DERRY AREA SCHOOL DISTRICT

BOARD OF EDUCATION

Special/Agenda Prep Meeting

Thursday, August 20, 2026 6:45 PM
High School Audion, 988 North Chestnut Street, Derry, PA 15627

1. **OPENING OF MEETING**

1.A. Call to Order: Board President

1.B. Roll Call: Board Secretary
Description:
Steve Frye - President
Nancy Findish - Vice President
Josh Campbell
Mike Dorohovich
Dan Lynch
Clint McChesney
Chad McIntire
Daniel Schall
Donna Showalter

1.C. Pledge of Allegiance

1.D. Executive Session Recap: Solicitor

2. **SUPERINTENDENT'S REPORT**

3. **PRESENTATIONS**

4. **COMMITTEE REPORTS**

5. **VISITOR COMMENTS - AGENDA ITEMS ONLY**

6. **APPROVAL OF MINUTES**

7. **APPROVAL OF BILLS**

8. **APPROVAL OF FINANCIAL REPORTS**

9. **PERSONNEL - RESIGNATIONS/RETIREMENTS/LEAVES**

9.A. Rescind Offer of Employment Grade 2 Extended Day-to-Day Substitute Teacher
Description: Due to other employment.

Recommended Motion(s): Motion to rescind the offer of employment to Riley Kapusta as the Grade 2 Extended Day-to-Day Substitute Teacher as approved on July 23, 2026.

9.B. High School Yearbook Resignation

Recommended Motion(s): Motion to accept the resignation of Jennifer Battaglia as the High School Yearbook Advisor, effective at the end of the 2025-2026 school year.

10. **PERSONNEL - EMPLOYMENT**

10.A. 2026-2027 Supplemental Positions: Department Chairpersons/Co-Chairpersons/Directors/Team Leaders/Instructional Leaders/Specialists 7

Recommended Motion(s): Motion to approve the attached list of Department Chairpersons/Co-Chairpersons/Directors/Team Leaders/Instructional Leaders/Specialists Assignments for the 2026-2027 school year.

10.B. Security Screening Monitors 9

Recommended Motion(s): Motion to approve the attached list as Security Screening Monitors:

10.C. 2026-2027 Extra Period Teachers 10

Recommended Motion(s): Motion to approve the attached list

of teachers in excess of 30 periods per Article XIII Section C2 of the DAEA Professional Contract for the 2026-2027 school year.

10.D. Employ Grade 2 Extended Day-to-Day Substitute Teacher

Recommended Motion(s): Motion to employ Maya Krehlik as a Grade 2 Extended Day-to-Day Substitute Teacher effective August 17, 2026 through September 28, 2026, or until the return of employee #795.

10.E. Employ High School Extended Day-to-Day Substitute Teacher

Recommended Motion(s): Motion to employ _____ as a High School Extended Day-to-Day Substitute Teacher effective August 24, 2026 through October 2, 2026, or until the return of employee #513.

10.F. 2026-2027 Substitutes 11

Recommended Motion(s): Motion to approve the attached list of substitutes for the 2026-2027 school year, pending receipt of all required clearances and documentation.

11. **PERSONNEL - CONFERENCES**

11.A. Crisis Prevention Institute Training

Recommended Motion(s): Motion to approve employee #'s 654 and 719 to attend the Non-Violent Crisis Intervention training held in Coraopolis, PA on September 19, 2026, at an estimated cost of $5,078.48 paid from the Summer & Special Budget.

11.B. KPN/PEPPM Cooperative Purchasing Training

Recommended Motion(s): Motion to approve employee #580 to attend the KPN/PEPPM cooperative purchasing training held in Camp Hill, PA on September 10, 2026, at an estimated cost of $276.12 paid with District funds.

12. **ATHLETICS**

12.A. River Valley School District Middle School Independent Swimmer

Recommended Motion(s): Motion to approve one independent Middle School Swimmer from River Valley School District to participate alongside the Derry Area Middle School Swim Team and approve Ashley Stiffler as a Middle School Volunteer Coach for the 2026-2027 school year, pending receipt of all necessary clearances and documentation.

13. **BUSINESS AFFAIRS**

13.A. 2026-27 School Physician Amendment

Description: Change requested by Independence Health System/Chestnut Ridge Family Medicine

Recommended Motion(s): Motion to amend the agreement with Independence Health, Chestnut Ridge Family Medicine, to appoint Dr. Jose Mejia as the primary physician and Dr. Alaina McClarren as the substitute physician for the 2026-2027 school year. All other terms and conditions, including contractual rates, remain unchanged.

13.B. 2026-27 PreK Grant Agreement 12

Recommended Motion(s): Motion to renew the agreement between the Derry Area School District and the Ligonier Valley Learning Center for the 2026-2027 school year to operate two PreK Classrooms in Grandview Elementary School.

13.C. High School Musical Production Contract

Recommended Motion(s): Motion to approve a licensing contract with Music Theatre International for the 2026-2027 school year musical production by the High School Students to be paid for by the High School Musical Activity Fund.

13.D. Bus Drivers & Aides

Recommended Motion(s): Motion to approve the attached Smith Bus Drivers & Aides for the 2026-2027 school year, pending receipt of all necessary paperwork and clearances.

13.E. Rescind Bus Driver Approval

Recommended Motion(s): Motion to rescind the appointment of Edward R. Smith as a bus driver for Smith Bus Company the 2026-2027 school year, as previously approved August 6, 2026.

13.F. Early Dismissal MOU 24

Recommended Motion(s): Motion to renew an agreement between the Derry Area School District and Derry Area Education Association (DAEA) for Early Dismissals, effective for the 2026-2027 school year.

13.G. Security Screening Monitor MOU 25

Recommended Motion(s): Motion to enter into an agreement between the Derry Area School District and Derry Area Education Association (DAEA) for security screening monitors, effective for the 2026-2027 school year.

13.H. 2026-2027 New Story School Agreement 27

Recommended Motion(s): Motion to renew the agreement between the Derry Area School District and New Story Schools for educational services for the 2026-2027 school year.

13.I. 2026-2027 School Year TSI Plan for Derry Area High School 43

Recommended Motion(s): Motion to Approve the TSI Plan for Derry Area High School for the 2026-2027 school year.

13.J. 2026-2027 Volunteers 68

Recommended Motion(s): Motion to approve the attached Volunteer list for the 2026-2027 school year.

13.K. Approve Seton Hill University REACHForward Fellow
Description: Early Childhood Graduate Program

Recommended Motion(s): Motion to approve Joseph Casciato as a Seton Hill REACHForward Graduate Fellow for the 2026-2027 school year at Grandview Elementary School.

14. **VISITOR COMMENTS - NON-AGENDA ITEMS**

15. **OTHER CONCERNS**

Description: Next meeting date September 3, 2026 - 6:45pm in the High School Audion

16. **ADJOURNMENT OF MEETING**

Recommended Motion(s): Motion to adjourn the meeting.

DERRY AREA SCHOOL DISTRICT

DERRY, PENNSYLVANIA

SUPPLEMENTAL CONTRACTS

2026-2027

DEPARTMENT CHAIRPERSONS/GRADE LEVEL LEADS
TEAM LEADERS/INSTRUCTIONAL LEADERS/SPECIALISTS

DEPARTMENT	POSITION	NAME
ART (K-12)	CHAIRPERSON	BRIAN SABO
BUSINESS	CHAIRPERSON	JENNIFER BATTAGLIA
COMPUTER SCIENCE	CHAIRPERSON	DAVID VINOPAL
AGRICULTURE, FOOD &	CO-CHAIRPERSON	CARLY RIPPOLE
NATURAL RESOURCES	CO-CHAIRPERSON	ELIZABETH EBERT
WORLD LANGUAGE	CO-CHAIRPERSON	MICHELE SCHWEINBERG
	CO-CHAIRPERSON	KELLY KETLER
GUIDANCE	CHAIRPERSON	ROBERT NEIDBALSON
HEALTH & PHYSICAL ED	CHAIRPERSON	HEATHER MYERS (MS)
FAMILY & CONSUMER SCIENCE	CHAIRPERSON	SARAH MIKESKA
LANGUAGE ARTS	CHAIRPERSON*	STEVE SHAW(MS)
LEARNING SUPPORT	CHAIRPERSON	JENELL HUSKA (HS)
MATHEMATICS	CHAIRPERSON*	LEANNE SHAW (MS)
MEDIA/LIBRARY	CHAIRPERSON	SARAH DUNN (MS)
MUSIC (K-12)	CHAIRPERSON	ANNIE DEFABO
NURSING (K-12)	CHAIRPERSON	WENDY ANGUS

SUPPLEMENTAL CONTRACTS 2026-2027

PAGE 2

DEPARTMENT		POSITION	NAME
SCIENCE		CHAIRPERSON*	BRIAN CLAWSON (HS)
SOCIAL STUDIES		CHAIRPERSON*	BROCK SMITH (MS)
TECHNOLOGY ED		CHAIRPERSON	DAVID VINOPAL
KINDERGARTEN		GRADE LEVEL LEAD	SUZETTE WEINELL
GRADE 1		GRADE LEVEL LEAD	KRISTINA PLANINSEK
GRADE 2		GRADE LEVEL LEAD	VACANT
GRADE 3		GRADE LEVEL LEAD	JENNIFER DIANA
GRADE 4		GRADE LEVEL LEAD	EMILY MCMAHEN
GRADE 5		GRADE LEVEL LEAD	MELISSA SHUEY
AUDITORIUM		COORDINATOR	MATT ROBLE
SET & CONSTRUCTION		COORDINATOR	MATT ROBLE
LEAD MENTOR		LEAD MENTOR	SARAH DUNN
GAME MANAGER		MANAGER	KEEGAN WATSON
E-ACADEMY 9-12		COORDINATOR	RACHAEL RAYMOND
E-ACADEMY K-8		COORDINATOR	SEAN MYERS
TEAM LEADERS:	**GRADE**	**FIRST SEMESTER**	**SECOND SEMESTER**
	6	MARY COX	MARY COX
	7	NICOLE BRIDGE	NICOLE BRIDGE
	8	LEANNE SHAW	LEANNE SHAW

REVISED: 8/19/2026

Middle School/High School:

Brian Clawson
Nathan Keller
Derrick Molnar
Joe Mylant
Adam Redinger
Jim Zurinsky

Grandview:

Marty Borbonus
Anna DeFabo
Amanda Loughner
Shannon Mazzoni
Sean Myers
Donna Yurick

DERRY AREA SCHOOL DISTRICT
982 North Chestnut Street Ext.
Derry, PA 15627-7600
dasd.us
Telephone: 724-694-1401
Fax: 724-694-1429

Dr. Kathy Perry
Assistant to the Superintendent

Dr. Gregory A. Ferencak
Superintendent

Mr. Scott A. Chappell
Business Administrator

2026-2027
Teachers over 30 Periods

1. Beth Ebert – 35 Periods
2. Carly Rippole – 35 Periods
3. Brian Sabo – 35 Periods
4. Sarah Mikeska – 35 Periods
5. Michele Schweinberg – 35 Periods
6. Ken Hackman – 35 Periods
7. Dave Vinopal – 35 Periods
8. Katie Moser - 33.3 Periods
9. Michelle Dorazio - 30.83 Periods

SUBSTITUTE PROFESSIONAL STAFF		
FIRST	**LAST**	**CERTIFICATION**
Nicholas	Clawson	English 7-12
Jamie	Nickl	PK-4
David	Stuller	
Maya	Krehlik	
SUBSTITUTE SUPPORT STAFF		
FIRST	**LAST**	**POSITION**
Charles	Dyche	Security

Ligonier Valley Learning Center, Inc.

