Regular Meeting

Tuesday, September 8, 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 August 11, 2026 are presented for approval.

   ALL IN FAVOR

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

5. **PUBLIC PARTICIPATION ON AGENDA ITEMS**
   Guidelines for Public Participation No permission is necessary to attend any regular or special meeting of the Board. District residents desiring to make comment to the Board shall complete a "request to speak" form prior to the meeting being called to order.
   Individuals wishing to speak at a public Board Meeting will indicate their name, address and the topic to be addressed on the request form. The President will call on those registered in the same order as they completed the "request to speak" form. Individuals that properly complete the "request to speak" form will be given time to speak at the beginning of the meeting.
   The amount of time allowed for each individual will be five (5) minutes. No individual on the list may grant any allotted time to anyone else.
   The President will allow up to thirty (30) minutes total for these comments.
   The Board Secretary will keep a log on the time for each speaker. The Board will give due consideration to each speaker's comments when making subsequent decisions.
   Except to correct or clarify any incorrect information or misleading comments, the Board, Superintendent or other school official will not respond or enter into discussion with the speaker.
   Reference Policy - 903

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

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

7.A. Policies — First Read

7.B. Retire Policy

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

8.A. FFA Trips

8.B. Creation of a Club

8.C. AI4MS Curriculum- Attachment

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

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

10.A. Financial Reports/Ratification of Expenditures

10.B. Monetary Donation

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

11.A. Resignations/Retirement

11.B. FMLA

11.C. Staff Transfer

11.D. Salary Corrections

11.E. Mentors

11.F. To Be Hired

12. **COMMUNICATIONS AND ANNOUNCEMENTS**

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

14. **OLD BUSINESS**

15. **NEW BUSINESS**

15.A. PSBA Election of Officers

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
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2. [2]
   22 PA Code 4.52
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   pacodeandbulletin.gov
   Legal Reference
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3. [3]
   22 PA Code 11.22
   pacodeandbulletin.gov
   pacodeandbulletin.gov
   Legal Reference
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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
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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
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2. [2]
   22 PA Code 4.24
   pacodeandbulletin.gov
   pacodeandbulletin.gov
   Legal Reference

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 Area School District

Financial Reports

- *July 1, 2025 through August 25, 2026*

Condensed Board Summary Report

Fund: 10
From 07/01/2026 To 08/25/2026
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	633,632.17	633,632.17	56,306.31	14,358,516.52	4.58
1190	GENERAL FUND - FEDERAL INSTRUCTION	650,883.00	22,824.86	22,824.86	0.00	628,058.14	3.51
1211	GENERAL FUND - LIFE SKILLS SUPPORT	833,354.00	19,111.33	19,111.33	851.16	813,391.51	2.40
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	10,168.24	10,168.24	2,635.73	380,058.03	3.26
1231	GENERAL FUND - EMOTIONAL SUPPORT PUBLIC	513,970.00	12,083.99	12,083.99	0.00	501,886.01	2.35
1233	GENERAL FUND - AUTISTIC SUPPORT	1,023,173.00	7,429.63	7,429.63	0.00	1,015,743.37	0.73
1241	GENERAL FUND - LEARNING SUPPORT-PUBLIC	1,291,273.00	25,666.55	25,666.55	0.00	1,265,606.45	1.99
1243	GENERAL FUND - GIFTED SUPPORT	256,655.00	7,138.36	7,138.36	0.00	249,516.64	2.78
1260	GENERAL FUND - PHYSICAL SUPPORT	182,728.00	10,778.09	10,778.09	19.99	171,929.92	5.91
1270	GENERAL FUND - MULTI-HANDICAPPED SUPPT	348,032.00	6,657.61	6,657.61	23.69	341,350.70	1.92
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	101,862.29	101,862.29	0.00	1,216,907.71	7.72
1310	GENERAL FUND - AGRICULTURAL EDUCATION	271,142.00	21,810.87	21,810.87	480.00	248,851.13	8.22
1390	GENERAL FUND - OTHER VO ED PROGRAMS	1,232,462.00	308,115.33	308,115.33	0.00	924,346.67	25.00
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	10,793.50	10,793.50	0.00	11,919.50	47.52
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	444.45	444.45	0.00	101,091.55	0.44
1490	GENERAL FUND - ADDTL OTHER INST PGM	45,965.00	9,357.70	9,357.70	0.00	36,607.30	20.36
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

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2122	**GENERAL FUND - COUNSELING SERVICES**	758,822.00	49,435.56	49,435.56	38,586.95	670,799.49	11.60
2125	**GENERAL FUND - RECORD MAINT SERVICES**	5,000.00	73.75	73.75	0.00	4,926.25	1.48
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	1,714.17	1,714.17	0.00	277,587.83	0.61
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	3,314.94	3,314.94	232.41	224,716.65	1.55
2170	**GENERAL FUND - STUDENT ACCT SERVICES**	106,068.00	15,480.37	15,480.37	0.00	90,587.63	14.59
2190	**GENERAL FUND - OTHER PUPIL PERSONNEL**	5,000.00	0.00	0.00	0.00	5,000.00	0.00
2250	**GENERAL FUND - SCHOOL LIBRARY SERVICES**	443,999.00	26,236.64	26,236.64	958.84	416,803.52	6.13
2260	**GENERAL FUND - INSTRUCTION & CURR DEV**	422,583.00	161,226.97	161,226.97	13,412.73	247,943.30	41.33
2261	**GENERAL FUND - SPECIAL ED SUPPORT SERV**	274,532.00	41,599.72	41,599.72	0.00	232,932.28	15.15
2271	**GENERAL FUND - INSTRUCT STAFF DEVEL CE**	298,421.00	21,956.65	21,956.65	0.00	276,464.35	7.36
2272	**GENERAL FUND - INSTRUC STAFF DEVEL SVC**	1,950.00	913.56	913.56	0.00	1,036.44	46.85
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	29,289.40	29,289.40	0.00	107,876.60	21.35
2330	**GENERAL FUND - TAX ASSESS & COLLECTION**	54,570.00	15,956.39	15,956.39	0.00	38,613.61	29.24
2350	**GENERAL FUND - LEGAL & ACCTG SERVICES**	46,500.00	6,510.00	6,510.00	0.00	39,990.00	14.00
2360	**GENERAL FUND - OFFICE SUPERINTENDENT**	426,970.00	57,860.74	57,860.74	0.00	369,109.26	13.55
2370	**GENERAL FUND - COMMUNITY RELATIONS SVC**	2,750.00	2,785.00	2,785.00	0.00	(35.00)	101.27
2380	**GENERAL FUND - OFFICE OF PRINCIPAL SVC**	1,473,065.00	210,886.68	210,886.68	821.06	1,261,357.26	14.37
2390	**GENERAL FUND - OTHER ADMIN SERVICES**	127,169.00	18,084.71	18,084.71	0.00	109,084.29	14.22
2420	**GENERAL FUND - MEDICAL SERVICES**	3,500.00	500.00	500.00	0.00	3,000.00	14.29

