophical exemption, a child must have had at least one dose of the above vaccinations or risk exclusion.

- If a child does not have all the doses listed above, needs additional doses, and the next dose is medically appropriate, the child must receive that dose within the first five days of school or risk exclusion. If the next dose is not the final dose of the series, the child must also provide a medical plan (red and white card) within the first five days of school for obtaining the required immunizations or risk exclusion.
- If a child does not have all the doses listed above, needs additional doses, and the next dose is not medically appropriate, the child must provide a medical plan (red and white card) within the first five days of school for obtaining the required immunizations or risk exclusion.
- The medical plan must be followed or risk exclusion.

FOR ATTENDANCE IN 7TH GRADE:

- 1 dose of tetanus, diphtheria, acellular pertussis (Tdap) on the first day of 7th grade.
- 1 dose of meningococcal conjugate vaccine (MCV) on the first day of 7th grade.

ON THE FIRST DAY OF 7TH GRADE, unless the child has a medical or religious/philosophical exemption, a child must have had the above vaccines or risk exclusion.

FOR ATTENDANCE IN 12TH GRADE:

- 1 dose of MCV on the first day of 12th grade. If one dose was given at 16 years of age or older, that shall count as the twelfth grade dose.

ON THE FIRST DAY OF 12TH GRADE, unless the child has a medical or religious/philosophical exemption, a child must have had the above vaccines or risk exclusion.

The vaccines required for entrance, 7th grade and 12th grade continue to be required in each succeeding school year.

These requirements allow for the following exemptions: medical reason, religious belief, or philosophical/strong moral or ethical conviction. Even if your child is exempt from immunizations, he or she may be excluded from school during an outbreak of vaccine preventable disease.

Pennsylvania's school immunization requirements can be found in 28 Pa.CODE CH.23 (School Immunization). Contact your healthcare provider or call 1-877-PA-HEALTH for more information.

pennsylvania
DEPARTMENT OF HEALTH

Communicable Diseases

The Board directs that students who have been diagnosed by a physician or are suspected of having a disease by the school nurse shall be excluded from school for the period indicated by regulations of the PA Department of Health or guidance from state or local health officials for specified diseases and infectious conditions.

Illness and Injury

Students who become ill or injured at school should report immediately to the teacher in charge who will refer the child to the nurse. When children become ill at school, it is the parents' responsibility to provide transportation from school to home.

Emergency information is to be updated by the parents annually. This information enables the school nurse to see that children receive the best possible aid in the event of an emergency.

Accident Insurance

A limited student insurance policy is offered to each child. This insurance basically covers medical and hospital expenses resulting from accidental injury that might occur during school hours and on the way to and from school. A twenty-four (24) hour insurance coverage is also available. Both are available at the parents' expense. Parents may request these from the school office.

Food Allergies

District Policy 210.2: Food Allergies can be viewed in its entirety at www.eawildcats.net

- Any student enrolling with a food allergy will be required to have a Food Allergy Action Plan completed by their physician/parent/guardian and on file in the nurse's office.
- A list of all food allergies and food intolerances will be compiled by the school nurse for each building at the beginning of each school year and updated as needed. Lists will be distributed to each building principal and staff in each building.

Medication Policy

District Policy 210: Medications can be viewed in its entirety at www.eawildcats.net

For the welfare and safety of the students at the East Allegheny School District, the following medication procedures will be followed:

1. ALL medications will be locked in the Nurse's Office and dispensed from there by the certified school nurse or designated person (Substitute Nurse or Building Principal).
2. NO medication will be administered by the school nurse unless the following requirements are met:

    a. Medication has been prescribed by the physician to be given during school hours. [Medications ordered once or twice a day are not given during school hours unless specifically ordered.]
    b. Medication is in a properly labeled container with the student's name, dosage, time to be administered and directions for administration.
    c. Parent's written permission, including a waiver releasing the school district and school personnel from all liability, has been obtained.
3. ABSOLUTELY NO over-the-counter medications should be brought to school. This includes pain medication, cough drops, cough syrup, eye drops, medicated throat spray, caffeine stimulants, appetite suppressants, herbal food supplements, etc.
    a. If an over-the-counter medication is to be taken on a regular schedule, it must be accompanied by a written doctor's order and must be kept in the nurse's office and administered by the school nurse or designated person.
4. Inhalers for sudden respiratory problems may/should be always carried by the student. The school nurse must be notified if the student is carrying an inhaler.
5. Any student enrolling with a food allergy will be required to have a Food Allergy Action Plan completed by their physician/parent/guardian and on file in the nurse's office.
6. A list of all food allergies and food intolerances will be compiled by the school nurse for each building at the beginning of each school year and updated as needed. Lists will be distributed to each building principal and staff in each building.
7. Medications given by injection and the necessary equipment will also be kept in the nurse's office and administered only by the school nurse, or the child if he/she has been properly instructed and under the supervision of the school nurse or designated person.

School Health Exams

- The Pennsylvania Public School Code Section 1402. Health Services (e) requires that students upon entry, sixth grade and 11th grade be given a "comprehensive appraisal" of their health. The physical is to be completed within 4 months prior to the start of the school year. In addition, Section 1402 © requires the completion of medical questionnaires which are to become part of the student's health record.
- This requirement may be completed by the student's primary care provider or by the school provider.
- Children receive a medical examination in kindergarten or first year of school, grade 6 and in grade 11. Examinations are conducted by the school physician at the school. Parents may elect to have their children examined by the family physician. A special form for recording results is supplied to parents by the nurse. Physical defects discovered or suspected during the examination are reported to the parents in writing by the school nurse. Parents are expected to consult with the family physician concerning the correction of defects reported. Please notify the school nurse of any corrections made.

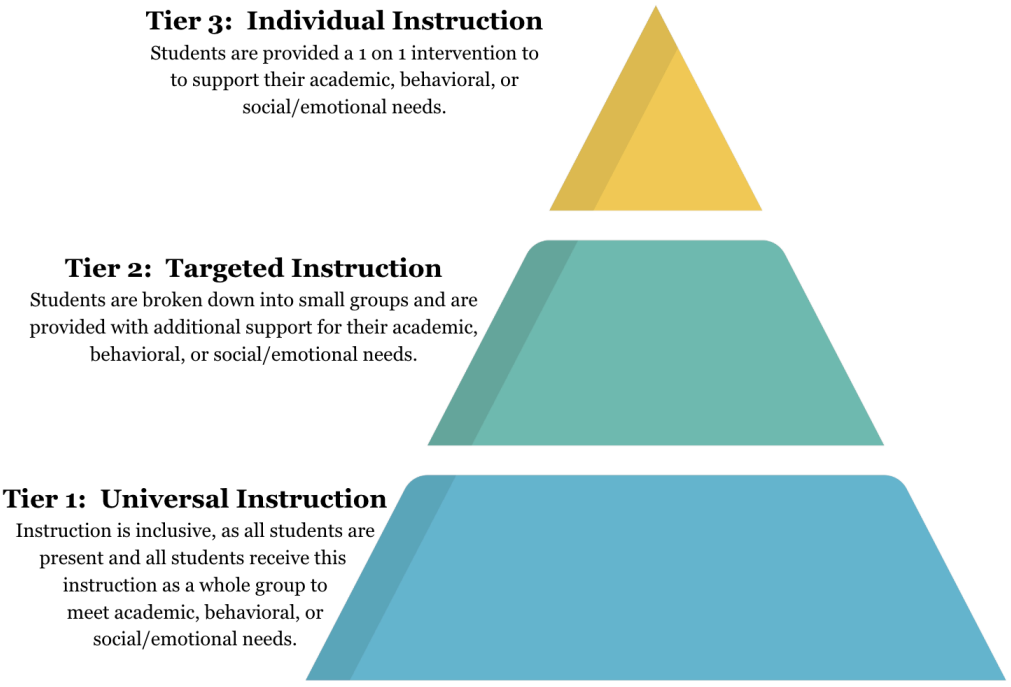
- School health regulations require that a dental examination be performed on children in kindergarten, 3rd and 7th grades. Examinations are conducted by the school dentist at the school facilities. Parents may elect to have their children examined by the family dentist. A special form for recording results is supplied by the school nurse. Dental defects discovered or suspected during the examinations are reported to the parents by the school nurse. Please notify the school nurse of any corrections made.

Student Wellness (Social, Emotional, Behavioral)

Multi-Tiered Systems of Support (MTSS)

MTSS is designed to help schools identify struggling students early and intervene quickly. It focuses on academic growth, behavior, social and emotional needs, and truancy. The three-tiered model is applied across each area of focus.

- Tier I: The Whole Class –Interventions and support that are given to all students.
- Tier 2: Small Group Intervention--Students in Tier 2 get more targeted support. A student who isn't making progress may stay in Tier 2 or move to Tier 3.
- Tier 3: Intensive Individualized Support



Positive Behavior Interventions and Supports (PBIS)

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting *students*' behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate. It also improves teacher health and wellbeing. It is a way to create positive, predictable, equitable and safe learning environments where everyone thrives.

For additional information about PBIS please visit https://www.pbis.org/.

Wildcats exemplify **P.R.I.D.E.—Preparation, Respect, Integrity, Dedication, and Empathy**—and we integrate these values into our students' behavior both on and off campus. Teachers and staff utilize **PBIS Rewards**, a digital, school-wide Positive Behavioral Interventions and Supports system, to reinforce these expectations. With PBIS Rewards, faculty can instantly acknowledge positive behavior from anywhere in the building via mobile devices or computers. Students earn points for demonstrating P.R.I.D.E., which they can later redeem at teacher-run classroom stores or our school store. This real-time recognition helps boost student engagement, fosters community, and supports a positive school climate.

The Wildcat P.R.I.D.E Matrix (Schoolwide Expectations)

	P Preparation	R Respect	I Integrity	D Dedication	E Empathy
Bus	• Know your bus stop, time, and number. • Be aware of schedule changes.	• Use appropriate language and volume. • Follow adult directives. • Take care of the space. • Keep the aisle clear.	• Clean up after yourself. • If you see something, say something. • Stay seated and share seats.	• Be at your bus stop on time. • Come to school every day.	• Display positive social interactions. • Be mindful of others' personal space. • Greet the bus driver & peers.
Cafeteria	• Have your lunch and/or money. • Quietly move through the halls to lunch.	• Use appropriate language and volume. • Follow adult directives.	• Clean up after yourself. • If you see something, say something. • Store food appropriately. • Wait your turn in line.	• Stay in your assigned area. • Take care of the space.	• Display positive social interactions. • Be mindful of others' personal space. • Invite new students to sit with you at your table.
Classroom	• Follow dress code. • Bring required materials. • Be on time.	• Use appropriate language and volume. • Follow adult directives. • Appreciate materials given to you.	• Do your own work. • Take pride in your work. • Clean up after yourself. • If you see something, say something.	• Arrive to class on time and be ready to learn. • Be engaged in the learning activities in the classroom.	• Display positive social interactions. • Be mindful of others' personal space. • Be inclusive of others.
Hallway	• Have an approved E-Hall pass from a staff member. • Utilize locker.	• Use appropriate language and volume. • Follow adult directives.	• Be where you are supposed to be. • Use your own locker. • If you see something, say something.	• Walk with a purpose. • Take care of the space. • Go directly to your assigned destination.	• Display positive social interactions. • Be mindful of others' personal space. • Look out for each other.
Restrooms	• Have an approved E-Hall pass from a staff member.	• Use appropriate language and volume. • Follow adult directives.	• Clean up after yourself. • If you see something, say something. • Use the restroom for its intended purpose.	• Use the restroom for its intended purpose. • Use the restroom in a timely manner. • Take care of the space.	• Display positive social interactions. • Be mindful of others' personal space.
Technology	• Think before you post. • Bring a charged Chromebook.	• Appreciate and use equipment appropriately. • Demonstrate positive digital citizenship.	• Respect privacy. • Complete assignments. • If you see something, say something.	• Stay on appropriate sites. • Use teacher approved technology. • Use technology to enhance your learning.	• Display positive online social interactions. • Demonstrate care of your device and others' devices.

Exceptional Children's Program

- The East Allegheny School District provides a wide variety of services for exceptional children including Learning Support, Gifted Support, Emotional Support, Hearing Support, Vision Services, Autistic Support, Speech and Language Support and Life Skills Support. Additionally, the East Allegheny School District provides a free and appropriate public education to all students with disabilities through either service provided within District schools or through partnerships with other providers of educational services.
- The district supports including students with disabilities in the regular education environment as much as possible based upon the needs of the student. The district is committed to providing all services for students with disabilities within the least restrictive environment.

School Counseling Services

Our 7 - 12 school counseling department is actively involved in helping students adjust to school life in order to prepare for academic success, develop values necessary for becoming responsible and productive students and citizens, cope with internal and external conflict and provide added support to students in need. We have numerous programs and services, including:

- Individual counseling sessions
- Small group meetings
- Classroom sessions
- Career explorations
- Special interest group activities

School counselors utilize the "appointment pass" system on E-hall Pass to request students come to their office. It is important that students check for appointment passes so important information is not missed.

Partnering Agencies

The East Allegheny School District is fortunate to be partnering with an outstanding community service agency, Pittsburgh Area Community Schools (PACS).

PACS will be providing a full time site manager at each building. The task of these individuals will be to create opportunities for students and families to engage in the life of the school community and provide resources that are needed. They will be charged with assisting East Allegheny staff in creating a variety of planned functions and events that will help parents and guardians gain access to the support and interventions that will be available to our families.

For additional information or resources please contact a site manager:

EA Jr./Sr. High School - Brenda Parks at bparks@eawildcats.net

Other partners include Emerging Leaders Program: Sly Williams: swilliams@eawildcats.net

Student Attendance

Attendance Expectations

District Policy 204-Attendance can be viewed in its entirety at www.eawildcats.net

- Information listed here is specific to students in grades 7-12. The Board requires that school-aged students enrolled in district schools attend school regularly, in accordance with state laws.
- The Board also believes that regular attendance in the classroom is conducive to learning and that frequent absences of pupils from regular classes disrupt the continuity of the instructional process. The school cannot teach students who are not present. Poor attendance limits accomplishments and reinforces a habit, which will handicap the individual in future education or employment.
- Attendance shall be required of all students enrolled in district schools during the days and hours that the school is in session, except that a principal or teacher may excuse a student for temporary absences when s/he receives satisfactory evidence of mental, physical, or other urgent reasons which may reasonably cause the student's absence. Urgent reasons shall be strictly construed and do not permit irregular attendance.
- A student will be considered to be in attendance if present at any place where school is in session by authority of the Board; at the place where the student is receiving approved tutorial instruction, or health or therapeutic services; at the place where the student is engaged in an approved and properly supervised work-study or career education, cooperative or community exploration program; or at home when the student is receiving approved homebound instruction.
- All absences occasioned by observance of the student's religion on a day approved by the Board as a religious holiday shall be excused. A penalty shall not be attached to an absence for a religious holiday.

Educational Tours and Trips

The Board may excuse a student from school attendance to participate in an educational tour or trip not sponsored by the district if the following conditions are met:

1. The parent/guardian submits a written request for excusal prior to the absence.
2. The student's participation has been approved by the Superintendent or designee.
3. The adult directing and supervising the tour or trip is acceptable to the parents/guardians and the Superintendent.

The Board may limit the number and duration of tours or trips for which excused absences may be granted to a student during the school term.

Excused Absences

Illness verified by a written excuse from a parent/guardian. A written excuse from a parent/guardian is acceptable to excuse up to (5) consecutive and/or (10) cumulative days of absence for illness in (1) school year.

After (5) consecutive or (10) cumulative days of absence for illness, the school nurse will review the information regarding the absences. At that time, the nurse, in conjunction with the building principal, may request a physician's excuse for prior absences or for future absences. If a physician's excuse is requested and not provided, all additional absences will be deemed unexcused.

1. **Obtaining professional healthcare or therapy service** if the following requirements are met:
   - The health or therapeutic services are rendered by Commonwealth licensed practitioners.
   - It is not practical or possible for the pupil to receive the services outside of school hours.
   - The time of necessary absence from school involves a minimum of interference with the pupil's regular program of studies. Such services must be verified in writing by the parent/guardian. The administration may ask for additional verification from the service provider.
2. **Death in the family** verified by a written excuse from a parent/guardian.
3. **Impassable roads** verified by a written excuse from a parent/guardian.
4. **Religious holidays** upon written parental request.
5. **Religious instruction** for up to a total of (36) hours per school year.
   - This shall require submission of a written request from the parents/guardians of the student, prior to release of the student to attend and/or participate in religious instructional programs. An identification of the dates and hours for which the absence is requested and a statement following such instruction from the organizers of the instructional program that the student did in fact attend the instruction and the dates and hours upon which such attendance took place must be provided. The school district will not provide transportation to and/or from religious instruction. A penalty shall not be attached to an absence for religious instruction.
6. **Administrative Reasons** - This includes, but is not limited to, school-sponsored trips or activities or school approved trips or activities. Teachers must prepare lists of those students attending such trips or activities at least (2) days in advance.
7. **College Visitations** - Seniors shall be permitted (4) college visitation days while juniors shall be permitted (2) days plus attendance at the National College Fair. Upon return to school and within (2) days of the visit, the student must submit to the office a note from their parents/guardians stating they were on a college visitation and a note on letterhead from the college that they spent the day visiting that

institution. Upon receipt of the (2) documents, the student will not be marked absent from school. Their attendance record will indicate they were on a college visitation.

8. **Quarantine**
9. **Vacation** – Parents/Guardians may seek permission to have a student excused from school to travel or vacation away from the district for a period of up to (5) days. This absence will be considered excused provided:
    - The appropriate principal receives a written request from the parents/ guardians prior to the student's absence requesting to have the student excused for the purpose of vacation and travel. This request shall be made at least (1) week before the absence.
    - After the approval of the principal the student is responsible for obtaining any assignments, they may miss.
    - Upon return to school, the student shall hand in the assigned work and complete whatever other work is required.
    - The appropriate teachers shall certify that the work has been satisfactorily completed and the absence is so indicated as excused.
    - Any student who fails to submit completed assignments within (5) school days upon his/her return to school will receive a zero for each incomplete assignment. This grade will be factored into the student's overall grade for that marking period.
    - If the work is not satisfactorily completed as stated, the absence (s) will be considered unexcused.
10. **4-H/FFA** - The Board shall permit a student to be excused for participation in a project sponsored by a statewide or countywide 4-H, FFA or combined 4-H and FFA group upon written request prior to the event.

Written Excuses for Absences

Written excuses are due at the time of the student's return to school.

A grace period of (3) days to submit the excuse will be extended to parents/ guardians and students with no extension of the grace period. The (3) days begin from the day the student returns to school, regardless of if the student is then absent the next day after returning. If an excuse is not received **within (3)** days after the student's return to school, the absence will be deemed unexcused/illegal.

Unexcused/Illegal Absences and Tardies

- Students who are under the age of 18 and have no valid excuse for absences will have those absences deemed illegal and will be cited as such. Students who are 18 and over who do not have a valid excuse for absences will have those absences categorized as unexcused.
- Unexcused/illegal absences and tardies will include absence for any reason not listed under excused absences. Absence without the required written excuse will be unexcused/illegal.

It is expected that all students will arrive at class on time in the morning, where attendance is taken for school during the first period. The designation of a tardy as being excused or not comes from the Pennsylvania Department of Education and is outlined above. Students who accumulate unexcused/illegal tardies will receive the following penalties:

- (3 or more) unexcused school tardies- one after school detention, and the student is not permitted to participate in school activities: sports, dances, band, field trips, for one week from the time the third unexcused tardy occurred. Thus, if there is a band competition on a Saturday or a football game, or a dance/prom on a Friday night, the student who received the third unexcused school tardy would not be permitted to attend that event that week.
- (6 or more) unexcused school tardies- two after school detentions, and the student is not permitted to participate in school activities: sports, dances, band, field trips, for two weeks from the time the sixth unexcused school tardy occurs.
- (9 or more) unexcused school tardies- one day of ISS and the student is not permitted to participate in school activities as listed above for the remainder of the semester in which the unexcused school tardies occurred. This includes all weekend events, including banquets, parades, dances, prom, field trips for the day. This also includes removal from all athletic teams for the remainder of the semester.
- (12 or more) unexcused school tardies - one day OSS, and the student is not permitted to participate in school activities listed above for the remainder of the current school year. This also includes the participation in the music department trip, as well as the weekend events. This also includes removal from all athletic teams for the remainder of the year.
- (15) unexcused school tardies—two days OSS. Subsequent tardies will result in the inability for the student to receive academic credit for the school year.

Make-Up Work

Students who are absent for (1) of the excused reasons are responsible for making up missed work. Teachers should give a student who is tardy the ability to turn in classroom work. Students are required to take the initiative and responsibility to seek out teachers and obtain all work missed during their absences.

Truancy, School Code, & Citations

Following the third day of an unexcused/illegal absence, a first offense/warning notice will be issued to the parents/guardians. The first offense notice will be sent by regular mail.

If the student should have an unexcused/illegal absence at any time after the first offense/warning notice is sent to the parents/guardians, the appropriate personnel will complete a citation on the 6th unexcused/illegal absence as provided for in the Public-School Code, 24 P.S. 13-1333, and the principal will sign off on the citation. When a student has accumulated (7) unexcused/illegal absences for the year, a warning notice will be sent to the

parents/guardians by certified mail, notifying them of the absenteeism and the potential loss of credit. The completed citation will be forwarded to the District Magistrate. A member of the administrative staff or their designee shall represent the school district at the attendance hearing.

Consequences for Poor Attendance

Eligibility for receiving credit shall require the student to have no more than ten (10) unexcused/illegal absences, twenty (20) excused absences or a total of 20 absences, excused and/or unexcused combined for the year. Parents/guardians will be notified of all unexcused /illegal absences. When a student has accumulated (3) /unexcused/illegal absences, the student will be cited. When a student has accumulated (6) unexcused/illegal absences for the year, a warning notice will be sent to the parents/guardians by certified mail, notifying them of the absenteeism and the potential loss of credit. A parent/guardian conference is also recommended. Students who accumulate (10) unexcused/illegal absences and/or (20) absences total, excluding medically excused absences will not receive academic credit for the school year. For seniors, this means that the students will not be permitted to graduate because they have not met the attendance requirement for graduation. Students who accumulate (10) unexcused/illegal absences during the school year will not be permitted to participate in extracurricular activities during the remainder of the year.

An accumulation of (9) school tardies or unexcused/illegal absences may result in the student's ineligibility to be excused from class to go to competitions, student government activities, art projects, graphic projects, field days/trips, and other activities that otherwise require the student to miss class for the semester being recognized.

Accumulated Absences

Students who accumulate (10) consecutive unexcused/illegal absences will be dropped from the roster. Any student who wishes to return to school will have to formally re-enroll in school. Students who have (10) unexcused/illegal absences and/or (20) excused absences will not receive academic credit for the school year and may not be permitted to participate in any school activities for the remainder of the school year. including senior activities. Students who accumulate (15) unexcused/illegal school tardies will not receive academic credit for the year and will not be permitted to participate in any school activities for the remainder of the school year, including senior activities. (POSSIBLE APPEAL PROCESS MAY OCCUR AT THE END OF THE YEAR. A COLLABORATIVE REVIEW INVOLVING ADMINISTRATION, COUNSELORS AND POSSIBLY OTHER FACULTY MEMBERS WILL DETERMINE THE STUDENT'S ELIGIBILITY TO RECEIVE ACADEMIC CREDIT OR GRADUATE)

Forbes Road students must be in attendance in school for (3) periods to receive full-day attendance credit. They must be in attendance for (2) periods to receive a half-day credit. This

applies to students who are attending a.m. and p.m. tech school. This does not apply to work release students.

Half-Day Absences

Students shall be charged with a half-day absence when they arrive after the first hour and twenty minutes of the school day (9:01 a.m. and before 11:15 a.m.)

Full-Day Absences

Secondary students who arrive after 11:15 a.m. will be charged with a full day of absence.

Early Dismissals

- No absence shall be charged for secondary students whose early dismissal is after 1:20 p.m.
- One-half of a day's absence shall be charged to secondary students who leave school between 11:15 a.m. and 1:20 p.m., or if the dismissal occurs after the first hour and twenty minutes start but before the half-day times.
- No student will be excused from school unless a written note or phone call is received by the school office from a parent/guardian. All early dismissal notes will be verified before a student is permitted to leave the building. The note must include the date, dismissal time, purpose, parent/guardian signature, student's full name, work or home telephone number and the return time, if applicable. Students will then be issued the early dismissal form.
- A parent/guardian/adult representative must be present at the front security desk for dismissals to be authorized. This must be done without exception. If it is applicable for the student to return on the same day of the early dismissal, the student must return to the front security desk for the security officers to sign the student back in on.
- Early releases in the p.m. hours should take place prior to 2:00 p.m. Failure to depart by 2:00 p.m. may result in the vehicle being detained because of busing arrangements.
- Finally, all early dismissal requests will undergo careful verification to confirm their legitimacy. Any requests found to be fraudulent will result in appropriate disciplinary action
- All students who have early releases for doctor, dentist, legal appointments, or other urgent reasons must bring a note from the doctor, etc. stating the date, time of visit and the time of leaving the office.

Take Your Child To Work Day

The East Allegheny School District understands that "Take Your Child to Work Day" has evolved into a nationwide program and has many benefits. The EASD is still held accountable for student attendance as per the Pennsylvania Department of Education attendance guidelines. If

your child is absent from school, written notification on the company letterhead stating the reason for the absence is required to be considered for an excused absence.

A copy of the district's attendance policy is available for parents to review online or upon request.

Additionally, if applicable, students are not permitted to bring his/her child to school at any time, including "Take your child to work" Day. School is not a student's place of work and therefore, the student is not permitted to bring his/her child here.

Field Trips & Extra-Curricular Activities

Starting a month prior to a particular field trip or activity, students must demonstrate eligibility which include, but not limited to, the following: proper attendance, appropriate behavior (including the following: no suspensions, discipline referrals, detention, bus, bullying), no outstanding classroom assignments (homework and any missed class work) and no outstanding balances (cafeteria money, outstanding library books, Chromebook repair/replacement, etc.)

Homebound Instruction

Instruction in the home may be requested by parents if a physician has certified that the student will be absent from school for an extended period of ten (10) or more days. Application for instruction is made through the principal and counselors.

Missing Work Requests

Illnesses Lasting 1-2 Days

- These assignments are best handled by contacting your child's friends and classmates for daily assignments and class notes or referring to their Google Classroom for that class.

Illnesses Lasting 3+ Days

- If a student is ill and is expected to be out for (3) days or more parents/guardians may email or call the appropriate teacher and request assignments. Teachers can make assignments available on Google Classroom or via email for students to complete.

Student Academics

Grading Scale

Percentage grades will be assigned based on the following performance and interpretation. This change was brought about through the efforts of the Academic Committee.

100% - 90% =A
89% - 80% = B
79% - 70% = C
69% - 60% = D
59% - 40% = F
Incomplete = I*
Medically Excused = M

*If assignments are still incomplete after the two-week period, the grade will be a "40%."

Grade Averaging

All grade averages will be arrived at by adding the percentage grades together and then dividing the sum by the appropriate number. Semester grades will be determined by adding the percentage grade over the two-nine weeks span. That sum then will be divided in two. The quotient will then determine the semester grade. The annual grade will then be determined by an average of the two semester grades.

Grade Classifications

Each subject in the curriculum is assigned a credit value determined by the length of the course. A passing grade is required before the student can receive credit in any subject.

Honor Roll

There are two classifications of honor roll students at East Allegheny Senior High School (grades 9-12). One is the High Honor Roll and the other is the Honor Roll.

High Honor Roll:	**3.50 - 4.00**
Honor Roll:	**3.00 - 3.49**

*Any grade under 70% will disqualify a student for an honor roll for that quarter.

**Class Rank will continue to be weighted as per program.*

Retention of Students (Grades 7 - 8)

- Seventh and eighth grade students are required to pass four (4) academic classes in order to attain full status in the next grade level.
- Failure in three (3) academic classes is automatic retention.
- Students who fail two (2) academic classes (English, science, math, social studies, and reading), will be required to attend summer school and to pass those two (2) classes successfully in order to advance to the next grade level. If the student is unsuccessful in this attempt or fails to attend, s/he will be retained entirely.
- If the seventh (7th) or eighth (8th) grade student fails only one (1) academic class, s/he will be recommended to attend summer school and to pass the one (1) class successfully.

Retention of Students (Grades 9 - 12)

- The required earned credits for promotion are:
    - 10th grade: 5 credits
    - 11th grade: 12 credits
    - 12th grade: 17 credits
- Students in grades 9-12 who fail two academic classes will have the option to attend summer school to make up the credits or may be able to repeat the class for the upcoming school year. If a student fails an academic class in a year, the student has one calendar year to make it up in the regular schedule. In other words, the student can only double up on an English or a Math class in the regular schedule to make up a credit immediately the next school year.
- If the student has failed a class for the second time, the student will not be permitted to make that class up again instead of a credit and must attend a summer school credit recovery program and cannot continue to make up courses failed in successive years, such as taking a freshman English class during the junior year of high school. Students who need to make up an academic credit in their regular schedule must use an elective option to repeat the class. If the student, however, needs to make up more classes than are available during the school year as electives, that student must attend summer school.

Credit Recovery

- Online courses do not count toward a student's grade point average. The online course will count as a credit earned toward graduation and can count as a prerequisite course requirement for succeeding courses. A student cannot take an online course instead of taking the same course with a teacher. A student can take an additional online course in a topic that a student failed as a credit recovery course.
- Students who wish to take a summer online course in order to meet a prerequisite requirement must have earned a 90% as a final grade for the year in the course that he or she just finished and must maintain the 90% grade point average as a final grade for the online course taken in order to be moved to the next class and be deemed as having met the prerequisite course requirements.

- If a student fails a physical education class, the student must attend summer school to make up the course credit. Students may not make up for a failed physical education class by taking an after-school gym class.

Scheduling

During the school year, admissions officers from vocational, trade, technical and business schools, as well as colleges, hold conferences in the Senior High School. Students are encouraged to take advantage of these opportunities in planning their careers following graduation from high school.

Any student who has an educational, vocational or personal problem is encouraged to visit the School Counseling Office and discuss it with the Counselor.

The hours for the School Counselor are 7:40 a.m. to 2:51 p.m.

The students will be assisted in:

- Scheduling
- School or College Selection
- Vocational Choice
- Personal Problems

Information concerning vocations, professions, colleges, nurse's training schools, etc., may be obtained from the School Counselor. Also, group-counseling sessions will be held by the counselor on various student concerns and problems throughout the school year. Notice of these sessions will be on the announcements or via the counselor's Google Classroom.

Scheduling information which includes graduation requirements, course descriptions, college programs, and career information is provided to each student via large group instruction, small group sessions, meetings with teachers, and individual conferences with the guidance counselor.

Every student should exercise care in the selection of his/her courses. He/she should also take advantage of every source of assistance and guidance. Students can change their schedule for the next year up to three business days after the last day of school. After that, schedule changes can only occur through the recommendation of the teacher. Teacher initiated changes can occur up to the last day of the first marking period. After the mid-term of the first quarter, students are no longer able to change classes.

Throughout the scheduling process natural conflicts develop and will require administrative decisions. Most schedule adjustments will be made in the spring and summer before the school year begins.

Parent Waivers

Students are expected to challenge themselves. At the beginning of the scheduling process, teachers make academic recommendations for the upcoming year based on local assessments, grades, and other data points. Should you and your child wish to register for an alternate class against the professional educational recommendation, a waiver must be signed by both the student and parent/guardian.

Honors Classes

Students enrolling in honors classes should have an average of 90% for the previous year in an academic class. Once in an honors class, the student should maintain an average of 80%. Exceptions will be made on a case-by-case basis.

Advanced Placement Classes

Students taking AP classes will have the opportunity to take the AP Exam. A score of "3" or higher may earn college credit for a student. Some colleges and universities have varied policies regarding credit awards based on AP Exam scores. Students should contact prospective colleges to determine which AP Exam scores that college will accept.

Science Safety Contracts

All students will receive a safety contract in their science classes when applicable. Students and parents are required to read and sign this contract. These contracts should be returned to their respective science teachers and will be kept on file. Students must adhere to the procedures and practices listed in the contract. Students may not be permitted to participate in activities or labs where safety is a concern.

