Regular Business Meeting
Monday, October 26, 2026 7:00 PM Eastern

Millville High School
345 School House Lane
Millville, PA 17846

Alex Cavallini:	Present
Matt Deihl:	Present
Michael Farrell:	Absent
Greg Hemsarth:	Present
Gena Maize:	Present
Heather Mausteller:	Present
Jonathan Richards:	Present
Corey Whitmoyer:	Present
Jessica Whitmoyer:	Present

Present: 8, Absent: 1.

1. OPENING PROCEDURES
2. PUBLIC COMMENT ON AGENDA ITEMS
3. SUPERINTENDENT REPORT
4. ADMINISTRATIVE REPORTS
5. REPRESENTATIVE REPORTS
6. MINUTES / POLICY & BOARD GOVERNANCE
    - 6.1. October 12, 2026: Board Meeting Minutes
    - 6.2. October 19, 2026 Policy Committee Minutes
    - 6.3. First Reading Updated MASD Policy 249: Bullying/Cyberbullying
    - 6.4. First Reading Updated MASD Policy 805.2: School Security Personnel
    - 6.5. Updated Administrative Regulation 104-AR-2: Reasonable Break Time and Lactation Accommodations
    - 6.6. Retire Administrative Regulation 106-AR-0: Guides for Planned Instruction
    - 6.7. Retire Administrative Regulation 122-AR-0: Reimbursement for Extracurricular Activities
    - 6.8. Updated Administrative Regulation 122-AR-0: Extracurricular Activities
    - 6.9. Updated Administrative Regulation 122.1-AR-0: Noncurriculum-Related, Nonschool-Sponsored, Student-Initiated Groups
    - 6.10. Updated Administrative Regulation 122.1-AR-1: Noncurriculum-Related, Nonschool-Sponsored, Student-Initiated Group Acknowledgement Form
    - 6.11. Retire Administrative Regulation 123-AR-0: Reimbursement for Interscholastic Activities
    - 6.12. Updated Administrative Regulation 126-AR-0: Class Size
7. BUDGET AND FINANCE
    - 7.1. Expenditures
    - 7.2. Financial Reports
    - 7.3. Electricity Pricing
8. ADMINISTRATIVE ITEMS
    - 8.1. Approval of Conferences / Meetings 2026-2027

8.2. 2026-2027 PCCD Grant Scope Items
9. CURRICULUM / EDUCATIONAL
9.1. Curricular Excursions & Field Trips 26/27
10. BUILDINGS & GROUNDS
10.1. Independent Engineering Assessment Proposal: McClure Company
11. PERSONNEL AND ACTIVITIES
11.1. Unpaid Leave: Employee 1150
11.2. Unpaid Leave: Employee 1148
11.3. Rescind Resignation: A. Cawley
11.4. Resignation: R. Payne
11.5. Termination of Employee: K. Dunn
11.6. CSIU Guest Teacher Substitutes
11.7. Elementary After School Detention Monitors 2026/2027
11.8. Volunteer Personnel 2026-2027
12. PUBLIC COMMENT ON NON-AGENDA ITEMS
13. ADJOURNMENT
14. MEETINGS & CALENDAR
14.1. Upcoming Meetings
14.2. Most Recent Board Committee Meetings

MILLVILLE ELEMENTARY SCHOOL

PRINCIPAL'S BOARD REPORT

OCTOBER 2026

Every Student, Every Day. Every Moment.

1 October Highlights & School Updates

Throughout October, Millville Elementary has continued building on a strong start to the school year. Our priorities remain focused on individual student success, positive school culture, consistent expectations, and meaningful connections with families.

2 MTSS: Individual Student Data & Tiered Interventions

A major focus this month has been our grade-level Multi-Tiered System of Supports (MTSS) meetings. We met with each grade level to discuss every student individually, using AIMSweb and i-Ready data in both reading and mathematics to identify strengths, skill gaps, and opportunities for growth.

These meetings went beyond academic assessment results. Teams considered each student's needs across four areas: reading, mathematics, behavior, and mental health/social-emotional well-being. We discussed appropriate tiered interventions, existing supports, and additional services that may help students become more successful in their classrooms.

By bringing teachers and support personnel together around individual student information, we were able to identify targeted next steps, including small-group instruction, intervention adjustments, behavioral supports, and connections to additional student services when appropriate.

Our next priority is to implement these supports consistently, monitor student response, and revisit the data to determine whether interventions should be continued, adjusted, or intensified. This collaborative process reflects our commitment to supporting the whole child and ensuring that every student receives what they need to succeed.

3 School Culture & PBIS Quaker Store

Our PBIS Quaker Store continues to be an exciting part of school culture at Millville Elementary. Students earn PBIS Rewards points for demonstrating our CARES expectations: Cooperative, Accountable, Respectful, Empathetic, and Safe.

The store offers both tangible rewards—such as school supplies, candy, and fidgets—and special experiences, including lunch with the principal, co-anchoring the Quaker Huddle, extra gym or library time, and opportunities such as riding in a school police car with our school police officers.

These experience-based rewards are especially valuable because they encourage positive relationships between students and staff while recognizing responsible choices. The Quaker Store helps make our school-wide expectations visible, motivating, and meaningful.

4 Monday Morning Quaker Huddle

Our Monday morning Quaker Huddle continues to bring students and staff together for a consistent, positive start to the week. Broadcasts reinforce CARES expectations, celebrate school activities, share announcements, and introduce important social-emotional learning concepts.

Student participation in the broadcast, including opportunities to co-anchor, provides additional ways to build confidence, communication skills, and school pride.

5 Social-Emotional Learning: October Focus

Through Navigate360, our October SEL theme is “Managing Myself and My Emotions.” Students are learning to recognize their feelings, practice self-regulation, and make thoughtful decisions when facing frustration or challenges.

Our October challenge, “Pause. Think. Choose.”, reinforces a simple, practical strategy that students can use in classrooms and throughout the school day. These lessons also connect directly to our PBIS expectations and the behavioral and social-emotional supports discussed during MTSS meetings.

6 Curriculum, Instruction & Student Achievement

Teachers continue to use beginning-of-year assessment information and classroom skill data to inform daily instruction. Our instructional emphasis is on identifying specific student needs, providing purposeful small-group learning opportunities, and connecting classroom instruction with intervention services.

The October MTSS discussions have helped make this work more coordinated across grade levels, with a shared focus on evidence-based decisions and student growth.

7 Student Council & Student Leadership

Student Council remains an important avenue for student voice and leadership at Millville Elementary. Opportunities to represent peers, participate in school initiatives, and take on responsibilities help students develop communication, teamwork, and service-minded leadership skills.

8 Family & Community Engagement

Family partnerships continue to play an important role in our school community. October's planned GLOW Night provides an opportunity to bring students, families, and staff together. We continue looking for meaningful ways to strengthen home-school connections and celebrate our students.

Looking Ahead

As we move into November, we will continue emphasizing the implementation and progress monitoring of MTSS interventions, consistent PBIS recognition, social-emotional learning, and strong collaboration among staff and families.

Technology Board Report October 2026

Current, completed issues, projects, and technical functions

Prepared by: Dyson Savage

- Met with NRG Controls representative to discuss upcoming PCCD grant funds. Created a proposal for our district to try and finish the all expiring door controllers. Once we decide on the funds allocated towards Technology, NRG and I are creating a plan on which doors and hardware needs to be updated first and how many we can upgrade within these funds.

- A data drive in one our Camera Servers had gone bad and needed to be replaced. ByteSpeed was able to ship two replacement drives to us and the drive was able to be swapped out and the drive installed back into the server. Once the array was rebuilt, a server reboot was able to clear all alarms.

- Continuing to work through Aimsweb processes and issues from the initial setup. Getting all teachers and appropriate staff set up to see their respective access. Aimsweb has acknowledged a few issues on their end and their development team is trying to fix.

- Worked with Advent Communications on a voicemail issue that was resulting in users to get calls dropped or voicemail emails not sent to correct inboxes. Advent found a relay issue and we were able to resolve this and call flows have been back to normal and no new complaints have been made.

- NRG had come out to look at the issue with our high school announcement system. Somewhere along the flow from speakers and audio mixer is getting signals dropped. Our system is very old and very expensive to replace. Advanced Communication Solutions will be coming out to go through the system and try to find a temporary solution to a few of the audio speakers not working. Mr. Savage and Mr. McWilliams have tested both the speakers and audio mixer which work fine.

Regular Servicing

- Ordered 2 new large iPads which Technology configured for our district and handed out
- Continue updating and renewing subscriptions and software for this school year and building spreadsheet for next school in regards to budget
- Technology had parts ordered to replace MacBooks and Chromebooks in house to help reduce costs.
- Set up new staff with technology and services as we had numerous new employees start over this month. Set up a new account, computer, and resources as well as transfer files, documents, emails for the start of our new high school guidance counselor.

Daily

- We are daily continuing to assist multiple Staff and Students with a variety of technical issues, computer issues, software issues and other problems that may occur throughout the district.. Most of the issues can be easily resolved while some require unique research to reach a solution.

MILLVILLE AREA SCHOOL DISTRICT

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570-458-5538 X 3220 Fax: 570-458-5584

High School Office
PO Box 260
570-458-5538 X 2303
Fax 570-458-5583

Elementary Office
PO Box 300
570-458-5538 X 1000
Fax 570-458-4715

Millville Jr/ Sr High School
Board Report October 2026

AIMSweb Benchmark

Following the recent administration of the AIMSweb Benchmark Testing, student progress-monitoring groups have been established to provide targeted support. An analysis of the data revealed shared instructional needs across both English Language Arts (ELA) and Mathematics for all identified students. Across grades 7–12, a total of 29 students have been identified as needing progress monitoring in ELA, while 25 students require progress monitoring in Math. In both subject areas, Grade 7 represents the highest concentration of need, with 10 students requiring ELA interventions and 11 students requiring Math interventions. To directly target these skill gaps, students will meet daily during Multi-Tiered System of Supports (MTSS) period. In ELA, instruction will initially target Silent Reading Fluency (SRF). Which measures a student's ability to silently read, process, and comprehend grade-level text at an efficient pace. This will be done through November 20, before shifting focus to Oral Reading Fluency (ORF) to evaluate accurate and expressive aloud-reading speed. Similarly, the Math intervention will begin with Number Comparison Fluency–Triads (NCF-T), which measures magnitude estimation and number-sense processing, before transitioning to Mental Computation Fluency (MCF) to build speed, accuracy, and automaticity in solving core math operations mentally.

To support these targeted areas, teachers deliver structured, small-group instruction during the daily Multi-Tiered System of Supports (MTSS) period utilizing research-backed intervention strategies. During ELA sessions, educators guide students through targeted fluency drills, explicit vocabulary scaffolding, and self-monitoring comprehension strategies designed to boost both silent and oral reading efficiency. In Math sessions, instruction centers on conceptual number-sense exercises, visual modeling, and practice routines aimed at strengthening rapid magnitude comparison and quick mental calculation. Progress-monitoring assessments are administered periodically throughout these daily meetings to track individual growth trajectories, allow teachers to adjust instruction dynamically based on real-time data, and ensure each student works toward grade-level mastery.

Communication and partnership with families remain a critical component of our MTSS framework. Parents of students identified for progress monitoring will receive an official notification letter detailing their child's specific benchmark results, including designated ELA or Mathematics focus areas. Parents will be provided with the AIMSweb Scores Snapshot for their child, giving families a clear visual overview of national percentile ranks, current performance levels, and individual growth targets. Additionally, teachers will be available during parent-teacher conferences and via scheduled check-ins to discuss specific intervention strategies, celebrate progress, and share actionable activities families can reinforce at home.

