Regular Meeting

Tuesday, August 11, 2026 6:30 PM
LGI at the Intermediate School, please use Door #13, 250 Mabel Street, Miffinburg, PA 17844

1. **OPENING PROCEDURES**

   Call to Order
   Pledge of Allegiance
   Roll Call

2. **EXECUTIVE SESSIONS**

3. **APPROVAL OF MINUTES**

   The minutes of June 9, 2026, are presented for approval.

   ALL IN FAVOR

4. **ITEMS TO BE ADDED TO THE AGENDA**

5. **PUBLIC PARTICIPATION ON AGENDA ITEMS**

6. **SUPERINTENDENT'S REPORT - Dr. Dady**

7. **POLICY COMMITTEE REPORT - Troy Zimmerman**

7.A. Policy Review

The following policies are presented to the Board for review prior to a first reading:

116-Tutorial Instruction
117-Homebound Instruction
118-Independent Study
118.1-Home Independent Study-Retire this policy

8. **EDUCATION COMMITTEE REPORT - Tyler Snook**

8.A.
2026-2027 Bus Routes-Attachment

The administration recommends approving the 2026-2027 bus routes as presented.

ALL IN FAVOR

8.B. AI4MS Curriculum - Attachment

The administration recommends approving the AI4MS Curriculum as presented. This course will be taught at the middle school.

ALL IN FAVOR

8.C. Building Level Plans - Attachment

The administration recommends approving the building level plans for the elementary and intermediate schools as presented for the 2026-2027 school year.

ALL IN FAVOR

8.D. Dual Enrollment Agreement—Messiah University - Attachment

The administration recommends approving an agreement with Messiah University for dual enrollment.

ALL IN FAVOR

8.E. Title 1 Services Agreement—Attachment

The administration recommends approving an agreement with the CSIU for Title 1 Services for Northumberland Christian Academy.

ALL IN FAVOR

9. **PROPERTY COMMITTEE REPORT - Brandon Straub**

9.A. Change Order - Attachment

The administration recommends approving Change Order #4 for Musco Pole Base Drilling.

ROLL CALL VOTE

9.B. Change Orders — Attachment-Informational Item Only

The attached change orders are presented for the Boards review.

9.C. Construction Agreements & MOUs-Attachment

The administration recommends approving the following construction agreement and MOU for the stadium project:

Keystone Construction MOU - Stadium Pad
Keystone Construction Field Maintenance Agreement

ROLL CALL VOTE

9.D. Turf Tank

The administration recommends approving a 3-year subscription for Turf Tank. A robotic turf lining system.

ROLL CALL VOTE

10. **FINANCE COMMITTEE REPORT - Mindy Benfer**

10.A. Acknowledge Monetary Donations- Information Item Only

The following donations were accepted:

$140-Lemonade Stand Sale for the Bocce Team in memory of Sadie Zimmerman
$500-Be-Co Propane-Girls' Soccer Team
$500-Chilly Willys-Girls' Soccer Team
$500—Swag at 340-Girls' Soccer Team

10.B. Financial Information Clubs — Information Item Only

Attached is 25-26 financial information for the following clubs:

Intermediate School HSA's self audit
Boys Basketball budget

10.C. Financial Reports/Ratification of Expenditures

The administration recommends approving all financial reports as presented, subject to audit, and ratification of the expenses for the months of June and July 2026.

ROLL CALL VOTE

10.D. Public Schools Improvements Facilities Grant 2026-2027 - Attachment

The administration recommends approving the resolution and financial commitment:
New Resolution — Public Improvement Facilities Grant
New Financial Commitment Letter for the Public Improvement Facilities Grant

ROLL CALL VOTE

10.E. Monetary Donations

The administration recommends accepting the following monetary donations:

$2,000—Boys' Lacrosse Booster Club—to purchase lacrosse equipment

ROLL CALL VOTE

10.F. 2026-2027 Food Service Vendors-Attachment 10D

The administration recommends approving the attached vendors to provide food to the School Breakfast Program and National School Lunch Program for the 2026-2027 school year. The awarded vendors have submitted the lowest price for goods, and have agreed to our terms, delivery, and payment schedule as outlined in the bid(s).

ROLL CALL VOTE

10.G. Ratification of Contracts, Agreements & MOUs-Attachment 10E

The administration recommends ratifying the following contracts, agreements and MOUs for the 2026-2027 school year:

RENEWAL- CSIU Guest Teacher Program
RENEWAL - CSIU eToole Membership Agreement
RENEWAL - CSIU - Special Education Services Agreement
RENEWAL - CSIU - IDEA Agreement
RENEWAL - CSIU - Title III MOU
RENEWAL - New Story Agreement
RENEWAL - CMSU-Prevention Specialist—Matt Baker
RENEWAL - CSIU School Psychologist Services
RENEWAL - Kidswork Therapy Services

ROLL CALL VOTE

10.H. Booster Club & HSA-Attachment 10F

The administration recommends approving the following club and HSA for the 2026-2027 school year:

Boys' Basketball Booster Club
Middle School HSA

ALL IN FAVOR

11. **PERSONNEL COMMITTEE REPORT - Tim Scholl**

11.A. Resignation

The administration recommends accepting the following resignation:

Brinley Shellenberger - Full-time Category 2 Aide at the intermediate school effective at the end

of ESY.

ALL IN FAVOR

11.B. Deduct Day

The administration recommends approving one deduct day for Employee #210503 on September 11, 2026.

ALL IN FAVOR

11.C. Election of Nine-Month Employees

In accordance with the Letter of Intent issued at the close of each school year, it is necessary to reelect the aides and food service personnel for the ensuing school year. A list of nine-month employees is attached.

ALL IN FAVOR

11.D. Approval of Substitutes

The administration recommends the approval of the attached list of substitutes for the ensuing school year. All new employees have provided the District with copies of the necessary background checks to comply with all state regulations.

ALL IN FAVOR

11.E. Short-Term Substitutes

The administration recommends approving the following as short-term substitutes for the start of the 2026-2027 school year:

Kelly Heimbach - First Grade Teacher
Laura Swarey - Fifth Grade Teacher

ALL IN FAVOR

11.F. Department Leads

The administration recommends approving the following department leads for the 2026-2027 school year.

Elementary
ELA — Brett Derr
Math — Kelly Snayberger
Science — Casey Snook
Social Studies — Katrina Mitchell
Extended Academics — Kaitlyn Carey

Special Education — Stacy Mast

Secondary
ELA — Laura Zimmerman
Math — Bryan Schwab
Science — Erica Underhill
Social Studies — Stacy Reitenbach
Fine Arts — Lori Rodichok
Health and PE — Crystal Nylund
Technology — Emil Stenger
Special Education — Kara Tucker

ALL IN FAVOR

11.G. Mentors

The administration recommends approving the following mentors for the 2026-2027 school year.

Gretchen Powell for Erin Paternostro
Maura Heiges for Sarah Kim - **Transitional**
Mackenzie Willsea for Lisa Kelly
Rachael Stroup for Tesa Hoffman - **Transitional**
Jennifer Harter for Morgan Benner - **Transitional**
Linda Fry for Victoria Balliet
William Grose for Spencer Watts
Jonathon Fetterolf for Harrison Abram
Ann Kay for Lexus Scholl
Jenna Klemick for Casey Peck
Joe Stanford & Matt Wells (shared) for Denise Rose

ALL IN FAVOR

11.H. Advisors

The administration recommends approving the advisors as presented for the 2026-2027 school year.
Middle School
Nicole Bailey - Yearbook Advisor
Crystal Nylund - Director of Intramurals

High School
Class of 2027 — Sarah Hawksworth & Mallery Raup
Class of 2028 — Margaret Neary & Dana Wirnsberger
Class of 2029 - Victoria Creasy & Rachel Hackenberg
Yearbook — David Sunderland
Student Council — Theresa Koch

ALL IN FAVOR

11.I. Event Personnel Salary Schedule

The administration recommends approving the event personnel salary schedule for the 2026-2027 school year:
Football, Basketball $52.00
Football (2 JH/JV games) $48.00
Football (1 JH/JV game) $36.00
Boys/Girls Soccer, Field Hockey $46.00
JH Basketball/Wrestling (1 game/match) $34.00
JH Basketball (3 games) $48.00
JH Basketball (2 games) $42.00
JH/Varsity Wrestling (together) $48.00
Per Hour $12.00
**Pay per event is calculated by the approximate time of events in past years.
ROLL CALL VOTE

11.J. Event Personnel

The administration recommends approving the following as event personnel for the 2026-2027 school year.
Bryan Hauck
Marie Hubler
Ty Stroup
Jillian Hauck
Gwenda Cohick

ALL IN FAVOR

11.K. Fall Game Workers

The administration recommends approving the list of game workers for the Fall sports season as presented. **Game Managers:**
Varsity Football – Dave Oberlin - $68
Field Hockey – Tammy Bollinger - $61
Cross Country – Tammy Bollinger - $61
Soccer – Ann Kay - $61
JH Softball – Dave Oberlin – $45
Substitutes – Stacy Reitenbach

Tickets: $32
Dale Rudy, Heather Landis, Jen Haines, Vanessa Swanseen, Corrie Post, Lindsay Beck, Stacy Reitebach, & Torie Susan
Field Hockey Scorer: $32
Ellen Stauffer
Clock Operators: $32
Wayne Bierly, Shannon De Giorgis, & Heather Landis
Football Stats: $32 ($42 away game)
Eric Klinefelter
Football Announcer: $32
Dave Cooney
ROLL CALL VOTE

11.L. Coaches

The administration recommends approving the following coaches for the 2026-2027 sports season.

HEAD COACHES
Andres Macias – Head Varsity Boys Soccer - $4600.00
Chris Gemberling — Assistant Boys Varsity Soccer - $3400
Head Varsity Wrestling – Derek Reber - $6209
Head Varsity Girls Wrestling - Autumn Shuck- $5524
Head Girls Basketball – Riley Stoltzfus - $5524
Head Swimming (Co-ed) – Matthew Wells - $5524
Head Bowling (Co-ed) – Curtis Camp - $3320
Head Winter Cheer – Laura Valle-Torres - $1957
Head JH Boys Wrestling – Jeremy Tucker - $2575
Head JH Girls Wrestling – Jamie Melendez - $2575
Head JH Boys Basketball – Zac Kurtz - $2575
Unified Bocce (Co-ed) – Kami Bickel - $2171

ROLL CALL VOTE

11.M. Volunteer Coaches

The administration recommends approving the following volunteer coaches for the 2026-2027 sports season: Jared Sholley – Cross Country (JH/Varsity Boys & Girls)
Craig Howe – Golf
Shelly Howe – Golf
Nolan Beck – Girls Tennis
ALL IN FAVOR

11.N. 26-27 & 27-28 Sports Pass Prices The administration recommends approving the following sports pass prices for the 26-27 school year and the 27-28 school year:

2026-2027
Fall Sports - $30
Winter Sports - $30
Spring Sports - $20
All Sports Pass - $50
Student All-Pass - $15
Senior Citizens (62 & older) - $25 Lifetime Pass

2027-2028
Fall Sports - $30
Winter Sports - $30
Spring Sports - $20
All Sports Pass - $65
Student All-Pass - $15
Senior Citizens (62 & older) - $25 Lifetime Pass

ROLL CALL VOTE

11.O. Bus Drivers

The administration recommends approving the attached list of bus drivers for the 2026-2027 school year.

ALL IN FAVOR

11.P. Bus Monitors

The administration recommends approving the following as bus monitors for the 2026-2027 school year:
Kathleen DeForge
Stephanie Oberdorf
Elisha Steffen

Substitutes
Lisa Sampsell
Anne Heimbach

ALL IN FAVOR

11.Q. Marching Band Staff & Stipends

The administration recommends approving the following marching band staff and stipends for the 2026-2027 marching band season:

Matt Wells-$2000
Lori Rodichok-$1500
Shannon Roush-$1250
Taylor Martin-$1250
Brendan Fullam-$1250
Kim Fullam-$1250

ROLL CALL VOTE

11.R. MOU - MAEA Unit Clarification — Attachment

The administration recommends approving an MOU with MAEA for Unit Clarification.

ALL IN FAVOR

11.S. To Be Hired

The administration recommends ratifying the approval of the following staff:

Erin Paternostro, Mifflinburg — Emotional Support Teacher — Step 1 Bachelors — $57,200

Sarah Kim, Lewisburg - Learning Support Teacher-Step 6 Bachelors-$63,025

Lisa Kelly, New Berlin-Autistic Support Teacher—Step 2 Bachelors—$58,225

Tesa Hoffman, Northumberland-Speech Language Pathologist—Step 5 Masters—$64,000

Morgan Benner, Selinsgrove — Speech Language Pathologist — Step 3 Masters — $62,350

Lexus Turrisi, Milton - Social Worker - Step 5 Masters - $64,400

Harrison Abram, Downingtown, PA - Math Teacher - Step 1 Bachelors — $57,200

Denise Rose, Paoli, PA - Vocal Music Teacher - Step 4 Masters - $63,375

Mallory Leitzel, Millmont - Full-Time Title 1 Aide — Level 7 of the Title 1 Aide pay scale — $15.83/hour

Susan Church, Mifflinburg — Part-time Category 1 Aide — Level 1 of the Category 1 Aide pay scale — $12.50/hour

Brittany Huffman - Part-time Category 2 Aide — Level 1 of the Category 1 Aide pay scale — $13.30/hour

Stacey Moyer, Millmont — Full-time Category 2 Aide — Level 13 of the Category 2 Aide pay scale — $18.41/hour

ROLL CALL VOTE

11.T. Staff Transfer—Information Item Only

Shannon Heil will transfer from a Category 2 Aide at the intermediate school to a Category 2 Aide at the middle school.

12. **COMMUNICATIONS AND ANNOUNCEMENTS**

13. **PUBLIC PARTICIPATION ON NON-AGENDA ITEMS**

14. **OLD BUSINESS**

15. **NEW BUSINESS**

16. **ADJOURNMENT**

Policy 116 – Tutoring

Purpose

The Board recognizes that some students may require special help beyond the regular classroom program.

Guidelines

Wherever possible within the working day, each teaching staff member shall assist assigned students in the remediation of individual learning difficulties.[1][2]

In certain cases where extra help is desirable and the parents/guardians request such assistance, the building principal or designee may recommend that the parents/guardians secure tutorial services for the student from a list of available tutors maintained by the school.

Excusal From School

Upon the written request of the parent/guardian, a student may be excused during school hours for tutoring in a field not offered in the district curriculum if such excusal does not interfere with the student's regular program of studies.[3]

The tutor's qualifications must be approved by the Superintendent.[3]

The district may establish reasonable conditions for excusal of a student for such tutoring.[3]

Private Tutoring

The instructional program for students not enrolled in public schools due to private tutoring by a properly qualified private tutor shall comply with state law and regulations.[4][5]

A properly qualified private tutor shall mean a person who is certified by the Commonwealth to teach in Pennsylvania public schools; who is teaching one (1) or more children who are members of a single family; who provides the majority of instruction to such child or children; and who is receiving a fee or other consideration for instructional services.[5]

Each private tutor shall file with the Superintendent a copy of his/her Pennsylvania certification, state and federal criminal history information and child abuse history clearance. No person who would be disqualified from school employment by the provisions of 24 P.S. 1-111(e) may be a private tutor.[5][6][7]

Annually, the parent/guardian shall provide written assurance to the Superintendent that all instructional requirements are being met.[4]

When the Superintendent receives a complaint that a student is not being provided the required instruction of that a student is not making satisfactory progress, the Superintendent may

request evidence of the student's academic progress and documentation that instruction is being provided for the required number of days and hours.[4]

Evidence of satisfactory progress may include samples of student work, assessments, progress reports, report cards and evaluations. Documentation of instructional time may include logs maintained by the tutor or parent/guardian, attendance records, or other records indicating the dates and times instruction was provided.[4]

1. [1]
   22 PA Code 4.12
   pacodeandbulletin.gov
   pacodeandbulletin.gov
   Legal Reference
   View source
2. [2]
   22 PA Code 4.52
   pacodeandbulletin.gov
   pacodeandbulletin.gov
   Legal Reference
   View source
3. [3]
   22 PA Code 11.22
   pacodeandbulletin.gov
   pacodeandbulletin.gov
   Legal Reference
   View source
4. [4]
   22 PA Code 11.31
   pacodeandbulletin.gov
   pacodeandbulletin.gov
   Legal Reference
   View source
5. [5]
   24 P.S. 1327
   legis.state.pa.us
   legis.state.pa.us
   Legal Reference
   View source
6. [6]
   23 Pa. C.S.A. 6344
   palegis.us
   palegis.us
   Legal Reference
   View source
7. [7]
   24 P.S. 111
   palegis.us

Policy 117 Homebound Instruction – updated (last modified in the 1990)

Authority

The Board shall provide homebound instruction to students confined to home or hospital for physical disability, illness, injury, urgent reasons, or when such confinement is recommended for psychological or psychiatric reasons. The period of homebound instruction for an individual shall not exceed three (3) months.[1][2]

Delegation of Responsibility

Application for homebound instruction shall certify the nature of the illness or disability, state the probable duration of the confinement and be recommended by the Superintendent. [1][2]

The Superintendent shall develop procedures to safeguard the privacy of each child placed on homebound instruction.

The Superintendent or designee may request approval from the Department of Education to extend the period of homebound instruction for an individual, which shall be re-evaluated every three (3) months.[2]

Guidelines

The Board shall provide homebound instruction only for those confinements expected to last at least ten (10) school days. Exceptions may be recommended by the Superintendent.

The program of homebound instruction provided to each student shall be in accordance with the standards established by the state.

The Board reserves the right to withhold homebound instruction when any one (1) of the following occurs:

1. The instructor's presence in the place of a student's confinement presents a hazard to the health of the teacher.

2. A parent/guardian or other adult in authority is not present with the student during the hours of instruction.
3. The condition of the student precludes any benefit from such instruction.

1.	[1]
	24 P.S. 1329 palegis.us palegis.us Legal Reference View source
2.	[2]
	22 PA Code 11.25 pacodeandbulletin.gov pacodeandbulletin.gov Legal Reference View source

Policy 118 Independent Study

Purpose

The Board shall consider approval of a course of independent study for a properly qualified student, as recommended by the Superintendent, on the condition that the student shall demonstrate achievement of established educational goals and academic standards as a result of participation in the independent study.

Authority

The Board shall approve each course of independent study and may designate the number of credits toward graduation to be awarded upon successful completion of each course, except that the Board reserves the right to assign no credit for an approved course.[1][2]

Courses of independent study may not be limited to participation by a single student but may involve a group of students, subject to Board approval.

Each course of independent study must meet the requirements of applicable laws and regulations.

Delegation of Responsibility

The Superintendent or designee may develop administrative regulations to implement independent study programs.

The Superintendent shall prepare recommendations for Board approval of courses of independent study, based on the recommendation of the building principal.

1. [1]
   22 PA Code 4.4
   pacodeandbulletin.gov
   pacodeandbulletin.gov
   Legal Reference
   View source
2. [2]
   22 PA Code 4.24
   pacodeandbulletin.gov
   pacodeandbulletin.gov
   Legal Reference

TRIP ANALYSIS

TRIP ANALYSIS REPORT	BUS NUMBER	TOTAL TIME	DISTANCE	DEAD HEAD DISTANCE	NO. STOPS	NO. STUDENTS	MAX STUDENTS ON BUS	CAPACITY	PERCENT CAPACITY	TOTAL COST
TRIP: 01E-AM	2208	59	22.58	8.68	31	38	53	81	47	0
DRIVER: Sheesley, William										
TRIP: 01E-PM	2208	71	23.48	1.22	31	38	53	81	47	0
DRIVER: Sheesley, William										
TRIP: 01S-AM	2208	75	27.04	1.37	35	76	78	81	94	0
DRIVER: Sheesley, William										
TRIP: 01S-PM	2208	80	26.89	1.61	35	76	78	81	94	0
DRIVER: Sheesley, William										
TRIP: 020-AM +	1881	125	53.12	8.73	15	15	22	48	31	0
DRIVER: Weller, Janice										
TRIP: 020-PM +	1881	166	57.14	15.25	17	17	22	48	35	0
DRIVER: Weller, Janice										
TRIP: 022-AM +	1882	88	41.20	14.28	17	20	38	48	42	0
DRIVER: Weller, Donald										
TRIP: 022-PM +	1882	99	38.64	0.33	18	23	44	48	48	0
DRIVER: Weller, Donald										
TRIP: 02E-AM	1618	61	19.97	7.57	35	38	45	78	49	0
DRIVER: Hufnagle, Brian										
TRIP: 02E-PM	1618	66	19.78	3.07	36	38	45	78	49	0
DRIVER: Hufnagle, Brian										

TRIP ANALYSIS REPORT	BUS NUMBER	TOTAL TIME	DISTANCE	DEAD HEAD DISTANCE	NO. STOPS	NO. STUDENTS	MAX STUDENTS ON BUS	CAPACITY	PERCENT CAPACITY	TOTAL COST
TRIP: 02S-AM	1618	70	22.76	4.46	28	57	66	78	73	0
DRIVER: Hufnagle, Brian										
TRIP: 02S-PM	1618	85	22.14	1.03	28	57	66	78	73	0
DRIVER: Hufnagle, Brian										
TRIP: 03E-AM	1624	65	22.63	5.39	27	39	50	78	50	0
DRIVER: Gessner, Patty										
TRIP: 03E-PM	1624	62	22.48	0.60	27	39	0	78	50	0
DRIVER: Gessner, Patty										
TRIP: 03S-AM	1624	65	26.90	0.44	35	73	74	78	94	0
DRIVER: Gessner, Patty										
TRIP: 03S-PM	1624	76	26.20	1.20	37	75	77	78	96	0
DRIVER: Gessner, Patty										
TRIP: 04E-AM	1732	66	20.05	1.66	19	66	67	81	81	0
DRIVER: Jenkin, Caiden										
TRIP: 04E-PM	1732	55	22.09	0.45	19	65	67	81	80	0
DRIVER: Jenkin, Caiden										
TRIP: 04S-AM	1732	60	18.92	5.46	18	55	58	81	68	0
DRIVER: Jenkin, Caiden										
TRIP: 04S-PM	1732	60	18.24	0.32	18	55	58	81	68	0
DRIVER: Jenkin, Caiden										

TRIP ANALYSIS REPORT	BUS NUMBER	TOTAL TIME	DISTANCE	DEAD HEAD DISTANCE	NO. STOPS	NO. STUDENTS	MAX STUDENTS ON BUS	CAPACITY	PERCENT CAPACITY	TOTAL COST
TRIP: 06E-AM	2207	55	17.71	6.83	24	42	53	81	52	0
DRIVER: Condo, Kathy										
TRIP: 06E-PM	2207	57	18.30	0.38	24	42	53	81	52	0
DRIVER: Condo, Kathy										
TRIP: 06S-AM	2207	73	25.43	3.74	27	39	49	81	48	0
DRIVER: Condo, Kathy										
TRIP: 06S-PM	2207	62	26.42	1.52	29	39	49	81	48	0
DRIVER: Condo, Kathy										
TRIP: 07E-AM	1812	80	28.44	1.20	25	65	57	81	80	0
DRIVER: Upshaw, Mark										
TRIP: 07E-PM	1812	83	28.16	0.76	25	65	57	81	80	0
DRIVER: Upshaw, Mark										
TRIP: 07S-AM	1812	61	25.15	3.04	22	53	63	81	65	0
DRIVER: Upshaw, Mark										
TRIP: 07S-PM	1812	68	25.94	0.78	23	53	63	81	65	0
DRIVER: Upshaw, Mark										
TRIP: 08E-AM	1933	65	25.62	4.50	31	39	24	81	48	0
DRIVER: White, Lorelei										
TRIP: 08E-PM	1933	60	24.70	1.39	32	39	24	81	48	0
DRIVER: White, Lorelei										
TRIP: 08S-AM	1933	68	26.42	0.14	31	58	59	81	72	0

TRIP ANALYSIS REPORT	BUS NUMBER	TOTAL TIME	DISTANCE	DEAD HEAD DISTANCE	NO. STOPS	NO. STUDENTS	MAX STUDENTS ON BUS	CAPACITY	PERCENT CAPACITY	TOTAL COST
DRIVER: White, Lorelei										
TRIP: 08S-PM	1933	70	26.83	0.39	31	58	59	81	72	0
DRIVER:										
TRIP: 09E-AM	2616	72	28.28	7.06	24	38	43	81	47	0
DRIVER: Hunselman, Amanda										
TRIP: 09E-PM	2616	68	27.52	0.55	24	38	43	81	47	0
DRIVER: Hunselman, Amanda										
TRIP: 09S-AM	2616	75	25.99	0.04	32	51	33	81	63	0
DRIVER: Hunselman, Amanda										
TRIP: 09S-PM	2616	66	27.31	0.29	32	51	33	81	63	0
DRIVER: Hunselman, Amanda										
TRIP: 10E-AM	1713	72	23.01	1.10	23	85	73	81	105	0
DRIVER: Bruno-Dick, Jamie										
TRIP: 10E-PM	1713	60	20.02	1.50	23	83	73	81	102	0
DRIVER: Bruno-Dick, Jamie										
TRIP: 10S-AM	1713	58	24.99	8.45	25	40	53	81	49	0
DRIVER: Bruno-Dick, Jamie										
TRIP: 10S-PM	1713	65	25.27	4.79	25	40	53	81	49	0
DRIVER: Bruno-Dick, Jamie										
TRIP: 11E-AM	1813	57	23.22	0.84	19	26	50	81	32	0
DRIVER: Raup, Domonique										

TRIP ANALYSIS REPORT	BUS NUMBER	TOTAL TIME	DISTANCE	DEAD HEAD DISTANCE	NO. STOPS	NO. STUDENTS	MAX STUDENTS ON BUS	CAPACITY	PERCENT CAPACITY	TOTAL COST
TRIP: 11E-PM	1813	58	22.74	2.15	18	26	49	81	32	0
DRIVER: Raup, Domonique										
TRIP: 11S-AM	1813	70	23.72	2.94	26	42	41	81	52	0
DRIVER: Raup, Domonique										
TRIP: 11S-PM	1813	74	21.95	1.22	26	42	41	81	52	0
DRIVER: Raup, Domonique										
TRIP: 12E-AM	1535	86	35.46	3.64	29	52	45	81	64	0
DRIVER: Bingaman, Paul										
TRIP: 12E-PM	1535	93	34.28	1.39	29	54	45	81	67	0
DRIVER: Bingaman, Paul										
TRIP: 13S-AM	2123	120	48.77	9.02	35	46	53	81	57	0
DRIVER: DeGroat, Barbara										
TRIP: 13S-PM	2123	115	48.55	7.50	38	46	53	81	57	0
DRIVER: DeGroat, Barbara										
TRIP: 15E-AM	27	72	22.13	7.32	11	5	4	12	42	0
DRIVER: Dauberman, Lynn										
TRIP: 15E-MIDPM		49	10.29	5.08	5	1	1			0
DRIVER:										
TRIP: 15E-PM	27	70	23.63	1.33	11	5	4	12	42	0
DRIVER: Dauberman, Lynn										
TRIP: 15S-AM	27	65	26.66	8.88	10	6	7	12	50	0

TRIP ANALYSIS REPORT	BUS NUMBER	TOTAL TIME	DISTANCE	DEAD HEAD DISTANCE	NO. STOPS	NO. STUDENTS	MAX STUDENTS ON BUS	CAPACITY	PERCENT CAPACITY	TOTAL COST
DRIVER: Dauberman, Lynn										
TRIP: 15S-PM	27	70	27.21	2.08	10	6	9	12	50	0
DRIVER: Dauberman, Lynn										
TRIP: 16-AM	1881	132	50.56	50.56	10	0	19	48		0
DRIVER: Osborne, Tim										
TRIP: 16-PM	1881	155	49.68	49.68	10	0	20	48		0
DRIVER: Osborne, Tim										
TRIP: 17E-AM	2122	68	23.64	4.38	27	44	33	81	54	0
DRIVER: Davis, Margaret										
TRIP: 17E-PM	2122	66	24.46	2.33	27	43	33	81	53	0
DRIVER: Davis, Margaret										
TRIP: 17S-AM	2122	67	24.17	0.56	21	39	40	81	48	0
DRIVER: Davis, Margaret										
TRIP: 17S-PM	2122	76	24.67	1.32	21	39	40	81	48	0
DRIVER: Davis, Margaret										
TRIP: 19E-AM	2180	76	30.11	16.82	11	7	6	39	18	0
DRIVER: Kuhns, Barry										
TRIP: 19E-PM	2180	70	30.88	3.07	11	7	6	39	18	0
DRIVER: Kuhns, Barry										
TRIP: 19S-AM	2180	91	35.64	10.64	11	7	4	39	18	0
DRIVER: Kuhns, Barry										

TRIP ANALYSIS REPORT	BUS NUMBER	TOTAL TIME	DISTANCE	DEAD HEAD DISTANCE	NO. STOPS	NO. STUDENTS	MAX STUDENTS ON BUS	CAPACITY	PERCENT CAPACITY	TOTAL COST
TRIP: 19S-PM	2180	76	34.42	4.65	11	7	4	39	18	0
DRIVER: Kuhns, Barry										
TRIP: 21E-AM	1350	62	22.84	0.00	9	9	8	39	23	0
DRIVER: Oberdorf, Heather										
TRIP: 21E-PM	1350	70	17.75	4.03	7	9	8	39	23	0
DRIVER: Oberdorf, Heather										
TRIP: 21S-AM	1350	68	26.76	0.00	11	7	5	39	18	0
DRIVER: Oberdorf, Heather										
TRIP: 21S-PM	1350	85	32.53	0.61	11	7	5	39	18	0
DRIVER: Oberdorf, Heather										
TRIP: 23E-AM	1846	69	25.15	1.27	30	50	50	81	62	0
DRIVER:										
TRIP: 23E-PM	1846	80	26.92	1.50	31	51	50	81	63	0
DRIVER:										
TRIP: 23S-AM	1846	80	22.52	0.81	35	54	53	81	67	0
DRIVER:										
TRIP: 23S-PM	1846	61	22.35	0.00	35	54	53	81	67	0
DRIVER:										
TRIP: 24E-AM	2209	82	28.65	0.18	38	59	80	81	73	0
DRIVER: Martin, Barb										
TRIP: 24E-PM	2209	57	28.48	0.10	37	57	80	81	70	0

TRIP ANALYSIS REPORT	BUS NUMBER	TOTAL TIME	DISTANCE	DEAD HEAD DISTANCE	NO. STOPS	NO. STUDENTS	MAX STUDENTS ON BUS	CAPACITY	PERCENT CAPACITY	TOTAL COST
DRIVER: Martin, Barb										
TRIP: 24S-AM	2209	77	28.00	0.00	26	47	51	81	58	0
DRIVER: Martin, Barb										
TRIP: 24S-PM	2209	68	27.43	0.16	26	47	51	81	58	0
DRIVER: Martin, Barb										
TRIP: 30E-AM	2080	58	25.84	0.00	12	10	10	39	26	0
DRIVER: Shaffer, Lannie										
TRIP: 30E-PM	2080	49	37.86	0.37	13	10	10	39	26	0
DRIVER: Shaffer, Lannie										
TRIP: 30S-AM	2080	65	20.00	0.00	13	8	9	39	21	0
DRIVER: Shaffer, Lannie										
TRIP: 30S-PM	2080	85	18.53	0.23	14	8	9	39	21	0
DRIVER: Shaffer, Lannie										
TRIP: OV10-AM+	18116	100	42.72	0.00	5	2	0	6	33	0
DRIVER: Beall, Florence										
TRIP: OV-10-PM+	18116	110	42.74	0.00	5	2	0	6	33	0
DRIVER: Beall, Florence										
TRIP: OV11-AM		71	31.92	0.00	4	1	0			0
DRIVER:										
TRIP: OV11-PM		75	31.94	0.00	4	1	0			0
DRIVER:										

TRIP ANALYSIS REPORT	BUS NUMBER	TOTAL TIME	DISTANCE	DEAD HEAD DISTANCE	NO. STOPS	NO. STUDENTS	MAX STUDENTS ON BUS	CAPACITY	PERCENT CAPACITY	TOTAL COST
TRIP: OV1-AM+	19109	55	22.42	1.91	4	3	3	7	43	0
DRIVER: Lawson, Justin										
TRIP: OV1-PM+	19109	160	22.53	0.00	4	3	3	7	43	0
DRIVER: Lawson, Justin										
TRIP: OV2-AM+	16302	70	38.64	0.00	8	6	10	9	67	0
DRIVER: Yoder, Melanie										
TRIP: OV2-PM+	16302	85	38.20	5.02	8	6	10	9	67	0
DRIVER: Yoder, Melanie										
TRIP: OV3-AM	18211	97	35.97	0.00	10	6	7	9	67	0
DRIVER: Zechman, Wanda										
TRIP: OV3-PM		120	35.52	7.21	10	6	7			0
DRIVER: Zechman, Wanda										
TRIP: OV4-AM	18218	87	46.83	0.00	8	8	8	9	89	0
DRIVER: Vognet, Donna										
TRIP: OV4-PM	18218	100	45.24	12.26	9	8	8	9	89	0
DRIVER: Vognet, Donna										
TRIP: OV5-AM+	17107	80	43.65	0.00	4	1	1	6	17	0
DRIVER: Reigel, Susan										
TRIP: OV5-PM+	17107	135	43.33	0.00	4	1	1	6	17	0
DRIVER: Reigel, Susan										
TRIP: OV6-AM +	18216	78	26.55	0.00	8	4	4	9	44	0

TRIP ANALYSIS REPORT	BUS NUMBER	TOTAL TIME	DISTANCE	DEAD HEAD DISTANCE	NO. STOPS	NO. STUDENTS	MAX STUDENTS ON BUS	CAPACITY	PERCENT CAPACITY	TOTAL COST
DRIVER: Stover, Brenda										
TRIP: OV6MID-AM+	18216	1	0.00	0.00	7	0	0	9		0
DRIVER:										
TRIP: OV6MID-PM+	18216	11	2.27	0.00	7	0	0	9		0
DRIVER:										
TRIP: OV6-PM +	18216	100	25.75	0.91	8	4	4	9	44	0
DRIVER: Stover, Brenda										
TRIP: OV7-AM +	25227	40	16.95	0.00	4	1	7	9	11	0
DRIVER: Wise, Shelly										
TRIP: OV7-PM +	25227	780	16.90	0.00	4	1	7	9	11	0
DRIVER: Wise, Shelly										
TRIP: OV7-PM +Midday	18218	115	17.86	0.00	5	0	0	9		0
DRIVER:										
TRIP: OV8-AM+	18219	115	29.87	0.00	8	6	7	9	67	0
DRIVER: Meckley, Joan										
TRIP: OV8-PM+	18219	140	36.32	1.03	8	6	7	9	67	0
DRIVER: Meckley, Joan										
TRIP: OV9-AM+	1395	76	37.48	0.00	7	9	9	9	100	0
DRIVER: STAPLETON, OCTAVIA										
TRIP: OV9-PM+	1395	85	37.35	0.00	7	9	9	9	100	0
DRIVER: STAPLETON, OCTAVIA										

TRIP ANALYSIS REPORT	BUS NUMBER	TOTAL TIME	DISTANCE	DEAD HEAD DISTANCE	NO. STOPS	NO. STUDENTS	MAX STUDENTS ON BUS	CAPACITY	PERCENT CAPACITY	TOTAL COST
TRIP: Votec Run	2123	10	13.53	0.00	2	0	55	81		0
DRIVER: DeGroat, Barbara										
TRIP: Votec to High School Run		10	11.43	0.00	2	0	0			0
DRIVER:										
GRAND TOTALS FOR ALL TRIPS										
Number of Trips: 106		**8790**	**2,956.12**	**366.57**	**1997**	**3109**	**3381**	**5579**	**56%**	**0**

AI4GA Learning Objectives (v.2 updated 8/23/2022)

Unit 1 Modules

1.1 - Living and Working with Artificial Intelligence

Students should know

EU.1.1.1 The Five Big Ideas in AI

Students should be able to:

LO.1.1.1 Describe AI to someone

LO.1.1.2 Give examples of how they are affected by AI technology in their own daily lives

1.2 - Autonomous Robots

Students should be able to:

LO.1.2.1 Describe the characteristics of a “robot”

LO.1.2.2 Define “autonomous”

LO.1.2.3 Describe the kinds of decisions a given robot makes

LO.1.2.4 Describe at least three different uses, functionalities, and benefits of autonomous robots

LO.1.2.5 Describe the kinds of things autonomous robots look for

LO.1.2.6 List different types of workplaces that can use autonomous robots

LO.1.2.7 Describe careers in AI and Robotics

1.3 - Anatomy of Self-Driving Vehicles

Students should know that

EU.1.3.1 Self-driving cars are a type of autonomous robot

Students should be able to:

LO.1.3.1 Describe how self-driving cars work

LO.1.3.2 Illustrate and describe the sensors commonly found in/on a self-driving car including sensor placement, usage, how it works.

LO.1.3.3 Describe the things self-driving cars robots look for

LO.1.3.4 Illustrate and describe the subsystems commonly found in self-driving cars (e.g., perception, localization, navigation (route planning),maneuver planning, vehicle control, collision avoidance)

LO.1.3.5 Describe the impacts self-driving vehicles (e.g., cars, trucks, delivery robots) have on society

1.4 - Robot & Computer Perception (mechanisms of perception - how it makes meaning)

Students should know that

- EU.1.4.1 An edge is a significant change in brightness along a boundary in an image.
- EU.1.4.2 Edge detection is the process of finding edges in an image. It is an initial step for finding more complex features in images.
- EU.1.4.3 Edge detection is used in facial recognition to find the shapes of the mouth, eyes, nose, and jawline. In self-driving cars it is used to help find street signs, lane markers, and people.
- EU.1.4.4 Computer vision is a discipline within computer science concerned with getting computers to see (perceive) things. This includes recognizing faces, body poses, objects, scenes, and handwriting, and even interpreting X-rays and MRI scans.

Students should be able to:

- LO.1.4.1 Identify applications of face detection in everyday life
- LO.1.4.2 Create a digital artifact using face detection technology
- LO.1.4.3 Explain how face filters apply graphics to an image
- LO.1.4.4 Identify applications of computer vision in everyday life
- LO.1.4.5 Identify applications of object detection in self-driving cars and autonomous robots
  a. Ex. Street signs, traffic cones, traffic lights, people (e.g., pedestrians, people directing traffic), lane markings

1.5 Route Finding

Students should be able to:

- LO.1.5.1 Create a graph representation of a map
- LO.1.5.2 Describe (verbalize and illustrate) how to a find a route between two locations by graph coloring
- LO.1.5.3 Describe (verbalize and illustrate) how to a find a route between two locations by drawing a search tree
- LO.1.5.4 Construct a search tree using breadth-first search (Foreshadowing future modules)

1.6 - Case Study

Students should be able to:

- LO.1.6.1. Describe social and ethical issues of autonomous vehicles
- LO.1.6.2. Describe the benefits and harmful impacts of autonomous vehicles
- LO.1.6.3. Evaluate a manufacturer's instructions for operating a car to determine the car’s level of autonomy
- LO.1.6.4. Consider multiple perspectives when evaluating AI technology

1.7 - Mini-Projects

LO.1.7.1. Adf

1.8 Dreambot

LO.1.2.1 Describe the characteristics of a “robot”
LO.1.2.3 Describe the kinds of decisions a robot makes

L.O.1.D.1. Design a robot that solves a problem in everyday life
L.O.1.D.2. Describe how robots work
L.O.1.D.3. Illustrate and describe the sensors commonly found in/on a robot including sensor placement and their usage.
L.O.1.D.4. Illustrate and describe the subsystems commonly found in a robot (e.g., perception, localization, navigation (route planning),maneuver planning, vehicle control, collision avoidance)
L.O.1.D.5. Describe the positive and negative impacts robots (e.g., cars, trucks, delivery robots) can have on society

Extension Content Deeper Dive

Links to module content

Module 1.6 - Shared Deep Dive: Cars and AI Driver Assistance
Module 1.6 - Shared Deep Dive: Businesses, robots, and autonomous vehicles
https://docs.google.com/document/d/1Bp43rb9cljxJ0v87v7yLQky-pEt0CEreImVKb5X7L6A/edit?usp=sharing

LO.1.E.1 Describe the benefits and harmful impacts of autonomous vehicles

Unit 2 Modules

2.1 - Understanding Language Overview

Students should know that

- Language has evolved as … culture
- NLP
- Knowledge that agents are using to respond to speech

Students should be able to:

- Distinguish between sensing and perception
- Language
- Identify applications of speech recognition or audio-based recognition in the real-world
-

2.2 - How do computers understand what we say?

Students should be able to:

- Explain how speech recognition works
- Explain the nature of sound and how sound waves are visualized (oscilloscope)
- Explain how different pitch sounds can be discriminated in a spectrogram
- Use spectrogram tool to distinguish high and low pitch sounds
    - Read spectrogram
- **Explain how we can tell different speech sounds apart using the spectragram**
- Microphone is a sensor that generates a electrical signal that is visualized/graphed by an oscilloscope. The spectrum analyzer converts from a waveform to a spectrogram which necessary for discriminating different sounds.
    - slide : waveform of aah, eee, ooo (similar and non-discriminable), spectrogram (show different energies)
    - If you have more than 3
    - The spectrogram is a more reliable way of making the distinction.

2.3 - How do intelligent assistants understand and answer questions?

Students should know

- Question Answering
- Representation for the questions - Berkeley Neural Parser
- Parts of speech: nouns, verbs, prepositions
- Syntactic relationships
- How BNP works - Not a purely syntactic parser it uses meaning of words and statistics
- Semantic parsing

- Sources of knowledge
- Limitation: Systems are a collection of techniques

Students should be able to:

- Identify areas of ambiguity in human speech that makes it complex
- Explain how computers/AI overcome the ambiguities in human speech

2.4 - Word Embeddings

Students should be able to:

- Illustrate abstraction hierarchies for speech understanding to highlight the relationship between higher level and lower levels of abstraction in resolving ambiguities in the levels
- Explain why AI has challenges understanding stories, human, sarcasm, etc

2.5 - How Computers Represent and Generate Meaning

Students should be able to:

- Explain how computers can generate meanings (machine translation)
- Explain the limitations of language translation systems
- Describe what are transformer neural networks used for

2.6 - Sentiment Analysis

Students should be able to:

- Define what Natural language processing is
- Describe the difference between subjectivity and polarity in sentiment analysis
- Describe limitations of sentiment analysis tools

2.7 - Chatbots

Students should be able to:

- Explain how semantic information webs capture meaningful relationships between entities
- Identify the limitations of chatbots

2.8 - Case Study

- N/A

2.9 - Mini-Project

- N/A

Unit 3 Modules

Betia - We put a bunch of notes throughout this document to help explain what resources to use as you develop the online PD.

3.1 - How do computers make decisions?

- Identify the kinds of decisions that computers make (i.e., classification, prediction, recommendation, planning & scheduling)
- Define reasoner
- Demonstrate how computers make different kinds of decisions in everyday life

3.2 - How can a computer learn to classify objects from examples? (Old unit 3 deck module 3.3)

Students should be able to:

- Create a decision tree classifier
- Use a decision tree to classify objects
- Inventing a set of features that capture the differences between classes
- Create feature vector representations
- Evaluate the effectiveness of a model or reasoner
- Define Machine Learning
- Explore different types of Machine Learning*

Note to Betia - Teacher PD - Slides - 5-7 - create a decision tree classifier or Guess the animal slides - Guess the Animal
* indicates LOs only for teachers not for students
** Don't include Pasta Land in the online PD we want to do this as an interactive activity in the July PD.
*** Please use the slides from the old Year 1, Unit 3 slide deck. It captures more of the points needed to teach the concepts so that the teachers have a better idea of the nuances of the activities.

Pasta land Activity**

- Creating a decision tree classifier to recognize different types of pasta.
    - Inventing a set of features
    - Growing the decision tree one node at a time
- Use a decision tree to classify new pasta examples

    - Assess whether the current feature set is sufficient
- Create feature vector representations for the different pasta types

Takeaway
- Define Machine Learning
- Explore different types of Machine Learning

Vocabulary
- Features
- Feature Vectors

3.3 - How do we train a computer to make decisions (Old unit 3 deck module 3.4)

- Construct a decision tree to solve a classification problem using a software tool
- Demonstrate how a computer learns to classify inputs from examples
    - Understand the algorithm is following this process:
        - What is the feature that will help me make progress in getting the right answers? What am I still getting wrong? (repeat)
    - Understand that sometimes a single feature is enough to solve the problem, but usually it is not and more features are needed.
- Automated procedures for making decision tree
- Learn a class from examples
    - Providing them the Fish Feature space & examples
- Explain how labeled datasets are used to train a classifier (e.g., classification reasoner)

3.4 - How can we use Machine Learning to answer questions with datasets? (Working with Tabular Data) (Old unit 3 deck module 3.5)

- Describe the stages of the machine learning pipeline for training a model
    - Slides 5, 7, 8, 12, 12 (old module 3.5)
- Describe the different types of data
    - Slide 22 (old module 3.5)
- Explain why a dataset is split into two sets: a training and a test set
    - Slide 25 (old module 3.5)
- Train a classification or prediction model by selecting features in a dataset (feature engineering)
- Explain how models are trained using labeled data

    - A ML algorithm is used to find patterns in the training data.
    - Patterns are statistical relationships called correlations between the value to be predicted and the features selected for the training.
- Distinguish between training and using a model
    - Training a model is when the computer is learning
    - Using a model/reasoner is when learning has stopped and we have a finished model that we apply to new problems
- Test and evaluate the accuracy of the model
- Explain why results of models trained on the same dataset may be different
    - Your results may be different even though you picked the same features because of how the training and test sets are randomly split.

Vocabulary

- Tabular dataset
- Dataset - slide 9
- Data
- label
- Pipeline
- Feature engineering

3.6 - Neural Networks

- Explain how neural networks work
    - Slide 7 Module 3.6 - Neural Networks
- Describe the general architecture (i.e., organization) of a neural network and its components
    - Components: Neurons, layers, inputs and outputs
    - Neural networks are generally organized into input layer, hidden layer(s), and output layer. Each layer is made up of neurons. Neurons in the same layer are not connected. Rather the neurons in one layer are connected to the neurons in the layer next to them.
    - [Slides 8-9] Module 3.6 - Neural Networks
- Explain how neurons learn using supervised learning
    - Dog Bites example Slides 11-28 Module 3.6 - Neural Networks

Note to Betia - Don't worry about doing how neurons compute their answer - slides 30+. Dave has been developing a new tool and we will use it during the online PD in July

3.7 - Case Study: Does AI Make Better Decisions than People?

- Identify current uses of AI to make decisions and how it has impacted society or people
- Evaluate the ways various stakeholders' values influence the design of an AI System
- Identify and explain sources of bias in an AI system and decision making process

- Explain how and why issues of bias, fairness, and transparency affect the design and use of AI systems and impacts on people
- Create example laws, policies, and procedures that regulate the design and use of AI Systems that make decisions about people.

3.8 - Mini-Projects

- Create a classifier using text, numbers, images, audio, or pose
    - Slide 6 Module 3.8 - Mini-Project Overview
- Create a classifier using an age and skill appropriate ML tool
- Describe the ethical responsibilities of designing an AI model or system
    - Slide 2 Module 3.8 - Mini-Project Overview
- Explain the types of bias in ML
- Explain the role of model cards and the types of information it communicates
    - Slide 4 Module 3.8 - Mini-Project Overview
- Create a Model Card - describing the intended use of your system, source of data, limitations, and warnings.
- Evaluate the potential positive and negative an AI system can have users
- Explain the steps taken to reduce and limit bias in a dataset and process of training a model

AI4GA Learning Objectives (v.1)

Notes about removals and comments from Previous Draft that still need to be addressed

Formerly Unit 1 Module 1.1

- ~~LO.1.1.3 Give examples of what AI looks like in their community~~
  - 1.1.○. Hard to answer this
  - 1.1.○. License plate readers
  - 1.1.○. Uses in industry
  - 1.1.○. Another option - Activity - Imagine what AI might look in our community (should this be about solving a problem)
  - 1.1.○. Missing - Stakeholder objective
  - 1.1.○. (Recurring LO for each unit - Move to the end of unit and course)
    - 1.1.■. NEW LO - Apply what you know about AI to
    - 1.1.■. New LO - Describe possible/plausible uses of AI technology in their home, school, or community
      - 1.1.●. E.g., deer detector - to prevent accidents and animal

Formerly Unit 1, Module 1.2

- LO.1.2.4 Describe at least three different uses, functionalities, and benefits of autonomous vehicles/robots
- LO.1.2.5 List several industries that use autonomous robots
- LO.1.2.6 Describe the impacts autonomous robots have on society
- ~~LO.1.2.7 Describe the kinds of problems robots solve~~
  - ~~LO.1.2.a All of these robots are solving the same kinds of problems. How does each robot solve them?~~
  - ~~LO.1.2.i Where am I?~~
  - ~~LO.1.2.ii Where do I want to be?~~
  - ~~LO.1.2.iii How do I stay safe? (obstacles, humans, cliffs, boundaries)~~

Formerly Unit 1, Module 1.3

- LO.1.3.6 Illustrate and describe the subsystems commonly found in self-driving cars (e.g., perception, localization, navigation (route planning) navigation (route planning), maneuver planning, vehicle control, collision avoidance)

Curriculum Revision / Co-Design

1.4 - Robot & Computer Perception (mechanisms of perception - how it makes meaning)

Students should know that

- LO.1.4.6 Edge detection is an early stage of computer perception
  - a. Face Demo - Edge detector

LO.1.4.7 Edge detection involves finding edges in an image as an initial stage to finding more complicated features in images.