Standardized Assessments

- State mandated testing is conducted at various grade levels. The results of these tests provide a continuing record of each child's academic progress in comparison with national norms. Teachers use them to diagnose individual strengths and areas for improvement and to drive future instruction.
- Test scores are maintained in the student's school records if they attend schools in this district. Should the child transfer to another school district, copies of his/her records will be transferred to the new district.
- Proficiency on Keystone exams is more important than ever as it impacts a student's qualification for graduation as per Act 158, The Pathways to Graduation. Please see the section on Paths to Graduation and Senior Requirements.

PSSA, Keystone, and AP Testing Windows

<table>
<tr><th>Keystone Exams
(Biology, Literature, Algebra I)</th><th>PSSA Exams
(Grade 7: ELA, Math)
(Grade 8: ELA, Math, Science)</th><th>AP Exams</th></tr>
<tr><td rowspan="2">Winter: January 4 - 15, 2027</td><td rowspan="2">ELA: April 26 - 30, 2027</td><td>US Literature: May, 2027</td></tr>
<tr><td>AP US History: May, 2027</td></tr>
<tr><td rowspan="2">Spring: May 17 - 28, 2027</td><td rowspan="2">Math & Science:
May 3 - 7, 2027</td><td>AP Comp Science: May, 2027</td></tr>
<tr><td>AP Envi Science: May, 2027</td></tr>
</table>

SAT Testing

For a complete list of SAT testing dates, go to:
https://collegereadiness.collegeboard.org/sat/register/dates-deadlines

Graduation Requirements for Seniors

Attendance
Seniors are expected to be in attendance and be active participants every day of their senior year. Seniors who accumulate (10) unexcused/illegal or (20) total absences for the school year will not receive academic credit for the year and will not be permitted to participate in commencement or all other school related activities. Seniors who accumulate (12) unexcused/illegal school tardies will not be able to participate in commencement and all year-end senior activities, such as the senior breakfast, slideshow and baccalaureate.

Financial Obligation Payment
Seniors who owe outstanding debts to the cafeteria, athletic department, band, library or other school organizations must pay all debts by the morning of senior breakfast. Seniors who have lost/damaged textbooks or calculators must pay for the items on their last day of finals. Seniors who have outstanding debts and have not returned equipment, instruments, or books/calculators will not be allowed to participate in senior breakfast and/or commencement. All outstanding debts and obligations must be fulfilled and paid up in full before a student will be allowed to participate in commencement, baccalaureate, or senior breakfast.

Senior Project
Seniors must complete their senior project according to the calendar established at the beginning of the year. If seniors do not complete their senior project by May 1, 2027 - they will not be eligible for graduation. Ms. Mattucci will be providing guidance, timelines, and expectations for all seniors.

Disciplinary Infractions

- Seniors who receive a ten-day suspension within the last month of school will not be permitted to participate in commencement, senior breakfast or baccalaureate.
- Seniors who act out in school on their last days and cause a tumultuous and disruptive environment will not be permitted to attend the senior breakfast and baccalaureate. They may not be permitted to participate in commencement and may receive a citation for disorderly conduct.

Academic Progress

- Seniors who receive two failures in a subject during the last two marking periods, after passing the first two marking periods, may still fail the course for the year. Colleges may rescind early acceptances for Seniors who stop working in school the last six months of the high school career.
- If it is determined that a senior has failed a class and not met the academic and attendance requirements for graduation prior to commencement, that Senior will not be permitted to participate in the senior breakfast and will not participate in commencement. If the Senior shows up on school grounds for no legitimate purpose, the Senior will be escorted off school grounds.
- Seniors will take their finals prior to their last day of school. All missing work for seniors must be turned in prior to the seniors last day of school. If a senior is determined to have not met the requirements for graduation, that senior is not permitted to participate in senior activities, such as senior breakfast.

Act 158: Pennsylvania Pathways to Graduation

- Act 158 of 2018 (Act 158), signed into law by Governor Tom Wolf on October 24, 2018, provides alternatives to Pennsylvania's statewide requirement of attaining proficiency on the three end-of-course Keystone Exams (Algebra I, Literature, and Biology) for a student to achieve statewide graduation requirements.
- The school counselor will meet with students to help them determine the pathway that best fits their plan.

PATHWAYS TO GRADUATION

Based on Act 158 of 2018

Beginning with the class of 2023, students must meet statewide graduation requirements in one of five pathways.



Pathway 1: Keystone Proficiency

- Proficient or Advanced in Algebra I, Biology, and Literature

Pathway 2: Keystone Composite

- At least 1 Keystone score is Proficient or Advanced and no score is Below Basic
- Composite Keystone Score is at least 4,452

Pathway 3: Career & Technical Education*

1 Piece of Evidence

- Industry-based competency certification
- Likelihood of industry-based competency assessment success
- Readiness for continued engagement in Career and Technical Education (CTE) Concentrator program of study

Pathway 4: Alternative Assessment*

1 Piece of Evidence

- Attainment of one alternative assessment score or better:
  - ACT (21)
  - ASVAB AFQT (31)
  - PSAT/NMSQT (970)
  - SAT (1010)
- Attainment of 3 or better on AP Exam(s) related to each Keystone content area in which less than Proficient
- Successful completion of dual enrollment course(s) related to each Keystone content area in which less than Proficient
- Successful completion of a pre-apprenticeship program
- Acceptance into four year Institution of Higher Education (IHE) for college-level coursework

Pathway 5: Evidence Based*

3 Pieces of Evidence Consistent with Student's Goals

ONE or more of these four bulleted items

- Attainment of 3 or better on any AP Exam
- Successful completion of any dual enrollment or postsecondary course
- Industry-recognized credentialization
- Acceptance into an other-than-four year Institution of Higher Education (IHE) for college-level coursework

AND, no more than TWO of the following

- Attainment of Proficient or Advanced on any Keystone Exam
- Successful completion of a service- learning project
- Letter guaranteeing full-time employment or military enlistment
- Completion of an internship, externship, or cooperative education program
- Compliance with NCAA Division II academic requirements

Student Behavior Expectations & Code of Conduct

Student Discipline Policy

District Policy 218-Student Discipline can be viewed in its entirety at www.eawildcats.net.

The East Allegheny School District believes it is the responsibility of the school, home and community to provide an atmosphere of purpose and concern for education and the individual. Everyone in the school community must assume a role in providing an orderly school environment. An orderly school environment requires a code of discipline that defines responsibilities, categorizes unacceptable behaviors and provides for appropriate disciplinary responses and options. A discipline code must:

- Be preventative in nature.
- Promote self-discipline and personal responsibility.
- Concern itself with the welfare of the individual and the school community.
- Promote a positive relationship among students, parents/guardians and the school staff.
- Distinguish between minor and serious infractions as well as between first and repeated infractions.
- Be reasonable and consistent.

A set of rules does not replace the administrator's judgment in the review of discipline incidents. Discretion may be exercised considering disclosed circumstances regarding exclusionary discipline; however, students will be held accountable for their behavior appropriately.

Students cannot learn unless they feel safe. The health, safety, and welfare of our students is in the highest regard.

Progressive Disciplinary Consequences & Interventions

Although the consequences and interventions listed below are available for discipline, the specific discipline will be determined by an investigation of the incident by the building principals and/or assistant principal and consistent with board policy.

Level 1 Student Behaviors • Level 1 actions do not necessarily pose a threat to the health, safety, or property of others. • Students are not referred to an administrator for Level 1 actions unless they continue after appropriate intervention & support. In such cases, staff members should create a minor referral in ALMA to help the administrator & support team identify the most appropriate interventions available for the student.		**Level 1 Interventions & Consequences** (the consequences listed below are possible options)

Preparation
Students remain prepared & focused on their academic, social & behavioral, goals.
	• Students are choosing to not engage in learning activities.
	• Students are talking with other classmates during instruction.
	• Students do not arrive to class on time.
	• Students do not appropriately take ownership of their academic responsibilities during class, advisory, or focus period.
		• Restorative Practices (after school session, restorative questions, circles, etc.)
		• Reteach/Model PRIDE Expectations
		• Student/Teacher Conference
		• Student/Administrator Conference
		• Parent/Guardian Phone Call
		• Intervention by Counselor or Staff Member
		• Develop Student Behavior Plan
		• Referral to Support Systems
		  ○ Student Assistance Program (SAP)
		  ○ Multi-Tiered Systems of Support (MTSS)

Respect Students demonstrate respect for themselves, others, school property & school expectations in safe, positive ways.	• Students do not follow directions from the teacher. • Students are not contributing members of a collaborative group. • Students demonstrate disrespect toward teachers or classmates. • Students do not keep their hands to themselves. • Students are running in the hallway, classroom, cafeteria. • Students have food outside of the cafeteria or lobby. • Winter coats are not kept properly stored in lockers. • Students are wearing hoods in the hallways and in the classrooms.	
Integrity Students are accountable for their choices.	• Students have phones out during class instead of being kept in a backpack or locker. • Students have earbuds in their ears in the classroom or hallway. • Students use school issued Chromebook for non-educational or inappropriate purposes.	
Dedicated Students set goals & make decisions in order to achieve success.	• Students are not using time appropriately in the classroom. • Students are not putting forth appropriate effort into the class work.	
Empathy Students foster a positive and supportive learning environment.	• Students' actions disrupt the learning environment for other students. • Students use inappropriate language not directed at a teacher or student.	

<table>
<tr><th colspan="2">Level 2 Student Behaviors
• Level 2 actions are more serious in nature than a Level 1 action & may pose a threat to the health, safety, or property of any person.
• An administrator is notified when a Level 2 action occurs. Staff members should create a major referral in ALMA when documenting Level 2 actions. Students in Grades 6-12 may be suspended for Level 2 actions.</th><th>Level 2 Interventions & Consequences
(the consequences listed below are possible options)</th></tr>
<tr><td>Preparation
Students remain prepared & focused on their academic, social & behavioral, goals.</td><td>• Students are consistently and intentionally talking with other classmates over the teacher.
• Students consistently and intentionally talk out of turn.
• Students are consistently more than 5 minutes late to class without an E-Hall Pass.
• Students choose to cut class, not report to their assigned class or location, or wander the halls.</td><td rowspan="5">• After School Detention
• Conference with student, parent/guardian, administrator, or counselor
• 1-3 Days In School Suspension & parent or guardian contacted by letter & phone
• 1-3 Days Out of School Suspension & parent or guardian contacted by letter & phone
• Informal Hearing with parent/guardian, student, & administrator following 3 or more days of Out of School Suspension
• Restriction of Privileges:
○ Technology (Chromebook, Earbuds/AirPods, Cell Phone, etc.)
○ Cafeteria Use / Seating
○ E-Hall Pass Usage
○ Personalized, specific dress code (devised with parental collaboration)
○ Suspension from attending or participating in athletics or school events & activities
• Referral to Support Systems
○ Student Assistance Program (SAP)
○ Multi-Tiered Systems of Support (MTSS)
○ School Based Therapy
○ Functional Behavioral Assessment (FBA)
○ Threat Assessment Team Referral</td></tr>
<tr><td>Respect
Students demonstrate respect for themselves, others, school property & school expectations in safe, positive ways.</td><td>• Students yelling, arguing, talking back, to the teacher.
• Students harass another student or staff member in school verbally or via social media / technology.
• Students continually demonstrate disrespect toward teachers or classmates.
• Students continually not meeting PRIDE expectations regarding hoods, cell phones, coats, food, running</td></tr>
<tr><td>Integrity
Students are accountable for their choices.</td><td>• Students continually have phones out during class instead of being kept in a backpack or locker.
• Students continually have earbuds in their ears in the classroom or hallway.
• Students continually use school issued Chromebook for non-educational or inappropriate purposes.
• Students continually demonstrate behaviors that are extremely disruptive to the educational process
• Students making threats toward individual people or verbal arguments between students
• Students engage in a physical altercation with another student.
• Students possess any tobacco substance or vaping device.</td></tr>
<tr><td>Dedicated
Students set goals & make decisions in order to achieve success.</td><td>• Students are continually not using time appropriately in the
• classroom.
• Students are continually not putting forth appropriate effort into the class work.</td></tr>
<tr><td>Empathy
Students foster a positive and supportive learning environment.</td><td>• Students' actions continually disrupt the learning environment of other students.
• Students use aggressive or foul language directed at a teacher or student.
• Students engage in vandalism or destruction of property.</td></tr>
</table>

Level 3 Student Behaviors • Level 3 actions pose a serious or imminent threat to the health, safety, or property of any person. • An administrator is notified when a Level 3 action occurs. **Staff members should create a major referral in ALMA when documenting Level 2 actions and/or call for immediate support from the office or school security when necessary.** Students in Grades 6-12 may be suspended for Level 2 actions. Notifications to Law Enforcement and other appropriate agencies may correspond with Level 3 actions.		Level 3 Interventions & Consequences (the consequences listed below are possible options)
Preparation Students remain prepared & focused on their academic, social & behavioral, goals.	• Students are engaged in verbal or physical actions in the classroom that create a significant disruption to the learning of others and the students need to be immediately removed from the classroom.	• 3-5 Days In School Suspension & parent or guardian contacted by letter & phone • 3-5 Days Out of School Suspension & parent or guardian contacted by letter & phone • 10 Days Out of School Suspension & parent or guardian contacted by letter & phone • Informal Hearing with parent/guardian, student, & administrator following 3 or more days of Out of School Suspension • Referral to the appropriate law enforcement agency in accordance with PA School Code & District Policies • Citation to the magistrate • Confiscation of technology device by school administration • Suspension from attending or participating in athletics or school events & activities • Mandatory enrollment in the East Allegheny Online Learning Academy • Placement in alternative public school • Expulsion Hearing with possible Expulsion from the School District • Referral to Support Systems ○ Student Assistance Program (SAP) ○ Multi-Tiered Systems of Support (MTSS) ○ School Based Therapy ○ Functional Behavioral Assessment (FBA) ○ Threat Assessment Team Referral
Respect Students demonstrate respect for themselves, others, school property & school expectations in safe, positive ways.	• Students are engaged in verbal or physical actions in the classroom that create a significant disruption to the learning of others and the students need to be immediately removed from the classroom. • Students initiate a physical altercation with another student. • Students possess any controlled, illegal substance or are under the influence of an illegal substance. • Students possess a weapon. • Students making specific verbal or written threats toward specific people or the school that create an unsafe environment.	
Integrity Students are accountable for their choices.	• Students' inappropriate use of technology accessing inappropriate, unsafe, or illegal materials requires the student to be removed from the classroom and the device confiscated and turned over to law enforcement if necessary.	
Dedicated Students set goals & make decisions in order to achieve success.	• Students' lack of effort is causing the student to risk failing the class.	
Empathy Students foster a positive and supportive learning environment.	• Students are engaged in verbal or physical actions in the classroom that create a significant disruption to the learning of others and the students need to be immediately removed from the classroom.	

Class Attendance

- Students are to follow their regular schedule daily. Initial unexcused absences from assigned classes/areas will be recorded and managed by the classroom teacher. Habitual unexcused class absences will be referred to the office.
- Students have two or four minutes to change classes. Students are to walk safely with intention via the shortest distance to their next class.

Self-Reporting "Safe Haven"

- Among the essential goals of the East Allegheny School District's student disciplinary code is the promotion of self-discipline and responsibility among students. Consistent with this goal, the discipline of any student is designed to seek proper conduct through learning rather than as an arbitrary exercise of authority.
- Students are expected to know and to follow school regulations governing student behavior, including the rule that students are prohibited from the possession of weapons, alcohol, tobacco and drugs on school grounds. As a responsible member of the school community, a student who has unintentionally brought to school or while in school has come into the possession of such items should immediately bring the situation to the attention of a teacher or principal. In so doing, the student would be demonstrating the principles of self-discipline and accountability that the student disciplinary code promotes. In such circumstances, the student's self-reporting of the situation will be considered as a mitigating factor in determining the discipline, if any, which should result.

Off Campus Activities

This policy shall also apply to student conduct that occurs off school property and would violate the Code of Student Conduct if:

- There is a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.
- The student is a member of an extracurricular activity and has been notified that off-campus conduct could result in exclusion from such activities.
- Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.
- The conduct has a direct nexus to attendance at school or a school-sponsored activity, such as an agreement to complete a transaction outside of school that would violate the Code of Student Conduct.
- The conduct involves the theft or vandalism of school property.

Guidelines & Jurisdiction

- Any student disciplined by a district employee shall have the right to notice of the infraction and a hearing before the building principal prior to being disciplined and may appeal the discipline determination to the Superintendent. When a violation of the Code of Student Conduct involves student expression, Policy 220 shall be followed. Suspensions and expulsions shall be carried out in accordance with Policy 233.
- The discipline code is applicable on school grounds, in school buildings, on school buses, during school activities, field trips and excursions and from the time of departure for school until arrival at home.
- Any of the foregoing policy consequences as applied to exceptional children shall be subject to compliance with IDEA.
- The East Allegheny School District works with law enforcement and other professional organizations to provide a safe and secure learning environment for all students, faculty, staff and parents/guardians attending or visiting the schools.

Citations

The school district reserves the right to issue a citation to any student aged ten (10) or over as defined in the Pennsylvania Crimes Code as defined for the following reasons: riot, disorderly conduct, and related offenses. The school district may issue citations in any of the following situations:

- Fighting.
- Student harassment and/or threats.
- Student disruptive behavior, including the use of obscene and profane language and gestures.
- Vandalism.
- Violation of the BOCA Code - smoking and possession of tobacco products and smoking apparatus.
- Threats - All threats will be taken seriously by the East Allegheny School District, even those made in jest.

Drug & Alcohol Use Policy

District Policy 227- Alcohol and Other Drugs can be viewed in its entirety at www.eawildcats.net.

- The Board recognizes that the abuse of controlled substances is a serious problem with legal, physical and social implications for the whole school community. This policy, including its regulations and guidelines, is a coordinated effort to openly and effectively respond to the potential and current uses and abuse of alcohol, other drugs, and mood-altering substances by students at the East Allegheny School District.
- The district will strive to educate, prevent and intervene in the use and misuse of alcohol, drugs and mood-altering substances by district students. A drug and alcohol prevention curriculum, school and community projects, classroom activities, community support

and resources, a strong and consistent administrative and faculty effort, and intervention and disciplinary procedures will be utilized.

- The Board prohibits students from using, possessing, distributing, and being under the influence of any drug/alcohol substances during school hours, on school property, and at any school-sponsored event.
- The Board may require participation in drug counseling, rehabilitation, testing or other programs as a condition of reinstatement into the school educational or athletic program.
- The privileged confidentiality between students and school counselors, school nurses, school psychologists, home and school visitors and other school employees shall be respected; and no confidential communication made to any such employee shall be required to be revealed without the consent of the student or his/her parent/guardian, unless the best interests of the student can be served only by such release.
- For the safety and security of the student, the nurse provides a preliminary examination of any student who is suspected of possible drug use as evidenced by the physical appearance, behavior, and smell of the student. This examination may include an examination of a student's pupils, breathing, heart rate, pulse, skin color, odor and other telltale physical signs that are readily observable and that the examination is proper and reasonable.
- Complete Drug and Alcohol Screening – The NIDA (National Institute on Drug Abuse) Urine Drug Screen, which includes a 10-drug panel and confirmation by a NIDA Certified Lab. The collection must include NIDA protocol and a secure chain-of-custody. A breath alcohol testing may be required if determined appropriate. All screening and testing required by this policy will be completed at the expense of the district.

Weapons Policy

District Policy 218.1-Weapons can be viewed in its entirety at www.eawildcats.net.

- No weapons, or instrument which resembles a weapon, may be brought onto school property, including, but not limited to, the school building, outdoor facilities or buses; or to any school-related activity sponsored by the East Allegheny School District.
- A weapon shall include, but not be limited to, any knife, cutting instrument, or implement capable of inflicting bodily injury, or instrument, which resembles a weapon, which, if real, would inflict bodily injury, and is possessed under circumstances not manifested appropriate for lawful uses which it may have. This includes firearms, which are not loaded or lack a clip or other component to render it operable. The consequences of a weapon violation will be rendered as per the Discipline Code policy.
- The East Allegheny School District works with law enforcement and other professional organizations.

Fighting / Physical Assault Policy

District Policy 218-Student Discipline can be viewed in its entirety at www.eawildcats.net.

Any form of physical aggression or fighting by any students is not tolerated at East Allegheny. Any incident resulting in OSS requires a parental conference before the child is readmitted. Students involved in physical altercations are subject to consequences outlined in the above section Progressive Disciplinary Consequences and Interventions.

Cell Phone Policy

District Policy 237-Personal Electronic Devices can be viewed in its entirety at www.eawildcats.net.

Use of Cell Phones and Personal Technology in School: Grades 7-12

Our primary goal is to create a space where students can fully concentrate on their studies, interact positively with their peers, and minimize distractions. Research indicates that cell phone use during class time can be detrimental to academic performance and mental health, and we believe that limiting cell phone use during instructional time will be beneficial for all students.

EA Jr/Sr High School Personal Electronic Devices Policy:

Personal devices included (but not limited to): cellphones, wireless earbuds, iPads, laptops, iPods, portable game consoles, smart watches, and digital video/audio recorders.

Jr. High (Grades 7-8)

All personal devices must be turned off and stored away in lockers or backpacks during instructional periods/blocks and in the hallway during class changes.

Exceptions:

- Use of personal devices is permitted during morning arrival/breakfast until 7:40 am
- Use of personal devices is permitted in the cafeteria during lunch
- Personal devices may be used for instructional or educational purposes with the explicit permission of the classroom teacher.
- Students with medical conditions or language needs that require the use of an electronic device

Sr. High (Grades 9-12)

- All personal devices must be turned off and stored away in lockers or backpacks during instructional periods/blocks.

Exceptions:

- Personal devices may be used for instructional or educational purposes with the explicit permission of the classroom teacher.
- Students with medical conditions or language needs that require the use of an electronic device

Student Responsibilities with Personal Electronic Devices (Grades 7-12)

- Cell phones are prohibited from use in classrooms and any other area in which academic work is being done unless otherwise instructed by the teacher. Cell phones and all functions within the cell phone (i.e. cameras and all other applications) are prohibited in the following areas unless expressly permitted by a staff member for educational purposes: Classrooms, Science Labs, Restrooms, all Physical Education Areas and all School Office Areas.
- Earbuds/headphones must be removed during class time and at least one earbud/headphones removed during hallway passing.
- Cell phones and other devices are not permitted to be charged in the school.
- If a cell phone/electronic device rings, vibrates, or is used for any reason without teacher permission, or is visible anytime during class time or if you are caught using it on campus during class time, a staff member may confiscate the device.
- Under no circumstance is photographing or video recording allowed anywhere on the school premise.
- All cell phone use must be respectful and non-disruptive to students and staff.
- Phones must remain on silent at all times throughout the school day.
- It should be noted that, the school nor any of its employees are responsible for the loss or damage to any student's phone or electronic device whether that device is in the student's possession or confiscated by the staff. It is the responsibility of the student to adhere to this policy and to secure his or her belongings at all times. Classes and or instruction will not be stopped to deal with or search for lost phones/devices.

<u>Contacting Students:</u>

- Parents and guardians should use the school phone number (412-824-9700) to contact their child in case of an urgent matter. The school office will relay messages to students promptly.

Consequences for Violations:

<u>First Offense:</u>
1 day Cell Phone Detention. The cell phone will be confiscated and held in the office until the end of the school day.

<u>Second Offense:</u>
3 days Cell Phone Detention. The cell phone will be confiscated and held in the office, and a parent/guardian will be contacted.

Third Offense:
5 days Cell Phone Detention. The cell phone will be confiscated and held in the office. A parent/guardian meeting with school administration will be required.

Any additional violations of this policy will result in further disciplinary action taken in accordance with the school's code of conduct. (In School Suspension, Out of School Suspension, or permanent loss of cell phone)

Inappropriate digital messages, photos, or videos

- The use of the electronic device to record a video or take a picture of anyone is prohibited in the school, on the bus or at the bus stop as well as the time it takes for a student to walk to and from their home to the bus stop. The district reserves the right to monitor, inspect, copy, and review a personally owned device or file when the administration has a reasonable suspicion that a violation has occurred. Failure to abide by these guidelines will result in discipline as per school policy.
- Students who are found to be using cell phones to text message threats or obscene material to other students during the school day will be suspended up to five (5) days and the police will be notified.
- Students who use a camera or cell phone to take inappropriate photos or videos of another student, teacher, administrator, support staff member, security personnel or any other persons with or without that person's knowledge and/or distribute those photos to others will receive up to 10 days O.S.S., notification to proper authorities and referral to the Superintendent for expulsion procedures.

Internet Policy

District Policy 815: Acceptable Use of Internet, Computers and Network Resources can be viewed in its entirety at www.eawildcats.net.

The Board's goal in providing this service to teachers and students is to promote educational excellence in the East Allegheny School District by facilitating resource sharing, innovation, and communication.

Care of Chromebooks, Technology, & District Property

Users of district networks or district-owned equipment shall, prior to being given access or being issued equipment, sign user agreements acknowledging awareness of the provisions of this policy, and awareness that the district uses monitoring systems to monitor and detect inappropriate use and tracking systems to track and recover lost or stolen equipment.

Students are obligated to pay for damaged or lost books, and/or Chromebook at the current replacement cost. The title of the book in question will be sent to the office and the student will be informed of the amount due. A receipt for the debt will be given to the student. Upon presentation of the lost book and student's copy of the receipt, the money will be refunded. Students who do not pay for damaged or lost books/Chromebook will not receive their report cards at the end of the school year. Senior diplomas will not be issued until all debts have been resolved.

Unlawful Use of a Computer

PA Title 18, Crimes and Offenses. Unlawful use of a computer is defined as a person committing an offense if he/she:

- Accesses, alters, damages, destroys any computer, computer system, computer network, computer software, computer program, or data base or any part thereof, with the intent to interrupt the normal functioning of an organization or to devise or execute any scheme or artifice to defraud or deceive or control property or services by means of false or fraudulent pretenses, representations or promises.
- Intentionally and without authorization accesses, alters, interferes with the operation of, damages, or destroys any computer, computer system computer network, computer software, computer program or computer database or any part thereof.
- Intentionally or knowingly and without authorization gives or publishes a password, identifying code, personal identification number or other confidential information about a computer, computer system, computer network or database.

If a user violates any of these provisions, his/her access may be terminated, and future access could be denied. The signature (s) on the Document Review and Authorization Form regarding Internet Use Policy #815 is (are) legally binding and indicates the party (parties) who signed has (have) read the terms and conditions carefully and understand (s) their significance. Depending on the nature of the infraction, local law enforcement may be notified.

Hazing Policy

District Policy 247-Hazing can be viewed in its entirety at www.eawildcats.net.

The East Allegheny School District does not condone hazing practices by any student against any other student. Students who engage in such practices will be removed from the teams or organizations in which they are participating and will be subject to the school discipline policy and possible legal penalties.

Bus Offenses

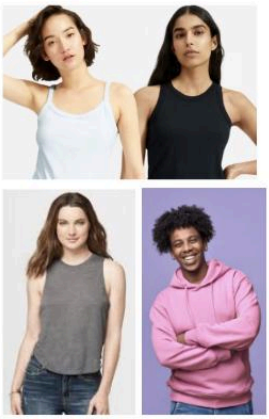
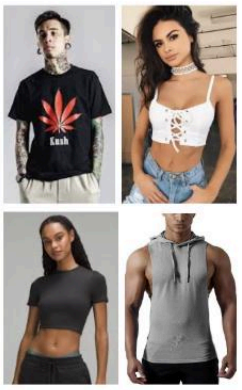
1. First offense - meeting with the principal and/or detention assigned

2. Second offense - 1 day bus suspension
3. Third offense - 3 days bus suspension; parent conference will be held.
4. Fourth offense - 5 days bus suspension; parents placed on notice.
5. *After a fifth incident, a parent conference will be held to determine if the child should lose bus privileges for the rest of the year.

Dress Code

District Policy 221: Dress and Grooming can be viewed in its entirety at www.eawildcats.net

- The purpose for implementing this student dress code policy for all students in grades Kindergarten through 12 is to strengthen the learning environment for classroom instruction and academic performance; prevent disruption to the educational process; prevent distraction to students, staff and the educational process; facilitate learning; increase the atmosphere for school pride and personal appearance; and enhance the image of students and the school in the community. While requiring a specific type of clothing, it is not the district's purpose to interfere with student decisions or freedom of expression. However, the safety of all students, the security of the building, and the environment in which our students learn must be the foremost objective of the district. This dress code policy shall be in effect during the regular school year.

East Allegheny Jr/Sr High School Visual Dress Code		Acceptable	Not Acceptable
Headwear	• Baseball hats, beanies, bonnets, or religious / cultural head coverings are acceptable to be worn inside the building. • Messaging or visuals on headwear should not promote drugs, alcohol, weapons, gang affiliation or is offensive either by racial, cultural, or sexual references. • Hoods and bandanas are not acceptable to be worn inside the building. • Combs, rakes, or picks should not be worn in the hair.		
Upper Garments	• Undergarments should not be visible. • Sleeveless attire or spaghetti straps cannot reveal undergarments. Straps must be wide enough to cover undergarments. • Clothing must cover the midsection & abdomen. Shirts/tops should be long enough to cover the stomach. • Clothing should appropriately cover the chest area. • Clothing that promotes drugs, alcohol, weapons, gang affiliation or is offensive either by racial, cultural, or sexual reference is not acceptable.		
Lower Garments	• Undergarments should not be visible. • Shorts and skirts should be of a reasonable length, while covering all undergarments and private areas that are covered by undergarments. • Jeans are appropriate. Jeans should contain no holes in the areas that should be covered by undergarments. • Leggings, yoga pants, or bottoms that are form fitting must have a top garment that covers the buttocks area • No pajama pants or sleepwear is acceptable		
Footwear & Accessories	• Bedroom shoes or slippers are not acceptable to be worn in the building • Sneakers, Boots, Crocs, slides, and flip-flops are acceptable to be worn in the building • Blankets are not acceptable to be worn or carried with students while inside the building. • Sunglasses are not acceptable to be worn inside the building. • Jewelry or accessories that may be used as weapons are not acceptable.		

***Hooded sweatshirts may be worn inside the building, but the hood must be kept down at all times.**

Clothing Items Not Permitted

- Outerwear/Outdoor clothing is not permitted once classes begin.
- Draping articles of clothing, towels, or blankets are not acceptable inside the building.
- Tops which expose undergarments, navel or abdomen are strictly prohibited.
- Fishnet or ripped-up stockings are not permitted.
- Combs, rakes, or picks should not be worn in the hair.
- Any symbols, signs, tattoos, hairstyles, or other evidence of membership in, or affiliation with, recruitment of, or desire to be affiliated with any gang is prohibited.

Jewelry & Accessories Not Permitted

- Jewelry or accessories that may be used as weapons are not to be worn to school. This includes but is not limited to jewelry such as spiked rings, spiked bracelets, spiked dog collars, chained wallets, two (2) or three (3) finger rings that are connected, and bulky chains worn around the neck or waist.
- Chains and sharp objects such as spikes are not allowed on clothing or book bags.
- Students may not wear tinted glasses or sunglasses in school.
- Mouth appliances not specifically prescribed by a dental care provider are prohibited.

Exemptions

- Students may be required to wear certain types of clothing while participating in physical education classes, technical education, extracurricular activities, or other situations where special attire may be required to ensure the health or safety of the student. This may be determined by the building principal.
- Requests for exemptions from the dress code based upon one's religion or religious beliefs must be made in advance in writing to the principal. Other exceptions will require approval from the Building Principal. Such exception requests include a reason/explanation for the request. Exceptions may also be permitted pursuant to an approved Act 504 Service Plan.

Kind Reminders

- All clothing is to be clean and neat.
- Attire that is not in compliance with this dress code policy is not permitted.
- In addition to the clothing items expressly prohibited under this policy, Principals and District Administration have discretion to address any attire/body art that is offensive, degrading, vulgar, contrary to the educational mission of the school, disrupting the learning environment, or infringing upon the rights of others.
- Repercussions for dress code violations will be determined by the building principals. Infractions could result in: Notification to parents, Detentions, In-school suspensions, and/or Out-of-school suspensions.