Athletics Update

Our fall sports programs are concluding their regular seasons with remarkable momentum across soccer and cross country:

- **Boys Soccer:** Currently ranked 5th in the District IV Power Rankings with two regular-season games remaining, placing them in a strong position for a playoff run.
- **Girls Soccer:** Currently ranked 6th in the District IV Power Rankings with two regular-season games remaining, securing a favorable position for postseason action.
- **Cross Country:** The District IV Cross Country Championships will take place on October 29 at Commonwealth University. Congratulations to Hope Clark and Sophie Triassi for qualifying to compete at the district level!

Congratulations to our student-athletes, coaching staffs, and families for their hard work and dedication. Good luck to all our competitors in the upcoming district championships and playoffs!

Disciplinary Trends & Cell Phone Policy Impact

A comparative analysis of discipline data between the current and previous school years highlights the direct impact of the cell phone policy and enforcement tracking:

- **Raw Data Comparison:** During the equivalent time period in the 2025–26 school year, a total of 21 disciplinary incidents were recorded. In the current 2026–27 school year, total incidents stand at 38.
- **Policy Enforcement Impact:** The increase in raw numbers is driven almost entirely by the newly instituted cell phone restriction policy, which accounted for 28 total cell phone-related infractions (warnings and repeat violation).
- **Net Behavior Improvement:** When removing cell phone infractions to evaluate baseline discipline trends, non-phone disciplinary referrals dropped from 21 to just 10 incidents, representing a 52% reduction in general classroom and hallway behavioral issues compared to the same period last year.

Social Media & Peer Interaction:

- **Zero Social Media Incidents:** To date, no social media issues or online peer conflicts have been brought to administration. This is a drastic and welcome change from previous years.
- **Improved Social Climate:** Staff report a noticeable transformation during unstructured times, particularly during lunch, where students are actively engaging in face-to-face conversations with peers rather than isolating themselves with mobile games.

This data demonstrates that while explicit enforcement of the new policy increased recorded phone warnings, overall student conduct and general classroom behavioral disruptions have decreased significantly.

School Board Monthly Report
Building & Grounds
Report for October 26th 2026

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1. Overview

This report summarizes maintenance activities, facility improvements, safety efforts, and ongoing projects for the district's buildings and grounds during the month of October

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2. Maintenance & Repairs

- The Building and grounds Department continues to address ongoing repairs and preventive maintenance throughout the district and service request as they arise
- Recent maintenance and repairs
    - Completed multiple pluming repairs
    - Opened hot water vales in high school locker rooms for heating season
    - Repaired broken door closer in high school science wing
    - Checked fluids in both generators
    - Exercised vales and prepped boilers for heating season
    - Monitored class room temperatures
    - Cleaned heater in maintenance shed
    - Replace kitchen faucet in elementary kitchen
    - Pumped ground water out of geothermal well pit

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3. Grounds & Landscaping

- Groundskeeper continues to maintain athletic fields, sidewalks, parking lots stadium and building entry ways
- Preparing for athletic and season changes

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4. Custodial Operations

- Continue to provide daily disinfectant and cleaning throughout the district
- Helped set up for home coming dance

5. Safety & Compliance

- Conducted building safety inspections
- Attended monthly safety meeting
- Replaced blown fire extinguisher cabinet lights

6. Projects & Improvements

- Ongoing projects:
    - Schneider Electric and a tech from ETS was at the high school to look at alarms on the multistack
    - Worked on quotes for door replacement at the high school

- Competed projects
    - Tremco was at the High school in the beginning of October to fix a large water blister above the science hall way
    - Baseball batting cage concrete has been poured

7. Equipment & Vehicles

- Checked fluids in vans

Matt McWilliams
Building & Grounds Supervisor



October 2026 Administrative Report
Director of Interventional Support
James Meadows

Instructional and Evaluation Support

- Consulted individually with teachers to plan and support student Evaluations, Reevaluations, and IEP/GIEP programming.
- Facilitated IEP/GIEP and ER/RR meetings and collaborated with multidisciplinary team members to ensure appropriate support for individual students at Elementary School, High School, CMAVT, and Out-of District. For the time period of the beginning of school to 10/20/2026, 1 new student was identified for Special Education; 0 exited.
- Continuing implementation of “Problem Solving Team” meetings, whereby the Director of Student Services and myself meet with Special Education teachers monthly regarding students in Special Education to problem-solve various concerns and improve individualized educational programming. Monthly, we review a variety of issues in this meeting, including progress monitoring data from IEP and social-emotional-behavioral goals.
- For the time period of the beginning of school to 10/20/2026, the Guidance Team completed 14 Suicide Risk Assessments. Each assessment was followed-up with parent contact, community support, and in some instances the CMSU Crisis Team.

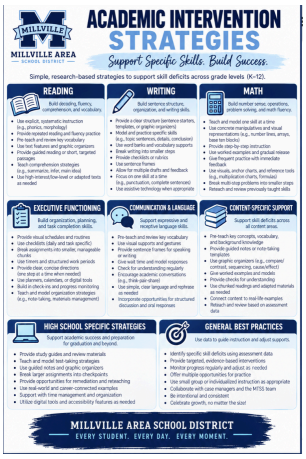
Professional Collaboration and System Coordination

- Attended the first of grade-level meetings to review the BOY (Beginning of Year/Fall) *AIMSweb* Reading and Math benchmarking assessments to support ongoing development of Multi-Tiered Systems of Support (MTSS) across the District.
- Completion deadline for student and teacher BOY/F *AIMSweb BASC-BESS* screener K-12 was 10/16/2026. Currently, in the process of reviewing data with elementary and high schools Guidance Teams as part of the ongoing support through the Multi-Tiered Systems of Support (MTSS) across the District.
- Now that the Navigate 360 Social-Emotional Lessons have been implemented daily across the District, the administrative team will begin Walkthroughs to observe teacher implementation and determine fidelity.
- CSIU NEST satellite clinic in the Elementary School began this past month with Christian Tloczynski, LPC. Referrals continue to be sent to the clinic.

Millville Area School District
Director of Student Services - Danielle Fritz
October 26, 2026

Activity	Description /Importance
Attended Special Education Full Staff Meeting	Attended the Special Education Supervisors meeting at the CSIU to collaborate with regional colleagues and maintain professional relationships. The meeting included updates from the Bureau of Special Education (BSE), Intermediate Unit program updates, and current legal and regulatory guidance impacting special education services. Topics focused on compliance requirements, procedural updates, and emerging best practices to support effective service delivery for students with disabilities.
Attended Professional Development at the CSIU provided by PaTTAN- Supporting ELs with Dis/Abilities 	Participated in professional learning focused on strengthening the identification, screening, and decision-making processes for English Learners (ELs), including students who may require special education services and/or gifted programming. The session emphasized culturally and linguistically aligned practices, universal screening, analysis of multiple data sources, true peer comparisons, and rate of improvement when making referral and eligibility decisions. This professional learning strengthened understanding of how to distinguish between language acquisition, disability, and advanced learning potential when reviewing student needs. Applying these practices supports more accurate and equitable identification, reduces the risk of inappropriate referrals or identification, and helps ensure multilingual learners receive timely and appropriate supports and services.
Completed Act 16 Funding Report	Collaborated with the Business Office to ensure accurate assignment, documentation, and submission

	of Act 16 funding information for all special education students, supporting compliance with state reporting requirements and appropriate allocation of special education funding.
Scheduled & Attended IEP and 504 plan meetings at MASD, CMVTS, Work Foundations, New Story, and Five Star 	Held and facilitated many IEP meetings for several students to review individual needs, academic and functional progress, goals, services, accommodations, and educational programming. Also participated in meetings and provided input regarding students receiving out-of-district programming at CMVTS, Work Foundations, New Story, and Five Star. These meetings promote continued collaboration among families, educators, service providers, and outside programs to ensure student needs are appropriately addressed. Ongoing participation supports individualized programming, continuity of services, informed decision-making, and compliance with special education requirements.
Coordinated with CSIU Staff for Elementary Autistic Support Classroom 	Collaborated with CSIU staff member Emily Smith to brainstorm and develop strategies to strengthen the Elementary Autistic Support program and expand opportunities for individualized student programming. Emily will be returning in the near future to assist in the implementation of specific strategies. This collaboration provides an opportunity to review current practices, identify areas for growth, and strengthen programming and supports to better meet the individual needs of students within the Autistic Support program.
Nursing Services 	Continued collaboration with the LPN and Certified School Nurse to verify student immunization records, review nursing needs for field trips, and update student health plans, medical supplies, and nursing procedures.

Collaboration with MTSS Coach 	Consulted with MTSS Coach Gary Grozier to identify areas of concern within district programs and collaboratively problem-solve potential solutions.
PBIS Store 	Assisted the PBIS team to assemble the PBIS store; distributed PBIS store rewards after students made their purchases; assisted in supervision of the PBIS prize extra free time in the gym
Informational Materials 	Developed and shared informational resources with staff to support the implementation of the Multi-Tiered System of Supports (MTSS). These materials provided practical, targeted academic intervention strategies to help teachers address specific student skill deficits, strengthen instructional practices, and make data-informed decisions to support student growth and achievement.
Continued District Assessment and Literacy Support / K-12 Data Review / Data Meetings 	Continued supporting district-wide assessment administration. Assisted with the BOY assessments in the high school and elementary school. These efforts support consistent assessment practices across the district and help ensure teachers have the materials needed to efficiently administer benchmarks and implement evidence-based foundational literacy instruction. Assisted Mr. Gordner in organizing K-6 data for data team review; participated in elementary data review meetings and created plans for intervention moving forward.

aimsweb PLUS	Gathered 7-12 data to present to the high school teams and for data review.
Collaboration with NEST clinic personnel NEST CLINIC Nurturing Environments for Support and Treatment	Collaborated with NEST Clinic personnel to support implementation of services within the district. This included orienting clinic staff to the building, coordinating shared spaces with the state representative, ordering necessary supplies, and meeting with the team to finalize procedures, address questions, and prepare for service delivery. This coordination supports a smooth implementation of the NEST Clinic partnership and helps ensure staff have the space, materials, information, and procedures needed to provide effective services to students and families. Services are scheduled to begin after the fair break! **Services have officially started 10/14/2026 and intake meetings are occurring!**

Central Susquehanna Intermediate Unit

BOARD OF DIRECTORS' REPORT

OCTOBER 2026

The CSIU Board of Directors conducted its regular monthly meeting on Wednesday, October 21 at the CSIU central office.

SPOTLIGHT SEGMENT

Shileste Overton Morris, chief programs officer, introduced **Leah Galkowski**, Safe Schools managing coordinator, and **Korinne Day**, Safe Schools coordinator, who shared information with directors regarding the Olweus Bullying Prevention Program (OBPP). The worldwide initiative is designed to prevent and reduce bullying while improving school climate. It has been implemented in more than a dozen countries and thousands of schools across the United States.

BUDGET AND FINANCE MATTERS

Directors approved monthly financial reports and approved payment requests for September.

TECHNOLOGY/MARKETPLACE MATTERS

Directors approved Keystone Purchasing Network contract extensions through Dec. 31, 2027.

HUMAN RESOURCES MATTERS

Directors approved five new staff members:

- **Mary Golden Bias**, as reading specialist/math interventionist;
- **Kira A. Calderon**, as Early Head Start senior family partner/home visitor;
- **Jessep P. Caravella**, as instructional support program assistant;
- **Montanna A. Tate**, as behavior intervention assistant; and
- **Kelsi A. Wayne**, as Head Start assistant.