LO.1.4.8 Explain how face filters apply graphics to an image

a. Answer should include facial feature detection and face meshes
b. Face filters are applying graphics to an image
c. So they need to know where in the image to apply the graphic and how to distort the graphic to fit the graphic (e.g., size, orientation, skewing) to align with the face
d. They need to do facial feature detection to identify the places in the image to apply the graphics
e. They need the mesh to see the 3D structure information to distort the graphic
f. Limitations of scratch face filters - isn't able to distort the image in 3D. It can only scale and rotate in the plane.

LO.1.4.9 Describe the things self-driving cars and autonomous robots look for

a. Scene detection, pedestrian intent (body pose)

1.5 - Route Finding

Notes on the Modules

What are the major understandings we want teachers to have about each module? This includes both content knowledge and an understanding of the motivation behind the module.

Unit 1

Module 1.2: Autonomous Robots

- Motivation: kids like robots; robot videos are cool; robots are a good way to introduce AI concepts such as perception and reasoning. So let's start the course off with some fun stuff like dancing robots.
- Major ideas:
    - Autonomy: we're only interested in robots that act on their own. We don't care about remote-controlled robots, or robots that just blindly repeat an action without having to sense anything or make any decisions. Robots that make their own decisions are called **autonomous**.
    - Robots come in many different shapes, but they're all doing the same thing: navigating through the world and interacting with it. Three questions every autonomous robot must constantly ask itself:
        - Where am I?
        - Where do I want to be?
        - How can I stay safe?
    - Self-driving cars are robots. The Roomba vacuum is also a robot. They're doing the same thing: moving through the world and trying not to hit stuff.
    - Autonomous robots must maintain a **representation** (e.g., a map) of the world so they know where stuff is and can figure out where they are. This requires **perception** to sense the world. All autonomous robots have some type of perception.
- What students should be able to do:
    - Explain what autonomy means.
    - Given a robot, explain what it does and what kinds of decisions it makes.
    - Decide whether a device is a robot or not. Roombas are robots. Your grandmother's antique Electrolux vacuum is not a robot. Why not?

Module 1.3: Self-Driving Vehicles

- Motivation:
    - Further develop our understanding of autonomous robots.
    - Self-driving cars are all over the news, so this subject is topical.

    - Many cars have driver-assist features such as lane departure warnings that are powered by computer vision, so students might actually be experiencing these technologies in their own lives. We want them to realize that these are built on AI.
- Major ideas about how self-driving cars work:
    - Sensing: learn about different types of sensors such as cameras, radar, lidar, and GPS. How do they work? What are their strengths and weaknesses?
    - Reasoning: what kinds of things do self-driving cars need to figure out? Route planning, maneuver planning (e.g., safe lane changes), obstacle avoidance, guessing the intentions of other vehicles; figuring out traffic signs.
- Societal impacts of self-driving cars:
    - Do people trust them too much when they're not yet safe to rely on?
    - Who is liable in case of an accident?
    - How will they affect employment?
- What students should be able to do:
    - Explain the sensors on a self-driving car: what they do and where they are located.
    - Explain the decisions a self-driving car makes, or alternatively, explain the susbsystems that make up a self-driving car.

Module 1.4: Perception

- Motivation: the goal for this module is to get students thinking about how computers perceive things, i.e., how they extract meaning from raw sensor signals such as camera images. It's a complicated process which we call the "video abstraction pipeline" that goes from image pixels to recognizing an object, a face, or an entire scene. Explaining how self-driving cars understand the road scene is too complicated, so instead we explore face detection, because it's easier to explain and there are lots of good resources we can draw on.

  Face detection is **not** the real goal of the module. Face detection is just an illustrative problem to get students thinking about perception.

- Major concepts:
    - Images are 2D arrays of pixels, which can either be grayscale values or RGB values (for color).
    - Feature extraction finds structure in images. Edge detection is the example we'll focus on, but feature extraction has many forms. Detecting eyes and jawlines, or fitting a triangular mesh to a face, are forms of feature extraction that are bult on top of simpler things like edge detection.
    - Perception takes place in stages, starting with the raw signal and proceeding through several stages of feature extraction to end up with a high-level interpretation of the image, e.g., "Oh, that's Betia and she's smiling."
    - "Features" are a major concept in the course and will reappear when we talk about decision trees, machine learning algorithms, and semantic feature spaces.

- What students should be able to do:
    - Explain how some part of perception works, e.g., explain an edge detector, or explain how face templates are aligned with a face image (see the Snapchat video).
    - Build their own Snapchat filter in Scratch.

Module 1.5: Route Finding

- Motivation: the real purpose of this module is to introduce students to breadth-first search, tree and graph structures, and (implicitly) the notion of a state space. We will go into these concepts in greater depth later in the course when we talk about reasoning and problem solving. We're able to introduce them here because we're focusing on a problem related to autonomous robots: finding a route to a destination.
- Major concepts:
    - Graphs and trees
    - How to encode information as a graph
    - Breadth-first search by graph coloring
    - Breadth-first search by constructing a search tree
    - Reasoning algorithms (breadth-first search is one)
- What students should be able to do: solve route-finding problems using two methods: (1) by coloring the graph, or (2) by constructing a search tree.
    - Graph coloring is more fun, but some types of search problems can't be solved that way; they require us to construct a search tree.
    - This is why we want students to learn both methods. They'll use the search tree method later in the course when we look at AI algorithms for game playing and puzzle solving.

Module 1.6: Case Study

This case study focuses on people sleeping in their Teslas.

- Motivation: help students think about the impacts of technology, both good and bad, and how new technologies can pose challenges for the law or for social policy.
- Major concepts:
    - Fully autonomous self-driving cars (none yet) vs. somewhat-autonomous cars that still require human monitoring (e.g., Tesla Autopilot).
    - Legal responsibilities of drivers.
    - Legal responsibilities of the car manufacturer.
    - Threat or boon? Self-driving cars have killed a few people, but in general they are better at avoiding accidents than human drivers. So what should our policy be for approving their use? When will they be "good enough"? Discuss among yourselves.
- What students should be able to do:
    - Identify the safety/social issues with self-driving cars.

- Describe the current state of autonomous driving technology.
- Debate what to do about people sleeping in their Teslas.

Module 1.7: Mini-Project

A variety of mini-projects are possible. The Snapchat filter exercise in Scratch is one good option. Another is to use Calypso to build a little environment with walls and obstacles and explore the robot's ability to do route finding through this environment. Another option is to use Teachable Machine to learn to recognize traffic signs such as stop signs and pedestrian crossing signs.

Unit 2: Computers and Language

Module 2.1: Introduction to the Unit

- **Motivation:** get students to think about the various ways they use language to interact with computers. This includes both spoken language (speech recognition and generation) and text-based interactions such as search queries and chatbots. We will examine all these topics in greater detail in the modules that follow.
- **Technology covered** includes smart assistants such as Siri or Alexa, and text generation applications such as chatbots and story generators.
- This is an abbreviated module that may not take up an entire class period. An earlier draft included material on the nature of language that has been removed to save time, but some of that material is covered in later units where it is relevant.
- **Students should be able to:**
    - List various ways in which they or people around them use language to interact with computers in their daily lives.
    - Distinguish concepts such as speech recognition, speech generation, and question answering.

Module 2.2: Speech Recognition

- **Motivation:** Give students an end-to-end understanding of how speech recognition works, from the microphone all the way to meaning.
- **Major concepts:**
    - The nature of sound (variations in air pressure)
    - Waveform and spectrogram representations of sound
    - The human vocal tract: how people produce sounds
    - The audio pipeline: extracting phonemes from speech spectrograms and then assembling them into morphemes, words, phrases, and sentences.
    - Ambiguity of the speech signal. Knowledge is required at each stage of the pipeline in order to select the most plausible hypotheses.
- **Supporting software:** online demos that students can experiment with.
    - Oscilloscope demo shows waveforms. See the *Waveforms and Spectrograms* activity resource guide.
    - Spectrogram demo shows spectrograms. See the *Waveforms and Spectrograms* activity resource guide.
    - Vocal tract demo allows students to manipulate a model of the vocal tract and hear the sounds it produces. Works best on a device with a touch screen. Reinforces teaching about the anatomy of the vocal tract.
    - SpeechDemo demonstrates how the Google Speech API considers multiple hypotheses when recognizing spoken language. See the *SpeechDemo* activity resource guide.

- **Student worksheets:** see Amber's worksheets on recognizing spectrograms and testing SpeechDemo on homophones.
- **Students should be able to:**
    - Explain what waveforms and spectrograms are.
    - Explain the components of the human vocal tract.
    - Give examples of how knowledge is used to disambiguate speech, e.g., disambiguating homophones based on context.

Module 2.3: Understanding Search Queries

- This module is currently labeled "How Do Intelligent Assistants Understand and Answer Questions?", but that title is no longer appropriate as the module now focuses on search queries such as one might give to Google, not interaction with assistants like Siri or Alexa. A better title might be **"How Do Computers Understand Search Queries?"**
- **Motivation:** this module introduces students to natural language processing by focusing on the problem of extracting meaning from words to understand a search query. Meaning extraction shows up in many other places, such as machine translation, but search queries are a good place to start.
- **Major concepts:**
    - What are the different kinds of queries Google can understand and respond to?
    - Parts of speech: nouns, verbs, adjectives, prepositions, etc.
    - Parsing: determining the grammatical structure of a sentence, which tells us how words are associated with other words.
    - Semantics: extracting the meaning of a sentence from the parse tree. This is addressed by showing how an English query can be turned into a bit of computer language that looks like a database query. Running the query against Google's "knowledge graph" (a kind of database) finds the answer.
- This is an abbreviated lesson that will probably take less than one class period.
- **Students will be able to:**
    - Explain what a parse tree is, and list some parts of speech.
    - Describe different types of queries that Google can answer.
- This module has been shortened a bit. An earlier draft had students experiment with the Berkeley Neural Parser (now we just show one figure generated by the parser), explore cases where a sentence might have more than one possible parse tree, and discuss different types of ambiguity that can occur in sentences, e.g., prepositional phrase attachment, or pronoun reference resolution.

Module 2.4: Word Embeddings

- **Motivation:** The reason to teach word embeddings is that they introduce students to a powerful concept that underlies much of modern AI: numerical vector representations. The previous module on search queries looked at symbolic representations such as parse trees and knowledge graphs. Numerical vector representations are the alternative

to symbolic representations. They are what's inside neural networks, including neural networks that perform important language processing tasks such as machine translation.
- **Secondary motivation:** Word embeddings are a type of feature vector representation, so teaching them lays the groundwork for considering other examples of feature vector representations in unit 3 on machine learning.
- **Major concepts:**
    - Semantic dimensions, e.g., age, gender, royalty
    - Semantic feature space
    - Words as points in a semantic feature space
    - The coordinates of a word in feature space yield a numerical representation of the word.
    - Semantic similarity corresponds to closeness in feature space
    - Solving word analogies using vector arithmetic
- **Supporting software:**
    - Google's Semantris game raises the question of how Semantris knows that two words are related to each other. Semantris is powered by word embeddings.
    - The Word Embedding Demo allows students to graphically explore 300-dimensional word embeddings projected into a 3D space. It can also be used to solve analogies by vector arithmetic.
- **Unplugged activity:** Will and Amber's semantic feature space unplugged activity.
- **Students will be able to:**
    - Explain the notion of semantic feature space
    - Given a semantic feature space, determine where a word should be located in that space
    - Demonstrate how to solve analogy problems using vector arithmetic

Module 2.5: Machine Translation

- This module has been made optional due to lack of time, and because it may not be engaging for middle school students.
- **Motivation:** take a closer look at the computer's ability to represent the meaning of language by exploring the problem of machine translation. In order to correctly translate a sentence we must grasp its meaning; simple-minded word-at-a-time translation doesn't work. So how good is Google Translate at capturing meaning?

Module 2.6: Sentiment Analysis

- Slide deck is adapted from materials prepared by AI4ALL.
- **Motivation:** introduce students to another way of processing language: detecting whether a passage is expressing positive or negative sentiment. Sentiment analysis tools are used by companies to monitor social media in order to detect how the public is reacting to products or events associated with the company.

- The meat of this module is an activity where students use an online sentiment analysis tool to analyze text or song lyrics.
- **Students will be able to:**
    - Explain what sentiment analysis is.
    - Look at a piece of text and point out words or phrases that will likely lead a sentiment analysis program to conclude that the sentiment is positive or negative.

Module 2.7: Chatbots

- **Motivation:** Introduce students to the possibility of having a conversation with the computer instead of writing one-shot queries. Discuss different types of chatbots to help students appreciate the difference between simple-minded approaches (e.g., keyword scanning) vs. more sophisticated approaches.
- **Major concepts:**
    - Different uses for chatbots, e.g., customer service
    - Different strategies for constructing chatbots, e.g., keyword matching
    - Differences between chatbots and intelligent assistants
    - Limitations of chatbots

Unit 3: Machine Learning and Automated Decision Making

Module 3.1: How Do Computers Make Decisions?

- **Motivation:** Making decisions is done by reasoning. This module describes several types of reasoning (classifying, predicting, recommending, and planning) and examines how computers use reasoning to provide services such as spam detection or movie recommendation.
- **Major concepts:**
    - Types of reasoning problems
        - Classification
        - Prediction
        - Recommendation
        - Planning and scheduling
    - Reasoning algorithms (there can be multiple algorithms for a specific type of reasoning)
- **Students will be able to:**
    - List some different types of reasoning computers can do
    - Determine what kind of reasoning is involved in a given computer application

Module 3.2: How Can A Computer Classify Objects?

- **Motivation:** To show how reasoning is actually performed by a machine, we use classification by decision trees as an example. Decision trees were chosen because they are easy to visualize and understand. Each node of the decision tree examines a feature of the object being classified, so this naturally leads to a discussion of the use of feature vector representations to describe objects.
- **Major concepts:**
    - Decision trees
    - Tree terminology
        - Root node
        - Children of a node
        - Leaf node (or “terminal” node)
    - Features and feature vectors
- **Activity:** construct a decision tree classifier via the Pasta Land activity or Guess the Animal.
- **Students will be able to:**
    - Explain how to use a decision tree to classify an object.
    - Demonstrate how to extend a decision tree to include a new class.

Module 3.3: How Can We Train A Computer To Make Decisions?

- **Motivation:** Rather than construct decision trees by hand, which can be quite complex for realistic problems, it is better to get the computer to construct them for us. It can do that if we have defined a feature set, assembled a collection of training data, and created a feature vector representation for each training example. Then we can use machine learning tools to do the hard part: construct the decision tree. To let students experience what it "feels like" to be a decision tree learning algorithm, we have them learn classes they are not already familiar with, so they can't use their prior knowledge to leap to the answer. Instead they must systematically examine the data and consider hypotheses, which is what real decision tree learning algorithms do.
- **Major concepts:**
    - The "fishy feature space" used in this exercise
    - Entertaining multiple hypotheses, using data to weed out the wrong ones
    - Automated construction of decision trees
    - Using a feature test to "split" a collection of examples into two subsets
    - The machine learning pipeline
- **Supporting software:**
    - MachineLearningForKids (https://machinelearningforkids.co.uk/) offers automated decision tree learning and will also draw the tree and allow you to run test examples through the tree to see how they are classified.
- **Note on two learning algorithms presented:**
    - The first learning algorithm, for predicting reef-dwellers, is a very simple algorithm designed to just give the flavor of machine inference. We consider every possible node (feature test) that could predict reef dwelling, and we eliminate those candidates that are contradicted by the training data. As more data come in, we eliminate more candidates, until only one is left. This algorithm assumes that the problem can be solved with a single feature test, and it's only appropriate in this special case. For more complex problems we could consider every possible decision tree with two tests (two non-terminal nodes), but the number of possibilities would be too large for students to enumerate by hand.
    - The second learning algorithm is closer to what real machine learning systems use. Instead of data coming in a little bit at a time, we consider the entire dataset from the beginning, and put all the examples into the root node. We then consider a feature test that could split these examples into two sets in a way that helps to separate them by class. Once we've chosen a feature test (e.g., pectoral fin shape = "smooth"), we split the data across the two child nodes and repeat the process. If all the data in a child node is in the same class, no further splitting is necessary. Otherwise we choose another feature and use it to split the child. This is the approach that solves the poisonous fish example, but rather than have students hand simulate it, we let MachineLearningForKids do the work for us. Then we do the same thing again with Angelique's Disease, and find that the machine-generated decision tree might not be as clever as one we generate ourselves. But in the Titanic dataset the situation is so complex that we are better off letting the machine solve it.

- **Activity:** train decision tree classifiers to detect poisonous fish and predict which patients will develop Angelique's disease.
- **Students will be able to:**
    - Explain how decision tree classifiers work. (They should have gotten this from Pasta Land but it's reinforced here.)
    - Show how training examples can be encoded as feature vectors.
    - Use MachineLearningForKids to set up and solve a machine learning problem.

Module 3.4: How Can We Use Machine Learning To Answer Questions With Datasets?

- **Motivation:** This module takes students deeper into the topic of machine learning in several ways:
    - Use of realistic datasets with hundreds of examples instead of toy datasets with only 10-12 examples.
    - Use of continuous feature values (such as cotton content or pocket height) in addition to discrete categorical features such as brand or style.
    - Going beyond classification problems to include prediction problems, e.g., predicting price.
    - Introducing a new machine learning tool: Code.org's AI Lab
    - A taste of data science using AI Lab's data visualization facilities to plot distributions of feature values using histograms or scatter plots.
    - Going beyond decision trees: AI Lab uses something called a "k nearest neighbor" reasoning algorithm instead of a decision tree, so there is no decision tree diagram to display.
    - Coping with variability in results: because AI Lab randomly splits the dataset into a training set (90%) and a test set (10%), and the datasets are small to begin with, we can get different results when we run the same problem several times. Understanding why this occurs leads to a deeper understanding of how machine learning works.
- **Major concepts:**
    - Training set vs. test set
    - Types of features: categorical, discrete numerical, continuous numerical
    - Prediction (of continuous values) vs. classification (choosing a discrete value)
    - Statistical distribution of feature values (histograms, scatter plots)
- **Activity:** predicting the price of jeans based on various features, using a dataset built in to AI Lab.
- **Students will be able to:**
    - Use AI Lab to explore a dataset.
    - Train a classifier or predictor using AI Lab.
    - Measure the performance of a classifier or predictor on a test set.

    - Explain why running the same experiment in AI Lab multiple times may produce different results.

Module 3.5: Neural Networks

- **Motivation:** Neural networks are a key technology for artificial intelligence: many AI applications rely on neural network reasoners for tasks such as speech recognition, computer vision, and language understanding. Neural networks must be trained using machine learning, because setting their many weights (parameters) manually is too difficult for anything but toy problems. The details of how neural networks learn and reason are too complex for K-12, so this module offers just an introduction, covering some basic terminology and the operation of a single computing unit (neuron). Real-world neural network applications have thousands or even millions of these neurons. But even a single neuron can do quite a bit, as some of the examples illustrate.
- **Major concepts:**
    - Neurons
    - Weights
    - Thresholds
    - Linear threshold unit
    - Layers: input, hidden, output
    - Deep neural networks (many hidden layers)
    - Learning by adjusting weights and thresholds
- **Supporting software:**
    - Neuron Sandbox: https://www.cs.cmu.edu/~dst/NeuronSandbox
- **Activities:**
    - “Will this dog bite me?” – hand simulate one-neuron learning.
    - It’s possible to use Neuron Sandbox to solve problems by finding the correct weights or threshold for a linear threshold unit. The current slides will need to be amended to support this

Mifflinburg El Sch

Schoolwide Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Mifflinburg El Sch		116605003
Address 1		
115 Shipton St		
Address 2		
City	**State**	**Zip Code**
Mifflinburg	PA	17844
Chief School Administrator		**Chief School Administrator Email**
Dr Kenneth J Dady Jr		kdady@mifflinburg.org
Principal Name		
Brett Hoffmaster		
Principal Email		
bhoffmaster@mifflinburg.org		
Principal Phone Number		**Principal Extension**
5709668320		
School Improvement Facilitator Name		**School Improvement Facilitator Email**

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Brett Hoffmaster	Principal	Mifflinburg Elementary	bhoffmaster@mifflinburg.org
Duane Snayberger	District Level Leaders	Mifflinburg ASD	dsnayberger@mifflinburg.org
Rachel Dagle	Teacher	Mifflinburg Elementary	rdagle@mifflinburg.org
Mary Young	Teacher	Mifflinburg Elementary	myoung@mifflinburg.org
Jenna Clarke	Teacher	Mifflinburg Elementary	jclarke@mifflinburg.org
Mackenzie Wilsea	Teacher	Mifflinburg Elementary	mwillsea@mifflinburg.org
Katelynn Walls	Teacher	Mifflinburg Elementary	kwalls@mifflnburg.org
Katherine Hurst	Parent	Mifflinburg Elementary	koliv313@gmail.com
Lindsey Beck	Teacher	Mifflinburg Elementary	lbeck@mifflinburg.org

Vision for Learning

Vision for Learning

Vision Statement: Mifflinburg Elementary - where early learning becomes life-long learning. Mission Statement: Life-long learning happens through collaboration, inspiration, acceptance, and understanding of all students as individuals.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

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

Proficient or Advanced in Mathematics/Algebra

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

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

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

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

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

English Language Growth and Attainment

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

Comments/Notable Observations

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

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Regular Attendance

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

Comments/Notable Observations

All student group met or exceeded expectations for attendance.

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

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Met or exceed growth expectations for attendance.

Students with Disabilities	Met or exceed expectations and had a higher percentage than the All Student group for attendance.

Challenges

ESSA Student Subgroups	Indicator
Combined Ethnicity	Met or exceeded expectations for attendance but was the lowest subgroup at 87%

Career Standards Benchmark

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

High School Graduation Rate Four-Year Cohort

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

Comments/Notable Observations

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

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Summary

Strengths

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

All student group met or exceeded expectations for attendance.
Economically Disadvantaged met or exceed growth expectations for attendance.
Students with Disabilities met or exceed expectations and had a higher percentage than the All Student group.

Challenges

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

Combined Ethinicity met or exceeded expectations for attendance but was the lowest subgroup at 87%
Met or exceeded expectations for attendance but was the lowest subgroup at 87%

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience	Benchmarks given three times per year K-2

English Language Arts Summary

Strengths

Kindergarten students demonstrate strong early literacy performance, with 76.8% of students At/Above benchmark and only 10.1% Well Below, indicating that core instruction and early intervention practices are effectively establishing foundational reading skills.
Student performance improves from Grade 1 (60.5% At/Above) to Grade 2 (67.4% At/Above), suggesting that instructional supports and interventions are contributing to student growth over time.

Challenges

There is a decrease in students meeting benchmark from Kindergarten (76.8%) to Grade 1 (60.5%), accompanied by an increase in students Well Below benchmark (10.1% to 24.3%), indicating a need for stronger alignment and skill transfer between grade levels.
A percentage of students in Grade 1 (24.3%) and Grade 2 (18.9%) remain Well Below benchmark, indicating that current intervention strategies are not yet accelerating learning sufficiently to close early literacy gaps.

Mathematics

Data	Comments/Notable Observations
SuccessMaker	Used as a supplemental math product and provides mastery reports.

Mathematics Summary

Strengths

Students demonstrate high levels of mastery within SuccessMaker, with Kindergarten at 81%, Grade 1 at 90%, and Grade 2 at 85%, indicating that the program is effectively supporting the development of foundational math skills.
Grade 1 students show strong growth performance, with 67% meeting growth targets, suggesting that instructional supports and program implementation are effectively promoting student progress at this level.

Challenges

Student growth performance varies across grades, with Kindergarten at 40% and Grade 2 at 56% meeting growth targets, indicating that not all students are consistently progressing at expected rates despite high levels of mastery.
While mastery rates are strong, the discrepancy between high mastery (81–90%) and lower growth percentages (40–67%) suggests that students may be completing skills without consistently demonstrating continued progress, indicating a need for closer monitoring and targeted support to ensure sustained learning gains.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Amplify Science	Newer program only classroom assessment is available

Science, Technology, and Engineering Education Summary

Strengths

Dedicated Science teacher in grade 2
Team approach to science in grades K-1

Challenges

Aligning Science curriculum K-5
Scheduling to meet the needs of all learners

Related Academics

Career Readiness

Data	Comments/Notable Observations
Smartfutures	All students completed Career Readiness in Smartfutures.

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.

All students completed career readiness in smartfutures.

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.

No challenges.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
No data available for this group.	

Students with Disabilities

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

Data	Comments/Notable Observations
FRI Index 24-25	Meet or exceed growth for attendance

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
FRI Index 24-25	Meet or exceed growth for attendance

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
White	Meet or exceed growth for attendance

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.

Students with Disabilities met or exceed growth for attendance.
Economically Disadvantaged students met or exceed growth for attendance.

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.

We only have data attendance that is broken down by group.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

Summary

Strengths

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

>

PBIS system has been recognized by the state.
We foster a culture for learning by collaborating with teachers to ensure meaningful targeted instruction.

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?

>

Developing a system of meaningful professional development within the confines of union contracts can be challenging.
Implement evidence-based strategies to engage families to support 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 student group met or exceeded expectations for attendance.	False
Economically Disadvantaged met or exceed growth expectations for attendance.	False
Students with Disabilities met or exceed expectations and had a higher percentage than the All Student group.	False
All student group met or exceeded expectations.	False
Met or exceed growth expectations.	False
Met or exceed expectations and had a higher percentage than the All Student group.	False
Kindergarten students demonstrate strong early literacy performance, with 76.8% of students At/Above benchmark and only 10.1% Well Below, indicating that core instruction and early intervention practices are effectively establishing foundational reading skills.	True
Student performance improves from Grade 1 (60.5% At/Above) to Grade 2 (67.4% At/Above), suggesting that instructional supports and interventions are contributing to student growth over time.	True
Students demonstrate high levels of mastery within SuccessMaker, with Kindergarten at 81%, Grade 1 at 90%, and Grade 2 at 85%, indicating that the program is effectively supporting the development of foundational math skills.	True
Grade 1 students show strong growth performance, with 67% meeting growth targets, suggesting that instructional supports and program implementation are effectively promoting student progress at this level.	False
Dedicated Science teacher in grade 2	False
Team approach to science in grades K-1	False
All students completed career readiness in smartfutures.	False
Students with Disabilities met or exceed growth for attendance.	False
Economically Disadvantaged students met or exceed growth for attendance.	False
PBIS system has been recognized by the state.	False
We foster a culture for learning by collaborating with teachers to ensure meaningful targeted instruction.	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
Combined Ethinicity met or exceeded expectations for attendance but was the lowest subgroup at 87%	False
Met or exceeded expectations for attendance but was the lowest subgroup at 87%	False
There is a decrease in students meeting benchmark from Kindergarten (76.8%) to Grade 1 (60.5%), accompanied by an increase in students Well Below benchmark (10.1% to 24.3%), indicating a need for stronger alignment and skill transfer between grade levels.	True
A percentage of students in Grade 1 (24.3%) and Grade 2 (18.9%) remain Well Below benchmark, indicating that current intervention strategies are not yet accelerating learning sufficiently to close early literacy gaps.	True
Student growth performance varies across grades, with Kindergarten at 40% and Grade 2 at 56% meeting growth targets, indicating that not all students are consistently progressing at expected rates despite high levels of mastery.	True
While mastery rates are strong, the discrepancy between high mastery (81–90%) and lower growth percentages (40–67%) suggests that students may be completing skills without consistently demonstrating continued progress, indicating a need for closer monitoring and targeted support to ensure sustained learning gains.	False
Aligning Science curriculum K-5	False
Scheduling to meet the needs of all learners	False
No challenges.	False
We only have data attendance that is broken down by group.	False
Developing a system of meaningful professional development within the confines of union contracts can be challenging.	False
Implement evidence-based strategies to engage families to support learning	True

Most Notable Observations/Patterns

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
There is a decrease in students meeting benchmark from Kindergarten (76.8%) to Grade 1 (60.5%), accompanied by an increase in students Well Below benchmark (10.1% to 24.3%), indicating a need for stronger alignment and skill transfer between grade levels.		True
A percentage of students in Grade 1 (24.3%) and Grade 2 (18.9%) remain Well Below benchmark, indicating that current intervention strategies are not yet accelerating learning sufficiently to close early literacy gaps.		False
Student growth performance varies across grades, with Kindergarten at 40% and Grade 2 at 56% meeting growth targets, indicating that not all students are consistently progressing at expected rates despite high levels of mastery.		True
Implement evidence-based strategies to engage families to support learning		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Kindergarten students demonstrate strong early literacy performance, with 76.8% of students At/Above benchmark and only 10.1% Well Below, indicating that core instruction and early intervention practices are effectively establishing foundational reading skills.	
Student performance improves from Grade 1 (60.5% At/Above) to Grade 2 (67.4% At/Above), suggesting that instructional supports and interventions are contributing to student growth over time.	
Students demonstrate high levels of mastery within SuccessMaker, with Kindergarten at 81%, Grade 1 at 90%, and Grade 2 at 85%, indicating that the program is effectively supporting the development of foundational math skills.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	EOY 2024–2025 Acadience data indicate variability in benchmark attainment across grade levels: Kindergarten (76.8% At/Above; 10.1% Well Below), Grade 1 (60.5% At/Above; 24.3% Well Below), and Grade 2 (67.4% At/Above; 18.9% Well Below). Cohort analysis demonstrates vulnerability during the transition from Kindergarten to Grade 1. Targets are designed to increase benchmark attainment, reduce intensive risk, and protect students from regression across the K–2 continuum.
	Current SuccessMaker data indicate strong mastery levels across grades but variability in consistent growth performance: Kindergarten (40% meeting growth; 81% mastery), Grade 1 (67% meeting growth; 90% mastery), and Grade 2 (56% meeting

	growth; 85% mastery). Targets are designed to increase consistent growth while maintaining foundational skill mastery and reducing the number of students requiring intensified support.
	Early academic success is strengthened when families are equipped to support foundational skill development at home. Structured literacy and mathematics engagement opportunities will strengthen home-school partnerships and support improved student outcomes.

Goal Setting

Priority: EOY 2024–2025 Acadience data indicate variability in benchmark attainment across grade levels: Kindergarten (76.8% At/Above; 10.1% Well Below), Grade 1 (60.5% At/Above; 24.3% Well Below), and Grade 2 (67.4% At/Above; 18.9% Well Below). Cohort analysis demonstrates vulnerability during the transition from Kindergarten to Grade 1. Targets are designed to increase benchmark attainment, reduce intensive risk, and protect students from regression across the K–2 continuum.

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
Early Literacy (Acadience): By the end of each academic year, the K–2 literacy program will demonstrate sustained growth and reduced intensive reading risk as measured by the Acadience Reading Composite.			
Measurable Goal Nickname (35 Character Max)			
Acadience			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Complete BOY benchmarking for all students.	Kindergarten: = 40% At/Above Benchmark and = 10% Well Below Benchmark (or a minimum +5 percentage point increase from BOY baseline, whichever is greater). Grade 1: = 30% At/Above Benchmark and = 15% Well Below Benchmark. Grade 2: = 55% At/Above Benchmark and = 15% Well Below Benchmark.	Same as 2nd due to benchmarking 3x per year Kindergarten: = 40% At/Above Benchmark and = 10% Well Below Benchmark (or a minimum +5 percentage point increase from BOY baseline, whichever is greater). Grade 1: = 30% At/Above Benchmark and = 15% Well Below Benchmark. Grade 2: = 55% At/Above Benchmark and = 15% Well Below Benchmark.	Kindergarten: = 80% At/Above Benchmark and = 10% Well Below Benchmark (or a minimum +5 percentage point increase from BOY baseline, whichever is greater). Grade 1: = 70% At/Above Benchmark and = 15% Well Below Benchmark. Grade 2: = 75% At/Above Benchmark and = 15% Well Below Benchmark.

Priority: Current SuccessMaker data indicate strong mastery levels across grades but variability in consistent growth performance: Kindergarten (40% meeting growth; 81% mastery), Grade 1 (67% meeting growth; 90% mastery), and Grade 2 (56% meeting growth; 85% mastery). Targets are designed to increase consistent growth while maintaining foundational skill mastery and reducing the number of students requiring intensified support.

Outcome Category
Mathematics
Measurable Goal Statement (Smart Goal)

Foundational Mathematics (SuccessMaker) By the end of each academic year, the K–2 mathematics program will increase student performance consistency and maintain strong foundational skill mastery as measured by SuccessMaker growth and mastery data.			
Measurable Goal Nickname (35 Character Max)			
SuccessMaker			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Complete BOY benchmarking for all students.	Kindergarten: = 50% meeting expected growth (IP =70%) and = 60% mastery. Grade 1: = 65% meeting expected growth and = 70% mastery. Grade 2: = 60% meeting expected growth and = 70% mastery.	Same as 2nd due benchmarking 3x per year Kindergarten: = 50% meeting expected growth (IP =70%) and = 60% mastery. Grade 1: = 65% meeting expected growth and = 70% mastery. Grade 2: = 60% meeting expected growth and = 70% mastery.	Kindergarten: = 60% meeting expected growth (IP =70%) and = 80% mastery. Grade 1: = 75% meeting expected growth and = 80% mastery. Grade 2: = 70% meeting expected growth and = 80% mastery.

Priority: Early academic success is strengthened when families are equipped to support foundational skill development at home. Structured literacy and mathematics engagement opportunities will strengthen home-school partnerships and support improved student outcomes.

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
Parent and Family Engagement By the end of each academic year, at least 60% of families will participate in one or more academic engagement opportunities, and at least 75% of participating families will report increased confidence supporting literacy and numeracy skills at home, as measured by participation logs and survey data.			
Measurable Goal Nickname (35 Character Max)			
Measured Parent/Family Engagement			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Before the first stakeholder meeting establish a digital method to track parents/families attending conferences and PFE events	Identify all parents/families that have participated in conferences and/or PFE events and thank them. Target those parents/families for future engagement opportunities.	By the end of the 3rd MP at least 60% parents/families have participated in a conference and/or PFE event.	Before the end of the year ensure at least 60% of parents/families attended an event and that all participants have had and opportunity to complete a survey.

Action Plan

Measurable Goals

Acadience	SuccessMaker
Measured Parent/Family Engagement	

Action Plan For: Acadience ELA Improvement

Measurable Goals:
• Early Literacy (Acadience): By the end of each academic year, the K–2 literacy program will demonstrate sustained growth and reduced intensive reading risk as measured by the Acadience Reading Composite.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
By the end of each academic year, the K–2 literacy program will demonstrate sustained growth and reduced intensive reading risk as measured by the Acadience Reading Composite.		2026-08-24	2027-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal	Acadience	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
New Teachers Acadience Training		2026-09-01	2026-10-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal	Acadience; PD time	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
All student will meet expected growth targets.	• Acadience universal screening (BOY, MOY, EOY). • Biweekly progress monitoring for students below benchmark. • Daily structured literacy intervention (95% Group). • Skill-based regrouping and nine-week data review meetings.

Action Plan For: Math Targeted Instruction

Measurable Goals:
• Foundational Mathematics (SuccessMaker) By the end of each academic year, the K–2 mathematics program will increase student performance consistency and maintain strong foundational skill mastery as measured by SuccessMaker growth and mastery data.

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

Schoolwide SuccessMaker implementation (minimum 60 minutes weekly).		2026-09-01	2027-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Teachers	SuccessMaker	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Skill-based regrouping and nine-week data review meetings		2026-10-01	2027-04-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
MTSS Team	Data	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Skill-based regrouping and nine-week data review meetings		2026-10-01	2027-04-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
MTSS Team	Data	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
• Kindergarten: = 60% meeting expected growth (IP =70%) and = 80% mastery. • Grade 1: = 75% meeting expected growth and = 80% mastery. • Grade 2: = 70% meeting expected growth and = 80% mastery.	Weekly monitoring by teachers; quarterly monitoring by data teams.

Action Plan For: Parent and Family Engagement

Measurable Goals:
• Parent and Family Engagement By the end of each academic year, at least 60% of families will participate in one or more academic engagement opportunities, and at least 75% of participating families will report increased confidence supporting literacy and numeracy skills at home, as measured by participation logs and survey data.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Annual family survey measuring confidence and feedback.		2026-09-01	2027-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal	QR link to survey shared with parents/families	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
• Family literacy and mathematics engagement events. • Participation tracking logs at Parent-Teacher Conferences and/or Family Engagement Nights		2026-09-01	2027-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal	QR link to track parents that attend	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By the end of each academic year, at least 60% of families will participate in one or more academic engagement opportunities, and at least 75% of participating families will report increased confidence supporting literacy and numeracy skills at home, as measured by participation logs and survey data.	Attendance and survey tracked and examined at the end of each conference and event by the prinicipal.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Instruction	• Acadience ELA Improvement	Salary and benefits for Reading Specialists and Title One Paras	256206	
Title II.A and Title IV.A Transfer Funds	• Acadience ELA Improvement	Salary and benefits for Reading Specialists and Title One Paras	66882	
Other Expenditures	• Parent and Family Engagement	PFE supplies	3491	
Total Expenditures				326579

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Acadience ELA Improvement	New Teachers Acadience Training
Math Targeted Instruction	New teachers trained on how to use Acadience.

Acadience Training

Action Step		
• New teachers trained on how to use Acadience.		
Audience		
New Teachers		
Topics to be Included		
How to administer and use Acadience data to drive instruction		
Evidence of Learning		
Teachers will be able to discuss the growth or lack of during MTSS meetings.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Principal	2026-09-01	2026-10-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Once
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	**Date**
School Improvement Facilitator Signature	**Date**

Mifflinburg Area Intrmd Sch

Schoolwide Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Mifflinburg Area Intrmd Sch		116605003
Address 1		
250 Mabel Street		
Address 2		
City	**State**	**Zip Code**
Mifflinburg	PA	17844
Chief School Administrator		**Chief School Administrator Email**
Dr Kenneth J Dady Jr		kdady@mifflinburg.org
Principal Name		
Philip Heggenstaller		
Principal Email		
pheggenstaller@mifflinburg.org		
Principal Phone Number		**Principal Extension**
5709668270		
School Improvement Facilitator Name		**School Improvement Facilitator Email**

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Philip Hegenstaller	Principal	Mifflinburg Intermediate	phegenstaller@mifflinburg.org
Lindsey Beck	Teacher	Mifflinburg Intermediate	lbeck@mifflinburg.org
Sarah Gemberling	Teacher	Mifflinburg Intermediate	sgemberling@mifflinburg.org
Jamie Miller	Teacher	Mifflinburg Intermediate	jmiller@mifflinburg.org
Oleysa Siewers	Paraprofessional	Mifflinburg Intermediate	osiewers@mifflinburg.org
Rhonda Hornberger	Paraprofessional	Mifflinburg Intermediate	rhornberger@mifflinburg.org
Meghan Shambach	Parent	Mifflinburg Intermediate	mlr9653@gmail.com
Duane Snayberger	District Level Leaders	Mifflinburg ASD	dsnayberger@mifflinburg.org
Caitlynn Bergenstock	Teacher	Mifflinburg Intermediate	cbergenstock@mifflinburg.org

Vision for Learning

Vision for Learning

VISION: Educate, Achieve...Together MISSION: Through individualized learning, we educate our students and encourage all children to achieve their highest potential working together as a school and community.

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

• English Language Arts: 54.0% Proficient/Advanced Students demonstrated strong academic growth in ELA; however, proficiency did not meet interim statewide targets. The goal focuses on accelerating achievement to ensure growth translates into increased proficiency.

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

Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	Students with Disabilities demonstrate positive growth trends in ELA performance, indicating that targeted supports and interventions are contributing to skill development, even though overall proficiency remains low.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Economically disadvantaged students (41.1%) perform significantly below the All Student Group, with a gap of approximately 13 percentage points, and are trending downward. This indicates a need to strengthen access to grade-level content, academic vocabulary, and comprehension skills.

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

• Mathematics: 53.5% Proficient/Advanced Students demonstrated expected academic growth in Mathematics; however, proficiency did not meet interim statewide targets. The goal emphasizes accelerating achievement to increase overall proficiency levels.

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

Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	Students with Disabilities demonstrate positive growth trends in mathematics performance, indicating that targeted supports and intervention strategies are effectively supporting skill development, even though overall proficiency remains low.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Economically disadvantaged students (39.7%) perform significantly below the All Student Group, with a gap of approximately 14 percentage points, and are trending downward. This indicates a need for increased access to grade-level problem-solving tasks and mathematical reasoning opportunities.

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

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

Comments/Notable Observations

• ELA Growth Score (PVAAS): 100.0 – Exceeds State Growth Standard

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

Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	Students with Disabilities (87.0) show strong growth in ELA, reflecting the positive impact of targeted supports and interventions on student learning progress.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Students with Disabilities (87.0) show strong growth in ELA, reflecting the positive impact of targeted supports and interventions on student learning progress. Although this does not meet the level of other groups.

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

• Math Growth Score (PVAAS): 71.0 – Meets State Growth Standard

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

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Economically disadvantaged students demonstrate moderate growth in mathematics; however, recent declines indicate that this growth is not being sustained and requires continued support.

Challenges

ESSA Student Subgroups	Indicator

Economically Disadvantaged	Economically disadvantaged students show a steady decline in growth over time, decreasing from prior high performance levels to 71.0, indicating a need to strengthen consistency in instructional supports and access to grade-level problem-solving.

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 demonstrates strong regular attendance at 88.9%, exceeding the state by about 10%, indicating that the majority of students are consistently present and able to access instruction. This level of attendance supports continuity of learning across the school year.

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

Strengths

ESSA Student Subgroups	Indicator
Combined Ethnicity	The Combined Ethnicity group (93.8%) demonstrates very strong attendance rates with an upward trend, indicating high levels of student engagement and consistent access to instruction.

Challenges

ESSA Student Subgroups	Indicator
White	The White student group (88.5%) shows a slight decline in attendance, suggesting a need to monitor trends to ensure continued consistency.

Career Standards Benchmark

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

Comments/Notable Observations

The All Student Group achieved a score of 100.0% on the Career Standards Benchmark, indicating full implementation and student completion of career readiness requirements. This reflects a strong, consistent system for delivering career education experiences.

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

Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	Students with Disabilities achieved 100.0%, indicating equitable access to and successful completion of career readiness experiences.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	All groups are at 100% -- No Challenges

High School Graduation Rate Four-Year Cohort

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

Comments/Notable Observations

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

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Summary

Strengths

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

• ELA Growth Score (PVAAS): 100.0 – Exceeds State Growth Standard
• Math Growth Score (PVAAS): 71.0 – Meets State Growth Standard
The All Student Group demonstrates strong regular attendance at 88.9%, exceeding the state by about 10%, indicating that the majority of students are consistently present and able to access instruction. This level of attendance supports continuity of learning across the school year.
The All Student Group achieved a score of 100.0% on the Career Standards Benchmark, indicating full implementation and student completion of career readiness requirements. This reflects a strong, consistent system for delivering career education experiences.

Students with Disabilities (87.0) show strong growth in ELA, reflecting the positive impact of targeted supports and interventions on student learning progress.

Challenges

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

• English Language Arts: 54.0% Proficient/Advanced Students demonstrated strong academic growth in ELA; however, proficiency did not meet interim statewide targets. The goal focuses on accelerating achievement to ensure growth translates into increased proficiency.
• Mathematics: 53.5% Proficient/Advanced Students demonstrated expected academic growth in Mathematics; however, proficiency did not meet interim statewide targets. The goal emphasizes accelerating achievement to increase overall proficiency levels.
Economically disadvantaged students (39.7%) perform significantly below the All Student Group, with a gap of approximately 14 percentage points, and are trending downward. This indicates a need for increased access to grade-level problem-solving tasks and mathematical reasoning opportunities.
Economically disadvantaged students show a steady decline in growth over time, decreasing from prior high performance levels to 71.0, indicating a need to strengthen consistency in instructional supports and access to grade-level problem-solving.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
CDT	CDT assessments are utilized in grades 3-5 and have been accurate predictors of PSSA proficiencies. Additionally, these diagnostics provide guidance for targeted instruction.

English Language Arts Summary

Strengths

In CDTs -- Students demonstrate strength in vocabulary and general comprehension, with Diagnostic Category 3 consistently showing the highest performance (e.g., 795.6 in Grade 4; 885.3 in Grade 5). Scores increase steadily from Grade 3 to Grade 5 across all categories, indicating strong development of foundational literacy skills.

Challenges

In CDTs -- students perform comparatively lower in Diagnostic Categories 2 and 5 (e.g., 679.4 and 672.4 in Grade 3), indicating difficulty with text analysis, author's purpose, and language conventions. This suggests a gap between foundational skill development and independent application to more complex, grade-level tasks.

Mathematics

Data	Comments/Notable Observations
CDTs	CDT assessments are utilized in grades 3-5 and have been accurate predictors of PSSA proficiencies. Additionally, these diagnostics provide guidance for targeted instruction.

Mathematics Summary

Strengths

In CDTs -- Students demonstrate strong growth in foundational math skills, particularly in Diagnostic Categories 1 and 4, with scores increasing from ~690 in Grade 3 to ~880 in Grade 5, indicating effective development of procedural fluency and core concepts.

Challenges

In CDTs -- Students perform lower in Diagnostic Categories 3 and 5 across grades (e.g., 670.2 in Grade 3; 865.7 in Grade 5), indicating difficulty with problem-solving and multi-step application. This reflects a gap between skill development and independent application of mathematical concepts.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
CDTs	CDT assessments are utilized in grades 3-5 and have been accurate predictors of PSSA proficiencies. Additionally, these diagnostics provide guidance for targeted instruction.

Science, Technology, and Engineering Education Summary

Strengths

In CDTs -- Students demonstrate strength in core science content, particularly in Physical Science and Earth & Space Science (DC2 and DC3), with higher performance in areas involving foundational knowledge (e.g., 768.8 in Grade 4; 813.4 in Grade 5). Scores increase consistently from Grade 3 to Grade 5 across all categories, indicating strong development of disciplinary core ideas aligned to STEELS expectations.

Challenges

In CDTs -- Students perform comparatively lower in Diagnostic Category 5, which aligns to science and engineering practices, particularly analyzing data, constructing explanations, and applying scientific reasoning (e.g., 660.3 in Grade 3). This indicates a need to strengthen students' ability to apply content knowledge through evidence-based reasoning and multi-step problem solving, as emphasized in STEELS and assessed on the PSSA.

Related Academics

Career Readiness

Data	Comments/Notable Observations
FRI	The All Student Group achieved a score of 100.0% on the Career Standards Benchmark, indicating full implementation and student completion of career readiness requirements. This reflects a strong, consistent system for delivering career education experiences.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Summary

Strengths

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

The All Student Group achieved a score of 100.0% on the Career Standards Benchmark, indicating full implementation and student completion of career readiness requirements. This reflects a strong, consistent system for delivering career education experiences.
All students participate in a 3 day outdoor education program. This is expanding to four days.

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.

This year was the first year of a designated SS teacher in grades 3-5.
This year was the first year of a designated SS teacher in grades 3-5.

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
PVAAS	Students with Disabilities demonstrate positive growth trends in ELA performance, indicating that targeted supports and interventions are contributing to skill development, even though overall proficiency remains low.
PVAAS	Students with Disabilities demonstrate positive growth trends in mathematics performance, indicating that targeted supports and intervention strategies are effectively supporting skill development, even though overall proficiency remains low.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
FRI	Economically disadvantaged students (41.1%) perform significantly below the All Student Group, with a gap of approximately 13 percentage points, and are trending downward. This indicates a need to strengthen access to grade-level content, academic vocabulary, and comprehension skills.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
White	The White student group (88.5%) shows a slight decline in attendance, suggesting a need to monitor trends to ensure continued consistency.

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.

Students with Disabilities demonstrate positive growth trends in ELA performance, indicating that targeted supports and interventions are contributing to skill development, even though overall proficiency remains low.

Students with Disabilities demonstrate positive growth trends in mathematics performance, indicating that targeted supports and intervention strategies are effectively supporting skill development, even though overall proficiency remains low.

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.

The White student group (88.5%) shows a slight decline in attendance, suggesting a need to monitor trends to ensure continued consistency.
Economically disadvantaged students (41.1%) perform significantly below the All Student Group, with a gap of approximately 13 percentage points, and are trending downward. This indicates a need to strengthen access to grade-level content, academic vocabulary, and comprehension skills.

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	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	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	Exemplary
Implement a multi-tiered system of supports for academics and behavior	Exemplary
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

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

Summary

Strengths

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

>

Implement an evidence-based system of schoolwide positive behavior interventions and supports
Implement a multi-tiered system of supports for academics and behavior
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?