Student Athletics & Activities

Eligibility

7th/8th Grade Athletic Eligibility

- In order to be eligible to participate in athletics, students must be passing five core academic classes, which meet daily. These classes are in the content areas of Math, English, Social Studies, Science, and Reading. Students must maintain a minimum 2.0 GPA in these classes to be academically eligible to participate in athletics.
- The following sports are offered at the middle school level:

Football
Track and Field
Soccer (Boys & Girls)
Girls Volleyball

Girls Basketball
Boys Basketball
Girls Softball

High School Athletic Eligibility

- In order to be eligible for athletics students must pass 4 core academic classes. These classes are in the content areas of Math, English, Social Studies, and Science. Students must maintain a 2.0 GPA in these classes to be academically eligible to participate in athletics.
- The following sports are offered at the high school level:

  - Football
  - Girls Volleyball
  - Cheerleading
  - Golf
  - Cross Country
  - Soccer
  - Basketball
  - Swimming
  - Bowling
  - Track and Field
  - Baseball
  - Softball

Attending Extra-Curricular Activities

- When a student attends an athletic contest, play, concert, etc., on school premises, he/she is under the control of the supervisory personnel of the school. You are expected to behave in a positive manner. If you are directed to do something by school personnel, your status is that of a student, no matter what the time of day.
- We would expect that you would conduct yourself in a manner that would bring honor to your school and your family.
- The penalties for violation of school rules extend to extra-curricular activity participation for all students including those participating in the activity.

Music Department Trips

- Students participating in the music department trip must have a 2.0 GPA and no failing grades in any classes. Students are expected to complete missed class assignments before their return. All policies, guidelines and procedures of the school, and as established by the music department for the trip, must be strictly followed by all students.

- Students may not have (10) unexcused/illegal absences or (15) excused absences total in order to attend the trip and have no more than (12) unexcused/illegal tardies. Disciplinary infractions can affect a student's ability to participate in this opportunity.

Student Access and Privileges

Office Visits

The Main Office, Counseling Office, and Nurse's Office are all accessible in the morning before the warning bell for the first period. Students may drop off completed forms, excuses, and other items at that time. Except in the case of an emergency, if a student needs to go to an office during the day, they must have an E-Hall Pass from their classroom teacher.

Work Permits

- The Pennsylvania Child Labor Laws require all workers under the age of 18 to have an employment certificate (work permit) in order to be legally employed.
- Work permit applications are available in the School Counseling Office. Parents/guardians are to complete the application. The completed application and a copy of the student's birth certificate is required for the issuance of a work permit. The certificate will be issued to the student the same day their completed materials are received in the Counseling Office.

High School Dances

- Tickets for dances are sold in advance as students out of compliance with attendance and disciplinary policies are not permitted to attend.
- The School Discipline Code is in effect at all school-sponsored events whether they are on or off campus.
- Students who are not in attendance on the day of the dance are not permitted to attend. Guests from outside of East Allegheny High School must complete the application no later than a week prior to the dance.
- Any non-student wishing to attend an East Allegheny Dance must produce a photo identification (The principal has the right to deny attendance to any non-student). A copy will be kept in the office and analyzed the night of the dance. If the photo and the actual guest do not match, they will not be admitted.
- All student guests to dances from other schools must receive a recommendation from the sending school as to the guests' character. Individuals over the age of 21 are not permitted to attend East Allegheny dances. Any student serving an out-of-school suspension will not be permitted to attend a dance.
- Students attending proms and other formal dances must adhere to the East Allegheny dress code policy. All clothing must be appropriate for a formal evening. A detailed description of dress requirements will be included as part of the dance instructions that are distributed to all students prior to buying tickets. Any student who has accumulated

10 discipline referrals will not be eligible to attend any senior high school dance, including prom.

Student Parking

Students who wish to drive to school must apply for a driving/parking permit in the high school office. Only seniors and juniors will be given permission to drive to school. Payment must be received in the full amount for the parking permit to be issued. The permit must be displayed in the rearview mirror so that it is visible from the outside of the car.

- Student parking will take place in the lower lot. Parking spaces will be made available to students with priority given to Seniors first, then Juniors, and then students who have legitimate work obligations after school and students who are involved in extracurricular activities and do not meet the requirements of being a Senior or Junior. Any remaining spots will be assigned by grade level seniority.
- Administration will identify up to 10 parking spaces in the faculty/staff lot that will be made available on an as needed basis for students with short- or long-term disabilities, students with a medical condition and any other situations where such a parking space can be legitimately justified.
- The district reserves the right to search a student vehicle with probable cause. Searches of the vehicle include all compartments and components thereof. Once the search begins, the person in control of the vehicle will not be permitted to remove it from the premises during the reasonable duration of the search.

Parking Requirements

- Students will be assessed a fee of $5.00 for the academic year. Parking privileges extend from the first day of classes until the last except for seniors who may need to access parking at the end of the school year. Parking fees will be used to pay the costs of printing parking tags.
- Parking privileges do not extend past the end of the school day or past the end of practice if applicable. Parking is not reserved for special events (games, special events, ceremonies etc.) Parking is also not reserved on weekends and scheduled school holidays.
- Students must provide a valid operator's license, current registration, proof of insurance and parental consent in order to receive a parking permit. Parking permits are non-transferable. Any student who loses access to a vehicle must surrender his/her parking pass to security or to the main office.
- All drivers are subject to the laws, regulations and ordinances of the Commonwealth of PA and the Township of North Versailles.
- By receiving a parking permit a student acknowledges that his/her vehicle is subject to search at any time by an administrator or designee of the School District.
- Students may not transport other students (except for siblings) without the express written permission of the parents/guardians of the students being transported.
- Students will also be assigned to a parking space in the lower parking lot.
- The parking space number will match the parking tag number.
- No one else will be permitted to park in that space.
- Students who do not park in their assigned spaces will be asked to move their cars.
- Students may not leave the school grounds without permission.

- Students who persist in driving to school without a permit may have their vehicles towed at their expense.
- The school reserves the right to have any unauthorized vehicles towed.
- ANY vehicle entering the school parking lot is subject to search by school authorities and law enforcement personnel working with them.
- Such a search may be conducted without a warrant for any reasonable purpose.

Reasons for Suspension or Revocation of Parking Privileges

- Leaving school early without a valid excuse or parent or administrator consent.
- Two or more out of school suspensions for acts of violence as defined in the Code of Conduct
- Expulsion from school for any reason
- Failure to abide by posted speed limits or failure to observe other traffic laws (Stop signs, pedestrians in crosswalks, yielding, school buses displaying red lights etc.) while on school grounds.
- Two or more warnings for parking in unauthorized or prohibited spaces.
- Leaving before school buses depart unless excused to or otherwise authorized by administration or security.
- Any student leaves the school grounds without permission.
- Any student transports other students to or from school, except for transporting siblings.
- Any student who does not adhere to the posted speed limits or traffic laws.
- Any student who fails to check in at the security desk in the morning and / or turn in their keys.
- Any student who is deemed a reckless driver.
- Any student who parks in someone else's spot.
- Any student who attempts to leave before the buses depart.

Any violations of student parking rules may result in disciplinary action taken in accordance with the school's Code of Conduct.

Logan Elementary School



Wildcats

Student Handbook & Code of Conduct

2026-2027

1150 Jacks Run Rd
North Versailles, PA 15137
(412) 824-9700

Dr. Michael Toole, Principal
Mr. George Little, Assistant Principal
Ms. Kaitlyn Grzywinski, Assistant Principal

District Information

Mission Statement

The mission of the East Allegheny School District is to recognize that each student is unique and that through cooperation with parents, community and schools, each student will have educational opportunities to achieve individual success within district fiscal constraints.

Vision Statement

The East Allegheny School District, in partnerships with families and the community, responsibly engages, inspires and prepares each student for individual success, citizenship and life in the 21st century.

Central Office Administration and Staff

Superintendent	Mr. Joseph DiLucente
Executive Assistant to the Superintendent/HR Director	Ms. Jamie Morgan, Ext 4158
Executive Director of Curriculum, Assessment, and Innovation	Dr. Lauren Cunningham, Ext 4125
Business Manager	Mr. Brett Lago, Ext 4157
Director of Student Services	Ms. Jennifer Costello, Ext 4159
Special Education Secretary	Mrs. DeAnna Holby, Ext 1502
School Psychologist	Mrs. Christie Paradine, Ext 3879
Technology Director	Mr. Alex Eichler, Ext 4167
Food Service Director	Ms. Ardela Wolfe, Ext 4164
Athletic Director	Mr. Dave Loya, Ext 1005
Supervisors of Maintenance and Grounds	Mr. Amos Grabe, Ext 4181
Payroll Secretary	Ms. Amy Rohal, Ext 4160
Bookkeeper	Mrs. Andrea Rzepniak, Ext 4162
District Registrar/Accounts Payable	Mrs. Kristen Wagner, Ext 4150
Family and Student Engagement Specialist/ Homeless Liaison	Miss Shataya Taylor, Ext 1506

School Board of Directors

The Regular School Board of Directors meeting is held the second Monday of each month. unless otherwise indicated. The meeting begins at 7:00 p.m. in the District Office Board Room. Meetings are live-streamed and archived on the district's YouTube channel.

Region 1	Ms. Tisha Thomas, *Board Vice President*
Region 2	Mrs. Macey Kinard
Region 3	Mr. Robert Trout
Region 4	Mr. Erik Meredith
Region 5	Mr. George S. Yusko, Jr.
Region 6	Mr. Dan Ziober
Region 7	Mrs. Shannon Basa-Sabol
Region 8	Mr. John Savinda, *Board President*
Region 9	Mr. Paul Saula
Board Secretary	Ms. Jamie Morgan
District Solicitor	Ms. Amy Schrempf, Andrews & Price LLC.

Board Policies

A complete list of board policies is located on the EASD website, www.eawildcats.net or upon request. If policies are revised during the school year, updates can be found on the website. The following policies are policies pertinent to Logan Elementary School. Other policies may be utilized as needed. Additional policies are located on the district's website.

Disclaimer

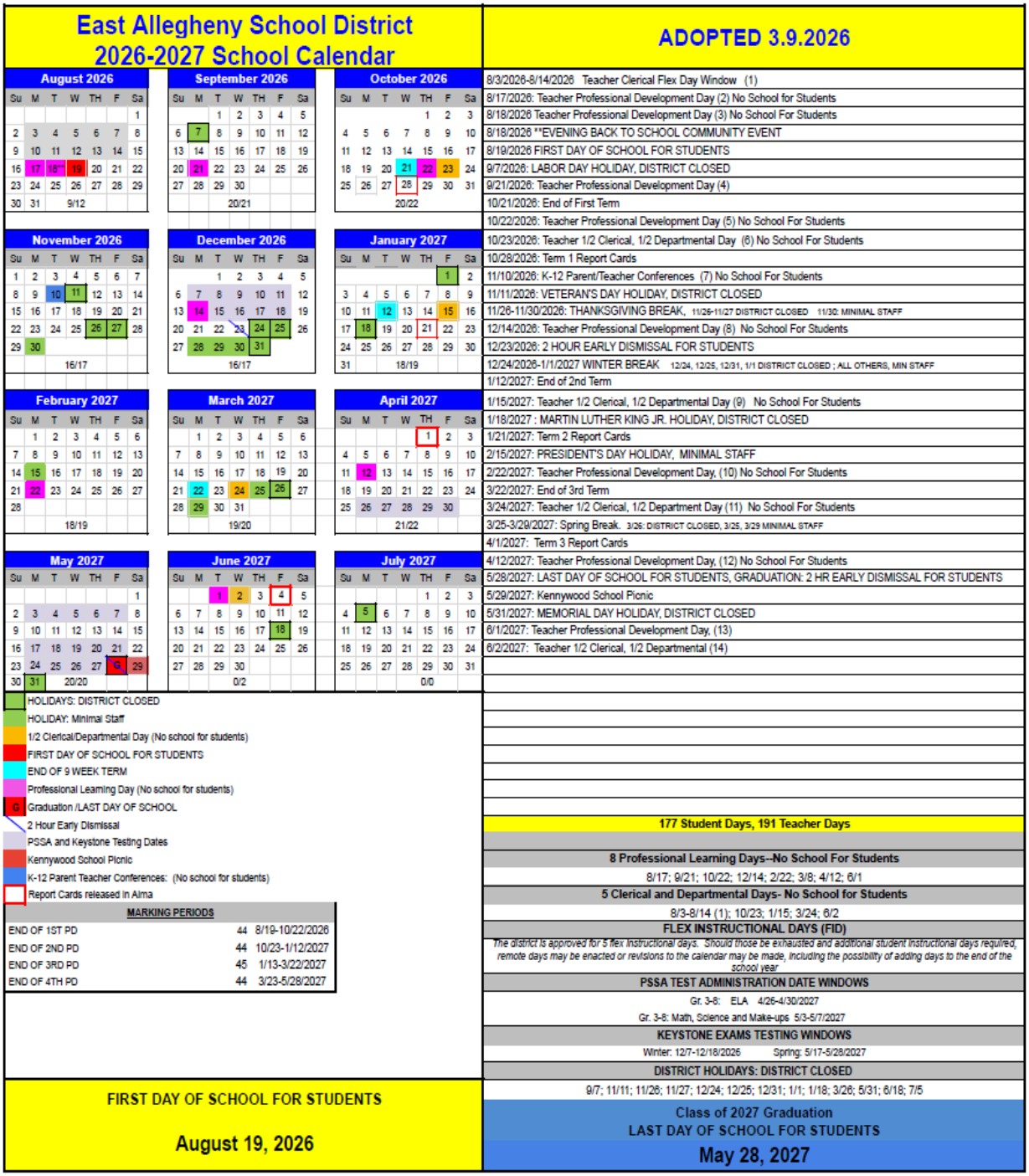
The items listed in this handbook are subject to change. Activities, events, policies, criteria, and guidelines listed are correct, to the best of our knowledge, at the time of printing and approval.

Delays and Closings/Emergency Updates

Updated information regarding delays/closing and emergency situations will be posted as soon as information is known on the District website, www.eawildcats.net, posted publicly on news stations: KDKA, WTAE, and WPXI and shared via communication system directly to parents/guardians registered with the District.

To receive automated updates, please be sure that an accurate phone and email is always on file with the school district.

2026-2027 District Calendar



Please visit our website: www.eawildcats.net for more detailed information about each school.

District Notices of Parent/Student Rights

Notification of Rights Under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's educational records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The School Official will make arrangements for access and notify the parents or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend a record should write to the school principal (or appropriate school official), clearly identify the part of the record they want changed and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board, a person or company with whom the School has contracted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. (NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.)
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the requirements of FERPA.

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920

Annual Notice

East Allegheny School District provides a free, appropriate public education (FAPE) to exceptional students consistent with the Individuals with Disabilities Education Act (IDEA) of 2004 (P.L.108-446). To qualify as an exceptional student, the child must be of school-age, in need of specially-designed instruction, and meet eligibility criteria for one or more of the following physical or mental disabilities: autism, deaf-blindness, emotional disturbance, hearing impairment including deafness, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment including blindness, and in the case of a child that is of preschool age, developmental delay. Information regarding the appropriate developmental milestone descriptors for infants and toddlers may be found at the Center for Disease Control (CDC) website at cdc.gov. For additional information regarding the signs of developmental delays or other disabilities, please contact the School Psychologist on 412.824.8012 x 4153.

- Identification procedures ensure eligible students receive an appropriate program consisting of individualized special education and related services. At no cost to the parents, these services are provided in compliance with state and federal law and planned to ensure meaningful educational benefit and student progress.
- To identify students who may be eligible for special education, various screening activities are conducted on an ongoing basis. These screening activities may include hearing, vision, physical and speech/language screening; a review of group-based data (cumulative academic records, ability and achievement test scores, enrollment records, report cards, and health records); and a review by the building-level team. When screening results suggest that a student may need special education services, East Allegheny School District will, with parental consent, conduct an evaluation. Parents who suspect their child may need special education services may also submit a written request for an evaluation to the school principal. Services designed to meet the needs of exceptional students include: a timely evaluation and the annual development of an Individualized Education Program (IEP). Parents are an integral part of the IEP process and should be present at IEP meetings. East Allegheny School District will make every effort to ensure parent participation.
- The extent of special education services and the location for the delivery of those services are determined by the IEP team and based on student's identified needs and abilities. Services designed to meet the needs of eligible students include the annual development of an Individualized Education Program (IEP), bi-annual or tri-annual multidisciplinary re-evaluation, and a full continuum of services, which include Itinerant, Supplemental, or Full-Time Levels of Intervention. The district also provides supplementary aids and services, such as transportation, physical therapy and occupational therapy, as necessary for the student to benefit from the special education program. Parents may obtain additional information about special education services and programs and parental due process rights by contacting the child's school principal or the Special Education Office at 412-824-8012.

McKinney Vento Homeless Information

Educating Children and Youth Experiencing Homelessness - Board Policy 251

Under McKinney Vento all school districts are responsible for identifying students experiencing homelessness and connecting them with the resources needed to ensure academic success.

Who is considered homeless—Children or youth living in a shelter, transitional housing, hotel/motel, vehicle, campground, on the street or doubled up with friends or family due to a lack of alternate resources are considered homeless. An unaccompanied homeless youth is a child or youth that is not in the care of their parent or legal guardian and meets the definition of homeless under McKinney Vento.

Where can students experiencing homelessness attend school?—The law indicates that homeless students have the right to remain in their school origin (the school they attended at the time of the homeless episode or last school attended) through the end of the school year in which they find permanent housing, provided it is in the child/youth's best interest.

If through consultation between the school and the family and/or unaccompanied youth it is determined that remaining in the school of origin is not in the student's best interest, then the student has the right to immediately enroll in the school that non-homeless students living in the attendance area in which the child/youth is actually living are eligible to attend, even if they do not have all of the required documentation. Additionally, unaccompanied homeless youth have the right to immediately enroll in school, even if they do not have a legal guardian present.

What supports can school districts provide to homeless students?—Homeless students are eligible for supports and services to remove barriers to educational success. This may include transportation to the school of origin, referrals to physical/mental health providers, clothing to meet school requirements, access to school supplies and resources, assistance with credit recovery, tutoring, assistance to participate in school activities, sports, club, etc.

Homeless Dispute Process—If at any time there is a disagreement about homeless status or best interest for school placement, the district will notify the family in writing of their determination that the family/unaccompanied youth is ineligible for McKinney Vento services. At this time, the district will provide the family/unaccompanied youth with the ability to dispute their determination. Throughout the dispute process, the child/youth, including unaccompanied youth, will continue to be educated in the school of origin or immediately enrolled in the school they are seeking enrollment in until the dispute process is finalized. Transportation will continue throughout the dispute process. All disputes will be sent to the ECYEH Regional Coordinator who will issue a determination. If any party is unhappy with the determination, they can elevate the dispute to the state coordinator.

What if I think that I am eligible for services under McKinney Vento?— Reach out to our Homeless Liaison, Ms. Shataya Taylor. She can be reached at staylor@eawildcats.net or 412-824-9700 x 1004.

Notice of Nondiscrimination

The East Allegheny School District does not discriminate based on race, color, national origin,

sex, or handicap in its programs and activities. The following position has been designated to receive and review any inquiry regarding the nondiscrimination policies or Title IX:

Jamie Morgan- Staff related
Jennifer Costello- Student related
East Allegheny District Office
1150 Jacks Run Road
North Versailles, PA 15137
(412) 824-8012

Federal Programs

The East Allegheny School District provides educational opportunities for students through the implementation of federally funded Title I Programs. Title I funded, Parent Resources are available in each building to show parents how to help their children with reading and math skills. Starting in 2024-2025, East Allegheny will be utilizing the Schoolwide Approach for Title I services, which expands all Title I services in reading and math to students in the district.

Logan Elementary School

Principals and Office Staff

Principal	Dr. Michael Toole, Ext 3850
Assistant Principal	Mr. George Little, Ext 3150
Assistant Principal	Ms. Kaitlyn Grzywinski, Ext 3504
Grades K-3 Secretary	Ms. Nikki Malone, Ext 3000
Grades 4-6 Secretary	Ms. Maria Lazzaro, Ext 3855

School Counseling Department

School Counselor, Grades K-3	Ms. Lesley Hawkins, Ext 3860
School Counselor, Grades 4-6	Ms. Lyra Hartlein, Ext. 3308

All staff emails follow the format:
Their first initial, followed by their full last name @eawildcats.net
ex: John Doe: jdoe@eawildcats.net

Transportation

East Allegheny School District has a contract with Allegheny Transportation Services (ATS) for student transportation. Please, contact the ATS directly for transportation needs/questions at 412-349-8737. Bus schedules are posted on our website's transportation page.

- Manager: Mrs. Vicky McClain vmmclain@alleghenytransport.net
- Dispatcher: Ms. Kim Law klaw@alleghenytransport.net

All students will be transported to and from school by bus unless the district is adequately notified otherwise. Students are to ride on the bus assigned to them by ATS and get on and off the bus at their designated stop. If you would like your child to be a walker, please send a letter to the school giving this permission. Students are not permitted to ride an unassigned school bus on a temporary basis unless an emergency exists and the school has granted approval. Students are not permitted to change buses without permission from the District Office.

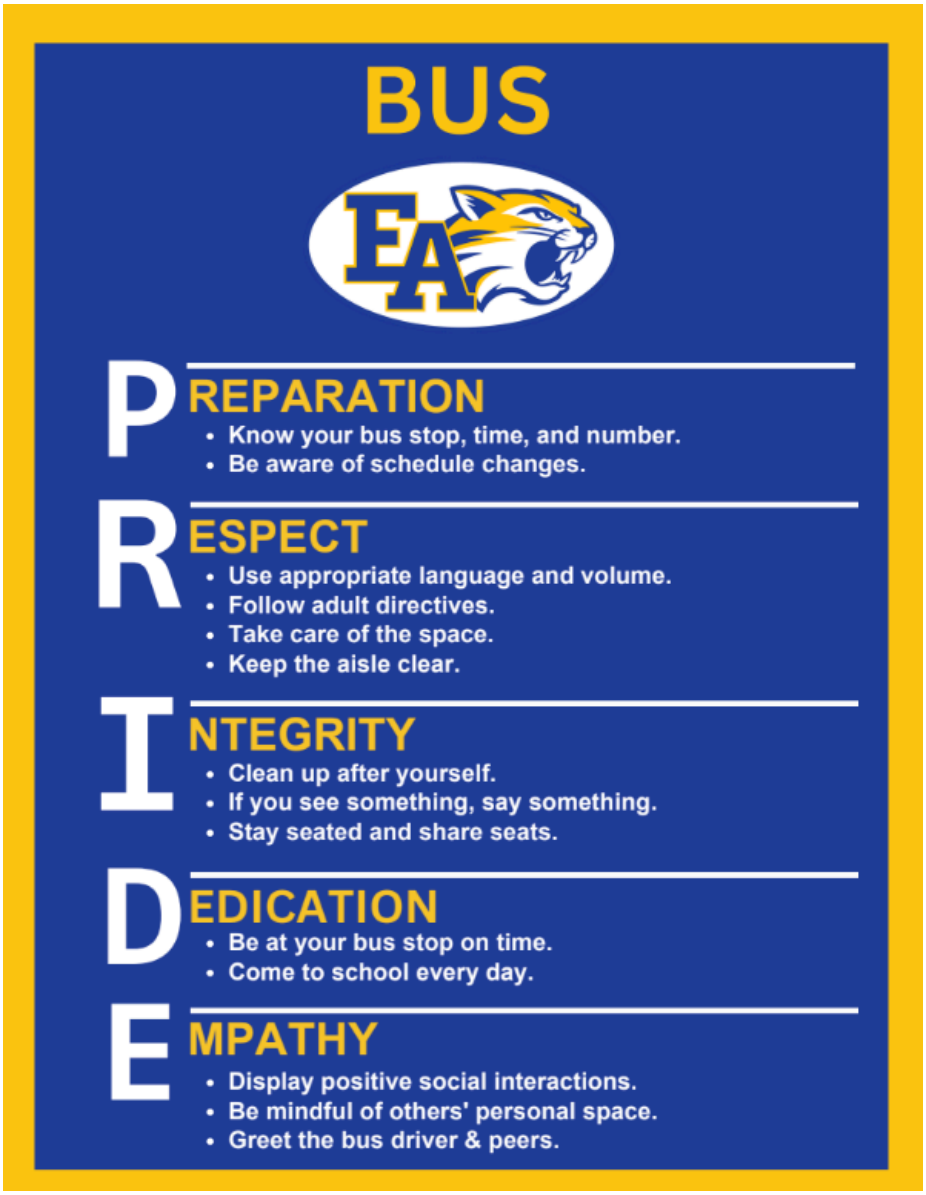
Bus Expectations

Safety is the prime concern of everyone. It is important that you and your child review the bus regulations as prescribed by the Bureau of Traffic Safety and the East Allegheny School District. It is imperative that all riders follow common sense rules for their safety. Students are not to throw objects out of windows or around the bus and should keep their head and arms inside the bus. There is to be no horseplay or disruptive talk, or anything to distract the driver. Fighting or disrespect to the driver will result in disciplinary action. The district is responsible from the time the student leaves his/her home until their return at the end of the school day. Remember, riding the bus is a privilege, which can be suspended. Smoking on school buses is prohibited. Our goal will be to protect the welfare and safety of everyone on the bus; therefore, all reports from the bus driver will be handled in a complete and serious manner.

1. Bus riders are to be at their scheduled bus stop five minutes before the bus is due.
2. Bus riders MUST follow the driver's directions the first time given.
3. Bus seats are assigned by the driver and must be occupied until permission is given by the driver or school personnel to make any changes.
4. Bus riders must remain in their seats facing forward while the bus is in motion.
5. Bus riders must use appropriate voices, language and gestures,
6. Bus riders must treat others and their property with kindness and courtesy.
7. Any person willfully damaging a bus will be held responsible for any such actions.
8. Bus behavior infractions carry the same penalties as school infractions.
9. Students are only permitted to ride their assigned buses home and get off at his/her designated stop. Failure to adhere to this procedure will result in consequences as per the District Discipline Policy 218.

*Failure to adhere to these procedures will result in disciplinary action. *Fighting on the bus and/or at the bus stop is a major offense & will be addressed as per the Discipline Policy.

The Wildcat P.R.I.D.E Bus Expectations



Bus Offenses

1. First offense - Student conference and parent notification
2. Second offense - 1 day bus suspension
3. Third offense - 3 days bus suspension; parent conference will be held.
4. Fourth offense - 5 days bus suspension; parents placed on notice.
5. Fifth offense - Students will lose the privilege to ride school transportation (which includes commutes to and from school, field trips, and other school activities).

Enrollment in School

Registration

New student registration will take place via the Alma student information system. Registration will be managed centrally at the District Office.

- Please contact Mrs. Kristin Wagner, 412.824.8012 Ext 4150 to make a registration appointment.
- Registration of new students requires documentation of residency within the district.
- Students attending charter, private or parochial schools requesting transportation must complete and submit a hardcopy “Transportation Registration Packet” also attainable on our website.

Transferring or Withdrawal from School

Transfer requests may be enacted by the parent/guardian only. Once approved, the parent/guardian must sign an official withdrawal form. The student will then obtain the signatures of his/her teachers and must return all books/calculators and pay any fines that may be due. When the withdrawal form is completed, the student will return it to his/her counselor and receive a transfer.

Morning Arrival and Afternoon Dismissal Procedures

All students will enter the building through designated doors based on their grade level. Students in grades K–3 will enter through Door 10, and students in grades 4–6 will enter through the main entrance at Door 1. Upon arrival, students are expected to turn in their cell phones to the appropriate dismissal bins. Bags will be checked prior to walking through the metal detectors. Once inside, students may go to the cafeteria for breakfast, unpack at their lockers, and report promptly to homeroom.

Large bags of snacks, soda, and seeds are not permitted and will be confiscated upon entry. Only small, individual snacks and drinks are allowed, and these must be stored in a lunchbox or lunch bag and kept in lockers until lunchtime. Open drink containers are not permitted and will be discarded at the metal detectors. Cups must be empty and can be filled at the water fountains once inside.

At dismissal, students will be released in a staggered fashion. Car riders will be dismissed first, beginning at 3:10 PM. Parents and guardians must remain in their vehicles and enter through the designated car rider line. Staff will call students as vehicles arrive, and students will be escorted directly to their cars. All vehicles must have clearly visible signage in the front windshield to identify the student being picked up.

Once car riders have been dismissed, walkers will be released. Walkers will exit the building through Door 8. Parents and guardians may meet their child at the door, or, if a student is permitted to walk home independently, written permission must be on file with the school in advance.

After car riders and walkers have exited, bus and van riders will be dismissed. These students will remain in their classrooms until their bus or van is called. Once called, they will be escorted by staff members to their assigned transportation.

Any changes to a student's dismissal plan must be communicated in writing to the school before 2:00 PM on the day of the change. Students are not permitted to ride home with another student unless written permission has been submitted and approved by the school office. Students are not permitted to change buses or vans without receiving prior approval from the District Office. These procedures are in place to ensure the safety and accountability of every student.

Student Records & Information

Alma (Student Information System)

- The district will be utilizing Alma as our student information system. Through Alma, students and parents will have access to grades and report cards, student attendance, schedule, school calendar, staff directory, fees, complete district forms, get important district notifications and more.
- Parents will be able to view information for all their students in one account without needing to log out of one student and in for another student in a different building. Alma can be accessed through any web browser as well as a smartphone app. Parents/Guardians MUST have an email on file in order to have access to their student(s) accounts.

Updating of Contact & Health Information

- Your child's building office must be notified immediately when there is a change in their contact information. Please be sure if there are changes throughout the year, that those are communicated to their school, via a phone call, email, or Alma update. Everyone permitted to pick up your child from the school must be listed in your child's Alma account as a contact. Early dismissal notes, and phone calls will be verified by a building secretary to ensure their authenticity. Your child's health, safety, and welfare are our highest priority. It is for that reason that we take such precautions.
- Health information must also be updated with the school nurse each year in case of an emergency.
- Nearly all communication from the school is through electronic means; please be vigilant in maintaining their accuracy.

Photo Release

- Students enrolled in the East Allegheny School District may be photographed from time to time by members of the press, and/or District staff. Photos may be shared on the District Facebook page or Instagram. They may also be shared via classroom communication apps and used in the yearbook or school newspaper.
- Images will not be used in any form of paid advertising. Should you wish not to have your child photographed, please contact your child's school building secretary to make this request.

Communicating with Teachers & Staff

If parents wish to speak with a teacher personally, they are encouraged to call the school office and arrange for the teacher to return the call. A note or e-mail is also a convenient way to communicate with your child's teacher. Teachers are expected to return calls within 24 hours. Teacher contact information is also listed on our website.

Safety & Security

Bullying & Cyberbullying

District Policy 249: Bullying/Cyberbullying can be viewed in its entirety at **www.eawildcats.net**.

Bullying, in any form, will not be tolerated. Violations will be addressed as per The Code of Conduct.

- Treat other students with kindness and respect.
- Don't engage in verbal, relational, physical, or cyberbullying.
- Be aware of and abide by, the school's anti-bullying policies and procedures.
- Support students who have been targeted and encourage them to report the behavior.
- Advocate for a safe space free from harassment and bullying.
- Notify a parent, teacher, or school administrator if you become aware of concerning situations.
- Be a good role model for other students.

Fire & Emergency Drills

Fire and Emergency drills are held to ensure the safety of all children. Pennsylvania State Law requires drills to be conducted in every school building on an average of once a month.

Metal Detectors

Metal detectors have been placed in the buildings to better ensure the safety and security of the students and staff. Students will be required to pass through metal detectors. Any contraband or illegal items that the students may have will be confiscated and the student will be disciplined through the discipline code. If illegal contraband is found in a student's book bag or person, the police and that student's parents will be notified, and appropriate disciplinary action will be taken. Students may or may not receive prior notification that they may have to walk through the metal detectors on a given day.

Prohibited Items

- Weapons of any kind: knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, replica of a weapon, pointed-tipped scissors, and/or any other tool, instrument or implement capable of inflicting serious bodily injury (see additional Weapons information per policy 218.1)
- Vapes, tobacco, lighters, matches, rolling papers, cigarettes, cigars, pipes
- Marijuana, illegal substances, drug paraphernalia
- Alcohol
- Pills (Absolutely no over-the-counter medications should be brought to school unless accompanied by a written doctor's order and must be kept in the nurse's office). This includes…
    - pain medication
    - cough drops
    - cough syrup
    - eye drops
    - medicated throat spray
    - caffeine stimulants
    - appetite suppressants
    - herbal food supplements, etc.
    - dietary supplements & powders

    ***Inhalers and Epinephrine Pens may/should be always carried by the student. The school nurse must be notified if the student is carrying either item.
- Pepper Spray/Mace
- Laser Pointers
- Masks that cover full face (medical masks/COVID masks are appropriate)
- Costumes (unless for a spirit day and meeting dress code)
- Home-made baked goods and food (without administrative approval)
- Balloons and other party related materials (without administrative approval)
- Chains
- Open containers (Dunkin', Starbucks, bottles, cartons (including water bottles). Water and other beverages with the manufacturer's seal intact are permitted.
- Empty water bottles are permitted and may be filled at water stations.
- Glass bottles

Should a student bring any of these items to school, the items will be confiscated and held in the school until the end of the school day. The police will receive notification of any illegal items that have been brought to school and legal action may be brought against the student for being in possession of the illegal item. Inappropriate, illegal, and/or dangerous prank items will not be returned to the student.