Directors also approved:

the following position transfers:

- **Abigail A. Crossley**, from classroom assistant to classroom associate;
- **Erin Demcher**, from special education program coordinator to special education program supervisor;
- **Michael G. Lord**, from educational consultant to Corrections Education teacher; and
- **Angela K. Welcomer**, from classroom associate to instructional support program assistant.

the following change in start date:

- **Pamela B. Hardie**, Early Intervention instructional support program assistant, from Sept. 8, 2026 to Sept. 14, 2026.

the following resignations:

- **Christine J. Bredbenner**, as Head Start assistant; and
- **Heather A. Krebs**, as reading resource teacher.

the following retirements:

- **Colleen M. Epler-Ruths**, as educational consultant;
- **Kristin L. Robatin**, as Early Intervention teacher; and
- **Lisa J. Springer**, as Early Intervention instructional assistant.

DIRECTORS

Benton Area: William Pasukinis

Berwick Area: Toni Phillips

Bloomsburg Area: Jonathan Jones

Central Columbia: Bruce E. Rhoads, President

Danville Area: Ethan Benjamin

Lewisburg Area: Dr. John (Jove) Graham

Line Mountain: Lauren Hackenburg, Treasurer

Midd-West: Victor Abate

Mifflinburg Area: Thomas Eberhart, Secretary

Millville Area: Jessica Whitmoyer

Milton Area: Amy Waldron

Mount Carmel Area: Daniel Renno

Selinsgrove Area: David Hess

Shamokin Area: Jeffrey Kashner

Shikellamy: Slade Shreck, Vice President

Southern Columbia Area: Cynthia Brassington

Warrior Run: Robert Hormell

Central Susquehanna Intermediate Unit

Enriching learning... Enriching lives

Directors also approved:

- employment of one part-time, non-instructional employee: **Gustavo Cabrera**, as recruitment specialist;
- a change in start date for one part-time employee: **Emma Cromley**, nutrition aide/custodian, from Aug. 27, 2026 to Sept. 9, 2026; and
- employment of one classroom monitor and four CSIU employees approved as substitute teachers for the 2026-27 school year.

EDUCATIONAL PROGRAM MATTERS

Directors approved the Head Start/Early Head Start monthly report for August 2026 and the purchase of three Spot Vision Screeners from School Health, Rolling Meadows, Ill., for use in the Head Start and Early Head Start programs.

Directors also approved the purchase of 1,500 Kits for Kidz from School Specialty for use in the Migrant Education and Refugee School Impact programs.

ADMINISTRATIVE MATTERS

Directors approved the appointment of **Dr. Alan J. Hack** as executive director of the CSIU upon the retirement of Dr. John Kurelja, effective Sept. 1, 2027, pending his acceptance of a contract for employment.

Directors also approved agreements with Next Century, Inc., Milton, for staffing and consulting services in the 2026-27 school year.

NEXT MEETING

The next regular meeting of the board is scheduled for Wednesday, **November 18, at 7 p.m.**

Central Susquehanna Intermediate Unit
90 Lawton Lane
Milton, PA 17847
570-523-1155 www.csiu.org

MILLVILLE AREA SCHOOL DISTRICT
330 East Main Street
Millville, PA 17846

MINUTES OF THE MILLVILLE SCHOOL DISTRICT BOARD MEETING

MONDAY, OCTOBER 12, 2026

The Millville Area School Board held their regular business meeting on Monday, October 12, 2026 in the Millville Jr./Sr. High School Library beginning at 7:00 pm.

1. OPENING PROCEDURES

The following Board members answered roll call: Alex Cavallini, Michael Farrell, Greg Hemsarth, Heather Mausteller, Jonathan Richards, Corey Whitmoyer, and Jessica Whitmoyer. Members absent: Matthew Diehl and Gena Maize.

Also present were Joseph Rasmus, Superintendent of Schools; James Meadows, Director of Interventional Support; Brandon Gordner, Elementary Principal; Matthew Mills, Secondary Principal; Danielle Fritz, Director of Student Services; Matthew McWilliams, Supervisor of Buildings and Grounds; Dyson Savage, Director of Technology; and Chelsea Rosenberger, Board Recording Secretary.

GUESTS PRESENT

Guests present who signed the register were Christopher Sassaman, Wendy Faatz, Aimee Diehl, Nevin Iliev, Klohe Faatz, Alexa Longacre, and Tom Allen.

2. PUBLIC COMMENT ON AGENDA ITEMS

- No guests ask to comment to the Board.

3. SUPERINTENDENT REPORT

Dr. Rasmus informed the Board that he would defer to his written report provided to Board members. He introduced Title I Reading Specialists Mrs. Nevin Iliev and Mrs. Aimee Diehl, along with Mr. Brandon Gordner, who recently presented at the Keystone State Literacy Association (KSLA) Conference.

3.1. Presentation on KSLA Conference

- Mr. Gordner explained that the group recently presented at the Keystone State Literacy Association Conference held at Kalahari. The presentation was designed to showcase the extensive literacy initiatives offered by Millville Area Elementary School and demonstrate how a small school district can provide comprehensive programming through creativity, planning, and community partnerships. Mr. Gordner explained that the presentation emphasized the concept that school districts do not need substantial financial resources to develop successful literacy programs. He noted that attendees from other districts expressed surprise at the number and variety of activities Millville offers throughout a single school year.

- Mrs. Iliev explained that she and Mrs. Diehl are currently in their sixth year of working together as Title I reading specialists. When they began working together, the elementary school offered several traditional reading incentives and family engagement activities, including Rocket to Reading, Book It, Muffins for Mom, Donuts for Dad, and grandparent luncheons. Although these activities were successful, the reading specialists wanted to establish a more comprehensive and engaging approach to literacy education. They began by rebranding the program and developing a yearlong schedule of events designed to promote reading. The primary goal was to develop students' love of reading by helping them build personal libraries of books they could keep at home.
- Mrs. Iliev explained that the program requires considerable planning and coordination but has grown significantly over the past six years.
- Mrs. Diehl discussed the literacy activities incorporated into Meet the Teacher Night and other beginning-of-year events. The reading specialists provide interactive activities and opportunities for students to receive books and literacy-related prizes. Mrs. Diehl explained that the reading specialists attempt to distribute books at nearly every school or community event they attend. Books are obtained through donations from parents, families, and community members, as well as through Scholastic rewards and other partnerships. Literacy outreach activities have been incorporated into Meet the Teacher Night, Back-to-School Night, parent-teacher conferences, community pool events, schoolwide PBIS Assemblies, and other district and community activities.
- The presenters reviewed several programs they have initiated including: Strive for 25, Elementary Book Nook, Book Bingo, Literacy Luncheons, Scholastic Book Fairs, Literacy Pop-up Events, Glow Night, Read Across America Week, Read Under the Lights, Author Visits, Reading with Animals, Principal’s Reading Challenge, and One School One Book. They explained that many of the District's literacy initiatives are made possible through donations and volunteer support.
- The presenters concluded by discussing several initiatives currently being explored. These include a partnership with a company to conduct a book drive through which employees would purchase new books for students. They continually evaluate opportunities to expand and improve the program.
- Dr. Rasmus thanked Mrs. Iliev, Mrs. Diehl, and Mr. Gordner for their presentation and dedication to students. He emphasized that Title I funding requires districts to provide family engagement opportunities. Dr. Rasmus commended the presenters for creating programming that exceeds basic compliance expectations and provides meaningful educational opportunities for students and families.
- Board members expressed appreciation for the presentation and the work being completed.

4. BUSINESS MANAGER REPORT

- Mrs. Holloway had previously shared her written report with the Board, and no additional questions were asked.

5. MINUTES / POLICY & BOARD GOVERNANCE

Combined Consent (5.1 - 5.9)

A motion to consider and approve all Policy/Board Governance items and Minutes as presented.

- 5.1. September 28, 2026 - Board Meeting Minutes
  - A motion to approve the September 28, 2026 Millville Area School District Board meeting minutes.
- 5.2. 2026-2027 Updated Board Committees Schedule
  - A motion to consider and approve the updated Millville Area School Board Committee schedule for the 2026-2027 school year as presented.
- 5.3. Review: MASD Policy 226 - Searches
  - A motion to consider and approve the second and final reading/review of Millville Area School District Policy 226: Searches, as reviewed by the Policy Committee.
- 5.4. Second Reading Updated MASD Policy 619: District Audit
  - A motion to consider and approve the second and final reading of the updated Millville Area School District Policy 619: District Audit, as recommended by PSBA and reviewed by the Policy Committee.
- 5.5. Second Reading Updated MASD Policy 102: Academic Standards
  - A motion to consider and approve the second and final reading of the updated Millville Area School District Policy 102: Academic Standards, as recommended by PSBA and reviewed by the Policy Committee.
- 5.6. Second Reading Updated MASD Policy 204.1: Virtual Attendance and Wellness Checks
  - A motion to consider and approve the second and final reading of the updated Millville Area School District Policy 204.1: Virtual Attendance and Wellness Checks, as recommended by PSBA and reviewed by the Policy Committee.
- 5.7. Second Reading Updated MASD Policy 209: Health Examinations/Screenings
  - A motion to consider and approve the second and final reading of the updated Millville Area School District Policy 209: Health Examinations/Screenings, as recommended by PSBA and reviewed by the Policy Committee.
- 5.8. Second Reading Updated MASD Policy 246: School Wellness
  - A motion to consider and approve the second and final reading of the updated Millville Area School District Policy 246: School Wellness, as recommended by PSBA and reviewed by the Policy Committee.
- 5.9. Updated Administrative Regulation 246-AR-2: Physical Education
  - A motion to consider and approve the second and final reading of the updated Millville Area School District Administrative Regulation 246-AR-2: Physical Education, as recommended by PSBA and reviewed by the Policy Committee.

This combined motion, made by Corey Whitmoyer and seconded by Heather Mausteller, Carried.

- Matt Deihl: Absent, Gena Maize: Absent, Alex Cavallini: Yea, Michael Farrell: Yea, Greg Hemsarth: Yea, Heather Mausteller: Yea, Jonathan Richards: Yea, Corey Whitmoyer: Yea, Jessica Whitmoyer: Yea
- Yea: 7, Nay: 0, Absent: 2

6. BUDGET AND FINANCE

6.1. Expenditures

A motion to consider and approve the October 12, 2026 general fund expenditures in the amount of $212,368.57 and athletic fund expenditures in the amount of $1,428.00.

- This motion, made by Greg Hemsarth and seconded by Jonathan Richards, Carried.
  - Matt Deihl: Absent, Gena Maize: Absent, Alex Cavallini: Yea, Michael Farrell: Yea, Greg Hemsarth: Yea, Heather Mausteller: Yea, Jonathan Richards: Yea, Corey Whitmoyer: Yea, Jessica Whitmoyer: Yea
  - Yea: 7, Nay: 0, Absent: 2

6.2. Electricity Pricing

A motion to postpone the recommended action to the next regular business meeting as presented:

- A motion to consider and approve Freepoint as the electric supplier at the current market rate for a term of __ months (up from the previous rate of $0.08782).
- This motion to postpone, made by Greg Hemsarth and seconded by Heather Mausteller, Carried.
  - Matt Deihl: Absent, Gena Maize: Absent, Alex Cavallini: Yea, Michael Farrell: Yea, Greg Hemsarth: Yea, Heather Mausteller: Yea, Jonathan Richards: Yea, Corey Whitmoyer: Yea, Jessica Whitmoyer: Yea
  - Yea: 7, Nay: 0, Absent: 2

7. ADMINISTRATIVE ITEMS

Combined Consent (7.1 - 7.2)

A motion to consider and approve all administrative items as presented.

- 7.1. Curricular Excursions & Field Trips 26/27
  - A motion to consider and approve the field trips and curricular excursions as presented. The district will sponsor field trip costs up to the $20 per student threshold, as indicated in the Millville Area School District Administrative Regulation 121-AR-1: Field Trips, Curricular Excursions, and Community Based Instruction.