117 Juniper Lane
Ligonier, PA 15658
724-238-5556

PA Pre-K Counts Partnership Agreement 2026-2027
Derry Area School District

1. Purpose

The purpose of this document is to describe the terms under which partner organizations will work together in the delivery of the PA Pre-K Counts Program. This partnership agreement is made by and between Ligonier Valley Learning Center, Inc. (Lead Agency) and Derry Area School District.

2. Agreement for Service Delivery

LVLC contracts with Derry Area School District as they identify them to act as liaisons based upon the needs of the program to provide all services and program activities as described by the program requirements contained within this Partnership Agreement for 40 full day children for 180 days for agreed upon services listed in this agreement. The instructional services will be delivered to a total of 40 children at Derry Area School District.

Ligonier Valley Learning Center agrees to pay Derry Area School District the amount of $408,500 for the provision of the tuition-free pre-kindergarten opportunities for eligible children.

Under the terms of this agreement, if the PA Pre-K Counts Partner Agency has additional PA Pre-K Counts slots funded under a separate agreement with OCDEL or another lead agency, the Partner Agency must enroll and fill the funded slots under this agreement before enrolling children under any other PA Pre-K Counts agreement.

Funds will not be available for payment until after the Commonwealth of Pennsylvania releases monthly payments to Ligonier Valley Learning Center.

3. Program and Classroom Requirements

The partner agency will abide by the PA Pre-K Counts Program and classroom requirements specified within the program assurances found in the PA Pre-K Counts e-Grant agreement ELS/PKC Announcements and other official communications issued by the Office of Child Development and Early Learning (OCDEL).

a. Length of Day and Program Year: The Pre-K Counts instructional program will ensure a minimum of 5 hours of instructional time per day for full-time children. Standard Based Curriculum: The partner agency will use a standard-based curriculum which has been approved by OCDEL. Any change of curriculum and/or additional curriculum supplements must be approved by the LVLC Director of Operations.

b. Class Size and Student/Teacher Ratios: The partner agency agrees to maintain the required adult-child ratio of a qualified lead teacher and assistant teacher in the classroom. The ratios of 2:20 may be reduced during the daily rest time. The site will not exceed 20 children in the classroom.
c. Staffing Qualifications: The partner agency will employ staff in the PA Pre-K Counts classroom who meet the requirements established by OCDEL. The site director will notify LVLC Program Coordinator of any changes in the classroom staffing within 48 hours.
d. Professional Development: The partner agency agrees to meet the annual professional development requirements of 36 hours for Pre-K Counts Lead Teachers and 24 hours for all other teaching staff by June 30, 2027. The teachers and assistants will participate in OCDEL Core Series of Professional Development Required Trainings. The partner will pay for costs associated with PA Pre-K Counts staff attending required training.
e. Meals and Snacks: The partner agency will follow US Department of Agriculture and PA Department of Human Services guidelines in serving lunch and snacks to the PA Pre-K Counts children. PA Pre-K Counts requires a snack and one or more meals for a full-day program. Meals and snacks are provided at no expense to the families.
f. Transitioning Activities: The partner agency will provide activities to smooth the incoming children's transition to the PA Pre-K Counts. This may include open-house events, classroom visitation, and meetings with families. The partner will also participate in a variety of kindergarten transition activities with local school districts. These may include, but are not limited to, joint professional development with kindergarten teachers, transition activities with designated elementary schools to strengthen connections between educational setting, activities for families, and collaboration with other agencies, including transition and readiness teams in Westmoreland County, who focus on the readiness and transition of students to kindergarten.
g. Parental Involvement: The partner agency will provide each family with a parent handbook that explains attendance requirements, program calendar, family involvement, curriculum, child assessment, and other information regarding the Pre-K Counts Program guidelines. The partner agency will submit a copy of the parent handbook to LVLC. The agency will communicate regularly with families through a variety of means such as newsletters, parent information boards, informal conferences, and family involvement activities. The agency will provide a minimum of two parent-teacher conferences for each child during the program year to discuss the child's progress.
h. Comprehensive Emergency Response Plan: The partner agency agrees to develop a comprehensive emergency response plan in cooperation with the local emergency management agency that is consistent with guidelines developed by the PA Emergency Management Agency and other pertinent State requirements.

i. Immunization Requirements: The partner agency agrees to ensure that all children enrolled in Pre-K Counts meet the requirements as outlined by the Department of Human Services.

j, Comprehensive Screenings: The partner agency will complete or obtain hearing, vision, dental, mental health, and health on all children within 60 days of their first day in the classroom setting. The partner agency will complete developmental screenings of all children within 45 days of the child's first day in the classroom setting. Screenings that occur 90 days prior to entry in the classroom fulfill that requirement.

k. Waivers: The partner agency must work through the lead agency and the Pre-K Program Specialist for advance approval for waivers. Waivers must be submitted by the lead agency on behalf of the partner agency and facilitated through the Pre-K Program Specialist.

l. Participation in Development and Implementation of Enrollment Plan: The partner agency will collaborate with the lead agency in the development and implementation of a recruitment plan to reach eligible children within Westmoreland County. The plan will include media, flyers, community events, and collaboration with other agencies. Referrals are to be reviewed and ranked according to the established criteria that include eligibility requirements set forth by OCDEL and gives highest priority to children with the greatest risk factors. If determined eligible, the child's application will be completed for enrollment. Enrollment will begin with the highest-ranked children, and all others will be placed on a waiting list according to their rank. The partner agency agrees to maintain full enrollment and any vacancy must be filled within 20 instructional days. Full enrollment must be maintained until 20 days prior to the end of the program/school year, and if there is a vacancy within those 20 days, we are not required to fill it. Once program/school term is over, enrollment for the following program year may begin on June 1 for the upcoming program year to ensure full enrollment by September 1st, LVLC must be notified within 48 hours when a vacancy occurs. The partner agency understands that funding may be affected if slots remain unfilled. The partner agency must ensure that the PA Pre-K Counts classroom has full enrollment by September 1st, 2026, or meet 90% of enrollment. The partner agency must send a copy of the enrollment lists and waiting lists to LVLC at least one month prior to the start of the school year. Updated enrollment lists and waiting lists must be sent to LVLC in a timely manner (within 5 days of any change).

The partner agency further agrees that it shall not discriminate against a child, parent, or any other person because of race, color, religious creed, ancestry, national origin, age, or sex.

m. Pelican must be completed and updated, as per regulations, in a timely manner.

4. **Coordination and Collaboration:**
    a. Early Intervention Programs and Services: The partner agency will collaborate with Case Management and the Intermediate Unit to transition children with special needs into the program and to provide an environment that will support the success of the child.
    b. Early Learning Resource Center: The partner agency will collaborate with the Early Learning Resource Center (ELRC) of the local County to build enrollment and provide verification of participation.
    c. Community Engagement Group: The partner agency agrees to collaborate with school readiness and transition initiatives as indicated by LVLC in the local County.
    d. Wrap Around Child Care Services: The partner agency agrees to provide wrap-around services before and/or after Pre-K Counts Programs or to refer families to programs that provide these services. The agency will explain and provide written verification of charges for wrap-around services to the families prior to enrollment in Pre-K Counts.

5. **Monitoring, Program Reporting Requirements and Assurances**

The partner agency agrees to permit lead agency representatives free access to the agency's PA Pre-K Counts Programs and all documents and records related to that program. The agency will collaborate with LVLC staff, specifically the Program Coordinators, to prepare for monitoring and site visits by the Pre-K Program Specialist and to meet all program and reporting requirements as set forth by the Pre-K Program. It is essential that all requested information and documentation etc. be provided and correct in the timeframe indicated in the request. Failure to comply with the above-mentioned requirements will result in a fine by the lead agency that will not exceed $200.00/day, incident, or requirement. The agency will provide the LVLC staff and the specialist with all information, documentation, etc. that is required in a timely manner as specifically stated in the request. Failure to do so will result in a fine as the discretion of LVLC as described above.

    a. Develop and submit a continuous quality improvement plan (CQIP): The partner agency agrees to work in a positive collaborative manner with the LVLC PA Pre-K Counts staff and the Preschool PA Pre-K Counts specialist to develop and implement program improvements as recommended. The CQIP will be updated throughout the year.
    b. Assess the early learning environment: The partner agency agrees to complete the self-assessment tool prior to the site visits by the Pre-K Counts Program Specialist. The agency agrees to meet or exceed 5.50 on each of the five sub scales of the self-assessment tool, and if any scores fall below 5.50, the site will implement an improvement plan.

c. Assess Student Progress through OCDEL approved assessment system: The partner agency agrees to use OCDEL approved assessment system as the child assessment. The agency agrees the lead teacher will attend training and maintain up to date assessment information for each child in the classroom. Assessment information will be shared with families during parent/teacher conferences during the year. All data will be entered into and/or submitted to the LVLC staff, specifically the Program Coordinator, within the time frames required.