>

Implement evidence-based strategies to engage families to support learning
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

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
• ELA Growth Score (PVAAS): 100.0 – Exceeds State Growth Standard	True
• Math Growth Score (PVAAS): 71.0 – Meets State Growth Standard	True
The All Student Group demonstrates strong regular attendance at 88.9%, exceeding the state by about 10%, indicating that the majority of students are consistently present and able to access instruction. This level of attendance supports continuity of learning across the school year.	False
The All Student Group achieved a score of 100.0% on the Career Standards Benchmark, indicating full implementation and student completion of career readiness requirements. This reflects a strong, consistent system for delivering career education experiences.	False
Students with Disabilities (87.0) show strong growth in ELA, reflecting the positive impact of targeted supports and interventions on student learning progress.	False
In CDTs -- Students demonstrate strength in vocabulary and general comprehension, with Diagnostic Category 3 consistently showing the highest performance (e.g., 795.6 in Grade 4; 885.3 in Grade 5). Scores increase steadily from Grade 3 to Grade 5 across all categories, indicating strong development of foundational literacy skills.	False
In CDTs -- Students demonstrate strong growth in foundational math skills, particularly in Diagnostic Categories 1 and 4, with scores increasing from ~690 in Grade 3 to ~880 in Grade 5, indicating effective development of procedural fluency and core concepts.	False
In CDTs -- Students demonstrate strength in core science content, particularly in Physical Science and Earth & Space Science (DC2 and DC3), with higher performance in areas involving foundational knowledge (e.g., 768.8 in Grade 4; 813.4 in Grade 5). Scores increase consistently from Grade 3 to Grade 5 across all categories, indicating strong development of disciplinary core ideas aligned to STEELS expectations.	False
The All Student Group achieved a score of 100.0% on the Career Standards Benchmark, indicating full implementation and student completion of career readiness requirements. This reflects a strong, consistent system for delivering career education experiences.	False
All students participate in a 3 day outdoor education program. This is expanding to four days.	False
Students with Disabilities demonstrate positive growth trends in ELA performance, indicating that targeted supports and interventions are contributing to skill development, even though overall proficiency remains low.	False

Students with Disabilities demonstrate positive growth trends in mathematics performance, indicating that targeted supports and intervention strategies are effectively supporting skill development, even though overall proficiency remains low.	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
Implement a multi-tiered system of supports for academics and behavior	True
Foster a culture of high expectations for success for all students, educators, families, and community members	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
• English Language Arts: 54.0% Proficient/Advanced Students demonstrated strong academic growth in ELA; however, proficiency did not meet interim statewide targets. The goal focuses on accelerating achievement to ensure growth translates into increased proficiency.	True
• Mathematics: 53.5% Proficient/Advanced Students demonstrated expected academic growth in Mathematics; however, proficiency did not meet interim statewide targets. The goal emphasizes accelerating achievement to increase overall proficiency levels.	True
Economically disadvantaged students (39.7%) perform significantly below the All Student Group, with a gap of approximately 14 percentage points, and are trending downward. This indicates a need for increased access to grade-level problem-solving tasks and mathematical reasoning opportunities.	False
Economically disadvantaged students show a steady decline in growth over time, decreasing from prior high performance levels to 71.0, indicating a need to strengthen consistency in instructional supports and access to grade-level problem-solving.	False
In CDTs -- students perform comparatively lower in Diagnostic Categories 2 and 5 (e.g., 679.4 and 672.4 in Grade 3), indicating difficulty with text analysis, author's purpose, and language conventions. This suggests a gap between foundational skill development and independent application to more complex, grade-level tasks.	False
In CDTs -- Students perform lower in Diagnostic Categories 3 and 5 across grades (e.g., 670.2 in Grade 3; 865.7 in Grade 5), indicating difficulty with problem-solving and multi-step application. This reflects a gap between skill development and independent application of mathematical concepts.	False
In CDTs -- Students perform comparatively lower in Diagnostic Category 5, which aligns to science and engineering practices, particularly analyzing data, constructing explanations, and applying scientific reasoning (e.g., 660.3 in Grade 3). This indicates a need to strengthen students' ability to apply content	False

knowledge through evidence-based reasoning and multi-step problem solving, as emphasized in STEELS and assessed on the PSSA.	
This year was the first year of a designated SS teacher in grades 3-5.	False
The White student group (88.5%) shows a slight decline in attendance, suggesting a need to monitor trends to ensure continued consistency.	False
Economically disadvantaged students (41.1%) perform significantly below the All Student Group, with a gap of approximately 13 percentage points, and are trending downward. This indicates a need to strengthen access to grade-level content, academic vocabulary, and comprehension skills.	False
This year was the first year of a designated SS teacher in grades 3-5.	False
Implement evidence-based strategies to engage families to support learning	True
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	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
• English Language Arts: 54.0% Proficient/Advanced Students demonstrated strong academic growth in ELA; however, proficiency did not meet interim statewide targets. The goal focuses on accelerating achievement to ensure growth translates into increased proficiency.	Students demonstrated strong academic growth in ELA; however, proficiency did not meet interim statewide targets.	True
• Mathematics: 53.5% Proficient/Advanced Students demonstrated expected academic growth in Mathematics; however, proficiency did not meet interim statewide targets. The goal emphasizes accelerating achievement to increase overall proficiency levels.	Students demonstrated expected academic growth in Mathematics; however, proficiency did not meet interim statewide targets.	True
Implement evidence-based strategies to engage families to support learning	Establishing measurable participation expectations and structured feedback will align engagement efforts to schoolwide academic goals and support improved student outcomes.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
• ELA Growth Score (PVAAS): 100.0 – Exceeds State Growth Standard	Students demonstrated strong academic growth in ELA; however, proficiency did not meet interim statewide targets.
• Math Growth Score (PVAAS): 71.0 – Meets State Growth Standard	Students demonstrated expected academic growth in Mathematics; however, proficiency did not meet interim statewide targets.
Implement a multi-tiered system of supports for academics and behavior	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Prioritize Tier 1 (core) literacy instruction time. Small group core instruction will take place at least 3 out of the 6 cycle days based on data and student needs .
	Prioritize Tier 1 (core) math instruction time. Small group core instruction will take place at least 3 out of the 6 cycle days based on data and student needs .
	Establishing measurable participation expectations and structured feedback will align engagement efforts to schoolwide academic goals and support improved student outcomes.

Goal Setting

Priority: Prioritize Tier 1 (core) literacy instruction time. Small group core instruction will take place at least 3 out of the 6 cycle days based on data and student needs .

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Increase the overall school percentage of students scoring Proficient or Advanced in ELA by 3 percent at the end of the 2026–2027 school year, as measured by the PSSA. (44% is 2026)			
Measurable Goal Nickname (35 Character Max)			
Increase ELA proficiency			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Schedule established that ensures adequate time for core literacy instruction and small group instruction. Teachers should note if it is not and/or if there are interruptions that take from core times and/or small group timeI. XL Diagnostic benchmark given before the 4th week of school.	Focused multi-syllabic instruction for a 9-week period for core students during WIN intervention block grades 3-5 using 95 Percent Group Multisyllable Routine Cards; Structured nine-week data review cycles including teachers administrator, and counselor. Core instruction and small group instruction data discussed. 35% proficient in MOY CDT.	Targeted instruction for students not making adequate gains to be proficient as indicated by CDTs and IXL. nine-week data review cycles including teachers administrator, and counselor. Core instruction and small group instruction data discussed.	47% or more of all students show proficiency levels in CDTs. Structured nine-week data review cycles continue, including teachers administrator, and counselor. Core instruction and small group instruction data discussed.

Priority: Prioritize Tier 1 (core) math instruction time. Small group core instruction will take place at least 3 out of the 6 cycle days based on data and student needs .

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Increase the overall school percentage of students scoring Proficient or Advanced in Mathematics by 3 percent by the end of the 2026–2027 school year, as measured by the PSSA. (50% in 2026).			
Measurable Goal Nickname (35 Character Max)			
Math Proficiency			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Schedule established that ensures adequate time for core literacy instruction and small group instruction. Teachers should note if it is not and/or if there	Fact Fluency practice at least 3 out of 6 cycle days (paper pencil method preferred); Small group core instruction will take place at least 3 out of the 6 cycle days	Targeted instruction for students not making adequate gains to be proficient as indicated by CDTs and IXL. Structured nine-week data review cycles	53% or more of all students show proficiency levels in CDTsStructured nine-week data review cycles including teachers administrator,

are interruptions that take from core times and/or small group time. IXL Diagnostic benchmark given before the 4th week of school.	based on data and student needs ; Structured nine-week data review cycles including teachers administrator, and counselor. Core instruction and small group instruction data discussed. 40% proficient in MOY CDT. IXL pathway established and used to close learning gaps.	including teachers administrator, and counselor. Core instruction and small group instruction data discussed.	and counselor. Core instruction and small group instruction data discussed.

Priority: Establishing measurable participation expectations and structured feedback will align engagement efforts to schoolwide academic goals and support improved student outcomes.

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026–2027 school year, at least 60% of families will participate in one or more academic engagement opportunities, and 75% of participating families will report increased understanding of how to support reading and mathematics at home.			
Measurable Goal Nickname (35 Character Max)			
Measurable PFE Engagement			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Before the first stakeholders meeting have a system established to better document who attends any PFE activity.	Examine those families that have attended a PFE and/or conferences and thank them for participating. Target families that have not attended either.	Have at least 55% of families attending PFE and/or conferences. Target families that have not attended either and determine the reasons they are not participating.	Examine all data and identify roadblocks to participating. Establish plan to remove roadblocks for the following year.

Action Plan

Measurable Goals

Increase ELA proficiency	Math Proficiency
Measurable PFE Engagement	

Action Plan For: ELA Targeted Instruction

Measurable Goals:
• Increase the overall school percentage of students scoring Proficient or Advanced in ELA by 3 percent at the end of the 2026–2027 school year, as measured by the PSSA. (44% is 2026)

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Small group core instruction will take place at least 3 out of the 6 cycle days based on data and student needs		2026-09-01	2027-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Teacher	Focused multi-syllabic instruction for a 9-week period for core students during WIN intervention block grades 3-5 using 95 Percent Group Multisyllable Routine Cards	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Prioritize Tier 1 (core) literacy instruction time		2026-09-01	2027-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal	Schedule, method to report disruptions to Tier One time.	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Teachers new to the district will be provided training on how to best use IXL diagnostic.		2026-09-01	2026-10-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Director of Curriculum and Instruction	PD time; IXL	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
· IXL Flex Diagnostic administered every 10–15 instructional days . IXL pathways completed at least 3 times a week for 10 minutes		2026-09-01	2027-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Teacher	IXL	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
CDTs administered three times annually (two prior to PSSA)		2026-09-01	2027-03-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal	CDTs, schedule	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase is student literacy proficiency schoolwide to 47%	Structured nine-week data review meetings including administrator, teachers, couselor, and specialists.

Action Plan For: Math Targeted Instruction

Measurable Goals:
• Increase the overall school percentage of students scoring Proficient or Advanced in Mathematics by 3 percent by the end of the 2026–2027 school year, as measured by the PSSA. (50% in 2026).

Action Step		Anticipated Start Date	Anticipated Completion Date
Small group core instruction will take place at least 3 out of the 6 cycle days based on data and student needs		2026-09-01	2027-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Teacher	Fact Fluency practice at least 3 out of 6 cycle days (paper pencil method preferred)	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Prioritize Tier 1 (core) math instruction time		2026-09-01	2027-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal	Schedule, method to report disruptions to Tier One time.	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
. IXL Flex Diagnostic administered every 10-15 instructional days · IXL pathways completed at least 3 times a week for 10 minutes		2026-09-01	2027-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Teacher	IXL	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase student math proficiency to 53% schoolwide	Structured nine-week data review meetings including administrator, teachers, couselor, and specialists.

Action Plan For: Parent and Family Engagement

Measurable Goals:
• By the end of the 2026–2027 school year, at least 60% of families will participate in one or more academic engagement opportunities, and 75% of participating families will report increased understanding of how to support reading and mathematics at home.

Action Step		Anticipated Start Date	Anticipated Completion Date
Structured tracking of in-person and virtual participation		2026-09-01	2027-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal	Digital Tracking via QR code or other method established and used throughout the year.	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Academic workshops aligned to literacy and math priorities		2026-10-26	2027-04-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal	Time to plan and develop informations sessions to be delivered during the winter months. These sessions are planned with the help of teachers, principals, past data, and stakeholders.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
At 60% of all parents/families will attend either conferences or PFE events.	Principal, teachers, MTSS team. Quarterly via MTSS meetings.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Instruction	• ELA Targeted Instruction • Parent and Family Engagement	Salaries and benefits for Title One Staff	269801	
Title II.A and Title IV.A Transfer Funds	• ELA Targeted Instruction	Salaries and benefits for Title One Staff	36753	
Instruction	• ELA Targeted Instruction • Parent and Family Engagement	Title One reading supplies	1250.00	
Other Expenditures	• Parent and Family Engagement	Supplies for PFE	3491	
Total Expenditures				311295

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
ELA Targeted Instruction	Teachers new to the district will be provided training on how to best use IXL diagnostic.

IXL Diagnostic Training

Action Step		
• Teachers new to the district will be provided training on how to best use IXL diagnostic.		
Audience		
Any new teacher		
Topics to be Included		
How to administer and utilize data from IXL diagnostic		
Evidence of Learning		
Teachers will be able to identify learning gaps based on IXL diagnostic data and use that to drive instruction.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Director of Curriculum and Instruction	2026-09-01	2026-10-30

Learning Format

Type of Activities	Frequency
Inservice day	Once
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	**Date**
School Improvement Facilitator Signature	**Date**

CHANGE ORDER

Keystone Sports Construction
1100 Schell Ln, Suite 104
Phoenixville, PA 19460
Tel: 877-4074585 ◇ Fax: 484-930-0200

PROJECT: Mifflinburg ASD Stadium

CHANGE ORDER NUMBER: #4

DATE: Wednesday, June 24, 2026

ARCHITECT'S PROJECT NO.: #24-0081

TO OWNER: Ken Dady
178 Maple Street
Mifflinburg, PA 17844

CONTRACT FOR: Drilling & Pouring of Musco Pole Bases

The Contract is changed as follows:

1	Drill F4 hole to 31' depth			
	Drill F3 hole to 27.5' depth			
	Drill F2 hole to 25' depth			
	Drill F1 hole to 37' depth			
	Pour lean concrete in holes F1 & F2 from augered depth to 20'			
	Pour lean concrete in holes F3 & F4 from augered depth to 18'			
				$60,259.93

APPROVED: _____

Not valid until signed by the Owner and Contractor.

The original (Contract Sum) was	$ 6,266,845.93
Net change by previously authorized Change orders	$ 912,659.37
The (Contract Sum) prior to this Change order was	$ 7,179,505.30
The (Contract Sum) will be (increased) by this Change Order	$ 60,259.93
The new (Contract Sum) including this Change order will be	$ 7,239,765.23
The Contract Time will be (increased) by	4 Days

Keystone Sports Construction	Mifflinburg ASD
CONTRACTOR	OWNER
1100 Schell Ln, Suite 104, Phoenixville, PA 19460	178 Maple Street, Mifflinburg, PA 17844
Address	Address
BY	BY
DATE	DATE

CHANGE ORDER

Keystone Sports Construction
1100 Schell Ln, Suite 104
Phoenixville, PA 19460
Tel: 877-4074585 ◇ Fax: 484-930-0200

PROJECT: Mifflinburg ASD Stadium

CHANGE ORDER NUMBER: #2
DATE: Wednesday, July 15, 2026
ARCHITECT'S PROJECT NO.: #24-0081

TO OWNER Ken Dady
178 Maple Street
Mifflinburg, PA 17844

CONTRACT FOR: Electrical Scope for Stadium

The Contract is changed as follows:

1	Credit: Electrical Scope in it's Entirety • Conduit, Wire, and Quazite Boxes for (4) Musco Poles • Supply and Install (4) Musco Lights for Stadium Field • Duct Bank from Electrical Service Connection & Telecom Service Connections • Concrete Encased Duct Bank for Service and Telecom Conduits • (6) 4" PVC Conduits (4 for Service and 2 for Telecom) • (1) Spare 2" Conduit from Restroom/Officials Building to Musco Poles • (2) 2" PVC Conduits (1 for Power and 1 for Telecom) From Restroom Officials Building to Future Press Box • Disconnect, Transformer, 480V 100A Panel for Press Box Power • Musco Lights for Stadium Field	1	LS	$ (931,476.86)
2	Add - (2) 4" Telecom Conduits Stubbed up Outside of Middle School to Equipment Rack Below Pressbox	1200	LF	$ 39,478.79
	Add - (3) Plastic KPA Telecom Handholes (13" x 24" x 12")	3	EA	$ 2,297.73
	Add - 7' x 7' x 6" Transformer Pad	1	EA	$ 10,103.79
	Add - (2) 4" PVC Conduits from utility Pole to New Utility Transformer (Each Side to Have 90 Degree Elbows)	800	LF	$ 33,623.33
	Add - (2) 4" PVC Conduit for Future Clubhouse Power & (2) 2" PVC Conduit for Future Clubhouse Telecom to a Locating Pin Outside of Future Clubhouse Footprint	230	LF	$ 8,665.91
	Add - (2) 3.5" PVC Conduit for Future Entry Building Power & (2) 2" PVC Conduit for Future Entry Building Telecom to a Locating Pin Outside of Future Entry Building Footprint	200	LF	$ 6,932.22
	Add - (2) 1" Conduits from H Pattern to Scoreboard (1) for Power and (1) for Telecom	530	LF	$ 24,724.44
	Add - (2) 1" Conduits from H Pattern to Gate (1) for Power and (1) for Telecom	560	LF	$ 20,466.67
	Add - Conduit and Wiring for Musco Poles F1-F4	800	LF	$ 110,830.00
	Add - Musco Poles and Bases	1	LS	$ 137,454.44
	Add - Conduit and Wire for Pressbox Power & Wire Only for H Pattern Area in Field	1	LS	$ 5,555.56
	Add - Gear Package	1	EA	$ 63,356.47
	Add - Updated Musco Lighting Package Including Emergency/Egress Lighting	1	EA	$ 619,980.26
3	Add for Parking Lot Lighting in (2) Phases: Phase 1 to Include - 1,300 LF of Excavation, (1) 1" PVC Conduit to Each Light Fixutre, Wire for Future Parking lot Fixtures (Based on (1) Circuit	1	LS	$ 64,287.16

APPROVED: _____

Not valid until signed by the Owner and Contractor.

The original (Contract Sum) was	$ 6,266,845.93
Net change by previously authorized Change orders	$ 449,686.58
The (Contract Sum) prior to this Change order was	$ 6,716,532.51
The (Contract Sum) will be (increased) by this Change Order	$ 216,279.91
The new (Contract Sum) including this Change order will be	$ 6,932,812.42

The Contract Time will be (increased) by 0 Days

Keystone Sports Construction	Mifflinburg Area School District
CONTRACTOR	OWNER
1100 Schell Ln, Suite 104, Phoenixville, PA 19460	178 Maple Street, Mifflinburg, PA 17844
Address	Address
Dedrick Bates	Ken Dady
BY	BY
DATE	DATE

CHANGE ORDER

Keystone Sports Construction
1100 Schell Ln, Suite 104
Phoenixville, PA 19460
Tel: 877-4074585 ◇ Fax: 484-930-0200

PROJECT: Mifflinburg ASD Stadium

CHANGE ORDER NUMBER: #3
DATE: Wednesday, July 15, 2026
ARCHITECT'S PROJECT NO.: #24-0081

TO OWNER: Ken Dady
178 Maple Street
Mifflinburg, PA 17844

CONTRACT FOR: Electrical Scope for Stadium

The Contract is changed as follows:

1	Credit: for Scoreboard Included in Base Bid	1	LS	$ (64,117.65)
2	Add - Video Scoreboard with Sound System. Scope of Work and Features to Match Product Quote Provided by Daktronics.	1	LS	$ 310,810.53

APPROVED: _____

Not valid until signed by the Owner and Contractor.

The original (Contract Sum) was	$ 6,266,845.93
Net change by previously authorized Change orders	$ 665,966.49
The (Contract Sum) prior to this Change order was	$ 6,932,812.42
The (Contract Sum) will be (increased) by this Change Order	$ 246,692.88
The new (Contract Sum) including this Change order will be	$ 7,179,505.30

The Contract Time will be (increased) by 0 Days

Keystone Sports Construction	Mifflinburg Area School District
CONTRACTOR	OWNER
1100 Schell Ln, Suite 104, Phoenixville, PA 19460	178 Maple St, Mifflinburg, PA 17844
Address	Address
Dedrick Bates	Ken Dady
BY	BY
DATE	DATE

MEMORANDUM OF AGREEMENT

This Memorandum of Agreement ("Agreement") is entered into as of _____, 2026, by and between Mifflinburg Area School District ("District") and Keystone Sports Construction ("Keystone").

Background

The District and Keystone are parties to a contract for the District's stadium improvement project located at 100 Mabel Street, Mifflinburg, Pennsylvania ("Project"). A dispute has arisen concerning whether the pad associated with the synthetic turf installation, including its materials, supply, and installation, was included within the original scope and contract price for the Project. The parties desire to resolve that dispute, maintain the Project schedule, and avoid any further disagreement concerning the pad. Accordingly, the parties agree as follows:

1. **Pad**. Keystone shall, at no additional cost to the District, furnish all labor, materials, equipment, supervision, and other services necessary to supply and install the pad required for the Project. Keystone shall be solely responsible for all costs associated with the pad and its installation as it was part of the construction drawings. Keystone shall complete this work in a manner that maintains the existing Project schedule, and Keystone shall not be entitled to any additional payment, change order, or extension of time arising from the pad or its installation.

2. **Advanced Care Maintenance Agreement**. In consideration of Keystone's obligations under Paragraph 1, and subject to approval by the District's Board of School Directors, the District shall enter into the attached Synthetic Turf Maintenance Proposal for Keystone's Advanced Care Synthetic Turf Maintenance Package for a period of five years at the rate of $17,500 per year and otherwise upon the terms stated in that proposal. The parties recognize that the maintenance services provided under that agreement are personal and professional services as those terms are defined under Pennsylvania law.

3. **Video Testimonial**. Following satisfactory completion of the Project, the District shall reasonably cooperate with Keystone in producing a video testimonial concerning the Project. Keystone may record the completed stadium and associated Project elements and conduct interviews with the Superintendent and mutually agreed-upon members of the District's administrative team concerning the Project, the District's satisfaction with the completed work, and the benefits of the Project. Keystone shall provide the District with a copy of the completed video footage for the District's use.

4. **Resolution of Dispute.** This Agreement constitutes the parties' full and final resolution of their dispute concerning the pad. Neither party admits that the other party's interpretation of the original Project contract was correct.

5. **Remaining Contract Terms**. Except as expressly modified by this Agreement, the parties' existing contract for the Project remains unchanged and in full force and effect.
6. **Effective Date**. This Agreement shall become effective upon execution by both parties.

MIFFLINBURG AREA SCHOOL DISTRICT

By: _____
Name: _____
Title: Superintendent
Date: _____

KEYSTONE SPORTS CONSTRUCTION

By: _____
Name: _____
Title: _____
Date: _____

Synthetic Turf Maintenance Proposal

DATE OF PROPOSAL: July 23, 2026

PROPOSAL #: 11-13-6-15-5-12

PREPARED FOR:
Mifflinburg Area School District
Ken Dady
178 Maple Street
Mifflinburg, PA 17844

PREPARED BY:
Keystone Sports Construction
1100 Schell Lane Suite 104
Phoenixville, PA 19460

PROJECT ADDRESS: **100 Mabel Street, Mifflinburg, PA 17844**

Keystone Sports Construction is pleased to present the following proposal. This offer includes the testing, deep cleaning and grooming of one (1) synthetic turf field for a period of five (5) years.

WHEREAS, Mifflinburg Area School District (hereinafter "OWNER") wishes to have one (1) synthetic turf athletic field serviced at the above-listed site location in keeping with the Scope of Work described herein, and as otherwise may be agreed upon in writing between the parties;

AND WHEREAS, OWNER intends to retain the services of Keystone Sports Construction (hereinafter "KEYSTONE"), to provide synthetic turf maintenance services.

THERFORE, in consideration of the Payment Terms as set forth herein and the total purchase price of:

Advanced Care Synthetic Turf Maintenance Package: **$17,500.00 per year**

SCOPE OF WORK

For the pricing listed above, on page 1 of the Synthetic Turf Maintenance Proposal, paid by OWNER to KEYSTONE, KEYSTONE shall provide synthetic turf maintenance services for the synthetic turf athletic field under and in accordance with the terms described herein, this Scope of Work, and in any other applicable document agreed to in a writing signed by the parties. In accordance with the terms of the Scope of Work. For this project, the parties agree as follows:

1) **Synthetic Turf Field Deep Clean: Two (2) Visits Per Year**
   a) Comprehensive inspection of all seams, inlaid lines, marking and completion of necessary repairs.
      i) Up to ten (10) minor repairs (including sewing/adhesive failures, inlay separation, and general workmanship) to the surface. Additional repairs may be performed as needed and at an additional cost, if applicable.
   b) Perform a deep cleaning of the field. Deep cleaning shall be accomplished by using a SMG SportChamp SC3D4HL. The equipment employs a highly effective synthetic rotary brush to remove debris and top layer infill from the turf, then sifts the debris out in a unique vibratory shaker which redistributes the clean infill back on the field, leaving a clean and smooth playing surface.
   c) Magnet sweep entire surface to remove metal from the playing surface.
   d) Includes up to 50 lbs of rubber added to high traffic areas per visit.

2) **Synthetic Turf Field Grooming: Ten (10) Visits Per Year**
   a) Comprehensive inspection of all seams, inlaid lines, marking and completion of necessary repairs.
      i) Up to ten (10) minor repairs (including sewing/adhesive failures, inlay separation, and general workmanship) to the surface. Additional repairs may be performed as needed and at an additional cost, if applicable.
   b) Comprehensive grooming including a field magnet sweep.
   c) Includes up to 50 lbs of rubber added to high traffic areas per visit.

3) **GMAX Testing:**
   a) One (1) GMAX test, performed per year during maintenance visit. Test results will be provided within 30 days via written report via email.
   b) Each test includes 10-point infill depth test and charting per field. Test results will be provided within the GMAX testing report.

4) **Demobilization & Post-Completion**:
   a) Perform site clean-up inclusive of removal of waste materials.
   b) De-mobilization of personnel and equipment from the Project site

5) **Extras:**
   a) Any materials and/or services not expressly included in this Scope of Work, are not included within the Proposal price and if requested to be supplied or performed by OWNER in writing, and agreed to by KEYSTONE, shall be deemed an extra to this maintenance Proposal. Said additional materials and/or services shall be supplied and/or performed at a cost to be agreed by the parties hereto in writing.

6) **Exclusions**:
   KEYSTONE has NOT INCLUDED the following items in the Scope of Work and are therefore not reflected in the contract price:
   a) Any item not included within the Scope of Work herein
   b) Bonds and/or bonding costs
   c) Permits, fees, licenses and sales and use taxes
   d) Site security
   e) Any weed, plant, fungi or other organic growth remediation and/or treatment.

7) **Special Conditions**:
   a) INFORMAITON AND RESPONES: OWNER will promptly respond to all KEYSTONE reasonable requests for information, and in so doing, provide KEYSTONE with full and complete disclosure to ensure project continuity and minimize delays.

   b) ACCESS: Once the work commences, KEYSTONE is to have full, direct and easy access and right of way to the Project Site Location. OWNER is responsible to provide clear, stable, appropriate and safe access to and from the Project Site Location. A staging area will be made available by the OWNER to KEYSTONE. The staging area must be able to accommodate the parking, loading and unloading of a truck and trailer with a combined total length of 30' within reasonable proximity to the Project Site Location. KEYSTONE shall protect at all times the current condition of OWNER'S property.

   c) LIGHTING, ELECTRICITY & FACILITIES: Existing lighting (if required), use of existing permanent electrical power, facility restrooms and access are to be provided and maintained by OWNER for KEYSTONE use during its performance of the Scope of Work at the Project Site Location. All such utilities or facilities will be supplied at no cost to

KEYSTONE and will not be the subject of a credit or chargeback to this maintenance Contract.

d) FIELD SAFETY: It is the OWNER's responsibility to ensure that the turf field is clear of equipment and individuals during the scheduled maintenance visit. KEYSTONE technicians cannot operate equipment while people are on the field for safety reasons. OWNER agrees to coordinate and communicate with field users to schedule maintenance visits at appropriate times to minimize any potential safety risks during turf maintenance operations. OWNER acknowledges that KEYSTONE may terminate a scheduled maintenance visit if people refuse to leave the field while it is being serviced.

e) PROPOSAL PRICING: The Scope of Work and Proposal Pricing herein are valid for a period of Ninety (90) calendar days from the date of this proposal. Negotiations continuing beyond the date and tie of expiration shall require the submittal of a separate proposal, at the discretion of Keystone Sports Construction.

f) PAYMENT TERMS:
- Year 1 - Payment shall be due upon signing.
- Year 2 – Payment is due in full upon the contract anniversary date
- Year 3 – Payment is due in full upon the contract anniversary date
- Year 4 – Payment is due in full upon the contract anniversary date
- Year 5 – Payment is due in full upon the contract anniversary date
- Invoices will sent upon signing and on each anniversary date. Invoices are due n/30.

Signature Page Follows

Mifflinburg Area School District

Signature: _____

Printed Name: _____

Title: _____

Date: _____

KEYSTONE SPORTS CONSTRUCTION

Signature: _____

Printed Name: _____

Title: _____

Date: _____

TURF TANK®

Proposal for
[PA] Mifflinburg Area High School

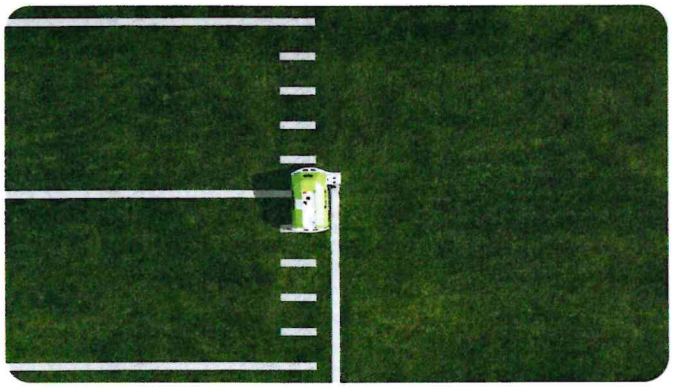
TT2 Robot - Pro Package - Subscription



[PA] Mifflinburg Area High School
75 Market St
Mifflinburg, PA 17844
United States

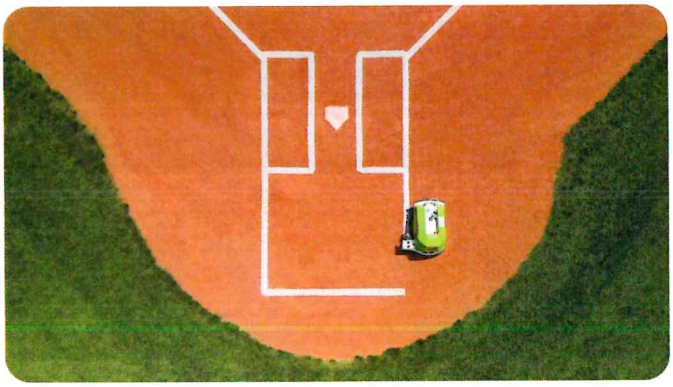
George Boyer
gboyer@mifflinburg.org
+15709668247
Supervisor of Buildings and Grounds

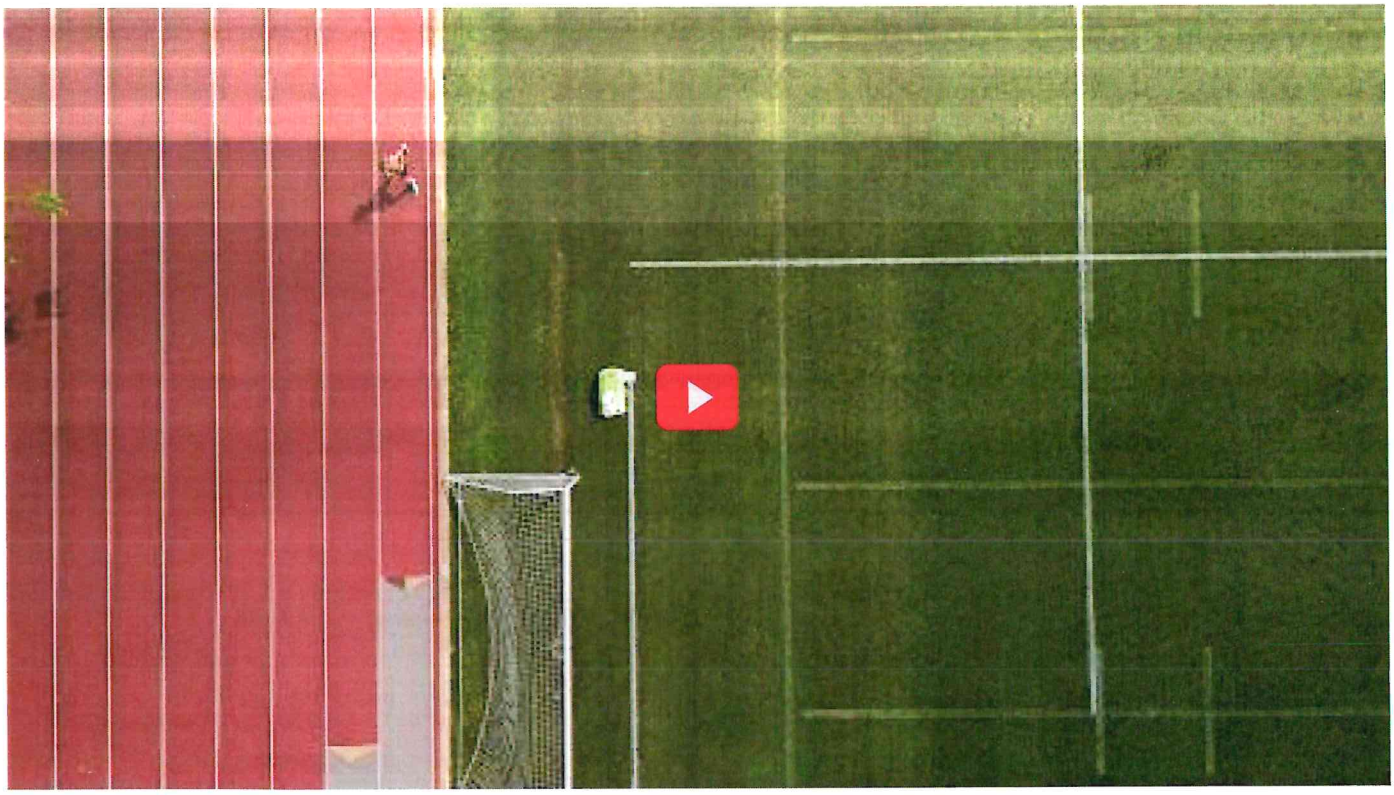
Reference: EIYF4-XQ52K-EPZDB-O6SD9
Quote created: 2026-07-06
Quote expires: 2026-09-04
Quote created by:
Adam Kuntz
adam.kuntz@turftank.com











PRODUCT & SERVICES

Recurring

Turf Tank Two - Pro - 3 Years Subscription - 2 Logos - With Paint (SKU:9030103031201)

Price $16,000.00

Includes:

- Unlimited Sports included
- Turf Tank Two + GPS Package
- Tablet (Samsung Galaxy Tab)
- 5.5 gal Paint Capacity
- (2) 5.5 Gallon Paint Jugs
- Annual Paint Allotment Included: $3,000 (White)
- (2) Maintenance and Training Visits/Per Year
- Continuous Software Improvements
- Parking Lot Feature Included
- Geometry Package included
- Free-form text creation included
- Training and Online resources included
- (2) Robot Batteries for Turf Tank Two
- Upgrade kit included: (1x Suction Rod, 3x Ground Spikes)
- Premium Upgrade Kit included: (4x LP-E6 Base Station Batteries, 1x Solenoid, 1x pump incl. Fittings, 1x Spray Kit - Flat Nozzes, 1x Spray Kit - Cone Nozzles, 7x Groundspikes)
- Customer Support:
Monday to Friday 7 am to 10 pm EST
Saturday and Sunday 8 am to 5 pm EST
- Major Components Warranty - Covered (See warranty document)
- Wear and tear warranty - 90 days covered (See warranty document)
- (1) Service Kit/Per year: (Includes: 1x Solenoid, 1x Pump, 1x Suction rod w/hoses)
- Courtesy Robot (If necessary)
- Package includes: 2x Customized Logo

Quantity 1

Total $16,000.00

Total Annual Value	$16,000.00
Total Contractual Value	$48,000.00
Total Number of Payments	3
Amount Due Per Payment	$16,000.00

One-time

Implementation Fee

Price $1,700.00

Includes:

- Configuration and Shipping of Robot
- Secure Inventory and Lock in Installation Date
- Product Training and Online Resources

Quantity 1

Total $1,700.00

Custom Logo

Price $1,500.00
Discount 100 %

Quantity 2

Total $0.00

Section total	$1,700.00
Fee	0 %
Total	**$17,700.00**

PURCHASE TERMS & COMMENTS

INVOICE	INVOICE DETAILS
Implementation Fee Invoice & First Invoice	**Implementation Fee & Subscription or Purchase Invoice** will be issued atdate of shipment with net 18 payment terms. The invoice will be emailed tothe billing contact on file and will be from billing@turftank.com.
Renewal Invoices	**Subscription Renewal Invoices** will be emailed to the billing contact on file 30-days prior to the subscription date with net 30 payment terms.

***Sales Tax is not included in the above quote. If you are not tax-exempt you will be subject to sales tax on your invoices. If you are tax-exempt, we will need to collect and validate your tax-exempt certificate.

SUBSCRIPTION WARRANTY

TURF TANK®

Subscription Type	Basic	The Gridiron	Plus	Pro
Major Components				
Rover	✓	✓	✓	✓
Base Station	✓	✓	✓	✓
Control Unit	✓	✓	✓	✓
Harness	✓	✓	✓	✓
Robot Chassis	✓	✓	✓	✓
Complete Rear Wheel Mount	✓	✓	✓	✓
Battery Holder	✓	✓	✓	✓
GNSS Antenna	✓	✓	✓	✓
Actuator	✓	✓	✓	✓
Wheel Motor Set	✓	✓	✓	✓
Shell	✓	✓	✓	✓
Complete Rack & Pinion Holder	✓	✓	✓	✓
Control Panel	✓	✓	✓	✓
Disc Lift System	✓	✓	✓	✓
Robot Battery Charger	✓	✓	✓	✓
Complete Front Bumper	✓	✓	✓	✓
Complete Rear Bumper	✓	✓	✓	✓
Robot Battery	✓	✓	✓	✓
Tablet	✓	✓	✓	✓
Warranty Benefits & Coverage				
Annual Site Visits	$750/per visit	$750/per visit	$750/per visit	2x/year
Annual Service Kit	✗	✗	✗	1x/year
Wear & Tear Parts	30 days	60 days	60 days	90 days
Discount on Major Components	✗	✗	20%	40%
Discount on Wear & Tear Parts	✗	✗	20%	40%
Upon Delivery of Robot* (Wear & Tear Components)	✓	✓	✓	✓

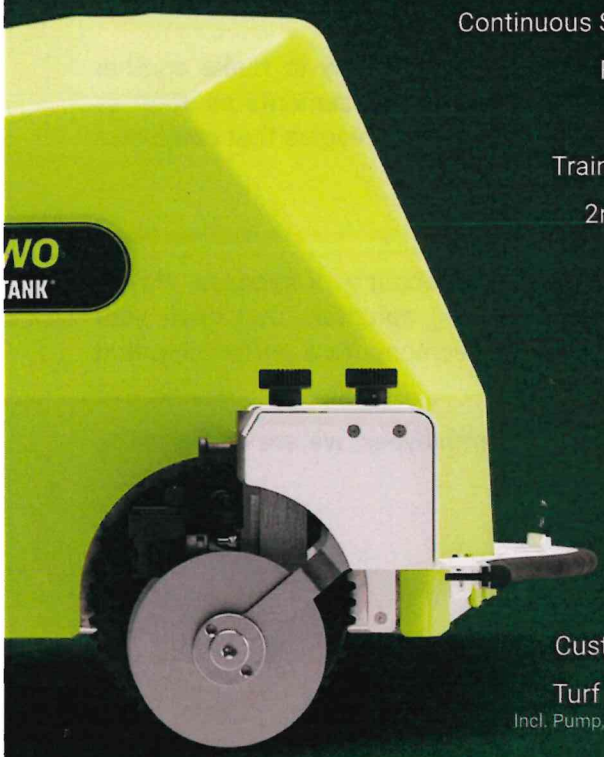
All major components of the robot are covered under the standard subscription warranty. You shall promptly notify us of any defect or issue related to the Equipment covered by Warranty and Turf Tank will, at our option, and as our sole and exclusive liability and your sole and exclusive remedy, either repair the defect or issue, or replace the Equipment. **The Warranty does not apply to any Equipment that has been**: (i) subject to (a) abuse, misuse, neglect, accident, (b) improper testing, installation, storage, or handling, (c) abnormal physical stress, environmental conditions or use contrary to any instructions issued by us; (ii) reconstructed, repaired or altered by any party other than Turf Tank; (iii) used with any third-party product(s), hardware or product that has been authorized in writing by Turf Tank; or (iv) damaged or destroyed due to an event beyond your or our reasonable control.

* Upon delivery and training of the robot, each robot regardless of subscription type or robot type will be equipped with a new pump, valves, and tubes.

- **Standard Ground Shipping:** Covered by Turf Tank on warranty parts.
- **Overnight/Express Shipping:** Covered by customers at cost.
- **Service Kit:** Includes 1x Solenoid, 1x Suction Rod Assembly, 1x Tubing Set, 1x Pump.
- Warranty components will be invoiced upon shipment, and then credited or cancelled immediately upon return of the defective component back to Turf Tank.
- Warranty does not cover **labor cost**.
- Use of **non-approved paint** will void warranty on paint system: Pump, Suction Rod assembly, Solenoid, Tubing.
- **Custom Modifications** of Turf Tank robot will void warranty.
- Above Warranty does not cover **breakdowns and general repairs** directly caused by the owner/operator neglect, accidental damage, abuse or misuse, including inadequate cleaning and improper storage.
- All parts not mentioned on the list above is considered **Wear & Tear**.

PRO

3 YEAR SUBSCRIPTION



	Pro
Annual Subscription	**$16,000/year**
Year One Implementation Cost	**$1,700**
# of Sport Type Field Layouts Included	Unlimited
Additional Sports	-
Turf Tank Robot + GPS Package	✓
Major Components Warranty	✓
Wear & Tear Warranty	90 days
Annual Paint Allotment Included	$3,000
Paint Brand	Turf Tank RTS / Pioneer / USSC
Paint Capacity (Paint Jug Included)	5.5 Gal
Continuous Software Improvements	✓
Free Form Text Creation	✓
Geometry Package	✓
Training & Online Resources	✓
2nd Robot Battery Supply	✓
Courtesy Robot	✓
Support Hours	24/7
Annual Site Visits	2x/year
Parking Lot Feature	✓
Customized Logo	1x Included
Logo Bundle	✓
Robot Series Type	**TURF TANK *TWO***
Upon Delivery **	✓
Custom Turf Tank Wrapping	✓
Turf Tank Service Kit (1x / year) Incl. Pump, Solenoid & Suction Rod w/ hoses	✓
Upgrade Kit 1x Suction Rod, 3x Ground Spikes	✓
Premium Upgrade Kit 4x LP-E6 Base Station batteries, 1x Solenoid, 1x Pump Incl. Fittings, 1x Spray Kit - Flat Nozzles, 1x Spray Kit - Cone Nozzles, 7x Ground Spikes	✓

** *Upon delivery and training of the robot, each robot regardless of subscription*

SOLUTIONS BEYOND JUST A PRODUCT

A partnership with a team dedicated to your success

Cost-Effective Access to Best-in-Class Solutions

At Turf Tank, we understand that investing in premium field maintenance equipment can be a significant financial commitment.

That's why our flexible subscription model offers a more affordable entry point compared to outright purchases.

A compelling alternative approach with unparalleled value and adaptability to meet your evolving needs. Our subscription model offers you the freedom to choose between a 1-year or 3-year commitment, allowing you to select the best option for your operational plans. Whether you prefer a shorter-term commitment or the cost-effectiveness of a longer subscription, we've got you covered.

Seamless Adaptability as Your Business Evolves

Need to upgrade to a different model? No problem. Want to add more services or increase your subscription level? We've got you covered. This adaptability minimizes your risk and ensures you never have to settle for a solution that doesn't meet your evolving needs.

Future-Proof Your Operations

In an industry where innovation is constant, and new technologies are emerging rapidly, it's crucial to stay ahead of the curve. By subscribing to Turf Tank, you'll benefit from our commitment to continuous improvement and innovation. Our team of experts is constantly working on developing new features, capabilities, and enhancements that will be seamlessly integrated into your subscription.

Unlike outright purchases, where you're stuck with the same equipment until you're ready to make another significant investment, our subscription model allows you to upgrade to the latest advancements as soon as they become available. This means you'll always take advantage of game-changing technologies that could give you a competitive edge and improve your operations.

Solutions Beyond Just a Product.

When you subscribe to Turf Tank, you gain access to a team of experts passionate about your success. We are committed to continuous innovation, staying ahead of the curve, and delivering solutions that drive your operations forward. Our subscription model is more than just a transactional agreement; it's a partnership that empowers you to embrace the future of autonomous line-marking technology.

With over 3,000 global customers and a comprehensive team of close to 200 employees, we are dedicated to continuously creating the world's best solutions for field maintenance

OUR LEVEL OF SERVICE

Local Support

At Turf Tank, we pride ourselves on providing immediate, personalized support to our customers.

With the largest service team in the world for autonomous line marking, we ensure quick resolutions to your needs, minimizing downtime and disruption.

Our local presence across the globe means that no matter where you are, we are available when you need us. Our commitment to your success is reinforced through our dedicated team of +40 employees who focus solely on support and education, ensuring your operations achieve excellence.

Complete Care

Our comprehensive Service model includes initial training, onsite visits, 1:1 online consultations, and a robust Help Center with self-help resources and customer education. Our support center is always ready to take your calls, ensuring you are never left without assistance.

Community Connection

When you join the Turf Tank family, you gain access to a wealth of collective knowledge in our user community. This connection enriches your operations through shared experiences, innovative practices, and collective problem-solving. By tapping into this community, you amplify your capabilities and outcomes, ensuring you get the most out of your Turf Tank solutions.

What's In It for You?

- **Quick Resolutions:**
  Our local, dedicated support team ensures that your issues are addressed promptly, reducing operational interruptions and allowing you to focus on taking care of your facilities.
- **Expert Guidance:**
  From training to continuous support, our team is there every step of the way, providing you with the knowledge and assistance needed to maximize the benefits of our technology.
- **Global Reach, Local Touch:**
  No matter where you are, our global presence and local touch mean you receive personalized service and support, tailored to your specific needs.
- **Worry-Free Experience:**
  Our complete care approach takes the worry out of managing and maintaining your equipment, allowing you to focus on achieving your operational goals.
- **Community Benefits:**
  Connect with a global network of users to share best practices and solutions, enhancing your overall experience and performance.

At Turf Tank, service is a cornerstone of our business model and DNA. We believe that exceptional service is not just an add-on but an integral part of delivering best-in-class solutions. Our focus on service means that we put you, our customer, first, ensuring that you always have the support you need to succeed.

With over 3,000 global customers and a comprehensive team of close to 200 employees, we are dedicated to continuously creating the world's best solutions for field maintenance.

CONTACT DETAILS

Adam Kuntz
Regional Territory Manager
adam.kuntz@turftank.com

Turf Tank
1110 Allgood Industrial Ct
Marietta, GA 30066
United States

COMPANY OVERVIEW



Who is Turf Tank?

Turf Tank has revolutionized the line-marking industry with the world's first autonomous line-marking robot for sports fields. From parks and recreation departments and high schools to major colleges and professional teams, the Turf Tank robot helps sports facilities worldwide save time and money painting their fields.

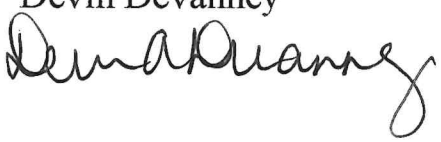
2026 Review of Financial Records

To whom it may concern,

I have reviewed the financial records and receipts for the Mifflinburg Intermediate Home and School Association for the school year ending 6/30/2026. This review is less in scope than an audit, with the objective of expressing an opinion on the financial records as a whole. Records appear to be generally in good order, but with six purchases not documented with receipts (94% documentation rate). The findings have been discussed with an HSA officer for record keeping moving forward with the recommendation of monthly receipt checks during HSA meetings so that requesting receipts can be done timelier.