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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	25,037.90	25,037.90	1,317.76	466,389.34	5.35
2511	**GENERAL FUND - SUPERVISION OF FISCAL**	365,438.00	58,309.99	58,309.99	0.00	307,128.01	15.96
2513	**GENERAL FUND - RECEIVE & DISBURSE FUND**	108,811.00	16,638.56	16,638.56	0.00	92,172.44	15.29
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	22,907.38	22,907.38	0.00	125,490.62	15.44
2620	**GENERAL FUND - OPERATION OF BUILDING SERVS**	3,145,862.00	499,919.45	499,919.45	53,517.73	2,592,424.82	17.59
2630	**GENERAL FUND - CARE & UPKEEP GROUNDS**	74,513.00	19,000.00	19,000.00	0.00	55,513.00	25.50
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	214.39	214.39	0.00	15,360.61	1.38
2660	**GENERAL FUND - SECURITY SERVICES**	432,613.00	5,671.95	5,671.95	190.98	426,750.07	1.36
2711	**GENERAL FUND - SUPERVISOR - TRANSPORTN**	76,296.00	11,759.65	11,759.65	0.00	64,536.35	15.41
2720	**GENERAL FUND - VEHICLE OPERATION SVC**	1,713,200.00	6,250.72	6,250.72	0.00	1,706,949.28	0.36
2730	**GENERAL FUND - MONITORING SERVICES**	88,248.00	1,043.97	1,043.97	0.00	87,204.03	1.18
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	27,370.51	27,370.51	16,166.55	139,261.94	23.82
2822	**GENERAL FUND - INTERNAL INFO SERVICES**	1,495,272.00	596,834.23	596,834.23	179,254.12	719,183.65	51.90
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	6,385.20	6,385.20	0.00	18,089.80	26.09
2836	**GENERAL FUND - STAFF DEV - NON INSTRUC**	4,175.00	6,864.00	6,864.00	0.00	(2,689.00)	164.41
2839	**GENERAL FUND - OTHER STAFF SERVICES**	0.00	0.00	0.00	0.00	0.00	0.00

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2860	**GENERAL FUND - MANAGEMENT SERVICES**	7,825.00	4,957.49	4,957.49	0.00	2,867.51	63.35
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	1,036.00	1,036.00	2,826.62	188,230.38	2.01
3250	**GENERAL FUND - SCHOOL ATHLETICS**	1,092,326.00	127,719.35	127,719.35	10,194.95	954,411.70	12.63
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	75,877.04	37,562.96	66.89
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
6111	**GENERAL FUND - CURRENT REAL ESTATE TAX**	(13,878,956.00)	(4,509,600.92)	(4,509,600.92)	0.00	(9,369,355.08)	32.49
6113	**GENERAL FUND - PUBLIC UTILITY REALTY**	(17,500.00)	0.00	0.00	0.00	(17,500.00)	0.00
6114	**GENERAL FUND - PAY IN LIEU -ST/LOCAL**	(114,650.00)	(169,827.80)	(169,827.80)	0.00	55,177.80	148.13
6151	**GENERAL FUND - CURRENT ACT 511 EIT**	(6,050,000.00)	(863,027.75)	(863,027.75)	0.00	(5,186,972.25)	14.26
6153	**GENERAL FUND - CURR ACT 511 REAL EST**	(325,000.00)	(61,050.35)	(61,050.35)	0.00	(263,949.65)	18.78
6411	**GENERAL FUND - DELINQUENT REAL ESTATE**	(425,000.00)	(109,787.04)	(109,787.04)	0.00	(315,212.96)	25.83
6420	**GENERAL FUND - DELINQUENT PC SECT 679**	0.00	(289.39)	(289.39)	0.00	289.39	0.00

Condensed Board Summary Report

Fund: 10
From 07/01/2026 To 08/25/2026
Summarization Level: FULL FUND/FULL FUNCTION

Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Used
6441	GENERAL FUND - DELQ ACT 511 PC	0.00	(579.36)	(579.36)	0.00	579.36	0.00
6510	GENERAL FUND - INTEREST CHECKING	(250,000.00)	0.00	0.00	0.00	(250,000.00)	0.00
6520	GENERAL FUND - DIVIDENDS ON INVESTMENTS	(7,500.00)	0.00	0.00	0.00	(7,500.00)	0.00
6710	GENERAL FUND - ADMISSIONS	(59,800.00)	(4,860.00)	(4,860.00)	2,500.00	(57,440.00)	3.95
6740	GENERAL FUND - FEES	(20,775.00)	(5,506.00)	(5,506.00)	0.00	(15,269.00)	26.50
6750	GENERAL FUND - STUDENT-SPECIAL EVENTS	0.00	0.00	0.00	0.00	0.00	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	(342,210.00)	0.00	0.00	0.00	(342,210.00)	0.00
6910	GENERAL FUND - RENTALS	(15,320.00)	(8,090.00)	(8,090.00)	0.00	(7,230.00)	52.81
6912	GENERAL FUND - COURT FINES	(275.00)	(52.63)	(52.63)	0.00	(222.37)	19.14
6913	GENERAL FUND - JURY DUTY	(15.00)	(24.80)	(24.80)	0.00	9.80	165.33
6920	GENERAL FUND - CONTRIBUTION & DONATION	(14,050.00)	(18,129.16)	(18,129.16)	0.00	4,079.16	129.03
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	(50,000.00)	0.00	0.00	0.00	(50,000.00)	0.00
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
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	0.00	0.00	0.00	0.00	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	(30,875.00)	(5,567.94)	(5,567.94)	0.00	(25,307.06)	18.03
7111	GENERAL FUND - BASIC EDUCATION FUNDING FORMULA	(9,803,275.00)	0.00	0.00	0.00	(9,803,275.00)	0.00