d. Compliance with Reporting Requirements: The partner agency agrees to meet all applicable reporting requirements by due dates and. to submit information to the lead agency as instructed to maintain compliance with all requirements of OCDEL and other regulatory agencies. THE REPORTING REQUIREMENTS INCLUDE BUT MAY NOT BE LIMITED TO: Child Assessment outcomes, enrollment and attendance reports, narrative reports, financial reports, and any data or information that is requested by OCDEL, other state, or regulatory agencies, or LVLC. The agency is subject to all compliance requirements set forth by PA Pre-K Counts Program and LVLC as the lead agency. Failure to comply will result in a fine described in number five (5) referenced above. A schedule of dates for requirements will be provided. Additional requests and dates may be indicated during the contract agreement time. Adherence to requirements and deadlines will also be expected and subject to fines as described in number five (5) above. If a partner agency fails to meet a deadline it places the lead agency and all partners at risk of being out of compliance. The agency will agree to participate as requested by LVLC, the lead agency, to fulfill all PA Pre-K Counts Program requirements and grant information and submissions.

e. Attend all Pre-K Counts Regional Meetings: The partner agency agrees to attend all required PA Pre-K Counts regional meetings.

f. Fees: The partner agency agrees not to charge any fees to parents for PA Pre-K Counts services. Fees for wrap around services must be reviewed with the parent and explained in writing prior to enrolling in PA Pre-K Counts.

g. Agree to Maintain Required Provider Status: The partner agency agrees to maintain enrollment in Keystone Stars if applicable. The agency will work with the Southwest Regional Key and the LVLC staff to develop and implement a plan to ensure appropriate status as required by OCDEL.

h. Background checks: The partner agency must abide by the legal requirements for staff/background checks set forth by the local, state, and federal requirements in keeping with the laws as they apply to operation of the programs within the partner agency.

i. Classroom Content: The partner must ensure that the content, activities, and materials used in the PA Pre-K Counts classroom are secular in nature. No part of the instructional day may be religious or religiously affiliated.

j. Agree not to Supplant Funds: The partner agency agrees not to supplant funds which includes substituting PA Pre-K Counts dollars for public resources currently being provided by Head Start grantees.

k. Appropriate Use of Funds: The agency agrees that all pass-through PA Pre-K Counts funds will be used to support the implementation of a high-quality program in the PA Pre-K Counts classroom. The agency will contact the LVLC Program Coordinator to ensure that allocated partner agency funds are being spent properly. Any questions relating to the expenditure of funds should be directed to the coordinator. The expectation for the partner agency is to spend funds within the regulations set forth by PA Pre-K Counts only. Misappropriation/non allowable expenditures are not permitted. Funds provided by LVLC as the lead agency should not be used in any way to supplant/support any other venture program or partner agency expenditure, only for PA Pre-K Counts and within their regulations for spending. Any violation will be subject to fines as described in number five (5) above.

6. **Oversight and Termination**

Ligonier Valley Learning Center, Inc. will serve as the fiscal agent and lead agency for the Partnership of the Pre-K Counts grant award. The LVLC staff will make both announced and unannounced visits to the classroom throughout the instructional year and provide monitoring and technical assistance and support as it is related to the PA Pre-K Counts Program. LVLC will work with the partners to ensure compliance and make requests for information throughout the year to uphold the requirements of the grant guidelines and provide a high-quality instructional program.

If there is evidence of consistent concerns regarding a partner's implementation of PA Pre-K Counts Program, the LVLC staff will arrange a meeting with the partner agency identified director and their chosen representatives to discuss the concerns and review the CQI plan. The partner agency will then develop a specific plan to address all concerns and submit that to LVLC. LVLC will review this and accept or ask for revisions of that plan until satisfactory. The initial revised CQI plan is due within 48 hours of the meeting. If the issues remain a concern, another meeting will
be scheduled with the partner agency to review the partnership agreement and determine next steps. A timeline for marked improvement will be established, keeping the fidelity of the program in mind to ensure the issue is resolved without sacrificing submissions. LVLC staff will contact OCDEL and the program specialist for guidance.

As fiscal agency and lead agency, LVLC reserves the right to terminate this agreement in the following cases:
Substantiated financial fraud
Substantiated case of child abuse
Under enrollment
In the event the Partner Agency decides to discontinue providing PKC Services; LVLC, the PKC Specialist and OCDEL needs to be notified in writing at least 45 days in advance. All PKC purchased (usable) equipment, furniture and supplies must be turned over to LVLC who will locate a PKC Provider in need of the items.

7. **Financial Reporting Requirements**

a. Pass through Budget: The partner agency will submit Initial Budgets and Revised Budgets in Pelican for approval. Monthly Expenditure Reports will be submitted by the partner agency to the Lead Agency for review monthly.

b. Financial Data Reporting: In addition to Monthly Expenditure Reports, the partner agency will also submit a Quarterly Expenditure Report, a Final Expenditure Report, and an annual Inventory Report to the Lead Agency.

c. Payment and Compensation Requirements: The lead agency will pay the partner agency at the rate specified in Section 2 of this agreement. Payments will be made by cheek monthly only upon receipt of payment from OCDEL; barring any extenuating circumstances, and if all required financial and program reports are submitted.

The partner agency understands that failing to maintain full enrollment or other satisfactory performance of the work, submissions and requirements identified in the PA Pre-K Counts guidance and the information set forth in this document may affect monthly payments.

The partner agency agrees to compensate teaching staff according to the rates established by OCDEL. Full-time teaching staff should be provided with a benefits package.

Compensation Minimum Requirements

Position	Compensation Rate
Teacher with BS-ECE certification	$45,000
Teacher's Aide	$15,000

d. Accountability for Expenditures: The partner agency will maintain records and documentation for all program-related expenses. The partner will supply the lead agency with an inventory of any equipment with a purchase price of more than $5,000. All documentation must be obtained for a period of seven years.

The partner agency will have a compliance review completed by a Certified Public Accountant which includes the following:

Internal controls exist that provide safeguards against improper use of PA Pre-K Counts funding.

Cost allocation plan is appropriate and fair testing of sample of allocation expenses.

Payments to the partner were consistent with expenditures; the program did not have more than 30 days of cash of hand.

PA Pre-K Counts programs may not charge families any fees during the established program hours; assure that all PA Pre-K Counts children attend for free (including meals and field trips)

The partner did not change the concurrent fee to any other program for a PA Pre-K Counts funded child during the Pre-K portion of the day. A sample review is acceptable.

Mid-year and final expense reports accurately reflected the expenses of the program per sample review.

PA Pre-K Counts funds were deposited into an interest-bearing account and all PA Pre-K Counts funds were at a minimum, segregated from other funds with a general ledger or other acceptable accounting practices.

Any unexpended funds were accounted for, noted, and properly returned to the Commonwealth in a timely fashion.

e. Insurance: The partner agency will provide verification of general liability, worker's compensation, and child liability insurance.

8. **Collaboration in Program Delivery**

Provision of technical assistance by lead agency: The lead agency will provide technical assistance to the partner agency through on-site visits, phone calls, emails, texts, and consultations etc. as the circumstances and need arise or indicate to manage the PA Pre-K Counts program properly and effectively as the lead agency. Staff from LVLC will be part of PA Pre-K Program as the lead agency specifically:
Program Coordinator and their staff as the identify them to act as liaisons based upon needs of the program.

The partner agency agrees to work collaboratively with the LVLC staff to implement and conduct the day-to-day operations of the PA Pre-K Counts Program. The partner agrees to follow up on recommendations for quality improvements made by the lead agency staff, and to notify the LVLC staff of any changes to the program.

a. PA Pre-K Counts partner meetings: The partner agency agrees to participate in PA Pre-K Counts meetings held throughout the program year. The lead agency will schedule meetings and set agendas in collaboration with the partner agencies.

b. Communication: The partner agency and LVLC agree to utilize the most expeditious and accurate means of communication that may include telephone, email, text, postal service, fax, or in person, depending on the nature and urgency of the matter needing communicated. The partner agency and LVLC agree to address the matter in a timely manner. All communication must be addressed in some fashion within a 24-hour period or sooner if urgent or requested.

c. Ligonier Valley Learning Center, Inc. Services Role as a Lead Agency: in the role of lead agency, LVLC will

Serve as the fiscal agency for PA Pre-K Counts funding

Distribute PA Pre-K Counts funds to partner agencies monthly or as available from OCDEL

Meet all local and state fiscal reporting requirements as well as auditing requirements

Provide oversight of grant implementation

Submit documentation to OCDEL on behalf of the partnership

Provide technical assistance as required by PA Pre-K Counts Program

9. **Continuation of Partnership and Funding**

The partner agency understands that this partnership and the associated funding are contingent upon continued funding and support from the Commonwealth of Pennsylvania and OCDEL. Budget revisions may occur at any time throughout the fiscal year as needed

Summary of Expectations:

* If the PKC partner agency has additional PKC slots under a separate agreement, the partner agency must enroll and fill the funded slots under this agreement first.
* Partners must inform LVLC of any change in their PKC Length of Day and Program Year at the time of change. Any changes in PKC Length of Day and Program year must be reported to LVLC within 3 business days of occurrence. All enrollment and waiting lists must be shared with LVLC in a timely manner.
* Partners must use a standard based curriculum approved by OCDEL. Curriculum changes must be reported to LVLC within 3 business days of the occurrence.
* Partners must follow PKC Regulations regarding class size, student/teacher ratios, staffing qualifications, professional development, meals/snacks service, immunization requirements and comprehensive screenings on all enrolled children. LVLC must have access to Partner records as needed.
* Partners must send a copy of the Kindergarten Transitional Activity Plan, Parental Involvement Plan and Comprehensive Emergency Response Plan to LVLC within 30 days of the start of the school year.
* Partners must develop and submit a Continuous Quality Improvement Plan (CQIP) within 30 days of the start of the school year.
* Partners must complete the Self-Assessment Tool prior to the site visit by the PKC Program Specialist. If any scores fall below 5.50, an improvement plan will be developed and implemented.
* Students' progress must be assessed through OCDEL Approved Assessments. All data from assessments will be entered into and submitted to the LVLC Program Coordinated as requested.
* Partners must comply with all PKC reporting requirements in a timely manner. The reporting requirements include but may not be limited to: Child Assessment Outcomes, Enrollment/Attendance reports, Narrative Reports and Financial Reports.
* Partners must attend all required PKC Meetings.
* Partners must spend all PKC funds appropriately as described in the PKC Fiscal Supplement.
* Partners must respond to all LVLC emails, phone calls and requests for information in a timely manner.
* Partners must enter updated enrollment information in Pelican on a continuous basis. Updated waiting lists must be shared with LVLC.