Trip Purpose	Date(s)	Staff Requesting
Scholastic Scrimmage	10/23/26	Mary Schrader

Benton Halloween Parade	10/27/26	Carolyn Sweeney
Danville Halloween Parade	10/29/26	Carolyn Sweeney
County Chorus Festival	11/3/26 - 11/4/26	Carolyn Sweeney
County Band Auditions	11/9/26	Carolyn Sweeney

- 7.2. MFA Token Acquisition: Winslow Technology Group
  - A motion to consider and approve the acquisition of tokens for use with Cisco Duo from Winslow Technology Groups at a cost of $1,153.60.

This combined motion, made by Heather Mausteller and seconded by Alex Cavallini, Carried.

- Matt Deihl: Absent, Gena Maize: Absent, Alex Cavallini: Yea, Michael Farrell: Yea, Greg Hemsarth: Yea, Heather Mausteller: Yea, Jonathan Richards: Yea, Corey Whitmoyer: Yea, Jessica Whitmoyer: Yea
- Yea: 7, Nay: 0, Absent: 2

8. PERSONNEL AND ACTIVITIES

Combined Consent (8.1 - 8.5)

A motion to consider and approve all personnel items as presented.

- 8.1. Cafeteria Substitute - D. Davis
  - A motion to consider and approve DONNA DAVIS as a Cafeteria Substitute for the 2026-2027 school year, pending approval from PSERS. Clearances on file.
- 8.2. Unpaid Leave: Employee 1150
  - A motion to approve four (4) unpaid leave days for Employee 1150 on September 16, 2026; October 5, 2026; and October 8-9, 2026, in accordance with applicable District policies and collective bargaining agreement provisions.
- 8.3. Appoint Varsity Basketball Volunteer Assistant Coach: S. Johnson
  - A motion to consider and approve the appointment of SHANE JOHNSON as Varsity Basketball Volunteer Assistant Coach for the 2026-2027 winter athletic season. Pending receipt of all necessary documentation.
- 8.4. MASD Employee Driver Approvals
  - A motion is needed to consider and approve ANGELA SCOTT and AALIAH DUBE as drivers of MASD vehicles. Pending receipt of all necessary documentation.
- 8.5. Rhinard Transportation Driver Approval
  - A motion to consider and approve DENISE FARVER as a driver for Rhinard Transportation. Pending receipt of all necessary documentation.

This combined motion, made by Alex Cavallini and seconded by Heather Mausteller, Carried.

- Matt Deihl: Absent, Gena Maize: Absent, Corey Whitmoyer: Nay, Alex Cavallini: Yea, Michael Farrell: Yea, Greg Hemsarth: Yea, Heather Mausteller: Yea, Jonathan Richards: Yea, Jessica Whitmoyer: Yea
- Yea: 6, Nay: 1, Absent: 2

9. PUBLIC COMMENT ON NON-AGENDA ITEMS

Tom Allen - Central Columbia Resident

- Mr. Tom Allen addressed the Board regarding budget development and communication between the participating school districts and Columbia-Montour Area Vocational-Technical School (CMAVTS). Mr. Allen identified himself as a Central Columbia resident and retired career and technical education administrator. He explained that his professional background included attending a technical school, serving as a teacher, and holding administrative positions in career and technical education, as well as, administrative leadership at Columbia-Montour Area Vocational-Technical School.
- Mr. Allen stated that this is typically the time of year when career and technical school administrative directors begin discussing budget expectations with participating school districts. He explained that administrators benefit from receiving early guidance regarding the financial parameters that school boards would like to see reflected in the proposed budget. Mr. Allen shared that during his administrative career, superintendents and school boards often communicated their budget expectations in October. He explained that receiving this information early allowed the administrative director to work with the Joint Operating Committee, business manager, and instructional staff to develop a budget consistent with the participating districts' expectations.
- Mr. Allen encouraged the Board to discuss its expectations and communicate those parameters to Dr. Rasmus so that the information could be shared with CMAVTS administration. He stated that a zero-percent budget increase may not be realistic because vocational-technical schools face many of the same rising costs as traditional school districts. He encouraged the Board to remain mindful of these financial pressures when considering the CMAVTS budget.
- Mr. Allen encouraged Board members to communicate their expectations early so that the vocational-technical school could develop a budget that would receive the necessary support.
    - Mr. Hemsarth thanked Mr. Allen for sharing his perspective and acknowledged the importance of communication regarding the CMAVTS budget. He indicated that communication and guidance regarding budget expectations had been a concern, lacking in substantial communication regarding specific financial guidelines or parameters. Mr. Hemsarth acknowledged the importance of establishing expectations and maintaining communication between the participating school districts and CMAVTS administration.
    - Mr. Allen further discussed the importance of effective communication between CMAVTS administration, the Joint Operating Committee, and participating school districts. He expressed hope that future administrative leadership at CMAVTS would prioritize regular communication and provide timely information to participating districts. He thanked the Board for the opportunity to speak.

10. ADJOURNMENT

A motion to adjourn the October 12, 2026 regular business meeting of the Millville Area School Board. This motion, made by Heather Mausteller and seconded by Alex Cavallini, Carried. The meeting was adjourned at 7:40 pm.

- Matt Deihl: Absent, Gena Maize: Absent, Alex Cavallini: Yea, Michael Farrell: Yea, Greg Hemsarth: Yea, Heather Mausteller: Yea, Jonathan Richards: Yea, Corey Whitmoyer: Yea, Jessica Whitmoyer: Yea
- Yea: 7, Nay: 0, Absent: 2

Whitney Holloway, Board Secretary

Chelsea Rosenberger, Board Recording Secretary

Office of the Superintendent
Millville Area School District

To: MASD Policy Committee
From: Dr. Joseph Rasmus, Superintendent of Schools
Date: 10/19/26 5:00 PM
Location: HS Library

Policies for Discussion

- **PSBA Recommendations / Updated School Code**
  - **Updated MASD Policy 249: Bullying/Cyberbullying**
  - **Updated MASD Policy 805.2: School Security Personnel**
- **Review Existing/Updated Administrative Regulations (100's)**
  - **Approve 104-AR-2: Reasonable Break Time and Lactation Accommodations**
  - **Discontinue 106-AR-0: Guides For Planned Instruction**
  - **Discontinue 122-AR-0: Reimbursement for Extracurricular Activities (Historical)**
  - **Approve 122-AR-0: Extracurricular Activities (Proposed)**
  - **Approve 122.1-AR-0: Noncurriculum-Related, Nonschool-Sponsored, Student-Initiated Groups**
  - **Approve 122.1-AR-1: Noncurriculum-Related, Nonschool-Sponsored, Student Initiated Group Acknowledgement Form**
  - **Discontinue 123-AR-0: Reimbursement for Interscholastic Activities (Historical)**
  - **126-AR-0: Class Size**

BOARD POLICY

249 Bullying/Cyberbullying

POLICY NUMBER	VERSION	DOCUMENT STATUS	PRINTED
249	v2.4	UNDER-REVIEW	9/21/2026

PURPOSE

The Board recognizes that bullying **and cyberbullying create** an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning and may lead to more serious violence. **The Board is committed to providing a safe, positive learning environment for district students that is free from bullying and cyberbullying.**

DEFINITIONS

Artificial Intelligence-Generated or Modified Media means text, code, images, audio or video data that has been created or modified from its original source data through the use of artificial intelligence technology, programs or platforms.[1]

Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting and/or outside a school setting,

that is severe, persistent or pervasive and has the effect of doing any of the following:[1]

1. Substantially interfering with a student's education**; or**
2. Creating a threatening environment**; or**
3. Substantially disrupting the orderly operation of the school.

Cyberbullying means bullying through the use of electronic technology or communication, including data, computer software or online platforms regardless of their origin, using a device, system network, internet service, email, social media or other digital means, including artificial intelligence–generated or modified media. Cyberbullying includes bullying conduct which occurs in a school setting and/or outside a school setting.

School setting means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.[1]

AUTHORITY

The Board prohibits all forms of bullying **and cyberbullying** by district students **and requires that this policy be accessible in every classroom. The policy shall be posted in a prominent location within each school building and on the district website.**[1]

The Board encourages students who believe they or others have been bullied to promptly report such incidents to the building principal or designee.

The Board directs that complaints of bullying **and cyberbullying** be investigated promptly, and appropriate corrective or preventative action be taken when allegations are substantiated. The Board directs that any complaint of bullying **or cyberbullying** brought pursuant to this policy **to** also be reviewed for conduct which may not be proven to be bullying **or cyberbullying** under this policy but merits review and possible action under other Board policies.[1]

Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a complaint and the investigation shall be handled in accordance with applicable law, regulations, this policy and the district's legal and investigative obligations.

Retaliation

Reprisal or retaliation relating to reports of bullying **or cyberbullying** or participation in an investigation of allegations of bullying **or cyberbullying** is prohibited and shall be subject to disciplinary action.

DELEGATION OF RESPONSIBILITY

Each student shall be responsible to respect the rights of others and to ensure an atmosphere free from bullying **and cyberbullying**.

The Superintendent or designee shall develop administrative regulations to **support** this policy.

The Superintendent or designee shall ensure that this policy and administrative regulations are reviewed annually with students.[1]

The Superintendent or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the Board.[1]

District administration shall annually provide the following information with the school safety and security incident report:[1][2]

1. Board's Bullying**/Cyberbullying** Policy.
2. Report of bullying **and cyberbullying** incidents.
3. Information on the development and implementation of any bullying **and cyberbullying** prevention, intervention or education programs.

GUIDELINES

Reports of bullying or cyberbullying may be made orally or in writing and may be anonymous, except where made by district staff. Students are encouraged to use the district's reporting form attached to this policy, or to submit a written complaint; however, oral complaints will be accepted, documented and investigated.

Any individual receiving a complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor any person involved.

District staff who observe bullying/cyberbullying or receive a report of bullying/cyberbullying shall not conduct an independent investigation but shall take appropriate action to protect the safety of involved students and promptly provide a summary of the observed or reported conduct to the building principal or designee.

For purposes of this policy, a reporter is an individual, other than district staff, who reports alleged bullying/cyberbullying directed at one or more students. A complainant is the alleged victim or target of the conduct. In some circumstances, the same individual may serve as both reporter and complainant.

The building principal or designee shall encourage the complainant or reporter to complete the district's designated report form. If, due to age, disability or other incapacity, the complainant or reporter is unable to complete the form, the building principal or designee shall document the report and complete the form on the individual's behalf. If the report is made by someone other than the complainant, the complainant shall be notified promptly, informed of the report, and encouraged to complete the district reporting form.

As soon as practicable after the receipt of a report of bullying or cyberbullying, the district shall notify the parent(s)/guardian(s) of any student involved in the incident.

If the complainant, district staff, or other professionals with knowledge of the complainant's health and well-being indicate that notifying a parent/guardian could place the complainant or another person at risk of abuse, neglect or other imminent harm, the building principal, in consultation with the Superintendent and legal counsel, and as appropriate, law enforcement, child welfare authorities and other qualified professionals, may determine whether parental notification should be delayed as permitted by law. The basis for the delay must be documented, and parent/guardian notification shall occur as soon as legally and safely practicable.[3][4]

Every report of bullying/cyberbullying shall be reviewed and investigated promptly and sufficiently to address the alleged misconduct, even if the report is anonymous or the complainant requests that no action be taken.

Threat Assessment

When a student's behavior indicates a threat to the safety of the student, other students, school employees, school facilities, the community, or others, district staff shall make a referral to the district's threat assessment team in accordance with applicable law and Board policy.[5][6]

Discrimination/Harassment

If, at the time of the report or at any time during the investigation of the alleged bullying/cyberbullying, there is reason to believe that the conduct may fall within the provisions of the district's discrimination/harassment policies, the Title IX Coordinator must be promptly notified. Upon notification, the Title IX Coordinator will immediately initiate steps to comply with appropriate policies and procedures. The investigation will be handled as a joint and concurrent investigation to address all appliable allegations and legal requirements.[7][8]

Investigation Procedures

After determining that the matter does not require handling under Policy 103, the building principal shall determine whether the investigation may be conducted by the principal or designee or whether the matter must be referred to the Superintendent or another appropriate administrator.