Condensed Board Summary Report

Fund: 10
From 07/01/2026 To 08/25/2026
Summarization Level: FULL FUND/FULL FUNCTION

Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Used
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)	0.00	0.00	0.00	(38,000.00)	0.00
7220	**GENERAL FUND - VOCATIONAL EDUCATION**	(111,000.00)	0.00	0.00	0.00	(111,000.00)	0.00
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**	(1,613,557.00)	(254,721.00)	(254,721.00)	0.00	(1,358,836.00)	15.79
7311	**GENERAL FUND - TRANSPORT (REG & ADDTL)**	(950,000.00)	0.00	0.00	0.00	(950,000.00)	0.00
7312	**GENERAL FUND - N.P. TRANSPORTATION**	(35,000.00)	0.00	0.00	0.00	(35,000.00)	0.00
7320	**GENERAL FUND - RENT & SINK FUND PYMT**	(221,852.00)	0.00	0.00	0.00	(221,852.00)	0.00
7330	**GENERAL FUND - HEALTH SERVICES ACT 25**	(33,500.00)	0.00	0.00	0.00	(33,500.00)	0.00
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**	(998,981.00)	0.00	0.00	0.00	(998,981.00)	0.00
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**	(134,083.00)	0.00	0.00	0.00	(134,083.00)	0.00
7369	**GENERAL FUND - OTHER SAFE SCHOOLS**	0.00	0.00	0.00	0.00	0.00	0.00
7509	**GENERAL FUND - SUPPLEMENTAL EQUIP GRAN**	(30,000.00)	0.00	0.00	0.00	(30,000.00)	0.00
7531	**GENERAL FUND - RTL Grant Foundation**	(354,755.00)	0.00	0.00	0.00	(354,755.00)	0.00
7532	**GENERAL FUND - Adequacy Supplement**	(266,900.00)	0.00	0.00	0.00	(266,900.00)	0.00
7599	**GENERAL FUND - OTHER STATE REVENUE**	(25,000.00)	(20,000.00)	(20,000.00)	0.00	(5,000.00)	80.00
7810	**GENERAL FUND - STATE SHARE SS & MED**	(595,000.00)	595.43	595.43	0.00	(595,595.43)	(0.10)
7820	**GENERAL FUND - STATE SHARE RETIRE CONT**	(2,700,000.00)	2,762.28	2,762.28	0.00	(2,702,762.28)	(0.10)
8514	**GENERAL FUND - ESEA TITLE I**	(504,108.00)	(33,129.60)	(33,129.60)	0.00	(470,978.40)	6.57
8515	**GENERAL FUND - TITLE II**	(73,473.00)	0.00	0.00	0.00	(73,473.00)	0.00
8516	**GENERAL FUND - TITLE III**	0.00	0.00	0.00	0.00	0.00	0.00

Condensed Board Summary Report

Fund: 10
From 07/01/2026 To 08/25/2026
Summarization Level: FULL FUND/FULL FUNCTION

Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Used
8517	**GENERAL FUND - TIVE IV - 21ST CENTURY SCHOOLS**	(41,982.00)	0.00	0.00	0.00	(41,982.00)	0.00
8690	**GENERAL FUND - OTH RESTRICT FED GRANT**	0.00	0.00	0.00	0.00	0.00	0.00
8810	**GENERAL FUND - SBAP ACCESS**	(215,369.00)	(39,225.46)	(39,225.46)	0.00	(176,143.54)	18.21
8820	**GENERAL FUND - MED ASSI REIMB TRANS**	(3,000.00)	(1,142.25)	(1,142.25)	0.00	(1,857.75)	38.08
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	0.00	0.00	0.00	0.00	0.00
9990	**GENERAL FUND - INSURANCE RECOVERIES**	0.00	0.00	0.00	0.00	0.00	0.00
Fund 10 Totals							
	Total Expenditure	**38,707,098.00**	**3,322,598.54**	**3,322,598.54**	**453,674.62**	**34,930,824.84**	**9.76**
	Total Other Expenditure	**1,824,062.00**	**0.00**	**0.00**	**0.00**	**1,824,062.00**	**0.00**
	Total Revenue	**(40,350,761.00)**	**(6,101,253.74)**	**(6,101,253.74)**	**2,500.00**	**(34,252,007.26)**	**15.11**
	Total Other Revenue	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
		180,399.00	**(2,778,655.20)**	**(2,778,655.20)**	**456,174.62**	**2,502,879.58**	

Condensed Board Summary Report

Fund: 21
From 07/01/2026 To 08/25/2026
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	1,118.92	1,118.92	8,826.59	(9,945.51)	0.00
6510	**STUDENT ACTIVITY - INTEREST CHECKING**	0.00	0.00	0.00	0.00	0.00	0.00
6710	**STUDENT ACTIVITY - ADMISSIONS**	0.00	0.00	0.00	0.00	0.00	0.00
6730	**STUDENT ACTIVITY - STUDENT ORG MEM DUES**	0.00	0.00	0.00	0.00	0.00	0.00
6740	**STUDENT ACTIVITY - FEES**	0.00	(44.50)	(44.50)	0.00	44.50	0.00
6750	**STUDENT ACTIVITY - STUDENT-SPECIAL EVENTS**	0.00	(4,783.00)	(4,783.00)	0.00	4,783.00	0.00
6790	**STUDENT ACTIVITY - OTHER STU ACT INCOME**	0.00	(335.00)	(335.00)	0.00	335.00	0.00
6920	**STUDENT ACTIVITY - CONTRIBUTION & DONATION**	0.00	(1,940.00)	(1,940.00)	0.00	1,940.00	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	**0.00**	**1,118.92**	**1,118.92**	**8,826.59**	**(9,945.51)**	**0.00**
	Total Other Expenditure	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
	Total Revenue	**0.00**	**(7,102.50)**	**(7,102.50)**	**0.00**	**7,102.50**	**0.00**
	Total Other Revenue	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
		0.00	**(5,983.58)**	**(5,983.58)**	**8,826.59**	**(2,843.01)**	