Sincerely,

Devin Devanney



Checking | Checking (2) | Savings | IS | **2026 IS**

Date	Amt	Receipt?	
7/1 Opening Bal	5,516.02		
8/27 Transfer in	2,500		
8/31 Bal	**8,016.02**	**Ties**	
9/18 Deposit	17		
Ck 1181 MSD	-244.8	x	
9/22 Amazon	-706.37	x	
9/19 Sheetz	-90	x	
9/19 Dunkin	-140	x	
9/20 Target	-29	x	
9/19 McDonalds	-110	x	
9/19 Dollar Tree	-125	x	
9/23 Old Mill	-140	x	
9/19 Larry's	-30.9	x	
9/22 Dollar Tree	-152.64	x	
9/22 Amazon	-124.31	x	
9/26 Amazon	-100	x	
9/30 Dicks	-100	NO	
9/30 Bal	**5,940**	**Ties**	
WAT Deposits	466	x	
WAT Deposits	730	x	
WAT Deposits	7,110	x	
WAT Deposits	5,951	x	
WAT Deposits	180	x	
WAT Deposits	1,162	x	
WAT Deposits	1,350	x	
WAT Deposits	555	x	
10/29 Dollar General	-53	x	
9/19 Old Mill	-140	x	Pd via ck 1182
10/17 Weis	-100	x	
10/20 Amazon	-26.48	x	
Pay out to cash	-311		
10/31 Bal	**22,813.52**	**Ties**	
Shirt sale deposits	1,474.74	x	
Shirt sale deposits	4,250	x	
Shirt sale deposits	465	x	
Shirt sale deposits	2,325	x	
11/4 Weis	-75.22	x	
11/3 Dollar General	-295.74	x	
11/3 Target	-56.18	x	
Dollar General	-40.62	x	Pd via ck 1183
10/30 Banty Rooster	-318.01	x	Pd via check 1184
10/29 Dollar General	-83.74	x	Pd via check 1186
10/29 Dollar General	-25.44	x	Pd via check 1186
11/4 Wenger's	-21.15	x	
11/16 Amazon	-895.02	x	
11/12 Scholastic	-4,241.08	x	Pd via ck 1188
11/14 Walmart	-79.29	x	Pd via ck 1189
11/13 Dollar General	-135.68	x	Pd via ck 1189
11/19 Amazon	-31.79	x	
11/19 Inter-State	-85	x	
11/24 Dollar Tree	-133.56	x	
11/23 Ulta	-248.55	x	
11/23 Ulta	-248.55	This was in error and corrected in June	
11/23 Ulta	-248.55	This was in error and corrected in June	
11/23 Ulta	-230.9	NO	
11/25 Dollar Tree	-349.08	x	
11/26 Dollar Tree	-284.69	x	
11/19 Dollar General	-128.9	x	Pd via ck 1190
11/28 Amazon	-123.99	NO	
11/30 Bal	**22,947.53**	**Ties**	

Date	Amt	Receipt?	
Santa store deposits	5,420	x	
12/9 Dollar Tree	-20.67	x	
12/9 Dollar Tree	-66.78	x	
wRite On Designs	-4,312	x	
Overpayment ck	-10	x	
Cash withdrawal	-150	x	
12/31 Bal	**23,808.08**	**Ties**	
1/31 Bal	**23,808.08**	**Ties**	
Deposits	78	x	
2/20 Inter-State	-68	x	
Ck 1192 to ES	-307		
Ck 1193 to ES	-142		
Returned ck fee	-29		
2/18 Bal	**23,340.08**	**Ties**	
Deposits	2,281	x	
3/4 Weis	-36		
3/4 Weis	-384.65		
3/4 Eagles Wind	-209.34		
Cash withdrawal	-300		
3/30 Weis	-95.1	NO, requested from Weis Markets	
3/31 Bal	**24,595.99**	**Ties**	
Deposits	1,466.6	x	
3/5 Weis	-23.97	x	Pd via ck 1197
4/13 Amazon	-96.43	x	
4/8 S&S Worldwide	-87.89	x	
S&S Adj	-3	Unsure why different from invoice, immaterial	
4/8 Scholastic	-3,213.52	x	Pd via ck 1198
4/28 Amazon	-43.44	x	
4/29 TJ Maxx	-37.45	x	
4/29 Amazon	-27.2	x	
4/30 Amazon	-26.48	x	
3/30 Ck to Hannah Wert	-56.19	NO, Read Across America Bookmarks	
4/30 Bal	**22,447.02**	**Ties**	
Deposits	527	x	
5/4 Dollar General	-54.68	x	
5/4 Wenger's	-34.18	x	
BVRA ck 1202	-67.01	x	
5/4 wRite On Designs	-4,740	x	
5/13 Retileland	-2,338	x	Pd via ck 1201
5/15 Purple Cow	-272.33	x	Pd via ck 1203
4/28 Campus Theatre	-200	x	Pd via ck 1199
4/9 MSD	-187.2	x	Pd via ck 1205
Ck 1200 to ES HAS	-649.5	x	Pd via ck 1200 to ES for Prismic Magic
5/31 Bal	**14,431.12**	**Ties**	
Deposits	584.7		
Ulta adjustments	497.1		
5/22 Rita's	-876	x	Pd via ck 1206
5/29 Inter-State	-140	x	Pd via ck 1208
4/28 Campus Theatre	-554	x	Pd via ck 1207
6/11 Transfer to savings	-2,500	For Outdoor Ed	
6/1 Weis	-166.35	NO, requested from Weis Markets	
6/30 Bal	**11,276.57**	**Ties to anticipated balance**	

Mifflinburg Area School District

Financial Reports

- *FY26: July 1, 2025 – June 30, 2026 PRELIMINARY*
- *FY27: July 1, 2026 – July 31, 2027*

Condensed Board Summary Report

Fund: 10
From 07/01/2025 To 06/30/2026
Summarization Level: FULL FUND/FULL FUNCTION

Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Used
1110	GENERAL FUND - REG PROG ELEM/SECONDARY	14,888,749.00	14,874,980.73	14,874,980.73	0.00	13,768.27	99.91
1190	GENERAL FUND - FEDERAL INSTRUCTION	602,319.00	503,325.56	503,325.56	0.00	98,993.44	83.56
1211	GENERAL FUND - LIFE SKILLS SUPPORT	878,826.00	707,932.63	707,932.63	0.00	170,893.37	80.55
1221	GENERAL FUND - DEAF/HEARING IMPAIRED	0.00	21,723.50	21,723.50	0.00	(21,723.50)	0.00
1224	GENERAL FUND - BLIND/VISUALLY IMPAIRED	75.00	80.85	80.85	0.00	(5.85)	107.80
1225	GENERAL FUND - SPEECH/LANGUAGE SUPPORT	343,902.00	350,505.08	350,505.08	0.00	(6,603.08)	101.92
1231	GENERAL FUND - EMOTIONAL SUPPORT PUBLIC	313,139.00	541,232.20	541,232.20	0.00	(228,093.20)	172.84
1233	GENERAL FUND - AUTISTIC SUPPORT	1,009,678.00	866,014.15	866,014.15	0.00	143,663.85	85.77
1241	GENERAL FUND - LEARNING SUPPORT-PUBLIC	1,243,704.00	1,154,787.63	1,154,787.63	0.00	88,916.37	92.85
1243	GENERAL FUND - GIFTED SUPPORT	122,792.00	241,845.24	241,845.24	0.00	(119,053.24)	196.96
1260	GENERAL FUND - PHYSICAL SUPPORT	223,608.00	168,337.08	168,337.08	0.00	55,270.92	75.28
1270	GENERAL FUND - MULTI-HANDICAPPED SUPPT	393,277.00	286,884.17	286,884.17	0.00	106,392.83	72.95
1281	GENERAL FUND - DEVELOPMENTAL DELAY SUP	0.00	12,031.32	12,031.32	0.00	(12,031.32)	0.00
1290	GENERAL FUND - SPEC PRGMS OTH SUPPORT	1,012,084.00	1,416,325.08	1,416,325.08	0.00	(404,241.08)	139.94
1310	GENERAL FUND - AGRICULTURAL EDUCATION	243,794.00	256,936.15	256,936.15	0.00	(13,142.15)	105.39
1390	GENERAL FUND - OTHER VO ED PROGRAMS	1,247,701.00	1,012,954.47	1,012,954.47	0.00	234,746.53	81.19
1410	GENERAL FUND - DRIVERS' EDUCATION	350.00	0.00	0.00	0.00	350.00	0.00
1420	GENERAL FUND - SUMMER SCHOOL	22,713.00	14,264.55	14,264.55	0.00	8,448.45	62.80
1430	GENERAL FUND - HOMEBOUND INSTRUCTION	6,384.00	3,199.37	3,199.37	0.00	3,184.63	50.12
1441	GENERAL FUND - ADJUDICATED COURT PLACE	0.00	0.00	0.00	0.00	0.00	0.00
1442	GENERAL FUND - ALTERNATIVE EDU PROGRAM	5,000.00	14,764.10	14,764.10	0.00	(9,764.10)	295.28
1450	GENERAL FUND - INSTRUCT PROG OUTSIDE SCHOOL DAY	86,751.00	31,313.05	31,313.05	0.00	55,437.95	36.10
1490	GENERAL FUND - ADDTL OTHER INST PGM	41,754.00	9,347.17	9,347.17	0.00	32,406.83	22.39
1610	GENERAL FUND - ADULT VOCATIONAL ED	3,220.00	448.79	448.79	0.00	2,771.21	13.94
1700	GENERAL FUND - HIGHER ED PROGRAMS	0.00	0.00	0.00	0.00	0.00	0.00

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Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Used
2122	GENERAL FUND - COUNSELING SERVICES	803,004.00	706,219.39	706,219.39	0.00	96,784.61	87.95
2125	GENERAL FUND - RECORD MAINT SERVICES	5,000.00	1,675.00	1,675.00	0.00	3,325.00	33.50
2126	GENERAL FUND - PLACEMENT SERVICES	8,900.00	5,094.10	5,094.10	0.00	3,805.90	57.24
2141	GENERAL FUND - SUPERVISION-PSYCH SVCS	0.00	0.00	0.00	0.00	0.00	0.00
2142	GENERAL FUND - PSYCHOLOGICAL TESTING	259,729.00	210,771.46	210,771.46	0.00	48,957.54	81.15
2152	GENERAL FUND - SPEECH PATHOLOGY SVC	0.00	5,111.14	5,111.14	0.00	(5,111.14)	0.00
2153	GENERAL FUND - AUDIOLOGY SER - DEAF HA	0.00	62.50	62.50	0.00	(62.50)	0.00
2159	GENERAL FUND - OTHER - VISON	35,000.00	34,408.69	34,408.69	0.00	591.31	98.31
2160	GENERAL FUND - SOCIAL WORK SERVICES	201,370.00	208,710.14	208,710.14	0.00	(7,340.14)	103.65
2170	GENERAL FUND - STUDENT ACCT SERVICES	99,259.00	94,343.19	94,343.19	0.00	4,915.81	95.05
2190	GENERAL FUND - OTHER PUPIL PERSONNEL	5,000.00	1,513.43	1,513.43	0.00	3,486.57	30.27
2250	GENERAL FUND - SCHOOL LIBRARY SERVICES	398,228.00	392,353.87	392,353.87	0.00	5,874.13	98.52
2260	GENERAL FUND - INSTRUCTION & CURR DEV	294,242.00	279,092.91	279,092.91	0.00	15,149.09	94.85
2261	GENERAL FUND - SPECIAL ED SUPPORT SERV	264,379.00	262,045.96	262,045.96	0.00	2,333.04	99.12
2271	GENERAL FUND - INSTRUCT STAFF DEVEL CE	309,597.00	104,701.71	104,701.71	0.00	204,895.29	33.82
2272	GENERAL FUND - INSTRUC STAFF DEVEL SVC	3,350.00	5,562.39	5,562.39	0.00	(2,212.39)	166.04
2290	GENERAL FUND - OTHER INSTRUC STAFF SVC	0.00	0.00	0.00	0.00	0.00	0.00
2310	GENERAL FUND - BOARD SERVICES	145,366.00	80,014.72	80,014.72	0.00	65,351.28	55.04
2330	GENERAL FUND - TAX ASSESS & COLLECTION	63,070.00	25,088.35	25,088.35	0.00	37,981.65	39.78
2350	GENERAL FUND - LEGAL & ACCTG SERVICES	69,500.00	77,001.59	77,001.59	0.00	(7,501.59)	110.79
2360	GENERAL FUND - OFFICE SUPERINTENDENT	433,886.00	385,583.94	385,583.94	0.00	48,302.06	88.87
2370	GENERAL FUND - COMMUNITY RELATIONS SVC	3,125.00	3,045.00	3,045.00	0.00	80.00	97.44
2380	GENERAL FUND - OFFICE OF PRINCIPAL SVC	1,424,961.00	1,414,630.35	1,414,630.35	0.00	10,330.65	99.28
2390	GENERAL FUND - OTHER ADMIN SERVICES	123,692.00	115,558.04	115,558.04	0.00	8,133.96	93.42
2420	GENERAL FUND - MEDICAL SERVICES	3,500.00	3,000.00	3,000.00	0.00	500.00	85.71

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2430	**GENERAL FUND - DENTAL SERVICES**	0.00	1,040.00	1,040.00	0.00	(1,040.00)	0.00
2440	**GENERAL FUND - NURSING SERVICES**	413,078.00	418,371.27	418,371.27	0.00	(5,293.27)	101.28
2511	**GENERAL FUND - SUPERVISION OF FISCAL**	207,399.00	213,246.24	213,246.24	0.00	(5,847.24)	102.82
2513	**GENERAL FUND - RECEIVE & DISBURSE FUND**	184,834.00	103,645.85	103,645.85	0.00	81,188.15	56.08
2514	**GENERAL FUND - PAYROLL SERVICES**	152,187.00	153,968.08	153,968.08	0.00	(1,781.08)	101.17
2515	**GENERAL FUND - FINANCIAL ACCT SERVICE**	16,619.00	17,200.86	17,200.86	0.00	(581.86)	103.50
2517	**GENERAL FUND - PROPERTY ACCTG SERVICES**	2,025.00	2,180.14	2,180.14	0.00	(155.14)	107.66
2519	**GENERAL FUND - OTHER FISCAL SERVICES**	1,350.00	0.00	0.00	0.00	1,350.00	0.00
2590	**GENERAL FUND - OTHER SUPP SVC-BUSINESS**	6,400.00	6,200.00	6,200.00	0.00	200.00	96.88
2611	**GENERAL FUND - SUPERVISION OPT/MAINT**	145,917.00	143,917.42	143,917.42	0.00	1,999.58	98.63
2620	**GENERAL FUND - OPERATION OF BUILDING SERVS**	2,924,992.00	2,810,527.97	2,810,527.97	0.00	114,464.03	96.09
2630	**GENERAL FUND - CARE & UPKEEP GROUNDS**	71,519.00	18,451.69	18,451.69	0.00	53,067.31	25.80
2640	**GENERAL FUND - CARE & UPKEEP OF EQUIP**	0.00	0.00	0.00	0.00	0.00	0.00
2650	**GENERAL FUND - VEHICLE OPER & MAINT**	16,925.00	32,628.80	32,628.80	0.00	(15,703.80)	192.78
2660	**GENERAL FUND - SECURITY SERVICES**	311,034.00	323,862.65	323,862.65	0.00	(12,828.65)	104.12
2711	**GENERAL FUND - SUPERVISOR - TRANSPORTN**	73,624.00	73,278.78	73,278.78	0.00	345.22	99.53
2720	**GENERAL FUND - VEHICLE OPERATION SVC**	1,713,900.00	1,899,017.59	1,899,017.59	0.00	(185,117.59)	110.80
2730	**GENERAL FUND - MONITORING SERVICES**	88,248.00	47,327.75	47,327.75	0.00	40,920.25	53.63
2750	**GENERAL FUND - NONPUBLIC TRANS**	165,000.00	22,540.09	22,540.09	0.00	142,459.91	13.66
2821	**GENERAL FUND - SUPERVISION OF INFO SVC**	180,650.00	177,046.01	177,046.01	0.00	3,603.99	98.00
2822	**GENERAL FUND - INTERNAL INFO SERVICES**	1,525,808.00	867,637.80	867,637.80	0.00	658,170.20	56.86
2832	**GENERAL FUND - RECRUITMENT & PLACEMENT**	600.00	493.29	493.29	0.00	106.71	82.22
2834	**GENERAL FUND - STAFF DEV - NON-CERT**	21,325.00	40,526.49	40,526.49	0.00	(19,201.49)	190.04
2836	**GENERAL FUND - STAFF DEV - NON INSTRUC**	6,775.00	29,091.21	29,091.21	0.00	(22,316.21)	429.39
2839	**GENERAL FUND - OTHER STAFF SERVICES**	0.00	3,431.70	3,431.70	0.00	(3,431.70)	0.00

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2860	GENERAL FUND - MANAGEMENT SERVICES	5,209.00	30,480.99	30,480.99	0.00	(25,271.99)	585.16
2900	GENERAL FUND - OTHER SUPPORT SERVICES	0.00	0.00	0.00	0.00	0.00	0.00
3210	GENERAL FUND - SCHOOL SPONS STUDENT ACT	192,627.00	183,367.08	183,367.08	0.00	9,259.92	95.19
3250	GENERAL FUND - SCHOOL ATHLETICS	1,009,152.00	947,411.21	947,411.21	0.00	61,740.79	93.88
3300	GENERAL FUND - COMMUNITY SERVICES	6,086.00	6,670.84	6,670.84	0.00	(584.84)	109.61
3400	GENERAL FUND - SCHOLARSHIPS AND AWARDS	0.00	500.00	500.00	0.00	(500.00)	0.00
4200	GENERAL FUND - EXISTING SITE IMPROVE	0.00	625.00	625.00	0.00	(625.00)	0.00
4300	GENERAL FUND - ARCH & ENGINEER-NEW	0.00	0.00	0.00	0.00	0.00	0.00
4600	GENERAL FUND - EXISTING BLDG IMPROVE	188,000.00	210,988.71	210,988.71	0.00	(22,988.71)	112.23
5110	GENERAL FUND - DEBT SERVICE	2,404,050.00	2,404,050.02	2,404,050.02	0.00	(0.02)	100.00
5120	GENERAL FUND - DEBT SERVICE-REFUNDED	0.00	0.00	0.00	0.00	0.00	0.00
5130	GENERAL FUND - REFUND PRIOR YR REV	0.00	0.00	0.00	0.00	0.00	0.00
5140	GENERAL FUND - LEASES & OTH RIGHT TO USE ARRANGEMENTS	66,612.00	0.00	0.00	0.00	66,612.00	0.00
5230	GENERAL FUND - CAPITAL PROJ TRANSFERS	200,000.00	4,000,000.00	4,000,000.00	0.00	(3,800,000.00)	2,000.00
5240	GENERAL FUND - DEBT SERVICE TRANSFERS	0.00	0.00	0.00	0.00	0.00	0.00
5251	GENERAL FUND - FOOD SVC FUND TRANSFER	100,000.00	100,000.00	100,000.00	0.00	0.00	100.00
5280	GENERAL FUND - ACTIVITY FUND TRANSFERS	0.00	0.00	0.00	0.00	0.00	0.00
5900	GENERAL FUND - BUDGETARY RESERVE	607,260.00	0.00	0.00	0.00	607,260.00	0.00
6111	GENERAL FUND - CURRENT REAL ESTATE TAX	(13,705,022.00)	(13,718,221.54)	(13,718,221.54)	0.00	13,199.54	100.10
6113	GENERAL FUND - PUBLIC UTILITY REALTY	(17,500.00)	(19,020.30)	(19,020.30)	0.00	1,520.30	108.69
6114	GENERAL FUND - PAY IN LIEU -ST/LOCAL	(114,650.00)	(173,602.56)	(173,602.56)	0.00	58,952.56	151.42
6120	GENERAL FUND - CURRENT PER CAP 679	(30,000.00)	0.00	0.00	0.00	(30,000.00)	0.00
6141	GENERAL FUND - CURR ACT 511 PC FLAT	(50,000.00)	0.00	0.00	0.00	(50,000.00)	0.00
6151	GENERAL FUND - CURRENT ACT 511 EIT	(5,975,000.00)	(6,311,347.70)	(6,311,347.70)	0.00	336,347.70	105.63
6153	GENERAL FUND - CURR ACT 511 REAL EST	(325,000.00)	(318,688.38)	(318,688.38)	0.00	(6,311.62)	98.06

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6411	GENERAL FUND - DELINQUENT REAL ESTATE	(450,000.00)	(405,950.34)	(405,950.34)	0.00	(44,049.66)	90.21
6420	GENERAL FUND - DELINQUENT PC SECT 679	(2,500.00)	(3,750.37)	(3,750.37)	0.00	1,250.37	150.01
6441	GENERAL FUND - DELQ ACT 511 PC	(2,500.00)	(7,503.99)	(7,503.99)	0.00	5,003.99	300.16
6510	GENERAL FUND - INTEREST CHECKING	(250,000.00)	(865,209.00)	(865,209.00)	0.00	615,209.00	346.08
6520	GENERAL FUND - DIVIDENDS ON INVESTMENTS	(12,500.00)	0.00	0.00	0.00	(12,500.00)	0.00
6530	GENERAL FUND - GAIN/LOSS ON INV FULTON	0.00	0.00	0.00	0.00	0.00	0.00
6710	GENERAL FUND - ADMISSIONS	(78,440.00)	(90,554.01)	(90,554.01)	0.00	12,114.01	115.44
6740	GENERAL FUND - FEES	(16,075.00)	(14,916.00)	(14,916.00)	0.00	(1,159.00)	92.79
6750	GENERAL FUND - STUDENT-SPECIAL EVENTS	0.00	(7,031.21)	(7,031.21)	0.00	7,031.21	0.00
6790	GENERAL FUND - OTHER STU ACT INCOME	0.00	0.00	0.00	0.00	0.00	0.00
6831	GENERAL FUND - FED REV RECEIVED OTHER	0.00	0.00	0.00	0.00	0.00	0.00
6832	GENERAL FUND - IDEA PASS THRU FROM IU	(366,909.00)	(354,015.39)	(354,015.39)	0.00	(12,893.61)	96.49
6837	GENERAL FUND - Federal COVID Revenue Received as Pass Through	0.00	0.00	0.00	0.00	0.00	0.00
6910	GENERAL FUND - RENTALS	(17,000.00)	(26,017.75)	(26,017.75)	0.00	9,017.75	153.05
6911	GENERAL FUND - USE OF FACILITIES	0.00	1,358.00	1,358.00	0.00	(1,358.00)	0.00
6912	GENERAL FUND - COURT FINES	(275.00)	(507.07)	(507.07)	0.00	232.07	184.39
6913	GENERAL FUND - JURY DUTY	(15.00)	(246.27)	(246.27)	0.00	231.27	1,641.80
6920	GENERAL FUND - CONTRIBUTION & DONATION	(17,100.00)	(25,964.56)	(25,964.56)	0.00	8,864.56	151.84
6941	GENERAL FUND - TUTION NON RESIDENT	0.00	0.00	0.00	0.00	0.00	0.00
6942	GENERAL FUND - SUMMER SCHOOL TUITION	0.00	0.00	0.00	0.00	0.00	0.00
6943	GENERAL FUND - ADULT EDUCATION TUITION	0.00	0.00	0.00	0.00	0.00	0.00
6944	GENERAL FUND - REGULAR SCH TUITION	(36,000.00)	(70,761.40)	(70,761.40)	0.00	34,761.40	196.56
6960	GENERAL FUND - SVCS PROVIDED LOCAL GOV	0.00	0.00	0.00	0.00	0.00	0.00
6961	GENERAL FUND - TRANS SRVS OTHER LEAS	0.00	0.00	0.00	0.00	0.00	0.00
6967	GENERAL FUND - RECEIPTS FROM IU BY W/H	0.00	0.00	0.00	0.00	0.00	0.00

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6969	GENERAL FUND - ALL OTHER SERVICES	0.00	0.00	0.00	0.00	0.00	0.00
6991	GENERAL FUND - REFUND OF PRIOR YR EXP	0.00	(8,908.34)	(8,908.34)	0.00	8,908.34	0.00
6992	GENERAL FUND - ENERGY EFFIENCY INCENTI	0.00	0.00	0.00	0.00	0.00	0.00
6999	GENERAL FUND - MISC REVENUE	(48,491.00)	(54,943.74)	(54,943.74)	0.00	6,452.74	113.31
7111	GENERAL FUND - BASIC EDUCATION FUNDING FORMULA	(9,921,120.00)	(10,032,551.38)	(10,032,551.38)	0.00	111,431.38	101.12
7140	GENERAL FUND - CHARTER SCHOOLS	0.00	0.00	0.00	0.00	0.00	0.00
7144	GENERAL FUND - SD Cyber Charter Trans Reimb	0.00	0.00	0.00	0.00	0.00	0.00
7160	GENERAL FUND - TUITION ORPHANS & CHILD	(38,000.00)	(71,116.77)	(71,116.77)	0.00	33,116.77	187.15
7220	GENERAL FUND - VOCATIONAL EDUCATION	(94,000.00)	(137,018.94)	(137,018.94)	0.00	43,018.94	145.76
7230	GENERAL FUND - ALTERNATIVE EDUCATION	0.00	0.00	0.00	0.00	0.00	0.00
7250	GENERAL FUND - MIGRATORY CHILDREN	0.00	0.00	0.00	0.00	0.00	0.00
7271	GENERAL FUND - SPECIAL ED SCHOOL AGED	(1,607,563.00)	(1,654,099.41)	(1,654,099.41)	0.00	46,536.41	102.89
7311	GENERAL FUND - TRANSPORT (REG & ADDTL)	(800,000.00)	(972,012.38)	(972,012.38)	0.00	172,012.38	121.50
7312	GENERAL FUND - N.P. TRANSPORTATION	(30,000.00)	(40,040.00)	(40,040.00)	0.00	10,040.00	133.47
7320	GENERAL FUND - RENT & SINK FUND PYMT	(285,143.00)	(285,143.27)	(285,143.27)	0.00	0.27	100.00
7330	GENERAL FUND - HEALTH SERVICES ACT 25	(33,500.00)	(31,742.97)	(31,742.97)	0.00	(1,757.03)	94.76
7332	GENERAL FUND - Feminine Hygiene Products Fund	0.00	0.00	0.00	0.00	0.00	0.00
7340	GENERAL FUND - PROPERTY TAX REDUCTION	(990,652.00)	(990,651.20)	(990,651.20)	0.00	(0.80)	100.00
7361	GENERAL FUND - SCH SAFETY & SECURITY GRANTS	0.00	0.00	0.00	0.00	0.00	0.00
7362	GENERAL FUND - SCH MENTAL HLTH & SAFE/SEC GRANTS	(55,000.00)	6,720.00	6,720.00	0.00	(61,720.00)	(12.22)
7369	GENERAL FUND - OTHER SAFE SCHOOLS	0.00	0.00	0.00	0.00	0.00	0.00
7505	GENERAL FUND - READY TO LEARN BLOCK GR	0.00	0.00	0.00	0.00	0.00	0.00
7509	GENERAL FUND - SUPPLEMENTAL EQUIP GRAN	0.00	(26,832.33)	(26,832.33)	0.00	26,832.33	0.00
7530	GENERAL FUND - RTL Block Grant	0.00	0.00	0.00	0.00	0.00	0.00

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7531	**GENERAL FUND - RTL Grant Foundation**	(354,755.00)	(621,653.81)	(621,653.81)	0.00	266,898.81	175.23
7532	**GENERAL FUND - Adequacy Supplement**	(266,900.00)	(266,883.94)	(266,883.94)	0.00	(16.06)	99.99
7533	**GENERAL FUND - Tax Equity Supplement**	0.00	0.00	0.00	0.00	0.00	0.00
7599	**GENERAL FUND - OTHER STATE REVENUE**	0.00	0.00	0.00	0.00	0.00	0.00
7810	**GENERAL FUND - STATE SHARE SS & MED**	(600,000.00)	(569,522.23)	(569,522.23)	0.00	(30,477.77)	94.92
7820	**GENERAL FUND - STATE SHARE RETIRE CONT**	(2,800,000.00)	(1,983,027.05)	(1,983,027.05)	0.00	(816,972.95)	70.82
8514	**GENERAL FUND - ESEA TITLE I**	(496,944.00)	(430,684.80)	(430,684.80)	0.00	(66,259.20)	86.67
8515	**GENERAL FUND - TITLE II**	(74,091.00)	(74,091.00)	(74,091.00)	0.00	0.00	100.00
8516	**GENERAL FUND - TITLE III**	0.00	0.00	0.00	0.00	0.00	0.00
8517	**GENERAL FUND - TIVE IV - 21ST CENTURY SCHOOLS**	(37,470.00)	(37,470.00)	(37,470.00)	0.00	0.00	100.00
8690	**GENERAL FUND - OTH RESTRICT FED GRANT**	(5,000.00)	(1,670.02)	(1,670.02)	0.00	(3,329.98)	33.40
8810	**GENERAL FUND - SBAP ACCESS**	(100,374.00)	(142,964.33)	(142,964.33)	0.00	42,590.33	142.43
8820	**GENERAL FUND - MED ASSI REIMB TRANS**	(1,000.00)	(1,156.26)	(1,156.26)	0.00	156.26	115.63
9120	**GENERAL FUND - PROCEEDS REFUND BONDS**	0.00	0.00	0.00	0.00	0.00	0.00
9320	**GENERAL FUND - SPECIAL REV FUND TRANS**	0.00	0.00	0.00	0.00	0.00	0.00
9351	**GENERAL FUND - FOOD SERVICE TRANSFER**	0.00	0.00	0.00	0.00	0.00	0.00
9380	**GENERAL FUND - ACTIVITY FUND TRANSFERS**	0.00	0.00	0.00	0.00	0.00	0.00
9400	**GENERAL FUND - SALE/COMP FOR LOSS FIXED ASSETS**	0.00	(1,500.00)	(1,500.00)	0.00	1,500.00	0.00
9990	**GENERAL FUND - INSURANCE RECOVERIES**	0.00	0.00	0.00	0.00	0.00	0.00
Fund 10 Totals							
	Total Expenditure	**37,275,261.00**	**35,690,496.25**	**35,690,496.25**	**0.00**	**1,584,764.75**	**95.75**
	Total Other Expenditure	**3,377,922.00**	**6,504,050.02**	**6,504,050.02**	**0.00**	**(3,126,128.02)**	**192.55**
	Total Revenue	**(40,106,489.00)**	**(40,839,414.01)**	**(40,839,414.01)**	**0.00**	**732,925.01**	**101.83**
	Total Other Revenue	**0.00**	**(1,500.00)**	**(1,500.00)**	**0.00**	**1,500.00**	**0.00**

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546,694.00	**1,353,632.26**	**1,353,632.26**	**0.00**	**(806,938.26)**

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Condensed Board Summary Report

Fund: 21
From 07/01/2025 To 06/30/2026
Summarization Level: FULL FUND/FULL FUNCTION

Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Used
3210	**STUDENT ACTIVITY - SCHOOL SPONS STUDENT ACT**	143,463.24	150,128.53	150,128.53	0.00	(6,665.29)	104.65
6510	**STUDENT ACTIVITY - INTEREST CHECKING**	0.00	(87.02)	(87.02)	0.00	87.02	0.00
6710	**STUDENT ACTIVITY - ADMISSIONS**	0.00	(1,895.00)	(1,895.00)	0.00	1,895.00	0.00
6730	**STUDENT ACTIVITY - STUDENT ORG MEM DUES**	0.00	(535.00)	(535.00)	0.00	535.00	0.00
6740	**STUDENT ACTIVITY - FEES**	0.00	(1,671.75)	(1,671.75)	0.00	1,671.75	0.00
6750	**STUDENT ACTIVITY - STUDENT-SPECIAL EVENTS**	0.00	(125,738.63)	(125,738.63)	0.00	125,738.63	0.00
6790	**STUDENT ACTIVITY - OTHER STU ACT INCOME**	0.00	(20,703.96)	(20,703.96)	0.00	20,703.96	0.00
6920	**STUDENT ACTIVITY - CONTRIBUTION & DONATION**	0.00	(11,811.50)	(11,811.50)	0.00	11,811.50	0.00
9310	**STUDENT ACTIVITY - GENERAL FUND TRANSFERS**	0.00	0.00	0.00	0.00	0.00	0.00
Fund 21 Totals							
	Total Expenditure	**143,463.24**	**150,128.53**	**150,128.53**	**0.00**	**(6,665.29)**	**104.65**
	Total Other Expenditure	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
	Total Revenue	**0.00**	**(162,442.86)**	**(162,442.86)**	**0.00**	**162,442.86**	**0.00**
	Total Other Revenue	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
		143,463.24	**(12,314.33)**	**(12,314.33)**	**0.00**	**155,777.57**	

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Condensed Board Summary Report

Fund: 27
From 07/01/2025 To 06/30/2026
Summarization Level: FULL FUND/FULL FUNCTION

Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Used
2519	**SCHOLARSHIPS - OTHER FISCAL SERVICES**	0.00	0.00	0.00	0.00	0.00	0.00
3400	**SCHOLARSHIPS - SCHOLARSHIPS AND AWARDS**	354,023.77	36,068.50	36,068.50	0.00	317,955.27	10.19
6510	**SCHOLARSHIPS - INTEREST CHECKING**	0.00	(12,999.96)	(12,999.96)	0.00	12,999.96	0.00
6520	**SCHOLARSHIPS - DIVIDENDS ON INVESTMENTS**	0.00	(2,402.32)	(2,402.32)	0.00	2,402.32	0.00
6530	**SCHOLARSHIPS - GAIN/LOSS ON INV FULTON**	0.00	(821.06)	(821.06)	0.00	821.06	0.00
6920	**SCHOLARSHIPS - CONTRIBUTION & DONATION**	0.00	(29,758.83)	(29,758.83)	0.00	29,758.83	0.00
6999	**SCHOLARSHIPS - MISC REVENUE**	0.00	0.00	0.00	0.00	0.00	0.00
Fund 27 Totals							
	Total Expenditure	**354,023.77**	**36,068.50**	**36,068.50**	**0.00**	**317,955.27**	**10.19**
	Total Other Expenditure	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
	Total Revenue	**0.00**	**(45,982.17)**	**(45,982.17)**	**0.00**	**45,982.17**	**0.00**
	Total Other Revenue	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
		354,023.77	**(9,913.67)**	**(9,913.67)**	**0.00**	**363,937.44**	

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Condensed Board Summary Report

Fund: 32
From 07/01/2025 To 06/30/2026
Summarization Level: FULL FUND/FULL FUNCTION

Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Used
4200	**CAPITAL RESERVE - EXISTING SITE IMPROVE**	0.00	48,846.50	48,846.50	0.00	(48,846.50)	0.00
4300	**CAPITAL RESERVE - ARCH & ENGINEER-NEW**	0.00	404,055.56	404,055.56	0.00	(404,055.56)	0.00
4500	**CAPITAL RESERVE - BUILDING ACQUISITION**	4,573,620.00	51,754.62	51,754.62	0.00	4,521,865.38	1.13
4600	**CAPITAL RESERVE - EXISTING BLDG IMPROVE**	400,000.00	4,158,751.70	4,158,751.70	0.00	(3,758,751.70)	1,039.69
5230	**CAPITAL RESERVE - CAPITAL PROJ TRANSFERS**	0.00	0.00	0.00	0.00	0.00	0.00
6510	**CAPITAL RESERVE - INTEREST CHECKING**	(1,000.00)	(281,743.70)	(281,743.70)	0.00	280,743.70	28,174.37
6520	**CAPITAL RESERVE - DIVIDENDS ON INVESTMENTS**	0.00	0.00	0.00	0.00	0.00	0.00
6530	**CAPITAL RESERVE - GAIN/LOSS ON INV FULTON**	0.00	0.00	0.00	0.00	0.00	0.00
9310	**CAPITAL RESERVE - GENERAL FUND TRANSFERS**	(200,000.00)	(4,000,000.00)	(4,000,000.00)	0.00	3,800,000.00	2,000.00
9330	**CAPITAL RESERVE - CAPITAL PROJECT TRANS**	0.00	0.00	0.00	0.00	0.00	0.00
Fund 32 Totals							
	Total Expenditure	**4,973,620.00**	**4,663,408.38**	**4,663,408.38**	**0.00**	**310,211.62**	**93.76**
	Total Other Expenditure	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
	Total Revenue	**(1,000.00)**	**(281,743.70)**	**(281,743.70)**	**0.00**	**280,743.70**	**28,174.37**
	Total Other Revenue	**(200,000.00)**	**(4,000,000.00)**	**(4,000,000.00)**	**0.00**	**3,800,000.00**	**2,000.00**
		4,772,620.00	**381,664.68**	**381,664.68**	**0.00**	**4,390,955.32**	

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Condensed Board Summary Report

Fund: 51
From 07/01/2025 To 06/30/2026
Summarization Level: FULL FUND/FULL FUNCTION

Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Used
2836	FOOD SERVICE/CAFETERIA - STAFF DEV - NON INSTRUC	2,000.00	391.00	391.00	0.00	1,609.00	19.55
3100	FOOD SERVICE/CAFETERIA - FOOD SERVICES	1,119,614.00	1,203,493.78	1,203,493.78	0.00	(83,879.78)	107.49
5210	FOOD SERVICE/CAFETERIA - GENERAL FUND TRANSFERS	0.00	0.00	0.00	0.00	0.00	0.00
5280	FOOD SERVICE/CAFETERIA - ACTIVITY FUND TRANSFERS	0.00	0.00	0.00	0.00	0.00	0.00
6510	FOOD SERVICE/CAFETERIA - INTEREST CHECKING	(72.00)	(49.33)	(49.33)	0.00	(22.67)	68.51
6611	FOOD SERVICE/CAFETERIA - DAILY SALES-SCH LUNCH	0.00	0.00	0.00	0.00	0.00	0.00
6612	FOOD SERVICE/CAFETERIA - DAILY SALES-BREAKFAST	0.00	0.00	0.00	0.00	0.00	0.00
6620	FOOD SERVICE/CAFETERIA - DAILY SALES - ALA CARTE	(10,000.00)	(38,200.10)	(38,200.10)	0.00	28,200.10	382.00
6630	FOOD SERVICE/CAFETERIA - SPECIAL FUNCTIONS	0.00	(8,840.62)	(8,840.62)	0.00	8,840.62	0.00
6640	FOOD SERVICE/CAFETERIA - NON-CASH CONTRIBUTIONS	0.00	0.00	0.00	0.00	0.00	0.00
6690	FOOD SERVICE/CAFETERIA - OTHER FOOD SERVICE REV	0.00	(9,917.10)	(9,917.10)	0.00	9,917.10	0.00
6913	FOOD SERVICE/CAFETERIA - JURY DUTY	0.00	0.00	0.00	0.00	0.00	0.00
6920	FOOD SERVICE/CAFETERIA - CONTRIBUTION & DONATION	0.00	0.00	0.00	0.00	0.00	0.00
6991	FOOD SERVICE/CAFETERIA - REFUND OF PRIOR YR EXP	0.00	0.00	0.00	0.00	0.00	0.00
6999	FOOD SERVICE/CAFETERIA - MISC REVENUE	0.00	(1,409.52)	(1,409.52)	0.00	1,409.52	0.00
7600	FOOD SERVICE/CAFETERIA - MILK/LUNCH/BREAKFAST	(60,000.00)	(112,504.42)	(112,504.42)	0.00	52,504.42	187.51
7810	FOOD SERVICE/CAFETERIA - STATE SHARE SS & MED	(21,000.00)	(17,522.95)	(17,522.95)	0.00	(3,477.05)	83.44
7820	FOOD SERVICE/CAFETERIA - STATE SHARE RETIRE CONT	(91,000.00)	(77,208.93)	(77,208.93)	0.00	(13,791.07)	84.84
8531	FOOD SERVICE/CAFETERIA - SUBSIDIES MILK LUNCH	(885,000.00)	(727,399.71)	(727,399.71)	0.00	(157,600.29)	82.19
8532	FOOD SERVICE/CAFETERIA - SUBSIDIES NON-FOOD	0.00	0.00	0.00	0.00	0.00	0.00

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Condensed Board Summary Report

Fund: 51
From 07/01/2025 To 06/30/2026
Summarization Level: FULL FUND/FULL FUNCTION

Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Used
8533	**FOOD SERVICE/CAFETERIA - VALUE DONATED COMMODITY**	0.00	0.00	0.00	0.00	0.00	0.00
8534	**FOOD SERVICE/CAFETERIA - CASH IN LIEU OF DONATED**	0.00	0.00	0.00	0.00	0.00	0.00
9310	**FOOD SERVICE/CAFETERIA - GENERAL FUND TRANSFERS**	0.00	(100,000.00)	(100,000.00)	0.00	100,000.00	0.00
9400	**FOOD SERVICE/CAFETERIA - SALE/COMP FOR LOSS FIXED ASSETS**	0.00	0.00	0.00	0.00	0.00	0.00
9500	**FOOD SERVICE/CAFETERIA - REFUND OF PRIOR YR EXP**	0.00	0.00	0.00	0.00	0.00	0.00
Fund 51 Totals							
	Total Expenditure	**1,121,614.00**	**1,203,884.78**	**1,203,884.78**	**0.00**	**(82,270.78)**	**107.34**
	Total Other Expenditure	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
	Total Revenue	**(1,067,072.00)**	**(993,052.68)**	**(993,052.68)**	**0.00**	**(74,019.32)**	**93.06**
	Total Other Revenue	**0.00**	**(100,000.00)**	**(100,000.00)**	**0.00**	**100,000.00**	**0.00**
		54,542.00	**110,832.10**	**110,832.10**	**0.00**	**(56,290.10)**	

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Condensed Board Summary Report

Grand Totals All Funds	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Used
Total Expenditure	43,867,982.01	41,743,986.44	41,743,986.44	0.00	2,123,995.57	95.16
Total Other Expenditure	3,377,922.00	6,504,050.02	6,504,050.02	0.00	(3,126,128.02)	192.55
Total Revenue	(41,174,561.00)	(42,322,635.42)	(42,322,635.42)	0.00	1,148,074.42	102.79
Total Other Revenue	(200,000.00)	(4,101,500.00)	(4,101,500.00)	0.00	3,901,500.00	2,050.75
	5,871,343.01	1,823,901.04	1,823,901.04	0.00	4,047,441.97	

Preliminary

Condensed Board Summary Report

Fund: 10
From 07/01/2026 To 07/31/2026
Summarization Level: FULL FUND/FULL FUNCTION

Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Used
1110	GENERAL FUND - REG PROG ELEM/SECONDARY	15,048,455.00	302,849.62	302,849.62	173,241.69	14,572,363.69	3.16
1190	GENERAL FUND - FEDERAL INSTRUCTION	650,883.00	10,675.42	10,675.42	0.00	640,207.58	1.64
1211	GENERAL FUND - LIFE SKILLS SUPPORT	813,982.00	9,444.56	9,444.56	679.42	803,858.02	1.24
1221	GENERAL FUND - DEAF/HEARING IMPAIRED	0.00	0.00	0.00	0.00	0.00	0.00
1224	GENERAL FUND - BLIND/VISUALLY IMPAIRED	75.00	0.00	0.00	0.00	75.00	0.00
1225	GENERAL FUND - SPEECH/LANGUAGE SUPPORT	392,862.00	3,141.76	3,141.76	0.00	389,720.24	0.80
1231	GENERAL FUND - EMOTIONAL SUPPORT PUBLIC	513,970.00	4,756.55	4,756.55	0.00	509,213.45	0.93
1233	GENERAL FUND - AUTISTIC SUPPORT	1,023,173.00	2,834.60	2,834.60	0.00	1,020,338.40	0.28
1241	GENERAL FUND - LEARNING SUPPORT-PUBLIC	1,291,273.00	12,362.39	12,362.39	0.00	1,278,910.61	0.96
1243	GENERAL FUND - GIFTED SUPPORT	256,655.00	3,727.95	3,727.95	0.00	252,927.05	1.45
1260	GENERAL FUND - PHYSICAL SUPPORT	182,728.00	5,717.43	5,717.43	19.99	176,990.58	3.14
1270	GENERAL FUND - MULTI-HANDICAPPED SUPPT	348,032.00	3,295.44	3,295.44	157.11	344,579.45	0.99
1281	GENERAL FUND - DEVELOPMENTAL DELAY SUP	20,000.00	0.00	0.00	0.00	20,000.00	0.00
1290	GENERAL FUND - SPEC PRGMS OTH SUPPORT	1,318,770.00	84,527.48	84,527.48	21.23	1,234,221.29	6.41
1310	GENERAL FUND - AGRICULTURAL EDUCATION	271,142.00	13,879.22	13,879.22	4,907.41	252,355.37	6.93
1390	GENERAL FUND - OTHER VO ED PROGRAMS	1,232,462.00	205,410.22	205,410.22	0.00	1,027,051.78	16.67
1410	GENERAL FUND - DRIVERS' EDUCATION	350.00	0.00	0.00	0.00	350.00	0.00
1420	GENERAL FUND - SUMMER SCHOOL	22,713.00	5,918.87	5,918.87	0.00	16,794.13	26.06
1430	GENERAL FUND - HOMEBOUND INSTRUCTION	6,384.00	0.00	0.00	0.00	6,384.00	0.00
1441	GENERAL FUND - ADJUDICATED COURT PLACE	0.00	0.00	0.00	0.00	0.00	0.00
1442	GENERAL FUND - ALTERNATIVE EDU PROGRAM	0.00	0.00	0.00	0.00	0.00	0.00
1450	GENERAL FUND - INSTRUCT PROG OUTSIDE SCHOOL DAY	101,536.00	148.37	148.37	172.32	101,215.31	0.32
1490	GENERAL FUND - ADDTL OTHER INST PGM	45,965.00	5,291.81	5,291.81	0.00	40,673.19	11.51
1610	GENERAL FUND - ADULT VOCATIONAL ED	1,310.00	0.00	0.00	0.00	1,310.00	0.00
1700	GENERAL FUND - HIGHER ED PROGRAMS	0.00	0.00	0.00	0.00	0.00	0.00

Condensed Board Summary Report

Fund: 10
From 07/01/2026 To 07/31/2026
Summarization Level: FULL FUND/FULL FUNCTION

Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Used
2122	**GENERAL FUND - COUNSELING SERVICES**	758,822.00	29,182.10	29,182.10	2,304.94	727,334.96	4.15
2125	**GENERAL FUND - RECORD MAINT SERVICES**	5,000.00	0.00	0.00	0.00	5,000.00	0.00
2126	**GENERAL FUND - PLACEMENT SERVICES**	15,400.00	0.00	0.00	0.00	15,400.00	0.00
2141	**GENERAL FUND - SUPERVISION-PSYCH SVCS**	0.00	0.00	0.00	0.00	0.00	0.00
2142	**GENERAL FUND - PSYCHOLOGICAL TESTING**	279,302.00	303.19	303.19	373.33	278,625.48	0.24
2152	**GENERAL FUND - SPEECH PATHOLOGY SVC**	0.00	0.00	0.00	0.00	0.00	0.00
2153	**GENERAL FUND - AUDIOLOGY SER - DEAF HA**	0.00	0.00	0.00	0.00	0.00	0.00
2159	**GENERAL FUND - OTHER - VISON**	20,000.00	0.00	0.00	0.00	20,000.00	0.00
2160	**GENERAL FUND - SOCIAL WORK SERVICES**	228,264.00	1,154.40	1,154.40	0.00	227,109.60	0.51
2170	**GENERAL FUND - STUDENT ACCT SERVICES**	106,068.00	10,357.13	10,357.13	0.00	95,710.87	9.76
2190	**GENERAL FUND - OTHER PUPIL PERSONNEL**	5,000.00	0.00	0.00	72.61	4,927.39	1.45
2250	**GENERAL FUND - SCHOOL LIBRARY SERVICES**	463,371.00	11,300.01	11,300.01	8,432.94	443,638.05	4.26
2260	**GENERAL FUND - INSTRUCTION & CURR DEV**	422,583.00	40,605.06	40,605.06	124,113.79	257,864.15	38.98
2261	**GENERAL FUND - SPECIAL ED SUPPORT SERV**	274,532.00	28,591.01	28,591.01	36.12	245,904.87	10.43
2271	**GENERAL FUND - INSTRUCT STAFF DEVEL CE**	298,421.00	12,171.43	12,171.43	116.21	286,133.36	4.12
2272	**GENERAL FUND - INSTRUC STAFF DEVEL SVC**	1,950.00	0.00	0.00	0.00	1,950.00	0.00
2290	**GENERAL FUND - OTHER INSTRUC STAFF SVC**	0.00	0.00	0.00	0.00	0.00	0.00
2310	**GENERAL FUND - BOARD SERVICES**	137,166.00	21,113.87	21,113.87	0.00	116,052.13	15.39
2330	**GENERAL FUND - TAX ASSESS & COLLECTION**	54,570.00	0.00	0.00	0.00	54,570.00	0.00
2350	**GENERAL FUND - LEGAL & ACCTG SERVICES**	46,500.00	0.00	0.00	0.00	46,500.00	0.00
2360	**GENERAL FUND - OFFICE SUPERINTENDENT**	426,970.00	42,132.08	42,132.08	0.00	384,837.92	9.87
2370	**GENERAL FUND - COMMUNITY RELATIONS SVC**	2,750.00	1,000.00	1,000.00	0.00	1,750.00	36.36
2380	**GENERAL FUND - OFFICE OF PRINCIPAL SVC**	1,473,065.00	146,964.22	146,964.22	681.00	1,325,419.78	10.02
2390	**GENERAL FUND - OTHER ADMIN SERVICES**	127,169.00	12,384.75	12,384.75	919.50	113,864.75	10.46
2420	**GENERAL FUND - MEDICAL SERVICES**	3,500.00	250.00	250.00	0.00	3,250.00	7.14