If law enforcement has been notified, a law enforcement report has been filed, or substantiated allegations could result in expulsion, the building principal shall consult with the Superintendent or appropriate administrator, who may seek advice from legal counsel.

Investigations shall be timely, impartial, thorough and comprehensive. The investigation may include:

1. **Interviewing the complainant.**
2. **Interviewing the individual(s) accused of the conduct.**
3. **Interviewing witnesses.**
4. **Reviewing physical, electronic or documentary evidence.**
5. **Reviewing any other relevant information provided during the investigation.**
6. **Conducting any additional inquiry reasonably necessary to determine the facts and address proven misconduct.**

Investigative Findings

The investigator shall prepare findings that summarize the investigation, determine whether the allegations have been substantiated, identify any violation of Board policy or applicable law, and recommend appropriate corrective action.

As soon as practicable after determining that an incident of bullying or cyberbullying has occurred, the district shall notify the parent(s)/guardian(s) of any student involved in the incident of the determination of the investigation.

The complainant/reporter and the accused shall be informed of the outcome of the investigation within a reasonable period of time, consistent with the Family Educational Rights and Privacy Act (FERPA) and other applicable laws. The accused shall not be informed of any individual remedies provided to the complainant.[9]

District Response and Corrective Action

If an investigation results in a finding that bullying or cyberbullying or other misconduct occurred, the district shall take prompt and appropriate corrective action designed to stop the conduct, prevent its recurrence, protect affected students, eliminate any hostile or disruptive environment, and prevent retaliation.[1]

The district shall document corrective actions taken and, when permitted by law, inform the complainant or reporter of responsive measures. District administrators shall monitor the effectiveness of corrective actions and take additional measures when necessary.[1]

If an investigation reveals violations of other Board policies or circumstances requiring additional review, referral, discipline or intervention, the district shall address those matters through the appropriate disciplinary, administrative or support processes.

Any disciplinary action imposed shall be consistent with the Code of Student Conduct, Board policies and administrative regulations, applicable collective bargaining agreements, and state and federal law, and may include:[1][2][13]

- **Counseling within the school.**
- **Parental conference.**
- **Loss of school privileges.**
- **Transfer to another school building, classroom or school bus.**
- **Exclusion from school-sponsored activities.**
- **Detention.**

- **Suspension.**
- **Expulsion.**
- **Counseling/Therapy outside of school.**
- **Referral to law enforcement officials.**

The Code of Student Conduct, which shall contain this policy, shall be disseminated annually to students.[1][2][10]

Education

The district may develop, implement and evaluate bullying prevention and intervention programs and activities. Programs and activities shall provide district staff and students with appropriate training for effectively responding to, intervening in and reporting incidents of bullying.[1][11][12]

School Safety and Security Incidents Report

Annually, by July 31, the Superintendent shall report on the designated form, to the PA Department of Education, all new incidents as required by state law. The report must include the total number of bullying and cyberbullying incidents that occurred during the school year, including the number of cyberbullying incidents suspected to involve artificial intelligence-generated or modified media.[2][14]

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Legal Footnotes

[1] 24 P.S. 1303.1-A
LEGAL REFERENCE

[2] Pol. 805.1 — Relations With Law Enforcement Agencies
POLICY REFERENCE

[3] 23 Pa. C.S.A. 6301
LEGAL REFERENCE

[4] Pol. 806 — Child Abuse
POLICY REFERENCE

[5] 24 P.S. 1302-E
LEGAL REFERENCE

[6] Pol. 236.1 — Threat Assessment
POLICY REFERENCE

[7] Pol. 103 — Discrimination/Harassment Affecting Students
POLICY REFERENCE

[8] Pol. 103 — Nondiscrimination - Qualified Students With Disabilities
POLICY REFERENCE

[9] Pol. 216 — Student Records
POLICY REFERENCE

[10] 22 PA Code 12.3
LEGAL REFERENCE

[11] 20 U.S.C. 7118
LEGAL REFERENCE

[12] 24 P.S. 1302-A
LEGAL REFERENCE

[13] Pol. 236 — Student Assistance Program
POLICY REFERENCE

[14] 24 P.S. 1319-B
LEGAL REFERENCE

Legal References

No additional references listed.

BOARD POLICY

805.2 School Securit

Policy saved — content, tracked changes, comments

POLICY NUMBER	VERSION	DOCUMENT STATUS	WORKFLOW
805.2	v2.1	DRAFT	Administrative Review

PRINTED
9/21/2026

AUTHORITY

The Board shall employ, contract for and/or assign staff to coordinate the safety and security of district students, staff, visitors and facilities.

The district shall employ or contract for at least one (1) full-time school security personnel who has completed the training required by law and this Board policy to be on duty during the school day.[1]

The district shall certify to the state School Safety and Security Committee annually that it has met the requirements for school security personnel or has received a waiver, in accordance with applicable law.[1]

DEFINITIONS

School security personnel - school police officers, school resource officers and school security guards.[2]

Independent contractor - an individual, including a retired federal agent or retired state, municipal or military police officer or retired sheriff or deputy sheriff, whose responsibilities, including work hours, are established in a written contract with the district for the purpose of performing school security services.[2]

School day - the hours between the morning opening of a school building and the afternoon dismissal of students on a day which classes are in session.[1]

Third-party vendor - a company or entity approved by the PA Commission on Crime and Delinquency that provides school security services in accordance with law.[2]

DELEGATION OF RESPONSIBILITY

The Superintendent shall appoint a school administrator to serve as the School Safety and Security Coordinator, in accordance with law. When a vacancy occurs in the role of the School Safety and Security Coordinator, the Superintendent shall appoint another school

administrator to serve as the School Safety and Security Coordinator within thirty (30) days of the vacancy and shall notify the Board regarding the appointment.[3]

The Superintendent or designee shall submit the name and contact information for the appointed School Safety and Security Coordi
Committee within thirty (30) days of the app

Policy saved — content, tracked changes, comments

The School Safety and Security Coordinator shall report directly to the Superintendent, and shall be responsible for the following:[3]

1. Oversee all school police officers
2. Review and provide oversight of all Board policies, administrative regulations and procedures related to school safety and security, and ensure compliance with federal and state laws and regulations regarding school safety and security.
3. Coordinate training and resources for students and staff related to situational awareness, trauma-informed approaches, behavioral health awareness, suicide **awareness and prevention,** bullying **and cyberbullying** awareness **and prevention**, substance use awareness, emergency procedures and training drills, and identification or recognition of student behavior that may indicate a threat to the safety of the student, other students, school employees, other individuals, school facilities or the community, in accordance with the standards established by the state's School Safety and Security Committee and the requirements of applicable law and regulations.[3][4][5][6][7][8][9][10][11][12][13]
4. Meet with school employees annually to seek their input on the mandatory school safety and security training.[4]
5. Coordinate a tour of the district's buildings and grounds biennially, or when a building is first occupied or reconfigured, with law enforcement and first responders responsible for protecting and securing the district to discuss and coordinate school safety and security matters.
6. Serve as the liaison with law enforcement and other state committees and agencies on matters of school safety and security.
7. Serve on the district's threat assessment team(s) and participate in required training and the threat assessment process.[8][14]
8. Coordinate School Safety and Security Assessments, School Safety and Security grant requirements and respond to School Safety and Security surveys, as applicable.[12][15]
9. Coordinate school safety and security meetings with school and building leadership, at least on a quarterly basis.

The School Safety and Security Coordinator shall, within one (1) year of appointment, complete required training as specified by the state's School Safety and Security Committee for serving in the role of a School Safety and Security Coordinator. This training shall be in addition to other training requirements for school administrators, but shall count toward professional education credit, where applicable.[3][16][17][18]

The School Safety and Security Coordinator must complete any additional continuing education as required by the School Safety and Security Committee.[3]

By June 30 of each year, the School Safety and Security Coordinator shall make a report to the Board at an executive session on the district's current safety and security practices, and identify strategies to improve school safety and security.[3][19]

The Board directs the School Safety and Sec
information in the annual report:

Policy saved — content, tracked changes, comments

1. Threat assessment team information, including verification of compliance with law and regulations, the number and composition of the district's threat assessment team(s), the total number of threats assessed in the past year and additional information on threat assessment required by the Superintendent or designee, in accordance with Board policy.[8][14]
2. The number and type(s) of school security personnel contracted or employed by the district, including:[3]
   a. The number of school security personnel that are armed, listed by type(s) of personnel.
   b. The school building at which each school security personnel is assigned, listed by type(s) of personnel.
   c. The training, including the type of training and completion dates, of each school security personnel, listed by type(s) of personnel.
   d. A listing of other individuals utilized by the district for school safety-related duties.
3. An attendance report of the school and building personnel present at each school safety and security meeting, including yearly attendance totals.
4. Reports of required emergency preparedness, fire, bus evacuation and school security drills.[12]
5. Information on required school safety and security training and resources provided to students and staff.[12]
6. Behavioral health and school climate information, including aggregate data from surveys and assessments issued in the district, information on referrals and services accessed by students and families, and identification of additional resources needed in the district.[20]
7. School safety and security incident reports for the previous year(s) and/or data collected to date for the current year.[21]
8. Updates to laws, regulations and/or Board policies related to school safety and security.
9. Information on grants or funding applied for and/or received in support of school safety and security efforts.

A copy of the report, including the required information on threat assessment and school security personnel, shall be submitted to the state's School Safety and Security Committee.[3]

The Superintendent or designee shall implement job descriptions and procedures to address the responsibilities and requirements specific to each category of school security personnel in carrying out their duties.

School security personnel shall carry weapons, including firearms, in performance of their duties only if, and to the extent, authorized by the Board, including as provided in an agreement with a law enforcement agency for the stationing of a School Resource Officer or in a contract with an independent contractor.

Policy saved — content, tracked changes, comments

School Police Officers

The district shall employ and/or contract for one or more school police officers and apply to the appropriate court for appointment and powers of authority, in accordance with the provisions of law.[2][22][23][24][25][26]

Within thirty (30) days of court approval for appointment of a school police officer, the district shall notify the School Safety and Security Committee and submit a copy of the court's order.[22]

School police officer -[2][23][24]

1. A law enforcement officer employed by the district whose responsibilities, including work hours, are established by the district; or
2. An independent contractor or an individual provided through a third-party vendor who has been appointed in accordance with law, and who meets the requirements of contracted services personnel, in accordance with Board policy.[26]

Background Checks -

Prior to receiving an offer of employment, all school police officers shall comply with the requirements for background checks/certifications and employment history reviews for all school employees, in accordance with applicable law, Board policy and administrative regulations. These requirements are addressed separately in Board policy 304 for school police employed by the district and Board policy 818 for school police employed by an independent contractor or third-party vendor.[25][26][27][28][29][30]

The district shall conduct a law enforcement agency background investigation in compliance with applicable law and regulations for all school police employed by the district and shall review a background investigation conducted for all school police employed by an independent contractor or third-party vendor.[31][32]

Following an offer of employment, the district shall request the separation record for a school police officer employed or contracted by the district, in accordancccccce with applicable law and regulations for a law enforcement agency.[33][34]

Requirements -

The district shall annually report the following information regarding school police officers receiving required training to the PA Department of Education, the School Safety and Security Committee and the PA Commission on Crime and Delinquency:[35]

1. The district’s name and the number of school police officers employed or contracted by the district.

2. The municipalities comprising the district.
3. The date and type of training provided to each school police officer.

The district shall make reports regarding hiring and separation, and shall maintain all records, as required for a law enforcement a
regulations.[31][36]

Policy saved — content, tracked changes, comments

School police officers shall take and subscribe to the Oath of Office required by law.[37]

The district shall request that the court grant the school police officer authority to carry a firearm, in accordance with law. The school police officer shall maintain all applicable firearm license and training requirements, in accordance with applicable law and Board policy.[22][38]

School police officers shall successfully complete required training, in accordance with law, and other required staff training, including district training on the use of positive behavior supports, de-escalation techniques and appropriate responses to behavior for students with disabilities, in accordance with law, regulations and Board policy.[38][39][40][41][42]

School police officers shall possess and exercise the following duties:[43]

1. Enforce good order in school buildings, on school buses or vehicles owned or leased by the district, and on school grounds.
2. If authorized by the court, issue summary citations or detain individuals who are in school buildings, on school buses and on school grounds in the district until local law enforcement is notified.
3. If authorized by the court, a school police officer who is a law enforcement officer employed by the district whose responsibilities, including work hours, are established by the district, may exercise the same powers as exercised under authority of law or ordinance by the police of the municipality in which the school property is located.