** All non-compliance of Partnership Agreement requirements will be documented on a PKC Partnership Non-Compliance form. A copy will be sent to the PKC Partner with a corrective action statement required. A copy will be kept in LVLC Partner file. Documented non-compliance without corrective action will jeopardize future PKC Partnership Agreements with LVLC. LVLC also reserves the right to fine the partner agency not to exceed $200/day, incident or requirement for frequent non-compliance.

* As stated in the PKC Partnership Agreement, in the event a Partner Agency decides to discontinue providing PKC services, LVLC, the PKC Specialist and OCDEL need to be notified in writing at least 45 days in advance. All PKC purchased (usable) equipment, furniture and supplies must be turned over to LVLC. LVLC will locate a PKC Provider in need of the items.

Ligonier Valley Learning Center, Inc. will deduct 5% Administration fee from PKC Partners which will cover:

- Assistance as needed for successful program operations.
- Partnership Meetings to discuss program updates, important PKC Information, review of budgets, required paperwork and deadlines for reporting, encountered challenges, problem solving etc.
- Outside assessments for ECERS
- Assistance with Continuous Quality Improvement Plan
- Assistance with Performance Review Instrument Tool (PRI Preparation)
- Vision Screening
- Lead Teacher and Teacher Aid Trainings
- E-Grant and Application Assistance
- Oversight to ensure all PKC Requirements are being met
- Assistance with Pelican-input, questions and concerns
- Assistance with rapid response teams/Learning Lamp for behavioral issues
- Share policies for retention/recruitment
- Networking with other providers
- Assistance with Financial Reports as needed
- Provide ECERS Self-Assessments
- Site visits as needed
- Assistance with PKC Program advertising via flyers, social media, calendar events/billboards etc.
- Completion and submission of PKC Grant Applications
- Distribution of PKC Funding as funds are received

The signature confirms the organization's commitment to work collaboratively with Ligonier Valley Learning Center, Inc. and the other PA Pre-K Counts partners and to fulfill the roles and responsibilities outlined herein. In Witness Whereof, the parties hereto have caused this partnership agreement to be executed by their duly authorized officials.

Ligonier Valley Learning Center, Inc.	Derry Area School District
Name Rebecca Faulk	Name _____
Title Agency CEO	Title _____
Signature *Rebecca Faulk*	Signature _____
Date 08-12-2026	Date _____

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is made and entered into by and between the Derry Area Education Association (hereinafter referred to the ASSOCIATION) and the Board of School Directors of the Derry Area School District (hereinafter referred to as the BOARD); and,

Whereas, for the 2026-2027 school year, tentatively scheduled and weather-dependent, there will be 3 (2-hour) early dismissals for students. On the following dates; 11/25/26,12/23/26, and 3/24/27 all professional and temporary professional employees will leave when the students leave for the day. These 6 hours will be made up after school by building, grade level, departments or teams. The District will give the professional or temporary professional employees involved in these meetings at least 10 days notice before each meeting.

Now therefore, the BOARD and ASSOCIATION do hereby agree that this will increase the number of professional learning community hours for the 2026-2027 school year from 14 to 20, which is outlined in Article XIV Section D of the collective bargaining agreement.

This Memorandum of Understanding does not establish any type of precedent, and the BOARD'S refusal to grant any similar future requests shall not be grievable under the Grievance Procedures provisions of the contract between the BOARD and the ASSOCIATION. The BOARD and the ASSOCIATION agree to be bound by the terms of this Memorandum of Understanding.

DERRY AREA EDUCATION ASSOCIATION

BY: _____ DATE: _____

DERRY AREA SCHOOL DISTRICT

BY: _____ DATE: _____

GF/cw

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is made and entered into by and between the Derry Area Education Association (hereinafter referred to as the ASSOCIATION) and the Board of School Directors of the Derry Area School District (hereinafter referred to as the BOARD); and,

Whereas, for the 2026-2027 school year, the BOARD has identified a need for Security Screening Monitors to assist with security screening duties at school building entrances for student arrival; and,

Whereas, the BOARD and the ASSOCIATION agree to establish a stipend position of Security Screening Monitor, to be filled by professional or temporary professional employees of the District on a voluntary basis, subject to administrative approval;

Now therefore, the BOARD and the ASSOCIATION do hereby agree to the following terms for the 2026-2027 school year:

1. Employees assigned to and serving in the role of Security Screening Monitor will receive an annual stipend of $2,000.00 for duties performed during the 2026-2027 school year. Stipends will be paid in ten equal installments on the second pay of each month spanning September through June.

2. Security Screening Monitor duties, assigned locations, and schedules will be determined by the Building Principal or District Administration, and may include screening at building entrances, district events, or other locations as designated during student arrival to school. All events will take place during the school day.

3. Security Screening Monitor positions will be filled on a voluntary basis by qualified professional or temporary professional employees of the District, subject to administrative approval and any required training or certification. This monitor position will have no impact on a professional or temporary professional employee's evaluation.

4. See Job Description for additional information.

This Memorandum of Understanding does not establish any type of precedent, and the BOARD'S refusal to grant any similar future requests shall not be grievable under the Grievance Procedures provisions of the contract between the BOARD and the ASSOCIATION. The BOARD and the ASSOCIATION agree to be bound by the terms of this Memorandum of Understanding.

_____	_____
For the Derry Area Education Association	Date
_____	_____
For the Board of School Directors, Derry Area School District	Date

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EDUCATIONAL SERVICES AGREEMENT

This Educational Services Agreement ("Agreement") dated this 28th day of April, 2026, between **Derry Area School District**, located at 982 N. Chestnut Street Ext., Derry, PA 15627, (hereinafter referred to as the "District")and New Story Schools, located at 486 Cornell Road, Blairsville, PA 15717, (hereinafter referred to ("Provider"). District and Provider may be individually referred to as "Party" or collectively referred to as the "Parties."

WHEREAS, it is the desire and intent of the District to contract with Provider to receive certain educational and related services for certain identified students of the District; and

WHEREAS, it is the desire and intent of Provider to render and perform certain educational and related services for the aforementioned students under the terms and conditions set forth herein.

NOW, THEREFORE, in consideration of the consideration set forth in the attached Addendum "A," attached hereto, and the mutual promises contained herein, and intending to be legally bound, the District and Provider hereby agree as follows:

1. **Term.** This Agreement shall be in effect from August 1, 2026 through July 31, 2027, unless terminated earlier pursuant to the terms of this Agreement.

2. **Services.** The District agrees to purchase from Provider educational and related service as described in the individualized educational plan ("IEP"), and any revisions thereto of certain identified resident student(s) of the District. Provider shall provide the educational and related services described in the IEP of the student(s), and any revisions thereto, in accordance with all applicable federal and state laws, including, but not limited to, the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act of 1973. Provider agrees to participate in IEP and multi-disciplinary team ("MDT") meetings and to cooperate in the development of evaluations. The District will translate the IEP in the Parent's native language, as required by law. Additionally, all services provided pursuant to this Agreement shall include research-based methodologies. The parties agree that Provider has made no representations or other commitments regarding Student achieving any specific goals specified within the IEP.

3. **Transportation.** The District will be solely responsible for the transportation of students to Provider under this Agreement in accordance with applicable law, including, but not limited to, 24 P.S. 13-1361 and 67 Pa. Code Chapter 171. Once District transportation vehicles have departed from Provider property, they are not permitted to return with students. In the event of an off-site safety concern, District transportation personnel are expected to follow the District, or the District contractor's, established emergency procedures. These procedures should not include returning to Provider's location. Provider is unable to provide transportation support after school hours or off-site once students have been released to the care of the District and the District's transportation contractor. To maintain clear and consistent communication, Provider does not directly coordinate with transportation contractors. All communication should be routed through the appropriate District or designated transportation contractor. While Provider does not have a direct contractual relationship with

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transportation contractors, we remain committed to working closely with our District partners to support student needs within the scope of our agreements.

4. **Payment.** Payment for tuition shall, as part of this Agreement, be made in accordance with the attached "Schedule A." If this Agreement includes Extended School Year ("ESY") services, those tuition charges are included on Schedule A. Provider shall invoice the District on a monthly basis within ten (10) days of the beginning of the month for which services are scheduled to be provided. Payment shall be remitted within 30 days' receipt of such invoices. Payments not paid within thirty (30) days of invoice date shall bear interest at the rate of 1.5% per month. If payments are not made within forty- five (45) days of the invoice date, any discounts identified in Schedule A shall not apply until the District's account is current. If Provider pursues collection of any unpaid amounts, the District will be responsible for any costs of collection, including attorney's fees.

5. **Attendance.** Provider agrees to record the student's attendance and to notify the District in writing if the student is truant as defined by the compulsory attendance law so that the District may investigate the enrollment status of the student. Provider agrees to attend, if asked by the District, a school attendance improvement conference, and to assist the District in preparing, subsequently, a written school attendance improvement plan, to the extent required under Pennsylvania's truancy law. Provider operates on a school year schedule in accordance with the Provider's calendar. The parties agree that the Provider may be closed by Provider due to inclement weather or for other safety reasons without prior notice to the District. In the event of an extended closure, Provider agrees to make a good faith effort to provide continuity of education for the student using alternative means during the period of closure, including provision of services virtually. Provider's plan to reopen after an extended closure will comply with State and Federal Law, and with Pennsylvania Department of Education guidelines and any other applicable law, regulation or governmental agency recommendations.

6. **Progress Reports.** Provider agrees to send progress monitoring reports to the District within fourteen (14) days after the end of each quarter as outlined by the school calendar, or more often if so required by the student's IEP.