Safe2Say Something

Safe2Say Something is a youth violence prevention program run by the Pennsylvania Office of Attorney General. The program teaches youth and adults how to recognize warning signs and signals, especially within social media, from individuals who may be a threat to themselves or others and to "say something" BEFORE it is too late. With Safe2Say Something, it's easy and confidential to report safety concerns to help prevent violence and tragedies.



Students and/or parents can submit an anonymous tip report through the Safe2SaySomething system https://www.safe2saypa.org/tip/ or by calling 1-844-SAF2SAY

Threats

All threats will be taken seriously by the East Allegheny School District, even those made in jest. Anyone making threats against faculty, staff, or students at East Allegheny will be subject to all appropriate criminal or civil penalties as well as discipline.

Threat Assessment Team

Threats made to a student or staff member must be reported immediately to a district administrator. The district uses a Threat Assessment Team made up of the District Psychologist, Counselor, Administration and other staff as appropriate to properly address and investigate threats.

Visitor Screening

All visitors to our buildings must sign in at the front office before going anywhere else in the building. Visitors must present a valid ID to be scanned by the RAPTOR system. Visitor passes will be given to visitors and must be always visible. Passes and lanyards are returned when visitors check out. Only the main access door is open from the outside during the day. All doors open from the inside but may not be unlocked from the outside. Periodically, the metal detectors at the entrances will be activated and those entering at that time will be screened.

The security of our students is, mutually, our first concern. However, legitimate visitors are always welcome in our schools. We warmly invite you to visit for conferences, PTO activities, class performances, or other such events.

Should you desire to speak personally with a teacher, please schedule an appointment. Appointments are also suggested to meet with Administrators. A visitor can request a meeting with an administrator upon arrival at the school, but without an appointment, the administrator may not be able to meet at that time and the visitor will be asked to leave.

Schools are public facilities but are not public property with complete open access under Pennsylvania law. The no trespassing signs are clearly posted on all district property. Any person on school property without proper authority and/or in defiance of administrative directive and Board policy may be subject to criminal action under the proper sections of the Pennsylvania School Code as well as the Pennsylvania Crimes Code.

Restricted Public Use of School Buildings

All school facilities are available to the public **outside of school hours**. Permission must be granted by the Superintendent and School Board in accordance with policy. Any group desiring to use part of a building should request an application from the Superintendent's office.

Student Services

Required Immunizations

As per Allegheny County Health Department Regulations, a complete list can be found on our website www.eawildcats.net under Departments – Health Service and is shared below:

SCHOOL VACCINATION REQUIREMENTS
FOR ATTENDANCE IN PENNSYLVANIA SCHOOLS

FOR ATTENDANCE IN ALL GRADES CHILDREN NEED THE FOLLOWING:



- 4 doses of tetanus, diphtheria, and acellular pertussis* (1 dose on or after the 4th birthday)
- 4 doses of polio (4th dose on or after 4th birthday and at least 6 months after previous dose given)**
- 2 doses of measles, mumps, rubella***
- 3 doses of hepatitis B
- 2 doses of varicella (chickenpox) or evidence of immunity

**Usually given as DTP or DTaP or if medically advisable, DT or Td*
*** A fourth dose is not necessary if the third dose was administered at age 4 years or older and at least 6 months after the previous dose*
****Usually given as MMR*



ON THE FIRST DAY OF SCHOOL, unless the child has a medical or religious/philosophical exemption, a child must have had at least one dose of the above vaccinations or risk exclusion.

- If a child does not have all the doses listed above, needs additional doses, and the next dose is medically appropriate, the child must receive that dose within the first five days of school or risk exclusion. If the next dose is not the final dose of the series, the child must also provide a medical plan (red and white card) within the first five days of school for obtaining the required immunizations or risk exclusion.
- If a child does not have all the doses listed above, needs additional doses, and the next dose is not medically appropriate, the child must provide a medical plan (red and white card) within the first five days of school for obtaining the required immunizations or risk exclusion.
- The medical plan must be followed or risk exclusion.

FOR ATTENDANCE IN 7TH GRADE:

- 1 dose of tetanus, diphtheria, acellular pertussis (Tdap) on the first day of 7th grade.
- 1 dose of meningococcal conjugate vaccine (MCV) on the first day of 7th grade.

ON THE FIRST DAY OF 7TH GRADE, unless the child has a medical or religious/philosophical exemption, a child must have had the above vaccines or risk exclusion.

FOR ATTENDANCE IN 12TH GRADE:

- 1 dose of MCV on the first day of 12th grade. If one dose was given at 16 years of age or older, that shall count as the twelfth grade dose.

ON THE FIRST DAY OF 12TH GRADE, unless the child has a medical or religious/philosophical exemption, a child must have had the above vaccines or risk exclusion.

The vaccines required for entrance, 7th grade and 12th grade continue to be required in each succeeding school year.

These requirements allow for the following exemptions: medical reason, religious belief, or philosophical/strong moral or ethical conviction. Even if your child is exempt from immunizations, he or she may be excluded from school during an outbreak of vaccine preventable disease.

Pennsylvania's school immunization requirements can be found in 28 Pa.CODE CH.23 (School Immunization). Contact your healthcare provider or call 1-877-PA-HEALTH for more information.

pennsylvania
DEPARTMENT OF HEALTH

Communicable Diseases

The Board directs that students who have been diagnosed by a physician or are suspected of having a disease by the school nurse shall be excluded from school for the period indicated by regulations of the PA Department of Health or guidance from state or local health officials for specified diseases and infectious conditions.

Illness and Injury

Students who become ill or injured at school should report immediately to the teacher in charge who will refer the child to the nurse. When children become ill at school, it is the parents' responsibility to provide transportation from school to home.

Emergency information is to be updated by the parents annually. This information enables the school nurse to see that children receive the best possible aid in the event of an emergency.

Accident Insurance

A limited student insurance policy is offered to each child. This insurance basically covers medical and hospital expenses resulting from accidental injury that might occur during school hours and on the way to and from school. A twenty-four (24) hour insurance coverage is also available. Both are available at the parents' expense. Parents may request these from the school office.

Food Allergies

District Policy 210.2: Food Allergies can be viewed in its entirety at www.eawildcats.net

- Any student enrolling with a food allergy will be required to have a Food Allergy Action Plan completed by their physician/parent/guardian and on file in the nurse's office.
- A list of all food allergies and food intolerances will be compiled by the school nurse for each building at the beginning of each school year and updated as needed. Lists will be distributed to each building principal and staff in each building.

Medication Policy

District Policy 210: Medications can be viewed in its entirety at www.eawildcats.net

For the welfare and safety of the students at the East Allegheny School District, the following medication procedures will be followed:

1. ALL medications will be locked in the Nurse's Office and dispensed from there by the certified school nurse or designated person (Substitute Nurse or Building Principal).
2. NO medication will be administered by the school nurse unless the following requirements are met:

    a. Medication has been prescribed by the physician to be given during school hours. [Medications ordered once or twice a day are not given during school hours unless specifically ordered.]
    b. Medication is in a properly labeled container with the student's name, dosage, time to be administered and directions for administration.
    c. Parent's written permission, including a waiver releasing the school district and school personnel from all liability, has been obtained.
3. ABSOLUTELY NO over-the-counter medications should be brought to school. This includes pain medication, cough drops, cough syrup, eye drops, medicated throat spray, caffeine stimulants, appetite suppressants, herbal food supplements, etc.
    a. If an over-the-counter medication is to be taken on a regular schedule, it must be accompanied by a written doctor's order and must be kept in the nurse's office and administered by the school nurse or designated person.
4. Inhalers for sudden respiratory problems may/should be always carried by the student. The school nurse must be notified if the student is carrying an inhaler.
5. Any student enrolling with a food allergy will be required to have a Food Allergy Action Plan completed by their physician/parent/guardian and on file in the nurse's office.
6. A list of all food allergies and food intolerances will be compiled by the school nurse for each building at the beginning of each school year and updated as needed. Lists will be distributed to each building principal and staff in each building.
7. Medications given by injection and the necessary equipment will also be kept in the nurse's office and administered only by the school nurse, or the child if he/she has been properly instructed and under the supervision of the school nurse or designated person.

Contact Information:

Please keep us informed of any changes in your child's health condition or medication regimen throughout the school year. For any questions or concerns regarding our medication policy or procedures, please contact Nurse Ashley Howard at **ahoward@eawildcats.net.**

School Health Exams

- The Pennsylvania Public School Code Section 1402. Health Services (e) requires that students upon entry, sixth grade and 11th grade be given a "comprehensive appraisal" of their health. The physical is to be completed within 4 months prior to the start of the school year. In addition, Section 1402 © requires the completion of medical questionnaires which are to become part of the student's health record.
- This requirement may be completed by the student's primary care provider or by the school provider.
- Children receive a medical examination in kindergarten or first year of school, grade 6 and in grade 11. Examinations are conducted by the school physician at the school. Parents may elect to have their children examined by the family physician. A special form for recording results is supplied to parents by the nurse. Physical defects

discovered or suspected during the examination are reported to the parents in writing by the school nurse. Parents are expected to consult with the family physician concerning the correction of defects reported. Please notify the school nurse of any corrections made.

- School health regulations require that a dental examination be performed on children in kindergarten, 3rd and 7th grades. Examinations are conducted by the school dentist at the school facilities. Parents may elect to have their children examined by the family dentist. A special form for recording results is supplied by the school nurse. Dental defects discovered or suspected during the examinations are reported to the parents by the school nurse. Please notify the school nurse of any corrections made.

Exceptional Children's Program

- The East Allegheny School District provides a wide variety of services for exceptional children including Learning Support, Gifted Support, Emotional Support, Hearing Support, Vision Services, Autistic Support, Speech and Language Support and Life Skills Support. Additionally, the East Allegheny School District provides a free and appropriate public education to all students with disabilities through either service provided within District schools or through partnerships with other providers of educational services.
- The district supports including students with disabilities in the regular education environment as much as possible based upon the needs of the student. The district is committed to providing all services for students with disabilities within the least restrictive environment.

Partnering Agencies

The East Allegheny School District is fortunate to be partnering with an outstanding community service agency, Pittsburgh Area Community Schools (PACS).

PACS will be providing a full time site manager at each building. The task of these individuals will be to create opportunities for students and families to engage in the life of the school community and provide resources that are needed. They will be charged with assisting East Allegheny staff in creating a variety of planned functions and events that will help parents and guardians gain access to the support and interventions that will be available to our families.

For additional information or resources please contact Tonya Washington at twashington@eawildcats.net.

Student Attendance

Attendance Expectations

District Policy 204-Attendance can be viewed in its entirety at www.eawildcats.net
Important Attendance Considerations:

- Academic Success: Students who attend school regularly are more likely to achieve higher grades and academic performance.
- Continuity of Learning: Regular attendance allows students to stay on track with lessons, assignments, and class discussions, minimizing the need for catch-up work.
- Social and Emotional Development: Attending school regularly fosters positive relationships with peers and teachers, contributing to your child's overall well-being and sense of belonging.
- State Requirements: Under Pennsylvania law, regular school attendance is compulsory, and absences must be justified with valid reasons.
- School Policy: Our school policy outlines expectations for attendance, including procedures for reporting absences and requesting makeup work.
- PBIS Field trips and Rewards: Regular school attendance is required to participate in PBIS activities.
- Establish Routines: Set regular bedtime and morning routines to ensure your child is well-rested and prepared for the school day.
- Encourage Engagement: Reinforce the importance of attending school regularly and participating actively in class activities.If your child is experiencing challenges that impact their attendance, please reach out to our school counselor or social worker. We are here to provide support and explore solutions together. Celebrate milestones and improvements in attendance as part of recognizing their commitment to their education.

NOTE: Regularly review your child's attendance records through our school's online portal or communication channels. Early communication is key!! Send in an excuse within 3 days of your child's absence.

Excused Absences

Illness verified by a written excuse from a parent/guardian. A written excuse from a parent/guardian is acceptable to excuse up to (5) consecutive and/or (10) cumulative days of absence for illness in (1) school year.

After (5) consecutive or (10) cumulative days of absence for illness, the school nurse will review the information regarding the absences. At that time, the nurse, in conjunction with the building principal, may request a physician's excuse for prior absences or for future absences. If a physician's excuse is requested and not provided, all additional absences will be deemed unexcused.

Written Excuses for Absences

Written excuses are due at the time of the student's return to school. A grace period of (3) days to submit the excuse will be extended to parents/ guardians and students with no extension of the grace period. The (3) days begin from the day the student returns to school, regardless of if the student is then absent the next day after returning. If an excuse is not received **within (3)** days after the student's return to school, the absence will be deemed unexcused/illegal.

Unexcused/Illegal Absences and Tardies

- Students who are under the age of 18 and have no valid excuse for absences will have those absences deemed illegal and will be cited as such. Students who are 18 and over who do not have a valid excuse for absences will have those absences categorized as unexcused.
- Unexcused/illegal absences and tardies will include absence for any reason not listed under excused absences. Absence without the required written excuse will be unexcused/illegal.

It is expected that all students will arrive at class on time in the morning, where attendance is taken for school during the first period. The designation of a tardy as being excused or not comes from the Pennsylvania Department of Education and is outlined above. Students who accumulate unexcused/illegal tardies will receive the following penalties:

- (3 or more) unexcused school tardies- one after school detention, and the student is not permitted to participate in school activities: sports, dances, band, field trips, for one week from the time the third unexcused tardy occurred. Thus, if there is a band competition on a Saturday or a football game, or a dance/prom on a Friday night, the student who received the third unexcused school tardy would not be permitted to attend that event that week.
- (6 or more) unexcused school tardies- two after school detentions, and the student is not permitted to participate in school activities: sports, dances, band, field trips, for two weeks from the time the sixth unexcused school tardy occurs.
- (9 or more) unexcused school tardies- one day of ISS and the student is not permitted to participate in school activities as listed above for the remainder of the semester in which the unexcused school tardies occurred. This includes all weekend events, including banquets, parades, dances, prom, field trips for the day. This also includes removal from all athletic teams for the remainder of the semester.
- (12 or more) unexcused school tardies - one day OSS, and the student is not permitted to participate in school activities listed above for the remainder of the current school year. This also includes the participation in the music department trip, as well as the weekend events. This also includes removal from all athletic teams for the remainder of the year.
- (15) unexcused school tardies—two days OSS. Subsequent tardies will result in the inability for the student to receive academic credit for the school year.

Truancy, School Code, & Citations

Following the third day of an unexcused/illegal absence, a first offense/warning notice will be issued to the parents/guardians. The first offense notice will be sent by regular mail.

If the student should have an unexcused/illegal absence at any time after the first offense/warning notice is sent to the parents/guardians, the appropriate personnel will complete a citation on the 6th unexcused/illegal absence as provided for in the Public-School Code, 24 P.S. 13-1333, and the principal will sign off on the citation. When a student has accumulated (7) unexcused/illegal absences for the year, a warning notice will be sent to the parents/guardians by certified mail, notifying them of the absenteeism and the potential loss of credit. The completed citation will be forwarded to the District Magistrate. A member of the administrative staff or their designee shall represent the school district at the attendance hearing.

Take Your Child To Work Day

The East Allegheny School District understands that "Take Your Child to Work Day" has evolved into a nationwide program and has many benefits. The EASD is still held accountable for student attendance as per the Pennsylvania Department of Education attendance guidelines. If your child is absent from school, written notification on the company letterhead stating the reason for the absence is required to be considered for an excused absence.

A copy of the district's attendance policy is available for parents to review online or upon request.

Additionally, if applicable, students are not permitted to bring his/her child to school at any time, including "Take your child to work" Day. School is not a student's place of work and therefore, the student is not permitted to bring his/her child here.

Field Trips & Extra-Curricular Activities

Starting a month prior to a particular field trip or activity, students must demonstrate eligibility which include, but not limited to, the following: proper attendance, appropriate behavior (including the following: no suspensions, discipline referrals, detention, bus, bullying), no outstanding classroom assignments (homework and any missed class work) and no outstanding balances (cafeteria money, outstanding library books, Chromebook repair/replacement, etc.)

Homebound Instruction

Instruction in the home may be requested by parents if a physician has certified that the student will be absent from school for an extended period of ten (10) or more days. Application for instruction is made through the principal and counselors.

Student Academics

Grading Scale

Percentage grades will be assigned based on the following performance and interpretation. This change was brought about through the efforts of the Academic Committee.

100% - 90% =A
89% - 80% = B
79% - 70% = C
69% - 60% = D
59% - 40% = F
Incomplete = I*
Medically Excused = M

*If assignments are still incomplete after the two-week period, the grade will be a "40%."

Grade Classifications

Each subject in the curriculum is assigned a credit value determined by the length of the course. A passing grade is required before the student can receive credit in any subject.

Honor Roll

There are two classifications of honor roll students at Logan Elementary School (grades 4-6). One is the High Honor Roll and the other is the Honor Roll.

High Honor Roll:	**3.50 - 4.00**
Honor Roll:	**3.00 - 3.49**

*Any grade under 70% will disqualify a student for an honor roll for that quarter.

Retention of Students (Grades K-6)

For promotion from:	A student must pass:
Grades K-3	**Reading AND Math**
Grades 4-5	**Reading AND Math** **AND 2 of the following:** **English/Spelling/Science/Social Studies**
Grade 6	**Reading AND Math** **AND 1 of the following:** **Science/Social Studies**

When recommending students who have *failed Grade 5* for middle grade placement in Grade 6, the student must have been in Grade 5 during the current school year AND:

Will be 13 on or before September 30 of the current year, *OR* Has had two (2) retentions, *OR* Has already repeated Grade 5

Standardized Assessments

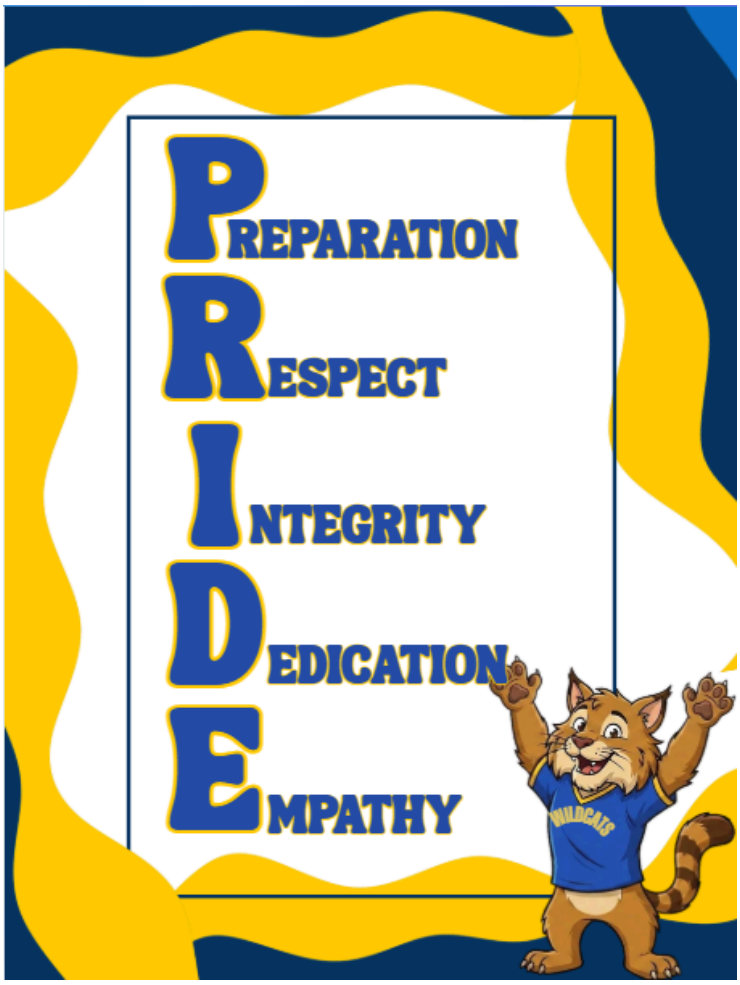
- State mandated testing is conducted at various grade levels. The results of these tests provide a continuing record of each child's academic progress in comparison with national norms. Teachers use them to diagnose individual strengths and areas for improvement and to drive future instruction.
- Test scores are maintained in the student's school records if they attend schools in this district. Should the child transfer to another school district, copies of his/her records will be transferred to the new district.

Student Behavior Expectations & Code of Conduct

Student Discipline Policy

In addition to all rules of Code of Student Conduct of the East Allegheny School District, the following school rules have been established to maintain a safe and orderly learning environment:

- Appropriate language will be used at all times
- Keep all body parts to yourself
- Book bags are to be kept in lockers
- Food and drink are only to be in the cafeteria
- Electronic devices are not permitted/**All cell phones will be collected at the metal detector and handed back at the end of the school day. No exceptions.** The school reserves the right to determine the appropriate consequence for any violation given the severity of the act and the disciplinary history of the student



Student Discipline Policy (Continued)

District Policy 218-Student Discipline can be viewed in its entirety at www.eawildcats.net.

Although the consequences and interventions listed below are available for discipline, the specific discipline will be determined by an investigation of the incident by the building principals and/or assistant principal and consistent with board policy.

The East Allegheny School District believes it is the responsibility of the school, home and community to provide an atmosphere of purpose and concern for education and the individual. Everyone in the school community must assume a role in providing an orderly school environment. An orderly school environment requires a code of discipline that defines responsibilities, categorizes unacceptable behaviors and provides for appropriate disciplinary responses and options. A discipline code must:

- Be preventative in nature.
- Promote self-discipline and personal responsibility.
- Concern itself with the welfare of the individual and the school community.
- Promote a positive relationship among students, parents/guardians and the school staff.
- Distinguish between minor and serious infractions as well as between first and repeated infractions.
- Be reasonable and consistent.

A set of rules does not replace the administrator's judgment in the review of discipline incidents. Discretion may be exercised considering disclosed circumstances regarding exclusionary discipline; however, students will be held accountable for their behavior appropriately.

Students cannot learn unless they feel safe. The health, safety, and welfare of our students is in the highest regard.

Progressive Disciplinary Consequences & Interventions

Although the consequences and interventions listed below are available for discipline, the specific discipline will be determined by an investigation of the incident by the building principals and/or assistant principal and consistent with board policy.

Level 1 Student Behaviors Level 1 actions do not necessarily pose a threat to the health, safety, or property of others. Students are not referred to an administrator for Level 1 actions unless they continue after appropriate intervention & support. In such cases, staff members should create a minor referral in ALMA to help the administrator & support team identify the most appropriate interventions available for the student.		**Level 1 Interventions & Consequences** (the consequences listed below are possible options)

Preparation
Students remain prepared & focused on their academic, social & behavioral, goals.
	• Students are choosing to not engage in learning activities.
	• Students are talking with other classmates during instruction.
	• Students do not arrive to class on time.
	• Students do not appropriately take ownership of their academic responsibilities during class, advisory, or focus period.
		• Restorative Practices
		• Reteach/Model PRIDE Expectations
		• Student/Teacher Conference
		• Student/Administrator Conference
		• Parent/Guardian Phone Call
		• Intervention by Counselor or Staff Member
		• Develop Student Behavior Plan
		• Referral to Support Systems
		  ○ Student Assistance Program (SAP)
		  ○ Multi-Tiered Systems of Support (MTSS)

Respect Students demonstrate respect for themselves, others, school property & school expectations in safe, positive ways.	• Students do not follow directions from the teacher. • Students are not contributing members of a collaborative group. • Students demonstrate disrespect toward teachers or classmates. • Students do not keep their hands to themselves. • Students are running in the hallway, classroom, cafeteria. • Students have food outside of the cafeteria or lobby. • Winter coats are not kept properly stored in lockers. • Students are wearing hoods in the hallways and in the classrooms.	
Integrity Students are accountable for their choices.	• Students have phones out during class instead of being kept in a backpack or locker. • Students have earbuds in their ears in the classroom or hallway. • Students use school issued Chromebook for non-educational or inappropriate purposes.	
Dedicated Students set goals & make decisions in order to achieve success.	• Students are not using time appropriately in the classroom. • Students are not putting forth appropriate effort into the class work.	
Empathy Students foster a positive and supportive learning environment.	• Students' actions disrupt the learning environment for other students. • Students use inappropriate language not directed at a teacher or student.	

Level 2 Student Behaviors Level 2 actions are more serious in nature than a Level 1 action & may pose a threat to the health, safety, or property of any person. An administrator is notified when a Level 2 action occurs. **Staff members should create a major referral in ALMA when documenting Level 2 actions.** Students in Grades K-6 may be suspended for Level 2 actions.		Level 2 Interventions & Consequences (the consequences listed below are possible options)
Preparation Students remain prepared & focused on their academic, social & behavioral, goals.	• Students are consistently and intentionally talking with other classmates over the teacher. • Students consistently and intentionally talk out of turn. • Students are consistently more than 5 minutes late to class without a hall pass. • Students choose to cut class, not report to their assigned class or location, or wander the halls.	• After School Detention • Conference with student, parent/guardian, administrator, or counselor • 1-3 Days In School Suspension & parent or guardian contacted by letter & phone • 1-3 Days Out of School Suspension & parent or guardian contacted by letter & phone • Informal Hearing with parent/guardian, student, & administrator following 3 or more days of Out of School Suspension • Restriction of Privileges: ○ Technology (Chromebook, Earbuds/AirPods, etc.) ○ Cafeteria Use / Seating ○ Hall Pass Usage ○ Personalized, specific dress code (devised with parental collaboration) ○ Suspension from attending or participating in athletics or school events & activities • Referral to Support Systems ○ Student Assistance Program (SAP) ○ Multi-Tiered Systems of Support (MTSS) ○ School Based Therapy ○ Functional Behavioral Assessment (FBA) ○ Threat Assessment Team Referral
Respect Students demonstrate respect for themselves, others, school property & school expectations in safe, positive ways.	• Students yelling, arguing, talking back, to the teacher. • Students harass another student or staff member in school verbally or via social media / technology. • Students continually demonstrate disrespect toward teachers or classmates. • Students continually not meeting PRIDE expectations regarding hoods, cell phones, coats, food, running	
Integrity Students are accountable for their choices.	• Students continually use school issued Chromebook for non-educational or inappropriate purposes. • Students continually demonstrate behaviors that are extremely disruptive to the educational process • Students making threats toward individual people or verbal arguments between students • Students engage in a physical altercation with another student.	
Dedicated Students set goals & make decisions in order to achieve success.	• Students are continually not using time appropriately in the • classroom. • Students are continually not putting forth appropriate effort into the class work.	
Empathy Students foster a positive and supportive learning environment.	• Students' actions continually disrupt the learning environment of other students. • Students use aggressive or foul language directed at a teacher or student. • Students engage in vandalism or destruction of property.	

Level 3 Student Behaviors Level 3 actions pose a serious or imminent threat to the health, safety, or property of any person. An administrator is notified when a Level 3 action occurs. **Staff members should create a major referral in ALMA when documenting Level 3 actions and/or call for immediate support from the office or school security when necessary.** Students in Grades K-6 may be suspended for Level 3 actions. Notifications to Law Enforcement and other appropriate agencies may correspond with Level 3 actions.		Level 3 Interventions & Consequences (the consequences listed below are possible options)
Preparation Students remain prepared & focused on their academic, social & behavioral, goals.	• Students are engaged in verbal or physical actions in the classroom that create a significant disruption to the learning of others and the students need to be immediately removed from the classroom.	• 3-5 Days In School Suspension & parent or guardian contacted by letter & phone • 3-5 Days Out of School Suspension & parent or guardian contacted by letter & phone • 10 Days Out of School Suspension & parent or guardian contacted by letter & phone • Informal Hearing with parent/guardian, student, & administrator following 3 or more days of Out of School Suspension • Referral to the appropriate law enforcement agency in accordance with PA School Code & District Policies • Citation to the magistrate • Confiscation of technology device by school administration • Suspension from attending or participating in athletics or school events & activities • Mandatory enrollment in the East Allegheny Online Learning Academy • Placement in alternative public school • Expulsion Hearing with possible Expulsion from the School District • Referral to Support Systems ○ Student Assistance Program (SAP) ○ Multi-Tiered Systems of Support (MTSS) ○ School Based Therapy ○ Functional Behavioral Assessment (FBA) ○ Threat Assessment Team Referral
Respect Students demonstrate respect for themselves, others, school property & school expectations in safe, positive ways.	• Students are engaged in verbal or physical actions in the classroom that create a significant disruption to the learning of others and the students need to be immediately removed from the classroom. • Students initiate a physical altercation with another student. • Students possess any type of school contraband. • Students making specific verbal or written threats toward specific people or the school that create an unsafe environment.	
Integrity Students are accountable for their choices.	• Students' inappropriate use of technology accessing inappropriate, unsafe, or illegal materials requires the student to be removed from the classroom and the device confiscated and turned over to law enforcement if necessary.	
Dedicated Students set goals & make decisions in order to achieve success.	• Students' lack of effort is causing the student to risk failing the class.	
Empathy Students foster a positive and supportive learning environment.	• Students are engaged in verbal or physical actions in the classroom that create a significant disruption to the learning of others and the students need to be immediately removed from the classroom.	

Self-Reporting "Safe Haven"

- Among the essential goals of the East Allegheny School District's student disciplinary code is the promotion of self-discipline and responsibility among students. Consistent with this goal, the discipline of any student is designed to seek proper conduct through learning rather than as an arbitrary exercise of authority.
- Students are expected to know and to follow school regulations governing student behavior, including the rule that students are prohibited from the possession of weapons and other forms of contraband. As a responsible member of the school community, a student who has unintentionally brought to school or while in school has come into the possession of such items should immediately bring the situation to the attention of a teacher or principal. In so doing, the student would be demonstrating the principles of self-discipline and accountability that the student disciplinary code promotes. In such circumstances, the student's self-reporting of the situation will be considered as a mitigating factor in determining the discipline, if any, which should result.

Citations

The school district reserves the right to issue a citation to any student aged ten (10) or over as defined in the Pennsylvania Crimes Code as defined for the following reasons: riot, disorderly conduct, and related offenses. The school district may issue citations in any of the following situations:

- Fighting.
- Student harassment and/or threats.
- Student disruptive behavior, including the use of obscene and profane language and gestures.
- Vandalism.
- Violation of the BOCA Code - smoking and possession of tobacco products and smoking apparatus.
- Threats - All threats will be taken seriously by the East Allegheny School District, even those made in jest.

Drug & Alcohol Use Policy

District Policy 227- Alcohol and Other Drugs can be viewed in its entirety at www.eawildcats.net.

- The Board recognizes that the abuse of controlled substances is a serious problem with legal, physical and social implications for the whole school community. This policy, including its regulations and guidelines, is a coordinated effort to openly and effectively respond to the potential and current uses and abuse of alcohol, other drugs, and mood-altering substances by students at the East Allegheny School District.
- The district will strive to educate, prevent and intervene in the use and misuse of alcohol, drugs and mood-altering substances by district students. A drug and alcohol prevention curriculum, school and community projects, classroom activities, community support

and resources, a strong and consistent administrative and faculty effort, and intervention and disciplinary procedures will be utilized.

- The Board prohibits students from using, possessing, distributing, and being under the influence of any drug/alcohol substances during school hours, on school property, and at any school-sponsored event.
- The Board may require participation in drug counseling, rehabilitation, testing or other programs as a condition of reinstatement into the school educational or athletic program.
- The privileged confidentiality between students and school counselors, school nurses, school psychologists, home and school visitors and other school employees shall be respected; and no confidential communication made to any such employee shall be required to be revealed without the consent of the student or his/her parent/guardian, unless the best interests of the student can be served only by such release.
- For the safety and security of the student, the nurse provides a preliminary examination of any student who is suspected of possible drug use as evidenced by the physical appearance, behavior, and smell of the student. This examination may include an examination of a student's pupils, breathing, heart rate, pulse, skin color, odor and other telltale physical signs that are readily observable and that the examination is proper and reasonable.
- Complete Drug and Alcohol Screening – The NIDA (National Institute on Drug Abuse) Urine Drug Screen, which includes a 10-drug panel and confirmation by a NIDA Certified Lab. The collection must include NIDA protocol and a secure chain-of-custody. A breath alcohol testing may be required if determined appropriate. All screening and testing required by this policy will be completed at the expense of the district.