Condensed Board Summary Report

Fund: 10
From 07/01/2026 To 07/31/2026
Summarization Level: FULL FUND/FULL FUNCTION

Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Used
2430	**GENERAL FUND - DENTAL SERVICES**	0.00	0.00	0.00	0.00	0.00	0.00
2440	**GENERAL FUND - NURSING SERVICES**	492,745.00	12,488.00	12,488.00	4,417.31	475,839.69	3.43
2511	**GENERAL FUND - SUPERVISION OF FISCAL**	365,438.00	39,988.64	39,988.64	177.47	325,271.89	10.99
2513	**GENERAL FUND - RECEIVE & DISBURSE FUND**	108,811.00	10,864.49	10,864.49	0.00	97,946.51	9.98
2514	**GENERAL FUND - PAYROLL SERVICES**	29,315.00	10,058.15	10,058.15	0.00	19,256.85	34.31
2515	**GENERAL FUND - FINANCIAL ACCT SERVICE**	9,594.00	0.00	0.00	0.00	9,594.00	0.00
2517	**GENERAL FUND - PROPERTY ACCTG SERVICES**	9,525.00	0.00	0.00	0.00	9,525.00	0.00
2519	**GENERAL FUND - OTHER FISCAL SERVICES**	1,350.00	0.00	0.00	0.00	1,350.00	0.00
2590	**GENERAL FUND - OTHER SUPP SVC-BUSINESS**	6,400.00	0.00	0.00	0.00	6,400.00	0.00
2611	**GENERAL FUND - SUPERVISION OPT/MAINT**	148,398.00	16,367.99	16,367.99	0.00	132,030.01	11.03
2620	**GENERAL FUND - OPERATION OF BUILDING SERVS**	3,145,862.00	323,018.03	323,018.03	65,216.35	2,757,627.62	12.34
2630	**GENERAL FUND - CARE & UPKEEP GROUNDS**	74,513.00	1,500.00	1,500.00	673.00	72,340.00	2.92
2640	**GENERAL FUND - CARE & UPKEEP OF EQUIP**	0.00	0.00	0.00	0.00	0.00	0.00
2650	**GENERAL FUND - VEHICLE OPER & MAINT**	15,575.00	0.00	0.00	0.00	15,575.00	0.00
2660	**GENERAL FUND - SECURITY SERVICES**	432,613.00	1,518.75	1,518.75	5,055.14	426,039.11	1.52
2711	**GENERAL FUND - SUPERVISOR - TRANSPORTN**	76,296.00	8,480.05	8,480.05	0.00	67,815.95	11.11
2720	**GENERAL FUND - VEHICLE OPERATION SVC**	1,713,200.00	(665.96)	(665.96)	0.00	1,713,865.96	(0.04)
2730	**GENERAL FUND - MONITORING SERVICES**	88,248.00	702.98	702.98	0.00	87,545.02	0.80
2750	**GENERAL FUND - NONPUBLIC TRANS**	165,000.00	0.00	0.00	0.00	165,000.00	0.00
2821	**GENERAL FUND - SUPERVISION OF INFO SVC**	182,799.00	18,991.73	18,991.73	0.00	163,807.27	10.39
2822	**GENERAL FUND - INTERNAL INFO SERVICES**	1,495,272.00	554,271.10	554,271.10	198,706.27	742,294.63	50.36
2832	**GENERAL FUND - RECRUITMENT & PLACEMENT**	12,600.00	2,919.43	2,919.43	0.00	9,680.57	23.17
2834	**GENERAL FUND - STAFF DEV - NON-CERT**	24,475.00	0.00	0.00	0.00	24,475.00	0.00
2836	**GENERAL FUND - STAFF DEV - NON INSTRUC**	4,175.00	0.00	0.00	0.00	4,175.00	0.00
2839	**GENERAL FUND - OTHER STAFF SERVICES**	0.00	0.00	0.00	0.00	0.00	0.00

Condensed Board Summary Report

Fund: 10
From 07/01/2026 To 07/31/2026
Summarization Level: FULL FUND/FULL FUNCTION

Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Used
2860	GENERAL FUND - MANAGEMENT SERVICES	7,825.00	4,410.24	4,410.24	0.00	3,414.76	56.36
2900	GENERAL FUND - OTHER SUPPORT SERVICES	0.00	0.00	0.00	0.00	0.00	0.00
3210	GENERAL FUND - SCHOOL SPONS STUDENT ACT	192,093.00	0.00	0.00	1,848.00	190,245.00	0.96
3250	GENERAL FUND - SCHOOL ATHLETICS	1,092,326.00	43,866.32	43,866.32	5,644.93	1,042,814.75	4.53
3300	GENERAL FUND - COMMUNITY SERVICES	6,087.00	0.00	0.00	0.00	6,087.00	0.00
3400	GENERAL FUND - SCHOLARSHIPS AND AWARDS	0.00	0.00	0.00	0.00	0.00	0.00
4200	GENERAL FUND - EXISTING SITE IMPROVE	0.00	0.00	0.00	0.00	0.00	0.00
4300	GENERAL FUND - ARCH & ENGINEER-NEW	0.00	0.00	0.00	0.00	0.00	0.00
4600	GENERAL FUND - EXISTING BLDG IMPROVE	113,440.00	0.00	0.00	95,664.36	17,775.64	84.33
5110	GENERAL FUND - DEBT SERVICE	1,742,450.00	0.00	0.00	0.00	1,742,450.00	0.00
5120	GENERAL FUND - DEBT SERVICE-REFUNDED	0.00	0.00	0.00	0.00	0.00	0.00
5130	GENERAL FUND - REFUND PRIOR YR REV	0.00	0.00	0.00	0.00	0.00	0.00
5140	GENERAL FUND - LEASES & OTH RIGHT TO USE ARRANGEMENTS	66,612.00	0.00	0.00	0.00	66,612.00	0.00
5230	GENERAL FUND - CAPITAL PROJ TRANSFERS	0.00	0.00	0.00	0.00	0.00	0.00
5240	GENERAL FUND - DEBT SERVICE TRANSFERS	0.00	0.00	0.00	0.00	0.00	0.00
5251	GENERAL FUND - FOOD SVC FUND TRANSFER	0.00	0.00	0.00	0.00	0.00	0.00
5280	GENERAL FUND - ACTIVITY FUND TRANSFERS	0.00	0.00	0.00	0.00	0.00	0.00
5900	GENERAL FUND - BUDGETARY RESERVE	15,000.00	0.00	0.00	0.00	15,000.00	0.00
Fund 10 Totals							
	Total Expenditure	**38,707,098.00**	**2,080,270.88**	**2,080,270.88**	**693,652.44**	**35,933,174.68**	**7.17**
	Total Other Expenditure	**1,824,062.00**	**0.00**	**0.00**	**0.00**	**1,824,062.00**	**0.00**
	Total Revenue	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
	Total Other Revenue	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
		40,531,160.00	**2,080,270.88**	**2,080,270.88**	**693,652.44**	**37,757,236.68**	

Condensed Board Summary Report

Fund: 21
From 07/01/2026 To 07/31/2026
Summarization Level: FULL FUND/FULL FUNCTION

Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Used
3210	**STUDENT ACTIVITY - SCHOOL SPONS STUDENT ACT**	0.00	285.00	285.00	3,504.59	(3,789.59)	0.00
Fund 21 Totals							
	Total Expenditure	**0.00**	**285.00**	**285.00**	**3,504.59**	**(3,789.59)**	**0.00**
	Total Other Expenditure	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
	Total Revenue	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
	Total Other Revenue	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
		0.00	**285.00**	**285.00**	**3,504.59**	**(3,789.59)**	

Condensed Board Summary Report

Fund: 27
From 07/01/2026 To 07/31/2026
Summarization Level: FULL FUND/FULL FUNCTION

Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Used
2519	**SCHOLARSHIPS - OTHER FISCAL SERVICES**	0.00	0.00	0.00	0.00	0.00	0.00
3400	**SCHOLARSHIPS - SCHOLARSHIPS AND AWARDS**	10,400.00	1,500.00	1,500.00	0.00	8,900.00	14.42
Fund 27 Totals							
	Total Expenditure	**10,400.00**	**1,500.00**	**1,500.00**	**0.00**	**8,900.00**	**14.42**
	Total Other Expenditure	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
	Total Revenue	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
	Total Other Revenue	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
		10,400.00	**1,500.00**	**1,500.00**	**0.00**	**8,900.00**	

Condensed Board Summary Report

Fund: 32
From 07/01/2026 To 07/31/2026
Summarization Level: FULL FUND/FULL FUNCTION

Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Used
4200	**CAPITAL RESERVE - EXISTING SITE IMPROVE**	0.00	0.00	0.00	0.00	0.00	0.00
4300	**CAPITAL RESERVE - ARCH & ENGINEER-NEW**	0.00	0.00	0.00	0.00	0.00	0.00
4500	**CAPITAL RESERVE - BUILDING ACQUISITION**	4,573,620.00	600.00	600.00	0.00	4,573,020.00	0.01
4600	**CAPITAL RESERVE - EXISTING BLDG IMPROVE**	400,000.00	0.00	0.00	3,419,397.74	(3,019,397.74)	854.85
5230	**CAPITAL RESERVE - CAPITAL PROJ TRANSFERS**	0.00	0.00	0.00	0.00	0.00	0.00
Fund 32 Totals							
	Total Expenditure	**4,973,620.00**	**600.00**	**600.00**	**3,419,397.74**	**1,553,622.26**	**68.76**
	Total Other Expenditure	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
	Total Revenue	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
	Total Other Revenue	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
		4,973,620.00	**600.00**	**600.00**	**3,419,397.74**	**1,553,622.26**	

Condensed Board Summary Report

Fund: 39
From 07/01/2026 To 07/31/2026
Summarization Level: FULL FUND/FULL FUNCTION

Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Used
4600	**CAPITAL PROJECT - EXISTING BLDG IMPROVE**	0.00	0.00	0.00	0.00	0.00	0.00
5110	**CAPITAL PROJECT - DEBT SERVICE**	0.00	0.00	0.00	0.00	0.00	0.00
5150	**CAPITAL PROJECT - BOND DISCOUNTS**	0.00	0.00	0.00	0.00	0.00	0.00
5430	**CAPITAL PROJECT - CAPITAL PROJ INTRAFUND**	0.00	0.00	0.00	0.00	0.00	0.00
Fund 39 Totals							
	Total Expenditure	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
	Total Other Expenditure	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
	Total Revenue	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
	Total Other Revenue	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
		0.00	**0.00**	**0.00**	**0.00**	**0.00**	

Condensed Board Summary Report

Fund: 51
From 07/01/2026 To 07/31/2026
Summarization Level: FULL FUND/FULL FUNCTION

Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Used
2836	**FOOD SERVICE/CAFETERIA - STAFF DEV - NON INSTRUC**	2,000.00	0.00	0.00	0.00	2,000.00	0.00
3100	**FOOD SERVICE/CAFETERIA - FOOD SERVICES**	1,273,608.00	31,349.64	31,349.64	6,107.05	1,236,151.31	2.94
5210	**FOOD SERVICE/CAFETERIA - GENERAL FUND TRANSFERS**	0.00	0.00	0.00	0.00	0.00	0.00
5280	**FOOD SERVICE/CAFETERIA - ACTIVITY FUND TRANSFERS**	0.00	0.00	0.00	0.00	0.00	0.00
Fund 51 Totals							
	Total Expenditure	**1,275,608.00**	**31,349.64**	**31,349.64**	**6,107.05**	**1,238,151.31**	**2.94**
	Total Other Expenditure	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
	Total Revenue	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
	Total Other Revenue	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
		1,275,608.00	**31,349.64**	**31,349.64**	**6,107.05**	**1,238,151.31**	

Condensed Board Summary Report

Grand Totals All Funds	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Used
Total Expenditure	**44,966,726.00**	**2,114,005.52**	**2,114,005.52**	**4,122,661.82**	**38,730,058.66**	**13.87**
Total Other Expenditure	**1,824,062.00**	**0.00**	**0.00**	**0.00**	**1,824,062.00**	**0.00**
Total Revenue	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
Total Other Revenue	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
	46,790,788.00	**2,114,005.52**	**2,114,005.52**	**4,122,661.82**	**40,554,120.66**	

BILLS TO BE APPROVED

- *FY26: May 23, 2026 through June 30, 2026*
- *FY27: July 1, 2026 through July 31, 2026*

BILLS TO BE APPROVED
GF-MIFFLINBURG - From 05/23/2026 to 06/30/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount	
A MEDLEY OF MEMORIES	GENERAL SUPPLIES		125.00	
A+ OFFICE SUPPLY, LLC	High School Graduation	L Zimmerman Vellum Cover	574.84	D
A+ OFFICE SUPPLY, LLC	Rubbermaid Quick Connect Pole		168.78	D
A-1 LOCK & KEY	SAFETY - AED REPLACEMENT PURCH		18,153.00	
ACHIEVEMENT HOUSE CYBER CHARGE SCHOOL	Charter School Tuition		7,468.01	
ALEXA DIGGAN	Updating Clearances		59.95	D
AMAZON.COM	Order ID(s): 139-8721071-86970	25-26 SY Grant Monies for AG	31,830.81	D
AMERICAN RED CROSS STORE	American Red Cross Aid/CPR/AED Training		550.00	
ANN C BECKLEY	A Beckley Health Insurance June		991.00	D
ANN C BECKLEY	A Beckley Health Insurance May		991.00	D
ANN ROTH KAY	See an IEP student (Round Trip)	See an IEP student	9.00	D
APPLE INC.	GENERAL SUPPLIES		2,916.00	
ATLANTIC TACTICAL, INC.	SCHOOL POLICE OFFICERS - PANTS		632.70	D
Ava Stephens	American Red Cross Scholarship		500.00	
BAYADA HOME HEALTH CARE	Learning Support MS	Emotional Support IS	2,767.50	D
BEARD LEGAL GROUP P.C.	[redacted] May		198.00	D
Benjamin L Dunkelberger	Phone usage	Chromebook issues (Round Trip)	34.60	D
Benjamin L Dunkelberger	Phone usage	Chromebook issuses (Round Trip)	44.84	D
BOROUGH OF MIFFLINBURG	Electric May	Electric MS	42,224.95	
Brett A Hoffmaster	[redacted]	Cell Phone for May and June	1,300.00	D
Bryan K Hauck	April Phone		30.00	D
Bryan K Hauck	June Phone	May Phone	60.00	D

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenoted D - Direct Deposit C - Credit Card
^ - Virtual Payment

BILLS TO BE APPROVED
GF-MIFFLINBURG - From 05/23/2026 to 06/30/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount	
BSN SPORTS	SOFTBALL - NAVY PANTS WITH PIN	SOFTBALL BOOSTERS TO REIMBURSE	4,615.00	
BSN SPORTS	BOYS & GIRLS SOCCER - TWO GOAL		6,300.00	
CARD CONNECT	May 2026 Card Connect Statement Fes		48.74	*
CENTRAL PA DIGITAL LEARNING FOUNDATION CS	TUITION TO PA CHARTER		4,978.67	
Christopher N Long	Glasses & eye exam	Prescription Sunglasses	1,040.01	D
CINTAS CORPORATION LOC. 536	May Cleaner & Sanitizer		1,474.27	D
CITIZENS ELECTRIC CO	Electric IS		10,712.07	
Colby N Hummel	Cell phone reimbursement	Drop off charger (Round Trip)	51.84	D
Colby N Hummel	Cell phone reimbursement	PSSA testing (Round Trip)	45.36	D
COLES HARDWARE	HS Ag Supplies Coles May	Supplies March Drama	564.20	D
COLES HARDWARE	Supplies April	Supplies May	2,490.44	D
COLLINS SPORTS MEDICINE	ATHLETIC TRAINER - SUPPLIES		881.72	D
COLT PLUMBING COMPANY	Regal Urinal Drip In & Vacuum Breaker Repair Kit		435.53	D
COMMONWEALTH CHARTER ACADEMY	TUITION TO PA CHARTER		422,126.68	D
COOPER ELECTRIC	Supplies		285.05	D
CSIU #16	K5 Program Jan - March	Vision HS	10,025.75	D
CSIU #16	Psychology Svcs 18 Days Final Inv	eToole 25-26 Q3 Imagine Learni	22,580.00	D
CSIU #16	SCM Training B Shellenberger		84.95	D
CSRSEHWTRUST	Medical Ins June	Dental Ins June	383,378.96	D
DANIELLE DRESSLER	[redacted]	Baseball State Semifinal Game (Round Trip)	624.76	D
DANIELLE DRESSLER	[redacted]	[redacted]	851.62	D

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BILLS TO BE APPROVED
GF-MIFFLINBURG - From 05/23/2026 to 06/30/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount	
DANIELLE DRESSLER	REQUEST FOR CHANGE NEEDED FOR		600.00	
DILLON FLORAL	25-26 SY Fetzer, G. AG Green H		148.60	
DUANE SNAYBERGER	[redacted]		540.90	D
Elijah Fetterolf	E Fetterolf Lost Book Found - Refund		7.25	
Eliott Deluca	Reese Conklin Soccer Scholarship		750.00	
EMIL STENGER	TSA Dinner plus Tip	TSA State Lunch Sheetz	30.82	D
Emily Spotts	American Red Cross Scholarship		500.00	
Ethan Z Miller	Phone June	Phone May	60.00	D
FILMORA WONDERSHARE	GENERAL SUPPLIES		2,519.70	
FOLLETT CONTENT SOLUTIONS, LLC	Library books		518.52	
FOX LUMBER	25-26 SY Armstrong, J. AG Supp		500.00	P
Frank R Cloke	PMEA All-State Festival with student (no available HS vans due to sports)	Return trip home from PMEA All-State Festival	137.54	D
GABLE HOUSE BAKERY	Teacher Appreciation Cake & Macarons		800.00	D
GEORGE BOYER	[redacted]	Cell phone reimbursement from July 2025 - June 2026	2,007.13	D
GEORGE BOYER	Plans to recorders office multiple trips 5/5 SVASPM (PASBO) meeting 5/20	June Mileage	290.30	D
GRAINGER	Fridge/Freezer Control & Deadbolt	Door Level Lockset	242.98	
GRAINGER	Gym Storage Cage	Supplies	2,807.10	
GRAINGER	Vacuum Bags		83.70	
HEATHER LANDIS	Travel to induction on 4/14	Induction meeting	1.18	D
HELLERS GAS INC. LEWISBURG	Propane IS	Propane Bus Garage	3,090.11	D
HERFF JONES MEDALS & AWARDS DI	25-26 SY Graduation Supplies		879.93	

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BILLS TO BE APPROVED
GF-MIFFLINBURG - From 05/23/2026 to 06/30/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount	
Hot Frog Print & Media	GENERAL SUPPLIES		36.21	D
INSIGHT PA CYBER CHARTER SCHOOL	TUITION TO PA CHARTER		13,163.66	
IT DATA CONSULTANTS INC.	Storage April	FInd Scan Convert to PDF Place on Portal April	123.75	D
IT DATA CONSULTANTS INC.	Storage May		73.75	D
IT DATA CONSULTANTS INC.	Find, Scan, Convert to PDF May		50.00	D
J C EHRLICH CO INC	HS Pest Mgmt May	MS Pest Mgmt May	2,757.61	D
JANE P SPICKLER	12 months for cell phone reimbursement.		600.00	D
JASON J. PARKER	June Cell Phone	May Cell Phone	90.00	D
JEFFREY KISS	Mileage for a track meet that a school van was not available (Round Trip)	Mileage for a track meet that a school van was not available	139.72	D
JEREMIAH ALLEN	July 2025 - June 2026		600.00	D
JERRY STYERS	Phone June		30.00	D
JERRY STYERS	May Phone		30.00	D
JKM TRAINING INC.	Online Learning Course: SCM fo		149.00	
Kelly M Reigle	Psychologist Svcs April/May 2026		239.40	D
Kirsten Kuhns	Citizens Electric Scholarship		500.00	
LINDSAY BECK	Dollar Tree - balloons for the event and cooking oil for grilling hot dogs	Thank you cards for the groups and individuals that came and helped.	41.25	D
MARCO TECHNOLOGIES, LLC	Copier Lease June		7,393.45	D
MARCO TECHNOLOGIES, LLC	Staples HS		145.04	D
MARK REITZ	Cell Phone Reimbursement		150.00	D
MARK REITZ	Cell Phone for May and June		100.00	D
MCCORMICK LAW FIRM	Board Meetings	General May	1,831.75	

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^ - Virtual Payment

BILLS TO BE APPROVED
GF-MIFFLINBURG - From 05/23/2026 to 06/30/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount	
Michelle Barkafski	Refund for Charger		25.00	
MIFFLINBURG AUTO BODY LLC	REPAIRS & MAINT VEHICLE		1,098.69	
MIFFLINBURG BANK & TRUST	RDC Monthly Fee		50.00	*
MIFFLINBURG BANK & TRUST	Credit Back for Deposit Slips		(269.80)	*
MIFFLINBURG BANK & TRUST	RDC Monthly Fee		50.00	*
MIFFLINBURG LUMBER	L Southerton Supplies Miff Lumber	HS Bathroom and Art Room	1,679.17	
MIFFLINBURG SCH FOOD SERVICE	FS Subsidy		109,807.05	*
MIFFLINBURG SCH FOOD SERVICE	FS Subsidy		85,672.25	*
MIFFLINBURG SCH FOOD SERVICE	Fine Arts Night ES	Grand Slam Reading Event FS Supplies	560.00	D
MIFFLINBURG SCH FOOD SERVICE	ESY Summer Snacks 2026	Foster Grandparent Meals May	1,151.03	D
NEW STORY, LLC	Tuition June		8,340.00	D
NORTH CENTRAL SIGHT SERVICES INC.	May Shredding		280.00	D
PA DISTANCE LEARNING	TUITION TO PA CHARTER		7,468.01	
PA PUBLIC SCHOOL RETIREMENT	Purpose: ER RETP Pay Work Report	Purpose: ER RETP Pay Employer POS	1,415,064.23	*
Paul W Shipton	May cell phone reimbursement		30.00	D
Paul W Shipton	June cell phone reimbursement		30.00	D
PAYROLL FUND	Payroll 06052026		884,536.33	*
PAYROLL FUND	Payroll 06182026		762,012.95	*
PENNSYLVANIA CYBER CHARTER SCHOOL	TUITION TO PA CHARTER		39,174.63	
PENNSYLVANIA VIRTUAL CHARTER SCHOOL	TUITION TO PA CHARTER		7,468.01	
Pennwood Cyber Charter School	TUITION TO PA CHARTER		10,908.13	D
PENTELEDATA	AO June Phone	HS June Phone	1,246.99	

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BILLS TO BE APPROVED
GF-MIFFLINBURG - From 05/23/2026 to 06/30/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount	
Peter A Geipel	Cell Phone Reimbursement	Setup for Special Board Meeting (Round Trip)	54.68	D
Peter A Geipel	TechTalk Confernce (Round Trip)	TechTalk Confernce	447.04	D
PHILIP W. HEGGENSTALLER	[redacted]	Admin Cell Phone Reimbursement July 25 - June 26 (25-26 school year).	1,845.69	D
PITNEY BOWES INC	Meter Refill	C Series IMI Meter	1,054.75	D
PORT ELEVATOR INC.	Maintenance Contract Qtrly MS	Maintenance Qtrly Contract ES	528.32	D
PRESS ENTERPRISE INC	Bid Ads for Deep Fryer & CNC Plasma Machine		430.36	D
Primo Brands	Water May		54.73	
REACH CYBER CHARTER SCHOOL	TUITION TO PA CHARTER		14,936.01	D
REBEKAH TANNER, MD	June Medical Director Fee		250.00	
REBEKAH TANNER, MD	May Medical Director Fee		250.00	
ROBERT M SIDES	REPAIRS & MAINT EQUIP		1,097.00	D
ROHRER BUS SERVICE	Fuel Escalation April		14,202.42	D
ROHRER BUS SERVICE	Field Trip Transportation	Track Transportation	11,263.48	D
RYNHART MUSIC ENTERPRISES LLC	25-26 SY Cloke, F. MUSIC Sheet		135.00	D
S U N AREA TECHNICAL INSTITUTE	GENERAL SUPPLIES		552.00	D
SCHNURES DISPOSAL SERV	Disposal IS May	Disposal HS May	3,493.60	D
Special Olympics Pennsylvania	Bocce - New Court		500.00	
STANDARD JOURNAL	Ad Music Teacher HS	Ad for Help	1,769.67	D
STEVE WEISS MUSIC INC	25-26 SY Cloke, F. LARGE PURCH		1,673.51	D
Susquehanna Conference	Outdoor Ed Spring Sessions Pay		720.00	
T&R ENTERPRISES OF LEWISBURG INC.	OT & PT Svcs June		2,540.90	D

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenoted D - Direct Deposit C - Credit Card
^ - Virtual Payment

BILLS TO BE APPROVED
GF-MIFFLINBURG - From 05/23/2026 to 06/30/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount	
Tami S Herrold	Lunch included a sub, chips and a fountain soda for $9.35.	Travel to CSIU and lunch (Round Trip)	34.81	*D*
THE DAILY ITEM	Advertising Daily Item May		2,755.84	
THE MEADOWS PSYCHIATRIC CENTER	Academic Inst		2,000.00	
TIMOTHY S SHAFFER	Cell phone reimbursement for April.		30.00	*D*
TIMOTHY S SHAFFER	Cell phone reimbursement for May and June.		60.00	*D*
TRIANGLE COMMUNICATIONS INC.	Connect Tower Plus		75.00	*D*
TRIANGLE COMMUNICATIONS INC.	Connect Tower Plus		75.00	*D*
UNITED REFRIGERATION INC.	Supplies		348.62	*D*
US BANK	GOB Series A 2020 Principal	GOB Series B 2020 Principal	1,924,525.01	*
WAYFARE SUPPLIES & SERVICE LLC	OTHER PURCH PROP SVCS		23,895.00	*D*
WEIS MARKETS	MS FCS Supplies May	FCS Supplies May	2,230.74	*D*
WEST BUFFALO TWP MUN AUTH	W & S IS May		1,565.22	
WEX BANK	Gas April & May	Gas April & May	4,116.78	*
WEX BANK	Gas May & June		0.00	*
WEX BANK	Gas May & June	Gas May & June	4,838.54	*

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BILLS TO BE APPROVED
GF-MIFFLINBURG - From 05/23/2026 to 06/30/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount
ZEISET EQUIPMENT LLC	25-26 SY Armstrong, J. AG Cour		226.90
		Grand Total All Payments:	**6,390,945.24**

FUND TOTALS	
10-GENERAL FUND	**6,390,945.24**
Grand Total All Funds:	**6,390,945.24**

PAYMENT TYPE TOTALS	
Total Credit Cards:	**0.00**
Total Direct Deposits:	**1,010,265.08**
Total Manual Checks:	**7.25**
Total Other Disbursement Non-negotiables:	**5,190,452.08**
Total Procurement Card Other Disbursement Non-negotiables:	**0.00**
Total Regular Checks:	**190,220.83**
Total Virtual Payment:	**0.00**
Grand Total All Payment Types:	**6,390,945.24**

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenoted D - Direct Deposit C - Credit Card
^ - Virtual Payment

BILLS TO BE APPROVED

GF-MIFFLINBURG - From 07/01/2026 to 07/31/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount	
A+ OFFICE SUPPLY, LLC	25-26 SY GRADUATION PROGRAM PR	Yearbook Supplies	1,216.14 #	D
A+ OFFICE SUPPLY, LLC	WC22461* Bush Series C 60 x 24		375.00	D
ACHIEVEMENT HOUSE CYBER CHARGE SCHOOL	TUITION TO PA CHARTER		5,160.19 #	
ADAM TRANSPORTATION, LLC	EI Transportation FY26		3,948.39 #	D
Airgas USA, LLC	25-26 SY Armstrong, J. AG AG G		5,300.00 #	P
AMAZON.COM	Order ID(s): 143-7995050-29360	Order ID(s): 135-3431920-97628	1,568.53 #	D
AMERICAN WELDING AND GAS INC.	GENERAL SUPPLIES		6.60 #	D
ANN C BECKLEY	A Beckley Insurance July		991.00	D
APPLE INC.	GENERAL SUPPLIES		389,245.15	D
BAYADA HOME HEALTH CARE	Nurse for Building & Field Trips IS	MS Autistic Support	14,997.00 #	D
BEARD LEGAL GROUP P.C.	Personnel Issues June		90.00 #	D
BECO PROPANE	Tank Rent		171.00 #	
Benjamin L Dunkelberger	Phone usage		30.00 #	D
BerkOne, Inc.	Remittance Processing		2.50 #	
BOROUGH OF MIFFLINBURG	Electric HS June	W & S MS June	33,795.17 #	
Bryan K Hauck	July phone		30.00	D
BSC Mechanical, Inc.	Enc Transfer from FY2025-2026		6,965.00 #	D
BSN SPORTS	VARSITY AND JH FOOTBALL - FOOT		3,785.01	
C M S U MH/MR	20252026 3 of 4 Pmts Blended School Program		18,806.50 #	
CDW GOVERNMENT INC.	SUPPLIES & FEES TECHNOLOGY		7,106.18	D
CENTRAL PA DIGITAL LEARNING FOUNDATION CS	TUITION TO PA CHARTER		4,978.67 #	
CHOLIN CORP INC.	SECURITY/SAFETY SERVICE		595.00	D

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^ - Virtual Payment

BILLS TO BE APPROVED
GF-MIFFLINBURG - From 07/01/2026 to 07/31/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount	
CINTAS CORPORATION LOC. 536	June Cleaner & Sanitizer		1,491.25 #	D
CITIZENS ELECTRIC CO	IS Electric		9,635.37 #	
CLARION AREA SCHOOL DISTRICT	Clarion Psych Center [redacted]		869.88 #	
Colby N Hummel	Cell phone reimbursement	Home to board meeting (Round Trip)	85.20 #	D
COLES HARDWARE	Coles Supplies June	Bolts	4,159.01 #	D
COLES HARDWARE	Batteries		51.27 #	D
COLLEGE BOARD PUB ORDERS	25-26 SY Klemick, J. AP 2026		4,816.00 #	
COMMONLIT, INC.	School Essentials PRO, Profess		8,000.00	D
CREATIVE PLANTSCAPES	Enc Transfer from FY2025-2026	2026 Athletic Turf Program	8,221.20 #	
CSIU #16	Q3 (2) Students/DTAC WOS		2,674.65 #	D
CSIU #16	ES Five Starsq	LSS-WF	101,405.25 #	D
CSIU #16	6 Month Share Grant Svcs	Vision HS	10,024.31 #	D
CSRSEHWTRUST	Medical July	Dental July	413,551.86	D
DANIELLE DRESSLER	[redacted]	[redacted]	853.20	D
DARYL S. HUNSBERGER	[redacted]	April, May, June Reimbursement total 150	469.68 #	D
DAUPHIN DATACOMM	OTHER TECHNICAL SUPPORT	SUPPLIES & FEES TECHNOLOGY	8,297.00	D
EDPUZZLE INC.	SUPPLIES & FEES TECHNOLOGY		6,530.00	
EMIL STENGER	Travel from home to Workshop	Travel home	193.68 #	D
Engle-Hambright & Davies, Inc.	Misc Bond		200.00	D
Engle-Hambright & Davies, Inc.	FY27 Cyber Insurance Renewal		8,653.00	D
Ethan Z Miller	Phone July		30.00	D
Extraordinary Law, LLC	Attorney Fees [redacted]		27,500.00 #	
FACILITIES MANAGEMENT EXPRESS	FMX Software Sales Annual Soft		7,616.35	D

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BILLS TO BE APPROVED
GF-MIFFLINBURG - From 07/01/2026 to 07/31/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount	
Finalsite	SUPPLIES & FEES TECHNOLOGY		14,784.00	
FOLLETT CONTENT SOLUTIONS, LLC	Library books		434.80 #	
Forsyte IT Solutions	SUPPLIES & FEES TECHNOLOGY		0.00	
Forsyte IT Solutions	SUPPLIES & FEES TECHNOLOGY		24,000.00	D
GALCO INDUSTRIAL ELECTRONICS, INC	Enc Transfer from FY2025-2026		5,000.00 #	
GOPHER	Gym Class Supplies	Playground Equipment	2,752.62	D
GOPHER	Tilted Chair		216.73	D
GRAINGER	Bathroom Sink	Temp Control	408.29 #	
GRAINGER	Vacuum Motor		183.32 #	
HEATHER LANDIS	clearance reimbursement		60.39 #	D
HEATHER TAGGART	Creation/Design of 26-27 Distr		1,000.00	
HERITAGE PRINTING & DESIGN, LLC	PRINTING & BINDING		250.00	D
HSLC	Access PA/POWER Library Techno		1,225.00	
INSIGHT PA CYBER CHARTER SCHOOL	TUITION TO PA CHARTER		42.48 #	
Instructure, Inc.	SUPPLIES & FEES TECHNOLOGY		2,025.45	D
IT DATA CONSULTANTS INC.	June Storage		73.75 #	D
J C EHRLICH CO INC	Pest Mgmt June HS	Pest Mgmt June ES	2,034.55 #	D
J W PEPPER & SONS INC	Choir music		227.89 #	D
JANE P SPICKLER	[redacted]	[redacted] parent tour (Round Trip)	1,387.87 #	D
JASON J. PARKER	July Cell Phone		30.00	D
JEFFREY KISS	Breakfast from States at Cracker Barrel		224.87 #	D
JJ POWELL INC	Propane Boiler Room		1,553.60 #	D

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BILLS TO BE APPROVED
GF-MIFFLINBURG - From 07/01/2026 to 07/31/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount	
Kenneth J Dady JR	Cell Phone March, April, May and June	SAC	1,141.73	# D
KEY RISK INSURANCE COMPANY	FY27 Workers Comp Renewal		110,123.00	*
KIDSPEACE CORP	PA Education Tutorial June		160.00	#
KIDSPEACE CORP	[redacted] PA Education Tutorial		160.00	#
KURTZ BROTHERS	Order ID(s): 30528-2026-39250,		661.29	D
Lakes Area Graphix and Sign Worx Inc.	GENERAL SUPPLIES		245.00	D
LANCASTER LEBANAON I U 13	HR Solutions Act 168		90.00	#
LEARN21: A FLEXIBLE LEARNING COLLABORATIVE	SUPPLIES & FEES TECHNOLOGY		2,677.50	D
Lori J Fridline	pick up snacks for Apple Teacher meeting (Round Trip)	pick up snacks for Apple Teacher meeting	13.54	D
Maiden USA LLC	Enc Transfer from FY2025-2026		2,728.00	# P
MARCO TECHNOLOGIES, LLC	Copier Lease		7,393.45	D
MARCO TECHNOLOGIES, LLC	Staples		81.23	D
MATTERHACKERS, INC.	26-27 SY Stenger, E. TECH Supp		415.18	D
MCCORMICK LAW FIRM	Board Meetings	General June	2,237.25	#
Micah Zellers	Spring Award		10,000.00	# D
MIFFLINBURG LUMBER	Miff Lumber Supplies June		59.43	#
MIFFLINBURG SCH FOOD SERVICE	To transfer money for bills to be paid		135,339.08	*
Moozoom Inc.	SEL Curriculum & Wellness Chec		4,800.00	P
MOUNTAIN ENVIRONMENTAL	Enc Transfer from FY2025-2026	AHERA Compliance 2025-2026	5,780.00	# D
MTG IT PROFESSIONALS	SVCS SUPP-LEA'S TECH		22,725.84	D
NAVIGATE360, LLC	PBIS Rewards Service and Stude		1,796.22	D
Nicole Rayen Herrold	Spring Award		10,000.00	#

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BILLS TO BE APPROVED
GF-MIFFLINBURG - From 07/01/2026 to 07/31/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount	
NITTANY LEARNING SERVICES	AEDY Prepaid - 3 Students FY27		49,500.00	D
NORTH CENTRAL SIGHT SERVICES INC.	Shredding 06262026	Shredding 05122026	240.00 #	D
NRG CONTROLS NORTH INC.	REPAIRS & MAINT EQUIP		10,000.00	D
OUTSHINE PROMOTIONS	26-27 SY Zimmerman, L. LINK CR		321.00	
P A R S S	PARSS FY27 Membership		975.00	
P S B A INSURANCE TRUST	Workers Comp Insurance FY2027		14,164.81	D
PA DISTANCE LEARNING	TUITION TO PA CHARTER		2,489.33 #	
PASBO	FY27 LES Tier 2 Renewal		650.00	
Paul W Shipton	July cell phone reimbursement		30.00	D
PAYROLL FUND	Payroll 07172026		531,610.49	*
PENNSYLVANIA CYBER CHARTER SCHOOL	TUITION TO PA CHARTER		12,628.20 #	
Pennsylvania School Boards Association	DUES & FEES		19,922.87	D
PENNSYLVANIA VIRTUAL CHARTER SCHOOL	TUITION TO PA CHARTER		2,489.32 #	
Pennwood Cyber Charter School	TUITION TO PA CHARTER		3,779.39 #	D
PENTELEDATA	AO July Phone	HS July Phone	1,208.96	
Peter A Geipel	Cell Phone Reimbursement	Tech Coordinators Meeting (Round Trip)	73.68 #	D
PORT ELEVATOR INC.	Maint July MS	Maint July ES	528.32	D
PORT ELEVATOR INC.	July through Sept Qtr Contract		384.80	D
PowerSchool Group LLC	SUPPLIES & FEES TECHNOLOGY		12,852.58	D
PRESS ENTERPRISE INC	Help Wanted & Deep Fry Bid		2,129.25 #	D
Primo Brands	Water June		62.19 #	
REACH CYBER CHARTER SCHOOL	TUITION TO PA CHARTER		4,978.67 #	D

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BILLS TO BE APPROVED
GF-MIFFLINBURG - From 07/01/2026 to 07/31/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount	
REALLY GOOD STUFF	GENERAL SUPPLIES		167.85	
REBEKAH TANNER, MD	Medical Director Fee July		250.00	
RED ROVER TECHNOLOGIES LLC	SUPPLIES & FEES TECHNOLOGY		4,410.24	D
Renee M Jilinski	[redacted]	July Cell Phone	1,384.00	D
Renee M Jilinski	[redacted]		494.00	D
RIDDELL/ALL AMERICAN	FOOTBALL - RECONDITIONING HELM		6,749.99	D
Riverside Technologies Inc.	Enc Transfer from FY2025-2026	Outdoor End Svcs Thru 06132026	17,982.16 #	D
ROBERT M SIDES	25-26 SY Cloke, F. MODERN BAND		580.00 #	D
ROBERT M SIDES	25-26 SY Cloke, F. MODERN BAND		1,545.69 #	D
ROHRER BUS SERVICE	Field Trip	3rd Grade Field Trip	7,180.90 #	D
S U N AREA TECHNICAL INSTITUTE	Sun Tech Contribution July August FY27		205,410.22	D
Scenario Learning LLC	VECTOR SOLUTIONS RENEWAL - SAF		1,443.75	D
SCHNURES DISPOSAL SERV	HS Disposal June	IS Disposal June	3,250.40 #	D
SCHOOL NURSE SUPPLY INC.	Nurse Supplies	GENERAL SUPPLIES	2,310.68	D
SCREENCASTIFY, LLC	SUPPLIES & FEES TECHNOLOGY		9,000.00	D
SECURITY BENEFIT	FY26 Retiree HRA Payments		64,300.00	
SECURLY	SUPPLIES & FEES TECHNOLOGY		25,403.25	D
SEESAW LEARNING INC LOCKBOX	Quote 132561 is attached		3,115.00	D
SMART FUTURES	26-27 SmartFutures.org Distric		5,250.00	
Splashtop, Inc.	SUPPLIES & FEES TECHNOLOGY		1,981.70	D
STADIUM SOLUTIONS, INC.	OTHER PURCH PROP SVCS		1,500.00	
STAHL & SONS INC.	REPAIRS & MAINT BLDGS		14,990.00	
STANDARD JOURNAL	Speech Pathologist Ad	Deep Fryer Bid Notice	806.92 #	D

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BILLS TO BE APPROVED
GF-MIFFLINBURG - From 07/01/2026 to 07/31/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount	
STANDARD JOURNAL	Ad Help Wanted Math Teacher		235.30 #	D
STEVE WEISS MUSIC INC	2026 SY Cloke, F. MABB Donatio		2,421.14 #	D
SUSUSQUEHANNA FIRE PROTECTION CO.	Fire Ext Maint & Tank Insp HS	Fire Ext Maintenance & Tank Inspection ES	5,847.65	D
T&R ENTERPRISES OF LEWISBURG INC.	Occupational Therapy July		670.50	D
THE DAILY ITEM	Ad for Open Positions and Bid Notices		1,318.68 #	
THE LEARNING INTERNET INC.	Easytech		8,770.00	
TIMOTHY S SHAFFER	Cell phone reimbursement for July.		30.00	D
TRIANGLE COMMUNICATIONS INC.	Connect Plus Tower Svc		75.00	D
TSA Consulting Group	D Rapson	J Styers	12,902.50	*
Tyler Reiff	History Award		50.00 #	
UNITED ART AND EDUCATION	Please address shipping boxes		1,624.06	
UTICA NATIONAL INSURANCE GROUP	Commercial Insurance	Commerical Auto Ins	174,238.00	
VERITIV OPERATING COMPANY	Enc Transfer from FY2025-2026		2,854.48 #	D
WEST BUFFALO TWP MUN AUTH	W & S IS June		686.50 #	
WEST MUSIC	GENERAL SUPPLIES		756.00	D

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BILLS TO BE APPROVED
GF-MIFFLINBURG - From 07/01/2026 to 07/31/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount
WINSLOW TECHNOLOGY GROUP	SUPPLIES & FEES TECHNOLOGY		11,820.00
		Grand Total All Payments:	**2,775,859.96**

FUND TOTALS	
10-GENERAL FUND	**2,775,859.96**
Grand Total All Funds:	**2,775,859.96**

PAYMENT TYPE TOTALS	
Total Credit Cards:	**0.00**
Total Direct Deposits:	**1,507,211.74**
Total Manual Checks:	**(24,000.00)**
Total Other Disbursement Non-negotiables:	**789,975.07**
Total Procurement Card Other Disbursement Non-negotiables:	**0.00**
Total Regular Checks:	**502,673.15**
Total Virtual Payment:	**0.00**
Grand Total All Payment Types:	**2,775,859.96**

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^ - Virtual Payment

BILLS TO BE APPROVED
PAYROLL CHECKING - From 05/23/2026 to 06/30/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount	
AMERICAN FIDELITY	DED:[AF-DISABILITY] AF - DISABILITY - Pay Date: 5/22/2026	DED:[AF-DISABILITY] AF - DISABILITY - Pay Date: 5/8/2026	17,622.64	*
AMERICAN FIDELITY	DED:[FLEX-MEDICAL] Flexible Spending Account - Pay Date: 6/5/2026		2,143.35	*
AMERICAN FIDELITY	DED:[FLEX-MEDICAL] Flexible Spending Account - Pay Date: 6/18/2026		2,143.35	*
Community Giving Foundation	DED:[1000 for 1000] 1000 for 1000 Campaign - Pay Date: 3/27 to 6/19		420.00	*
HAB-DLT	DED:[WAGE ATTACHMENT] HAB Wage Attachment - Pay Date: 5/8/2026	DED:[WAGE ATTACHMENT] HAB Wage Attachment - Pay Date: 5/22/2026	198.10	
IRS FEDERAL WITHHOLDING DEPOSIT	Purpose: EE FED Pay Date: 6/5/2026	Purpose: ER FICA Pay Date: 6/5/2026	193,577.56	*
IRS FEDERAL WITHHOLDING DEPOSIT	Purpose: ER FICA Pay Date: 6/18/2026	Purpose: EE FED Pay Date: 6/18/2026	152,171.43	*
Mifflinburg Area School Dist	DED:[PPO] PPO 12 MONTH W/125 - Pay Date: 6/5/2026	DED:[GEIS] GEISINGER 12 MONTH W/125 - Pay Date: 6/5/2026	14,985.18	*
Mifflinburg Area School Dist	DED:[PPO] PPO 12 MONTH W/125 - Pay Date: 6/18/2026	DED:[GEIS] GEISINGER 12 MONTH W/125 - Pay Date: 6/18/2026	16,678.32	*
PA Department of Revenue	Purpose: EE STPA Pay Date: 6/5/2026		24,203.08	*
PA Department of Revenue	Purpose: EE STPA Pay Date: 6/18/2026		21,022.16	*
PA PUBLIC SCHOOL RETIREMENT	DED:[POS] Purchase of Service - Pay Date: 5/8/2026	DED:[POSII] Purchase of Service II - Pay Date: 5/8/2026	529.01	*
PA PUBLIC SCHOOL RETIREMENT	DED:[POS] Purchase of Service - Pay Date: 5/22/2026	DED:[POSII] Purchase of Service II - Pay Date: 5/22/2026	528.91	*
PA PUBLIC SCHOOL RETIREMENT	Purpose: EE RETP Pay Date: 5/22/2026	Purpose: EE RETP Pay Date: 5/8/2026	91,513.99	*
TEXAS LIFE INSURANCE	DED:[TEXAS LIFE] AF - TEXAS LIFE - Pay Date: 5/22/2026	DED:[TEXAS LIFE] AF - TEXAS LIFE - Pay Date: 5/8/2026	1,762.76	*
TSA Consulting Group	DED:[KADES MARGOLIS] 403b Kades-Margolis Corp - Pay Date: 6/5/2026	DED:[ASPIRE] 403b ASPire Financial Services - Pay Date: 6/5/2026	16,888.39	*
TSA Consulting Group	DED:[KADES MARGOLIS] 403b Kades-Margolis Corp - Pay Date: 6/18/2026	DED:[EQUITABLE] 403b Equitable - Pay Date: 6/18/2026	17,711.85	*

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BILLS TO BE APPROVED
PAYROLL CHECKING - From 05/23/2026 to 06/30/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount	
VOYA	DED:[Addl Retirement] PSERS Direct Contribution - Pay Date: 6/5/2026		43.87	*
VOYA	Purpose: EE RETD Pay Date: 6/5/2026	Purpose: ER RETD Pay Date: 6/5/2026	9,987.21	*
VOYA	Purpose: EE RETD Pay Date: 6/18/2026	Purpose: ER RETD Pay Date: 6/18/2026	11,608.92	*
Washington National	DED:[WASHING MUTAL] Washington Mutal - Pay Date: 5/8/2026	DED:[WASHING MUTAL] Washington Mutal - Pay Date: 5/22/2026	358.30	*
Washington National	DED:[WASHING MUTAL] Washington Mutal - Pay Date: 5/22/2026	DED:[WASHING MUTAL] Washington Mutal - Pay Date: 5/8/2026	0.00	*
		Grand Total All Payments:	**596,098.38**	

FUND TOTALS	
10-GENERAL FUND	**596,098.38**
Grand Total All Funds:	**596,098.38**

PAYMENT TYPE TOTALS	
Total Credit Cards:	**0.00**
Total Direct Deposits:	**0.00**
Total Manual Checks:	**198.10**
Total Other Disbursement Non-negotiables:	**595,900.28**
Total Procurement Card Other Disbursement Non-negotiables:	**0.00**
Total Regular Checks:	**0.00**
Total Virtual Payment:	**0.00**
Grand Total All Payment Types:	**596,098.38**