7. **Termination.**
    a. This Agreement may be terminated by either Party upon twenty-one (21) calendar days written notification to the other Party.
    b. District shall remain obligated to pay all amounts due to Provider through the enrollment termination and such obligation shall survive any termination of this Agreement.
    c. If a student becomes hospitalized, after ten (10) consecutive days, District can dis-enroll or choose to pay the Tier 1 rate to hold the seat.
    d. Provider reserves the right to terminate a Student's enrollment at the Provider whenever Provider determines, in its sole discretion, that Student is not benefiting from the program being offered, Provider is unable to effectively deliver services to Student, Student presents a serious risk to the safety of others, and/or Student is in need of services which Provider is

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unable to provide. Serious disciplinary infractions shall be defined at the sole discretion of Provider. However, the parties acknowledge that the Provider is designed and intended to educate students with behavioral challenges and that serious disciplinary infractions as defined by Provider must present exceptional challenges to be so defined.

e. If enrollment continues beyond either party's twenty-one (21) calendar day notice for any reason, then Provider shall continue providing services until the District is able to find a new placement for a student for a total period up to sixty (60) days, provided the District is making a good faith effort to find a new placement. If the student's continued placement beyond the twenty-one (21) day notice would create a risk to the health, safety, or welfare of the student, other students, or Provider's staff, Provider reserves the right to provide virtual instruction to the student in its sole discretion. The rate for enrollment for any day following the twenty-one (21) calendar days' notice may be twice the rate of otherwise applicable under this Agreement.

f. If Provider gives twenty-one (21) calendar days' notice of termination due to the District's failure to pay amounts due and owing, Provider shall have the right to disenroll the student on the twenty-second (22nd) day following such notice.

g. If the student is no longer a resident of the District, this Agreement shall terminate upon the District's **written** notification to Provider. District shall be responsible for payment through the date of notification to Provider. To the extent the student's school district of residence may change during the term of this Agreement, it is the District's responsibility to immediately notify Provider in writing and take affirmative action to terminate this Agreement. To the extent the student's residency status is uncertain, and/or the District is disputing residency with other districts or parties, the District remains responsible for payment through the date it notifies the Provider in writing to terminate this Agreement.

8. **Dispute Resolution.** In the event that any disputes arise out of this Agreement, the parties shall seek to resolve the dispute as expeditiously as possible. The interests of the students shall be the foremost concern in resolving such disputes. Nothing in this section shall be construed, by either party, as a waiver of any right to legal or equitable relief consistent with section 21 of this Agreement.

9. **Discontinuance of Approval Status.** In the event that the approval status of Provider is discontinued by the Pennsylvania Department of Education, Provider must immediately provide written notice to the District and this Agreement shall be terminated. The District shall be responsible for tuition for the days the students are enrolled prior to the Department of Education's discontinuance notice. The Provider assures that it is not under suspension or debarment by the Commonwealth, any other state, or the federal government.

10. **Assignment.** Provider shall not assign this Agreement or any portion thereof to any other entity; however, Provider, may use employees and/or independent contractors to perform services under this Agreement.

11. **Licenses and Certifications.** Provider shall maintain, at its own expense, any required licenses and certifications to provide the aforementioned services. Provider employs

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certified personnel as defined by the Pennsylvania Department of Education, including Private School certification, and otherwise meets regulatory requirements for a private licensed school. Provider shall be responsible for obtaining any and all necessary permits and licenses and for ensuring that each of its employees and/or independent contractors comply with all applicable laws, rules and regulations, whether federal, state or local, and the policies of Provider.

12. **Clearances.** Provider agrees that any individual who will be in direct contact with the District's students shall possess the following valid clearances and certifications as required by Section 1-111 of the Public School Code (24 P.S. § 1-111):

    a) PA Child Abuse History Clearance (Act 151);
    b) Federal Criminal History Records (Act 114);
    c) Pennsylvania Background Checks (Act 34);
    d) Employment History Review (Act 168);
    e) Mandated reporter training and all other training required by law;
    f) Tuberculin testing (28 Pa Code 23.44).

    Provider agrees to bear any costs or fees associated with obtaining these clearances, training and certifications. Provider agrees to provide proof of the aforementioned clearances upon request by the District. Provider will notify the District in writing within seventy-two (72) hours if it learns that a Provider Employee is arrested for or convicted of any crime. Provider will also notify the District in writing within seventy-two (72) hours of notification that a Provider employee has been named a perpetrator in an indicated or founded report pursuant to the Child Protective Services Law. Notwithstanding any other provision for termination in this Agreement, Provider's failure to comply with the requirements of this section shall be grounds for the District to immediately terminate this Agreement.

13. **Non-Solicitation**. The District shall not, directly or indirectly: (i) recruit, solicit or otherwise induce or attempt to induce any employee or independent contractor of Provider or any subsidiary or affiliate of Provider including, but not limited to, the Provider Representatives, to leave the employ or service of Provider or such subsidiary or affiliate, or in any way interfere with the relationship between Provider, its subsidiaries or its affiliates and their respective employees or independent contractors; or (ii) employ, hire or otherwise retain any person listed above while such person has such employment or contractual relationship with Provider, it subsidiaries or its affiliates including the Provider Representatives and for one year thereafter.

14. **Insurance.** Provider shall maintain the following insurance coverages in the following limits for the term of this Agreement:

Commercial General Liability	$1,000,000 per occurrence/$2,000,000 aggregate
Automobile Liability	$1,000,000 each accident
Umbrella Liability	$3,000,000 per occurrence/$3,000,000 aggregate
Workers Compensation	$1,000,000 per occurrence
Professional Liability	$6,000,000 per claim/$8,000,000 aggregate
Sexual Abuse and Molestation	$5,000,000 limit

The insurance company(ies) issuing the policies for such insurance coverage must have

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at least an A- rating from AM Best. The Provider agrees to provide the District with certificates of insurance, naming the District as additional insured. Such certificates should indicate any deductible and/or self-insured retention and stipulate that the insurance will not be cancelled while this Agreement is in effect without 30 days' prior written notice to the District. The Provider further agrees to ensure that all subcontractors it retains in connection with the services provided maintain adequate insurance coverage with respect to the services performed under this Agreement.

15. **Privacy and Confidentiality.** All information of any kind regarding the students, including (without limitation) confidential Student data, shall be kept strictly confidential by District and Provider, and shall not be used or disclosed for any purpose except as provided in this Agreement, or as otherwise required by law. This obligation of confidentiality shall survive the expiration or termination of this Agreement. As used herein, the term "confidential student data" shall include, without limitation, any personal or identifying student information, names, addresses, date of birth, social security or other identification numbers, attendance records, grades, test results, assessments, work product, disciplinary records, and any information deemed to be a "education record" under the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g.

Provider further acknowledges and agrees that through its performance under this Agreement it may possess, maintain, store or manage Personal Information, as that term is defined by the Pennsylvania Breach of Personal Information Notification Act, 73 P.S. § 2301 et seq., and that the unauthorized access or acquisition of such information may expose the District to loss or injury. Provider shall maintain a policy to govern the proper data storage of Personal Information. Such policy shall require current, commercially reasonable best practices for data storage and shall be reviewed at least annually and updated as necessary. Provider shall utilize encryption and other commercially reasonable security measures to protect the transmission of Personal Information over the internet from being viewed or modified by any unauthorized third party. Provider shall maintain a policy to govern the proper encryption and other security measures it utilizes to protect the transmission of Personal Information. Provider must provide immediate notification to the District of any suspected Discovery, as defined by the Breach of Personal Information Notification Act, of an unauthorized access or acquisition of Personal Information. Provider specially acknowledges and understands that time is of the essence in providing such notification to the District, and that any failure to immediately notify the District constitutes a material breach of this Agreement. Upon any suspected unauthorized access or acquisition of Personal Information, Provider will provide District access to all data or information requested by District as necessary to comply with any requirements to notify impacted individuals. Notwithstanding any other provision of this Agreement, Provider agrees to indemnify, defend, and hold harmless the District, it's directors, officers, employees, agents and representatives, from and against any and all claims, demands, liabilities, suits, actions, damages, losses and any amounts payable whatsoever including, without limitation, court costs, investigative fees and expenses, and reasonable attorney's fees, arising out of or caused by the gross negligence, malfeasance or intentional recklessness of Provider and/or its partners, principals, agents, employees, subcontractors, and representatives or by their failure to perform pursuant to this Section 15 of this Agreement.

Docusign Envelope ID: D1D9C3AD-DFCA-8C6F-8360-9504B41631AA

16. **Indemnification.** District agrees to indemnify, defend, and hold Provider harmless from any claims, losses, suits or damages caused by or arising from the negligence or willful misconduct of District, its agents and its employees, District's obligation to indemnify shall survive the termination of this Agreement.

    Provider agrees to indemnify, defend, and hold District harmless from any claims, losses, suits or damages caused by or arising from the negligence, or willful misconduct of Provider, its agents, and its employees. Provider's obligation to indemnify shall survive the termination of this Agreement.

17. **Independent Contractor.** It is hereby understood and agreed that Provider, in performing this Agreement, is acting in the capacity of an independent contractor, and that Provider, in such capacity, is not an agent, servant, partner, or employee of the District. None of the benefits provided by the District to its employees, including but not limited to workers' compensation insurance, disability insurance, medical insurance, and unemployment insurance are available from the District to Provider for the services provided to this Agreement. Provider has no authority hereunder to assume or create any obligation or responsibility, express or implied, on behalf or in name of the District or to bind the District in any way whatsoever.

18. **Non-Discrimination**. Provider and District shall assure that the Services provided pursuant to this Agreement are rendered without regard to race, sex, national origin, age, disability, or any other protected category under federal, state or local law.

19. **Waiver of Certain Damages.** Provider waives claims against the District for lost profits, lost expected profits, consequential damages and/or incidental damages arising out of or relating to this Agreement or termination thereof.

20. **Governing Law.** This Agreement shall be governed by and construed in accordance with the laws of the Commonwealth of Pennsylvania without giving effect to any laws or principles of conflicts of laws that would cause the laws of any other jurisdiction to apply.

21. **Venue.** Sole and exclusive jurisdiction for claim or suit arising from or under this Agreement shall be in the Court of Common Pleas for Indiana County, Pennsylvania, in a non-jury format, and in no other forum.