School police officers shall wear the assigned metallic shield or badge provided by the district in plain view when on duty.[44]

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Legal Footnotes

[1] **24 P.S. 1316-C**
LEGAL REFERENCE

[2] **24 P.S. 1301-C**
LEGAL REFERENCE

[3] **24 P.S. 1309-B**
LEGAL REFERENCE

[4] **24 P.S. 1310-B**
LEGAL REFERENCE

[5] **Pol. 146.1**
POLICY REFERENCE
Referenced policy is not available in this policy book.

[6] **Pol. 227 — Controlled Substances/Paraphernalia**
POLICY REFERENCE

[7] **Pol. 236 — Student Assistance Program**
POLICY REFERENCE

[8] **Pol. 236.1 — Threat Assessment**
POLICY REFERENCE

[9] **Pol. 249 — Bullying/Cyberbullying**
POLICY REFERENCE

Policy saved — content, tracked changes, comments

[11] **Pol. 351 — Drug and Substance Abuse**
POLICY REFERENCE

Response
POLICY REFERENCE

[13] **Pol. 819 — Suicide Awareness, Prevention and Response**
POLICY REFERENCE

[14] **24 P.S. 1302-E**
LEGAL REFERENCE

[15] **24 P.S. 1305-B**
LEGAL REFERENCE

[16] **24 P.S. 1316-B**
LEGAL REFERENCE

[17] **24 P.S. 1205.1**
LEGAL REFERENCE

[18] **24 P.S. 1205.5**
LEGAL REFERENCE

[19] **Pol. 006 — Meetings**
POLICY REFERENCE

[20] **Pol. 235.1 — Surveys**
POLICY REFERENCE

[21] **Pol. 805.1 — Relations With Law Enforcement Agencies**
POLICY REFERENCE

[22] **24 P.S. 1302-C**
LEGAL REFERENCE

[23] **24 P.S. 1310-C**
LEGAL REFERENCE

[24] **24 P.S. 1311-C**
LEGAL REFERENCE

[25] **Pol. 304 — Employment of District Staff**
POLICY REFERENCE

[26] **Pol. 818 — Contracted Services Personnel**
POLICY REFERENCE

[27] **24 P.S. 111**
LEGAL REFERENCE

[28] **24 P.S. 111.1**
LEGAL REFERENCE

[29] **23 Pa. C.S.A. 6344**
LEGAL REFERENCE

[30] **23 Pa. C.S.A. 6344.3**
LEGAL REFERENCE

[31] **44 Pa. C.S.A. 7301**
LEGAL REFERENCE

[32] **37 PA Code 241.5**
LEGAL REFERENCE

[33] **44 Pa. C.S.A. 7310**
LEGAL REFERENCE

[34] **37 PA Code 241.6**
LEGAL REFERENCE

[35] **24 P.S. 1303-C**
LEGAL REFERENCE

[36] **37 PA Code 241.1**
LEGAL REFERENCE

[37] **24 P.S. 1304-C**
LEGAL REFERENCE

[38] **24 P.S. 1305-C**
LEGAL REFERENCE

[39] **22 PA Code 10.23**
LEGAL REFERENCE

Policy saved — content, tracked changes, comments

[41] **22 PA Code 14.133**
LEGAL REFERENCE

POLICY REFERENCE

[43] **24 P.S. 1306-C**
LEGAL REFERENCE

[44] **24 P.S. 1307-C**
LEGAL REFERENCE

Legal References

No additional references listed.

ADMINISTRATIVE REGULATION

APPROVED:

REVISED:

104-AR-2. REASONABLE BREAK TIME AND LACTATION ACCOMMODATIONS

The district will provide reasonable break times for employees to express breast milk for up to one (1) year following the birth of a child

A reasonable break time will be provided each time the employee has the need to express breast milk.

Requests for reasonable break times and lactation accommodations may be made verbally or in writing to the building principal and/or immediate supervisor.

The building principal and/or immediate supervisor will designate and notify employees of an appropriate place, other than a bathroom, which may be used to express breast milk. Such location must provide privacy to shield the employee from view, be regularly cleaned, be free of intrusion from other staff and the public, such as behind a locked door, and be in reasonable proximity to the employee's usual work area. The designated location must have electricity, appropriate seating, sufficient surface area to place a breast pump and its parts and be in reasonable proximity to a sink with running water and a refrigerator.

When an employee's regular working location makes nursing during work hours a possibility because the child is in close proximity, the district will provide reasonable break times for nursing.

The district is not required to compensate an employee receiving reasonable break time to express breast milk. However, break time shall be considered hours worked if the employee is not completely relieved from duty during the entirety of such break.

The district will not request supporting documentation from an employee in order to provide reasonable break time and lactation accommodations.

Resources

U.S. Department of Labor, Wage and Hour Division – Pump at Work resources and Frequently Asked Questions: https://www.dol.gov/agencies/whd/pump-at-work

PSBA New 7/24

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MILLVILLE SCHOOL DISTRICT

ADMINISTRATIVE REGULATION

IN PLACE: August 1, 2019

REVISED:

106. GUIDES FOR PLANNED INSTRUCTION

The main purposes of a guide for planned instruction are to:

1. Guide the teachers' instruction.
2. Describe the curriculum to others, such as substitute teachers, administrators, parents/guardians and the community.

Academic standards for the planned instruction established by the Board dictate the main characteristics for all guides.

Guides for planned instruction developed within the district will contain the following minimal components:

1. Course Title

The title should parallel the student selection guide when applicable.

2. Description

The general purpose, rationale or philosophy of the course should be indicated. In some cases, the course description from the student selection guide is most appropriate.

Any prerequisite knowledge or skills that are pertinent should be stated, as well as a clear indication of the intended student population. If applicable, a phase or level description may be included to distinguish among the different expectations for different groups of students.

3. Academic Standards

A list of academic standards will be used to indicate the measurable or observable achievements that are expected of the students.

Academic standards should be written for the course in general, and for specific units or course segments, when appropriate.

4. Content

A simple topical content outline should be included that addresses the concepts and skills to be taught. For some programs, specific behavioral objectives define the content adequately.

5. Suggested Activities/Techniques/Resources

   Items listed in this section are suggestions, offering assistance and guidance where needed without restricting creativity. It is recognized that certain programs are, by their nature, highly structured and specific and require prescribed activities, techniques and resources, while others are less prescriptive.

6. Procedures For Evaluation

   Some description of the methods to be used to evaluate student achievement or attainment of the objectives should be given. The degree of specificity is determined by many factors and cannot be described for all curricular areas.

7. Other Components

   Other components are desirable when they improve the effectiveness of the guide, such as Table of Contents, how to use the guide appendices, etc.

   Acknowledgement of the efforts of staff members who gave special effort is always appreciated.

   Lesson plans shall be written and available in Sapphire.

MILLVILLE SCHOOL DISTRICT

ADMINISTRATIVE REGULATION

IN PLACE: March 9, 2020

REVISED:

122. REIMBURSEMENT FOR EXTRACURRICULAR ACTIVITIES

Student Meal (or snack) Cost Contribution

1. Special Events: Students may travel to or engage in various extracurricular activities during meal times. If such an activity includes special recognition, honorarium, or requires exceptional achievement for participation and the student(s) is under the supervision of district employees, the district will contribute up to $5.00 for meals on behalf of each student involved. Activities which qualify (subject to administrative pre-approval) include:

   --Band or Chorus student participation in regional (or higher) competition/performance
   --Other events as approved by the Superintendent

2. Approvals: Prior approval from the High School Principal must be obtained for the first specific listed qualifying event in number 1 above. Prior approval from the Superintendent (or designee) must be obtained for all other circumstances for which meal reimbursement is desired. With prior approval and adequate lead time, advance payment may be provided. Itemized original receipts must be submitted with reconciliation after each event.

ADMINISTRATIVE REGULATION

APPROVED:

REVISED:

122-AR-0. **EXTRACURRICULAR ACTIVITIES**

The following administrative regulation governs the registration and management of student **extracurricular activities that are sponsored or approved by the Board.**

The Board will approve and recognize a **student extracurricular activity** organized for a purpose not prohibited by Board policy or by law, if the **activity** complies with all provisions of Board policy and administrative regulations. Any **extracurricular activity** that violates Board policy and/or administrative regulations may be subject to losing its right to meet on school premises, as otherwise guaranteed under the Equal Access Act.

An extracurricular activity, as defined in Board Policy 122. Extracurricular Activities, is deemed to be school-sponsored or Board approved whether or not the activity is related to the curriculum.

Classification

The building principal will determine whether **an extracurricular activity** is curriculum-related or not. In order to qualify as curriculum-related, the relationship between the **extracurricular activity** and the curriculum must meet one (1) of the following criteria:

1. Subject matter of the **activity** must actually be taught or will be taught in a regularly scheduled course.

2. Subject matter of the **activity** must concern the body of planned instruction as a whole.

3. Participation in the **activity** is a course requirement.

4. Academic credit is earned for participation in the **activity**.

An **extracurricular activity** that does not meet at least one (1) of the above criteria will be classified as **a** noncurriculum-related **activity**.

Curriculum-Related **Activities**

For curriculum-related **extracurricular activities,** faculty advisors will have the authority to provide in-depth guidance and teaching to students and will act on behalf of the district to ensure that the **extracurricular** activities are aligned with the district's objectives. All such faculty advisors must teach a subject in the district whose content is directly related to the

extracurricular activities, or have sufficient experience or expertise related to that subject, as determined by the administration.

Noncurriculum-Related **Activities**

For purposes of implementing Policy 122. Extracurricular Activities, a noncurriculum-related extracurricular activity is an activity that has a purpose and subject matter not directly related to the body of planned instruction offered by the **district but is sponsored or approved by the Board.** Pursuant to the federal Equal Access Act, all noncurriculum-related **activities must be given a fair opportunity to conduct meetings and events on school property, without discrimination, in the same manner as curriculum-related activities.**

Individuals who are not directly affiliated with the district may not regularly attend meetings of noncurriculum-related **activities**. Notification of the attendance of **such** a person at **a noncurriculum-related** meeting **or activity** must be submitted to the **building** principal at least seven (7) school days prior to the meeting.

Extracurricular Activity Registration

Students requesting to form **an extracurricular activity** must apply in writing to the building principal. At that time and each year thereafter, **the extracurricular activity** will be required to:

1. Submit a list of its members and officers.

2. Submit a copy of its constitution and/or bylaws.

District Authority

The Superintendent, building principal and/or designee has full authority to prohibit unlawful meetings; maintain discipline and order on school premises; prevent the material and substantial interference with the orderly conduct of educational activities; **and** protect the well-being of students and other members of the school community.