Condensed Board Summary Report

Fund: 27
From 07/01/2026 To 08/25/2026
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	9,545.14	9,545.14	0.00	854.86	91.78
6510	**SCHOLARSHIPS - INTEREST CHECKING**	(8,370.00)	0.00	0.00	0.00	(8,370.00)	0.00
6520	**SCHOLARSHIPS - DIVIDENDS ON INVESTMENTS**	0.00	0.00	0.00	0.00	0.00	0.00
6530	**SCHOLARSHIPS - GAIN/LOSS ON INV FULTON**	0.00	0.00	0.00	0.00	0.00	0.00
6920	**SCHOLARSHIPS - CONTRIBUTION & DONATION**	0.00	0.00	0.00	0.00	0.00	0.00
6999	**SCHOLARSHIPS - MISC REVENUE**	0.00	0.00	0.00	0.00	0.00	0.00
Fund 27 Totals							
	Total Expenditure	**10,400.00**	**9,545.14**	**9,545.14**	**0.00**	**854.86**	**91.78**
	Total Other Expenditure	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
	Total Revenue	**(8,370.00)**	**0.00**	**0.00**	**0.00**	**(8,370.00)**	**0.00**
	Total Other Revenue	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
		2,030.00	**9,545.14**	**9,545.14**	**0.00**	**(7,515.14)**	

Condensed Board Summary Report

Fund: 32
From 07/01/2026 To 08/25/2026
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	1,325.60	1,325.60	0.00	(1,325.60)	0.00
4500	**CAPITAL RESERVE - BUILDING ACQUISITION**	4,573,620.00	625.00	625.00	0.00	4,572,995.00	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
6510	**CAPITAL RESERVE - INTEREST CHECKING**	(1,000.00)	0.00	0.00	0.00	(1,000.00)	0.00
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)	0.00	0.00	0.00	(200,000.00)	0.00
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**	**1,950.60**	**1,950.60**	**3,419,397.74**	**1,552,271.66**	**68.79**
	Total Other Expenditure	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
	Total Revenue	**(1,000.00)**	**0.00**	**0.00**	**0.00**	**(1,000.00)**	**0.00**
	Total Other Revenue	**(200,000.00)**	**0.00**	**0.00**	**0.00**	**(200,000.00)**	**0.00**
		4,772,620.00	**1,950.60**	**1,950.60**	**3,419,397.74**	**1,351,271.66**	

Condensed Board Summary Report

Fund: 51
From 07/01/2026 To 08/25/2026
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	42,585.56	42,585.56	5,000.00	1,226,022.44	3.74
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)	0.00	0.00	0.00	(72.00)	0.00
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)	(45.00)	(45.00)	0.00	(9,955.00)	0.45
6630	FOOD SERVICE/CAFETERIA - SPECIAL FUNCTIONS	0.00	0.00	0.00	0.00	0.00	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	0.00	0.00	0.00	0.00	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	(321.83)	(321.83)	0.00	321.83	0.00
7600	FOOD SERVICE/CAFETERIA - MILK/LUNCH/BREAKFAST	(105,000.00)	0.00	0.00	0.00	(105,000.00)	0.00
7810	FOOD SERVICE/CAFETERIA - STATE SHARE SS & MED	(21,000.00)	0.00	0.00	0.00	(21,000.00)	0.00
7820	FOOD SERVICE/CAFETERIA - STATE SHARE RETIRE CONT	(85,000.00)	0.00	0.00	0.00	(85,000.00)	0.00
8531	FOOD SERVICE/CAFETERIA - SUBSIDIES MILK LUNCH	(775,000.00)	0.00	0.00	0.00	(775,000.00)	0.00
8532	FOOD SERVICE/CAFETERIA - SUBSIDIES NON-FOOD	0.00	0.00	0.00	0.00	0.00	0.00

Condensed Board Summary Report

Fund: 51
From 07/01/2026 To 08/25/2026
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	0.00	0.00	0.00	0.00	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	**1,275,608.00**	**42,585.56**	**42,585.56**	**5,000.00**	**1,228,022.44**	**3.73**
	Total Other Expenditure	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
	Total Revenue	**(996,072.00)**	**(366.83)**	**(366.83)**	**0.00**	**(995,705.17)**	**0.04**
	Total Other Revenue	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
		279,536.00	**42,218.73**	**42,218.73**	**5,000.00**	**232,317.27**	

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**	**3,377,798.76**	**3,377,798.76**	**3,886,898.95**	**37,702,028.29**	**16.16**
Total Other Expenditure	**1,824,062.00**	**0.00**	**0.00**	**0.00**	**1,824,062.00**	**0.00**
Total Revenue	**(41,356,203.00)**	**(6,108,723.07)**	**(6,108,723.07)**	**2,500.00**	**(35,249,979.93)**	**14.76**
Total Other Revenue	**(200,000.00)**	**0.00**	**0.00**	**0.00**	**(200,000.00)**	**0.00**
	5,234,585.00	**(2,730,924.31)**	**(2,730,924.31)**	**3,889,398.95**	**4,076,110.36**	

BILLS TO BE APPROVED

August 1, 2026 through August 25, 2026

BILLS TO BE APPROVED
GF-MIFFLINBURG - From 08/01/2026 to 08/25/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount	
3P LEARNING INC.	390 Reading Eggs- No PD needed		3,315.00	D
95 PERCENT GROUP LLC	95% Group Suppllies		4,059.00	D
A+ OFFICE SUPPLY, LLC	Matte Business Cards	cardstock and binders, invoice	72.43	D
AMAZON.COM	SAFETY AND GENERAL ATHLETICS;	Order ID(s): 138-0640270-26181	12,337.21 #	D
AMAZON.COM	Order ID(s): 138-9715942-69915	Order ID(s): 147-8804250-36512	4,621.25 #	D
ANN C BECKLEY	A Beckley July Adj		84.00	D
ARBITERPAY TRUST ACCOUNT	Officials FY27		45,000.00	*
AWARD EMBLEM MFG CO INC	Enc Transfer from FY2025-2026		334.92 #	
B & H PHOTO VIDEO	25-26 SY Sunderland, D. TECH B		3,899.00 #	
B. S. & B. REPAIR INC	Snow Blower 32x86 w/ Motor Package	Towable Boom Rental	8,018.32 #	
BAYADA HOME HEALTH CARE	ESY & ES	ESY @ ES	1,440.00	D
BAYARD PRINTING GROUP	Printing of 710 Design Calenda		1,785.00	
BEARD LEGAL GROUP P.C.	Hearing Prep & Review		306.00	D
BerkOne, Inc.	Bills	Postage	13,528.73	
BIO-RAD LABORATORIES INC	26-27 SY Bailey, J. SCIENCE Su		136.42	
BOROUGH OF MIFFLINBURG	Electric HS July	W & S ES	44,299.14	
Bryan K Hauck	August phone		30.00	D
BSN SPORTS	FOOTBALL - SUPPLIES		1,700.00	
BUFFALO VALLEY REPAIR LLC	Blades for Hustler		318.12	
CDW GOVERNMENT INC.	SUPPLIES & FEES TECHNOLOGY		5,761.00	D
CINTAS CORPORATION LOC. 536	July Cleaner & Sanitizer		1,193.00	D
CITIZENS ELECTRIC CO	Electric IS July		8,855.39	
CLASSLINK	SUPPLIES & FEES TECHNOLOGY		8,078.25	