22. **Sovereign Immunity.** As it pertains to third parties, nothing contained herein shall be construed as or imply that the District is waiving its sovereign immunity. Notwithstanding anything contained in this Agreement, nothing in this Agreement shall be deemed to be a direct or indirect waiver of or limitation to any sovereign or governmental immunity in any respect applicable to the District, its directors, officers, employees and agents, including without limitation under the Pennsylvania Political Subdivision Tort Claims Act.

23. **Modification.** This Agreement may not be modified, altered, or changed except upon express, written consent of both parties wherein specific reference is made to this Agreement.

24. **Execution** This Agreement may be executed in counterparts, each of which shall be deemed an original, but all of which together shall be deemed to be one and the same Agreement. Electronic signatures are acceptable. A signed copy of this Agreement

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delivered by facsimile, e-mail, or other means of electronic transmission shall be deemed to have the same legal effect as delivery of an original signed copy of this Agreement.

25. **Notice**. All official notices and other communications required or permitted under this Agreement must be in writing and delivered to the recipient as provided below:

New Story Schools
Attn: Vice President of Operations
3710 Hempland Road
Mountville, PA 17554

26. **Authority.** District represents and warrants that the individual executing this Agreement is duly authorized to execute and deliver this Agreement on its behalf and this Agreement is a valid and binding obligation of District.

27. **Entire Agreement; Headings**. This Agreement contains the entire understanding between the Parties with respect to their subject matter and superseded all prior or contemporaneous agreements or understandings between the Parties with respect to subject matter contained herein. The headings in this Agreement are solely for convenience of reference and are not to be given any effect in the construction or interpretation of this Agreement.

Derry Area School District:

By:_____
Name:_____
Title:_____

Date:_____

Provider: New Story Schools

DocuSigned by:
By: Nichole Arnold
EB23804C1A8C4D3...
Name: Nichole Arnold
Title: Vice President of Operations

Date: 4/28/2026

Docusign Envelope ID: D1D9C3AD-DFCA-8C6F-8360-9504B41631AA

SCHEDULE "A"

The rates set forth in this Schedule "A" shall apply to Students enrolled at Provider during the term of the Agreement unless agreed to in writing by the Parties set forth in the Agreement.

1) Description of educational and related services to be provided by Provider:

The following are the Related Services that New Story provides:

Occupational Therapy
Speech Therapy

2) Per Diem Tuition Rate for Such Services per student:

Rates vary by students based on the following pay structure:

Tier 1 Rate	$ 375/day
Tier 2 Rate	$ 415/day
1:1 Staffing	$ Tier Rate + 150/day

The fee shall be discounted by $10/day for each additional student that the District enrolls in Provider beyond the initial five (5) students and $20/day for each additional student that the district enrolls beyond the initial fifteen (15) students.

Dear District Partner,

We are excited to begin another school year and continue working collaboratively with you to best meet the needs of our shared students. Thank you for your continued partnership and for the trust you place in New Story Schools to support your learners.

As we prepare for the 2026–2027 school year, New Story Schools in **Blairsville** will be implementing updates to our rate structure. In response to the increasing acuity and needs reflected in student referrals, we are transitioning from our current rate model to a streamlined tiered pricing structure. Enclosed with this letter is a *Tiered Program Support and Tuition Overview* that outlines the services provided at each tier, offering transparency and clarity regarding service levels for students. Additionally, we have included our *Intensive Staffing Rubric*, which is intended to support thoughtful collaboration among New Story staff, families, and district partners when considering the need for 1:1 staffing services. Together, these tools, along with student data, are designed to foster a shared understanding of services and supports being provided.

Over the past year, our solicitor has worked to update the New Story Schools district agreement to reflect feedback and requested changes shared by districts. As a result, the agreement accompanying this communication represents a standardized agreement used for all districts across the state and will not be revised on an individual district basis.

Like many organizations, New Story Schools continues to experience the effects of inflation and workforce shortages. To ensure we can maintain high-quality programming and retain skilled, dedicated staff, tuition rates have been adjusted accordingly. These updated rates will be reflected in tuition agreements for the 2026–2027 school year and are outlined below:

Tier 1 Rate – $375 per day
Tier 2 Rate – $415 per day
1:1 Staffing – Tier Rate + $150 per day

Thank you for your understanding and for your continued collaboration and confidence in New Story Schools. We value our partnership and remain committed to providing high-quality, individualized services that support the needs of students with more complex learning profiles. We look forward to another successful school year and to continuing our shared work toward helping students develop the skills needed for successful reintegration into their district school settings.

Respectfully,

Rebecca Compardo, BCBA
Director of School and Servies

Tiered Tuition & Support Overview

Tier 1: Foundational to Moderate Support

Tier 1 serves students who require structured supports but can function successfully without intensive staffing ratios. The daily tuition rate for Tier 1 includes:

- Standard to moderately enhanced classroom staffing ratios.
- Academic instruction aligned to general education standards with some individualized supports and accommodations.
- Related services delivered per IEP, typically at low frequency or consultative levels.
- Behavioral supports focused on prevention and skill building, with minimal behavior team involvement.
- Regular monitoring of academic, behavioral, and social emotional progress
- Classroom wide instruction for social, emotional and regulation programming.
- Predictable classroom routines supporting engagement and learning
- Access to program wide de-escalation protocols for unexpected situations. Behaviors requiring de-escalation are infrequent and situational and are not part of the student's routine or daily programming.

Tier 2: Intensive Support

Tier 2 is designed for students who require higher levels of structure, individualized intervention, and regular behavioral support to access learning. The daily tuition rate for Tier 2 includes:

- Enhanced staffing ratios allowing consistent adult support and supervision.
- Individualized and small group academic instruction with ongoing adjustments.
- Related services provided per IEP, typically at moderate frequency.
- Regular behavior team involvement to support behavior plans, deescalation strategies, and progress monitoring
- Small group social, emotional and regulation programming
- Planned and anticipated access to crisis intervention. Students may require periodic to frequent de-escalation support provided by classroom staff in coordination with the behavior team. -- is regularly available but not continuously assigned to one staff member.

1:1 Staffing

1:1 Staffing is for students whose needs require continuous, individualized assistance to ensure safety, regulation, and access to instruction throughout the school day. The daily tuition rate for Tier 3 includes:

- Dedicated 1:1 staffing across all school settings to support behavioral, academic, and safety needs.

- Fully individualized academic programming with real-time instructional adjustments.
- Frequent and proactive behavior team involvement, including ongoing data review and modification of individualized behavior support plans.
- Full access to related services as outlined in the IEP, often at higher frequency.
- Environmental modifications, specialized materials, sensory support, and individualized safety planning.
- Highly structured routines with continuous adult facilitation to support regulation, engagement, and independence-building.
- Immediate and continuous crisis prevention, response, and recovery embedded throughout the day. The assigned 1:1 staff member works in coordination with the behavior team to provide real-time deescalation and safety support as needed.

1:1 Staffing Decision-Making Rubric

Purpose

To determine whether a student requires **dedicated 1:1 support** for safety, regulation, learning access, or independence-building. Decisions should be:

- Data-driven
- Environment-specific
- Based on documented needs rather than diagnosis or behavior history alone
- Focused on the least restrictive environment

Domains Assessed

Each domain is rated **0–3**.

A total score of **11 or above** typically triggers an IEP team discussion for 1:1 staffing consideration.

Domain 1: Safety, Behavior & Supervision Needs (0–3)

This domain assesses the student's ability to remain safe, regulate behavior, and function within the school environment with appropriate levels of adult supervision. Ratings reflect the frequency, intensity, and duration of behaviors that impact safety for the student and others, as well as the level of staff intervention required. Consideration is given to the student's ability to follow routines, respond to redirection, remain with their assigned group or area, and recover following behavioral incidents. Higher scores indicate increased safety risks, more significant behavioral challenges, greater disruption to instruction, and a need for intensive or continuous adult support.

Higher scores indicate increased reliance on continuous, individualized adult support to prevent harm to the student or others, maintain behavioral stability, and sustain access to instruction.

Score	Indicators
0 – Low	No safety concerns; follows routines; can remain with group without close supervision; behavior stable; minimal intervention; utilizes universal supports
1 – Mild	Occasional reminders needed to maintain safety; occasional impulsivity but easily redirected; minimal challenging behaviors managed by 1-2 staff members for safety when needed
2 – Moderate	Frequent reminders needed to maintain safety; frequent elopement attempts (1-2 per day) from the classroom or once per week to leave the building; physical impulsivity; challenging behavior episodes lasting several minutes such as aggression and self-injury that require frequent intervention from the behavior team (minimum 2 people); Disruption to classroom peers interfering with instruction
3 – High	Severe, frequent safety risk requiring continuous adult presence within arm length to prevent injury to self or others; 3-5 episodes per hour lasting 5 or more minutes per episode; recovery time of at least 10 minutes; behaviors resulting in tissue damage to student, staff, or peers

Domain 2: Academic & Instructional Access (0–3)

This domain evaluates the student's ability to access and engage in academic instruction with varying levels of instructional support. Ratings reflect the level of adult prompting, group size, and instructional scaffolding required for the student to participate meaningfully in learning activities, as well as the student's stamina for sustained engagement. Consideration is given to the student's independence, responsiveness to prompts, ability to work within whole-group or small-group settings, and need for individualized, continuous support to access curriculum and instruction. Higher scores indicate increased dependence on adult support to maintain engagement and complete academic tasks.

Students scoring at the highest level in this domain demonstrate an inability to access instruction without continuous, individualized adult support, which may necessitate IEP team discussion regarding 1:1 staffing to support academic engagement and instructional access.

Score	Indicators
0 – Low	Independently accesses instruction with minimal support; engages in instruction at least 20 minutes independently; Does not require related services
1 – Mild	Needs occasional small-group support (3-4 peers); can complete tasks with minimal prompts; engages in instruction at least 10 minutes consecutively; Minimal access to related services at 30 minutes or less per week
2 – Moderate	Requires prompting and frequent small-group support (1-2 peers) during academic instruction times; engages in instruction at least 5 minutes consecutively; Regular access to related services at 45 minutes or less per week
3 – High	Cannot access learning without continuous, individualized, moment-to-moment instructional support; Frequency access to related services at 60 minutes or less per week

Domain 3: Communication Skills (0–3)

This domain evaluates the student's ability to effectively communicate wants, needs, and understanding within the school environment, using verbal language and/or augmentative and alternative communication (AAC) systems. Ratings reflect the level of adult facilitation required to support expressive and receptive communication and the extent to which communication challenges impact learning, behavior regulation, and participation in school routines. Consideration is given to the student's independence in using communication systems, responsiveness to prompts, and whether breakdowns in communication contribute to challenging behaviors.