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^ - Virtual Payment

BILLS TO BE APPROVED
PAYROLL CHECKING - From 07/01/2026 to 07/31/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount	
AMERICAN FIDELITY	DED:[FLEX-MEDICAL] Flexible Spending Account - Pay Date: 7/2/2026		2,143.35	*
AMERICAN FIDELITY	DED:[FLEX-MEDICAL] Flexible Spending Account - Pay Date: 7/17/2026		2,143.35	*
Community Giving Foundation	DED: 1000 for 1000 - Full Payroll Pay Date: 7/17/2026		60.00	*
Community Giving Foundation	DED: 1000 for 1000 - Full Payroll Pay Date: 7/2/2026		60.00	*
HAB-DLT	DED:[WAGE ATTACHMENT] HAB Wage Attachment - Pay Date: 6/5/2026	DED:[WAGE ATTACHMENT] HAB Wage Attachment - Pay Date: 6/18/2026	161.69 #	
HAB-EIT	Purpose: EE EIT Pay Date: 6/5/2026	Purpose: EE EIT Pay Date: 5/22/2026	77,142.29 #	*
HAB-LST	Purpose: EE LST Pay Date: 5/22/2026	Purpose: EE LST Pay Date: 6/18/2026	874.00 #	*
IRS FEDERAL WITHHOLDING DEPOSIT	Purpose: ER FICA Pay Date: 7/2/2026	Purpose: EE FED Pay Date: 7/2/2026	107,634.62	*
IRS FEDERAL WITHHOLDING DEPOSIT	Purpose: ER FICA Pay Date: 7/17/2026	Purpose: EE FED Pay Date: 7/17/2026	106,537.86	*
Mifflinburg Area School Dist	DED:[PPO] PPO 12 MONTH W/125 - Pay Date: 7/17/2026	DED:[GEIS] GEISINGER 12 MONTH W/125 - Pay Date: 7/17/2026	17,063.09	*
PA Department of Revenue	Purpose: EE STPA Pay Date: 7/2/2026		14,611.19	*
PA Department of Revenue	Purpose: EE STPA Pay Date: 7/17/2026		14,386.28	*
PA PUBLIC SCHOOL RETIREMENT	DED:[POS] Purchase of Service - Pay Date: 6/5/2026		814.48 #	*
PA PUBLIC SCHOOL RETIREMENT	Purpose: EE RETP Pay Date: 6/18/2026	Purpose: EE RETP Pay Date: 6/5/2026	90,429.53 #	*
PA UC Fund	Purpose: EE UNEM Pay Date: 6/5/2026	Purpose: EE UNEM Pay Date: 5/22/2026	2,828.65 #	*
TEXAS LIFE INSURANCE	DED:[TEXAS LIFE] AF - TEXAS LIFE - Pay Date: 6/18/2026	DED:[TEXAS LIFE] AF - TEXAS LIFE - Pay Date: 6/5/2026	0.00	*
TEXAS LIFE INSURANCE	DED:[TEXAS LIFE] AF - TEXAS LIFE - Pay Date: 6/18/2026	DED:[TEXAS LIFE] AF - TEXAS LIFE - Pay Date: 6/5/2026	1,791.66 #	*
TSA Consulting Group	DED:[KADES MARGOLIS] 403b Kades-Margolis Corp - Pay Date: 7/2/2026	DED:[ASPIRE] 403b ASPire Financial Services - Pay Date: 7/2/2026	13,766.00	*

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenoted D - Direct Deposit C - Credit Card
^ - Virtual Payment

BILLS TO BE APPROVED
PAYROLL CHECKING - From 07/01/2026 to 07/31/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount	
TSA Consulting Group	DED:[ASPIRE] 403b ASPire Financial Services - Pay Date: 7/17/2026	DED:[KADES MARGOLIS] 403b Kades-Margolis Corp - Pay Date: 7/17/2026	13,928.13	*
VOYA	Purpose: EE RETD Pay Date: 7/2/2026	Purpose: ER RETD Pay Date: 7/2/2026	6,822.28	*
VOYA	Purpose: EE RETD Pay Date: 7/17/2026	Purpose: ER RETD Pay Date: 7/17/2026	6,575.50	*
Washington National	DED:[WASHING MUTAL] Washington Mutal - Pay Date: 6/18/2026	DED:[WASHING MUTAL] Washington Mutal - Pay Date: 6/5/2026	358.30 #	*
		Grand Total All Payments:	**480,132.25**	

FUND TOTALS	
10-GENERAL FUND	**480,132.25**
Grand Total All Funds:	**480,132.25**

PAYMENT TYPE TOTALS	
Total Credit Cards:	**0.00**
Total Direct Deposits:	**0.00**
Total Manual Checks:	**161.69**
Total Other Disbursement Non-negotiables:	**479,970.56**
Total Procurement Card Other Disbursement Non-negotiables:	**0.00**
Total Regular Checks:	**0.00**
Total Virtual Payment:	**0.00**
Grand Total All Payment Types:	**480,132.25**

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenoted D - Direct Deposit C - Credit Card
^ - Virtual Payment

BILLS TO BE APPROVED
HS ACTIVITIES - From 05/23/2026 to 06/30/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount	
Abigail Anstadt	AP Test Reimbursement		63.28	
CARD CONNECT	May 2026 CARD CONN PROCESSING FEE		20.00	*
CHRIST UNITED LUTHERAN CHURCH	PASTA DINNER FUNDRAISER		260.00	
COUNTRY CUPBOARD EXPRESS	SAA BOYS & GIRLS TRACK AND FIE		441.00	
Country Tee's & Grafx LLC	SAA BOYS & GIRLS TRACK AND FIE		420.00	
DAVID'S AWESOME COOKIES	25-26 SY Creasy, V. CLASS OF 2		2,073.00	
E F EDUCATIONAL TOURS	2028 Trip- MHS Travel Club		2,139.00	
GERTRUDE HAWK BRANDS, INC.	25-26 SY Creasy, V. TRAVEL CLU		1,920.00	D
Jasmine Doebler	Track & Field Award		150.00	
Joseph Chapman	AP Test Reimbursement		57.37	
JR MEATS	SAA BOYS & GIRLS TRACK AND FIE		372.00	
Logan Showers	AP Test Reimbursement		29.78	
Mackenzie Hertzler	AP Test Reimbursement		57.37	
Mifflinburg Area School Dist	may pcard		1,025.88	*
Mifflinburg Area School Dist	Air BnB	Cape May Cruises	3,750.99	*
MIFFLINBURG AREA SCHOOL DISTRICT	TSA Seven Springs Hotel on PCard		512.00	*
MIFFLINBURG AREA SCHOOL DISTRICT	Jan PCards		0.29	*
MIFFLINBURG AREA SCHOOL DISTRICT	Tournament Fee	Gable House	270.00	*
MIFFLINBURG AREA SCHOOL DISTRICT	Senior Night Pizza & Gifts		83.36	*
MIFFLINBURG AREA SCHOOL DISTRICT	Cheer Banquet	PJ Prom	2,269.97	*

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenoted D - Direct Deposit C - Credit Card
^ - Virtual Payment

BILLS TO BE APPROVED
HS ACTIVITIES - From 05/23/2026 to 06/30/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount	
MIFFLINBURG AREA SCHOOL DISTRICT	Indianapolis	Awards, Banquets and Meals	2,975.17	*
MIFFLINBURG AREA SCHOOL DISTRICT	Hotels & Meals Penn Relays	Hershey Park	1,845.26	*
MIFFLINBURG SCH FOOD SERVICE	Student Council Door Decorating		90.50	D
Molly Steele	AP Test Reimbursement		22.99	
NATIONAL FFA	25-26 SY Armstrong, J. FFA INV	25-26 SY FFA Pillow for Ethan	808.00	
Nichole Gessner	Refund FFA Trip		100.00	
ONE ELEVEN PRINTING	SAA WINTER CHEER - BALANCE DUE		23.63	
OUTSHINE PROMOTIONS	25-26 SY Hetrick, J. CLASS OF		1,294.50	
Penn State University	NOT CLASSIFIED		4,765.00	
Rebecca Evans	AP Test Reimbursement		51.89	
REIFF'S NURSERY & GREENHOUSE	SAA BOYS SOCCER - VOUCHER FUND		2,160.00	
Special Olympics Pennsylvania	Special Olympics Donation		239.24	
Stauffer's Bucher Shop, LLC	27 lbs Jerky		729.00	
TROUTMAN'S MARKET INC	25-26 SY Fetzer, G. FFA Troutm		1,889.19	
VARSITY YEARBOOK	25-26 SY Sunderland, D YEARBOO		5,147.24	
WEIS MARKETS	French Club Supplies May Weis		72.52	D

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenoted D - Direct Deposit C - Credit Card
^ - Virtual Payment

BILLS TO BE APPROVED
HS ACTIVITIES - From 05/23/2026 to 06/30/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount
WILLOW STONE FARM	25-26 SY Wirnsberger, D. Class		1,000.00
		Grand Total All Payments:	**39,129.42**

FUND TOTALS	
21-STUDENT ACTIVITY	**39,129.42**
Grand Total All Funds:	**39,129.42**

PAYMENT TYPE TOTALS	
Total Credit Cards:	**0.00**
Total Direct Deposits:	**2,083.02**
Total Manual Checks:	**0.00**
Total Other Disbursement Non-negotiables:	**12,752.92**
Total Procurement Card Other Disbursement Non-negotiables:	**0.00**
Total Regular Checks:	**24,293.48**
Total Virtual Payment:	**0.00**
Grand Total All Payment Types:	**39,129.42**

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenoted D - Direct Deposit C - Credit Card
^ - Virtual Payment

BILLS TO BE APPROVED
HS ACTIVITIES - From 07/01/2026 to 07/31/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount
NATIONAL FFA	26-27 SY Armstrong, J. FFA Nat		285.00
PRO INK SCREEN PRINTING	25-26 SY Reitenbach, S. FUTURE		224.00 #
		Grand Total All Payments:	**509.00**

FUND TOTALS	
21-STUDENT ACTIVITY	**509.00**
Grand Total All Funds:	**509.00**

PAYMENT TYPE TOTALS	
Total Credit Cards:	**0.00**
Total Direct Deposits:	**0.00**
Total Manual Checks:	**0.00**
Total Other Disbursement Non-negotiables:	**0.00**
Total Procurement Card Other Disbursement Non-negotiables:	**0.00**
Total Regular Checks:	**509.00**
Total Virtual Payment:	**0.00**
Grand Total All Payment Types:	**509.00**

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenoted D - Direct Deposit C - Credit Card
^ - Virtual Payment

BILLS TO BE APPROVED
MS ACTIVITY - From 05/23/2026 to 06/30/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount	
Brent Wagner	Refund Knoebels Trip		20.00	
HH Knoebel Sons Inc.	NOT CLASSIFIED		4,292.00	
MIFFLINBURG AREA SCHOOL DISTRICT	March PCards		72.50	*
MIFFLINBURG AREA SCHOOL DISTRICT	TSA Seven Springs Hotel on PCard		1,530.00	*
Nancy Karpinski	Refund Knoebels Trip		20.00	
Stephanie Maletta	Refund Knoebels Trip		20.00	
		Grand Total All Payments:	**5,954.50**	

FUND TOTALS	
21-STUDENT ACTIVITY	**5,954.50**
Grand Total All Funds:	**5,954.50**

PAYMENT TYPE TOTALS	
Total Credit Cards:	**0.00**
Total Direct Deposits:	**0.00**
Total Manual Checks:	**0.00**
Total Other Disbursement Non-negotiables:	**1,602.50**
Total Procurement Card Other Disbursement Non-negotiables:	**0.00**
Total Regular Checks:	**4,352.00**
Total Virtual Payment:	**0.00**
Grand Total All Payment Types:	**5,954.50**

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenoted D - Direct Deposit C - Credit Card
^ - Virtual Payment

BILLS TO BE APPROVED
DERSHAM SCHOLARSHIP - From 07/01/2026 to 07/31/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount
Susquehanna University	M Grove Fall 2026		500.00
		Grand Total All Payments:	**500.00**

FUND TOTALS	
27-SCHOLARSHIPS	**500.00**
Grand Total All Funds:	**500.00**

PAYMENT TYPE TOTALS	
Total Credit Cards:	**0.00**
Total Direct Deposits:	**0.00**
Total Manual Checks:	**500.00**
Total Other Disbursement Non-negotiables:	**0.00**
Total Procurement Card Other Disbursement Non-negotiables:	**0.00**
Total Regular Checks:	**0.00**
Total Virtual Payment:	**0.00**
Grand Total All Payment Types:	**500.00**

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenoted D - Direct Deposit C - Credit Card
^ - Virtual Payment

BILLS TO BE APPROVED
REIMENSNYDER SCHOLARSHIP - From 07/01/2026 to 07/31/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount
Black Hawk College	H Weikel Fall 2026 Semester		1,000.00
		Grand Total All Payments:	**1,000.00**

FUND TOTALS	
27-SCHOLARSHIPS	**1,000.00**
Grand Total All Funds:	**1,000.00**

PAYMENT TYPE TOTALS	
Total Credit Cards:	**0.00**
Total Direct Deposits:	**0.00**
Total Manual Checks:	**1,000.00**
Total Other Disbursement Non-negotiables:	**0.00**
Total Procurement Card Other Disbursement Non-negotiables:	**0.00**
Total Regular Checks:	**0.00**
Total Virtual Payment:	**0.00**
Grand Total All Payment Types:	**1,000.00**

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenoted D - Direct Deposit C - Credit Card
^ - Virtual Payment

BILLS TO BE APPROVED
CR - MIFFLINBURG - From 05/23/2026 to 06/30/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount	
ALLOY5, LLC	Stadium & AG Design Development, Construction Documents April		19,111.35	*
BOROUGH OF MIFFLINBURG	OTHER PURCH PROP SVCS		0.00	
Central Keystone COG	OTHER PURCH PROP SVCS		1,000.00	
Central Keystone COG	Stadium Building Permit Mifflinburg Area SD		13,865.50	
Gold Standard Consulting LLC	Stadium Project		1,880,051.78	D
Gold Standard Consulting LLC	Stadium Project		0.00	D
Hillis-Carnes Engineering Associates, Inc.	OTHER PROFESSIONAL SVC		9,795.00	
		Grand Total All Payments:	**1,923,823.63**	

FUND TOTALS	
32-CAPITAL RESERVE	**1,923,823.63**
Grand Total All Funds:	**1,923,823.63**

PAYMENT TYPE TOTALS	
Total Credit Cards:	**0.00**
Total Direct Deposits:	**1,880,051.78**
Total Manual Checks:	**(1,000.00)**
Total Other Disbursement Non-negotiables:	**19,111.35**
Total Procurement Card Other Disbursement Non-negotiables:	**0.00**
Total Regular Checks:	**25,660.50**
Total Virtual Payment:	**0.00**
Grand Total All Payment Types:	**1,923,823.63**

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenoted D - Direct Deposit C - Credit Card
^ - Virtual Payment

BILLS TO BE APPROVED
CR - MIFFLINBURG - From 07/01/2026 to 07/31/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount	
BOROUGH OF MIFFLINBURG	Athletic Complex Plan Reviews	Invoice 210763 Plan Review	11,080.62 #	
BOROUGH OF MIFFLINBURG	Land Development		600.00	
Gold Standard Consulting LLC	Stadium Project		1,880,053.78 #	D
Hillis-Carnes Engineering Associates, Inc.	Engineering Stadium		30,879.00 #	

Grand Total All Payments: 1,922,613.40

FUND TOTALS	
32-CAPITAL RESERVE	**1,922,613.40**
Grand Total All Funds:	**1,922,613.40**

PAYMENT TYPE TOTALS	
Total Credit Cards:	**0.00**
Total Direct Deposits:	**1,880,053.78**
Total Manual Checks:	**0.00**
Total Other Disbursement Non-negotiables:	**0.00**
Total Procurement Card Other Disbursement Non-negotiables:	**0.00**
Total Regular Checks:	**42,559.62**
Total Virtual Payment:	**0.00**
Grand Total All Payment Types:	**1,922,613.40**

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenoted D - Direct Deposit C - Credit Card
^ - Virtual Payment

BILLS TO BE APPROVED
FOOD SERVICE - From 05/23/2026 to 06/30/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount	
Abigail Straub	Caf Balance Refund		39.00	
Alice Rauch	Caf Balance Refund		1.50	
Amanda Gessner	Caf Balance Refund		2.60	
Angela Darrup	Caf Balance Refund		441.25	
Barbara Seebold	Caf Balance Refund		20.35	
Brandi Snook	Caf Balance Refund		1.00	
Brandi Spencer	Caf Balance Refund		21.90	
Brenda Fertig	Caf Balance Refund		150.00	
Brittany Baker	Caf Balance Refund		223.95	
CARD CONNECT	May 2026 Card Connect Processing Fees		43.83	*
Clayton Plank	Caf Balance Refund		1.00	
COLES HARDWARE	Igloo Cooler		89.98	D
Curtis Rothermel	Caf Balance Refund		32.25	
Dairy Farmers of America	SWISS PREMIUM DAIRY ORDERS TO MS		1,880.79	D
Dairy Farmers of America	SWISS DAIRY ORDERS TO ES	SWISS DAIRY ORDERS TO IS	2,779.70	D
Dairy Farmers of America	SWISS DAIRY ORDERS TO ES		259.62	D
Deborah Hall	Caf Balance Refund		105.00	
Dustin Martin	Caf Balance Refund		10.00	
FEESERS FOOD DIST	FEESER'S FOOD ORDERS TO ES	FEESER'S VENDING ORDERS TO HS	3,481.68	D
FEESERS FOOD DIST	FEESERS ORDERS TO MS		7,044.32	D
Heidi Criswell	Caf Balance Refund		17.60	
HERSHEY CREAMERY CO	HERSHEY CREAMERY ORDERS TO IS		648.12	D
HOBART SERVICE	HOBART ORDERS TO HS		52.58	

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenoted D - Direct Deposit C - Credit Card
^ - Virtual Payment

BILLS TO BE APPROVED
FOOD SERVICE - From 05/23/2026 to 06/30/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount	
Isaac Embick	Caf Balance Refund		19.45	
Jack Whittaker	Caf Balance Refund		1.00	
Kathleen Abram	Caf Balance Refund		2.80	
Kathy Kuhns	Caf Balance Refund		9.56	
Kelli Haupt	Caf Balance Refund		100.00	
Kelly Griffith	Caf Balance Refund		33.45	
Kristi J Long	April 2026 Cell Phone		50.00	*D*
Kristi J Long	[redacted]	May 2026 Cellphone	320.99	*D*
Lisa A Underhill	2025-2026 mileage between schools and banks		21.69	*D*
Marie R Hubler	2025-2026 mileage to bank and high school		8.09	*D*
Melissa Stephens	Caf Balance Refund		13.25	
Michael Noll	Caf Balance Refund		12.35	
Michelle Barkafski	Caf Balance Refund		11.35	
Mifflinburg Area School Dist	SNAPA	Dishwasher	890.26	*
Mifflinburg Area School Dist	July PCard - Anti-Fatigue Mat		181.63	*
MIFFLINBURG AREA SCHOOL DISTRICT	Tshirt Bags, Cup/Lids, Straws	Relay Kit, Tshirt Bag, Containers, Scale cleaner	662.19	*
MIFFLINBURG AREA SCHOOL DISTRICT	Kitchen Booster	MS Kitchen Steamer	939.15	*
MIFFLINBURG AREA SCHOOL DISTRICT	Fan, Dryer Motor, Door Slide, Washer Control Board	Membership	846.35	*
MIFFLINBURG AREA SCHOOL DISTRICT	HS Kitchen Drawer March PCard		18.98	*
MIFFLINBURG AREA SCHOOL DISTRICT	Plastic TShirt Bags		94.17	*

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenoted D - Direct Deposit C - Credit Card
^ - Virtual Payment

BILLS TO BE APPROVED
FOOD SERVICE - From 05/23/2026 to 06/30/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount	
MIFFLINBURG AREA SCHOOL DISTRICT	TShirt Bags & Red Solid Spoon		90.55	*
MIFFLINBURG AREA SCHOOL DISTRICT	Gross Payroll 01302026	Gross Pay 02272026	172,869.14	D
Patricia Bingaman	Caf Balance Refund		2.30	
Priscilla Peachy	Caf Balance Refund		3.05	
Rosa Struble	Caf Balance Refund		11.50	
SCHMIDT BAKING COMPANY	SCHMIDT BAKING ORDERS TO IS	SCHMIDT BAKING ORDERS TO HS	894.85	D
SCHMIDT BAKING COMPANY	SCHMIDT BAKING CO ORDERS TO MS		306.00	D
SCHMIDT BAKING COMPANY	SCHMIDT BAKING ORDERS TO HS	SCHMIDT BAKING ORDERS TO ES	289.05	D
SEASHORE FRUIT & PRODUCE CO	SEASHORE PRODUCE ORDERS TO IS	SEASHORE FRUIT & PRODUCE ORDERS TO HS	1,818.96	D
SEASHORE FRUIT & PRODUCE CO	SEASHORE FRUIT & PRODUCE ORDERS TO ES		3,651.60	D
Sherry A Sundberg	Daily travel expenses between bank and schools for the 2025-2026 SY.		193.44	D
Shirley M Hewlett	2025-26 school mileage for bank/office		34.74	D
SINGER EQUIPMENT CO	GENERAL SUPPLIES		343.19	
Stacy L Boop	milage for 25-26 school year to bank / hs		71.10	D
SYSCO CENTRAL PA LLC	SYSCO ORDERS TO ES	SYSCO ORDERS TO IS	9,365.19	D
Tiffany Stamm	Caf Balance Refund		4.40	
Timothy Maxfield	Caf Balance Refund		5.95	
Tracy Cherry	Caf Balance Refund		10.00	
UNITED REFRIGERATION INC.	Cope Scroll Comp Multi Regr		1,889.28	D
WEIS MARKETS	Weis May MS	Weis May HS	108.23	D
WEIS MARKETS	HS Chorusfest Supplies April	ES Weis April	115.02	D

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenoted D - Direct Deposit C - Credit Card
^ - Virtual Payment

BILLS TO BE APPROVED
FOOD SERVICE - From 05/23/2026 to 06/30/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount
Wendy Doebler	Caf Balance Refund		7.50
		Grand Total All Payments:	**213,669.77**

FUND TOTALS	
51-FOOD SERVICE/CAFETERIA	**213,669.77**
Grand Total All Funds:	**213,669.77**

PAYMENT TYPE TOTALS	
Total Credit Cards:	**0.00**
Total Direct Deposits:	**208,191.58**
Total Manual Checks:	**0.00**
Total Other Disbursement Non-negotiables:	**3,767.11**
Total Procurement Card Other Disbursement Non-negotiables:	**0.00**
Total Regular Checks:	**1,711.08**
Total Virtual Payment:	**0.00**
Grand Total All Payment Types:	**213,669.77**

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenoted D - Direct Deposit C - Credit Card
^ - Virtual Payment

BILLS TO BE APPROVED
FOOD SERVICE - From 07/01/2026 to 07/31/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount	
CYBERSOFT TECHNOLOGIES, INC.	SUPPLIES & FEES TECHNOLOGY		1,275.00	D
Dairy Farmers of America	ES Milk Cost		447.88 #	D
HARRIS SCHOOL SOLUTIONS	SUPPLIES & FEES TECHNOLOGY	Transaction Fees April - June 2026	7,591.68	D
Kristi J Long	[redacted]	June 2026 Cellphone	399.63 #	D
LEWISBURG AREA SCH DIST	FOOD SERVICE SUMMER TRAINING AT LEWISBURG AREA SCHOOL DISTRICT ON 8/14/26.		621.00	
MIFFLINBURG AREA SCHOOL DISTRICT	Gross Pay 06052026	Gross Pay 05082026	135,339.08 #	*
PASBO	FY27 LEA Tier 2 Renewal		150.00	

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenoted D - Direct Deposit C - Credit Card
^ - Virtual Payment

BILLS TO BE APPROVED
FOOD SERVICE - From 07/01/2026 to 07/31/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount	
SEASHORE FRUIT & PRODUCE CO	ES FOod Cost	ES Food Cost	622.98 #	D
		Grand Total All Payments:	**146,447.25**	

FUND TOTALS	
51-FOOD SERVICE/CAFETERIA	**146,447.25**
Grand Total All Funds:	**146,447.25**

PAYMENT TYPE TOTALS	
Total Credit Cards:	**0.00**
Total Direct Deposits:	**10,337.17**
Total Manual Checks:	**0.00**
Total Other Disbursement Non-negotiables:	**135,339.08**
Total Procurement Card Other Disbursement Non-negotiables:	**0.00**
Total Regular Checks:	**771.00**
Total Virtual Payment:	**0.00**
Grand Total All Payment Types:	**146,447.25**

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenoted D - Direct Deposit C - Credit Card
^ - Virtual Payment

Bank Statements

June 30, 2026

MIFFLINBURG AREA SCHOOL DISTRICT

Bank Reconciliation Summary FINALIZED 7/7/2026 1:36:46 PM

Bank Account ID: GF Statement Date: 06/30/2026

Bank Statement Beginning Balance as of 05/30/2026	**18,073,633.23**
Cleared Transactions	
Payments and Other Debits - 55 Items	(6,283,823.91)
Deposits and Other Credits - 70 Items	5,358,637.90
Bank Statement Ending Balance as of 06/30/2026	**17,148,447.22**
Cleared Ending Balance	**17,148,447.22**
Difference	**0.00**
Outstanding Transactions	
Payments and Other Debits - 13 Items	(14,792.53)
Deposits and Other Credits - 0 Items	0.00
Balance as of 06/30/2026	**17,133,654.69**
Voided This Statement Period - 13 Items	**(13,708.33)**

MIFFLINBURG AREA SCHOOL DISTRICT

Bank Reconciliation Summary FINALIZED 7/7/2026 2:37:52 PM

Bank Account ID: PS Statement Date: 06/30/2026

Bank Statement Beginning Balance as of 06/01/2026	**1,045,817.57**
Cleared Transactions	
Payments and Other Debits - 0 Items	0.00
Deposits and Other Credits - 1 Items	2,955.60
Bank Statement Ending Balance as of 06/30/2026	**1,048,773.17**
Cleared Ending Balance	**1,048,773.17**
Difference	**0.00**
Outstanding Transactions	
Payments and Other Debits - 0 Items	0.00
Deposits and Other Credits - 0 Items	0.00
Balance as of 06/30/2026	**1,048,773.17**
Voided This Statement Period - 0 Items	**0.00**

MIFFLINBURG AREA SCHOOL DISTRICT

Bank Reconciliation Summary FINALIZED 7/7/2026 2:09:49 PM

Bank Account ID: PY Statement Date: 06/30/2026

Bank Statement Beginning Balance as of 05/30/2026	**84,835.66**
Cleared Transactions	
Payments and Other Debits - 24 Items	(1,624,790.40)
Deposits and Other Credits - 3 Items	1,646,558.61
Bank Statement Ending Balance as of 06/30/2026	**106,603.87**
Cleared Ending Balance	**106,603.87**
Difference	**0.00**
Outstanding Transactions	
Payments and Other Debits - 1 Items	90.00
Deposits and Other Credits - 0 Items	0.00
Balance as of 06/30/2026	**106,693.87**
Voided This Statement Period - 1 Items	**(358.30)**

MIFFLINBURG AREA SCHOOL DISTRICT

Bank Reconciliation Summary FINALIZED 6/25/2026 1:42:44 PM

Bank Account ID: EZ Statement Date: 05/30/2026

Bank Statement Beginning Balance as of 05/01/2026	**27,889.84**
Cleared Transactions	
Payments and Other Debits - 1 Items	(18,334.74)
Deposits and Other Credits - 2 Items	52.52
Bank Statement Ending Balance as of 05/30/2026	**9,607.62**
Cleared Ending Balance	**9,607.62**
Difference	**0.00**
Outstanding Transactions	
Payments and Other Debits - 0 Items	0.00
Deposits and Other Credits - 0 Items	0.00
Balance as of 05/30/2026	**9,607.62**
Voided This Statement Period - 0 Items	**0.00**

MIFFLINBURG AREA SCHOOL DISTRICT

Bank Reconciliation Summary FINALIZED 7/1/2026 3:45:29 PM

Bank Account ID: EN Statement Date: 06/30/2026

Bank Statement Beginning Balance as of 05/30/2026	**5,024.74**
Cleared Transactions	
Payments and Other Debits - 0 Items	0.00
Deposits and Other Credits - 0 Items	0.00
Bank Statement Ending Balance as of 06/30/2026	**5,024.74**
Cleared Ending Balance	**5,024.74**
Difference	**0.00**
Outstanding Transactions	
Payments and Other Debits - 0 Items	0.00
Deposits and Other Credits - 0 Items	0.00
Balance as of 06/30/2026	**5,024.74**
Voided This Statement Period - 7 Items	**(95.82)**

MIFFLINBURG AREA SCHOOL DISTRICT

Bank Reconciliation Summary FINALIZED 7/7/2026 2:29:30 PM

Bank Account ID: AC Statement Date: 06/30/2026

Bank Statement Beginning Balance as of 05/30/2026	**109,888.75**
Cleared Transactions	
Payments and Other Debits - 33 Items	(34,438.23)
Deposits and Other Credits - 11 Items	16,361.78
Bank Statement Ending Balance as of 06/30/2026	**91,812.30**
Cleared Ending Balance	**91,812.30**
Difference	**0.00**
Outstanding Transactions	
Payments and Other Debits - 2 Items	(2,802.00)
Deposits and Other Credits - 0 Items	0.00
Balance as of 06/30/2026	**89,010.30**
Voided This Statement Period - 3 Items	**(334.34)**

MIFFLINBURG AREA SCHOOL DISTRICT

Bank Reconciliation Summary FINALIZED 7/7/2026 2:32:47 PM

Bank Account ID: MS Statement Date: 06/30/2026

Bank Statement Beginning Balance as of 05/30/2026	**72,773.07**
Cleared Transactions	
Payments and Other Debits - 4 Items	(5,914.50)
Deposits and Other Credits - 2 Items	186.82
Bank Statement Ending Balance as of 06/30/2026	**67,045.39**
Cleared Ending Balance	**67,045.39**
Difference	**0.00**
Outstanding Transactions	
Payments and Other Debits - 2 Items	(40.00)
Deposits and Other Credits - 0 Items	0.00
Balance as of 06/30/2026	**67,005.39**
Voided This Statement Period - 0 Items	**0.00**

MIFFLINBURG AREA SCHOOL DISTRICT

Bank Reconciliation Summary FINALIZED 7/7/2026 1:19:45 PM

Bank Account ID: BACH Statement Date: 06/30/2026

Bank Statement Beginning Balance as of 04/01/2026	**4,974.77**
Cleared Transactions	
Payments and Other Debits - 0 Items	0.00
Deposits and Other Credits - 2 Items	188.56
Bank Statement Ending Balance as of 06/30/2026	**5,163.33**
Cleared Ending Balance	**5,163.33**
Difference	**0.00**
Outstanding Transactions	
Payments and Other Debits - 0 Items	0.00
Deposits and Other Credits - 0 Items	0.00
Balance as of 06/30/2026	**5,163.33**
Voided This Statement Period - 0 Items	**0.00**

MIFFLINBURG AREA SCHOOL DISTRICT

Bank Reconciliation Summary FINALIZED 7/7/2026 1:41:52 PM

Bank Account ID: COCK Statement Date: 06/30/2026

Bank Statement Beginning Balance as of 06/01/2026	**4,475.71**
Cleared Transactions	
Payments and Other Debits - 0 Items	0.00
Deposits and Other Credits - 1 Items	12.75
Bank Statement Ending Balance as of 06/30/2026	**4,488.46**
Cleared Ending Balance	**4,488.46**
Difference	**0.00**
Outstanding Transactions	
Payments and Other Debits - 0 Items	0.00
Deposits and Other Credits - 0 Items	0.00
Balance as of 06/30/2026	**4,488.46**
Voided This Statement Period - 0 Items	**0.00**

MIFFLINBURG AREA SCHOOL DISTRICT

Bank Reconciliation Summary FINALIZED 7/7/2026 1:24:15 PM

Bank Account ID: DERS Statement Date: 06/30/2026

Bank Statement Beginning Balance as of 05/30/2026	**75,536.06**
Cleared Transactions	
Payments and Other Debits - 0 Items	0.00
Deposits and Other Credits - 2 Items	(715.50)
Bank Statement Ending Balance as of 06/30/2026	**74,820.56**
Cleared Ending Balance	**74,820.56**
Difference	**0.00**
Outstanding Transactions	
Payments and Other Debits - 0 Items	0.00
Deposits and Other Credits - 0 Items	0.00
Balance as of 06/30/2026	**74,820.56**
Voided This Statement Period - 0 Items	**0.00**

MIFFLINBURG AREA SCHOOL DISTRICT

Bank Reconciliation Summary FINALIZED 7/7/2026 1:53:34 PM

Bank Account ID: DOWN Statement Date: 06/30/2026

Bank Statement Beginning Balance as of 05/30/2026	**1,000.00**
Cleared Transactions	
Payments and Other Debits - 0 Items	0.00
Deposits and Other Credits - 0 Items	0.00
Bank Statement Ending Balance as of 06/30/2026	**1,000.00**
Cleared Ending Balance	**1,000.00**
Difference	**0.00**
Outstanding Transactions	
Payments and Other Debits - 0 Items	0.00
Deposits and Other Credits - 0 Items	0.00
Balance as of 06/30/2026	**1,000.00**
Voided This Statement Period - 0 Items	**0.00**

MIFFLINBURG AREA SCHOOL DISTRICT

Bank Reconciliation Summary FINALIZED 7/7/2026 1:45:19 PM

Bank Account ID: KLEC Statement Date: 06/30/2026

Bank Statement Beginning Balance as of 06/01/2026	**135,499.99**
Cleared Transactions	
Payments and Other Debits - 0 Items	0.00
Deposits and Other Credits - 1 Items	385.99
Bank Statement Ending Balance as of 06/30/2026	**135,885.98**
Cleared Ending Balance	**135,885.98**
Difference	**0.00**
Outstanding Transactions	
Payments and Other Debits - 0 Items	0.00
Deposits and Other Credits - 0 Items	0.00
Balance as of 06/30/2026	**135,885.98**
Voided This Statement Period - 0 Items	**0.00**

MIFFLINBURG AREA SCHOOL DISTRICT

Bank Reconciliation Summary FINALIZED 7/7/2026 1:51:27 PM

Bank Account ID: PICK Statement Date: 06/30/2026

Bank Statement Beginning Balance as of 05/30/2026	**1,650.00**
Cleared Transactions	
Payments and Other Debits - 0 Items	0.00
Deposits and Other Credits - 0 Items	0.00
Bank Statement Ending Balance as of 06/30/2026	**1,650.00**
Cleared Ending Balance	**1,650.00**
Difference	**0.00**
Outstanding Transactions	
Payments and Other Debits - 0 Items	0.00
Deposits and Other Credits - 0 Items	0.00
Balance as of 06/30/2026	**1,650.00**
Voided This Statement Period - 0 Items	**0.00**

MIFFLINBURG AREA SCHOOL DISTRICT

Bank Reconciliation Summary FINALIZED 7/7/2026 1:12:05 PM

Bank Account ID: REIM Statement Date: 06/30/2026

Bank Statement Beginning Balance as of 05/30/2026	**35,849.27**
Cleared Transactions	
Payments and Other Debits - 0 Items	0.00
Deposits and Other Credits - 2 Items	(305.71)
Bank Statement Ending Balance as of 06/30/2026	**35,543.56**
Cleared Ending Balance	**35,543.56**
Difference	**0.00**
Outstanding Transactions	
Payments and Other Debits - 0 Items	0.00
Deposits and Other Credits - 0 Items	0.00
Balance as of 06/30/2026	**35,543.56**
Voided This Statement Period - 0 Items	**0.00**

MIFFLINBURG AREA SCHOOL DISTRICT

Bank Reconciliation Summary FINALIZED 7/7/2026 1:28:51 PM

Bank Account ID: RUCK Statement Date: 06/30/2026

Bank Statement Beginning Balance as of 05/30/2026	**11,497.07**
Cleared Transactions	
Payments and Other Debits - 0 Items	0.00
Deposits and Other Credits - 2 Items	159.80
Bank Statement Ending Balance as of 06/30/2026	**11,656.87**
Cleared Ending Balance	**11,656.87**
Difference	**0.00**
Outstanding Transactions	
Payments and Other Debits - 0 Items	0.00
Deposits and Other Credits - 0 Items	0.00
Balance as of 06/30/2026	**11,656.87**
Voided This Statement Period - 0 Items	**0.00**

MIFFLINBURG AREA SCHOOL DISTRICT

Bank Reconciliation Summary FINALIZED 7/7/2026 1:49:38 PM

Bank Account ID: SCHO Statement Date: 06/30/2026

Bank Statement Beginning Balance as of 05/30/2026	**505.00**
Cleared Transactions	
Payments and Other Debits - 0 Items	0.00
Deposits and Other Credits - 0 Items	0.00
Bank Statement Ending Balance as of 06/30/2026	**505.00**
Cleared Ending Balance	**505.00**
Difference	**0.00**
Outstanding Transactions	
Payments and Other Debits - 0 Items	0.00
Deposits and Other Credits - 0 Items	0.00
Balance as of 06/30/2026	**505.00**
Voided This Statement Period - 0 Items	**0.00**

MIFFLINBURG AREA SCHOOL DISTRICT

Bank Reconciliation Summary FINALIZED 7/7/2026 1:33:01 PM

Bank Account ID: SHOW Statement Date: 06/30/2026

Bank Statement Beginning Balance as of 05/30/2026	**27,087.93**
Cleared Transactions	
Payments and Other Debits - 0 Items	0.00
Deposits and Other Credits - 2 Items	159.17
Bank Statement Ending Balance as of 06/30/2026	**27,247.10**
Cleared Ending Balance	**27,247.10**
Difference	**0.00**
Outstanding Transactions	
Payments and Other Debits - 0 Items	0.00
Deposits and Other Credits - 0 Items	0.00
Balance as of 06/30/2026	**27,247.10**
Voided This Statement Period - 0 Items	**0.00**

MIFFLINBURG AREA SCHOOL DISTRICT

Bank Reconciliation Summary FINALIZED 7/7/2026 1:47:51 PM

Bank Account ID: STRE Statement Date: 06/30/2026

Bank Statement Beginning Balance as of 06/01/2026	**63,228.00**
Cleared Transactions	
Payments and Other Debits - 0 Items	0.00
Deposits and Other Credits - 1 Items	180.12
Bank Statement Ending Balance as of 06/30/2026	**63,408.12**
Cleared Ending Balance	**63,408.12**
Difference	**0.00**
Outstanding Transactions	
Payments and Other Debits - 0 Items	0.00
Deposits and Other Credits - 0 Items	0.00
Balance as of 06/30/2026	**63,408.12**
Voided This Statement Period - 0 Items	**0.00**

MIFFLINBURG AREA SCHOOL DISTRICT

Bank Reconciliation Summary FINALIZED 7/7/2026 1:35:34 PM

Bank Account ID: ZECH Statement Date: 06/30/2026

Bank Statement Beginning Balance as of 04/01/2026	**3,073.22**
Cleared Transactions	
Payments and Other Debits - 0 Items	0.00
Deposits and Other Credits - 1 Items	0.24
Bank Statement Ending Balance as of 06/30/2026	**3,073.46**
Cleared Ending Balance	**3,073.46**
Difference	**0.00**
Outstanding Transactions	
Payments and Other Debits - 0 Items	0.00
Deposits and Other Credits - 0 Items	0.00
Balance as of 06/30/2026	**3,073.46**
Voided This Statement Period - 0 Items	**0.00**

MIFFLINBURG AREA SCHOOL DISTRICT

Bank Reconciliation Summary FINALIZED 7/1/2026 3:41:45 PM

Bank Account ID: CAPR Statement Date: 06/30/2026

Bank Statement Beginning Balance as of 05/30/2026	**10,079,237.66**
Cleared Transactions	
Payments and Other Debits - 4 Items	(1,914,028.63)
Deposits and Other Credits - 1 Items	25,467.81
Bank Statement Ending Balance as of 06/30/2026	**8,190,676.84**
Cleared Ending Balance	**8,190,676.84**
Difference	**0.00**
Outstanding Transactions	
Payments and Other Debits - 1 Items	(9,795.00)
Deposits and Other Credits - 0 Items	0.00
Balance as of 06/30/2026	**8,180,881.84**
Voided This Statement Period - 2 Items	**(1,881,053.78)**

MIFFLINBURG AREA SCHOOL DISTRICT

Bank Reconciliation Summary FINALIZED 7/7/2026 2:23:11 PM

Bank Account ID: CR Statement Date: 06/30/2026

Bank Statement Beginning Balance as of 06/01/2026	**13.30**
Cleared Transactions	
Payments and Other Debits - 0 Items	0.00
Deposits and Other Credits - 0 Items	0.00
Bank Statement Ending Balance as of 06/30/2026	**13.30**
Cleared Ending Balance	**13.30**
Difference	**0.00**
Outstanding Transactions	
Payments and Other Debits - 0 Items	0.00
Deposits and Other Credits - 0 Items	0.00
Balance as of 06/30/2026	**13.30**
Voided This Statement Period - 0 Items	**0.00**

MIFFLINBURG AREA SCHOOL DISTRICT

Bank Reconciliation Summary FINALIZED 7/1/2026 3:55:16 PM

Bank Account ID: FS Statement Date: 06/30/2026

Bank Statement Beginning Balance as of 05/30/2026	**147,878.44**
Cleared Transactions	
Payments and Other Debits - 24 Items	(201,228.36)
Deposits and Other Credits - 16 Items	114,910.73
Bank Statement Ending Balance as of 06/30/2026	**61,560.81**
Cleared Ending Balance	**61,560.81**
Difference	**0.00**
Outstanding Transactions	
Payments and Other Debits - 55 Items	(1,204.02)
Deposits and Other Credits - 0 Items	0.00
Balance as of 06/30/2026	**60,356.79**
Voided This Statement Period - 3 Items	**(62.45)**

Resolution Mifflinburg Area School District

For Consideration at the August 11, 2026 Board Meeting

Be it RESOLVED, that the Mifflinburg Area School District of Union County hereby request a Public School Facility Improvement grant of $1,248,450 (75% of the project cost) from the Commonwealth Financing Authority to be used for Mifflinburg Area High School Roof Restoration Project - Areas A-I, O, P, S, T, HH, and the Library Roof.

Be it FURTHER RESOLVED, that the Applicant does hereby designate Dr. Kenneth J. Dady, Jr., Superintendent and Renee M. Jilinski, Business Administrator as the official(s) to execute all documents and agreements between the Mifflinburg Area School District and the Commonwealth Financing Authority to facilitate and assist in obtaining the requested grant.

I, Tammy L. Boop, duly qualified Secretary of the Mifflinburg Area School District Board of Directors, Union County, PA, hereby certify that the forgoing is a true and correct copy of a Resolution duly adopted by a majority vote of the Mifflinburg Area School District Board of Directors at a regular meeting held August 11, 2026 and said Resolution has been recorded in the Minutes of the Mifflinburg Area School District and remains in effect as of this date.

IN WITNESS THEREOF, I affix my hand and attach the seal of the Mifflinburg Area School District, on this 11th day of August, 2026.

Mifflinburg Area School District
Union County

_____

Tammy L. Boop
Board Secretary

Mifflinburg Area School District
Administrative Offices
178 Maple Street
MIFFLINBURG, PA 17844

Dr. Kenneth J Dady, Jr.
Superintendent

Renee M. Jilinski
Business Administrator

Tammy L. Boop
Executive Assistant

Administrative 570-966-8200
Business Office 570-966-8200
Fax 570-966-8210

Matching Funds Commitment Letter - Mifflinburg Area School District

August 5, 2026

To Whom It May Concern,

This letter represents a commitment by the Mifflinburg Area School District in the amount of $416,150 in matching support for a Public School Facilities Improvement program project entitled Mifflinburg Area High School Roof Restoration Project - Areas A-I, O, P, S, T, HH, and the Library Roof.

The support is provided from August 7, 2026 to December 31, 2027. Accompanying our application for a PSFI Grant is documentation (including bank statements) showing our ability to commit such funds.

Respectfully,

Renee M. Jilinski
Business Administrator

The administration recommends approving the following vendors to provide food to the School Breakfast Program and the National School Lunch Program for the 2026-2027 school year.

The awarded vendors have submitted the lowest price for goods, and have agreed to our terms, delivery, and payment schedule as outlined in the bid(s).

Produce Vendor
Scheid's Produce- *Millerville, PA*
NEW VENDOR for 2026-2027 School Year

Milk Vendor
Swiss Dairy- *Lebanon, PA*
Current Vendor, renewed agreement.

Bread Vendor
Schmidt Bakery—*Baltimore, MD*
Current Vendor, renewed agreement.

Grocery and Cafeteria Supplies Vendors

Bid was done through a cooperative purchasing group—CAFCO, Lancaster-Lebanon IU13. Two grocery vendors and one cafeteria supply vendor were awarded the bid, allowing us to get the lowest pricing offered on all items.

Grocery
Feeser's- *Harrisburg, PA*
Sysco- *Harrisburg, PA*

Cafeteria Supplies
Singer Equipment

CENTRAL SUSQUEHANNA INTERMEDIATE UNIT

90 Lawton Lane
Milton, PA 17847
(570) 523-1155
www.csiu.org

June 25, 2026

Central Susquehanna Regional Guest Teacher/Education Major Training Consortium 2026-2027

Due to the ongoing shortage of qualified substitute teachers in many disciplines and subject areas, a consortium has been formed to recruit, select, train and procure emergency permits for a shared pool of "guest" teachers who have bachelor's degrees but do not have teaching certificates. The Consortium also provides training for college level education majors who are enrolled in a PA approved education program and have completed 60 or more credits to substitute up to 188 days per school year.

Staffing – Each participating district and the Intermediate Unit will provide a "contact person" who will assist in the planning, selection of candidates and will participate in the training process. For an agreed-upon fee contributed by each participating agency, the CSIU special education and human resource offices will provide the recruitment materials, applicant screening, paperwork coordination, master trainer(s), training facilities/lunches and overall coordination of the guest teacher process.

Screening – Applications received in response to the recruitment process will be screened to ensure that basic qualifications are met. A maximum of 35 applicants will be invited to participate in the training program.

PDE Requirements and Certification for Guest Teachers – Each district participating in the consortium and the Intermediate Unit will provide a letter for the 2026-2027 school year verifying that a shortage of substitutes is an on-going problem. Each guest teacher, in addition to having a minimum of a bachelor's degree, will also have to have Act 34, Act 151, Act 126, Act 168 and Act 114 FBI fingerprinting background checks.

The consortium will apply for the Type 06 emergency permit on behalf of all participating districts and the Intermediate Unit for each guest teacher and will cover the cost of the application (one certificate shared by all collaborating districts and the Intermediate Unit). The emergency permit will cover all subject areas. Each guest teacher will be able to substitute for up to 20 total days (cumulative) for each classroom assignment.

Requirements for Education Majors- The superintendent and the participant will sign off on a Locally Issued Permit that will be issued by the CSIU for the sub coordinator to track that the participant does not substitute more than 188 days per fiscal year.

Payroll Requirements – Guest teachers will be required to complete payroll and other employment related documents (I-9's, W-4's, etc.) for each consortium member for which they work.

Training – All training will have a lecture-style orientation (one day) by Zoom or in-person, in addition to the self-paced online training. Training topics will include the following:

- Introductions
- Orientation to the guest teacher program – Key points on how the program will work
- Paperwork (employment forms, clearances, emergency certification application)
- The role of a teacher
- School routines and schedules
- Special education and exceptional students – what to expect
- Lesson plans (how to follow them and what to do if there isn't one)
- Classroom management techniques
- Emergencies
- Legal implications for a substitute teacher
- Safety of students (medication, safe physical management, protecting yourself and students, non-confrontational student management)
- Projecting a professional image/how to get the respect of students (without overstepping authority)
- Tips for successful teaching and substituting
- District/IU procedures to assign guest teachers
- Training on Act 126 Mandated Child Abuse Training

The names of all candidates who complete all parts of the training will be given to those districts where they will substitute. (Proper completion and filing of all paperwork for clearances will also be included during the training.)

Availability of Guest Teachers/ Education Majors as Substitutes – Guest teachers will complete a "District Preference Form" which will indicate the districts/intermediate unit programs in which they are willing to work and will also indicate any restrictions in their availability. Each participating district and the intermediate unit will be responsible for contacting guest teachers to substitute.

Cost Sharing among Consortium Members – Each consortium member will pay a flat annual membership rate no greater than $500 for participation in the guest teacher training program. Each consortium member will receive an invoice at the close of the training program year. It will reflect the amount of the training program and will be the total costs divided by the number of participating consortium members.

AGREEMENT

Mifflinburg Area School District, located at 178 Maple Street Mifflinburg , Pa 17844, hereinafter referred to as "Client".

and

CENTRAL SUSQUEHANNA INTERMEDIATE UNIT,
located at 90 Lawton Lane, Milton, PA 17847,
hereinafter referred to as "Contractor".

WITNESSETH:

WHEREAS, Client is in need of Contractor to provide eToole Virtual Learning Services in accordance with the Scope of Work attached hereto as Exhibit "A".

WHEREAS, Contractor has agreed to serve in said capacity; and

WHEREAS, both Client and Contractor desire to embody the terms and conditions into this written agreement.

NOW THEREFORE, in consideration of the mutual promises contained in this Agreement, the parties hereto, intending to be legally bound, hereby agree as follows:

1. THE RELATIONSHIP

Client hereby engages the services of Contractor under the terms and conditions hereinafter provided and accepts such engagement in accordance with terms and conditions hereinafter provided (the "Services").

Client and Contractor are independent contractors to each other under this Agreement. Nothing in this Agreement is intended nor is to be construed so as to constitute the parties as partners or participants in a joint venture with respect to this Agreement or any of the matters contemplated hereby. Neither of the parties hereto shall be construed to be an employee, representative, or agent of the other party and no party has any express or implied right or authority to make any representations or warranties or assume or create any obligations or responsibilities on behalf of or in the name of the other party to any entity or person. Contractor will not be considered an employee of Client for the purposes of any benefits, to include but not limited to Unemployment Compensation, Workers Compensation, Social Security, Federal and State Withholding taxes. Contractor shall receive an IRS-1099 at the end of the calendar year for services rendered. Contractor shall be solely responsible to pay Contractor's own federal, state, and local income taxes, and any and all other payments incurred by Contractor in the performance of Services pursuant to this Agreement. Client has no authority hereunder to assume or create any obligation or responsibility, express or implied, on behalf or in name of Contractor or to bind Contractor in any way whatsoever. To the extent that the parties would be determined to be joint employers, Contractor agrees to indemnify, defend, and hold harmless Client from and against any and all liabilities flowing from such status as a purported joint employer.