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

BILLS TO BE APPROVED
GF-MIFFLINBURG - From 08/01/2026 to 08/25/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount	
Colby N Hummel	Cell phone reimbursement	Finish setting up Macs for staff (Round Trip)	40.32	D
COLT PLUMBING COMPANY	Closet Drop In Diahragm Kit, Hot Barrel, Cold Barrel		421.77	D
CONTRACT PAPER GROUP INC.	Bid # 6536 As per bid award of		13,961.20	
CSIU #16	KPN Admin Fee for FY27 Fuel Oil Bid		150.00	D
CSIU #16	License for Edgenuity 6-12	Ed & Tech Pool Counsel Services FY27	29,750.00	D
CSIU #16	Transperfect Remote Interpreting 01012026 to 06302026		6.00 #	D
CSIU #16	Overpayment of IDEA	Early Intervention April - June 2026	14,445.73	D
DAUPHIN DATACOMM	SUPPLIES & FEES TECHNOLOGY		5,841.22	D
DICK BLICK	GENERAL SUPPLIES		3,202.29	
Diligent Corporation	BoardDocs FY27		2,700.00	D
DMS GENERATOR SERVICE AND REPAIR	MAJOR PMS		2,815.00	
EMOTIONAL ABCs	SUPPLIES & FEES TECHNOLOGY		0.00	D
Engle-Hambright & Davies, Inc.	Blanket Accident Ins Policy	Misc Bond	19,802.00	D
Ethan Z Miller	Phone August		30.00	D
EXPLORE LEARNING	1 yr Gizmo Teacher Plus Studen		2,820.00	
FISHER AUTO PARTS, INC	MS Floor Machine Battery		713.72	D
FISHER AUTO PARTS, INC	Premium Battery		118.73	D
FLINN SCIENTIFIC INC.	26-27 SY Stenger, E. TECH Supp		238.29	D
FOLLETT SCHOOL SOULTIONS LLC	4 Destiny Library Mangager Sof		6,454.16	
Gold Standard Consulting LLC	OTHER PURCH PROP SVCS		17,500.00	D
GOPHER	GENERAL SUPPLIES		1,892.20	D

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BILLS TO BE APPROVED
GF-MIFFLINBURG - From 08/01/2026 to 08/25/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount	
GRAINGER	OCC SNSR, PIR,120277V AC,2,500 Sq ft		196.64	
GRAINGER	Vacuum Motor		130.95	
GRAINGER	LED Linear Tube	Hinge Door Lock	517.14	
GREEN RIDGE COUNTRY MARKET	26-27 SY Reitenbach, S. LINK C		145.97	
Guardian Protection	HS Testing Aug through Oct	MS Testing Aug through Oct	904.50	
HERITAGE PRINTING & DESIGN, LLC	PRINTING & BINDING	SPORTS PASSES - GENERAL ATHLET	508.10	D
HERMANCE MACHINE CO.	25-26 SY Armstrong, J. AG GRA		3,498.00 #	P
Honors Graduation LLC	SENIOR CORDS - ATHLETICS		454.00	P
I X L LEARNING	IXL All Access Grades 3-8 Quan		23,537.50	
IT DATA CONSULTANTS INC.	Storage July 2026		73.75	D
IT DATA CONSULTANTS INC.	Find Scan Convert to PDF June 2026		50.00 #	D
JANE P SPICKLER	[redacted] PHP meeting for intake (Round Trip)	[redacted] PHP meeting for intake	50.06 #	D
JASON DRESSLER	August Cell Phone	July cellphone	100.00	D
JASON J. PARKER	August Cell Phone		30.00	D
Jeremiah S Ritter	Phone July	Phone August	60.00	D
JJ POWELL INC	Propane Boiler Room HS		755.42	D
JJ POWELL INC	HS Boiler Room Heating Oil		555.98	D
JKM TRAINING INC.	EMPLOYEE TRAINING & DEVELOPMENT SERVICES		2,053.95	
JOHNSON CONTROLS BUILDING SOLUTIONS LLC	REPAIRS & MAINT EQUIP		1,904.40	D
JOHNSON CONTROLS BUILDING SOLUTIONS LLC	REPAIRS & MAINT EQUIP		5,307.82	D
JONES SCHOOL SUPPLY CO INC	Student of the Month Certifica		27.00	
KLACIK & ASSOCIATES, P.C.	Interim Inv #1 Audit 06302026		5,000.00	