Weapons Policy

District Policy 218.1-Weapons can be viewed in its entirety at www.eawildcats.net.

- No weapons, or instrument which resembles a weapon, may be brought onto school property, including, but not limited to, the school building, outdoor facilities or buses; or to any school-related activity sponsored by the East Allegheny School District.
- A weapon shall include, but not be limited to, any knife, cutting instrument, or implement capable of inflicting bodily injury, or instrument, which resembles a weapon, which, if real, would inflict bodily injury, and is possessed under circumstances not manifested appropriate for lawful uses which it may have. This includes firearms, which are not loaded or lack a clip or other component to render it operable. The consequences of a weapon violation will be rendered as per the Discipline Code policy.
- The East Allegheny School District works with law enforcement and other professional organizations.

Fighting / Physical Assault Policy

District Policy 218-Student Discipline can be viewed in its entirety at www.eawildcats.net.

Any form of physical aggression or fighting by any students is not tolerated at East Allegheny. Students involved in physical altercations are subject to consequences outlined in the above section Progressive Disciplinary Consequences and Interventions.

LES Cell Phone Policy

District Policy 237-Personal Electronic Devices can be viewed in its entirety at www.eawildcats.net.

Collection Process: Upon arrival at school, students will be directed to place their cell phones in designated storage bins located at the entrance of the building. These bins will be supervised by school staff to ensure the safe storage of students' devices.

Retrieval Process: At the end of the school day, students will have the opportunity to retrieve their cell phones/smartwatches from the designated storage bins in their classrooms. Students are responsible for remembering to collect their devices before departing.

Enforcement and Compliance: We kindly ask for the support and cooperation of students, parents, and guardians in adhering to this new policy. Compliance with the cell phone collection procedure is essential to its effectiveness in creating a focused learning environment for all students.

Inappropriate digital messages, photos, or videos

- The use of the electronic device to record a video or take a picture of anyone is prohibited in the school, on the bus or at the bus stop as well as the time it takes for a student to walk to and from their home to the bus stop. The district reserves the right to monitor, inspect, copy, and review a personally owned device or file when the administration has a reasonable suspicion that a violation has occurred. Failure to abide by these guidelines will result in discipline as per school policy.
- Students who are found to be using cell phones to text message threats or obscene material to other students during the school day will be suspended up to five (5) days and the police will be notified.
- Students who use a camera or cell phone to take inappropriate photos or videos of another student, teacher, administrator, support staff member, security personnel or any other persons with or without that person's knowledge and/or distribute those photos to others will receive up to 10 days O.S.S., notification to proper authorities and referral to the Superintendent for expulsion procedures.

Internet Policy

District Policy 815: Acceptable Use of Internet, Computers and Network Resources can be viewed in its entirety at www.eawildcats.net.

The Board's goal in providing this service to teachers and students is to promote educational excellence in the East Allegheny School District by facilitating resource sharing, innovation, and communication.

Care of Chromebooks, Technology, & District Property

Responsibility:
Students are responsible for the care and proper handling of their assigned Chromebooks. Chromebooks should be used for educational purposes in alignment with classroom activities and assignments.

Internet Safety/Security/Privacy:
Students must adhere to our school's acceptable use policies and guidelines for internet safety. Encourage your child to report any inappropriate content or online behavior to a teacher or administrator immediately. Remind your child to protect their login credentials and use their Chromebook in a secure environment. Encourage responsible use of personal information and respect for the privacy of others. All devices are monitored with GoGuardian.

Device Care:
Chromebooks should be kept clean and free of stickers or decorations that could damage the device. Ensure that Chromebooks are stored securely and are taken back to their Homeroom cart at the end of each day to support classroom learning the next day.
Software and Updates:
Students should not attempt to install software or apps without permission from a teacher or administrator. Regularly check for updates to ensure Chromebooks are running the latest software and security patches.

Reporting Issues:
Instruct your child to report any technical issues or damage to their Chromebook to their teacher promptly. Communicate with teachers or school administration regarding any concerns or questions about Chromebook use.

Parental Involvement:
We encourage you to engage in conversations with your child about responsible technology use. Stay informed about school policies and expectations regarding Chromebook use.

Hazing Policy

District Policy 247-Hazing can be viewed in its entirety at www.eawildcats.net.

The East Allegheny School District does not condone hazing practices by any student against any other student. Students who engage in such practices will be removed from the teams or organizations in which they are participating and will be subject to the school discipline policy and possible legal penalties.

Dress Code

District Policy 221: Dress and Grooming can be viewed in its entirety at www.eawildcats.net

The purpose for implementing this student dress code policy for all students in grades Kindergarten through 12 is to strengthen the learning environment for classroom instruction and academic performance; prevent disruption to the educational process; prevent distraction to students, staff and the educational process; facilitate learning; increase the atmosphere for school pride and personal appearance; and enhance the image of students and the school in the community. While requiring a specific type of clothing, it is not the district's purpose to interfere with student decisions or freedom of expression. However, the safety of all students, the security of the building, and the environment in which our students learn must be the foremost objective of the district. This dress code policy shall be in effect during the regular school year.

Clothing Items Not Permitted

- Outerwear/Outdoor clothing is not permitted once classes begin.
- Draping articles of clothing, towels, or blankets are not acceptable inside the building.
- Tops which expose undergarments, navel or abdomen are strictly prohibited.
- Fishnet or ripped-up stockings are not permitted.
- Combs, rakes, or picks should not be worn in the hair.
- Any symbols, signs, tattoos, hairstyles, or other evidence of membership in, or affiliation with, recruitment of, or desire to be affiliated with any gang is prohibited.

Jewelry & Accessories Not Permitted

- Jewelry or accessories that may be used as weapons are not to be worn to school. This includes but is not limited to jewelry such as spiked rings, spiked bracelets, spiked dog collars, chained wallets, two (2) or three (3) finger rings that are connected, and bulky chains worn around the neck or waist.
- Chains and sharp objects such as spikes are not allowed on clothing or book bags.
- Students may not wear tinted glasses or sunglasses in school.
- Mouth appliances not specifically prescribed by a dental care provider are prohibited.

Exemptions

- Students may be required to wear certain types of clothing while participating in physical education classes, technical education, extracurricular activities, or other situations

where special attire may be required to ensure the health or safety of the student. This may be determined by the building principal.

- Requests for exemptions from the dress code based upon one's religion or religious beliefs must be made in advance in writing to the principal. Other exceptions will require approval from the Building Principal. Such exception requests include a reason/explanation for the request. Exceptions may also be permitted pursuant to an approved Act 504 Service Plan.

Kind Reminders

- All clothing is to be clean and neat.
- Attire that is not in compliance with this dress code policy is not permitted.
- In addition to the clothing items expressly prohibited under this policy, Principals and District Administration have discretion to address any attire/body art that is offensive, degrading, vulgar, contrary to the educational mission of the school, disrupting the learning environment, or infringing upon the rights of others.
- Repercussions for dress code violations will be determined by the building principals. Infractions could result in: Notification to parents, Detentions, In-school suspensions, and/or Out-of-school suspensions.

Tutoring Schedule

Days: Tuesdays and Thursdays
Time: 8:00-8:30 AM
Location: Logan Elementary

These tutoring sessions are designed to:

- Provide additional support in challenging subjects or areas where students may need reinforcement.
- Offer personalized guidance and assistance tailored to individual student needs.
- Help students improve their understanding, confidence, and overall academic performance.

Registration:
Participation in tutoring sessions is voluntary but highly encouraged for students who may benefit from extra help. Your child's HR teacher will be in contact regarding additional information about start dates and times.

Cost:
There is no charge for these tutoring sessions as they are provided as part of our commitment to student success and support.

Tutoring Transportation:
Transportation is not provided by the school.

Logan Elementary School
Student Handbook & Code of Conduct Sign-Off Sheet

I HAVE READ THE ENTIRE 2026 - 2027 STUDENT HANDBOOK, AND I UNDERSTAND THAT I WILL BE HELD ACCOUNTABLE FOR THE ITEMS DETAILED IN THIS HANDBOOK.

STUDENT NAME: _____

STUDENT HOMEROOM: _____

PARENT NAME: _____

PARENT SIGNATURE:_____

DATE _____

Logan Elementary School



Faculty & Staff Handbook

2026 - 2027

District Information

Mission Statement

The mission of the East Allegheny School District is to recognize that each student Is unique and that through cooperation with parents, community, and schools, each student will have opportunities to achieve individual educational success within District financial restraints.

Vision Statement

The East Allegheny School District, in partnership with families and the community, responsibly engages, inspires, and prepares each student for individual success, citizenship, and life in the 21st century.

Central Office Administration and Staff

Superintendent	Mr. Joseph DiLucente
Executive Assistant to the Superintendent/HR Director	Ms. Jamie Morgan, Ext 4158
Executive Director of Curriculum, Assessment and Innovation	Dr. Lauren Cunningham, Ext. 4125
Business Manager, Transportation Director	Mr. Brett Lago, Ext 4157
Director of Student Services	Ms. Jennifer Costello, Ext 1502
Special Education Secretary	Mrs. Deanna Holby, Ext 1502
School Psychologist	Ms. Christie Paradine, Ext 4153
Director of Technology	Mr. Alex Eichler, Ext 3504
Food Service Director	Ms. Ardela Wolfe, Ext 4164
Athletic Director	Mr. Dave Loya, Ext 1005
Maintenance Supervisor	Mr. Amos Grabe, Ext 4181
Payroll Secretary	Ms. Amy Rohal, Ext 4160
Bookkeeper	Mrs. Andrea Rzepniak, Ext 4162
Accounts Payable/District Registrar	Mrs. Kristen Wagner, Ext 4150

School Board of Directors

The Regular School Board of Directors meeting is held the second Monday of each month. unless otherwise indicated. The meeting begins at 7:00 PM in the District Office Board Room. Meetings are live-streamed and archived on the district's YouTube channel.

Board President:	Mr. John Savinda
Board Vice President:	Ms. Tisha Thomas
Board Treasurer:	Mr. Erik Meredith
Board Secretary:	Ms. Jamie Morgan

School Board Members
Ms. Shannon Basa-Sabol
Ms. Macey Kinard
Mr. Paul Saula
Mr. Robert Trout
Mr. George Yusko
Mr. Dan Ziober

Board Policies

A complete list of board policies is located on the EASD website, www.eawildcats.net or upon request. If policies are revised during the school year, updates can be found on the website. The following policies are policies pertinent to Junior Senior High School. Other policies may be utilized as needed. Additional policies are located on the district's website.

Disclaimer

The items listed in this handbook are subject to change. Activities, events, policies, criteria, and guidelines listed are correct, to the best of our knowledge, at the time of printing and approval.

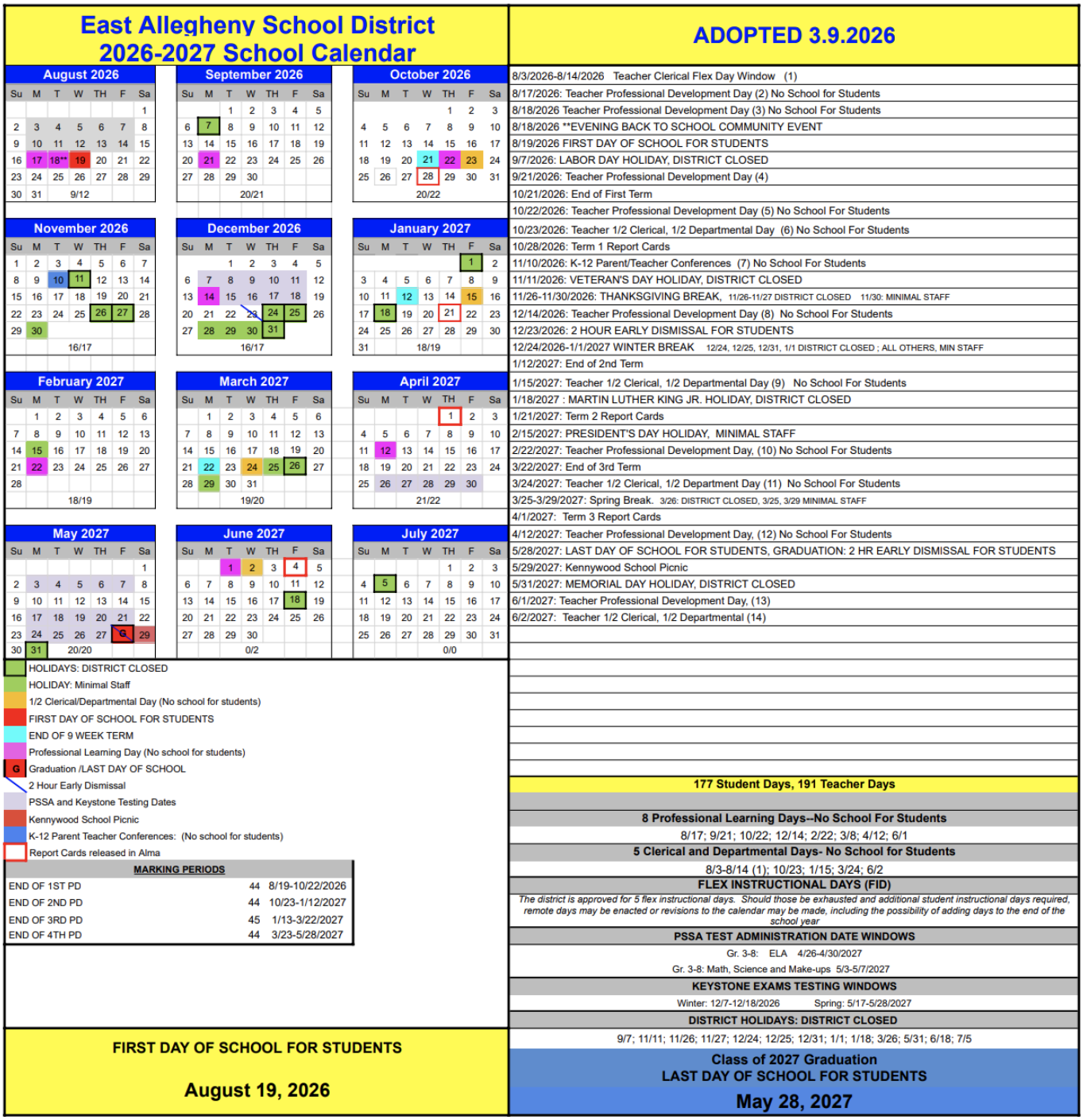
Delays and Closings/Emergency Updates

Updated information regarding delays/closing and emergency situations will be posted as soon as information is known on the District website, www.eawildcats.net, posted publicly on news stations: KDKA, WTAE, and WPXI and shared via communication system directly to parents/guardians registered with the District.

To receive automated updates, please be sure that an accurate phone and email is always on file with the school district.

2026-2027 District Calendar

Please visit our website: www.eawildcats.net for more detailed information about each school.



Building Principal Responsibility Chart

Michael Toole Principal	Kaitlyn Grzywinski Assistant Principal	George Little Assistant Principal
Develops school-wide vision for LES grades K-6	Works with the head principal to carry out the LES vision.	Works with the head principal to carry out the LES vision.
Oversees the building-level implementation of the K-6 academic & instructional programs & related activities • Master Schedule Development • Instructional Leadership and Curriculum Implementation (K-2) • Facilitate Grade-level Data Team Meetings (K-2)	Works in conjunction with the head principal and school counselor to support the academic needs of Grades 3-4 • Instructional Leadership and Curriculum Implementation (3-4) • Facilitate Grade-level Data Team Meetings (3-4)	Works in conjunction with the head principal and school counselor to support the academic needs of Grades 5-6 • Instructional Leadership and Curriculum Implementation (5-6) • Facilitate Grade-level Data Team Meetings (5-6)
Staff hiring in conjunction with human resources	Attends interviews for prospective LES staff members	Attends interviews for prospective LES staff members
Oversee the system for teacher and staff evaluations, including walk-throughs, informal observations, and formal evaluations Conducts classroom walkthroughs, observations, & evaluations for K-2 staff, all non-tenured teachers, and Title teachers.	Conducts classroom walkthroughs, observations, & evaluations for 3-4 staff and Special Education teachers.	Conducts classroom walkthroughs, observations, & evaluations for 5-6 staff, School Counselors, and Specials teachers.
Coordinate with the Executive Director of Curriculum, Instruction, and Assessment to plan & implement professional development for K-6 staff	Assists in the building-level planning & implementation of professional development	Assists in the building-level planning & implementation of professional development
Budget and resource allocation in conjunction with the business office & central office administration	Works with Grades 3-4 to plan for budgetary needs	Works with Grades 5-6 to plan for budgetary needs
Community and stakeholder engagement point of contact Communicates with all stakeholders for Grades K-2 (parents, teachers, agencies)	Communicates with all stakeholders for Grades 3-4 (parents, teachers, agencies)	Communicates with all stakeholders for Grades 5-6 (parents, teachers, agencies)
Policy development (K-6), code of conduct implementation (K-2) and enforcement (K-2)	Implements and enforces all school policies and expectations for Grades 3-4	Implements and enforces all school policies & expectations for Grades 5-6
Oversees school safety in conjunction with school resource officer & central office	Monitor and report safety concerns or facility issues to the head principal	Monitor and report safety concerns or facility issues to the head principal
Collaboratively develops progressive discipline structural program for Grades K-6 in conjunction with PBIS Program & addresses, resolves, and communicates all disciplinary issues, infractions, and consequences for Grades K-2	Addresses, resolves, and communicates all disciplinary issues, infractions, and consequences for Grades 3-4	Addresses, resolves, and communicates all disciplinary issues, infractions, and consequences for Grades 5-6
Attendance oversight for Grades K-6 & attendance monitoring for Grades K-2 in conjunction with school counselor & attendance team	Monitors attendance for Grades 3-4 in conjunction with school counselor & attendance team	Monitors attendance for Grades 5-6 in conjunction with school counselor & attendance team
Monitor, track, and share out behavioral referrals and disciplinary trends at monthly K-2 grade-level meetings	Monitor, track, and share out behavioral referrals and disciplinary trends at monthly 3-4 grade-level meetings	Monitor, track, and share out behavioral referrals and disciplinary trends at monthly 5-6 grade-level meetings
Serves as primary LEA for all IEP/504 meetings for Grades K-2	Serves as primary LEA for all IEP/504 meetings in Grades 3-4	Serves as primary LEA for all IEP/504 meetings in Grades 5-6
Supports PBIS Implementation and behavioral support providers	Serves as the primary PBIS administrative point person (coordinate with PBIS coaches, core team administrative representative, building-wide initiative rollout)	Serves as the primary SAP and behavioral support provider point person (coordinate efforts with the behavioral specialist, school social worker, PACS, etc.)
Collaborate with the School Psychologist and Executive Director of Curriculum, Instruction, and Assessment to implement intervention and progress monitoring systems (MTSS). Supervise the implementation of these systems for Grades K-2	Supervise the implementation of intervention and progress monitoring systems for Grades 3-4	Supervise the implementation of intervention and progress monitoring systems for Grades 5-6

Teacher Supervision Rosters 26-27

Michael Toole Principal	Kaitlyn Grzywinski Assistant Principal	George Little Assistant Principal
Ms. Socci	Ms. Reigh	Ms. Hultberg
Ms. Thomas*	Mr. Janusek	Mr. Drakulic
Ms. Flebotte	Ms. Ciccanti	Ms. Yusko
Ms. Fennell	Ms. Weaver	Mr. Gerbi
Ms. MacFann	Ms. Egenlauf*	Ms. Dougherty*
Ms. Comunale	Ms. Lenart	Ms. Reno
Ms. Rzepniak	Ms. Schweitzer	Mr. Nese*
Ms. Maurizio	Ms. Snyder	Ms. Kolodychak*
Mr. Reed	Ms. Hlavach	Ms. Pierce
Ms. Snyder*	Ms. Humeston	Mr. Liptak
Ms. Schmidt	Ms. Martin	Ms. Carlson
Ms. Humberston	Ms. Junker*	Ms. Aul*
Mr. Brown	Ms. Gida	Mr. Dull
Ms. Hensley	Mr. Merlo	Mr. Ross*
Ms. Kolodychak	Ms. Simko	Ms. Frye
Ms. Christner*	Mr. Bandurski	Ms. Zavallo
Ms. Zarod	Ms. Goldstein	Ms. Parrish
Ms. Farabaugh	Mr. Fanelli	Ms. Bacco
Ms. Montgomery	Ms. Rizza	Ms. Harlein*
Ms. Klock*	Ms. Krotz*	Ms. Hawkins
Ms. Spinner*	Ms. Filson*	Mr. Gould

Specials, Lunch, & Recess

	Lunch	Recess	Specials
Kindergarten	1:00-1:30	1:30-1:50 (Lower)	9:43-10:23
Grade 1	12:55-1:25	12:35-12:55 (Lower)	9:00-9:40
Grade 2	10:35-11:05	11:05-11:25 (Lower)	1:58-2:38
Grade 3	10:35-11:05	2:08-2:28 (Lower)	11:50-12:30
Grade 4	12:20-12:50	12:50-1:05 (Upper)	11:07-11:47
Grade 5	11:10-11:40	10:55-11:10 (Upper)	1:16-1:56
Grade 6	11:45-12:15	12:15-12:33 (Upper)	12:33-1:13

Two-Hour Delay

Lunch Times	
Grades 2 & 3 11:00-11:30	**Grade 4** 12:40-1:10
Grade 5 11:32-12:02	**Kindergarten & Grade 1** 1:15-1:45
Grade 6 12:05-12:35	

Teacher Plan Periods & Specials Times	
PERIOD 1 **Grade 1** 11:00-11:24	**PERIOD 5** **Grade 5** 12:50-1:14
PERIOD 2 **Kindergarten** 11:26-11:50	**PERIOD 6** **Grade 6** 1:16-1:40
PERIOD 3 **Grade 4** 11:52-12:16	**PERIOD 7** **Grade 2** 1:42-2:04
PERIOD 4 **Specials Lunch** 12:18-12:48	**PERIOD 8** **Grade 3** 2:06-2:30

**** Indoor recess times will be left to teacher discretion ****

Daily Staff Procedures

Start & End Time

- Teachers must be in the building by 7:55 AM
- Teacher dismissal time is 3:30 PM

Morning Meeting and Duties

1. Morning meetings will begin at 8:00AM. The 26-27 Morning Meeting schedule is included in this document.
2. Please refer to the LES 26-27 Master Schedule for your assigned morning duty, which will take place from 8:30 - 8:55 AM.
3. Please be promptly on time for your duty and remain in that location for the duration of the duty.
4. **Please ensure that accurate attendance is updated in Alma by the end of homeroom.**

Emergency Care Cards

- **Homeroom teachers** will turn in all students' **original** Emergency Care Cards by **Friday**, **September 11, 2026** to the respective secretary (Ms. Malone - Grades K-3, Ms. Lazzaro - Grades 4-6). Please keep a list of those students who have/have not returned their Emergency Care Cards and forward this information to Ms. Malone or Ms. Lazzaro by **Friday, September 18, 2026**.

Hallway Supervision

- During class transitions, all teachers must be monitoring hall traffic.
- Teachers' visual presence is a real deterrent to most mischievous activities.
- Greeting students at the door and engaging in positive conversation and interactions is a priority each and every day.

Attendance Expectations

Homeroom Attendance

- The homeroom teachers must have accurate attendance recorded each morning by 10:00 AM in Alma.
- When a student returns to school following an absence, he/she must bring a valid excuse from their parent/guardian. The student has **three days** (the day they return and the next two days) upon their return to submit an excuse.
- **When the school personnel attend court hearings on attendance, your records are of vital importance. They must be accurate for safety and accounting purposes.**

Field Trips

- Field trip forms will be completed via the Field Trip Google Form. Be sure to complete all information in the form before submitting the request.
- All field trips should be scheduled at least one month in advance, as they require school board approval.
- The teacher/staff member must arrange transportation with the assistance of the office staff, if needed..
- The teacher/staff member planning the field trip is responsible for ensuring that all details and communication happened between staff and parents.
- The field trip sponsor must arrange transportation, communicate all details with the school nurse and grade-level secretary and provide a list of students attending to the entire staff faculty via email at least 24 hours prior to the field trip.
- The field trip sponsor will submit an accurate attendance list to the attendance secretary before departing school on the day of the trip & alert the secretary when we have returned to school.
- Any use of a volunteer, other than a professional staff member, in a situation where they come into direct contact with the students, mandates that the volunteer have their Act 34, 151 and 114 clearances or 114 waivers on file in the District Office. All volunteers must have Board approval before being eligible to help with student events. Any questions about volunteers should be directed to Ms. Lazzaro. This information will include the following:
    - A complete list of all attending, adult and child
    - Destination, name and phone number of contact person
    - Itinerary
- **The student discipline code is in effect during all field trips. Teachers/sponsors are to deal with students accordingly.**

Visitors / Guest Speakers

- Any teacher who desires to have a visitor or guest speaker for his/her class must have administrative approval prior to the visitation**.** They will sign-in with security at the front door of the building and display their visitor's pass at all times.

Professional Responsibilities

Announcements

- All announcements **must** be emailed to Ms. Malone by 7:30 am the day they are to be read. **Please do not give her handwritten notes**. This will assist our office staff in getting the announcements listed and preparing them for each day.
  Please include the following information on your announcement request:
  - Date of Request
  - Starting and Ending Date of Announcement Request
  - Please try to limit the announcement request to three days.

Assemblies & Class Meetings

- All faculty members are required to attend class meetings and assembly programs.

Telephone Usage

- Classroom telephones are to be used for school related business only. Students are *not permitted* to use the classroom phones.
- Teachers are not to use cell phones during class time or in the halls to model our cell phone expectations for students.
- Teachers are to put their phones on vibrate while they are at school and school events.

Activity Meetings - During/After School

- **If you are keeping students after school, you must supervise the students until they board the activity bus and it pulls away from the school.** Teachers must inform students so that they can alert their parents to the fact they will be late getting home. **No student is to be left unattended. Non compliance creates a security/liability risk for you and the District.**

Tutoring

- Professional employees shall tutor or work a total of ten (10) hours per semester scheduled by the teacher with documentation provided to the building administrator.
- These ten (10) hours per semester may be used for student tutoring or other educationally beneficial programs including but not limited to: after school tutoring, non-compensated student clubs, district and building committees, non-school day professional development, department collaborations, I.E.P. writing, and any other programs approved by the building administrator. (as noted in Section 22 of the CBA).

Grading Responsibilities

2026-2027 Grading Timeline

On days grades are due they should be in by the end of the school day

Quarter 1	
10/21/2026	End of Quarter 1
10/23/2026	Grades due in Alma by 3:00 PM: NO INCOMPLETE GRADES • No ↓40 or ↑100
10/28/2026	Report Cards released in Alma

Quarter 2	
1/12/27	End of Quarter 2
1/15/27	Grades due in Alma by 3:00 PM: NO INCOMPLETE GRADES • No ↓40 or ↑100
1/21/27	Report cards released in Alma

Quarter 3	
3/22/27	End of Quarter 3
3/24/27	Grades due in Alma by 3:00 PM: NO INCOMPLETE GRADES • No ↓40 or ↑100
4/01/27	Report Cards released in Alma

Quarter 4	
5/28/27	End of Quarter 4
6/1/27	Grades due in Alma by 3:00 PM: NO INCOMPLETE GRADES • No ↓40 or ↑100
6/4/27	Report Cards released in Alma

Teacher Absence: Illness

- If it becomes necessary for a teacher to miss school due to illness, he/she must utilize the Frontline system no later than 6:30 a.m. of the day they intend to be off.
- Teachers must call off if missing an in-service day even though a substitute is not needed.
- If a faculty member becomes ill during the day, he/she should notify an administrator and the Office as soon as possible so that arrangements for class coverage can be arranged. As soon as you are able, be sure to enter a half day in Frontline or a quarter day via the appropriate form. If a medical emergency occurs, notify the nurse's office first.
- Teachers will comply with contractual language in **ARTICLE XVIII** regarding longer periods of absence.

Teacher Absence: Personal Day

- If a teacher is planning to take a personal day, he/she must enter their information into Frontline at least 3 days prior to the absence. Three (3) days would be a full 72 hours, i.e. 6:30 a.m. the day before the time off is needed.
- Only ten percent of the faculty can be out of the building for a personal day on any given day.

Teacher Field Trips / Conferences

- If a teacher is requesting to attend a conference or field trip, he/she must fill out the Conference/Training Request Google Form and submit it to the building principal for approval. The request is then forwarded to the district level and if approved, forwarded to the school board for their approval.
- **These requests must adhere to the timetable for submitting requests to the school board. Agenda items are due at 9:00 a.m., six (6) business days prior to the first Monday of the month.** If you do not get your item signed by the building principal and into the Superintendent's secretary by the deadline, you will need to submit it for the following month. If the date of the event/workshop, etc. is prior to the next month's meeting, the Board will not ratify a request. To be safe, you should plan to submit requests 2 months prior to the date of the event/workshop, etc. If the request is late, it will not be considered.

Technical Equipment Usage

- There are many instances in which technical equipment will be used by students; most of the time this will entail use of computers and calculators. **It is the responsibility of the teacher to keep track of this equipment.**
- Classroom sets of calculators must be numbered and accounted for at the end of each period. Storing calculators in the open invites students to simply pick one up on the way out the door. When you have students working on computers, you must be vigilant about keeping an eye on the equipment. Students should ***never*** be given "free time" on the computers. This is an invitation for improper internet use, equipment damage and equipment theft. **It is the administration's expectation that all teachers will take precautions when their students are working with technical equipment.**

Student Disciplinary Procedures & Expectations

Student Discipline Policy

District Policy 218-Student Discipline can be viewed in its entirety at www.eawildcats.net.

The East Allegheny School District believes it is the responsibility of the school, home and community to provide an atmosphere of purpose and concern for education and the individual. Everyone in the school community must assume a role in providing an orderly school environment. An orderly school environment requires a code of discipline that defines responsibilities, categorizes unacceptable behaviors and provides for appropriate disciplinary responses and options. A discipline code must:

- Be preventative in nature.
- Promote self-discipline and personal responsibility.
- Concern itself with the welfare of the individual and the school community.
- Promote a positive relationship among students, parents/guardians and the school staff.
- Distinguish between minor and serious infractions as well as between first and repeated infractions.
- Be reasonable and consistent.

A set of rules does not replace the administrator's judgment in the review of discipline incidents. Discretion may be exercised considering disclosed circumstances regarding exclusionary discipline; however, students will be held accountable for their behavior appropriately.

Students cannot learn unless they feel safe. The health, safety, and welfare of our students is in the highest regard.

The Discipline Policy can be viewed in its entirety at www.eawildcats.net.

Faculty Role In the Disciplinary Process

- All teachers have the absolute right to stop, question, and discipline any student at any time. This **does not** give a teacher the right to strike or otherwise injure a student in the name of discipline. A teacher does have the right to protect themselves, other students, restrain a student and/or break up a fight. Any student being questioned by a faculty member must furnish his/her name and other pertinent information. Failure to do so will result in disciplinary action.
- Teachers should always take a proactive stance when dealing with parents/guardians.
- Remember that you set the tone for your classes on the first day. Your students must know that your class is one that is conducted in an academic atmosphere.
- We are here to educate students in such an atmosphere, no matter which level of class they are enrolled in.
- Teachers are encouraged to document parent/guardian conferences and contacts.
- Steps taken to improve student behavior and academics should also be documented.