Students demonstrating significant communication barriers that require continuous facilitation to prevent challenging behavior may be unable to safely or effectively participate in instruction without dedicated adult support.

Score	Indicators
0 – Low	Communicates independently (verbal or AAC)
1 – Mild	Some communication deficits; occasional prompting needed
2 – Moderate	Significant expressive or receptive challenges that contribute to behaviors or learning barriers.
3 – High	Requires continuous facilitation of a communication system to prevent challenging behavior

Domain 4: Independence & Self-Management Skills (0–3)

This domain assesses the student's ability to independently manage daily school routines, transitions, self-care, and engagement in work and leisure activities. Ratings reflect the degree of adult prompting, supervision, and support required for the student to function throughout the school day, as well as the student's stamina, regulation, and need for breaks. Consideration is given to how cognitive, behavioral, or physical needs impact the student's capacity to initiate, sustain, and complete tasks without adult assistance.

Students demonstrating limited independence across routines, transitions, self-care, and work engagement, coupled with frequent break requirements, may be unable to safely and effectively participate in the school day without continuous adult support.

Score	Indicators
0 – Low	Independent with routines, transitions, and self-care for age; can independently engage in leisure skills for at least 15 minutes; requires minimal breaks throughout the day from work tasks
1 – Mild	Requires occasional supervision during routines, transitions, and self-care; can independently engage in leisure skills for at least 10 minutes; requires at least 1 break every 30-60 minutes throughout the day from work tasks
2 – Moderate	Requires visual supervision at all times during the school day; requires structured prompting for routines, transitions, and self-care; can independently engage in leisure skills for at least 5 minutes; requires at least 1 break every 15-30 minutes throughout the day from work tasks; requires health-related monitoring due to medical needs (i.e., diabetes, seizures)
3 – High	Requires direct adult support within arm's reach for all transitions, routines, and self-care tasks due to cognitive, behavioral, or physical needs; requires at least 1 break every 5-15 minutes throughout the day from work tasks; requires intensive health-related monitoring by a contracted medical professional during the school day

Decision Guidelines Based on Total Score

Total Score	Recommendation
0–3	1:1 not indicated; classroom and Tier 1/2 supports sufficient.
4–7	Review existing supports; consider Tier 2/3 staffing adjustments; not supported for 1:1.
8–10	Strong indication for Tier 3 and possible 1:1 during specific parts of the day; Collect additional data to determine if 1:1 support is needed for full day (See below under trial period)
11–12	Student likely requires full-time 1:1 support, pending team review and data verification.

Additional Criteria That MUST Be Considered:

A student should not receive 1:1 solely because of:

- Disability label
- Parent requests without supporting data
- Past placement where 1:1 was provided
- Staffing convenience
- Academic delays without safety or behavioral barriers

A 1:1 is indicated when:

- Without support, the student or others are unsafe or unable to access education
- Data shows classroom staff cannot safely or effectively meet needs
- The support will promote—not hinder—independence

Required Data Before Assigning a 1:1

Teams should review:

- Incident reports (frequency, intensity, duration)
- Behavioral data (ABC data, progress monitoring, reinforcement schedules)
- Related service assessments
- If applicable, VBMAPP Barriers assessment or EFL Essential 8 assessment
- Functional Behavior Assessment (if available)
- Observations in class, transitions, and unstructured settings
- Evidence of attempted interventions (group support, visual schedules, behavior plan, sensory plan)

Trial Period Requirement

If the rubric suggests potential need for a 1:1:

- Collect structured data daily
- Implement a 15-day trial
- Review: increased independence? improved safety? access to learning?
- Determine if support should remain full-time, be modified, or be faded

Example Documentation Statement (for IEP)

"Over the last 15 instructional days, the student has averaged 27 aggression incidents per day, including hitting, biting, and throwing objects. Self-injurious behaviors occurred 12–18 times per day, including head banging requiring protective blocking. The student attempted to elope 19 times over 15 days, including two building exit attempts. Instructional engagement averaged 14% without 1:1 prompting and required continuous AAC modeling. Due to the frequency, intensity, and unpredictability of these behaviors—as well as the student's inability to access instruction without individualized support—a 1:1 staff member is required for safety, regulation, learning access, and implementation of the IEP and PBSP."

2026-2027 School Calendar

August 2026						
Su	M	Tu	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					

August	
17-18	Professional Staff In-service
19-24	All staff In-service
25	First Student Day

February 2027						
Su	M	Tu	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						

February	
12	School Closed**
15	School Closed Staff In-service

September 2026						
Su	M	Tu	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			

September	
4	ED 12:00: Staff In-service
7	School Closed
25	ED 12:00: Staff In-service

March 2027						
Su	M	Tu	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			

March	
22	End of 3rd Quarter
23	ED 12:00 Staff In-service
24	School Closed **
25	School Closed **
26-29	School Closed

October 2026						
Su	M	Tu	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

October	
12	School Closed: Staff In-service
28	End of 1st Quarter
30	ED 12:00: Staff In-service

April 2027						
Su	M	Tu	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	

April	
16	ED 12:00
19	Staff In-service

November 2026						
Su	M	Tu	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					

November	
24	ED 12:00
25-27	School Closed

May 2027						
Su	M	Tu	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					

May	
14	ED 12:00 Staff In-service
28	ED 12:00
31	School Closed

December 2026						
Su	M	Tu	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		

December	
23	ED 12:00: Staff In-service
24-31	School Closed

June 2027						
Su	M	Tu	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			

June	
2	ED 12:00 Last Day Staff In-service
3	Last Staff Day**
21	1st Day ESY
25	School Closed Staff in-service

January 2027						
Su	M	Tu	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						

January	
1	School Closed
13	End of 2nd Quarter
15	ED 12:00: Staff In-service
18	School Closed

July 2027						
Su	M	Tu	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

July	
2,5	School Closed
9,16	School Closed Staff In-service
23,30	School Closed Staff In-service
29	ED 12:00 ESY last d Staff In-service

Emergency Make Up Days

#1 Feb 12

#2 Mar 24 (1/2 day moves from the 23rd to 24th)

#3 Mar 25 (1/2 day moves from the 24th to 25th)

#4 June 3 (1/2 day moves from the 2nd to 3rd)

Derry Area SHS

TSI non-Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Derry Area SHS		107651603
Address 1		
988 North Chestnut St Ext		
Address 2		
City	**State**	**Zip Code**
Derry	PA	15627
Chief School Administrator		**Chief School Administrator Email**
Dr Gregory A Ferencak		gferencak@dasd.us
Principal Name		
Mrs. Lisa A. Dubich		
Principal Email		
ldubich@dasd.us		
Principal Phone Number		**Principal Extension**
724-694-8231		2300
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Dr. Kathy Perry		Dr. Kathy Perry

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Lisa Dubich	Principal	Derry Area High School	Ldubich@dasd.us
Mike Arone	Principal	Derry Area High School	marone@dasd.us
Leanne Shaw	Teacher	Derry Area Middle School	lshaw@dasd.us
Janell Huska	Teacher	Derry Area High School	jhuska@dasd.us
Joe Mylant	Teacher	Derry Area High School	jmylant@dasd.us
Kathy Perry	District Level Leaders	Derry Area School District	kperry@dasd.us
Tom Esposito	Teacher	Derry Area High School	tesposito@dasd.us
Greg Ferencak	Chief School Administrator	Derry Area School District	gferencak@dasd.us

Vision for Learning

Vision for Learning

All students of the Derry Area School District will become critical, creative and independent learners who experience high levels of individual achievement while becoming innovative problem solvers. All stakeholders, including educators and parents, will provide students a strong foundation and the highest quality instruction possible. Students will graduate from our school district as confident, productive and responsible citizens capable of realizing success in learning and life, while also providing service to the community. Additional focus and learning opportunities will be given to students with IEPs in order for them to obtain maximum individualized growth and achievement.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

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

Comments/Notable Observations

All of our groups had a red arrow down which indicates we did not meet our target and we decreased in performance from last year.

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

Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	There is no strength in this data. In any subgroup

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	The ELA Interim goal was not met and we declined to 62.5% from 66.2% last year.
White	All groups decreased in the performance from the year before.

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

ED subgroup, White and All groups increased in math performance but did not meet target.

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

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Students scored 3.0% more this year than last year. The arrow indicates red but up.

Challenges

ESSA Student Subgroups	Indicator
White	This group scored better than last year but did not meet target.
Economically Disadvantaged	This group scored better than last year but did not meet target.

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

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

Comments/Notable Observations

All groups had green arrows. 3 groups had down arrows and only 1 had an up arrow.

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

Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	Students scored 75 which is much higher than last year or year prior.
Economically Disadvantaged	This group scored 77 but it is an down green arrow.

Challenges

ESSA Student Subgroups	Indicator
White	This group scored 73 which is lower than last year but it is a green arrow.

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

3 groups had down red arrows. Only Students with disabilities had a green down arrow.

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

Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	This group meets target goal but scored less than last year.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Had a red down arrow. The drop was significant to 55.

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

The all student group and white group did not meet the goal but is increasing.

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

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	This group maintained it is attendance percent.
White	This group increase but did not meet target.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	This group did not meet target and decreased from last year.
Combined Ethnicity	This group did not meet target and decreased from last year.

Career Standards Benchmark

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

Comments/Notable Observations

Our indicator is blue. We scored 98.6% in this area.

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

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Received a blue up arrow indicating we hit the target and is increasing.
White	Received a blue up arrow indicating we hit the target and is increasing.

Challenges

ESSA Student Subgroups	Indicator
English Learners	This group had a down red arrow, but did score 92%.

High School Graduation Rate Four-Year Cohort

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

Comments/Notable Observations

This area had all down areas but did had 2 green areas.

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

Strengths

ESSA Student Subgroups	Indicator
White	It did have a green down arrow.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	This group had a down red arrow because it scored below prior year.
Students with Disabilities	This group had a down red arrow because it scored below prior year.