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BILLS TO BE APPROVED
GF-MIFFLINBURG - From 08/01/2026 to 08/25/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount	
Laurie J Snook-Troester	Para Conference (Round Trip)	Para Conference	13.84	D
Lazel, Inc	Quote is attached, bill id#112		2,500.00	D
LEARNING WITHOUT TEARS	see attached quote Q-117145, f	See attached Quote- Q-117148 f	9,172.85	
LIFT INC.	Periodic Maint Lift		672.91	D
LIFT INC.	Parts for Lift		102.87	D
MACGILL & CO	GENERAL SUPPLIES	26-27 SY Kerstetter, M. HEALTH	1,291.32	D
MACKIN BOOK COMPANY	library books		1,731.05 #	D
MARCO TECHNOLOGIES, LLC	Copier Least Aug		7,393.45	D
MARTIN'S SMALL ENGINE REPAIR	Trimmer Line		55.99	
MCCORMICK LAW FIRM	[redacted] Settlement Agreement		905.00	
MCGRAW HILL SCHOOL EDUCATION HOLDINGS LLC	Wonders@2023 K-5 3 Year, Elem		110,745.80	
MCGRAW HILL SCHOOL EDUCATION HOLDINGS LLC	ALEKS Renewal: 1 Year, ends 7/		3,263.49	
MIDD WEST ATHLETICS	GIRLS SOCCER - MIDD-WEST SCRIM		200.00	
MIDWEST TECHNOLOGY PRODUCTS	GENERAL SUPPLIES		842.41	
NASCO	Art Classroom Supplies - Kaitl		1,121.45	D
NAVIGATE360, LLC	SAFETY - THREAT ASSESMENT SUBS		4,078.20	D
NCS PEARSON INC.	SUPPLIES & FEES TECHNOLOGY		373.33	
NEW STORY, LLC	ESY Per Diem Summer Prg		12,510.00 #	D
Nittany Building Specialties	REPAIRS & MAINT BLDGS		19,700.00	P
NORTH CENTRAL SIGHT SERVICES INC.	08042026 Shredding		380.00	D
ORCHARD PUMB & SUPPLY CO INC.	Chilled Water Pump and Motor Assembly		12,106.62 #	
OUTSHINE PROMOTIONS	26-27 SY Cloke, F. BAND T-shir		1,036.00	

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BILLS TO BE APPROVED
GF-MIFFLINBURG - From 08/01/2026 to 08/25/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount	
P S B A INSURANCE TRUST	UC Claims Apr through June		685.34 #	D
Paul W Shipton	August cell phone reimbursement		30.00	D
PAYROLL FUND	Payroll 08142026		557,481.97	*
PENNSYLVANIA CYBER CHARTER SCHOOL	Tuition HS	Tuition MS	29,027.57 #	
Pest Friends Pest Control	EXTERMINATION SERVICES		11,000.00	D
Peter A Geipel	July Cell Reimbursement	Admin Retreat (Round Trip)	105.44	D
PITNEY BOWES INC	C Series IMI Meter		45.00	D
PITTSBURGH STAGE INC	Enc Transfer from FY2025-2026		2,668.00 #	D
PLAQUES AND SUCH	GENERAL ATHLETOCS - WHITE LETT		479.75	
PORT ELEVATOR INC.	Maintenance on MS Elevator - Not Responding to Calls		538.00	D
PowerSchool	SUPPLIES & FEES TECHNOLOGY		8,751.62	
Primo Brands	Water July		34.79	
PURCHASE POWER	July Meter Refill		502.25	
REBEKAH TANNER, MD	August Medical Director Fee		250.00	
Renee M Jilinski	SBL 501	SBL 505	6,864.00	D
Renee M Jilinski	[redacted]	[redacted]l	1,147.95	D
RIVERSIDE INSIGHTS	GENERAL SUPPLIES		2,176.80	D
ROBERT M SIDES	GENERAL SUPPLIES		600.00	D
ROHRER BUS SERVICE	May & June Fuel Escalation	Inspection 2017 Ford Transit	17,535.56	D
ROHRER BUS SERVICE	Rohrer Transportation		234,337.78 #	D
RYNHART MUSIC ENTERPRISES LLC	GENERAL SUPPLIES	25-26 SY Lipsky, R. CHOIR seni	547.50	D
S U N AREA TECHNICAL INSTITUTE	Sept 2026 Budget Contri		102,705.11	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 08/01/2026 to 08/25/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount	
SCHOLASTIC INC	GENERAL SUPPLIES		2,712.24	
SCHOOL DATEBOOKS	Student Planners **already rec		1,164.76	
SELINSGROVE GOLF BOOSTERS	GOLF - ENTRY FEE SELINSGROVE I		175.00	
STANDARD JOURNAL	Music Teacher Ad	Autistic Support Para Ad	1,418.71	D
STAPLES	Bid #: PQ-0084964 As per bid a		292.16	
STECKLEY CLEANING CONTRACTORS	Enc Transfer from FY2025-2026		1,190.00 #	D
STEVE SHANNON TIRE & AUTO CENTERS	Inspection 2022 Ford F250		111.89	D
SWEET, STEVENS, KATZ & WILLIAMS, LLP	Parent/Nurse Issue Response		299.00	
THE DAILY ITEM	July Ad for Bids, Teachers & Paras	52 Week Subscription	3,258.12	
TOLEDO PE SUPPLY	GENERAL SUPPLIES		518.23	
TRIANGLE COMMUNICATIONS INC.	Connect Tower Plus Svc		75.00	D
UNITED ART AND EDUCATION	GENERAL SUPPLIES	Please address shipping boxes	681.94	
UNITED ART AND EDUCATION	GENERAL SUPPLIES		179.88	
UNITED REFRIGERATION INC.	Trenton Low Pressure Control Teza Acide Treatment, Copeland		193.56	D
VERITIV OPERATING COMPANY	Enc Transfer from FY2025-2026	Bid #: July 2026 As per bid aw	3,934.54	D
VERITIV OPERATING COMPANY	Enc Transfer from FY2025-2026		948.89 #	D
WATER TREATMENT BY DESIGN LLC	Energy Management Program 07/0		981.25	
WEST BUFFALO TWP MUN AUTH	W&S IS July		137.30	
WEST MUSIC	Recorders for Music Class - J.		530.00	D
WILSON LANGUAGE TRAINING CORP.	Acadience Learning Online: Rea		4,917.00	P

* - 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 08/01/2026 to 08/25/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount	
ZOOBEAN, INC.	Beanstack Subscription		3,354.00	*D*
		Grand Total All Payments:	**1,532,720.47**	

FUND TOTALS	
10-GENERAL FUND	**1,532,720.47**
Grand Total All Funds:	**1,532,720.47**

PAYMENT TYPE TOTALS	
Total Credit Cards:	**0.00**
Total Direct Deposits:	**560,802.56**
Total Manual Checks:	**0.00**
Total Other Disbursement Non-negotiables:	**602,481.97**
Total Procurement Card Other Disbursement Non-negotiables:	**0.00**
Total Regular Checks:	**369,435.94**
Total Virtual Payment:	**0.00**
Grand Total All Payment Types:	**1,532,720.47**