Scheduling Meetings

Based upon availability and advance request, properly registered **extracurricular activities** may conduct meetings on school premises before and after school and during the lunch hour, as the schedule permits.

Requests for permission to schedule meetings of **extracurricular activities** must be submitted on the district form to the **building** principal or designee at least seven (7) days prior to the meeting.

Presence of Faculty Advisors

To ensure appropriate levels of safety, the district requires the presence of a faculty advisor for all meetings and **events** of **extracurricular activities**, whether curriculum-related or not. If **an extracurricular activity** is unable to secure a faculty advisor, the district will ensure that one is

provided. No school employee will be expected to attend or **serve as an advisor for** a meeting if the content of the speech at the meeting is contrary to the employee's beliefs.

Meeting/Activity Announcements

The **building** principal will allow all **extracurricular activities**, whether curriculum-related or not, to have their meetings and activities announced through district media, such as bulletin boards, morning announcements on the P.A. system, school television program, school calendar, school newspaper, district website, and school hallways for announcement posters, subject to the following requirements:

1. Announcements for **such** meetings and activities, whether curriculum-related or not, may only include the name of the group; date, time, and place of the meeting or activity; and general subject of the meeting or activity.

2. All announcements must be submitted to the **building** principal or designee at least one (1) school day in advance of the meeting or activity.

3. The **building** principal or designee will ensure that all announcements adhere to these requirements and will decide how such announcements may be displayed and/or conveyed.

Dissemination of Policy/Regulations

Copies of pertinent Board policy and administrative regulations will be made available to students, parents/guardians, staff and administrators during regular business hours in the **building** principal's office.

A copy of pertinent Board policy and administrative regulations will be provided to the student members and faculty advisors of all **extracurricular activities** upon initial registration and annually thereafter.

Each member of **an extracurricular activity** will be asked to sign a statement indicating that **they have** read, understand, and agree to abide by Board policy and administrative regulations.

Equal Treatment

The provisions of this administrative regulation will be applied equally to all extracurricular activities.

PSBA Revised 8/25 **© 2025 PSBA**

ADMINISTRATIVE REGULATION

APPROVED:

REVISED:

122.1-AR-1. **NONCURRICULUM-RELATED,** NONSCHOOL-SPONSORED STUDENT-**INITIATED** GROUP ACKNOWLEDGMENT FORM

Each participating student of a **noncurriculum-related,** nonschool-sponsored, student-**initiated** group will receive, at the time the student joins the group, a copy of the Board policy and administrative regulations governing the student group.

Each participating student and their parent/guardian must acknowledge that they have read, understand, and agree to abide by the applicable provisions of Board policy and administrative regulations by signing this form.

* * * * *

The **noncurriculum-related** student group's staff monitor ____(Name of Monitor)_____ reviewed the Board policy and administrative regulations with me and provided an opportunity to ask questions on _____(Date)_____.

I, _____, as a participant of the

_____(Fill in the Name of the Student Group)_____, have read the applicable Board policy and administrative regulations governing **noncurriculum-related** student groups.

I understand and agree to abide by the provisions of the applicable Board policy and administrative regulations and understand that if I violate those provisions, I could lose my right to participate in the group's meetings and activities and may be subject to disciplinary consequences.

_____ _____

Student Signature **Date**

_____ _____

Parent/Guardian Signature **Date**

PSBA Revised 3/26

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MILLVILLE SCHOOL DISTRICT

ADMINISTRATIVE REGULATION

IN PLACE: March 9, 2020

REVISED:

123. REIMBURSEMENT FOR INTERSCHOLASTIC ATHLETICS

Student Meal (or snack) Cost Contribution

1. Special Events: Students may travel to or engage in various interscholastic activities during meal times. If such an activity includes special recognition, honorarium, or requires exceptional achievement for participation and the student(s) is under the supervision of district employees, the district will contribute up to $5.00 for meals on behalf of each student involved. Activities which qualify (subject to administrative pre-approval) include:

   --PIAA post season sports competitions at levels above district competition
   --Other events as approved by the Superintendent

2. Approvals: Prior approval from the High School Principal must be obtained for the first specific listed qualifying event in number 1 above. Prior approval from the Superintendent (or designee) must be obtained for all other circumstances for which meal reimbursement is desired. With prior approval and adequate lead time, advance payment may be provided. Itemized original receipts must be submitted with reconciliation after each event.

MILLVILLE SCHOOL
DISTRICT

No. 126-AR-0

ADMINISTRATIVE REGULATION

REVISED:

126. CLASS SIZE

Class size determined by the Board after consultation with the Superintendent and Principals is as follows:

Kindergarten through Sixth Grade will be a maximum of 25 students per classroom.

Seventh Grade through Twelfth Grade will be a maximum of 30 students per classroom.

Secondary subjects with a class enrollment of fewer than 10 will be eliminated unless they are needed for graduation requirements, are an AP course, or are required as per PDE, or approval by the Superintendent. Teachers that instruct multiple courses in one period may be exempt from the minimum enrollment of 10 students. This will be monitored by the Principal.

Trip Request Form 2025-2026

(2026-2027) Trip Request

Mary Schrader

Last modified by Mary Schrader (10/21/2026 8:01 AM)

History

Instructions - Field Trips and Curricular Excursions will require completion and submission of all required documentation. Community Based Instruction trips require completion of all required documentation prior to CBI trip:

1. Any trip involving students leaving school 2. Any trip involving students NOT eating in the cafeteria 3. Any trip needing reserved transportation

Employee Name: *

Mary Schrader

Select type of Trip: *

Select type of Trip: *

Field Trip

Trip destination: *

Bloomsburg University, Bloomsburg PA

Date of Departure: *

11/10/2026

Time of Departure: *

8:00am

Date of Return: *

11/10/2026

Time of Return: *

2:30pm

Will this trip extend beyond the school day? *

- ○ Yes
- ◉ No

Is this an overnight trip? *

- ○ Yes
- ◉ No

If you answered YES above, how many school days will the students miss?

Enter the projected number and grade level of students attending (permission slips are always required): *

6 students (grades 9-12)

Enter all adults (school personnel and volunteers) accompanying students on this trip (clearances are required) Note that the ratio for students to chaperones is 15 to 1.: *

Wyatt Smith Schrader cannot attend, but Wyatt said he would drive the students.

Will the students be absent from lunch? *

- ◉ Yes
- ○ No

Number of students needing a prepared lunch from the cafeteria for the trip?

0 - lunch is included from the university

Please type or upload a list of student names attending the trip for nurse review. *

[redacted]

Trip Purpose

Purpose/Educational Value of the proposed trip: *

To enrich students with mathematical skills, brainteasers, quiz bowl questions

Is this an extension of the classroom?

- ○ Yes
- ◉ No

Financial Information

List the cost per student and any other financing involved in this trip: *

$160 TOTAL for 6 students (budgeted for 172.50) $149.90 transportation cost to Bloomsburg? Budgeted for a lesser amount, but I didn't realize I needed to "pay" for the amount of time that the van was being used.

Was this trip budgeted? *

- ◉ Yes
- ○ No

How will the trip be subsidized? (Please choose from the following) *

- ◉ School District
- ○ Grant (Describe Below)
- ○ Student
- ○ Other (Describe Below)

Further Description (If Necessary)

Enter the total amount you are requesting to be paid for by the district (including explanation as necessary). Please remember to include nursing costs in total figures. *

$160 TOTAL registration for 6 students (budgeted for 172.50) $149.90 transportation cost to Bloomsburg? Budgeted for a less

Transportation Information

Transportation needs (select all that apply): *

- ☐ 1 Bus
- ☐ 2 Busses
- ☑ 1 Van (up to 9 passengers)
- ☐ 2 Vans (up to 18 passengers)
- ☐ Other - (Please indicate request for Special ED Van or any other specialized transportation needs) See next question.

If you selected "Other" please enter specific transportation requests not listed above:

Confirmation Signature

Sign your name electronically below to confirm this request: *



Version: 2.32.1 Refresh Page
Date: 10/09/2026 at 11:56 AM

Trip Request Form 2025-2026

(2026-2027) Trip Request

Mary Schrader

Last modified by Mary Schrader (10/21/2026 6:09 AM)

History

Instructions - Field Trips and Curricular Excursions will require completion and submission of all required documentation. Community Based Instruction trips require completion of all required documentation prior to CBI trip:

1. Any trip involving students leaving school 2. Any trip involving students NOT eating in the cafeteria 3. Any trip needing reserved transportation

Employee Name: *

Mary Schrader

Select type of Trip: *

Select type of Trip: *

Field Trip

Trip destination: *

CSIU

Date of Departure: *

11/12/2026

Time of Departure: *

8:00am

Date of Return: *

11/12/2026

Time of Return: *

2:30pm

Will this trip extend beyond the school day? *

- Yes
- No

Is this an overnight trip? *

- Yes
- No

If you answered YES above, how many school days will the students miss?

n/a

Enter the projected number and grade level of students attending (permission slips are always required): *

1 - 3rd grader, 4 - 5th graders, 1 - 10th grader

Enter all adults (school personnel and volunteers) accompanying students on this trip (clearances are required) Note that the ratio for students to chaperones is 15 to 1.: *

Mary Schrader

Will the students be absent from lunch? *

- Yes
- No

Number of students needing a prepared lunch from the cafeteria for the trip?

n/a

Please type or upload a list of student names attending the trip for nurse review. *

[redacted]

[redacted] Purpose

Purpose/Educational Value of the proposed trip: *

Students will take a museum inspired journey filled with exploration, inquiry and opportunities to think like historians, scientists, inventors and curators.

Is this an extension of the classroom?

- ○ Yes
- ◉ No

Financial Information

List the cost per student and any other financing involved in this trip: *

0

Was this trip budgeted? *

- ◉ Yes
- ○ No

How will the trip be subsidized? (Please choose from the following) *

- ◉ School District
- ○ Grant (Describe Below)
- ○ Student
- ○ Other (Describe Below)

Further Description (If Necessary)

Enter the total amount you are requesting to be paid for by the district (including explanation as necessary). Please remember to include nursing costs in total figures. *

208.70 for school van. this calculation was previously approved on the budget for a much higher rate.

Transportation Information

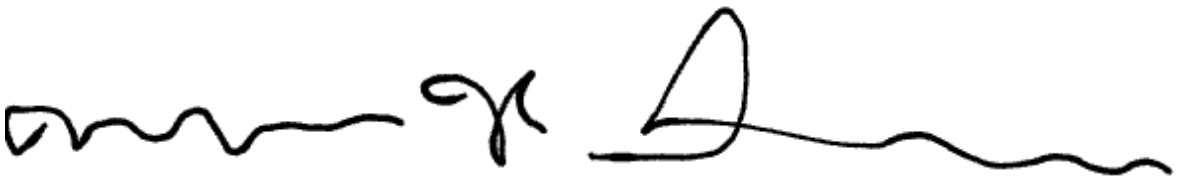
Transportation needs (select all that apply): *

- ☐ 1 Bus
- ☐ 2 Busses
- ☑ 1 Van (up to 9 passengers)
- ☐ 2 Vans (up to 18 passengers)
- ☐ Other - (Please indicate request for Special ED Van or any other specialized transportation needs) See next question.