2. TERM

This Agreement shall become effective on August 1, 2026 and shall remain in effect until July 31, 2027, unless earlier terminated in accordance with Section 3 below.

3. TERMINATION

a. Termination for Convenience. Upon thirty (30) days' written notice, either party shall have the right to terminate this Agreement for its convenience if such party determines termination to be in its best interest. If this Agreement is terminated for convenience by Client, shall be paid for work satisfactorily completed prior to the effective date of termination.

b. Termination for Cause. Either party shall have the right to terminate this Agreement upon the failure of the other party to comply with any of the terms of this Agreement or otherwise discharge its duties hereunder in any material respect, if such failure or breach is not cured within thirty (30) days of such breaching party's receipt of written notice specifying the nature of such failure or breach with particularity.

4. FEES AND EXPENSES

Payment will be made upon completion of the Services in accordance with the Invoice and Section 5 below. Each invoice submitted by Contractor must be substantiated with a listing that references the Services performed by dates, locations, or amounts of time worked in hours for increments thereof.

Contractor shall pay all federal, state and local taxes pertaining to the Services or its performance of the Services. Contractor shall perform and furnish the Services in a timely manner. Anytime specified for performance or completion of the Services is of the essence.

Contractor will furnish Client with such information as Client may request in connection with the Services and amounts to be paid to Contractor.

The amount due from Client for the Services shall be based on the membership tier chosen in Exhibit B.

5. INVOICE AND PAYMENT

Payment will be completed within thirty (30) days of the date of the issued invoice provided by Contractor.

6. OWNERSHIP

Contractor retains ownership of and reserves all rights in and to all Services and deliverables provided under this Agreement. Contractor does not convey to Client any rights in or to such Services or deliverables except for the non-exclusive right to use such deliverables for the purpose(s) for which they are intended and as set forth in this Agreement.

7. INDEMNIFICATION

a. Contractor shall indemnify and hold harmless Client and its directors, employees, agents and servants, from and against all suits, claims, actions, liabilities, losses, costs and expenses (including, but not limited to, reasonable attorneys' fees and the costs of litigation), of every kind, asserted by any third party, by reason of any breach, violation, or nonperformance of any term or condition on the part of Contractor hereunder, or on account of injuries to persons or damage to property when any such damage or injury is caused by any act or omission, whether negligent, willful, or otherwise, of Contractor or its subcontractors. Nothing in this Section shall require that Contractor indemnify, defend, or hold harmless Client for Client's own acts or omissions.

b. Client shall indemnify and hold harmless, and upon request, defend, Contractor and its directors, employees, agents and servants, from and against all suits, claims, actions, liabilities, losses, costs and expenses (including, but not limited to, reasonable attorneys' fees and the costs of litigation), of every kind, asserted by any third party, by reason of any breach, violation, or nonperformance of any term or condition on the part of Client hereunder, or on account of injuries to persons or damage to property when any such damage or injury is caused by any act or omission, whether negligent, willful, or otherwise, of Client. Nothing in this Section shall require that Client indemnify, defend, or hold harmless Contractor for the acts or omissions of Contractor or Contractor's subcontractors.

c. Nothing in this Agreement shall require one party to indemnify or defend the acts or omissions of a third party (with the exception of an indemnifying party's agents, employees, representatives, or subcontractors), arising out of, related to, or in connection with this Agreement.

d. This Section shall survive the termination or expiration of this Agreement with respect to any claims or liability accruing prior to such termination.

8. CLEARANCES

As a Pennsylvania education agency, Contractor complies with the Pennsylvania School Code, Pennsylvania Department of Education (PDE), and any other rules and/or regulations regarding the hiring and administration of personnel. All Contractor staff members and independent consultants who may be assigned to work with Contractor have met applicable standards regarding the completion of background checks and clearances, including Act 34-PA State Police Criminal Record (State Police via the Epatch system), Act 151 – PA Child Abuse History (DHS via the Compass system), and Act 114 -FBI fingerprint clearance (PDE via the Cogent system). Client agrees to perform the same background checks and clearances.

9. NOTICES

Any notices required or permitted to be given must be in writing by any one of the following: (a) hand delivery; (b) express overnight delivery service; (c) certified or registered mail, return receipt requested; or (d) confirmed email transmission, and shall be deemed to have been delivered upon (i) receipt, if hand delivered; (ii) the next business day, if delivered by a

reputable express overnight delivery service; (iii) the third business day following the day of deposit of such notice with the United States Postal Service, if sent by certified or registered mail, return receipt requested; or (iv) on the date of electronic transmittal, if delivered by email transmission to the address set forth below (or to such other addresses as the parties may from time to time designate).

If to Contractor:	Central Susquehanna Intermediate Unit 90 Lawton Lane, Milton, PA 17847 Attn: Dr. Theresa Bartholomew Email: tbartholomew@csiu.org
If to Client**:**	Mifflinburg School District 178 Maple Street Mifflinburg, Pa 17844 Attn: Ken Dady Email: kdady@mifflinburg.org

10. ASSIGNMENT AND SUBCONTRACTING

Neither this Agreement nor any interest herein may be assigned and/or subcontracted, in whole or in part, by either party without the prior written consent of the other.

11. FORCE MAJEURE

Neither party will be liable for any failure to fulfill its obligations under this Agreement (except for the payment of money) or for delays in performance due to causes beyond its reasonable control, including, but not limited to, acts of God, acts or omissions of the other party, man-made or natural disasters, pandemics, epidemics, viral outbreaks, strikes, delays in transportation or inability to obtain labor or materials through its regular sources. The time for performance of any such obligation shall be extended for the time period lost by reason of the delay.

12. CONFIDENTIALITY

Information and materials provided by either party are of a confidential nature. Except as otherwise required by law, neither party may use or disclose the other party's confidential information and/or materials for any purpose other than the performance of the Services pursuant to this Agreement without the other party's prior written consent. Each party shall return the other party's material to said other party promptly upon termination of this Agreement or earlier if requested by said other party.

13. GOVERNING LAW

This Agreement shall be made in and shall be governed by and interpreted in accordance with the laws of the Commonwealth of Pennsylvania, without giving effect to its conflicts of law principles.

14. AUTHORIZATION TO MODIFY RESTRICTIONS

It is the intention of the parties that the provisions of this Agreement shall be enforceable to the fullest extent permissible under applicable law, but that the unenforceability (or modification to conform to such law) of any provision or provisions hereof shall not render unenforceable, or impair, the remainder thereof. If any provision or provisions hereof shall be deemed invalid or unenforceable, either in whole or in part, this Agreement shall be deemed amended to delete or modify, as necessary, the offending provision or provisions and to alter the bounds thereof in order to render it valid and enforceable.

15. COUNTERPARTS

This Agreement may be executed in multiple counterparts, each of which shall be deemed an original and all of which together shall constitute one and the same instrument. The delivery of a facsimile signature or e-mail signature shall have the same force and effect as the delivery of an original signature.

16. ENTIRE AGREEMENT

This Agreement constitutes the entire agreement and understanding between the parties concerning the subject matter to which it expressly or implicitly pertains. It supersedes and rescinds all prior or contemporary agreements or understandings and can be modified only in writing executed by the parties.

[*signature page follows*]

IN WITNESS WHEREOF, the parties hereto, desiring to be legally bound hereby, have caused this Agreement to be executed and delivered as of the respective dates set forth below their signatures.

Mifflinburg Area School District

Dr. Kenneth J. Dady, Jr.
Dr. Kenneth J. Dady, Jr. (Jul 8, 2026 10:11:57 EDT)

NAME: Ken Dady
TITLE: Superintendent

Central Susquehanna Intermediate Unit

Alan Hack (Jul 8, 2026 10:31:29 EDT)

TB
Theresa Bartholomew

Alan Hack, Ed.D.
Assistant Executive Director

RaeAnn Crispell

RaeAnn Crispell
Chief Administrative Officer

John Kurelja (Jul 8, 2026 16:37:58 EDT)

John Kurelja, Ed.D.
Executive Director

EXHIBIT A
Membership Tiers

Tier	What's Included	Cost
Core	• 2 District Planning Meetings • Core technical support • PD Success Package (3 regional meetings) • Access to vendor PIMS files for reporting • Discounted consortium pricing • Access to a variety of courseware providers K-12 • End of year student data reports • Program advocacy and support	**$9,000** *$7,000 early bird discount*
Premium	All core services included, plus: • Bi-weekly support check-ins • Customized professional development package • On-demand program consultations • Monthly reports • Wellness Checks • Wraparound meeting support • Annual program spotlight through CSIU marketing campaign	$18,000 *$16,000 early bird discount*
Innovative	All core and premium services included, plus: • Cyber charter district data review • District online program review for best practices • Cyber charter recruitment support • Online course review and design support • Educator trainings, including AI • Online teacher instructional coaching • Supporting parents as learning coaches • Customized program templates and resources	$22,000 *$20,000 early bird discount*

EXHIBIT B
Scope of Work

CSIU Points of Contact

The CSIU eToole Virtual Learning program provides wraparound support services to "client." The following point of contact is designated:

- **Director of Educational Planning:** Dr. Theresa Bartholomew
  Email: tbartholomew@csiu.org
  Phone: 570-523-1155 ext 2233
- **School District:**

Position	Name	Email	Phone
Superintendent	Ken Dady	kdady@mifflinburg.org	570-966-8200
Administrative Point of Contact (Primary)	Chris Long	clong@mifflinburg.org	570-966-8336
Business Manager	Renee Jilinksi	rjilinski@mifflinburg.org	570-966-8203
Day-to-Day Point of Contact	Chris Long	clong@mifflinburg.org	570-966-8336
PIMS Point of Contact	Tammy Bollinger	tbollinger@mifflinburg.org	570-966-8209

Project Background and Description

The Central Susquehanna Intermediate Unit will provide eToole virtual learning support as outlined below.

Deliverable Criteria - *see membership tiers in Exhibit A*

Deliverables	Responsible Party	Deliverable Cost	Start Date	End Date
Core Membership	Theresa Bartholomew and Becky Roney	$9,000*	July 1, 2026	June 30, 2027
Premium Membership	Theresa Bartholomew and Becky Roney	$18,000*	July 1, 2026	June 30, 2027
Innovative Membership	Theresa Bartholomew and Becky Roney	$22,000*	July 1, 2026	June 30, 2027

*Please see Exhibit A for early bird pricing by June 30, 2026.

The district chooses the following membership -____CORE_____ (Core, Premium, Innovative) **Outcomes**

CSIU agrees to:

- Provide access to discounted courseware pricing and services (billed separately than membership tier)
- Provide consultation on vendor curriculum options
- Provide access to vendor courseware and training (synchronous/asynchronous)
- Provide access to third-party providers for client portal setup
- Collaborate with curriculum providers to meet client needs
- Communicate program updates, provider updates, and system notices
- Provide Level 2 and Level 3 technical support via helpdesk
- Provide access to course management systems, quotes, invoices, and reporting data
- Provide membership benefits outlined in **Membership Tiers**

The "client" agrees to:

- Pay annual membership fees and courseware costs
- Provide contact information for contracts, invoicing, and communications
- Designate:
    - Administrative Primary Point of Contact
    - Day-to-Day Point of Contact
- Ensure staff participation in annual back-to-school training
- Provide Level 1 technical support (initial troubleshooting before escalation)
- The "client" must serve as the LEA for all enrolled students

Client Operational Responsibilities

The client is responsible for:

1. **Course Completion & Credits** – Establish requirements and awarding of credit
2. **Diplomas** – Track graduation requirements and issue diplomas
3. **Counseling & Special Education** – Provide services and ensure accommodations
4. **State Reporting** – Submit all required reporting (e.g., PIMS)
5. **Standardized Testing** – Administer assessments
6. **Attendance** – Track and report attendance
7. **End-of-Year Processes** – Manage student transitions and closeout procedures

The client maintains responsibility for all hardware and software provided to users.

Early Bird Invoices Must be paid within 45 days to qualify for discount.

Courseware Invoicing Cycles

- Quarter 1: June 1 – August 31
- Quarter 2: September 1 – November 30
- Quarter 3: December 1 – February 28
- Quarter 4: March 1 – May 31

Total Contract not to exceed cost of membership fee plus courseware costs.

Signature: Theresa Bartholomew

Email: tbartholomew@csiu.org

`CENTRAL SUSQUEHANNA INTERMEDIATE UNIT

90 Lawton Lane • Milton, PA 17847 • 570-523-1155 • FAX 570-524-7104 • www.csiu.org

TERMS AND CONDITIONS OF SERVICE DELIVERY
2026-2027

This Agreement is entered into between the Central Susquehanna Intermediate Unit (CSIU) and Mifflinburg Area School District for the period of July 1, 2026 to June 30, 2027.

1. During the 2026-2027 school year, the CSIU shall operate and provide the programs and services, as requested by the District, from these services enumerated in Schedule A (classroom programs) and Schedule B (itinerant services).

   (a) Professional and/or paraprofessional staff in such numbers and with such certification, licensure, or training as is required to implement this agreement;

   (b) Supervision, administration, classroom management, and evaluation of all professional and paraprofessional staff used to implement this agreement;

   (c) Provision of supplies and materials, including furniture and assistive technology, as is necessary to implement this agreement and for which the CSIU incurs or has incurred actual classroom costs;

   (d) Curriculum development and provision of in-service programs, training, and mentor programs to CSIU staff as the CSIU and district deem necessary;

   (e) Teacher services

   (f) School Psychology Services are included for students enrolled in CSIU operated classrooms as part of tuition

   (g) CSIU management services.

2. The CSIU shall ensure that the programs and services provided in accordance with paragraph one comply with all requirements of state and federal law, to the extent that such compliance does not depend on the performance or actions of the District, the Commonwealth or federal governments, or any other individual or entity beyond the control of the CSIU.

3. The cost of the programs and services covered by this Agreement shall be determined by dividing the total cost of each program or service by the number of students in average daily membership (ADM) or the caseload of the service.

4. Installment bills, using estimated total cost and student enrollment will be issued by September 30, November 30, January 31, April 30 and June 30. Each installment will reflect current up-to-date estimated cost and enrollment.

   After the close of the school year a reconciliation of actual cost and enrollment and installment billings shall occur by September 30, and a final bill will be issued. The final bill may have a debit or credit balance. In the event of a credit balance, a refund check will be issued.

5. All itinerant services (speech & language, hearing, vision, O & M, autistic support, behavior, psychology, and social work) will be offered on a fixed hourly rate according to Schedule B. This hourly rate will cover all costs of providing the service. CSIU and District Itinerant Services Expectations are outlined in Attachment A.

   Monthly invoices will be generated for itinerant services using the IEP Writer's StAR billing system.

6. Districts providing classroom space for programs serving children from other districts shall be provided with the data necessary for inclusion billing.

7. During the contract term the District shall notify the CSIU of any deletions from the list of programs or services enumerated in Schedules A and B. The parties shall arrange any additions to the list of programs or services and any increase in the number of units thus requested. Once arranged, these additions or increases shall be reflected in Schedules A and B and shall become part of this agreement.

8. (a) The District shall pay the CSIU the amounts specified on the billing statements issued in accordance with paragraphs four and five.

   (b) The District agrees to pay any amounts due the CSIU under paragraphs four and five within thirty (30) days of the date of an invoice unless there is a bona fide dispute regarding the validity of such invoice.

9. In addition to the payments required by paragraph eight, the District shall provide the following for programs or services located in facilities owned or leased by the District:

   (a) Participation in, and commitment of classroom space consistent with, a CSIU administered fair share plan in accordance with Section 342.46(c) of the regulations of the Pennsylvania Department of Education, 22 PA Code Section 342.46(c).

   (b) Opportunities for an inclusive educational environment through the involvement of District staff in the development and implementation of specially designed instruction necessary to enable students assigned to a CSIU program or service to participate appropriately to the maximum extent possible in the least restrictive environment, and/or integrated educational or extracurricular activities.

(c) Regular education support and ancillary services including but not limited to such nursing, counseling, library, food, custodial, and maintenance services and such regular education instruction as is necessary to meet the needs of the students assigned to the program or service;

(d) Application of building or district discipline and student conduct policies in a manner consistent with state and federal laws applicable to exceptional students in effect on the above date.

(e) Assistance, cooperation, and participation of district staff in the supervision, administration, classroom management and evaluation of all professional and paraprofessional staff used to implement the agreement.

(f) Such action or cooperation as is required to ensure that District students who participate in or are assigned to a program or service provided or operated in accordance with this agreement receive a free appropriate public education in accordance with all state and federal laws effect on the above date;

(g) Provision of such legal or advisory services and representation as are necessary to support the appropriateness of the evaluation, classification, program, or placement of District students who participate in or are assigned to a program or service provided or operated in accordance with this agreement, when evaluation, classification, program, or placement is challenged through due process, provided, however, that nothing in this paragraph shall require the District to pursue due process or other legal proceedings in place of an amicable or mediated settlement;

(h) Such programs or services as are required to implement the recommendations of an IEP team or the order of a hearing officer, appeals panel, or court, to the extent that the program or service is beyond the scope of programs and services enumerated in Schedules A and B.

10. The obligation of the District to make payments in accordance with paragraph nine is not contingent upon the receipt of funding from the Commonwealth, the federal government, or any other source. The CSIU shall, however, take all reasonable steps to assist the District to obtain funding.

Procedural Safeguard Responsibilities

11. The sending school district shall remain responsible for the procedural compliance and accuracy of special education documents for any student attending a CSIU program. Prior to enrollment in a CSIU program, representatives from the sending school district shall provide the most current evaluation/reevaluation report and IEP (Individualized Education Program) for all students. Representatives from the CSIU will communicate with district personnel and parents to establish a convenient time/location and format for an intake meeting. During the intake meeting, team members will contribute information regarding

the student's strengths and needs and make any necessary modifications or revisions to the student's IEP. The CSIU will assume responsibility for generating special education documents (with exception to NOREP/PWN , Permission to Evaluate, and Permission to Reevaluate) and adherence to special education timelines for any student enrolled in a CSIU program. As the managing entity, the CSIU will communicate with IEP team members to establish a convenient time/location and format for all Evaluation/IEP team meetings. The CSIU will coordinate meetings as to maximize participation and ensure that required CSIU professional staff members are available. Nothing in this paragraph, however, shall require the CSIU to make available any staff member not directly involved in the provision of programs or services in accordance with this agreement. The CSIU shall adhere to all recommendations of the IEP team to the extent that implementation of those recommendations is within the scope of the programs and services enumerated in Schedules A and B. The District shall adhere to all recommendations of the IEP team that require the provision of programs, services, accommodations, or support not within the scope of the programs and services enumerated in Schedules A and B.

Renewal and Termination of Agreement

12. Either party may terminate this agreement or any portion thereof upon written notice received by the other party at least 60 days prior to the date of termination. Upon termination, all responsibility under state or federal law for the affected programs and services enumerated in Schedules A and B on the effective date of termination shall revert to the District. All costs of the agreement through the date of termination shall be paid by the district within 30 days of receipt of a final invoice from the CSIU. Any amount due the district by the CSIU will be similarly paid by the CSIU unless there is a bona fide dispute regarding the validity of such invoice.

13. If the termination of this agreement necessitates the suspension of professional employees employed by the CSIU, and the District continues to operate the programs or services affected by the termination or nonrenewal, the rights of the suspended professional employees shall be governed by the provisions of Section 1113 of the Public School Code of l949, 24 P.S. Section 11-1113.

Liability

14. The CSIU agrees to indemnify, defend, and hold harmless both the District and any director, officer, agent, or employee of the District against all claims, damages, losses, or penalties that result either from the acts or omissions of the administrative, professional, paraprofessional, or support staff provided by the CSIU under the terms of this agreement or from the maintenance or operation of any equipment or vehicles provided or used by the CSIU under the terms of this agreement. The CSIU shall maintain sufficient liability insurance for this purpose in amounts not less than $500,000 per incident or occurrence and shall provide the District with evidence of this coverage on demand.

15. The District agrees to indemnify, defend, and hold harmless both the CSIU and any director, officer, agent, or employee of the CSIU against all claims, damages, losses, or penalties that result either from the acts or omissions of the administrative, professional, paraprofessional, or support staff of the District or from the maintenance, use, or operation of any real property, equipment, or vehicles. The District shall maintain sufficient liability insurance for this purpose in amounts not less than $500,000 per incident or occurrence and shall provide the CSIU with evidence of this coverage on demand.

16. None of the administrative, professional, paraprofessional, or support staff provided by the CSIU under the terms of this agreement shall be considered employees or agents of the District for any purpose, and none of the administrative, professional, paraprofessional, or support staff of the District shall be considered employees or agents of the CSIU for any purpose. The CSIU agrees to indemnify, defend, and hold harmless the District against all claims, damages, losses, or penalties resulting from any determination, whether judicial, administrative or otherwise, that any of the foregoing staff members provided by the CSIU under the terms of this agreement is an employee or agent of the District. The District agrees to indemnify, defend, and hold harmless the CSIU against all claims, damages, losses, or penalties resulting from any determination, whether judicial, administrative or otherwise, that any of the foregoing staff members provided by the District under the terms of this agreement is an employee or agent of the CSIU.

17. This agreement is intended to and shall be construed as consistent with all applicable state and federal laws in effect on the above date, including the Individuals with Disabilities Act and its implementing regulations, the Rehabilitation Act of l973 and its implementing regulations, Titles VI and IX of the Civil Rights Act of l964 and their implementing regulations, the Family Education Rights and Privacy Act and its implementing regulations, the Pennsylvania Public School Code of l949, Chapters l4 and l5 of the regulations of the State Board of Education, and Chapter 342 of the standards of the Pennsylvania Department of Education. To the extent that the law is construed as inconsistent with the language of this agreement, the law shall supersede the language as the contractual expression of the parties' intent and may be enforced as such.

18. It is understood that the execution of this agreement does not obligate the school district to purchase service from the CSIU.

The Mifflinburg Area School District requests the CSIU provide Special Education programs and services for the 2026-2027 school year in accordance with the attached Terms and Conditions of Service Delivery.

Superintendent Signature	Date
CSIU Executive Director Signature	Date

CSIU Special Education Classroom Programs Cost Estimates 2026-2027

Schedule A – full reconciliation pricing for district special education services (classroom programs)

District: Mifflinburg Area

IU Contracted Services

	LSS – WAC	26,495	Per Student	0.000	Students	(		Per day x	0.	Days)	0.
	AUT -- WAC	32,325	Per Student	0.000	Students						
	PHP/Mental Health FS HS	82,934	Per Student	0.000	Students	(		Per day x	0.	Days)	0.
	Five Star HS	69,301	Per Student	0.000	Students	(		Per day x	0.	Days)	0.
	PHP/Mental Health FS Elem	73,974	Per Student	0.000	Students	(		Per day x	0.	Days)	0.
	Five Star Elem	69,024	Per Student	0.000	Students	(					
	HIS	87,615	Per Student	0.000	Students	(		Per day x	0.	Days)	0.
	Autistic Support	37,361	Per Student	0.000	Students	(		Per day x	0.	Days)	0.
	MDS	51,248	Per Student	0.000	Students	(		Per day x	0.	Days)	0.

Subtotal (instructional costs)

CSIU Management Services – 7%

Total IU Contracted Services (classroom programs)

All calculations are projections based on available information as of 07/01/2025

CSIU Special Education Itinerant Services Cost Estimates 2026-2027

Schedule B – marketplace model offering fixed cost pricing (itinerant services)

District: Mifflinburg Area

IU Contracted Services

	SLS – Itinerant	150.	Hourly Rate		Hours	
	Autistic Supp.-Itinerant	150.	Hourly Rate		Hours	
	HIS – Itinerant	160.	Hourly Rate		Hours	
	VIS – Itinerant	175.	Hourly Rate		Hours	
	O/M – Itinerant	175.	Hourly Rate		Hours	
	SWS - Itinerant	150.	Hourly Rate		Hours	
	BCBA - Itinerant	165.	Hourly Rate		Hours	
	School Psych - Itinerant	160.	Hourly Rate		Hours	

Total IU Contracted Services (itinerant services)

Central Susquehanna Intermediate Unit
90 Lawton Lane
Milton, PA 17847
(570) 523-1155
www.csiu.org

CSIU and District Itinerant Services Expectations
2026-2027

Itinerant Service Rates
Autistic Support - $150/hr Behavior Support Specialist (BCBA) - $165/hr Orientation and Mobility - $175/hr School Psychologist - $160/hr Social work - $150/hr Speech and Language - $150/hr Teacher of Deaf/Hard of Hearing - $160/hr Teacher of Visually Impaired - $175/hr In addition to direct service time, districts should anticipate travel time, planning time equal to 50% of direct time, collateral time for parent/teacher communication, report writing, etc.

How to Request Itinerant Services - Districts may request certain types of itinerant student services through the CSIU referral process for Itinerant Autistic Support, Behavior Support Specialist, Orientation and Mobility, School Psychologist, Social Work, Speech and Language, Teacher of the Deaf or Hearing Impaired, Teacher of the Visually Impaired. Itinerant referrals should be submitted via Google Format 26/27 CSIU DISTRICT Itinerant Referral. Once the referral is received and a staff person is assigned, here is what can be expected of the CSIU provider and of the school district.

- The CSIU will ensure that all CSIU staff members who may be assigned to work with students have met applicable standards regarding hiring and the completion of background checks and clearances, including criminal background checks in accordance with Section 1-111 of the Pennsylvania School Code (Act 34 of 1985), child abuse clearances in accordance with Sections 6354-6358 of the Pennsylvania School Code (Act 151 of 1994), Federal criminal history report in accordance with Section 111 of the Public School Code (Act 114 of 2006), medical clearances in accordance with the Pennsylvania Public School Code Section 1418 (Act 14 of 1949), and all other exams and clearances as required by law.

- Upon written request by the District, the CSIU shall provide copies of all clearances to its employee(s) who are providing services to the District, that employee will present such clearances to the District or CSIU. The HR Department will write a letter verifying employees of CSIU have met the requirements listed above who are providing services within the district. The CSIU shall not forward clearances directly to the District. Without advance notice, this may require a delay in providing services for students.

- Many CSIU providers have access to hotspots or WiFi enabled devices. However, service is not sufficient in some building locations. School districts may be asked to provide CSIU staff with access to the school's internet in order to provide appropriate services and evaluations. This is necessary, as more assessments and instructional tools are web-based.

CSIU Itinerant Staff will…	**School District will…**
● Serve as a related service provider, not a case-manager ● Provide services as described in the student's IEP or 504 plan ● Provide updated present levels (functional performance), IEP goals (if applicable), transition (if applicable), program modifications/specially designed instruction, and recommendation for/against ESY. ● Make recommendation for frequency of service ● Provider may attend scheduled meetings if given advanced notice and scheduled when the provider is in the district. ● Provide direct entry into a district's student information system if requested and trained by the district. If not, the provider will submit information through a word document via email to the case-manager. ● Make reasonable attempts to accommodate student/parent/teacher scheduling requests. However, not all requests are possible or practical and could result in unnecessary travel costs or reduce provider availability to serve other students ● Create a schedule to accommodate daily, weekly, monthly, quarterly, or annual services. The provider will make reasonable attempts to make-up sessions missed if allowable within their schedule when due to school holiday's, school closure, provider absence, etc. Sessions missed due to student absence may not be made-up. ● *If participating in an Evaluation request, the provider will provide written documentation of assessments, observations, and recommendations to be included in the District Multidisciplinary Evaluation	● Provide a district case-manager for point of contact and completion of IEP, RR, or 504 service plan. ● Provide the service provider with advance notice of due dates for progress monitoring, IEP, and RR's. ● Provide the service provider with updated copies of IEP's and RR's upon completion. ● Provide training on the use of the district's student information system if requesting direct entry of information. This may result in reduced availability for service provisions, may need to occur annually, and time will be billed at service rate. ● Reserve an appropriate work space for the provider to render services free from unreasonable distraction. ● Provide advance notice of student absences to avoid unnecessary travel expenses. ● Be flexible with scheduling itinerant related service time. ● *If requesting Evaluation of services, the district will provide a completed referral, signed Permission to Evaluate, and any required medical records (ie. vision report, audiogram, etc.) ○ Delayed submissions may result in the provider not meeting 60 day timeline

School Psychologist- Districts may request Psychological Educational Evaluation Services by a CSIU licensed school psychologist. After the referral is received and a provider has been assigned, here is what can be expected by the CSIU provider and the School District.	
CSIU School Psychologist will…	**School District will…**
● Complete assessments as described on the Permission to Evaluate or Permission to Reevaluate ● Comply with IDEA and Chapter 14 Guidelines and Timelines ● Collaborate and collect information from teachers and related service providers. ● Provide a completed Evaluation Report or Reevaluation Report to the District point of contact	● Submit a completed referral including a signed Permission to Evaluate or Permission to Reevaluate and any other required documents as soon as possible to allow compliance with timelines ○ Delayed submissions may result in the provider not meeting 60 day timeline ● Provide access to all relevant records for review ● Provide access to a reasonable assessment setting ● Provide access to the student for observation ● Provide contact information for all relevant district staff For Initial Evaluations, please provide ● Health records ● Attendance ● Grade reports ● Grade Level Assessments ● Curriculum based measures ● MTSS interventions ● Child Study Team documentation ● Parent questionnaire input ● PBIS interventions ● Teacher input For Re-evaluation, please provide ● RR Section I, items 1-7 ● Provide most recent Reevaluation Report or initial Evaluation Report

Behavior Support Specialist - Districts may request Behavior Support Services by a CSIU Board Certified Behavior Analyst. After the referral is received and a provider has been assigned, here is what can be expected by the CSIU provider and the School District.	
CSIU BCBA will…	**School District will…**
● Lead the Functional Behavior Assessment process through collaboration with district staff, parents and the student. ○ District staff will be asked to assist with data collection ● Provide written report of FBA to district within pre-established time-line *The BCBA can also provide general consultation for classrooms or students.	● Submit a completed referral and signed Permission to Evaluate or Permission to Reevaluate for functional behavior assessment and any other required documentation as soon as possible to allow compliance with timelines ○ Delayed submissions may result in the provider not meeting 60 day timeline ● Provide access to student for observation ● Provide contact information for all relevant district staff and parents

If you have any questions please contact:

Erin Hepworth, CSIU Supervisor of Data Management/Child Accounting/Itinerant Services at ehepworth@csiu.org, (570) 238-0641 or (570) 523-1155 ext. 2284

Terri Locke, CSIU Director of Special Education and Alternative Placements at tlocke@csiu.org, (570) 523-1155 ext 2212 or (570) 809-4851

Signature:

Email: rcrispell@csiu.org

CENTRAL SUSQUEHANNA INTERMEDIATE UNIT

90 Lawton Lane • Milton, PA 17847 • (570) 523-1155 • FAX 570-524-7104 • www.csiu.org

MEMORANDUM

TO: District Superintendents
FROM: Terri Locke, Director of Special Education and Alternative Placements
SUBJECT: IDEA-B Information and Agreement Letter (2026-27)
DATE: July 1, 2026

Please review the following information regarding the distribution, treatment and use of IDEA funds for the fiscal year (FY) 2026-27.

- IDEA-B Agreement for the Distribution of Funds for the FY 2026-27
- Use of IDEA Pass-Through Funds Assurance Form

A copy of the allocation for IDEA pass-through funds for your school district for FY 2026-27 is also included.

To receive the IDEA-B funds, invoices must be submitted to my attention in order to receive payment. A copy of Guidelines for IDEA Funds Allowable Use is enclosed. The recommended timeline for invoice submission is as follows:

July 1, 2026 – December 30, 2026 IDEA-B Expenses: Due by January 31, 2027
January 1, 2027 – June 30, 2027 IDEA-B Expenses: Due by July 15, 2027

Please clearly mark invoices **IDEA-B (2026–27)**. These funds must be reported on your schedule of federal assistance (ALN 84.027).

Once you have reviewed the enclosed documents, please date and sign by Friday, July 31, 2026. All agreements must be returned before invoices can be paid. A fully executed copy of the agreement and assurance form will be provided to you after signatures are obtained at the CSIU.

Please note that Extended School Year (ESY) services will not be automatically deducted from 2026-27 allocations. These services will be invoiced directly two times per year.

If you have any questions regarding any of the above information you may contact me at 570-809-4851. Thanks in advance for your cooperation.

TAL/sab

Distribution: District Superintendents (17)
Business Managers (17)
Special Education Supervisors/Contacts (17)

AGREEMENT

CSIU, on the first day of July 2026, entered into a contract with the Department of Education of the Commonwealth of Pennsylvania, hereafter called ("Department"). CSIU agreed to furnish all certified personnel, facilities; materials and other services (in consultation with the Department) needed to perform certain IDEA services and to comply with the terms and conditions of the Department's most current IDEA Application Guidelines.

The Department has authorized CSIU to enter into an Agreement with the **Mifflinburg Area School District** regarding the furnishing of certified personnel, facilities, materials and other services (in consultation with the Department) needed to perform selected supplemental services in compliance with terms and conditions of the Department's most current IDEA Application Guidelines. CSIU has determined that the estimated IDEA allocation for the School District is **$330,336.19** The said funds must be used to supplement the provision of special education and related services for eligible school aged children as specified in the current IDEA Application Guidelines (attached).

AGREEMENT

The School District agrees to administer the funds in accordance with the terms and conditions of this Agreement. CSIU agrees to reimburse the School District accordingly.

The School District agrees to accept the funds and assumes sole responsibility for compliance with all of the terms and conditions set forth in this agreement. Upon the execution of this Agreement, the School District consents to a delegation to it of all duties and responsibilities imposed upon CSIU as set forth in the Department's most current IDEA Application Guidelines.

Upon execution of this Agreement, the School District agrees to indemnify and save and hold harmless CSIU, members of its Board, its officers, agents, servants, and employees from any loss, liability, damages, costs (including without being limited to, court costs, arbitration costs, administrative proceedings or audits and in the amount of any judgment, award or decision) and expenses (including, but without being limited to counsel fees) reasonably paid or incurred in connection with any civil action, criminal action, administrative proceeding, arbitration proceeding or audit or any other type of proceeding or action instituted or threatened against CSIU, members of its Board, its officers, agents, servants and employees by reason of any act or thing alleged to have been done or omitted, in the payment or administration of the School District IDEA allocations. Further, the School District agrees to indemnify and save and hold harmless CSIU, members of its Board, its officers, agents, servants and employees from any loss, liability, damages, costs (including, but without being limited to, counsel fees) reasonably paid or incurred in connection with any civil action, criminal action, administrative proceeding, arbitration proceeding or audit or any other type of proceeding or action instituted or threatened against CSIU, members of its Board, its officers, agents, servants, and employees by reason of any act or thing alleged to have been done or omitted, including negligent acts or omission, by the School District, a member of its Board, its officers, agents, servants, and employees in the administration of the School District's IDEA allocation or compliance with the terms, conditions, duties and responsibilities set forth in the Department's most current IDEA Application Guidelines.

The School District agrees that the foregoing is intended to be as broad and inclusive as is permitted by the law of the Commonwealth of Pennsylvania, and that if any portion thereof is held invalid, it is agreed that the balance shall; notwithstanding, continue in full legal force and effect.

The parties hereto, intending to be legally bound hereby, execute this Agreement the 1st day of July, 2026.

Dr. Kenneth J. Dady, Jr.
Dr. Kenneth J. Dady, Jr. (Jul 8, 2026 10:23:02 EDT)
Superintendent

07/08/2026
Date

CSIU, Executive Director

Date

Rae Ann Crispell
07/08/2026

Distribution of IDEA Funds

The IDEA Flow Through funds available for your school district are reflected in the table below. The amount is also contained in the attached Agreement.

BUDGET INFORMATION FOR 2026 - 2027			
School District	**12/1/25 Count**	**Amt Per Child**	**26-27 Amount**
Mifflinburg Area	317	$1,042.07	$330,336.19

These amounts should be accounted for as expenditures of federal IDEA 611 funds. (ALN #84.027) (Funding Source 520; Revenue Code 6832) The Pass-Through Grantor's Number is 062-27-0016.

Treatment of Federal Funds

IDEA funds must be used to supplement and, to the extent practicable, increase the level of state and local funds expended for the education of children with disabilities and may not be used to supplant those state and local funds (34 §300.230). IDEA funds provided to an LEA may not be used to reduce the level of expenditures for the education of children with disabilities made by the LEA from local funds below the level of those expenditures for the preceding fiscal year (maintenance of effort) unless: The reduction is attributable to the voluntary departure, by retirement or otherwise, or departure for just cause, of special education personnel who are replaced by qualified, lower salaried staff; or a decrease in the enrollment of children with disabilities; or the termination of the obligation of the LEA consistent with the statute; to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as determined by the SEA because the child has left the jurisdiction of the LEA, reached he maximum age of the FAPE obligation, or no longer needs special education (34 CFR § 300.231 – 300.232).

The IU, school district/charter schools will expend amounts provided to the LEA in accordance with the applicable provisions under federal law and these amounts will be used to **supplement** state, local, and other federal funds and not to **supplant** those funds (34 CFR § 300.231 – 300.230).

(Non-supplanting requirement does not apply to the 50 percent amount that an LEA may use to reduce local funds under §300.205 – "Adjustment to Local fiscal effort in certain years." (See 34 CFR §300.202 (a) (3).)

(Maintenance of Effort (MoE) requirement does not apply to the 50 percent amount that an LEA may use to reduce local funds under §300.205. (See 34 CFR §300.203 and §300.204.)

IDEA 2026-27
Mifflinburg Area School District

Provision of CSIU Special Education Programs & Services
Use of IDEA Pass-Through Funds

ASSURANCE FORM

The Central Susquehanna Intermediate Unit will pass through IDEA funds based upon the December 1, 2025 child count. These funds must be reported on your schedule of federal assistance (ALN# 84.027).

IDEA pass through funds and services are available to school districts according to the following procedures:

1. In order to receive pass through funds, invoices for IDEA eligible expenditures must be submitted to CSIU. The timeline for invoice submission is:

- July 1, 2026 - December 30, 2026, IDEA Expenses Due by January 31, 2027
- January 1, 2027 - June 30, 2027, IDEA Expenses Due by July 15, 2027

Dr. Kenneth J. Dady, Jr. 07/08/2026
Dr. Kenneth J. Dady, Jr. (Jul 8, 2026 10:23:02 EDT)
Superintendent Signature Date

Executive Director Signature Date

Rae Ann Crispell
07/08/2026

IDEA-B

ALLOWABLE/UNALLOWABLE COSTS

Costs must be: necessary, reasonable, allocable, and documented.

Guiding questions:

- Is the cost reasonable and necessary for the program?
- Do sound business practices support the expenditure?
- Does the expense support the purpose of the grant?
- Is the expense in compliance with laws, regulations, and grant terms?
- Is the purchase for excess cost of educating students with disabilities?

For a particular cost to be allowed, it must be an excess cost of providing special education and related services for IDEA Part B.

ALLOWABLE

Costs that are allowed can include, but may not be limited to, the following. However, every effort must be made to allocate ACCESS reimbursable costs to state or local funding whenever possible:

- ✓ Extended School Year Programs, including ESY Transportation and ESY for students with disabilities placed out of state through the Special Education Plan Revision Process (SEPRN)
- ✓ Supplemental education costs to support the implementation of the Cordero Court decision
- ✓ Training programs for parents, teachers and professionals/paraprofessionals who work with students with disabilities
- ✓ Occupational and physical therapy
- ✓ Hearing Impaired Services
- ✓ Visually Impaired Services
- ✓ Physically Impaired Services
- ✓ Audiology
- ✓ Assistive Technology Specialist
- ✓ Orientation and Mobility Specialists
- ✓ Physiatrists (MD certified for SED)
- ✓ Adaptive Physical Education
- ✓ Work Experience Coordinator and Job Coaches
- ✓ Speech Therapy
- ✓ Special Education Teachers
- ✓ Clerical Staff working directly with allowable professional staff
- ✓ Teacher's Aides or Paraprofessional personnel
- ✓ Bus Aides
- ✓ Assistive Devices
- ✓ Psychological Services
- ✓ Social Worker
- ✓ IEP-Specified Nursing Functions
- ✓ Program Monitoring and Evaluation

- ✓ Coordinated Early Intervening (optional ~ available to school districts and public charter schools)

UNALLOWABLE

Costs that are not allowed can include, but may not be limited to the following:

- ✓ Any expenditure made before the beginning date or after the ending date of an approved project
- ✓ School Transportation (except for Field Trips, ESY Transportation, etc.)
- ✓ Operational costs for school-owned property (rent, heat, telephones)
- ✓ School Administrators
- ✓ Construction
- ✓ Business Costs
- ✓ Membership in Organizations for individuals
- ✓ Travel Expenses (Except for Project-paid staff or attendance at Project-paid activities)
- ✓ Food, beverages or snacks (there is a high burden of proof that paying for food, beverages or snacks with federal funds is necessary to meet the goals and objectives of a federal grant)
- ✓ Rental costs for IU-operated programs housed in school district operated buildings
- ✓ Costs related to Legal Counsel and/or Attorney Fees

Signature: RaeAnn Crispell

Email: rcrispell@csiu.org

TITLE III CONSORTIUM
Memorandum of Understanding

Made this __1__ day of __July___ in the year 2026
between
MIFFLINBURG AREA SCHOOL DISTRICT of ___Union_____ County, Pennsylvania, hereinafter referred to as "District,"
and
CENTRAL SUSQUEHANA INTERMEDIATE UNIT 16, hereinafter referred to as "CSIU".

NOW THEREFORE, in consideration of the mutual covenants herein contained and with the intent to be legally bound hereby, the parties agree as follows.

TITLE III EL FUNDS DEFINITIONS

PURPOSES

1. To help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English.

2. To assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet.

3. To assist teachers, principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth.

4. To assist teachers, principals and other school leaders, State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings.

5. To promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners.

<u>LEAs must use Title III EL funds for the following activities:</u>

1. Providing supplemental supports that complement and strengthen the LEA's *language instruction educational programs* (LIEPs) to meet the needs of ELs and demonstrate success in increasing English language proficiency and student academic achievement;

2. Providing *effective professional development to classroom teachers* (including teachers in classroom settings that are not the settings of LIEPs), administrators and other school leaders; that is:

- Designed to improve the instruction and assessment of ELs;
- Designed to enhance the development and implementation of high-quality research-based curriculum, assessment, and instructional practices that meet the needs of ELs;
- Effective in increasing ELs' English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
- Of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom.

3. Providing and implementing *other effective activities and strategies that enhance or supplement language instruction educational programs for ELs*, which must include parent, family, and community engagement activities, and may include strategies that serve to coordinate and align related programs.

4. Immigrant funds (IMM), when awarded, must be used in *a supplemental manner regarding EL funds.* IMM funds must not be used to supplant EL-funded activities.

As with all Title III costs, these required Title III EL activities – support for effective LIEPs; effective professional development; effective parent, family, and community engagement activities; and immigrant activities – **must be supplemental to state and locally funded programming** that the LEA is required to deliver to meet its civil rights obligations to EL students.

Authorized Uses of Title III Funds at the LEA-Level

In addition to spending on the required activities above, LEAs may spend their Title III EL funds on *other supplemental activities*, including:

- Upgrading program objectives and effective instructional strategies;
- Improving the instructional program for ELs by identifying, acquiring and upgrading curricula, instructional materials, educational software, and assessment procedures;
- Providing ELs tutorials and academic or career and technical education, and intensified instruction, which may include securing materials in a language that the student can understand, interpreters, and translators in a supplemental manner;
- Developing and implementing effective elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services;
- Improving the English language proficiency and academic achievement of ELs;
- Providing community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families to improve the English language skills of ELs, and to assist parents and families in helping their children improve their academic achievement and become active participants in the education of their children;
- Improving the instruction of ELs, which may include ELs with a disability, by providing for: the acquisition or development of educational technology or instructional materials; access to, and participation in, electronic networks for materials, training, and communication; and incorporation of these resources into curricula and programs;
- Offering early college high school or dual or concurrent enrollment programs or courses designed to help ELs achieve success in postsecondary education; and ESSA, Section 3115(d)(1). ESSA, Section 3115(d)(2). ESSA, Section 3115(d)(3). For more information on Title III and Early Learning, please see USDE *2016 Title III, Part A Guidance*, Section F. ESSA, Section 3115(d)(4). ESSA, Section 3115(d)(5). ESSA, Section 3115(d)(6). ESSA, Section 3115(d)(7). ESSA, Section 3115(d)(8).
- Carrying out other activities that are consistent with the purposes of Title III subgrants.

If an LEA uses its Title III EL funds for one of the above authorized activities, it must ensure the funds are ***supplemental***, including the requirement that the funds not be used to meet its civil rights obligations under Title VI of the Civil Rights Act and the EEOA.

Under the first presumption of supplanting, an LEA **may not use** Title III funds to meet the requirements of federal, state, or local law. Under federal law, specifically Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act (EEOA), LEAs have legal obligations to ensure that ELs can meaningfully and equally participate in educational programs and services.

USDE guidance explains that to meet these civil rights obligations to EL students, LEAs must:

- Identify and assess all potential EL students in a timely, valid, and reliable manner;
- Provide EL students with a language assistance program that is educationally sound and proven successful, consistent with *Castañeda v. Pickard* and the U.S. Supreme Court decision in *Lau v. Nichols*;
- Provide sufficiently well-prepared and trained staff and support the language assistance programs for EL students;
- Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities;
- Avoid unnecessary segregation of EL students;
- Ensure that EL students who have or are suspected of having a disability under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 are identified, located, and evaluated in a timely manner and that the language needs of students who need special education and disability related services because of their disability are considered in evaluations and delivery of services;
- Meet the needs of EL students who opt out of language assistance programs;
- Monitor and evaluate EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade-level content knowledge, exit EL students from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied;
- Evaluate the effectiveness of a school district's language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program is reasonably calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period of time; and
- Ensure meaningful communication with parents who require educational materials in a language or format other than written English.

Because Title III funds may not be used to meet legal obligations, including civil rights obligations, **Title III may not be used to meet the obligations in the above list.**

This Memorandum of Understanding (MOU) will address the responsibilities of the consortium lead (CSIU) and its member LEAs (school districts within CSIU Region) related to the following:

<u>Plan for professional development</u>

1. Representatives of the Title III Consortia will brainstorm professional development topics every Spring (April/May) for the following school year.

2. **Possible topics identified for Professional Development for the 2026-2027 school year include, but are not limited to:**
    a. ELD Curriculum Development
    b. Collecting, Analyzing, and Using EL Assessment Data for Programmatic and Instructional Decision-Making
    c. EL Laws, Policies, and Regulations
    d. Culturally Responsive Teaching
    e. ELD Program Design and Course Sequencing for High School ELs
    f. Teacher Collaboration and Co-Teaching Models
    g. Differentiating Disabilities from Language Development
    h. Leveraging Community Assets to Strengthen ELD Programs (Family/Community Engagement)
    i. Teaching with Primary Sources
    j. Literacy Instruction for ELs at All Grade Levels (PDE's Structured Literacy Framework for ELs)

k. Supporting and Preparing Content Teachers to Deliver High-Quality Accessible and Equitable Instruction to ELs

Plan for ensuring that all English Learner (EL) students participate in the annual English language proficiency assessment

All students currently identified as ELs will take the WIDA ACCESS 2.0 Assessment each year. Each school district will make scheduling decisions for testing. The school districts are responsible for properly coding students in PIMS to ensure each student is tested. The school district technology coordinator or designee will handle technology needs/requirements. ESL teachers or designees will obtain certification for test administration. Students will participate in all state testing as required by PDE.

Plan for program evaluation and continuous improvement, including data sharing and analysis

The Title III Consortium will...

1. Collaboratively analyze data from the WIDA Access Assessments, PSSAs and Keystone Exams to determine future professional development needs.
2. Create a shared document listing outside resources used in ESL programming.
3. Work toward all English learners achieving full proficiency in English, at or above expected growth.
4. Work to decrease the number of Long-term English Learners not making progress in English language proficiency.
5. Assist classroom teachers and administrators to understand and accept the specific language acquisition needs of English Learners and actively seek ways to better serve this population.
6. Assist Non-English-speaking parent(s) to access and participate in their child's education on an equal basis as their English-speaking peers (communication in a mode and language they can understand, timely notification of the English Language acquisition progress of their child, opportunities to participate in district programs)

Explanation of how funds will be spent to support the activities

The CSIU will complete the eGrants Consolidated Application in June to access Title III funds. The funds will be placed in the CSIU Accounting system. All Title III funds will be pooled. Title III Consortium School Districts will access the funds by requesting funding for authorized activities and purchases such as those listed in the section above entitled: "Authorized Uses of Title III Funds at the LEA-Level".

The CSIU will provide forms for Title III Consortium Districts to complete to access funds: the CSIU Expense Request Form and the Reimbursement Request Form. The expense request form must be approved by the CSIU ESL Coordinator before any funding may be spent.