* - 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 08/01/2026 to 08/25/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount	
AMERICAN FIDELITY	DED:[AF-DISABILITY] AF - DISABILITY - Pay Date: 6/18/2026	DED:[AF-CANCER] AF - CANCER - Pay Date: 6/18/2026	16,916.80	# *
AMERICAN FIDELITY	DED:[FLEX-MEDICAL] Flexible Spending Account - Pay Date: 8/14/2026		2,143.35	*
Community Giving Foundation	DED: 1000 for 1000 - Full Payroll Pay Date: 8/14/2026		60.00	*
IRS FEDERAL WITHHOLDING DEPOSIT	Purpose: ER FICA Pay Date: 8/14/2026	Purpose: EE FED Pay Date: 8/14/2026	111,551.80	*
IRS FEDERAL WITHHOLDING DEPOSIT	Purpose: EE FED Pay Date: 7/31/2026	Purpose: ER FICA Pay Date: 7/31/2026	121,291.54	*
Mifflinburg Area School Dist	DED:[PPO] PPO 12 MONTH W/125 - Pay Date: 8/14/2026	DED:[GEIS] GEISINGER 12 MONTH W/125 - Pay Date: 8/14/2026	17,684.15	*
PA Department of Revenue	Purpose: EE STPA Pay Date: 8/14/2026		15,056.10	*
PA Department of Revenue	Purpose: EE STPA Pay Date: 7/31/2026		15,972.20	*
PA PUBLIC SCHOOL RETIREMENT	DED:[POS] Purchase of Service - Pay Date: 7/2/2026		564.48	*
PA PUBLIC SCHOOL RETIREMENT	Purpose: EE RETP Pay Date: 7/31/2026	Purpose: EE RETP Pay Date: 7/2/2026	105,221.04	*
TEXAS LIFE INSURANCE	DED:[TEXAS LIFE] AF - TEXAS LIFE - Pay Date: 7/17/2026	DED:[TEXAS LIFE] AF - TEXAS LIFE - Pay Date: 7/2/2026	1,743.51	*
TSA Consulting Group	DED:[ASPIRE] 403b ASPire Financial Services - Pay Date: 8/14/2026	DED:[KADES MARGOLIS] 403b Kades-Margolis Corp - Pay Date: 8/14/2026	14,804.14	*
VOYA	Purpose: EE RETD Pay Date: 8/14/2026	Purpose: ER RETD Pay Date: 8/14/2026	7,016.14	*
VOYA	Purpose: EE RETD Pay Date: 7/31/2026	Purpose: ER RETD Pay Date: 7/31/2026	7,454.81	*

* - 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 08/01/2026 to 08/25/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount	
Washington National	DED:[WASHING MUTAL] Washington Mutal - Pay Date: 7/17/2026	DED:[WASHING MUTAL] Washington Mutal - Pay Date: 7/2/2026	358.30	*
		Grand Total All Payments:	**437,838.36**	

FUND TOTALS	
10-GENERAL FUND	**437,838.36**
Grand Total All Funds:	**437,838.36**

PAYMENT TYPE TOTALS	
Total Credit Cards:	**0.00**
Total Direct Deposits:	**0.00**
Total Manual Checks:	**0.00**
Total Other Disbursement Non-negotiables:	**437,838.36**
Total Procurement Card Other Disbursement Non-negotiables:	**0.00**
Total Regular Checks:	**0.00**
Total Virtual Payment:	**0.00**
Grand Total All Payment Types:	**437,838.36**

* - 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 08/01/2026 to 08/25/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount	
BOROUGH OF MIFFLINBURG	Land Development		25.00	
STANDARD JOURNAL	Stadium Entry Ad for Bids		1,025.60	D
Union County Conservation District	LD Application Fee		300.00	
		Grand Total All Payments:	**1,350.60**	

FUND TOTALS	
32-CAPITAL RESERVE	**1,350.60**
Grand Total All Funds:	**1,350.60**

PAYMENT TYPE TOTALS	
Total Credit Cards:	**0.00**
Total Direct Deposits:	**1,025.60**
Total Manual Checks:	**0.00**
Total Other Disbursement Non-negotiables:	**0.00**
Total Procurement Card Other Disbursement Non-negotiables:	**0.00**
Total Regular Checks:	**325.00**
Total Virtual Payment:	**0.00**
Grand Total All Payment Types:	**1,350.60**

* - 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 08/01/2026 to 08/25/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount
Amber Purves	Caf Balance Refund		53.06
Ashley Austin	Caf Balance Refund		50.00
Carlotta Bratton	Caf Balance Refund		9.50
CASH	Register Money HS	Register Money MS	320.00
Faith Brininger	Caf Balance Refund		3.20
Heather Steese	Caf Balance Refund		41.60
Lindsey Shipton	Caf Balance Refund		8.55
		Grand Total All Payments:	**485.91**

FUND TOTALS	
51-FOOD SERVICE/CAFETERIA	**485.91**
Grand Total All Funds:	**485.91**

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:	**485.91**
Total Virtual Payment:	**0.00**
Grand Total All Payment Types:	**485.91**

* - 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 08/01/2026 to 08/25/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount	
BSN SPORTS	SAA GIRLS SOCCER - SOCKS		225.00	
ONE ELEVEN PRINTING	SAA BOYS SOCCER - TEAM SHIRTS		512.50	
WEIS MARKETS	Weis Supplies Class 2026		96.42	*D*
		Grand Total All Payments:	**833.92**	

FUND TOTALS	
21-STUDENT ACTIVITY	**833.92**
Grand Total All Funds:	**833.92**

PAYMENT TYPE TOTALS	
Total Credit Cards:	**0.00**
Total Direct Deposits:	**96.42**
Total Manual Checks:	**0.00**
Total Other Disbursement Non-negotiables:	**0.00**
Total Procurement Card Other Disbursement Non-negotiables:	**0.00**
Total Regular Checks:	**737.50**
Total Virtual Payment:	**0.00**
Grand Total All Payment Types:	**833.92**

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

BILLS TO BE APPROVED
GRACE KLECKNER TRUST FUND - From 08/01/2026 to 08/25/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount
Commonwealth University of PA - Mansfield	H Reiff Fall 2026		3,125.28
Juniata College	K Kuhns Fall 2026		3,719.86
		Grand Total All Payments:	**6,845.14**