Behavioral Flow Chart

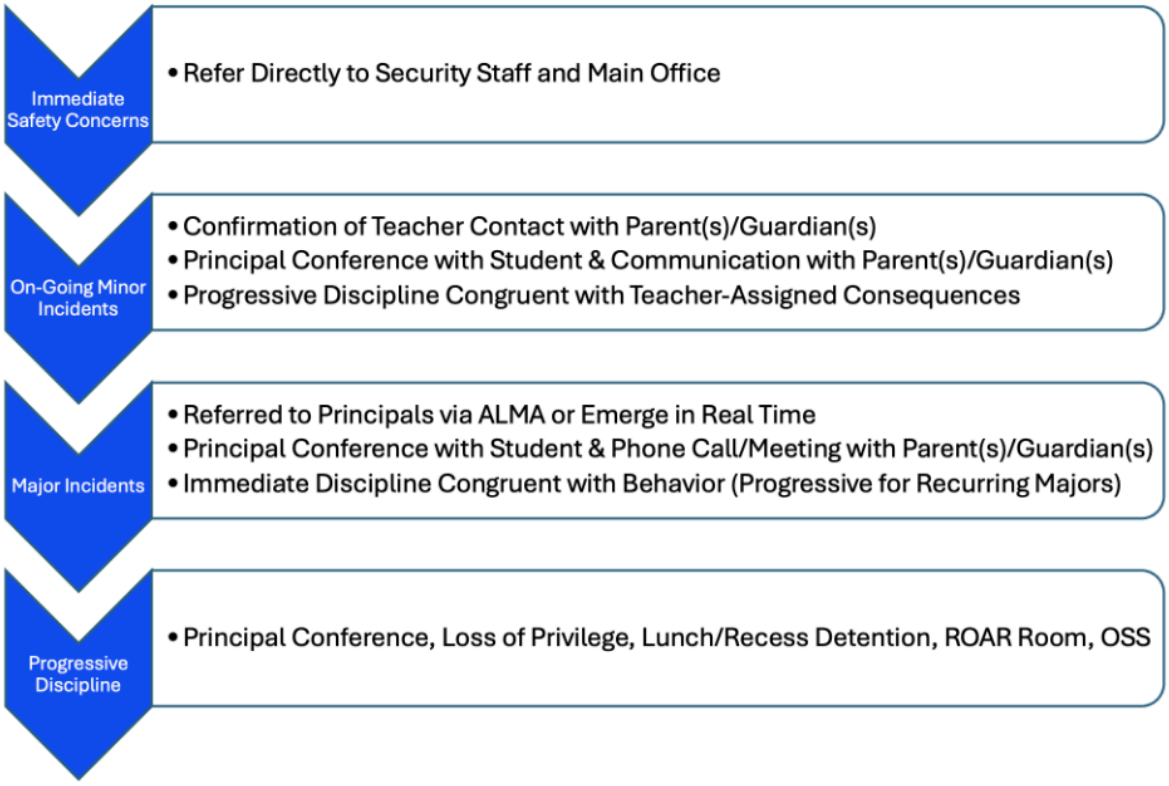
MINOR INCIDENTS *Teacher-Managed*	MAJOR INCIDENTS *Office-Managed*
• Disrespect or Defiance • Class Disruption • Horseplay • Teasing or Pestering • Inappropriate Language • Inappropriate Gestures • Misuse of Technology • Cell Phone Possession • Tardiness • Class Cut • Dress Code Violation • Academic Dishonesty • Out of Area	• Bullying / Cyberbullying • Damage, Destruction, or Vandalism of Personal or School Property • Fighting or Physical Altercations • Physical Aggression • Harrassment • Inappropriate Touching, Sexual Behavior or Language • Verbal Aggression Toward Staff • Bus Misconduct • Theft • Eloping from Building • Acts of Discrimination • Possession of Weapon or Contraband

ADDRESSING MINOR INCIDENTS

Step #1	• Teach Behavioral Expectations & Redirect Student
Step #2	• Verbal Warning & Reteach Appropriate Behavior
Step #3	• Documented Parent Communication & Collaboration
Step #4	• Restorative/Reflective Conversation, Facilitated Apology, Teacher-Student Meeting (Behavior Chart, Goal Setting, etc.)
Step #5	• Loss of Privilege, Re-Do Opportunity, Relocation in Class, Hallway, Lunch, etc.
Step #6	• Collaborate with School Counselors, Behavioral Specialist, Social Worker, etc.
ALMA	• Behavioral Description, Confirmed Parent Communication, and Intervention Attempts Documented on ALMA

On-going or repeated student behaviors that qualify as minor incidents can be either teacher-managed or principal-managed. If referred to the office on Alma, parent communication via phone must be ensured and documented

ADDRESSING MAJOR INCIDENTS



Child Abuse or Suspected Child Abuse or Neglect

Students under 18 years of age
Report the problem to the Guidance Department, the nurse and/or an administrator immediately, so that a staff member will be able to meet with the student before the school day ends. Keep an anecdotal record of your observations including comments made by the student. Include date and time.

Child abuse includes acts of:

- Non-accidental physical injury. (Within two years)
- Non-accidental mental injury. (Within two years)
- Sexual abuse (No statute of limitation)
- Serious physical neglect.
- Acts or failure to act that creates an imminent risk of serious physical injury, sexual abuse, or exploitation.

Mandated reporters, by law **(PA Child Protective Services Act 1975)** must report suspected abuse when they come into contact with children in the course of their employment. You must report when you have a reason to suspect, or on the basis of your medical, professional or other training and experience, that a child coming before you in your professional or official capacity is an abused or neglected child.

The Child Protective Services Law provides that any required reporter who willfully fails to report a case of child abuse shall be guilty of a summary offense. It also provides immunity from any liability for any person dealing in good faith.

Report your observations to the guidance counselor or nurse as soon as possible. Although **YOU** must by law make the report (It's second-hand information otherwise), the guidance staff, nurse and administrators are very familiar with the process and will walk you through it step by step, assisting you as needed.

When in doubt report. Remember that the court can hold you accountable for information you had but did not act upon in a timely manner.

Suspect abuse? Report it! Call ChildLine at 1-800-932-0313.

East Allegheny JSHS

CSI School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
East Allegheny JSHS		103022803
Address 1		
1150 Jacks Run Rd		
Address 2		
City	**State**	**Zip Code**
North Versailles	PA	15137
Chief School Administrator		**Chief School Administrator Email**
Mr Joseph DiLucente		jdilucente@eawildcats.net
Principal Name		
R.J. Long		
Principal Email		
rlong@eawildcats.net		
Principal Phone Number		**Principal Extension**
412-824-8012		4182
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Dina Hartford		dina.hartford@aiu3.net

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
R.J. Long	Principal	East Allegheny Jr/Sr HS	rlong@eawildcats.net
Joe DiLucente	Chief School Administrator	East Allegheny School District	jdilucente@eawildcats.net
Emilia Mattucci	Teacher	East Allegheny Jr/Sr HS	emattucci@eawildcats.net
Hope Gerbi	Data Analyst	East Allegheny Jr/Sr HS	hgerbi@eawildcats.net
Dennis Edwards	Teacher	East Allegheny Jr/Sr HS	dedwards@eawildcats.net
Kathy Chenot	Teacher	East Allegheny Jr/Sr HS	kchenot@eawildcats.net
Marcie Sippey	Teacher	East Allegheny Jr/Sr HS	msippey@eawildcats.net
Becca Anselmo	Teacher	East Allegheny Jr/Sr HS	ranselmo@eawildcats.net
Candice Tedesco	Teacher	East Allegheny Jr/Sr HS	ctedesco@eawildcats.net
Rick Yeager	Teacher	East Allegheny Jr/Sr HSry	ryeager@eawildcats.net
Brendan Walk	Teacher	East Allegheny Jr/Sr HS	bwalk@eawildcats.net
Lauren Cunningham	District Level Leaders	East Allegheny School District	lcunningham@eawildcats.net
Mike Toole	District Level Leaders	East Allegheny School District	mtoole@eawildcats.net
Devin Milbourne	Principal	East Allegheny Jr/Sr HS	dmilbourne@eawildcats.net
Kristen Keleschenyi	Parent	Parent	kkeleschenyi@annefrank.com
Erik Meredith	Board Member	Board Member	emeredith@icloud.com
Toni Lucas	Paraprofessional	East Allegheny Jr/Sr HS	tlucas@eawildcats.net
Kate Petrosky	Student	East Allegheny Jr/Sr HS	kpetrosky27@eawildcats.net

Vision for Learning

Vision for Learning

Our Vision The East Allegheny School District, in partnerships with families and the community, responsibly engages, inspires and prepares each student for individual success, citizenship and life in the 21st century. Our Mission The mission of the East Allegheny School District is to recognize that each student is unique and that through cooperation with parents, community and schools, each student will have educational opportunities to achieve individual success within district fiscal constraints.

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

Statewide average for 24-25 was 49.9% proficient & advanced in ELA. East Allegheny's Proficient Advanced rate was 29.2%, which was over 20% lower than the state average. 92.1% of students participated in the state assessments.

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

Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	Students with disabilities did not meet the target but showed growth from 7..6% in 23-24 to 9.1% in 24-25.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	African-American/Black students did not meet the target and declined from 23.3% in 23-24 to 16.8% in 24-25.
White	White students did not meet the target and declined from 43.4% in 23-24 to 39% in 24-25.
Multi-Racial (not Hispanic)	Multi-Racial (not Hispanic) students did not meet the target and declined from 36.4% in 23-24 to 27.5% in 24-25.
Economically Disadvantaged	Economically disadvantaged students did not meet the target and declined from 32.5% in 23-24 to 22.4% in 24-25.
Combined Ethnicity	Combined ethnicity students did not meet the target and declined from 28.9% in 23-24 to 21.5% in 24-25.

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

Statewide average for 24-25 was 41.7% proficient & advanced in Math. East Allegheny's Proficient Advanced rate was 10.3%, which was over 30% lower than the state average. 90.2% of students participated in the state assessments. The All Student Group, however, rose to 10.3% in 24-25 from 7.7% in 23-24.

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

Strengths

ESSA Student Subgroups	Indicator

African-American/Black	African-American/Black students did not meet the target but showed growth from 3.3% in 23-24 to 3.8% in 24-25.
White	White students did not meet the target but showed growth from 12.1% in 23-24 to 13.4% in 24-25.
Economically Disadvantaged	Economically disadvantaged students did not meet the target but showed growth from 5.4% in 23-24 to 6.7% in 24-25.
Combined Ethnicity	Combined ethnicity students did not meet the target but showed growth from 3.5% in 23-24 to 8% in 24-25.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Students with disabilities maintained the same performance from the previous year and did not meet the state goal.
Multi-Racial (not Hispanic)	Multi-Racial students maintained the same performance from the previous year and did not meet the state goal.

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

Meeting the Statewide Growth Standard in 24-25 was a 70. Statewide average growth score for 24-25 was 75.4. East Allegheny's Academic Growth Score was 68.0., which was 7.4 lower than the state average, but only 2 points lower than the Meeting the Statewide Growth Standard, which was 70. East Allegheny only missed meeting the statewide growth standard by 2 points in the All Student Group.

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

Strengths

ESSA Student Subgroups	Indicator
White	White students met the Growth Goal at 72 in 24-25, which increased from 60.7 in 23-24.
Economically Disadvantaged	Economically disadvantaged students met the Growth Goal at 71 in 24-25, which increased from 64.7 in 23-24.
Students with Disabilities	Students with Disabilities met the Growth Goal at 72 in 24-25, which increased from 68 in 23-24.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Black students did not meet the Growth Goal with a 63 in 24-25, which decreased rom 69.3 in 23-24.
Combined Ethnicity	Combined ethnicty students did not meet the Growth Goal with a 66 in 24-25, which decreased rom 67.3 in 23-24.

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

Meeting the Statewide Growth Standard in 24-25 was a 70. Statewide average growth score for 24-25 was 74.9. East Allegheny's Academic Growth Score was 50, which was nearly 25 points lower than the state average and 20 points lower than the Statewide Growth Standard.

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

Strengths

ESSA Student Subgroups	Indicator
African-American/Black	Black students met the Growth Goal at 70 in 24-25, which maintained as 70 in 23-24.
Students with Disabilities	Students with Disabilities exceeded the Growth Goal at 75 in 24-25, which increased from 65.5 in 23-24.
Multi-Racial (not Hispanic)	Multi-Racial (not Hispanic) students did not meet the Growth Goal at 67 in 24-25, but increased from 56 in 23-24.
Combined Ethnicity	Combined ethnicity students did not meet the Growth Goal at 64 in 24-25, but increased from 58.3 in 23-24.

Challenges

ESSA Student Subgroups	Indicator
White	White students did not meet the Growth Goal at 500 in 24-25, which maintained as 50 in 23-24.
Economically Disadvantaged	Economically disadvantaged students did not meet the Growth Goal at 50 in 24-25, which decreased from 50.3 in 23-24.

English Language Growth and Attainment

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

Comments/Notable Observations

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

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Regular Attendance

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

Comments/Notable Observations

Percentage of students not chronically absent in 23-24 was 48.1%, which is well below the startwide average of 79.6% and the statewide performance standard of 94.1%.

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

Strengths

ESSA Student Subgroups	Indicator
Multi-Racial (not Hispanic)	Although not meeting the standard, Multi-racial (not Hispanic) students had an attendance rate of 43% in 23-24, an decrease from 41.7% in 22-23.
Economically Disadvantaged	Although not meeting the standard, Economically disadvantaged students had an attendance rate of 47.5% in 23-24, an decrease from 44.8% in 22-23.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Black students had an attendance rate of 42.6% in 23-24, a decrease from 45.4% in 22-23.
Hispanic	Black students had an attendance rate of 50% in 23-24, a decrease from 54.5% in 22-23.
White	White students had an attendance rate of 53.3% in 23-24, a decrease from 56.8% in 22-23.
Students with Disabilities	Black students had an attendance rate of 46.1% in 23-24, a decrease from 48.4% in 22-23.
Combined Ethnicity	Combined ethnicity students had an attendance rate of 43.2% in 23-24, a decrease from 45.2% in 22-23.

Career Standards Benchmark

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

Comments/Notable Observations

100% of students met the Career Standards Benchmark, with the statewide average being 91.5% and the Statewide Performance Standard at 98%, East Allegheny exceeded the Statewide Performance Standard.

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

Strengths

ESSA Student Subgroups	Indicator
White	White students increased from 99% in 23-24 to 100% in 24-25.

Challenges

ESSA Student Subgroups	Indicator

Economically Disadvantaged	100% of Economically Disadvantaged students met this goal, but will need support to maintain this.

High School Graduation Rate Four-Year Cohort

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

Comments/Notable Observations

The graduation rate for the All Student Group is 86.1% for 23-24, which is 1.9% the Statewide Average of 88% and below the 92.4% Statewide Goal for 2033.

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

Strengths

ESSA Student Subgroups	Indicator
African-American/Black	86% of Black Students Graduated in 24-25, which is a increase from 66.7% in 23-24.
African-American/Black	83.6% of Black Students Graduated in 24-25, which is a increase from 81.1% in 23-24.
Students with Disabilities	81.3% of Black Students Graduated in 24-25, which is a increase from 60% in 23-24.

Challenges

ESSA Student Subgroups	Indicator
White	91% of Black Students Graduated in 24-25, which is a decrease from 92.1% in 23-24.

Summary

Strengths

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

All Student Group Did Not Meet Interim Goal/Improvement Target.
Students with disabilities did not meet the target but showed growth.
Statewide average for 24-25 was 41.7% proficient & advanced in Math. East Allegheny's Proficient Advanced rate was 10.3%, which was over 30% lower than the state average. 90.2% of students participated in the state assessments.
Students with disabilities did not meet the target but showed growth from 3.3% in 23-24 to 3.8% in 24-25.

Challenges

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

All Student Group Did Not Meet Interim Goal/Improvement Target.

African-American/Black students did not meet the target and declined from 23.3% in 23-24 to 16.8% in 24-25.
White students did not meet the target and declined from 43.4% in 23-24 to 39% in 24-25.
Multi-Racial (not Hispanic) students did not meet the target and declined from 36.4% in 23-24 to 27.5% in 24-25.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Classroom Diagnostic Exam (CDT) ELA Grade 7	24% of students made more than one SEM of growth on the ELA Grade 7 CDT.
Classroom Diagnostic Exam (CDT) ELA Grade 8	34% of students made more than one SEM of growth on the ELA Grade 8 CDT.

English Language Arts Summary

Strengths

Grade 8 ELA had 34% of students making more than 1 SEM of growth.

Challenges

The ELA CDTs did not meet with benchmark of 40% of students demonstrating 1 SEM of Growth in the 25-26 school year.

Mathematics

Data	Comments/Notable Observations
Classroom Diagnostic Exam (CDT) Math Grade 7	7th Graders grew from 27.27% on the Q2 CDT to 27.40% on the Q3 CDT.
Classroom Diagnostic Exam (CDT) Math Grade 8	8th Graders grew from 26.67% on the Q2 CDT to 55.17% on the Q3 CDT.
Classroom Diagnostic Exam (CDT) Math Algebra I	Algebra students grew from 25% on the Q2 CDT to 45% on the Q3 CDT.

Mathematics Summary

Strengths

Significant growth in 8th Grade Math from Q2 to Q3 CDT (28% increase).
Significant growth in Algebra from Q2 to Q3 CDT (20% increase).

Challenges

7th Grade Math showed minimal growth from Q2 to Q3 CDT (.2% increase).

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Did not administer the CDTs due to the conversion to STEEL Standards.	Did not administer the CDTs due to the conversion to STEEL Standards.

Science, Technology, and Engineering Education Summary

Strengths

Did not administer the CDTs due to the conversion to STEEL Standards.

Challenges

Did not administer the CDTs due to the conversion to STEEL Standards.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Smart Futures	99.5% of our students achieved their Act 339 plan needs.
College & Career Measures	Exceeding state average and statewide 2033 goal based on Career Standards Benchmarks.

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.

99.5% of our students achieved their Act 339 plan needs in the Smart Futures Platform.
Exceeding state average and statewide 2033 goal based on Career Standards Benchmarks.
35.8% of students in Grades 9 - 12 are engaged in Industry-Based Learning in 24-25, which increased from 31.8% in 23-24 - which exceeds the Statewide Performance Standard of 30.7%.
Exceeded the Advanced on Industry-Based Competency Assessment All Student Group with 7.3% - which exceeds the 6.8% Statewide 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.

30.6% of Black students were advanced on Industry Standards-Based Competency, in 24-25 which decreased from 44.7% in 23-24.

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
EMetric Keystone Algebra I: Spring 2025, Winter 2025-2026	According to EMetric for the Spring 2025 and Winter 2025-2026 Keystone wave, 9.6% of students with disabilities reached proficient/advanced on the Algebra I Keystone. the 2023-2024 rate was 0%. This does not include the larger wave of Spring 2026, which data is not yet available.
EMetric Keystone Literature: Spring 2025, Winter 2025-2026	According to EMetric for the Spring 2025 and Winter 2025-2026 Keystone wave, 20.8% of students with disabilities reached proficient/advanced on the Literature Keystone. The 2023-2024 rate was 3.6%. This does not include the larger wave of Spring 2026, which data is not yet available.
EMetric PSSA: Math and ELA, Grades 7 & 8	According to EMetric for the 2024-2025 School Year, Students with IEPS: Grade 7 Proficient/Advanced in ELA = 7.7%. Grade 7 Proficient/Advanced in Math: 3.8%. Grade 8 Proficient/Advanced in ELA: 35.9%. Grade 8 Proficient/Advanced in Math: 5.7%.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
EMetric Keystone Algebra I: Spring 2025, Winter 2025-2026	According to EMetric for the Spring 2025 and Winter 2025-2026 Keystone wave, 20.8% of students with disabilities reached proficient/advanced on the Algebra I Keystone. the 2023-2024 rate was 11.7%. This does not include the larger wave of Spring 2026, which data is not yet available.
EMetric Keystone Literature: Spring 2025, Winter 2025-2026	According to EMetric for the Spring 2025 and Winter 2025-2026 Keystone wave, 55% of students with disabilities reached proficient/advanced on the Literature Keystone. The 2023-2024 rate was 20%. This does not include the larger wave of Spring 2026, which data is not yet available.
EMetric PSSA: Math and ELA, Grades 7 & 8	According to EMetric for the 2024-2025 School Year, Students with IEPS: Grade 7 Proficient/Advanced in ELA = 18.4%. Grade 7 Proficient/Advanced in Math: 4.6%. Grade 8 Proficient/Advanced in ELA: 30.9%. Grade 8 Proficient/Advanced in Math: 1.8%.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	According to Emetric, 33.3% of Black students were proficient on the Literature Keystone in the winter of 25-26. According to Emetric, 0% of Black students were proficient on the Algebra I Keystone in the winter of 25-26.

White	According to Emetric, 15.4% of White students were proficient on the Literature Keystone in the winter of 25-26. According to Emetric, 7.1% of White students were proficient on the Algebra I Keystone in the winter of 25-26.
2 or More Races	According to Emetric, 12.5% of Multi-racial students were proficient on the Literature Keystone in the winter of 25-26. According to Emetric, 0% of Multi-racial students were proficient on the Algebra I Keystone in the winter of 25-26.
Hispanic	According to Emetric, 100% of Hispanic students were proficient on the Literature Keystone in the winter of 25-26. According to Emetric, 0% of Hispanic students were proficient on the Algebra I Keystone in the winter of 25-26.

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.

Spring 2025 and Winter 2025-2026 Keystone wave, 55% of students with disabilities reached proficient/advanced on the Literature Keystone.
Spring 2025 and Winter 2025-2026 Keystone wave, 20.8% of students with disabilities reached proficient/advanced on the Algebra I Keystone.

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.

According to Emetric, 0% of Black students, Multi-Racial Students, and Hispanic Students were proficient on the Algebra I Keystone in the winter of 25-26.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

Summary

Strengths

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

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Essential Practice 11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically. School Wide Positive Behavioral Interventions and Supports exceeded our fidelity check with 87% at the end of the 25-26 school year. School-wide expectations were updated, PBIS teams were created for both the junior and senior high led by faculty coaches. Training for staff and students occurred multiple times in the spring semester. Secured PBIS rewards system to award students positive points for meeting and exceeding expectations. Collaborated with the PBIS liaison from AIU3 with training, fidelity checks, and rebooting process, as well as end of year analysis of program performance - which led to the creation of action plans to address needs moving forward.
We have a new curriculum director who has set up an official curriculum cycle and professional development calendar and process that will enable us to improve our practices.
A functional MTSS structure will be implemented in the Jr/Sr HS this year, complete with processes, systems, and collaborative practices.
Implementation of IXL was piloted in the spring of 2025-2026, and it will be fully implemented with fidelity to offer Tier 2 intervention and benchmarking for students.
Essential Practice 6: Foster a culture of high expectations for success for all students, educators, families, and community members

Challenges

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

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Essential Practice 1: Align curriculum, assessments, and instruction to the PA Standards
Essential Practice 2: Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.
Essential Practice 3: Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
All Student Group Did Not Meet Interim Goal/Improvement Target.	False
Students with disabilities did not meet the target but showed growth.	False
Statewide average for 24-25 was 41.7% proficient & advanced in Math. East Allegheny's Proficient Advanced rate was 10.3%, which was over 30% lower than the state average. 90.2% of students participated in the state assessments.	False
Students with disabilities did not meet the target but showed growth from 3.3% in 23-24 to 3.8% in 24-25.	False
White students did not meet the target but showed growth from 12.1% in 23-24 to 13.4% in 24-25.	False
Economically disadvantaged students did not meet the target but showed growth from 5.4%% in 23-24 to 6.7% in 24-25.	False
Combined ethnicity students did not meet the target but showed growth from 3.5% in 23-24 to 8% in 24-25.	False
Statewide average growth score for 24-25 was 75.4. East Allegheny's Academic Growth Score was 68.0., which was 7.4 lower than the state average, but only 2% lower than the Meeting the Statewide Growth Standard, which was 70. East Allegheny only missed meeting the statewide growth standard by 2 points.	False
White students	False
Economically disadvantaged students met the Growth Goal at 71 in 24-25, which increased from 64.7 in 23-24.	False
Students with Disabilities met the Growth Goal at 72 in 24-25, which increased from 68 in 23-24.	False
Black students met the Growth Goal at 70 in 24-25, which maintained as 70 in 23-24.	False
Students with Disabilities exceeded the Growth Goal at 75 in 24-25, which increased from 65.5 in 23-24.	False
Multi-Racial (not Hispanic) students did not meet the Growth Goal at 67 in 24-25, but increased from 56 in 23-24.	False
Combined ethnicity students did not meet the Growth Goal at 64 in 24-25, but increased from 58.3 in 23-24.	False
Although not meeting the standard, Multi-racial (not Hispanic) students had an attendance rate of 43% in 23-24, an decrease from 41.7% in 22-23.	False
Although not meeting the standard, Multi-racial (not Hispanic) students had an attendance rate of 43% in 23-24, an decrease from 41.7% in 22-23.	False
100% of students met the Career Standards Benchmark.	False
The graduation rate for the All Student Group is 86.1% for 23-24, which is 1.9% the Statewide Average of 88% and below the 92.4% Statewide Goal for 2033.	False

86% of Black Students Graduated in 24-25, which is a increase from 66.7% in 23-24.	False
91% of White Students Graduated in 24-25, just short of the Statewide goal but above the state average.	False
81.3% of Black Students Graduated in 24-25, which is a increase from 60% in 23-24.	True
White students increased from 99% in 23-24 to 100% in 24-25.	False
Grade 8 ELA had 34% of students making more than 1 SEM of growth.	False
Significant growth in 8th Grade Math from Q2 to Q3 CDT (28% increase).	False
Significant growth in Algebra from Q2 to Q3 CDT (20% increase).	False
Did not administer the CDTs due to the conversion to STEEL Standards.	False
99.5% of our students achieved their Act 339 plan needs in the Smart Futures Platform.	True
Exceeding state average and statewide 2033 goal based on Career Standards Benchmarks.	True
35.8% of students in Grades 9 - 12 are engaged in Industry-Based Learning in 24-25, which increased from 31.8% in 23-24 - which exceeds the Statewide Performance Standard of 30.7%.	True
Exceeded the Advanced on Industry-Based Competency Assessment All Student Group with 7.3% - which exceeds the 6.8% Statewide Average.	False
Spring 2025 and Winter 2025-2026 Keystone wave, 55% of students with disabilities reached proficient/advanced on the Literature Keystone.	False
Spring 2025 and Winter 2025-2026 Keystone wave, 20.8% of students with disabilities reached proficient/advanced on the Algebra I Keystone.	False
Essential Practice 11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically. School Wide Positive Behavioral Interventions and Supports exceeded our fidelity check with 87% at the end of the 25-26 school year. School-wide expectations were updated, PBIS teams were created for both the junior and senior high led by faculty coaches. Training for staff and students occurred multiple times in the spring semester. Secured PBIS rewards system to award students positive points for meeting and exceeding expectations. Collaborated with the PBIS liaison from AIU3 with training, fidelity checks, and rebooting process, as well as end of year analysis of program performance - which led to the creation of action plans to address needs moving forward.	True
We have a new curriculum director who has set up an official curriculum cycle and professional development calendar and process that will enable us to improve our practices.	True
A functional MTSS structure will be implemented in the Jr/Sr HS this year, complete with processes, systems, and collaborative practices.	True
Implementation of IXL was piloted in the spring of 2025-2026, and it will be fully implemented with fidelity to offer Tier 2 intervention and benchmarking for students.	True
Essential Practice 6: Foster a culture of high expectations for success for all students, educators, families, and community members	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
All Student Group Did Not Meet Interim Goal/Improvement Target.	False
African-American/Black students did not meet the target and declined from 23.3% in 23-24 to 16.8% in 24-25.	False
White students did not meet the target and declined from 43.4% in 23-24 to 39% in 24-25.	False
Multi-Racial (not Hispanic) students did not meet the target and declined from 36.4% in 23-24 to 27.5% in 24-25.	False
Economically disadvantaged students did not meet the target and declined from 32.5% in 23-24 to 22.4% in 24-25.	False
Combined ethnicity students did not meet the target and declined from 28.9% in 23-24 to 21.5% in 24-25.	False
Students with disabilities maintained the same performance from the previous year.	False
Multi-Racial students maintained the same performance from the previous year and did not meet the state goal.	False
Black students did not meet the Growth Goal with a 63 in 24-25, which decreased rom 69.3 in 23-24.	False
Combined students did not meet the Growth Goal with a 63 in 24-25, which decreased rom 69.3 in 23-24.	False
Meeting the Statewide Growth Standard in 24-25 was a 70. Statewide average growth score for 24-25 was 75.4. East Allegheny's Academic Growth Score was 68.0., which was 7.4 lower than the state average, but only 2 points lower than the Meeting the Statewide Growth Standard, which was 70. East Allegheny only missed meeting the statewide growth standard by 2 points in the All Student Group.	False
White students did not meet the Growth Goal at 500 in 24-25, which maintained as 50 in 23-24.	False
Economically disadvantaged students did not meet the Growth Goal at 50 in 24-25, which decreased from 50.3 in 23-24.	False
Percentage of students not chronically absent in 23-24 was 48.1%, which is well below the startwide average of 79.6% and the statewide performance standard of 94.1%.	True
Black students had an attendance rate of 42.6% in 23-24, a decrease from 45.4% in 22-23.	False
Black students had an attendance rate of 50% in 23-24, a decrease from 54.5% in 22-23.	False
White students had an attendance rate of 53.3% in 23-24, a decrease from 56.8% in 22-23.	False

Black students had an attendance rate of 46.1% in 23-24, a decrease from 48.4% in 22-23.	False
Combined ethnicity students had an attendance rate of 43.2% in 23-24, a decrease from 45.2% in 22-23.	False
91% of Black Students Graduated in 24-25, which is a decrease from 92.1% in 23-24.	False
The ELA CDTs did not meet with benchmark of 40% of students demonstrating 1 SEM of Growth in the 25-26 school year.	False
7th Grade Math showed minimal growth from Q2 to Q3 CDT (.2% increase).	True
Did not administer the CDTs due to the conversion to STEEL Standards.	False
30.6% of Black students were advanced on Industry Standards-Based Competency, in 24-25 which decreased from 44.7% in 23-24.	False
According to Emetric, 0% of Black students, Multi-Racial Students, and Hispanic Students were proficient on the Algebra I Keystone in the winter of 25-26.	True
Essential Practice 1: Align curriculum, assessments, and instruction to the PA Standards	True
Essential Practice 2: Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	True
Essential Practice 3: Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True

Most Notable Observations/Patterns

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Percentage of students not chronically absent in 23-24 was 48.1%, which is well below the startwide average of 79.6% and the statewide performance standard of 94.1%.		True
7th Grade Math showed minimal growth from Q2 to Q3 CDT (.2% increase).		False
According to Emetric, 0% of Black students, Multi-Racial Students, and Hispanic Students were proficient on the Algebra I Keystone in the winter of 25-26.		False
Essential Practice 1: Align curriculum, assessments, and instruction to the PA Standards	There is currently not a written curriculum that is aligned horizontally or vertically in grades K-12. Curriculum mapping was conducted several years ago, but aligning those maps to to standards and creating viable curriculum was not completed.	True
Essential Practice 2: Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	Established as a high priority through root cause analysis, as it is merely emerging in our district and not currently operational.	True
Essential Practice 3: Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Established as a high priority through root cause analysis, as it is merely emerging in our district and not currently operational.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
81.3% of Black Students Graduated in 24-25, which is a increase from 60% in 23-24.	
99.5% of our students achieved their Act 339 plan needs in the Smart Futures Platform.	
Exceeding state average and statewide 2033 goal based on Career Standards Benchmarks.	
35.8% of students in Grades 9 - 12 are engaged in Industry-Based Learning in 24-25, which increased from 31.8% in 23-24 - which exceeds the Statewide Performance Standard of 30.7%.	
Essential Practice 11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally,	

intellectually and physically. School Wide Positive Behavioral Interventions and Supports exceeded our fidelity check with 87% at the end of the 25-26 school year. School-wide expectations were updated, PBIS teams were created for both the junior and senior high led by faculty coaches. Training for staff and students occurred multiple times in the spring semester. Secured PBIS rewards system to award students positive points for meeting and exceeding expectations. Collaborated with the PBIS liaison from AIU3 with training, fidelity checks, and rebooting process, as well as end of year analysis of program performance - which led to the creation of action plans to address needs moving forward.	
We have a new curriculum director who has set up an official curriculum cycle and professional development calendar and process that will enable us to improve our practices.	
A functional MTSS structure will be implemented in the Jr/Sr HS this year, complete with processes, systems, and collaborative practices.	
Implementation of IXL was piloted in the spring of 2025-2026, and it will be fully implemented with fidelity to offer Tier 2 intervention and benchmarking for students.	
Essential Practice 6: Foster a culture of high expectations for success for all students, educators, families, and community members	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we continue to make school a place where students feel safe, comfortable, and supported, while also actively engaging with families to discuss the importance of coming to school regularly, we will continue to see a reduction in chronic absenteeism as we have since 2022-2023.
	If we align curriculum, assessments, and instruction to the PA Standards, teachers will know exactly what they should be teaching and assessing at every grade level through ongoing K-12 collaboration facilitated by district administration and department chairs, then students will receive a cohesive and standards-based education that ensures consistency in K-12 learning expectations and prepares them for academic success.
	If we use systematic, collaborative planning processes, then instruction will be more coordinated, aligned, and evidence-based, ensuring consistency in teaching practices, effective use of resources, and improved student learning outcomes - which fosters teamwork among educators, enhances instructional quality, and supports data-driven decision-making to meet diverse student needs.
	If we use a variety of assessments, including diagnostic, formative, and summative assessments that are aligned to standards and common across grade levels to monitor student learning, then we can gather comprehensive data to identify student needs, adjust instructional practices using formative assessment data daily, and improve learning outcomes effectively.