The CSIU will set aside funds for professional development and district-level technical assistance from the consortium allocation. Each district will contribute to the professional development costs.

Procedure for the following:

Parental notification of Title III program eligibility must meet the following three requirements:

1. LEAs must notify parents of their child(ren)'s eligibility to participate in Title III programs and services in addition to the child's identification as an EL and placement in an LIEP.
2. Along with notifying parents of their eligibility to participate, LEAs must also provide parents with information about their rights to refuse specialized services, including all or some of the services provided to the student as part of Title III activities.
3. The LEA must provide all the above information to parents in their preferred language and mode of communication, and Title III funds may not be used for this purpose.

Equitable Services

Title III funds are subject to an equitable services requirement. This means that the LEA must ensure that eligible private school students, their teachers, and other educational personnel are provided the opportunity to participate in Title III programs. Non-public students who qualify for Title III funding should be given Title III services through the LEA. LEAs are responsible for non-public students in any non-public school within the LEA's geographic boundaries. Through the nonpublic consultation process, the Title III program and identification of eligible students should be determined. The number of nonpublic immigrant and EL students should be entered in the EL database.

The CSIU will support LEAs in conducting meaningful consultation visits with non-public schools in their district boundaries. Non-public schools that wish to participate in the Title III program must report their ELs to the public LEA. It is the responsibility of the nonpublic school to notify the school district of any potential EL(s) who enroll throughout the school year. The school district within the geographic boundary will be required to consult in a timely and meaningful fashion to determine the needs of the non-public school.

Identifying non-public EL students

The LEA staff will coordinate with the participating non-public schools within their geographic boundary to complete the EL identification process. The LEA will provide the non-pub with the state's approved Home Language Survey, which the non-pub will implement uniformly for all enrolled and enrolling students. The LEA will screen all potential ELs using the WIDA Screener to determine EL status. The LEA will include the non-public students who qualify as an EL on their District Fact Sheet Template within PIMS on the October and other EL-related snapshots.

Providing supplemental instruction/services to non-public entities

The LEA will meet with the non-public school(s) within its geographic boundary to determine which supplemental services will be needed. Title III funds will be used to assist the non-public school. Not all requests from the non-public school will be approved. The decision will be based on the needs of the EL students identified, the non-public school's request for supplemental services and the delivery of those supplemental services; a collaborative analysis/agreement of the benefit of those supplemental services based on student needs, and dependent upon the availability of funding. The CSIU will assist the LEA with the use of Title III funding for non-public schools, when requested,

IN WITNESS WHEREOF, the parties hereto have set their hands the day and year first above written.

MIFFLINBURG AREA SCHOOL DISTRICT

By _____
Authorized District Representative – Ken Dady

Date _____

CENTRAL SUSQUEHANNA INTERMEDIATE UNIT 16

By _____
Authorized CSIU Representative – John Kurelja

Date _____

Signature:

Email: rcrispell@csiu.org

New Story Schools

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 **Selinsgrove** 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 – $390 per day
Tier 2 Rate – $440 per day
1:1 Staffing – Tier Rate + $150 per day

Thank you 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,

Brittany Maurer
Director of School and Servies

NewStory Schools

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."

NewStory Schools

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.

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New Story Schools

EDUCATIONAL SERVICES AGREEMENT

This Educational Services Agreement ("Agreement") dated this 28th day of April 2026, between Mifflinburg Area SD (hereinafter referred to as the "District") and New Story Schools, located at 297 Route 204 Selinsgrove, PA 17870, (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 transportation contractors, we remain committed to working closely with our District

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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 unable to provide. Serious disciplinary infractions shall be defined at the sole

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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 certified personnel as defined by the Pennsylvania Department of Education, including

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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 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.

16. **Indemnification.** District agrees to indemnify, defend, and hold Provider harmless from

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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 Snyder 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 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.

Mifflinburg Area School District:	**Provider: New Story Schools**
By:_____	By: Nichole Arnold
Name:_____	Name: Nichole Arnold
Title:_____	Title: Vice President of Operations
Date:_____	Date: 4/28/2026

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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	$ 390/day
Tier 2 Rate	$ 440/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.

CMSU Behavioral Health and Developmental Services
Funding Letter of Agreement to
Support Prevention Specialist Services 2026-2027

This Agreement between **CMSU Behavioral Health/Developmental Services**, PO Box 219, Danville, PA 17821 and **Mifflinburg Area School District, 178 Maple Street, Mifflinburg, PA 17844** whereby Mifflinburg Area School District agrees to provide:

Funding Support of Full time Prevention Specialist

1. This understanding shall be effective on this first day of July 2026 and remain in effect through June 30th of the fiscal year 2027.
2. Payment is made to CMSU quarterly upon receipt of invoice from CMSU's Fiscal Department and based upon agreed amount for personnel costs associated with one full-time staff (Prevention Specialist) assigned to the School District and as outlined in Appendix A. Payment should be sent to the CMSU withing 30 days of receipt of CMSU's invoice for that quarter.
3. Changes in payments terms or any other section of this Agreement including Personnel changes/TERMINATIONS shall be made with 30-day prior written notice.
4. Should there be a vacancy during the fiscal year, all required services will be provided to the district by the CMSU Prevention Supervisor or their designee at a rate of $30/hr. This rate will be invoiced quarterly
5. Program services are outlined for reference and agreement of both parties in Prevention Specialist Work Statement. (Appendix B. Work Statement)
6. CMSU sends an annual agreement to reflect program and budget changes to include an adjustment for cost of living and any changes in personnel costs.

Wesley D

CMSU Administrator
CMSU Behavioral Health/Developmental Services

7/14/26
Date

Dr. Ken J. Dady

Mifflinburg Area School District Superintendent
Dr. Ken Dady, Jr.

7-21-26
Date

QUALIFIED SERVICE ORGANIZATION AGREEMENT

Furthermore, Mifflinburg Area School District

1. Acknowledges that in receiving, storing, processing, or otherwise dealing with any information from CMSU about the Students involved with CMSU, they are fully bound by the provisions of the federal regulations governing Confidentiality of Alcohol and Drug Abuse Patient Records, 42 C.F.R. Part 2; and

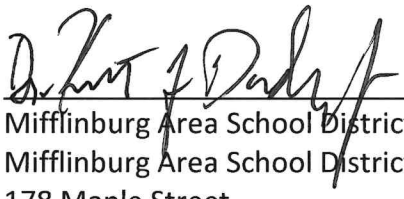
2. Undertakes to resist in judicial proceedings any effort to obtain access to information pertaining to Students otherwise than as expressly provided for in the federal confidentiality regulations, 42 C.F.R. Part 2.



7/14/26

CMSU Administrator
CMSU Behavioral Health/Developmental Services
PO Box 219
Danville, PA 17821
(570) 275-5422

Date



7-21-26

Mifflinburg Area School District Superintendent
Mifflinburg Area School District
178 Maple Street
Mifflinburg, PA 17844

Date

PREVENTION SPECIALIST REQUIREMENTS

- Staff attend quarterly Prevention meetings to track progress, update programs as needed and discuss needs as they relate to performance of assigned duties.
- Staff receive training on the WITS Data Entry System and report all services including SAP services within two weeks of service delivery date.
- The Prevention Program Supervisor will assist with data entry until training is completed and staff are competent and ready to assume this responsibility.
- Staff must participate in Community Based Processes to include assessing needs for implementation and design of CMSU's annual prevention plan.
- Staff work in their respective district based on the School's Schedule observing School District holidays as they are scheduled.
- Prevention Staff are CMSU employees and are expected to conduct themselves in a professional manner upholding the ethical and confidential requirements of their position while also following the policies and protocol of their respective School District.
- Prevention Staff report to designated School staff and are expected to discuss their role and align their duties with the School staff on an ongoing basis to ensure needs are addressed.

STUDENT ASSISTANCE PROGRAM SERVICES:

The Commonwealth of Pennsylvania's Student Assistance Program (SAP) utilizes a systematic team approach comprised of professionals from various disciplines within the school districts to include but not limited to guidance counselors, teachers, principals, and SAP liaisons from community agencies. These selected professionals shall identify barriers to learning, and, in collaboration with families, identify students at risk to engage them in appropriate interventions to ensure and enhance their school success. Further, as representatives of the county (CMSU)Drug and Alcohol and Mental Health service system, CMSU Prevention Specialists serve as professionally trained SAP liaisons and provide consultation to SAP teams. Prevention Specialists engage family members regarding the need for referral to community-based and school-based assessment and intervention for all Behavioral Health needs.

Prevention Specialist duties related to SAP include:

- Specialists serve as the Drug and Alcohol and Mental Health liaison and attend core team meetings providing consultation to team members
- Refer for Drug and Alcohol or Mental Health assessment if indicated and, facilitate referral to appropriate Drug and Alcohol or Mental Health treatment services.
- Participate in core team maintenance, parent/teacher meetings and maintain all data for required SAP quarterly reporting.
- Prevention specialists serving as liaison facilitate School-based support groups; facilitate and support the school-based aftercare plan for students who are returning to school from treatment and collaborate with other agency providers as needed
- Prevention Specialist log all SAP service data into the PA WITS System.

WORK STATEMENT
PROGRAM SPECIFIC TASKS

PROGRAM SERVICES:

Following are the general guidelines regarding expectations pertaining to this contract and the performance of duties within the Bloomsburg, Berwick, Millville, Southern Columbia, Columbia Montour Vo-Tech, Mifflinburg, Midd West and Central Columbia School Districts.
The delivery of direct services shall be in accordance with local planning that includes all six federal strategies: Education; Information Dissemination; Community-Based; Problem Identification; Alternative Activities; and Environmental Strategies. The following represents the expectation of CMSU to manage these requirements in your respective school district. The table represents the framework of services and examples of deliverables along with minimum hours of direct service among the federal strategies. Contractor is expected to report and capture all activity beyond the minimum requirements outlined on the table below to meet demand and identified need as it arises. In addition, the Contractor should discuss programming and activities with designated School personnel to ensure activities align with School identified need.

Federal Strategy
Information Dissemination **FST 01** (a) INF02 Printed Materials Dissemination – Example: Disseminating information about SUD and SAP to parents at a back to school night. (b) INF08 Speaking Engagements – Example: Classroom presentation to provide information about SAP or SUD to students, families or school staff. (c) INF07 Health Promotion-Example: Sharing information about health related risks of substance misuse at health fairs and/or community events.
Education **FST02** (a) EDU02 Education Services-Example: Session based lessons or workshops directed toward youth.
Alternative Activities **FST03** (a) ALT01 ATOD Free Activities-Example: ATOD Free school events/activities
Problem I.D. & Referral **FSTO4**(a) PIR01 – SAP Core Team Meetings (b) PIR02 – SAP Parent Meeting (c) PIR03 – SAP Student Consultation with School Staff (d) PIR04 – SAP Initial Screening (e) PIR05 – SAP Groups (f) Referral Follow-up
Community Based Process **FST 05** (a) CBP02- Training services (b) Assessing Community Needs (c) CBP06-Program Development (d) CBP07- Prevention Program Marketing: Assisting with PAYS survey administration and/or interpretation of survey results, researching prevention programming for schools.
Environmental **FST06** (a) ENV01 – Changing Policy/Laws: Example: working with schools on policy changes (b) ENV12-Pledge/signature collection.

TRAINING REQUIREMNETS

- All Prevention Specialists serving as SAP liaisons must receive a Core Team Member training provided by a Pennsylvania Department of Education SAP Commonwealth-Approved Trainer.
- All Prevention Specialists serving as SAP liaisons must attend the 6-hour DDAP-approved, or Pennsylvania Certification Board-approved, Confidentiality Training.
- Staff primarily responsible for oversight of SAP services attend the one-day SAP Administrator Training provided by a Commonwealth-Approved Trainer. If the responsible staff person has successfully completed the SAP Core Team Member training and has a certificate of completion, the one-day SAP Administrator Training is not required.
- Level-of-care assessment providers that perform SAP Drug and Alcohol assessments must complete training in accordance with Section 10.8 of the DDAP Treatment Manual.
- Prevention Specialists must comply with annual training requirements as outlined in the DDAP prevention manual. Specialists are required to provide documentation to the Prevention Program Supervisor in compliance with DDAP requirements.

APPENDIX A.
CMSU PREVENTION SPECIALIST POSITION
MIFFLINBURG SCHOOL DISTRICT
BUDGET 2026-2027

NAME	MATT BAKER
POSITION	PREVENTION SPECIALIST
CIVIL SERVICE #	35-F
HOURS PER WEEK	37.5
SALARY	$55,351
BENEFITS	$22,134
TOTAL DIRECT SALARY AND BENEFITS	**$77,485**
OTHER COSTS (TRAVEL, SUPPLIES, TRAINING, LIABILITY INSURANCE)	$2,210
ADMINISTRATIVE OVERHEAD (SUPERVISION, COMPUTER OPERATIONS, AGENCY ADMINISTRATIVE COSTS)	$16,075
TOTAL ALLOCATED COST	**$95,770**

SCHOOL DISTRICT FUNDING	$38,365
OTHER FUNDING	$0
CMSU PROGRAMS FUNDING	$57,405
TOTAL FUNDING	**$95,770**

AGREEMENT

Mifflinburg Area School District, located at 178 Maple Street, Mifflinburg, PA 17844, hereinafter referred to as "Client".

and

CENTRAL SUSQUEHANNA INTERMEDIATE UNIT,
located at 90 Lawton Lane, Milton, PA 17847,
hereinafter referred to as "Contractor".

WITNESSETH:

WHEREAS, Client is in need of Contractor to provide school psychologist services in accordance with the Scope of Work attached hereto as Exhibit "A".

WHEREAS, Contractor has agreed to serve in said capacity; and

WHEREAS, both Client and Contractor desire to embody the terms and conditions into this written agreement.

NOW THEREFORE, in consideration of the mutual promises contained in this Agreement, the parties hereto, intending to be legally bound, hereby agree as follows:

1. THE RELATIONSHIP

Client hereby engages the services of Contractor under the terms and conditions hereinafter provided and accepts such engagement in accordance with terms and conditions hereinafter provided (the "Services").

Client and Contractor are independent contractors to each other under this Agreement. Nothing in this Agreement is intended nor is to be construed so as to constitute the parties as partners or participants in a joint venture with respect to this Agreement or any of the matters contemplated hereby. Neither of the parties hereto shall be construed to be an employee, representative, or agent of the other party and no party has any express or implied right or authority to make any representations or warranties or assume or create any obligations or responsibilities on behalf of or in the name of the other party to any entity or person. Contractor will not be considered an employee of Client for the purposes of any benefits, to include but not limited to Unemployment Compensation, Workers Compensation, Social Security, Federal and State Withholding taxes. Contractor shall receive an IRS-1099 at the end of the calendar year for services rendered. Contractor shall be solely responsible to pay Contractor's own federal, state, and local income taxes, and any and all other payments incurred by Contractor in the performance of Services pursuant to this Agreement. Client has no authority hereunder to assume or create any obligation or responsibility, express or implied, on behalf or in name of Contractor or to bind Contractor in any way whatsoever. To the extent that the parties would be determined to be joint employers, Contractor agrees to indemnify, defend, and hold harmless Client from and against any and all liabilities flowing from such status as a purported joint employer.

2. TERM

This Agreement shall become effective on July 1, 2026 and shall remain in effect until June 30, 2027, unless earlier terminated in accordance with Section 3 below.

3. TERMINATION

a. Termination for Convenience. Upon thirty (30) days' written notice, either party shall have the right to terminate this Agreement for its convenience if such party determines termination to be in its best interest. If this Agreement is terminated for convenience by Client, shall be paid for work satisfactorily completed prior to the effective date of termination.

b. Termination for Cause. Either party shall have the right to terminate this Agreement upon the failure of the other party to comply with any of the terms of this Agreement or otherwise discharge its duties hereunder in any material respect, if such failure or breach is not cured within thirty (30) days of such breaching party's receipt of written notice specifying the nature of such failure or breach with particularity.

4. FEES AND EXPENSES

Payment will be made upon completion of the Services in accordance with the Invoice and Section 5 below. Each invoice submitted by Contractor must be substantiated with a listing that references the Services performed by dates, locations, or amounts of time worked in hours for increments thereof.

Contractor shall pay all federal, state and local taxes pertaining to the Services or its performance of the Services. Contractor shall perform and furnish the Services in a timely manner. Anytime specified for performance or completion of the Services is of the essence.

Contractor will furnish Client with such information as Client may request in connection with the Services and amounts to be paid to Contractor.

The amount due from Client for the Services shall be $685 per day, up to 5 days/week.

5. INVOICE AND PAYMENT

Payment will be completed within thirty (30) days of the date of the issued invoice provided by Contractor.

6. OWNERSHIP

Contractor retains ownership of and reserves all rights in and to all Services and deliverables provided under this Agreement. Contractor does not convey to Client any rights in or to such Services or deliverables except for the non-exclusive right to use such deliverables for the purpose(s) for which they are intended and as set forth in this Agreement.

7. INDEMNIFICATION

a. Contractor shall indemnify and hold harmless Client and its directors, employees, agents and servants, from and against all suits, claims, actions, liabilities, losses, costs and expenses (including, but not limited to, reasonable attorneys' fees and the costs of litigation), of every kind, asserted by any third party, by reason of any breach, violation, or nonperformance of any term or condition on the part of Contractor hereunder, or on account of injuries to persons or damage to property when any such damage or injury is caused by any act or omission, whether negligent, willful, or otherwise, of Contractor or its subcontractors. Nothing in this Section shall require that Contractor indemnify, defend, or hold harmless Client for Client's own acts or omissions.

b. Client shall indemnify and hold harmless, and upon request, defend, Contractor and its directors, employees, agents and servants, from and against all suits, claims, actions, liabilities, losses, costs and expenses (including, but not limited to, reasonable attorneys' fees and the costs of litigation), of every kind, asserted by any third party, by reason of any breach, violation, or nonperformance of any term or condition on the part of Client hereunder, or on account of injuries to persons or damage to property when any such damage or injury is caused by any act or omission, whether negligent, willful, or otherwise, of Client. Nothing in this Section shall require that Client indemnify, defend, or hold harmless Contractor for the acts or omissions of Contractor or Contractor's subcontractors.

c. Nothing in this Agreement shall require one party to indemnify or defend the acts or omissions of a third party (with the exception of an indemnifying party's agents, employees, representatives, or subcontractors), arising out of, related to, or in connection with this Agreement.

d. This Section shall survive the termination or expiration of this Agreement with respect to any claims or liability accruing prior to such termination.

8. CLEARANCES

As a Pennsylvania education agency, Contractor complies with the Pennsylvania School Code, Pennsylvania Department of Education (PDE), and any other rules and/or regulations regarding the hiring and administration of personnel. All Contractor staff members and independent consultants who may be assigned to work with Contractor have met applicable standards regarding the completion of background checks and clearances, including Act 34-PA State Police Criminal Record (State Police via the Epatch system), Act 151 – PA Child Abuse History (DHS via the Compass system), and Act 114 -FBI fingerprint clearance (PDE via the Cogent system). Client agrees to perform the same background checks and clearances.

9. NOTICES

Any notices required or permitted to be given must be in writing by any one of the following: (a) hand delivery; (b) express overnight delivery service; (c) certified or registered mail, return receipt requested; or (d) confirmed email transmission, and shall be deemed to have been delivered upon (i) receipt, if hand delivered; (ii) the next business day, if delivered by a reputable express overnight delivery service; (iii) the third business day following the day of

deposit of such notice with the United States Postal Service, if sent by certified or registered mail, return receipt requested; or (iv) on the date of electronic transmittal, if delivered by email transmission to the address set forth below (or to such other addresses as the parties may from time to time designate).

If to Contractor: Central Susquehanna Intermediate Unit
90 Lawton Lane,
Milton, PA 17847
Attn: Terri A. Locke
Email: tlocke@csiu.org

If to Client**:** Mifflinburg Area School District
178 Maple Street
Mifflinburg, PA 17844
Attn: Jane Spickler
Email: jspickler@mifflinburg.org

10. ASSIGNMENT AND SUBCONTRACTING

Neither this Agreement nor any interest herein may be assigned and/or subcontracted, in whole or in part, by either party without the prior written consent of the other.

11. FORCE MAJEURE

Neither party will be liable for any failure to fulfill its obligations under this Agreement (except for the payment of money) or for delays in performance due to causes beyond its reasonable control, including, but not limited to, acts of God, acts or omissions of the other party, man-made or natural disasters, pandemics, epidemics, viral outbreaks, strikes, delays in transportation or inability to obtain labor or materials through its regular sources. The time for performance of any such obligation shall be extended for the time period lost by reason of the delay.

12. CONFIDENTIALITY

Information and materials provided by either party are of a confidential nature. Except as otherwise required by law, neither party may use or disclose the other party's confidential information and/or materials for any purpose other than the performance of the Services pursuant to this Agreement without the other party's prior written consent. Each party shall return the other party's material to said other party promptly upon termination of this Agreement or earlier if requested by said other party.

13. GOVERNING LAW

This Agreement shall be made in and shall be governed by and interpreted in accordance with the laws of the Commonwealth of Pennsylvania, without giving effect to its conflicts of law principles.

14. AUTHORIZATION TO MODIFY RESTRICTIONS

It is the intention of the parties that the provisions of this Agreement shall be enforceable to the fullest extent permissible under applicable law, but that the unenforceability (or modification to conform to such law) of any provision or provisions hereof shall not render unenforceable, or impair, the remainder thereof. If any provision or provisions hereof shall be deemed invalid or unenforceable, either in whole or in part, this Agreement shall be deemed amended to delete or modify, as necessary, the offending provision or provisions and to alter the bounds thereof in order to render it valid and enforceable.

15. COUNTERPARTS

This Agreement may be executed in multiple counterparts, each of which shall be deemed an original and all of which together shall constitute one and the same instrument. The delivery of a facsimile signature or e-mail signature shall have the same force and effect as the delivery of an original signature.

16. ENTIRE AGREEMENT

This Agreement constitutes the entire agreement and understanding between the parties concerning the subject matter to which it expressly or implicitly pertains. It supersedes and rescinds all prior or contemporary agreements or understandings and can be modified only in writing executed by the parties.

[*signature page follows*]

IN WITNESS WHEREOF, the parties hereto, desiring to be legally bound hereby, have caused this Agreement to be executed and delivered as of the respective dates set forth below their signatures.

Mifflinburg Area School District	**Central Susquehanna Intermediate Unit**
_____	_____
Kenneth Dady, Ed.D.	**John Kurelja, Ed.D.**
Superintendent	Executive Director

EXHIBIT A
Scope of Work

School Psychological Services

1. Purpose

Central Susquehanna Intermediate Unit (CSIU) shall provide school psychological services to support students enrolled in the Mifflinburg Area School District (MASD).

2. Service

CSIU shall provide a School Psychologist to MASD for the 2026-2027 school year. The School Psychologist will provide services to students attending MASD. Services include involvement in the MTSS framework, conducting evaluations for students thought to be exceptional, and psychological services. MASD acknowledges and understands that CSIU may not be able to guarantee services, and all services will be provided subject to the availability of a School Psychologist. Upon execution of this agreement, MASD will provide CSIU with a schedule of the MASD calendar, including all scheduled days off.

3. Fee and Expenses

The MASD shall pay the CSIU $685 per day, up to 5 days/week for delivery of school psychological services. Any additional time agreed upon by the supervisor and staff member will be billed at the itinerant hourly rate of $160.

4. Materials and Supplies

MASD will provide the certified school psychologist with all materials and supplies necessary to perform services under this Agreement.

Signature:

Email: rcrispell@csiu.org

SCHOOL-BASED CONTRACT

This Agreement, entered into on 1st day of July, 2026 by and between Mifflinburg School District ("School District")and T & R Enterprises of Lewisburg, Inc T/A Kidswork Therapy Services located at 1605 Scenic Drive, Catawissa PA 17820 ("Kidswork") ,herein referred to as Parties, for a period beginning 1st day of July, 2026 ending on the 30th Day of June, 2027.

Whereas, School District hereby retains Kidswork and to perform Physical Therapy Services Outlined in this Agreement ("Agreement") for the school year, 2026-2027, at all buildings within the school district. It also includes services provided to students placed in various alternative placements outside the school buildings- these services to include PT and OT. The OT service would only be for alternative education placements. These services will be detailed in **SCHEDULE A.**

Additional Services and/or additional hours added during the Contract Year will be added via an additional SCHEDULE in the sequence available. Any additional fixed cost will be added on the New Schedule.

OVERALL SERVICE DESCRIPTION:

OCCUPATIONAL THERAPY (OT) alternative education placements and PHYSICAL THERAPY (PT) SERVICES

a) Evaluations and/or reevaluations will be provided as indicated for students who presently have an IEP in place, as well as any referrals made throughout the contract time period.
b) OT, PT treatment will be based upon the student's current IEP.
c) Attendance and participation in students' IEP meetings, parent/teacher conferences, and any other meetings that may arise throughout the school year at the school district's request.
d) Consultation as requested with appropriate staff throughout the course of treatment planning.
e) If it is deemed necessary due to school closure all in-person services will be offered virtually.
f) Documentation and progress monitoring will be done by OT, PT staff and reported quarterly or according to the report card schedule or as requested by district. All documentation will be kept confidential and progress monitoring will be discussed with educational team as is necessary and appropriate. Documentation will only be released to outside agencies or requesting parties at the discretion of the parent through a signed release of information.
g) Kidswork will provide materials/ equipment to be used during therapy sessions if not presently available in the school district. Items will be accessible to be borrowed for trial periods.

PHYSICAL THERAPY (PT) SERVICE-UPDATE ON NEED FOR PT SCRIPTS:

In accordance with the Physical Therapy Practice Act of the Commonwealth of Pennsylvania (Act of Oct. 10, 1975, P.L. 383, No. 110), a physician's prescription/referral is required for all physical therapy evaluations and treatment within 30 days of the evaluation within the school setting to ensure compliance. In order for Free

Appropriate Public Education (FAPE) to be achieved it is the responsibility of the LEA to annually obtain the required prescriptions. Kidswork will make 1 attempt to obtain the PT prescriptions at the beginning of each school year, using the current Physician on file for each student. If the physician information is not up to date, Kidswork will make 1 attempt to contact parent to obtain updated information. If no parental response is received, it becomes the school districts responsibility to ensure that a prescription is received and provided to Kidswork Therapy Services.

FEES:

a) Kidswork will Bill a fixed fee of $670.50 per month to School District beginning the first month of the Agreement through the last month of the Agreement.

b) School District Agrees to compensate Kidswork at a rate of $95 per hour for Occupational Therapy (for alternative education placement only) and Physical Therapy services. Included in this hourly fee are the following services: Individual and group treatment, documentation, consultation, communication with outside agencies as appropriate, etc.

c) School District will compensate Kidswork at a rate of $20 per hour for travel to alternative educational sites. For example, Mifflinburg students enrolled at DTAC in Lewisburg and 5 Star in Watsontown.

d) School District will compensate Kidswork at a rate of $350 per hour for all independent evaluations that are requested.

BILLING

a) Kidswork will Invoice School District for Direct Student Services (as describe in the attached Schedule(s)) provided under this Agreement at the end of the month in which the Service was provided.
b) School District will notify Kidswork as to which party is responsible for process students who require Access/Medical Assistant Billing.
c) For Months where Direct Student Services are provided, fixed fee will be added to the Service Invoices.
d) For Months where no Direct Student Services were provided, Fixed Fee will be invoiced at the beginning of the month.

Payment is due within fifteen (15) days following receipt of invoice. All payments may be sent to:

Kidswork Therapy Services
1605 Scenic Drive, Catawissa PA, 17820
EIN #: 26-0348145

If payment is delayed by 60 days or greater from invoice date, then Kidswork has the right to suspend therapy services until all balances are paid in full.

RECORDS

Kidswork agrees that all files, document and records or materials created by Kidswork and Kidswork employees in the course of providing services during the term of this agreement shall be the property of the School District. Kidswork agrees that upon expiration or termination of this agreement for any reason, Kidswork shall deliver such property to School District. Kidswork shall be permitted to keep a copy of such records where permitted or required by law.

School District agrees there are files, documents and work product that is the property of Kidswork that shall be returned to Kidswork and not to be used by School District in absence of an Agreement with Kidswork.

CLEARANCES

Kidswork shall secure and provide School District all state, federal and child abuse clearances pertaining to abuse and criminal history, as well as Mandated Reporting certifications as required by law for all personnel involved in providing services under this Agreement. Any other clearance/paperwork necessary for this position will be provided to the district upon request.

LIABILITY

Kidswork will maintain active and valid professional liability insurance for the duration of the contract, providing a minimum of $1,000,000 per claim ($3,000,000 aggregate) and provide the school district with proof of such.

INDEMNIFICATION

Kidswork agrees to indemnify and hold harmless School District against and from any and all claims, demands, losses, costs, damages, suits, judgments, penalties, expenses and liabilities including reasonable attorneys' fees, to the extent arising out of or relating to the performance of this Agreement.

School District shall notify Kidswork of any such claim promptly upon receipt of the claim. Kidswork shall have the option to defend, at its own expense, any claims arising under this paragraph. If Kidswork assumes the defense of any such claim, School District shall delegate complete and sole authority to Kidswork in the defense thereof.

School District will indemnify and hold harmless Kidswork, its officers, directors, shareholders, employees and agents, and their respective successors and assigns, against any cause of action, loss, liability, damage, cost or expense of any nature whatsoever, whether accrued, absolute, contingent or otherwise, including, without limitation, attorney's fees and costs (whether or not suit is brought), arising out of or relating to any negligent act or omission committed by School District, officers, directors, administrators, employees and agents. This indemnification obligation shall survive any termination of this Agreement.

TERMINATION

Either Party terminate this contract with or without cause upon a 90-day written notification to the other

party. Payment for services rendered upon termination will be payable within 30 days.

Kidswork Therapy Services

Occupational and Physical Therapy for Children

SCHEDULE A
SCOPE OF WORK FOR OCCUPATIONAL/PHYSICAL THERAPY

Kidswork shall provide appropriate services as indicated on the student's IEP. Kidswork and any of its employees whose services are provided here under shall provide **Occupational Therapy and Physical Therapy Evaluations** and **Treatment** and including but not limited to the following:

a) Where required or requested, perform evaluation of students, and develop a plan of treatment by performing diagnostic and prognostic tests as appropriate.
b) Consultation with students, parents or guardians, and appropriate staff in program planning, procedures, and techniques.
c) As a part of an interdisciplinary team Kidswork OT, PT staff will participate in the development of the IEP.
d) Provision of in-service education to staff, parents, etc., as requested.
e) Maintenance of confidential records, assessments, contracts, and progress reports on all appropriate students.
f) Supervision, direction, training, and evaluation of services provided by therapy aides if appropriate.

If Kidswork staff is expected to be hands on during student behaviors, Kidswork staff will be trained by district employees in Safe Crisis Management as a requirement of job performance within the school district.

Please sign a copy of this contract where indicated below and return.

Director of Special Education — Date: 1/7/26

Business Manager — Date: 07/07/2026

Kidswork Co-owner — Date: 4/16/26

Kidswork Co-owner — Date: 4/16/26

1605 Scenic Drive, Catawissa PA, 17820
www.kidsworktherapy.org
P- 570-953-4594

Mifflinburg Area Middle School HSA
Treasurer's Report Summary
06/30/26

06/30/26	Current Account Balance				$8,104.48
		(Out)	**(In)**	**(Net)**	Budget
	ANNUAL AUDIT	$0.00	$0.00	**$0.00**	$300.00
	BOOK FAIR	-$2,597.99	$2,914.48	**$316.49**	$50.00
	DANCES	-$864.63	$2,502.50	**$1,637.87**	$700.00
	DISCRETIONARY	-$1,039.70	$0.00	**-$1,039.70**	$1,000.00
	FIELD TRIPS	-$2,519.40	$0.00	**-$2,519.40**	$3,000.00
	FUNDRAISING	$0.00	$0.00	**$0.00**	$0.00
	SCHOOL STORE	-$2,019.48	$2,958.30	**$938.32**	$0.00
	TEACHER APPR	-$947.20	$0.00	**-$947.20**	$800.00
	PBIS	-$558.35	$0.00	**-$558.35**	$0.00
TOTAL ACTIVITY YTD		**-$10,546.75**	**$8,375.28**	**-$2,171.97**	**$5,850.00**

Mifflinburg Area Middle School HSA
2026-2027 Budget
(Adjusted 06/30/26)

	2026-2027 Budget Amount	2025-2026 Amount Spent	2025-2026 Budget Amount
Annual Audit	**$300.00**	$0.00	$300.00
Book Fair	**$50.00**	$0.00	$50.00
Discretionary Fund	**$1,000.00**	$1,039.70	$1,000.00
Dances	**$50.00**	$0.00	$700.00
Fundraising	**$0.00**	$0.00	$0.00
School Store	**$0.00**	$0.00	$0.00
PBIS	**$1,000.00**	$558.35	-
Teacher Appreciation	**$1,000.00**	$947.20	$800.00
8th Grade Field Trip	**$2,000.00**	$2,000.00	$2,000.00
Field Trips (6th & 7th)	**$1,000.00**	$519.35	$1,000.00
Incident Insurance	**$0.00**	$0.00	$0.00
Total:	**$6,400.00**	$5,064.60	$5,850.00

Mifflinburg Area Middle School HSA
Annual Financial Summary
06/30/26

07/01/25	**Beginning Balance**					**$10,275.95**
Date		**Payee**	**Activity**	**Payment**	**Deposit**	**Net**
10/31/25		Deposit	Book Fair		$1,805.57	
11/26/25	CK 181	Scholastic Book Fair	Book Fair	-$1,484.80		
03/25/26	CK 189	Change	Book Fair	-$200.00		
04/02/26		Deposit	Book Fair		$1,108.91	
06/01/26	CK 196	Scholastic book fair	Book Fair	-$913.19		
			BOOK FAIR	**-$2,597.99**	**$2,914.48**	**$316.49**
11/21/25	CK 180	Change	Dance	-$200.00		
11/24/25		Deposit	Dance		$1,276.50	
11/25/25	CK 182	Andrew Landis	Dance DJ	-$150.00		
03/02/26	CK 185	Alisha Buck	Dance decorations	-$131.03		
03/06/26	CK 186	Change	Dance	-$150.00		
03/15/26		Deposit	Dance		$1,116.00	
04/21/26	CK 190	Alisha Buck	Dance popcorn boxes	-$53.84		
04/21/26	CK 192	Alisha Buck	Dance sunglasses	-$140.18		
04/29/26		Deposit	Dance donations		$110.00	
05/08/26	CK 193	Nicole Gessner Klose	Dance cookie trays	-$39.58		
			DANCES	**-$864.63**	**$2,502.50**	**$1,637.87**
08/29/25	CK173	Jordanna Adams	teacher t-shirts	-$992.00		
04/24/26	CK 187	Corrie Post	lego set (for library challenge)	-$47.70		
			DISCRETIONARY	**-$1,039.70**	**$0.00**	**-$1,039.70**
05/13/26	CK 195	MASD	Knoebels (8th grade trip)	-$2,000.00		
05/16/26	CK 194	Snowy Dreams	Pelicans (Snowy Dreams)	-$519.40		
			FIELD TRIPS	**-$2,519.40**	**$0.00**	**-$2,519.40**
N/A						
			FUNDRAISING	**$0.00**	**$0.00**	**$0.00**

Date		Payee	Activity	Payment	Deposit	Net
09/18/25	CK174	Marilyn Kreisher	School Store reimbursemnt	-$380.09		
09/26/25	CK 175	Change	School Store	-$160.00		
09/26/25		Deposit	School Store		$200.00	
10/23/25	CK 176	Change	School Store	-$320.00		
10/24/25		Deposit	School Store		$241.00	
10/27/25	CK 177	Marilyn Kreisher	School Store reimbursement	-$125.27		
11/21/25	CK 179	Marilyn Kreisher	School store reimbursement	-$146.12		
11/21/25		Deposit	School Store		$257.00	
12/09/25	CK 183	Marilyn Kreisher	School store reimbursement	-$443.25		
12/19/25		Deposit	School Store		$159.00	
01/30/26		Deposit	School Store		$556.70	
02/27/26		Deposit	School Store		$577.00	
03/01/26	CK 184	Marilyn Kreisher	School store reimbursement	-$444.75		
03/31/26		Deposit	School store		$187.00	
04/24/26		Deposit	School Store		$298.00	
05/08/26		Deposit	School Store		$143.00	
05/29/26		Deposit	School Store		$339.60	
			SCHOOL STORE	**-$2,019.48**	**$2,958.30**	**$938.82**
11/03/25	CK 178	La Primavera	Teacher Luncheon	-$482.58		
04/06/26	CK 188	LaPrimavera	Teacher Luncheon	-$464.62		
			TEACHER APPR	**-$947.20**	**$0.00**	**-$947.20**
05/11/26	CK 191	MASD	Ice cream (PBIS)	-$558.35		
			PBIS	**-$558.35**	**$0.00**	**-$558.35**
Totals				**-$10,546.75**	**$8,375.28**	**-$2,171.47**
06/30/26	**Ending Balance**					**$8,104.48**

2025-26 Wildcat Boys Basketball Boosters		
Starting Balance		**$13,082.43**
Income	Donations	**$2,400.00**
	Youth Registration	**$1,730.00**
	R & K Fundraiser	**$872.50**
	Little Caesar's Fundraiser	**$649.00**
	Concessions	**$4,655.11**
	Apparel Sale	**$641.99**
	Youth Tournament	**$2,653.56**
Total Income		**$13,602.16**
Expenses		
General		
	Auditor gift	**$50.00**
	Office supplies/copies	**$25.00**
	501c3 application	**$275.00**
	Hot dog roller	**$198.21**
	Checks	**$64.90**
	Cell Phone for venmo	**$31.68**
$644.79		
JV/Varsity		
	Shooting Shirts	**$540.00**
	Banners	**$436.57**
	Basketballs	**$529.75**
	Programs	**$185.41**
	Jerseys/Shorts	**$413.06**
	Warm up suits	**$2,200.01**
	Senior Night	**$274.20**
	Banquet	**$1,055.27**
	Senior Gifts	**$302.52**
	Speed & Agility	**$1,202.50**
	TV & Stand	**$230.42**
	PIAA Dist 4 All-star game	**$400.00**
	Bucknell tickets	**$45.00**
	Playoff game Livestream	**$200.00**
	Team meals	**$299.28**
	Tournaments/leagues	**$2,135.00**
	Coaches' gifts	**$350.00**
	Gift for player having surgery	**$60.96**
	Backpacks	**$850.00**
$11,709.95		
JH		
	Shooting Shirts	**$700.00**
	9th grade team meal	**$129.74**
	JH team meal	**$181.59**
$1,011.33		
Elementary		
	Insurance	**$327.50**
	Milton tournament - 6th	**$325.00**
	WR Tournament - 3/4 & 6th	**$575.00**
	Berwick tournament - 3/4	**$225.00**
	Shooting shirts	**$920.00**
	Lewisburg YMCA tourney - 5th	**$375.00**
$2,747.50		
Total Expenses		**-$16,113.57**
Balance		**$10,571.02**

Name Prefix	First Name	Last Name	Class
MRS	Brandyn	Aguirre	Aides
MRS	Miriana	Bachorski	Aides
MRS	Sheila	Benner	Aides
MRS	Kathryn	Bingaman	Aides
MRS	Kimberly	Bridge	Aides
MRS	Jamie	Bruno-Dick	Aides
Miss	Hailey	Crabb	Aides
MS	Kathleen	DeForge	Aides
MRS	Shannon	DeGiorgis	Aides
MS	Brittany	Delsite	Aides
MRS	Makenzie	Egli	Aides
MRS	Quinn	Erdley	Aides
MRS	Emily	Ewing	Aides
MS	Kiana	Florez	Aides
MS	Amber	Furman	Aides
MRS	Shelby	Gessner	Aides
MS	Donna	Hanselman	Aides
Miss	Shannon	Heil	Aides
MRS	Anne	Heimbach	Aides
MRS	Alicia	Hertzler	Aides
MRS	Rhonda	Hornberger	Aides
MRS	Denise	Hosterman	Aides
MRS	Kayla	Kessler	Aides
MRS	Sonya	Knepp	Aides
MRS	Stacy	Koch	Aides
Miss	Addison	Kraus	Aides
Miss	Jessalyn	Lapp	Aides
Miss	Mallory	Leitzel	Aides
MR	Andres	Macias	Aides
MRS	Stephanie	Maletta	Aides
MRS	Morgan	Mattern	Aides
MRS	Melissa	McCahan	Aides
Miss	Stephanie	Oberdorf	Aides
Miss	Natalie	Quesenberry	Aides
MRS	Kimberly	Reedy	Aides
MRS	Amy	Reitenbach	Aides
MRS	Michele	Roush	Aides
MRS	Lisa	Sampsell	Aides
MRS	Olesya	Siewers	Aides
MS	Laurie	Snook-Troester	Aides
	Heather	Snyder	Aides
MRS	Therese	Sprenkle	Aides
MRS	Elisha	Steffen	Aides
MRS	Torie	Susan	Aides
MRS	Vanessa	Swanseen	Aides
MRS	Caitlin	Walter	Aides

MRS	Nicole	Weidman	Aides
	Kristen	Wiles	Aides
MRS	Destiny	Woolsey	Aides
MR	Cole	Amtower	Food Service
MRS	Stacy	Boop	Food Service
MS	Gwenda	Cohick	Food Service
MRS	Arla	Felker	Food Service
MS	Wanda	Finsterbush	Food Service
MRS	Karen	Herrold	Food Service
MRS	Shirley	Hewlett	Food Service
MRS	Dorothy	Holton	Food Service
MRS	Marie	Hubler	Food Service
MRS	Kay	Keister	Food Service
MRS	Shauna	Martin	Food Service
MRS	Wanita	Mowery	Food Service
MRS	Tami	Raker	Food Service
MRS	Shirley	Reber	Food Service
MS	Tiffany	Reber	Food Service
MRS	Tammy	Rhyne	Food Service
MRS	Barbara	Rishel	Food Service
MRS	Kim	Snyder	Food Service
MS	Tunesha	Straub	Food Service
MS	Kelly	Thomas	Food Service
MRS	Sharon	Tyson	Food Service
MRS	Lisa	Underhill	Food Service
MRS	Jean	Walls	Food Service
MRS	Kayla	Walter	Food Service
MR	David	Burns	School Police Officer
MR	John	Houtz	School Police Officer
MR	William	Snyder	School Police Officer
MR	Kevin	Warren	School Police Officer

2026-2027 Substitutes

First Name	Last Name	Position
Bronwen	Anderson-Sanders	Guest Teacher
Patricia	Blake	Guest Teacher
Sharon	Brickley	Guest Teacher
Kasey	Davis	Guest Teacher
Lilee	Dorman	Guest Teacher
Matthew	Farrand	Guest Teacher
Kelly	Kazibwe-Zziwa	Guest Teacher
Timothy	Kincaid	Guest Teacher
Connie	Lilley	Guest Teacher
Madison	Moody	Guest Teacher
Leslie	Murphy	Guest Teacher
Aubrey	Potash	Guest Teacher
Robert	Rascoe	Guest Teacher
Laura	Solomon	Guest Teacher
Laura	Swarey	Guest Teacher
Kathryn	Weaver	Guest Teacher
Hannah	Wert	Guest Teacher
Lilee	Dorman	Sub-Aide
Ellie	Hackenberg	Sub-Aide
Anna	Harter	Sub-Aide
Sara	Harter	Sub-Aide
Emma	Herrold	Sub-Aide
Emma	Hyder	Sub-Aide
Kassidy	Reedy	Sub-Aide
Darcy	Reitenbach	Sub-Aide
Ty	Stroup	Sub-Aide
Laine	Martin	Sub-Aide
Kirby	Brininger	Sub-Custodian
Cindy	DiAscro	Sub-Nurse
Laura	Gates	Sub-Nurse
Jessica	Macias	Sub-Nurse
Kellie	Moyer	Sub-Nurse
Catri	Barba	Sub-Teacher
Jennifer	Brubaker	Sub-Teacher
Colleen	Ferster	Sub-Teacher
Dawn	Forbes	Sub-Teacher
Rebehak	Hause	Sub-Teacher
Kelly	Heimbach	Sub-Teacher
Jacob	Hernandez	Sub-Teacher
Jennifer	Miller	Sub-Teacher
Lindsay	Spurrier	Sub-Teacher
Renee	St Clair	Sub-Teacher
Brett	Swineford	Sub-Teacher

ROHRER BUS SERVICE

SCHOOL BUS • EVENT SHUTTLE SERVICES

ROHRER BUS SERVICE IS SUBMITTING THE FOLLOWING NAMES FOR BOARD APPROVAL IN THE MIFFLINBURG SCHOOL DISTRICT, FOR THE 2026-2027 SCHOOL YEAR.

JAMES ABNEY
FLORENCE BEALL
PAUL BINGAMAN
JAMIE BRUNO-DICK
DAPHNE CLOUSER
KATHY CONDO
LYNN DAUBERMAN
JOSEPH DAVIS
MARGARET DAVIS
BARBARA DEGROAT
JOYCE GESSNER
PATRICIA GESSNER
BRIAN HUFNAGLE
AMANDA HUNSELMAN
CAIDEN JENKINS
KENDRA KNARR
BARRY KUHNS
JUSTIN LAWSON
BARBARA MARTIN
JOAN MECKLEY
TERRYL MINGLE
HEATHER OBERDORF
TIMOTHY OSBORNE
DOMONIQUE RAUP
SUSAN REIGEL
KEITH RUNTON
DONALD SAUERS
LANNIE SHAFFER
LEANDER SHAFFER
WILLIAM SHEESLEY
KEVIN SHUCK
DOUGLAS STAMM
OCTAVIA STAPLETON
BRENDA STOVER
MARK UPSHAW
DONNA VOGNET
JACE WATSON
JANICE WELLER
DONALD WELLER, JR
LORELEI WHITE
SHELLY WISE
MELANIE YODER
WANDA ZECHMAN

MEMORANDUM OF AGREEMENT

This Memorandum of Agreement is entered into between the Mifflinburg Area Education Association ("MAEA") and the Mifflinburg Area School District ("MASD"); and

Whereas, the MAEA and MASD are parties to a collect bargaining agreement covering the period from July 1, 2025 through June 30, 2029 and a prior collective bargaining agreement covering the period from July 1, 2022 through June 30, 2025 ("CBA"); and

Whereas, the MAEA is the exclusive representative of the members of the bargaining unit; and

Whereas, at the April 9, 2024, school board meeting, the MASD Board hired an Assistant to the Principal (High School); and

Whereas, at the May 13, 2025, school board meeting, the MASD Board hired an Assistant to the Principal (Middle School); and

Whereas, by letter dated November 7, 2025, PSEA UniServ Representative Brian Landis inquired of the Superintendent whether the District would agree to incorporate the two (2) Assistant to the Principal positions into the existing bargaining unit; and

Whereas, in correspondence in response to the November 7, 2025, communication from PSEA UniServ Representative Brian Landis, the Superintendent stated, inter alia "Unlike the Dean of Students position (which is part of the collective bargaining agreement), the Assistant to the Principal positions have the same duties as the Assistant Principal but are merely restricted to the evaluation duties until certification is complete" and the positions do undertake other supervisory tasks; and

Whereas, on November 20, 2025, the MAEA filed a Petition for Unit Clarification (PERA-U-25-310-E); and

Whereas, a Nisi Order was issued by the PLRB on January 9, 2026, setting a date for hearing on the matter; and

Whereas, on March 6, 2026, the hearing commenced before the PLRB Hearing Officer for purposes of opening the record; and

Whereas, at that hearing both the MASD and MAEA spent considerable time discussing the particular matter and ultimately the parties reached agreement to resolve the matter.

Now, therefore, the parties agree as follows:

1) The MASD does not oppose a Unit Clarification to incorporate the position of Assistant to the Principal to be designated as a bargaining unit position.

2) The parties acknowledge that the two positions of "Assistant to the Principal" were created by the MASD to provide necessary personnel and coverage to the District while the two individuals hired into those positions completed certifications required to be appointed as "Assistant Principals." The parties understand, acknowledge and agree the two individuals in the "Assistant to the Principal" positions will be reclassified as "Assistant Principal" under Act 93 and not covered under any part of the CBA between the parties.

3) The parties further stipulated that the MASD is not obligated to fill the position of "Assistant to the Principal" pursuant to its inherent managerial rights under Section 1112-Act 88 of 1992.

4) The parties understand, acknowledge, and agree that this Memorandum resolves all issues raised in the Unit Clarification Petition filed at PERA-U-25-310-E.

5) For purposes of contract interpretation and for the purpose of resolving any ambiguity in this Agreement, all parties to this Agreement agree that this Agreement was prepared jointly by the parties.

6) The party signing on behalf of the MASD and on behalf of the MAEA state that they are authorized in accordance with law to enter into and execute this Agreement on behalf of their respective parties and individual members thereof, with permanent binding effect.

In witness whereof, the parties have executed this Agreement on the dates below

Mifflinburg Area Education Association	Mifflinburg Area School District
_____	_____
By:_____	By:_____
Date:_____	Date:_____