FUND TOTALS	
27-SCHOLARSHIPS	**6,845.14**
Grand Total All Funds:	**6,845.14**

PAYMENT TYPE TOTALS	
Total Credit Cards:	**0.00**
Total Direct Deposits:	**0.00**
Total Manual Checks:	**6,845.14**
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:	**6,845.14**

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

BILLS TO BE APPROVED
PICK/LENHART MEMORIAL SCHOLARSHIP - From 08/01/2026 to 08/25/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount
Juniata College	K Kuhns 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

Matt Vannoy - President

My name is Matt Vannoy and I am a school director for the Sharon City School District (Mercer Co.) and serve on the Finance, Buildings and Grounds and Budget Committee. I am also currently in my second term as the vice president of the PSBA Governing Board. Prior to this I was a sectional advisor and sectional advisor representative to the PSBA Governing Board. Professionally, I am a principal in the Conneaut School District (Crawford Co.) and have also been a social studies teacher, athletic director and assistant principal in the Farrell Area School District, Moniteau School District and Sharon City School District. I am a member of the PIAA District 10 Committee, PIAA Cross Country Steering Committee, the Slippery Rock University (SRU) Alumni Association Board of Directors, several boards under the ARC of Mercer County umbrella and several other local boards. In 2018, I was a recipient of the SRU Alumni Association's Distinguished Recent Alumni Award as well as the Mercer County Chambers of Commerce 40 Under 40 award. I graduated summa cum laude from Slippery Rock University in 2009 and earned my Master of Education degree and Superintendent's Letter of Eligibility from Westminster College. Serving on the PSBA Governing Board has been a highlight of my career and I look forward to continuing to serve PSBA as the president-elect of the Governing Board and working with the staff and PSBA members across the state to advocate for public education. I look forward to working with PSBA to advocate for on–time budgets, cyber charter reform, mental health supports for schools, increased education funding and other areas that will benefit school districts. I appreciate your support. Thank you.

Kristy Bolte – Vice President

It has been an honor to serve as the Western Zone representative on the PSBA Governing Board since 2024. I am honored to seek election as vice president of the Pennsylvania School Boards Association and to continue advancing our shared mission of supporting school board directors as they lead their districts, build strong relationships and advocate for public education across Pennsylvania. I am a graduate of Edinboro University with a bachelor's degree in elementary education. As a former teacher, a mother of six, and the wife of a middle school teacher in the Conneaut School District, I have experienced public education from many perspectives. My family and I live in West Springfield, Pennsylvania, where I have been inspired to serve because I believe quality public education is the cornerstone of strong communities. I am currently serving my second term on the Northwestern School District Board of School Directors in Albion and am privileged to serve as board president. I also serve on the Tri–County Intermediate Unit 5 board. These

leadership roles have reinforced my belief in the importance of effective governance, collaboration and continuous learning. Through PSBA's training, advocacy and support, I have grown as a leader and have become better equipped to serve my district and community. If elected vice president, I will remain committed to PSBA's vision of fostering informed, engaged and passionate school board directors who lead with integrity and advocate effectively for excellent public education. I will work to strengthen connections between PSBA and local school boards, ensuring directors throughout the commonwealth understand and benefit from the valuable resources and services our association provides. Public education faces both significant challenges and tremendous opportunities. By working together with honesty, integrity, collaboration and innovation, we can support school directors, strengthen our districts and create the best possible educational opportunities for every student. I would be honored to continue serving the members of PSBA as your vice president. I respectfully ask for your trust, your vote and your support as we work together to advance public education and ensure a bright future for Pennsylvania's students.

David Hein-Treasurer

My name is David Hein, and I am honored to ask for your support as treasurer of the Pennsylvania School Boards Association. For more than a decade, I have been privileged to serve PSBA in a variety of volunteer and governing board leadership roles, including as president, Eastern Zone representative, E-2 sectional advisor, member of the Finance Committee and other PSBA committees. These experiences have given me a deep understanding of our association, its mission and the importance of responsible financial stewardship. Locally, I am serving my fourth term on the Parkland School Board and currently have the privilege of serving as board president. Throughout my service, I have chaired our Personnel and Finance Committee and worked collaboratively on many of the complex financial and governance issues facing public education today. Beyond K-12 education, I currently serve as chair of the Lehigh Carbon Community College Board of Trustees after being reappointed to a second six-year term. I also served for 12 years on the Lehigh Career and Technical Institute Joint Operating Committee, holding several leadership positions there. These experiences have reinforced my commitment to sound governance, fiscal responsibility and long-term strategic planning. Professionally, I bring more than 35 years of finance and accounting experience across banking, healthcare IT, health insurance and the nonprofit sector. Today, I serve as assistant business administrator at Lehigh Career and Technical Institute, where fiscal accountability and responsible stewardship are central to my daily work. If

elected treasurer, I will work to ensure that PSBA's financial resources are managed with transparency, integrity and a focus on delivering value to every member school district. I believe strong financial management allows our association to remain a trusted advocate for public education while providing the services and support our members depend on. I am passionate about protecting and strengthening public education through the fair allocation of resources, advocating for fully funded state and federal mandates, and ensuring a level playing field for our public schools in relation to charter and cyber charter schools. Public service has always been a family commitment. My wife and daughter are both elementary school teachers, giving me a firsthand appreciation for the work happening in our classrooms every day. I also proudly serve as president of the Parkland CARES Food Pantry, supporting families throughout our community. It would be an honor to continue serving PSBA in this new capacity. I respectfully ask for your vote for treasurer, and I thank you for your continued commitment to Pennsylvania's students, schools and communities.

Insurance Trustees

Marianne Neel – No Bio

Dr. Michael Faccinetto

Dr. Michael Faccinetto has served on the Bethlehem Area School District Board of Directors since 2009, providing 17 years of leadership in public school governance, budgeting, labor relations and education policy. As board president, he has advocated for underserved students, responsible stewardship, and programs that expand opportunities for every learner. His statewide leadership includes serving as PSBA president from 2017–18 and advocating for public education before the Pennsylvania General Assembly. Dr. Faccinetto is the principal of Southern Lehigh Middle School and previously served as an elementary teacher in the Southern Lehigh and Allentown school districts. He earned his Doctorate in Educational Leadership, master's degree, and K–12 Principal Certification from Lehigh University.