Summary

Strengths

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

All of our groups had a red arrow down which indicates we did not meet our target and we decreased in performance from last year.
ED subgroup, White and All groups increased in math performance but did not meet target.
All groups had green arrows. 3 groups had down arrows and only 1 had an up arrow.
3 groups had down red arrows. Only Students with disabilities had a green down arrow.

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 of our groups had a red arrow down which indicates we did not meet our target and we decreased in performance from last year.
ED subgroup, White and All groups increased in math performance but did not meet target.
All groups had green arrows. 3 groups had down arrows and only 1 had an up arrow.
3 groups had down red arrows. Only Students with disabilities had a green down arrow.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
6 out of 28 student (LS) scored green on the Lit CDT's.	Mrs. Harr
9 out of 28 student (LS) scored in the green on the key details on the CDT's	Mrs. Harr
24 out of 59 scored green overall on the CDT's	Mr. Curcio

English Language Arts Summary

Strengths

Students with Disabilities did score a 71 on the Keystones in Lit.
NA
NA
NA

Challenges

Most of the students scored red on the CDT's . It happened in December.
NA
NA
NA

Mathematics

Data	Comments/Notable Observations
Open ended testing, Algebra 1 keystone, 19 students. 14 of the 19 met or exceed the increase goal.	Mr. Mylant
NA	NA
NA	NA

Mathematics Summary

Strengths

By utilizing small group instructions, students had more one and one time. 3rd day of lab.
Additional time, allowed for more real world examples and gave testing taking examples.
NA
NA

Challenges

Scheduling constrains, staffing did not allow for all students to participate in additional math lab.
Student motivation on construction response is low.
NA
NA

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
NA	NA
NA	NA
NA	NA

Science, Technology, and Engineering Education Summary

Strengths

NA
NA
NA
NA

Challenges

NA
NA
NA
NA

Related Academics

Career Readiness

Data	Comments/Notable Observations
Our students use Smart Futures.	9-12 grades
NA	NA
NA	NA

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.

NA
NA
NA
NA
NA

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.

NA
NA
NA
NA

NA

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

NA

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.

NA

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

Summary

Strengths

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

>

Align curricular materials and lesson plans to the PA Standards
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Foster a culture of high expectations for success for all students, educators, families, and community members

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?

>

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community
Implement a multi-tiered system of supports for academics and behavior
Implement an evidence-based system of schoolwide positive behavior interventions and supports
Monitor and evaluate the impact of professional learning on staff practices and student learning

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
All of our groups had a red arrow down which indicates we did not meet our target and we decreased in performance from last year.	True
ED subgroup, White and All groups increased in math performance but did not meet target.	False
All groups had green arrows. 3 groups had down arrows and only 1 had an up arrow.	False
3 groups had down red arrows. Only Students with disabilities had a green down arrow.	False
The all student group and white group did not meet the goal but is increasing.	False
Our indicator is blue. We scored 98.6% in this area.	False
Students with Disabilities did score a 71 on the Keystones in Lit.	False
NA	False
NA	False
NA	False
By utilizing small group instructions, students had more one and one time. 3rd day of lab.	True
Additional time, allowed for more real world examples and gave testing taking examples.	True
NA	False
NA	False
Align curricular materials and lesson plans to the PA Standards	False
NA	False
NA	False
NA	False
NA	False
NA	False
NA	False
NA	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	False
Foster a culture of high expectations for success for all students, educators, families, and community members	False
NA	False
NA	False
NA	False

Challenges

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

Strength	Check for Consideration in Plan
All of our groups had a red arrow down which indicates we did not meet our target and we decreased in performance from last year.	True
ED subgroup, White and All groups increased in math performance but did not meet target.	True
All groups had green arrows. 3 groups had down arrows and only 1 had an up arrow.	True
3 groups had down red arrows. Only Students with disabilities had a green down arrow.	True
The all student group and white group did not meet the goal but is increasing.	False
This area had all down areas but did had 2 green areas.	False
Most of the students scored red on the CDT's . It happened in December.	False
NA	False
NA	False
NA	False
Scheduling constrains, staffing did not allow for all students to participate in additional math lab.	False
Student motivation on construction response is low.	False
NA	False
NA	False
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	False
NA	False
NA	False
NA	False
NA	False
NA	False
NA	False
NA	False
Implement a multi-tiered system of supports for academics and behavior	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
Monitor and evaluate the impact of professional learning on staff practices and student learning	False
NA	False
NA	False
NA	False

Most Notable Observations/Patterns

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	**Discussion Points**	**Check for Priority**
All of our groups had a red arrow down which indicates we did not meet our target and we decreased in performance from last year.		True
ED subgroup, White and All groups increased in math performance but did not meet target.		True
All groups had green arrows. 3 groups had down arrows and only 1 had an up arrow.		False
3 groups had down red arrows. Only Students with disabilities had a green down arrow.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
All of our groups had a red arrow down which indicates we did not meet our target and we decreased in performance from last year.	
By utilizing small group instructions, students had more one and one time. 3rd day of lab.	
Additional time, allowed for more real world examples and gave testing taking examples.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We have added Algebra I lab back into the master schedule and for next academic year (24-25) students will have a scheduled lab for 2 days out of a 6 day cycle to increase small group instruction and remediation for potential re-testers.
	We have an attendance officer which will work with the students who do not attend school.

Goal Setting

Priority: We have added Algebra I lab back into the master schedule and for next academic year (24-25) students will have a scheduled lab for 2 days out of a 6 day cycle to increase small group instruction and remediation for potential re-testers.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the completion of 2026-2027 school year, the students with disabilities subgroup achievement in math will increase by 5%.			
Measurable Goal Nickname (35 Character Max)			
Students With Disabilities Subgroup			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Students will be placed in 2 periods of Algebra I lab class for two days out of a six day rotation. We will also identify re-test students and add them into a lab course if possible.	Retesters will take Winter Wave Keystone. All first time test takers will take the CDT to identify areas of growth, weakness and needs.	After school tutoring will be offered to all students taking the Keystone in order to address weaknesses.	5% increase in student achievement

Priority: We have an attendance officer which will work with the students who do not attend school.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Increased high school level attendance that will also have a positive impact on student grade promotion and our overall graduation rate. Attendance will be evaluated daily, weekly, and monthly by the School Attendance Officer. sing existing school attendance data, the Derry Area School District looks to improve a positive attendance growth plan, which includes additional resources to the Student Assistance Program, a tiered-positive behavioral support system, outside agency support, and the continuation of truancy officers. Derry Area School District looks to increase student attendance at the high school building to assist us in raising the graduation rate by closing the regular attendance gap by the end of the school year which will sum to 5.0%			
Measurable Goal Nickname (35 Character Max)			
HS Attendance			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Gather data for all students who have missed three or more days of school	Meet with all students who have accrued 3 or more unexcused absences and create individualized goals through an SAIP meeting	Reward students attending more regularly based on 2nd quarter meetings	HS-- 5.0%

Action Plan

Measurable Goals

Students With Disabilities Subgroup	HS Attendance

Action Plan For: Positive Attendance Growth Plan

Measurable Goals:
• Increased high school level attendance that will also have a positive impact on student grade promotion and our overall graduation rate. Attendance will be evaluated daily, weekly, and monthly by the School Attendance Officer. sing existing school attendance data, the Derry Area School District looks to improve a positive attendance growth plan, which includes additional resources to the Student Assistance Program, a tiered-positive behavioral support system, outside agency support, and the continuation of truancy officers. Derry Area School District looks to increase student attendance at the high school building to assist us in raising the graduation rate by closing the regular attendance gap by the end of the school year which will sum to 5.0%

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Continue to develop additional supports for Student Assistance Program Improve upon implementation of tiered positive behavior support system Continuation of our K-12 School Attendance Officer. Collaboration with outside agencies, including medical professionals, to assist with inaccurate excuses. Investigate grants for attendance support. Develop a plan for improved parental communication and accountability to increase student attendance.		2026-08-24	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Attendance Officer	Additional supports as requested by the attendance officer. We have also purchased the PowerSchool attendance suite.	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Increased high school level attendance that will also have a positive impact on student grade promotion and our overall graduation rate	Attendance will be evaluated daily, weekly, and monthly by the School Attendance Officer

Action Plan For: Algebra I Improved Achievement

Measurable Goals:
• By the completion of 2026-2027 school year, the students with disabilities subgroup achievement in math will increase by 5%.

Action Step		Anticipated Start Date	Anticipated Completion Date
Schedule all Algebra I students for two days out of a six day rotation for small group instruction. Plan for after school tutoring to address weaknesses. Identify re-tester students and schedule them into Algebra lab if possible.		2026-08-24	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Building Principal, Math Chair, LS Teacher	CDT, IXL, Coach books, Item Samplers	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students with disabilities will score Proficient or higher on Keystone	Building Principal, Math Chair, LS Teacher weekly, monthly and quarterly meetings

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Positive Attendance Growth Plan	Continue to develop additional supports for Student Assistance Program Improve upon implementation of tiered positive behavior support system Continuation of our K-12 School Attendance Officer. Collaboration with outside agencies, including medical professionals, to assist with inaccurate excuses. Investigate grants for attendance support. Develop a plan for improved parental communication and accountability to increase student attendance.

PowerSchool Attendance Suite

Action Step		
• Continue to develop additional supports for Student Assistance Program Improve upon implementation of tiered positive behavior support system Continuation of our K-12 School Attendance Officer. Collaboration with outside agencies, including medical professionals, to assist with inaccurate excuses. Investigate grants for attendance support. Develop a plan for improved parental communication and accountability to increase student attendance.		
Audience		
Truancy Officer, Building Principals, Associate Principal, Attendance Secretaries		
Topics to be Included		
Daily attendance tracking, tardy tracking, mass communication with parents and families		
Evidence of Learning		
Utilize the program effectively		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Truancy Officer	2026-08-24	2026-09-11

Learning Format

Type of Activities	Frequency
Seminar(s)	2 times a week
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	**Date**
Lisa A. Dubich	2026-08-13
School Improvement Facilitator Signature	**Date**

DERRY AREA SCHOOL DISTRICT
DERRY, PA 15627

VOLUNTEER LIST

8-20-26 Board Meeting

Pending all clearances and volunteer paperwork

1. Ashley Mealy

cls 8/14/2026