Goal Setting

Priority: If we continue to make school a place where students feel safe, comfortable, and supported, while also actively engaging with families to discuss the importance of coming to school regularly, we will continue to see a reduction in chronic absenteeism as we have since 2022-2023.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By May 2027, East Allegheny Jr/Sr High School 70% of students will attend school regularly (missing less than 18 days).			
Measurable Goal Nickname (35 Character Max)			
Attendance Growth			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By the end of the first quarter 85% of students will attend school regularly (missing less than 18 days).	By the end of the 2nd quarter 80% of students will attend school regularly (missing less than 18 days).	By the end of the 3rd quarter 75% of students will attend school regularly (missing less than 18 days).	By the end of the 4th quarter 70% of students will attend school regularly (missing less than 18 days).

Priority: If we align curriculum, assessments, and instruction to the PA Standards, teachers will know exactly what they should be teaching and assessing at every grade level through ongoing K-12 collaboration facilitated by district administration and department chairs, then students will receive a cohesive and standards-based education that ensures consistency in K-12 learning expectations and prepares them for academic success.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
40% of students will demonstrate growth of at least 90 Diagnostic points on ELA IXL Level Up Diagnostic in the 2025-2026 school year in Grades 7-10 ELA classes, administered three times per year in the fall, winter, and spring, as growth of 90-100 Diagnostic Points represents one year's worth of growth.			
Measurable Goal Nickname (35 Character Max)			
ELA IXL Benchmark Growth			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Initial Implementation of the IXL Level Up Diagnostic Benchmark	30% of students will demonstrate growth of at least 30 Diagnostic Points between the Fall and Winter administration of the IXL Level Up Benchmark.	35% of students will demonstrate growth of at least 60 Diagnostic Points between the Fall and Winter administration of the IXL Level Up Benchmark.	40% of students will demonstrate growth of at least 90 Diagnostic Points between the Fall and Winter administration of the IXL Level Up Benchmark.

Priority: If we use systematic, collaborative planning processes, then instruction will be more coordinated, aligned, and evidence-based, ensuring consistency in teaching practices, effective use of resources, and improved student learning outcomes - which fosters teamwork among educators, enhances instructional quality, and supports data-driven decision-making to meet diverse student needs.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
40% of students will demonstrate growth of at least 90 Diagnostic points on Math IXL Level Up Diagnostic in Grades 7, 8, Pre-Algebra and Algebra I classes in the 2025-2026 school year, administered three times per year in the fall, winter, and spring, as growth of 90-100 Diagnostic Points represents one year's worth of growth.			
Measurable Goal Nickname (35 Character Max)			
Math IXL Benchmark Growth			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Initial Implementation of the IXL Level Up Diagnostic Benchmark	30% of students will demonstrate growth of at least 30 Diagnostic Points between the Fall and Winter administration of the IXL Level Up Benchmark.	35% of students will demonstrate growth of at least 60 Diagnostic Points between the Fall and Winter administration of the IXL Level Up Benchmark.	40% of students will demonstrate growth of at least 90 Diagnostic Points between the Fall and Winter administration of the IXL Level Up Benchmark.

Priority: If we use a variety of assessments, including diagnostic, formative, and summative assessments that are aligned to standards and common across grade levels to monitor student learning, then we can gather comprehensive data to identify student needs, adjust instructional practices using formative assessment data daily, and improve learning outcomes effectively.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By May 2026, 100% of English Language Arts summative assessments in Grades 7-10 will be properly aligned to Reading and Writing Grade Level Standards, as measured by collaborative assessment reviews at department meetings and quarterly assessment audits.			
Measurable Goal Nickname (35 Character Max)			
ELA Assessment Alignment			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
25% of Assessments will be properly aligned to appropriate Reading and Writing Grade Level Standards.	50% of Assessments will be properly aligned to appropriate Reading and Writing Grade Level Standards.	75% of Assessments will be properly aligned to appropriate Reading and Writing Grade Level Standards.	100% of Assessments will be properly aligned to appropriate Reading and Writing Grade Level Standards.

Action Plan

Measurable Goals

Attendance Growth	ELA IXL Benchmark Growth
Math IXL Benchmark Growth	ELA Assessment Alignment

Action Plan For: Using Data to Inform Instruction

Measurable Goals:
• 40% of students will demonstrate growth of at least 90 Diagnostic points on ELA IXL Level Up Diagnostic in the 2025-2026 school year in Grades 7-10 ELA classes, administered three times per year in the fall, winter, and spring, as growth of 90-100 Diagnostic Points represents one year's worth of growth. • 40% of students will demonstrate growth of at least 90 Diagnostic points on Math IXL Level Up Diagnostic in Grades 7, 8, Pre-Algebra and Algebra I classes in the 2025-2026 school year, administered three times per year in the fall, winter, and spring, as growth of 90-100 Diagnostic Points represents one year's worth of growth.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Administer the initial IXL Level Up Diagnostic in the following YEAR LONG COURSES: Math (Grades 7, 8, Pre-Algebra and Algebra I) ELA (Grades 7 & 8)		2026-08-24	2026-09-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Devin Milbourne (Jr. High Assistant Principal), R.J. Long (Jr/Sr HS Principal), Lauren Cunningham (Executive Director of Curriculum, Assessment, & Innovation.	IXL Level Up Benchmark, Student Chromebooks	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Administer the Fall IXL Level Up Diagnostic in the following YEAR LONG COURSES: Math (Grades 7, 8, Pre-Algebra and Algebra I) ELA (Grades 7 & 8)		2026-10-05	2026-10-16
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Devin Milbourne (Jr. High Assistant Principal), R.J. Long (Jr/Sr HS Principal), Lauren Cunningham (Executive Director	IXL Level Up Benchmark, Student Chromebooks	No	

of Curriculum, Assessment, & Innovation.			

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Administer the Winter IXL Level Up Diagnostic in the following YEAR LONG COURSES: Math (Grades 7, 8, Pre-Algebra and Algebra I) ELA (Grades 7 & 8)		2027-01-13	2027-01-22
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Devin Milbourne (Jr. High Assistant Principal), R.J. Long (Jr/Sr HS Principal), Lauren Cunningham (Executive Director of Curriculum, Assessment, & Innovation.	IXL Level Up Benchmark, Student Chromebooks	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Administer the Spring IXL Level Up Diagnostic in the following YEAR LONG COURSES: Math (Grades 7, 8, Pre-Algebra and Algebra I) ELA (Grades 7 & 8)		2027-04-05	2027-04-16
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Devin Milbourne (Jr. High Assistant Principal), R.J. Long (Jr/Sr HS Principal), Lauren Cunningham (Executive Director of Curriculum, Assessment, & Innovation.	IXL Level Up Benchmark, Student Chromebooks	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Administer the initial IXL Level Up Diagnostic in the following SEMESTER LONG COURSES in FALL 2026: ELA: Grades 9 & 10		2026-08-24	2026-08-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Devin Milbourne (Jr. High Assistant Principal), R.J. Long (Jr/Sr HS Principal), Lauren Cunningham (Executive Director	IXL Level Up Benchmark, Student Chromebooks	No	

of Curriculum, Assessment, & Innovation.			

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Administer the First IXL Level Up Diagnostic in the following SEMESTER LONG COURSES in FALL 2026: ELA: Grades 9 & 10		2026-09-21	2026-09-25
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Devin Milbourne (Jr. High Assistant Principal), R.J. Long (Jr/Sr HS Principal), Lauren Cunningham (Executive Director of Curriculum, Assessment, & Innovation.	IXL Level Up Benchmark, Student Chromebooks	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Administer the Second IXL Level Up Diagnostic in the following SEMESTER LONG COURSES in FALL 2026: ELA: Grades 9 & 10		2026-11-02	2026-11-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Devin Milbourne (Jr. High Assistant Principal), R.J. Long (Jr/Sr HS Principal), Lauren Cunningham (Executive Director of Curriculum, Assessment, & Innovation.	IXL Level Up Benchmark, Student Chromebooks	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Administer the Third IXL Level Up Diagnostic in the following SEMESTER LONG COURSES in FALL 2026: ELA: Grades 9 & 10		2026-12-14	2026-12-18
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Devin Milbourne (Jr. High Assistant Principal), R.J. Long (Jr/Sr HS Principal), Lauren Cunningham (Executive Director of Curriculum, Assessment, & Innovation.	IXL Level Up Benchmark, Student Chromebooks	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Administer the Initial IXL Level Up Diagnostic in the following SEMESTER LONG COURSES in SPRING 2027: ELA: Grades 9 & 10		2027-01-13	2027-01-22
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Devin Milbourne (Jr. High Assistant Principal), R.J. Long (Jr/Sr HS Principal), Lauren Cunningham (Executive Director of Curriculum, Assessment, & Innovation.	IXL Level Up Benchmark, Student Chromebooks	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Administer the First IXL Level Up Diagnostic in the following SEMESTER LONG COURSES in SPRING 2027: ELA: Grades 9 & 10		2027-02-08	2027-02-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Devin Milbourne (Jr. High Assistant Principal), R.J. Long (Jr/Sr HS Principal), Lauren Cunningham (Executive Director of Curriculum, Assessment, & Innovation.	IXL Level Up Benchmark, Student Chromebooks	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Administer the Second IXL Level Up Diagnostic in the following SEMESTER LONG COURSES in SPRING 2027: ELA: Grades 9 & 10		2027-03-15	2027-03-19
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Devin Milbourne (Jr. High Assistant Principal), R.J. Long (Jr/Sr HS Principal), Lauren Cunningham (Executive Director of Curriculum, Assessment, & Innovation.	IXL Level Up Benchmark, Student Chromebooks	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer the Third IXL Level Up Diagnostic in the following SEMESTER LONG COURSES in SPRING 2027: ELA: Grades 9 & 10		2027-05-03	2027-05-07
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Devin Milbourne (Jr. High Assistant Principal), R.J. Long (Jr/Sr HS Principal), Lauren Cunningham (Executive Director of Curriculum, Assessment, & Innovation.	IXL Level Up Benchmark, Student Chromebooks	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Meet quarterly to discuss IXL growth reports to inform instruction for student performance through department meetings and data team meetings.		2026-09-07	2027-05-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Devin Milbourne (Jr. High Assistant Principal), R.J. Long (Jr/Sr HS Principal), Lauren Cunningham (Executive Director of Curriculum, Assessment, & Innovation). Department Chairs	IXL Growth Data from Level Up Benchmarking, IXL Professional Support for Data Analytics.	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
IXL diagnostic benchmark data will be examined, analyzed, and compared during quarterly data team and monthly department meetings to ensure teachers are able to identify skills students need to practice and then provide support to students through the IXL skill pathways of recommended skills to provide proper Tier 2 Intervention.		2026-09-28	2027-05-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Devin Milbourne (Jr. High Assistant Principal), R.J. Long (Jr/Sr HS Principal), Lauren Cunningham (Executive Director of Curriculum, Assessment, &	IXL Growth Data from Level Up Benchmarking, IXL Professional Support for Data Analytics.	Yes	

Innovation). Department Chairs. Teachers. Hope Gerbi, Math Specialist.			

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in student growth and achievement in Math and ELA	R.J. Long, Devin Milbourne, Lauren Cunningham. Quarterly monitoring of IXL student achievement data in data team meetings. Monthly department meetings aligning student assessments with content standards.

Action Plan For: Standards Aligned Systems of Assessment

Measurable Goals:
• By May 2026, 100% of English Language Arts summative assessments in Grades 7-10 will be properly aligned to Reading and Writing Grade Level Standards, as measured by collaborative assessment reviews at department meetings and quarterly assessment audits.

Action Step		Anticipated Start Date	Anticipated Completion Date
• Review PA Grade-Level Reading and Writing Standards for each course (Grades 7, 8, 9, 10 ELA). • Identify the priority standards that must be measured through summative assessments during the year. • Inventory all existing summative assessments and identify gaps in standards alignment.		2026-09-01	2026-09-26
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
R.J. Long (Jr/Sr HS Principal), Lauren Cunningham (Executive Director of Curriculum, Assessment, & Innovation).	Academic Standards in Reading & Writing. Teacher created assessments.	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
• Revise summative assessments to directly measure identified standards. • Develop common scoring rubrics aligned to grade-level Reading and Writing standards. • Ensure assessments include rigorous text-dependent questions and authentic writing tasks.		2026-10-05	2026-10-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
R.J. Long (Jr/Sr HS Principal), Lauren Cunningham (Executive Director of	Academic Standards in Reading & Writing. Teacher created assessments.	No	

Curriculum, Assessment, & Innovation).			

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
• Ensure writing assessments require evidence-based analysis, organization, language conventions, and grade-level complexity. • Review assessments for cognitive rigor using Webb's Depth of Knowledge (DOK). • Conduct peer review of assessments using a common quality checklist.		2026-11-02	2026-12-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
R.J. Long (Jr/Sr HS Principal), Lauren Cunningham (Executive Director of Curriculum, Assessment, & Innovation).	Academic Standards in Reading & Writing. Teacher created assessments.	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Assessments will be properly aligned to PSSA and Literature Keystone Reading & Writing Standards.	R.J. Long, Lauren Cunningham, English Department Chair, and ELA/Reading Teachers in Grades 7-10.

Action Plan For: Attendance Intervention Protocols

Measurable Goals:
• By May 2027, East Allegheny Jr/Sr High School 70% of students will attend school regularly (missing less than 18 days).

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Conduct bi-weekly attendance meetings for Grades 7-9 and Grades 10-12 to determine attendance concerns, needs, interventions, and supports.		2026-09-07	2027-05-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
R.J. Long (Principal), Devin Milbourne & Brian Ferek (Assistant Principals), Ruth Gibson (Attendance Secretary), Emilia Mattucci & Joe Pedulla (School Counselors), Shataya Taylor (Student/Family Engagement	Attendance Tracking Sheet, SAIP Plans	No	

Specialist), Brenda Parks (Pittsburgh Area Community Schools)			

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Quarterly Class Meetings with each grade level from grades 7-12, showing current attendance data trends for each grade level, and setting attendance goals for each grade level		2026-09-07	2027-05-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
R.J. Long	Attendance Data in student friendly format	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Increase in daily student attendance, decrease in chronically/habitually truant students	Bi-Weekly Attendance Meetings for Grades 7-9 and Grades 10-12 via the 7-12 Attendance Tracking & Intervention Sheet, with R.J. Long (Principal), Devin Milbourne & Brian Ferek (Assistant Principals), Ruth Gibson (Attendance Secretary), Emilia Mattucci & Joe Pedulla (School Counselors), Shataya Taylor (Student/Family Engagement Specialist), Brenda Parks (Pittsburgh Area Community Schools)

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

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

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

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

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Using Data to Inform Instruction	IXL diagnostic benchmark data will be examined, analyzed, and compared during quarterly data team and monthly department meetings to ensure teachers are able to identify skills students need to practice and then provide support to students through the IXL skill pathways of recommended skills to provide proper Tier 2 Intervention.

IXL Professional Data Analytic Support

Action Step		
• IXL diagnostic benchmark data will be examined, analyzed, and compared during quarterly data team and monthly department meetings to ensure teachers are able to identify skills students need to practice and then provide support to students through the IXL skill pathways of recommended skills to provide proper Tier 2 Intervention.		
Audience		
Administrators & Teachers		
Topics to be Included		
Data Analysis of IXL Data led by IXL Trainer		
Evidence of Learning		
Actionable analysis of the data, teachers understand the data and can use it to inform instructional and assessment planning.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Patty Dudley, IXL Rep. Devin Milbourne, Jr. High Assistant Principal. R.J. Long, Jr/Sr HS Principal. Lauren Cunningham, Executive Director of Curriculum, Assessment, & Innovation.	2026-10-05	2027-04-16

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Quarterly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Approvals & Signatures

Uploaded Files

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

East Allegheny SD
Flexible Instructional Days | 2026 - 2027

Profile

LEA Name		AUN	
East Allegheny SD		103022803	
Address Line 1			
1150 Jacks Run Rd			
Address Line 2			
City	**State**	**Zip**	
North Versailles	PA	15137	
LEA Phone Number		**LEA Phone Extension**	
4128248012			
Single Point of Contact Name			
Joe DiLucente			
Phone Number		**Phone Extension**	
4128248012		4151	
Email			
jdilucente@eawildcats.net			
Chief Administrator Name			
Mr Joseph DiLucente			
Phone Number		**Phone Extension**	
(412) 824-8012 - 4151		(412) 824-8012 - 4151	
Email			
jdilucente@eawildcats.net			

Narratives

1. **Describe the procedure for notifying all students, parents, and professional staff prior to a flexible instructional day being instituted.**

Please make sure that you address the following components in your response:

- Immediately before or on the FID, how will you notify all of your stakeholders that the district has decided to implement a FID? (Please identify all methods of communication, including the instance where the Internet is not accessible, or a power outage occurs.)
- Ensure you differentiate between informing parents/guardians and students vs staff.
- Ensure the procedure for notifying all stakeholders before a flexible instructional day is instituted is detailed and precise.

East Allegheny had been approved to hold Flexible Instruction Days for the past three years. It has been extremely well received by students, parents, faculty and administration particularly during a water main break in December. However, the district acknowledges that we must make some changes to our procedure in order to meet the requirements of this new submission for approval. This current application is a renewal of our procedures we have been employing with some changes that we will make clear to all stakeholders. All of our students, faculty, families, and other stakeholders have been informed by email and robocall to our students, parents and staff of our intention to again employ Flexible Instruction Days. Details of our use of FID Days and how our use of them will be communicated as soon as our new application is approved with these changes. All changes will be outlined on our district web site and all teachers will be in-serviced on our changes and will be aware of expectations for them and for our students. Detailed information concerning the district's Flexible Instructional Day procedures is posted on the district's website eawildcats.net. Detailed expectations will be sent home with each student in their FID Folders as well. District Open House and Orientation will also be included as opportunities to communicate. Once approved and employed, Students, Parents/Guardians, and professional staff will be informed of a Flexible Instruction Day (FID) through the District's mass notification system in the same way that school closings and delays are announced. Notifications will be distributed via the following: -phone robo-call -text and email through the district SIS (ALMA) -commercial radio and TV stations -Google Classroom Notifications -District Social Media including Facebook

2. **Describe the procedure for instituting a flexible instructional day, using your primary plan, which should allow most, if not all, students to participate on an equitable basis for a single day as a result of one of the reasons cited in Section 1506, such as severe weather.**

Please make sure that you address the following components in your response:

- What is your primary, meaning main or one, method of instruction for elementary and/or secondary students (Using devices? Internet/hotspots? Packets? Or some other primary approach?)
- How will the FID be structured? Explain or provide a sample of your daily schedule.
- Which primary mode of instruction (Synchronous/Asynchronous/Both) will you implement during the FID?
- How and when will students receive the materials so they can complete assignments/participate in the FID?
- Remember all students must be able to participate on the FID. Receiving materials after the FID would not be in compliance with Article XIII of the School Code.
- Please check the Guidance Considerations for more information on Access to Materials.

Guidance-Considerations

Include (if applicable) the use of technology and equitable accommodations for students and professional staff lacking sufficient home access to devices and/or the Internet. Faculty must distribute assignments for inclusion in a student's FID Folder that are modified and adapted to their learning needs. This includes, hands on manipulatives for life skills students if needed. If a teacher is unable to connect from home, students must complete their FID Folder assignment. This will be part of the district's robocall home when declaring a FID Day. Similarly, teachers must consider each student's IEP or 504 Plans when delivering remote instruction as they would during a normal school day. The obvious challenge to providing effective and equitable instruction during a FID day is to ensure that all students, whether participating in their remote Google Classroom Meets, FID folder activities, or those at home unable to do so receive quality instruction that is not repetitive for some and insufficient for others unable to participate. Since the pandemic, East Allegheny is now a 1:1 school district and employs most new technology such as Screencastify during the pandemic and during FID days and during a pipeline break at our High School last December. The major change in our process will be to focus our lesson plans for FID day folders to reflect what is being taught remotely in our Google Classrooms. FID lessons, both remotely joined and from the FID Folder MUST reflect Pennsylvania standards for each class and must both have an adequate assessment to determine student mastery. They also must include necessary adaptations, differentiation, and modifications for students possessing an IEP or 504 Plan (See Exemplar Lesson Plans). How will the FID day be structured? Explain your daily schedule. Should a FID Day be declared for weather related or other emergent situations, classes will be held in real time through Google Classroom according to our 2 hr delay daily class schedule at the secondary level. For students who may not have electronic access to their classes, paper backups of the lesson shall be available to accomplish mastery of lesson objectives. In order to avoid duplication of the lesson upon return of students without access to their Chromebooks or internet, teachers will be directed to conduct a live version of the lesson sent home in the student's FID Folder. Which modes of instruction will you implement during the FID? Teachers will employ Google Classroom if they themselves have access to the internet. All faculty possess Chromebooks or similar devices and have the ability to access the internet from either school or from their homes. If for some reason they do not, such as a localized power outage, students will be expected to complete their lesson from their FID Folder for the day and turn in the assignment the day they return in order to be marked "present". If they do not log in or do not turn in their assignment, they will be marked absent but excused upon return of their assignment. Include requirements pertaining to the delivery of services and specially designed instruction, which includes accommodations and modifications for students with special needs or disabilities. Should a FID Day be declared for weather related or other emergent situations, classes will be held in real time through Google Classroom according to our 2hr delay daily class schedule.

For students who may not have electronic access to their classes, paper backups of the lesson shall be available to accomplish mastery of lesson objectives. In order to avoid duplication of the lesson upon return of students without access to their Chromebooks or internet, teachers will be directed to conduct a live version of the lesson sent home in the student's FID Folder. After conducting a survey to explore the cyber needs of our families, the district has worked hard to guarantee all students access to basic internet service through Comcast's "Internet Essentials" program and our local agency partners. any student still be unable to participate electronically for any reason, the district will allow time for them to make up missed work without penalty. Should the weather or other emergent situation develop into a longer term issue, the district will follow our Continuity of Operations Plan (COOP) that has been reviewed and approved by country emergency services and the Allegheny intermediate Unit.

3. **Describe the responsibilities of professional staff during a flexible instructional day, using your primary plan.**

Please make sure that you address the following components in your response:

- Include all staff members' responsibility and availability to students who need help with assignments and the ways in which a student can contact them.
- Include staff, professionals, administrators, tech support, guidance, counselors, and health service providers and the ways in which a student can contact them.
- Include how paraprofessionals and other support staff will work with students in need of accommodations, modifications, or adaptations (Examples – students in need of special education aids and services, EL students, etc.) and the ways in which a student can contact them.

Backup plan for FID Days if Internet is down and there is no access to Google Classroom: Professional staff shall be prepared to deliver a minimum of 5 lessons on the Google Classroom platform on specific and rigorous standards based objectives. These lessons should reflect what is being covered remotely, again so to reduce redundancy and provide a similar lesson with assessment. 1. Grades K-6 will operate solely from their FID packet and any assignments populated by teachers on Google Classroom at the discretion of bullding administration. 2. They will also have 5 paper copy lessons recommended to be on identical objectives for the student's FID Folder. 3. Both electronic and hard copy lesson plans will be updated as appropriate by progression of curricular objectives and with respect for a student's IEP, Chapter 15 Agreement or English Learner Individual Language Learning Plan (EL-ILLP). 4. Faculty will record students not completing either electronic or hard copy assignments as being "absent" from their class to the attendance office. 5. Should heavy weather be predicted, the faculty will review FID procedures with students. They will also review Flexible Instruction Procedures and Plans at the beginning of each semester or whenever a student's class schedule changes. 6. Faculty must provide an assessment for both remote students and for students learning from home without remote instruction to determine needs for reteaching and reinforcement for both groups, particularly if their IEP adaptations and modifications were effective. This is nothing more than following standard expectations regardless of whether delivered during regular days or flexible instruction days. All exemplar Lesson Plans included in this application are examples of paper copy lessons that could be used if remote instruction is necessitated. Should a FID Day be declared and remote instruction is possible, faculty will follow their original lesson plan as closely as possible whether delivered remotely or in following up instruction employed through the FID Folder lessons. A copy of FID Folder Lessons will be turned into both the building principal and the relevant department chair for review to ensure that materials and resources are relevant once the FID is initiated. As explained in previous answers, students participating remotely will be marked present. Students returning assignments as required upon return, will also be marked "present". Students not returning FID assignments as outlined may be marked excused upon the satisfactory completion of FID Folder assignments. Both daily and individual class attendance will be enforced under the same board approved attendance policies and PA State Code. Parents may not excuse their child for lack of participation or completion of assignments als\though teachers will be encouraged to consider late assignments for partial credit but not for attendance purposes.

4. **What procedure will identify student participation during a flexible instructional day to enforce attendance under Article XIII, for your primary plan?**

Please make sure that you address the following components in your response:

- How do teachers keep track of attendance? How do teachers keep track of participation?
- If you are going to use completion of assignments as proof of participation then the assignments must be submitted on the FID or immediately upon return to school.
- Applicants must ensure they measure student participation during the FID and can account for student attendance.
- Students who did not participate during the FID should be reported as having either excused or unexcused absences accordingly.
- If you are using packets or doing all asynchronous teaching, how will you know that the student is completing the work on the FID because you need some evidence that the student is participating on the FID?
- Please review the Guidance Considerations for help in responding to this question.

Guidance-Considerations

The goal of the district shall be to deliver a Free and Appropriate Public Education to all of our students for all district scheduled days of school attendance. All adaptations and modifications shall be addressed according to a student's IEP, Chapter 15 Agreement or English Learner Individual Language Learning Plan (EL-ILLP) in on-line and hard copy options for instruction. 1. Professional staff shall be prepared to deliver a minimum of 5 electronic lessons on the Google Classroom platform on specific and rigorous standards based objectives. 2. They will also have 5 lessons recommended to be on identical objectives for the student's FID Folder. 3. Both electronic and hard copy lesson plans will be updated as appropriate by progression of curricular objectives and with respect for a student's IEP, Chapter 15 Agreement or English Learner Individual Language Learning Plan (EL-ILLP). 4. Faculty will record students not completing either electronic or hard copy assignments as being "absent" from their class to the attendance secretary. 5. Should heavy weather be predicted, the faculty will review FID procedures with students. They will also review Flexible Instruction

Procedures and Plans at the beginning of each semester or whenever a student's class schedule changes. 6. All professional staff including health room, IT, administration and support staff are expected to fully participate in carrying out of their assigned duties. For example, the district cafeteria workers may be instructed to provide lunches to students throughout the district as soon as feasible as we have done in the past. Counselors, the social worker, and administrators must continue their job functions with particular attention to students who may be at a disadvantage due to the flexible instruction day. IT will certainly be challenged and must be available. In the past administration and clerical staff were encouraged to report if possible when conditions permit and must have calls forwarded to their home or cell and be available electronically if possible. If the district is unable to function on at least a limited and adaptive basis, the district shall not declare a Flexible Instruction Day.

5. **What are your accommodations and modifications that are provided for diverse learners by instructors during the Flexible Instruction Day?**

Please make sure that you address the following components in your response:

- Opportunities for Accommodations and Modifications that are provided for diverse learners by instructors during the Flexible Instruction Day.
- How will your instructors adapt their learning to students that are English Learners and / or students with IEPs?
- Please check the Guidance Considerations for more information on Meeting Diverse Learner Needs.

Guidance-Considerations

See above.

false Our public school entity will rely entirely upon a primary plan and will not have a contingency or backup plan, so if the primary plan fails, then a make-up day will be used.

6. **Provide a contingency plan(s) - alternative methods of delivering instruction and support for students, should there be issues with the availability of technology or student access to the materials and instructors during a flexible instructional day.**

Please make sure that you address the following components in your response:

- What methods of instruction will be used for elementary and/or secondary students (Using devices? Internet/hotspots? Packets? Or some other primary approach?) when your primary plan fails or is not accessible by all students?
- How will the FID day be structured? Explain or provide a sample of your daily schedule.
- Which modes of instruction (Synchronous/Asynchronous/Both) will you implement during the FID in your backup plan(s)?
- How and when will you ensure access to the materials and resources required for instruction and completing assignments during the FID using your contingency or backup plans?

Students and families must fully understand that a Flexible Instruction Day is not the same as a snow cancellation and that there is an obligation to participate to the best of their abilities. 1. Students and their family will be responsible for keeping their FID folders updated and in a safe place for access during a FID Day. 2. Students will log into each teacher's Google Classroom for assignments. 3. If they do not have their devise or if there is a power outage, students will complete their hard copy assignment for each class. 4. Should students not have access to their FID Folder assignments or their devise, they will pick up a copy of the assignments for the FID Day but will not be marked present, however they will be allowed and encouraged to complete the assignment for credit. In order to keep things simple and explainable to students, families, (and faculty), if a student is able to participate remotely through Google Classroom at the schedule outlined previously, they will be marked present. If the student is unable to participate remotely or if that particular class will not be held remotely, the student will be marked "present" upon return to school and submitting the FID Folder assignment. Teachers must be sure to differentiate between measuring attendance, which may be minimal and assessing academic mastery which must be demonstrated by both remote and FID Folder participation. As outlined above, students will be marked "present" on the day of return by handing in their assignment from their FID Folder if they lack access to the internet. Again, students will be reminded that they should make their best effort to complete the assignment since attendance will be measured separately from their grade. 412-824-9700, x 1001 will be available as a dial in to our Attendance Office should parents have questions of our procedure or need to address attendance reporting. Students may be marked "present" any of the following methods: Logging in to remote instruction (PREFERRED) Turning in the appropriate FID Folder assignment upon first day return to school if they can not log in (PREFERRED) By calling in to the attendance line referenced above Sending an email to their teachers Sending a notice in Remind

7. **Describe the responsibilities of professional staff during a flexible instructional day using your contingency plan(s) -- i.e. should there be issues with the availability of technology or access to the materials and instructors.**

Please make sure that you address the following components in your response:

- Include all staff members' responsibility and availability and the ways in which a student can contact them if they do not have Internet access.
- Include teachers, professionals, administrators, tech support, guidance, counselors, and health service providers and the ways in which a student can contact them if they do not have Internet access.
- Include how paraprofessionals and other support staff will work with students needing accommodations, modifications, or adaptations (Examples – students needing special education aids and services, EL students, etc.) and the ways in which a student can contact them if they do not have Internet access.

Students will be expected to complete lessons/assignments for all classes that they were scheduled for on the day of school cancellation. Any student who fails to complete their FID assignment the day of or who does not submit the assignment upon return to school will be marked absent. Absences will be reported to the building attendance secretaries. Attendance data will be tracked by our ALMA, and our parent accessible grading/attendance systems. During Flexible Instruction Days, attendance will be taken during first period in Google Classroom as normal daily attendance since students have been informed and are expected to log in according to the regular daily schedule. Students are expected to remain logged in for the entire class and will be marked either absent or late for each class depending upon their attendance and participation. Students unable to log in for any reason will be expected to complete

assignments for each class from their FID Folder. Teachers have the option to record their classes for students as they return or they may differentiate instruction to cover lesson objectives for students not able to log in during the FID day. Once the students who were unable to log in during the FID day have turned in their assignment or have been able to demonstrate that they have viewed the recorded lesson through an appropriate "Check for Understanding" they will be marked "excused" for that FID day. Both Google Classroom Lesson and lesson from the FID Folder must address learning objectives and standards under Article XIII. Students have 5 days from the FID day to complete learning expectations for full credit and to be marked absent but "excused". Teachers have the option to accept proof of content mastery for partial credit after these five days. Attendance will be kept in the districts SIS, ALMA and will be updated according the above by each teacher. The district will follow all attendance mandates based upon school code. Students unable to participate due to unforeseen circumstances, such as a localized power outage or an absence when FID folders were handed out, may adhere to established district, building and faculty expectations regarding the submission of student work but may not be considered in attendance on the flexible instructional day. CONTINGENCY SHOULD REMOTE INSTRUCTION BE UNAVAILABLE: It is unlikely that the district will declare a FID day if some catastrophic event would prohibit the use of most students being able to access Google Classrooms. However, should interruption occur to the district's ability to conduct class remotely, the superintendent has the option to announce through the district's communication methods outlined previously, that all instruction is to be completed through the FID lessons contained in the FID Folders Attendance will be taken and recorded as outlined above for students unable to participate electronically during remote FID days.

8. **What procedure will be used for identifying student participation during a flexible instructional day to enforce attendance under Article XIII using your contingency plan(s), i.e. should there be issues with the availability of technology or student access to the materials and instructors during a flexible instructional day?**

Please make sure that you address the following components in your response:

- How do teachers keep track of attendance? How do teachers keep track of participation?
- If you are going to use completion of assignments as proof of participation then the assignments must be submitted on the FID or immediately upon return to school.
- Students who did not participate during the FID should be reported as having either excused or unexcused absences accordingly.
- If you are using packets or doing all asynchronous teaching, how will you know that the student is completing the work on the FID?

See above.

English Language Arts (ELA) courses grades K-8

Does your LEA offer English Language Arts courses in grades K-8?

Yes

Alpha Numeric Descriptor	Standard Descriptor
CC.1.3.6.J	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson Title
Getting to the Root of Words
Lesson Goals (planned instructional outcomes)
SWBAT dissect word parts in order to figure out what each word means based on its root(s), prefix(es), and/or suffix(es). SWBAT: use Greek and Latin roots (photo, tele, scrib, and rupt) as clues to word meaning. use word-learning strategies independently. determine word meaning(s)
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
Step 1: Students will open GoogleSlide (or view printed material in packet) on Latin and Greek Roots. Slide 1 - students will review vocabulary strategies viewing HMH Online Projectable (or printed). Step 2: Slide 2 - students will be introduced to four roots (tele, photo, scrib, and rupt) and their definitions on a GoogleSlide (or printed). Slide 3 - students will take four words (telecommunication, photocopy, prescribe, and bankrupt) and perform two tasks: Task 1: separate the roots from the other word parts Task 2: define each word *Students may use an online or printed dictionary for definition help. Step 3: Slide 4 - students will brainstorm a list of words with the roots (tele, photo, scrib, and rupt). Step 4:Slide 5 - students will read Nature's Fury (HMH Projectable 9.3). After reading, students will place the vocabulary words under the correct Greek or Latin Roots column (online or printed version available). Step 5:Slide 6 - students will complete Vocabulary Strategies WS Greek and Latin Roots (HMH reader's notebook page 195 - online or printed version available). Step 6: Students will open GoogleForms (or use printed copy) to complete a Greek and Latin Roots Quiz (six multiple choice).
Resources (materials and/or tools required to complete the activities)
Google Classroom (Slides/Forms) FID folder - including all printed materials HMH Reader's Notebook
Assessment(s) (evidence of learning)
(informal/formal) brainstorm list HMH projectable 9.3 column activity HMH reader's notebook page 195 Greek and Latin Roots Quiz

ELA courses grades 9-12

Does your LEA offer English Language Arts courses in grades 9-12?

Yes

Alpha Numeric Descriptor	Standard Descriptor
CC.1.2.9–10.A	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Lesson Title
What Makes Something a Sport?
Lesson Goals (planned instructional outcomes)
Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
The lesson will utilize our online textbook, HMH Ed Your Friend in Learning and Google Classroom. Paper copies of the materials will be available as the alternative pathway for students without Internet access. 1. Using the online annotation tool, students will complete a close reading of the article “ESports ARE Sports!” using the Notice and Note Nonfiction Reading Signposts. 2. After reading, students will complete critical reading questions on Google Classroom. 3. Students will select one of three possible journal prompts to respond to with their opinion on the topic on Google Classroom.
Resources (materials and/or tools required to complete the activities)
HMH Into Lit Ed Your Friend in Education online textbook Notice and Note Nonfiction Reading Signposts Graphic Organizer Critical reading questions and journal prompts Google Classroom
Assessment(s) (evidence of learning)
Quality and quantity of close reading annotations Answers to the critical reading questions Student journal prompt responses

Math courses grades K-8

Does your LEA offer math courses in grades K-8?

Yes

Alpha Numeric Descriptor	Standard Descriptor
CC.2.1.5.B.1	Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.

Lesson Title
Rounding to the Nearest Ten
Lesson Goals (planned instructional outcomes)
Students will use place value understanding to round numbers to the nearest ten on a number line. Students will be introduced to the number line and place value strategies for rounding whole numbers to the nearest ten. Students will determine the place value of the number by rounding with a number line
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
Activity 1: Creating Benchmark Charts to Round to the Nearest Ten - Focus on having students explain benchmark numbers and how they determined which it was closer to, as well as what to do if they had 5 ones. - Create a benchmark chart to model how to determine the benchmark number using a number line. If needed, use Benchmark Chart Samples. - Explain to students that rounding is finding a benchmark number that a number is closest to. Ask the following questions to prompt student discussion: What is the number you are supposed to round? - What are the two benchmark tens that the number you are rounding comes between? (72 comes between the benchmark numbers of 70 and 80.) - How many “hops” or numbers to each ten? Which ten is nearest to the number you rounded? - Model several examples of how to round on a number line. This would be a good time to break into a game of rounding soccer. - Each student will access a copy of a Google slide assignment that they can play. Once they determine what the number rounds to, using the benchmark sheet, they move a soccer ball into the correct net on their Google slide.
Resources (materials and/or tools required to complete the activities)
McGraw Hill My Math book Google Meets Screencastify to record the lesson for those who can’t join live Google Slides or SeeSaw Benchmark Strategy examples Packets for at home work
Assessment(s) (evidence of learning)
-completion of rounding soccer game submitted - On My Own section in the Math Workbook - 10 question paper re-teaching; check my progress quiz for students A quiz can be made in Google Classroom using Google Quiz. You can also set up your anticipatory set, for the next lesson, to include questions

Math courses grades 9-12

Does your LEA offer math courses in grades 9-12?

Yes

Alpha Numeric Descriptor	Standard Descriptor
CC.2.2.HS.C.5	Construct and compare linear, quadratic, and exponential models to solve problems.

Lesson Title
Graphing Exponential Functions
Lesson Goals (planned instructional outcomes)
Graph exponential growth functions. Graph exponential decay functions.
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
STEP 1: (For students with internet access) Students login to Google Classroom to access the appropriate VID date. Students can either watch the teacher's instructional video or watch the personal tutors provided for every example in the online textbook. Students can take their own notes in their own notebooks or use the guided notes page provided. STEP 2: Students will complete HW from the choices below. This can be accessed online or from the physical book. Odd answers for the textbook assignments are provided in the back of the book both physically and electronically. Students can self-assess their progress and ask questions by emailing the teacher or posting in Google Classroom as needed. Pick One assignment from the textbook pages 455 - 458 13-25, 34-35, 37-60 13-25 odd, 26-29, 31, 33, 34-35, 37-60 26-56, (optional 57-60) OR Pick Two assignments from the following worksheets Study Guide and Intervention Skills Practice Practice Worksheet Word Problem Practice Enrichment
Resources (materials and/or tools required to complete the activities)
Google Classroom Glencoe Algebra 2 (textbook) TI - 84 Plus CE graphing calculator Desmos.com can also be used if student does not have a calculator Video of lesson Sec. 7.1 by teacher Personal tutor videos (available in Spanish also) Guided Notes Page (Graphing Exponential Functions) Study Guide and Intervention worksheet Skills Practice worksheet Practice worksheet Word Problem Practice worksheet Enrichment worksheet
Assessment(s) (evidence of learning)
Formative Assessment: Use the Guided Practice exercises after each example to determine students' understanding of concepts Students can log into the online textbook to access the self check quiz to check for understanding if online at home. Homework problems checked by teacher

Science - grades 9-12

Does your LEA offer science courses in grades 9-12?

Yes

Alpha Numeric Descriptor	Standard Descriptor
3.1.9-12.E	Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.

Lesson Title
WHAT COLORS OF LIGHT ARE BEST FOR PHOTOSYNTHESIS?
Lesson Goals (planned instructional outcomes)
The student will be able to: Explain the effect of light on the rate of photosynthesis Describe the reactants and products of photosynthesis Create a model illustrating inputs and outputs of matter and the transfer and transformation of energy in photosynthesis by plants and other photosynthesizing organisms. Examples of models could include diagrams, chemical equations, and conceptual models
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
Overview: Students will complete the Tic-Tac-Toe board for Photosynthesis. Everyone will complete the center square graphing assignment. Students will select 2 other activities from the board to create a line (including reading and video assignments). The line can be vertical, horizontal, or diagonal. Student procedures (on-line version) Access the FID assignment in your FID topic within Google Classroom View the phenomenon (video clip/photo) of plants growing in different light Complete the Tic-tac-toe choice board on photosynthesis. Complete a line of 3 activities (one of which must include the center square - graphing assignment) The activities include: readings (make a graphic organizer in Google Docs or Slides) Edpuzzle videos - watch the video and answer the question Using Google Jamboard - create a graph of the light wavelength and rate of photosynthesis with data given in the Google Classroom documents Open Jamboard Change the background to grid paper Create your graph from the given data Submit the Jamboard through Google Classroom Complete the questions in Google Forms Student procedures (off-line version): Access your FID take-home folder View the phenomenon (photo) of plants growing in different light Complete the included reading on light and photosynthesis create a graphic organizer of your choice with the important information from the reading Read through the printed presentation slides on photosynthesis and answer the questions Complete the graphing assignment on light wavelength and rate of photosynthesis
Resources (materials and/or tools required to complete the activities)
https://www.khanacademy.org/science/biology/photosynthesis-in-plants/the-light-dependent-reactions-of-photosynthesis/a/light-and-photosynthetic-pigments (khan - pigments) https://www.ck12.org/book/ck-12-biology-advanced-concepts/section/5.5/ (CK12 reading) https://www.ck12.org/section/into-the-chloroplast%3a-how-photosynthesis-works/ (CK12 reading version 2) Edpuzzle link: https://edpuzzle.com/media/5e87804adaf98e3f68b9dcbb or https://edpuzzle.com/media/5a999da8934b2940f0c3529a (amoeba sisters) https://www.amoebasisters.com/uploads/2/1/9/0/21902384/video_recap_comparing_photosynthesis_and_cellular_respiration_by_amoeba_sisters.pdf (amoeba sisters pdf) FID Why are plants green graphing resource Google Classroom Google Docs Google Slides Google Forms Google Jamboard FID Take-home folder with paper versions of readings, slides and graphing assignment
Assessment(s) (evidence of learning)
Students will complete: Graph and questions analyzing the effect of light on rate of photosynthesis (online version completed using Google Jamboard or paper version) Graphic organizer created from reading Google Forms assignment accompanying readings (or may use paper version) Claim-Evidence-Reasoning Assessment

Social Studies - grades 9-12

Does your LEA offer social studies courses in grades 9-12?

Yes

Alpha Numeric Descriptor	Standard Descriptor
PA.5.1.12	Government and Economics in America

Lesson Title
Judicial Review: Marbury v. Madison
Lesson Goals (planned instructional outcomes)
SWBAT DEFINE JUDICIAL REVIEW SWBAT ANALYZE THE IMPORTANCE OF MARBURY v. MADISON IN THE CREATION OF THE CONCEPT OF JUDICIAL REVIEW SWBAT APPLY THE CONCEPT OF JUDICIAL REVIEW TO OTHER LANDMARK DECISIONS OF THE SUPREME COURT INCLUDING BUT NOT LIMITED TO BROWN v. BOARD OF EDUCATION, LOVING v. VIRGINIA AND OTHERS
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
PROVIDE A SYNOPSIS OF THE CASE OF MARBURY v. MADISON FROM HOLT'S THE CONSTITUTION: PAST PRESENT AND FUTURE VIA GOOGLE CLASSROOM (SCANNED) OR HARD COPY FOR STUDENTS WITHOUT INTERNET ACCESS. HAVE STUDENTS READ THE SYNOPSIS AND ANSWER QUESTIONS PROVIDED VIA GOOGLE CLASSROOM OR HARD COPY PROVIDED. STUDENTS WILL THEN BE ASKED TO "BE THE JUDGE" AND APPLY THE CONCEPT OF JUDICIAL REVIEW TO A CURRENT LAW OR STATUTE THAT THEY FEEL MISREPRESENTS THE SPIRIT OF THE CONSTITUTION IN PARAGRAPH FORM. STUDENTS WILL BE ASKED TO RESEARCH AND FIND SEVERAL OTHER EXAMPLES OF LANDMARK CASES IN WHICH THE CONCEPT OF JUDICIAL REVIEW WAS APPLIED.
Resources (materials and/or tools required to complete the activities)
GOOGLE CLASSROOM, GOOGLE FORMS, AND HARDCOPY WHERE APPROPRIATE HOLT: THE CONSTITUTION: PAST, PRESENT. AND FUTURE INTERNET SEARCH FOR RESEARCH OF JUDICIAL REVIEW CASES (OR HARD COPY OF HOLT: THE CONSTITUTION: PAST, PRESENT. AND FUTURE)
Assessment(s) (evidence of learning)
RESPONSES TO QUESTIONS ON THE SYNOPSIS OF MARBURY v. MADISON. PARAGRAPH ON "BE THE JUDGE" LIST OF CASES THAT JUDICIAL REVIEW HAS BEEN APPLIED TO.

Career Technology Education / Center Program Exemplars

Does your public school entity offer five (5) or more PDE approved CTE courses?

No

CIP Code	CIP Title
Program/Course Name	**Grade Level**

PA Academic Standard(s) Addressed (include alpha numeric and standard descriptor) www.pdesas.org/Standard/View

Alpha Numeric Descriptor	Standard Descriptor

CTE-Programs of Study Task Grid(s) Addressed Career and Technical Education Framework All POS programs should enter task number and description from POS State developed task grid. For all CTE programs that do not have a developed state task number and description, enter the locally developed tasks.

Task Number	Task Description

Lesson Title
Lesson Goals (planned instructional outcomes)
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
Resources (materials and/or tools required to complete the activities)
Assessment(s) (evidence of learning)

CIP Code	CIP Title
Program/Course Name	**Grade Level**

PA Academic Standard(s) Addressed (include alpha numeric and standard descriptor) www.pdesas.org/Standard/View

Alpha Numeric Descriptor	Standard Descriptor

CTE-Programs of Study Task Grid(s) Addressed Career and Technical Education Framework All POS programs should enter task number and description from POS State developed task grid. For all CTE programs that do not have a developed state task number and description, enter the locally developed tasks.

Task Number	Task Description

Lesson Title
Lesson Goals (planned instructional outcomes)
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
Resources (materials and/or tools required to complete the activities)
Assessment(s) (evidence of learning)

Signatures and Assurances

Upload of School Board Minutes or Affirmation Statement
Date of Approval
2026-05-22
Uploaded Files

Assurances

x Staff, students, and parents shall be made aware of notification procedures prior to the institution of a flexible instructional day and the means of notification shall be fully accessible.
x Responsibilities shall be agreed upon and expectations shall be communicated to all staff, students, and parents prior to the institution of a flexible instructional day.
x Attendance shall be strictly enforced in compliance with Article XIII during a flexible instructional day.
x Students shall be provided health services during a flexible instructional day in compliance with Article XIV. Free Appropriate Public Education (FAPE) shall be afforded all students during a flexible instructional day in compliance with the Individuals with Disabilities Education Act (IDEA).
x Should technology ever be employed during a flexible instructional day, policies and measures are in place to ensure the cyber-safety and security of students accessing online school services and digital resources.
x Should technology ever be employed during a flexible instructional day, technical assistance and support shall be provided, as appropriate, to ensure access to instruction and resources.
x A flexible instructional day will be strictly used for reasons cited under Section 1506.
x No more than five (5) flexible instructional days can be used in a school year. If a flexible instructional day is used for a single building closure such as a water main break at a high school, then this would be counted as one of the five flexible instructional days for the school year.
x Any accommodations or modifications required by a student with special needs or a disability to fully participate in a flexible instructional day will be provided on the flexible instructional day.
x All instructional staff will be provided with the required materials, devices, and, if needed, access to the Internet in order to be able to provide instruction to students remotely on a flexible instructional day.
x Should the district's primary and contingency plans for the implementation of a flexible instructional day fail, the district will use a make-up day in its school calendar because not all students would be able to participate in the flexible instructional day.
x The district shall continue to add make-up days in its school calendar

Superintendent/Chief Executive Officer/Executive Director	Date
Joseph DiLucente	

Professional Employee Contract

It is Agreed *by and between Professional Employee, Richard Nese, and the Board of Directors of the School District of EAST ALLEGHENY, Allegheny County, Pennsylvania, that said professional employee shall, under the authority of the said Board and its successors, and subject to the supervision and authority of the properly authorized Superintendent of Schools or Supervising Principal, serve as a professional employee in the said school district for a term of* 12 *months, for an annual compensation of $*54,096.01 *payable monthly or semi-monthly during the school term or year, less the contribution required by law to be paid to the Public School Employees' Retirement Fund, and less other proper deductions for loss of time.*

This contract is subject to the provisions of the "Public School Code of 1949" and the amendments thereto.

And it is further Agreed *by the parties hereto that none of the provisions of this act may be waived either orally or in writing, and that this contract shall continue in force year after year, with the right of the Board of School Directors to increase the compensation over the compensation herein stated, from time to time, as may be provided under the provisions and proper operation of the established salary schedule, if any, for the school district, subject to the provisions of law without invalidating any other provision of this contract, unless terminated by the professional employee by written resignation presented sixty (60) days before resignation becomes effective, or by the Board of School Directors by official written notice presented to the professional employee: Provided, That the said notice shall designate the cause for the termination and shall state that an opportunity to be heard shall be granted if the said professional employee within ten (10) days after receipt of the termination notice, presents a written request for such hearing.*

In Witness Whereof *the professional employee has hereunto set his or her hand and seal, and the Board of Directors of the School District above named has caused these presents to be executed by its proper officers, this* 10th *day of* August 2026.

Signed, sealed and delivered in the presence of

……
Professional Employee

……
Witness for Employee

ATTEST:

……
President of the Board

……
Secretary of the Board

Professional Employee Contract

It is Agreed *by and between Professional Employee, Casey Webb, and the Board of Directors of the School District of EAST ALLEGHENY, Allegheny County, Pennsylvania, that said professional employee shall, under the authority of the said Board and its successors, and subject to the supervision and authority of the properly authorized Superintendent of Schools or Supervising Principal, serve as a professional employee in the said school district for a term of 12 months, for an annual compensation of $51,330.60 (retroactive to September 29, 2025) payable monthly or semi-monthly during the school term or year, less the contribution required by law to be paid to the Public School Employees' Retirement Fund, and less other proper deductions for loss of time.*

This contract is subject to the provisions of the "Public School Code of 1949" and the amendments thereto.

And it is further Agreed *by the parties hereto that none of the provisions of this act may be waived either orally or in writing, and that this contract shall continue in force year after year, with the right of the Board of School Directors to increase the compensation over the compensation herein stated, from time to time, as may be provided under the provisions and proper operation of the established salary schedule, if any, for the school district, subject to the provisions of law without invalidating any other provision of this contract, unless terminated by the professional employee by written resignation presented sixty (60) days before resignation becomes effective, or by the Board of School Directors by official written notice presented to the professional employee: Provided, That the said notice shall designate the cause for the termination and shall state that an opportunity to be heard shall be granted if the said professional employee within ten (10) days after receipt of the termination notice, presents a written request for such hearing.*

In Witness Whereof *the professional employee has hereunto set his or her hand and seal, and the Board of Directors of the School District above named has caused these presents to be executed by its proper officers, this* 10th *day of* August 2026. *Mrs. Webb's tenure is recognized with an effective date of September 29, 2025.*

Signed, sealed and delivered in the presence of

……
Professional Employee

……
Witness for Employee

ATTEST:

……
President of the Board

……
Secretary of the Board

Professional Employee Contract

It is Agreed *by and between Professional Employee, Elise White, and the Board of Directors of the School District of EAST ALLEGHENY, Allegheny County, Pennsylvania, that said professional employee shall, under the authority of the said Board and its successors, and subject to the supervision and authority of the properly authorized Superintendent of Schools or Supervising Principal, serve as a professional employee in the said school district for a term of 12 months, for an annual compensation of $49,992.50 (retroactive to October 3, 2025) payable monthly or semi-monthly during the school term or year, less the contribution required by law to be paid to the Public School Employees' Retirement Fund, and less other proper deductions for loss of time.*

This contract is subject to the provisions of the "Public School Code of 1949" and the amendments thereto.

And it is further Agreed *by the parties hereto that none of the provisions of this act may be waived either orally or in writing, and that this contract shall continue in force year after year, with the right of the Board of School Directors to increase the compensation over the compensation herein stated, from time to time, as may be provided under the provisions and proper operation of the established salary schedule, if any, for the school district, subject to the provisions of law without invalidating any other provision of this contract, unless terminated by the professional employee by written resignation presented sixty (60) days before resignation becomes effective, or by the Board of School Directors by official written notice presented to the professional employee: Provided, That the said notice shall designate the cause for the termination and shall state that an opportunity to be heard shall be granted if the said professional employee within ten (10) days after receipt of the termination notice, presents a written request for such hearing.*

In Witness Whereof *the professional employee has hereunto set his or her hand and seal, and the Board of Directors of the School District above named has caused these presents to be executed by its proper officers, this* 10th *day of* August 2026. *Miss White's tenure is recognized with an effective date of October 3, 2025.*

Signed, sealed and delivered in the presence of

……
Professional Employee

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Witness for Employee

ATTEST:

……
President of the Board

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Secretary of the Board

Professional Employee Contract

It is Agreed *by and between Professional Employee, Naomi Fry, and the Board of Directors of the School District of EAST ALLEGHENY, Allegheny County, Pennsylvania, that said professional employee shall, under the authority of the said Board and its successors, and subject to the supervision and authority of the properly authorized Superintendent of Schools or Supervising Principal, serve as a professional employee in the said school district for a term of 12 months, for an annual compensation of $52,579.49 payable monthly or semi-monthly during the school term or year, less the contribution required by law to be paid to the Public School Employees' Retirement Fund, and less other proper deductions for loss of time.*

This contract is subject to the provisions of the "Public School Code of 1949" and the amendments thereto.

And it is further Agreed *by the parties hereto that none of the provisions of this act may be waived either orally or in writing, and that this contract shall continue in force year after year, with the right of the Board of School Directors to increase the compensation over the compensation herein stated, from time to time, as may be provided under the provisions and proper operation of the established salary schedule, if any, for the school district, subject to the provisions of law without invalidating any other provision of this contract, unless terminated by the professional employee by written resignation presented sixty (60) days before resignation becomes effective, or by the Board of School Directors by official written notice presented to the professional employee: Provided, That the said notice shall designate the cause for the termination and shall state that an opportunity to be heard shall be granted if the said professional employee within ten (10) days after receipt of the termination notice, presents a written request for such hearing.*

In Witness Whereof *the professional employee has hereunto set his or her hand and seal, and the Board of Directors of the School District above named has caused these presents to be executed by its proper officers, this* 10th *day of* August 2026.

Signed, sealed and delivered in the presence of

……
Professional Employee

……
Witness for Employee

ATTEST:

……
President of the Board

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Secretary of the Board

Professional Employee Contract

It is Agreed *by and between Professional Employee, Danielle Thomas, and the Board of Directors of the School District of EAST ALLEGHENY, Allegheny County, Pennsylvania, that said professional employee shall, under the authority of the said Board and its successors, and subject to the supervision and authority of the properly authorized Superintendent of Schools or Supervising Principal, serve as a professional employee in the said school district for a term of 12 months, for an annual compensation of $53,560.77 payable monthly or semi-monthly during the school term or year, less the contribution required by law to be paid to the Public School Employees' Retirement Fund, and less other proper deductions for loss of time.*

This contract is subject to the provisions of the "Public School Code of 1949" and the amendments thereto.

And it is further Agreed *by the parties hereto that none of the provisions of this act may be waived either orally or in writing, and that this contract shall continue in force year after year, with the right of the Board of School Directors to increase the compensation over the compensation herein stated, from time to time, as may be provided under the provisions and proper operation of the established salary schedule, if any, for the school district, subject to the provisions of law without invalidating any other provision of this contract, unless terminated by the professional employee by written resignation presented sixty (60) days before resignation becomes effective, or by the Board of School Directors by official written notice presented to the professional employee: Provided, That the said notice shall designate the cause for the termination and shall state that an opportunity to be heard shall be granted if the said professional employee within ten (10) days after receipt of the termination notice, presents a written request for such hearing.*

In Witness Whereof *the professional employee has hereunto set his or her hand and seal, and the Board of Directors of the School District above named has caused these presents to be executed by its proper officers, this* 10th *day of* August 2026.

Signed, sealed and delivered in the presence of

……
Professional Employee

……
Witness for Employee

ATTEST:

……
President of the Board

……
Secretary of the Board

EAST ALLEGHENY SCHOOL DISTRICT

CONTRACT FOR EMPLOYMENT

OF

DSS OF SECURITY

This **CONTRACT FOR EMPLOYMENT OF DISTRICT SECURITY SERVICES SUPERVISOR (DSS)** is made this 10th day of August 2026, by and between **EAST ALLEGHENY SCHOOL DISTRICT,** a school district organized and operating under the laws of the Commonwealth of Pennsylvania having its administrative office at 1150 Jacks Run Road, North Versailles, PA 15137 (hereinafter referred to as the "District"), ("School District")

A

N

D

ERIN TOBIAS, an adult individual, ("hereinafter referred to as "DSS").

WHEREAS, the Board of School Directors of the East Allegheny School District at a meeting duly and properly called on August 10, 2026, approved the appointment of Erin Tobias to the position of DSS of Security with an effective hire date of July 13, 2026; and

WHEREAS, the parties have agreed upon certain terms and conditions of employment and desire to reduce said terms and conditions to writing.

NOW, THEREFORE, the parties intending to be legally bound and in consideration of the mutual covenants contained herein do hereby agree as follows:

ARTICLE I

TERM

1.1 Term. The District has appointed ERIN TOBIAS to the position of District Security Services Supervisor for the School District for a one year term commencing upon appointment and terminating on June 30, 2027, unless otherwise terminated in accordance with the terms of this Contract. The parties expressly acknowledge and agree that DSS has no expectation of continued employment as DSS beyond June 30, 2027, unless this Contract is renewed pursuant to Paragraph 1.5 below.

1.2 Fourteen Day Notice. In the event DSS unilaterally elects not to serve as DSS prior to the expiration of said term, she shall give fourteen (14) calendar days' written notice to the Superintendent.

1.3 Termination for Cause. The School District shall have the right to terminate this Contract and dismiss DSS for incompetency, intemperance, neglect of duty, violation of any of the school laws of the Commonwealth, violation of School Board Policy, violation of directives of the School Board and/or Superintendent, as appropriate, or other improper conduct pursuant to Section 514 of the School Code, 24 P.S. § 5-514.

1.4 Mutual Termination. This Contract may be terminated by mutual consent prior to its effective termination date.

1.5 Contract Renewal. If the parties wish to renew this Contract, the parties shall enter into a written Contract outlining the terms and conditions of the DSS's employment. No amendment or renewal of this Contract shall be final until it is approved by the Board of School Directors, reduced to writing and signed by both parties.

ARTICLE II

DUTIES

2.1 Qualifications. DSS covenants that she possesses all of the qualifications, experience, training and education necessary to serve in this position. The parties acknowledge and agree that the position of DSS is a nonprofessional position.

2.2 Duties. The specific duties of the DSS are outlined in the Job Description which is attached hereto and made part hereof as Exhibit A.

2.3. Work Schedule. The DSS position is understood to be fulltime, school-year position, which requires a minimum of eight hours of work each day which does not include any allotted lunch break, five days per week, or 260 work days per calendar year. The DSS may also be required to perform duties outside the normal work day as directed by the Superintendent, or their designee. The work schedule and work location(s) of the DSS shall be approved by the Superintendent or designee, based upon the needs of the School District. The DSS shall not receive overtime pay for such work unless she actually performs over forty hours of work in a workweek in accordance with the Fair Labor Standards Act (FLSA).

ARTICLE III

COMPENSATION

3.1 Compensation. The DSS's compensation shall be $24.00 per hour assigned. Compensation shall be paid twice monthly at the same times that all other School District employees are paid, shall be subject to regular withholding of federal, state and local taxes and participation in PSERS.

ARTICLE IV

FRINGE BENEFITS

4.1 Fringe Benefits. DSS shall be entitled to the benefits, vacation, personal, sick days and holiday pay awarded to Group I employees, as outlined in the District's Collective Bargaining Agreement with the East Allegheny Educational Support Professionals Association.

Medical Insurance. DSS shall be entitled to the individual health insurance coverage provided to the District's Collective Bargaining Agreement with the East Allegheny Support Professionals Association, together with any associated premium shares.

ARTICLE V

MISCELLANEOUS

5.1 Severability Clause. Should any term, condition, clause, or provision of this Contract be declared illegal by a court of competent jurisdiction, or otherwise be determined or declared to be void or invalid as a matter of law, then only that term, condition, clause, or provision shall be stricken from this Contract, and in all other respects, this Contract shall be valid and continue in full force, effect and operation. The remaining terms, conditions, clauses and provisions shall remain in full force and effect for the duration of the Contract if not affected by the deleted term, condition, clause or provision.

5.2 Entire Agreement. This Contract constitutes the entire agreement between the parties hereto, and there are no understandings, oral or written, relating to the subject matter hereof. This Contract may not be changed, modified, or amended, in whole or in part, except in writing, approved by the Board of School Directors and signed by both parties.

5.3 Venue and Choice of Law. This Contract shall be governed by, construed, and enforced in accordance with the laws of the Commonwealth of Pennsylvania, without regard to the principles or provisions of conflicts of laws. Any action brought under this Contract shall be brought in the Courts of Allegheny County, Pennsylvania.

5.4 Inurement. This Contract shall be binding upon the parties hereto, their successors, assigns, administrators, executors, and heirs.

IN WITNESS WHEREOF, the parties hereto have caused this Contract for Employment of District Security Services Supervisor to be executed with the express intention to be legally bound as of the day and year first appearing above.

ATTEST:

EAST ALLEGHENY SCHOOL DISTRICT

_____
Secretary

By:_____
Board President

WITNESS:

_____

By:_____
ERIN TOBIAS

Professional Employee Contract

It is Agreed *by and between Professional Employee, Caitlyn Gasmen and the Board of Directors of the School District of EAST ALLEGHENY, Allegheny County, Pennsylvania, that said professional employee shall, under the authority of the said Board and its successors, and subject to the supervision and authority of the properly authorized Superintendent of Schools or Supervising Principal, serve as a professional employee in the said school district for a term of* 12 *months, for an annual compensation of $*56,058.55 *payable monthly or semi-monthly during the school term or year, less the contribution required by law to be paid to the Public School Employees' Retirement Fund, and less other proper deductions for loss of time.*

This contract is subject to the provisions of the "Public School Code of 1949" and the amendments thereto.

And it is further Agreed *by the parties hereto that none of the provisions of this act may be waived either orally or in writing, and that this contract shall continue in force year after year, with the right of the Board of School Directors to increase the compensation over the compensation herein stated, from time to time, as may be provided under the provisions and proper operation of the established salary schedule, if any, for the school district, subject to the provisions of law without invalidating any other provision of this contract, unless terminated by the professional employee by written resignation presented sixty (60) days before resignation becomes effective, or by the Board of School Directors by official written notice presented to the professional employee: Provided, That the said notice shall designate the cause for the termination and shall state that an opportunity to be heard shall be granted if the said professional employee within ten (10) days after receipt of the termination notice, presents a written request for such hearing.*

In Witness Whereof *the professional employee has hereunto set his or her hand and seal, and the Board of Directors of the School District above named has caused these presents to be executed by its proper officers, this* 10th *day of* August 2026.

Signed, sealed and delivered in the presence of

……
Professional Employee

……
Witness for Employee

ATTEST:

……
President of the Board

……
Secretary of the Board