If you selected "Other" please enter specific transportation requests not listed above:

Confirmation Signature

Sign your name electronically below to confirm this request: *



Version: 2.32.1 Refresh Page
Date: 10/09/2026 at 11:56 AM

Trip Request Form 2025-2026

(2026-2027) Trip Request

Carolyn Sweeney

Last modified by Carolyn Sweeney (10/20/2026 9:28 AM)

History

Instructions - Field Trips and Curricular Excursions will require completion and submission of all required documentation. Community Based Instruction trips require completion of all required documentation prior to CBI trip:

1. Any trip involving students leaving school 2. Any trip involving students NOT eating in the cafeteria 3. Any trip needing reserved transportation

Employee Name: *

Carolyn Sweeney

Select type of Trip: *

Select type of Trip: *

Field Trip

Trip destination: *

Bloomsburg Hospital Parking Lot

Date of Departure: *

11/07/2026

Time of Departure: *

8:45am

Date of Return: *

11/07/2026

Time of Return: *

approx. 11:30am

Will this trip extend beyond the school day? *

- ○ Yes
- ◉ No

Is this an overnight trip? *

- ○ Yes
- ◉ No

If you answered YES above, how many school days will the students miss?

0

Enter the projected number and grade level of students attending (permission slips are always required): *

65 (gr7-12)

Enter all adults (school personnel and volunteers) accompanying students on this trip (clearances are required) Note that the ratio for students to chaperones is 15 to 1.: *

Mrs. Sweeney, Mrs. Kathy Kinsey, Mr. Appleman

Will the students be absent from lunch? *

- ○ Yes
- ◉ No

Number of students needing a prepared lunch from the cafeteria for the trip?

0

Please type or upload a list of student names attending the trip for nurse review. *

[redacted]

Trip Purpose

Purpose/Educational Value of the proposed trip: *

Community parade to honor all Veteran's

Is this an extension of the classroom?

- (●) Yes
- ( ) No

Financial Information

List the cost per student and any other financing involved in this trip: *

2 buses (20 miles x 3.70 = $74 x 2 buses = $148 3 hours x 16 = 48 x 2 drivers = $96

Was this trip budgeted? *

- (●) Yes
- ( ) No

How will the trip be subsidized? (Please choose from the following) *

- (●) School District
- ( ) Grant (Describe Below)
- ( ) Student
- ( ) Other (Describe Below)

Further Description (If Necessary)

Enter the total amount you are requesting to be paid for by the district (including explanation as necessary). Please remember to include nursing costs in total figures. *

$244

Transportation Information

Transportation needs (select all that apply): *

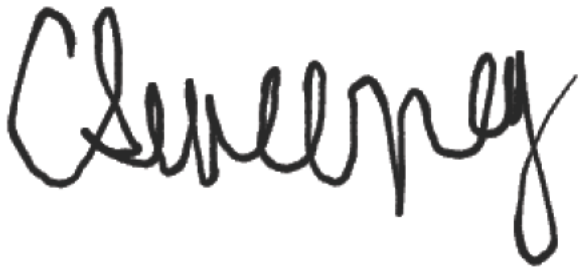
- [ ] 1 Bus
- [x] 2 Busses
- [ ] 1 Van (up to 9 passengers)
- [ ] 2 Vans (up to 18 passengers)

- [ ] Other - (Please indicate request for Special ED Van or any other specialized transportation needs) See next question.

If you selected "Other" please enter specific transportation requests not listed above:

Confirmation Signature

Sign your name electronically below to confirm this request: *



Trip Request Form 2025-2026

(2026-2027) Trip Request

Wyatt Smith

Last modified by Wyatt Smith (10/16/2026 8:57 AM)

History

Instructions - Field Trips and Curricular Excursions will require completion and submission of all required documentation. Community Based Instruction trips require completion of all required documentation prior to CBI trip:

1. Any trip involving students leaving school 2. Any trip involving students NOT eating in the cafeteria 3. Any trip needing reserved transportation

Employee Name: *

Wyatt Smith

Select type of Trip: *

Select type of Trip: *

Field Trip

Trip destination: *

A Local Manufacture

Date of Departure: *

02/16/2027

Time of Departure: *

TBD

Date of Return: *

02/16/2027

Time of Return: *

TBD

Will this trip extend beyond the school day? *

- ○ Yes
- ◉ No

Is this an overnight trip? *

- ○ Yes
- ◉ No

If you answered YES above, how many school days will the students miss?

Enter the projected number and grade level of students attending (permission slips are always required): *

25 or less

Enter all adults (school personnel and volunteers) accompanying students on this trip (clearances are required) Note that the ratio for students to chaperones is 15 to 1.: *

Me, another chaperone and possibly a nurse

Will the students be absent from lunch? *

- ◉ Yes
- ○ No

Number of students needing a prepared lunch from the cafeteria for the trip?

25 potentially

Please type or upload a list of student names attending the trip for nurse review. *

[redacted]

Trip Purpose

Purpose/Educational Value of the proposed trip: *

The annual What's So Cool About Manufacturing® video contests excite students to explore cool manufacturing careers and produce profiles of companies in their communities.

Is this an extension of the classroom?

- (●) Yes
- ( ) No

Financial Information

List the cost per student and any other financing involved in this trip: *

Cost is free except for transportation.

Was this trip budgeted? *

- (●) Yes
- ( ) No

How will the trip be subsidized? (Please choose from the following) *

- (●) School District
- ( ) Grant (Describe Below)
- ( ) Student
- ( ) Other (Describe Below)

Further Description (If Necessary)

Enter the total amount you are requesting to be paid for by the district (including explanation as necessary). Please remember to include nursing costs in total figures. *

Nothing extra

Transportation Information

Transportation needs (select all that apply): *

- [x] 1 Bus
- [ ] 2 Busses
- [ ] 1 Van (up to 9 passengers)
- [ ] 2 Vans (up to 18 passengers)
- [ ] Other - (Please indicate request for Special ED Van or any other specialized transportation needs) See next question.

If you selected "Other" please enter specific transportation requests not listed above:

Confirmation Signature

Sign your name electronically below to confirm this request: *

Version: 2.32.1 Refresh Page
Date: 10/09/2026 at 11:56 AM

Trip Request Form 2025-2026

(2026-2027) Trip Request

Nicole Hall

Last modified by Nicole Hall (10/14/2026 8:08 AM)

History

Instructions - Field Trips and Curricular Excursions will require completion and submission of all required documentation. Community Based Instruction trips require completion of all required documentation prior to CBI trip:

1. Any trip involving students leaving school 2. Any trip involving students NOT eating in the cafeteria 3. Any trip needing reserved transportation

Employee Name: *

Nicole Hall

Select type of Trip: *

Select type of Trip: *

Curricular Excursion

Trip destination: *

Warrior Run High School

Date of Departure: *

11/12/2026

Time of Departure: *

4:00 PM

Date of Return: *

11/12/2026

Time of Return: *

9:00 PM

Will this trip extend beyond the school day? *

Yes No

Is this an overnight trip? *

Yes No

If you answered YES above, how many school days will the students miss?

Enter the projected number and grade level of students attending (permission slips are always required): *

8 students in grades 9-12

Enter all adults (school personnel and volunteers) accompanying students on this trip (clearances are required) Note that the ratio for students to chaperones is 15 to 1.: *

1 - Nicole Hall

Will the students be absent from lunch? *

Yes No

Number of students needing a prepared lunch from the cafeteria for the trip?

0

Please type or upload a list of student names attending the trip for nurse review. *

[redacted]

Trip Purpose

Purpose/Educational Value of the proposed trip: *

FFA is an intracurricular organization that promotes premier leadership, personal growth, and career success. Attending this leadership conference will provide students with opportunities to network with agricultural professionals, develop career-ready skills, and advance in the completion of the agriculture program. This leadership conference is also designed to boost motivation and interest in FFA for these Chapter Degree and Keystone Degree-seeking members.

Is this an extension of the classroom?

- (●) Yes
- ( ) No

Financial Information

List the cost per student and any other financing involved in this trip: *

Registration - FREE (covered by Columbia County Fair Funds) Transportation - $83.30 or less (34 miles x $2.45/mile)

Was this trip budgeted? *

- (●) Yes
- ( ) No

How will the trip be subsidized? (Please choose from the following) *

- (●) School District
- ( ) Grant (Describe Below)
- ( ) Student
- ( ) Other (Describe Below)

Further Description (If Necessary)

Enter the total amount you are requesting to be paid for by the district (including explanation as necessary). Please remember to include nursing costs in total figures. *

83.30

Transportation Information

Transportation needs (select all that apply): *

- [ ] 1 Bus
- [ ] 2 Busses
- [x] 1 Van (up to 9 passengers)
- [ ] 2 Vans (up to 18 passengers)
- [x] Other - (Please indicate request for Special ED Van or any other specialized transportation needs) See next question.

If you selected "Other" please enter specific transportation requests not listed above:

Will use a Special ED Van, if available, to reduce costs.

Confirmation Signature

Sign your name electronically below to confirm this request: *



Trip Request Form 2025-2026

(2026-2027) Trip Request

Mary Schrader

Last modified by Mary Schrader (10/14/2026 8:45 AM)

History

Instructions - Field Trips and Curricular Excursions will require completion and submission of all required documentation. Community Based Instruction trips require completion of all required documentation prior to CBI trip:

1. Any trip involving students leaving school 2. Any trip involving students NOT eating in the cafeteria 3. Any trip needing reserved transportation

Employee Name: *

Mary Schrader

Select type of Trip: *

Select type of Trip: *

Field Trip

Trip destination: *

CSIU

Date of Departure: *

10/28/2026

Time of Departure: *

8:00am

Date of Return: *

10/28/2026

Time of Return: *

2:45pm

Will this trip extend beyond the school day? *

- Yes
- No

Is this an overnight trip? *

- Yes
- No

If you answered YES above, how many school days will the students miss?

n/a

Enter the projected number and grade level of students attending (permission slips are always required): *

4 - 6th graders, 3 - 5th graders, 4 - 7th graders, 1 - 9th grader, 1 - 10th grader, 2 - 11th graders

Enter all adults (school personnel and volunteers) accompanying students on this trip (clearances are required) Note that the ratio for students to chaperones is 15 to 1.: *

Mary Schrader and I need another

Will the students be absent from lunch? *

- Yes
- No

Number of students needing a prepared lunch from the cafeteria for the trip?

tbd

Please type or upload a list of student names attending the trip for nurse review. *

[redacted]

Trip Purpose

Purpose/Educational Value of the proposed trip: *

The Keystone Competition is designed like a STEM hackathon — fast-paced, fun, and student-driven. On the day of the event, teams will hear from a keynote speaker who will reveal a real-world problem. Students will then work together to brainstorm, design, and start building a solution — all in one day.

Is this an extension of the classroom?

- ○ Yes
- ◉ No

Financial Information

List the cost per student and any other financing involved in this trip: *

0

Was this trip budgeted? *

- ◉ Yes
- ○ No

How will the trip be subsidized? (Please choose from the following) *

- ◉ School District
- ○ Grant (Describe Below)
- ○ Student
- ○ Other (Describe Below)

Further Description (If Necessary)

Enter the total amount you are requesting to be paid for by the district (including explanation as necessary). Please remember to include nursing costs in total figures. *

433.40 - according to the calculation spreadsheet. for two school vans. my budget was approved for 772.80

Transportation Information

Transportation needs (select all that apply): *

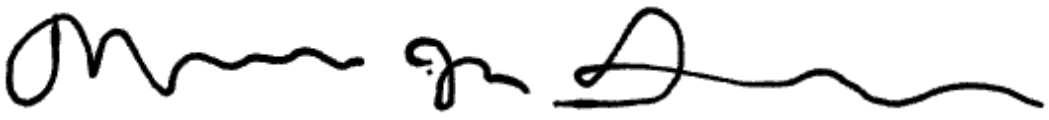
- ☐ 1 Bus
- ☐ 2 Busses
- ☐ 1 Van (up to 9 passengers)
- ☑ 2 Vans (up to 18 passengers)
- ☐ Other - (Please indicate request for Special ED Van or any other specialized transportation needs) See next question.

If you selected "Other" please enter specific transportation requests not listed above:

I need another driver. Elementary teacher requested to help.

Confirmation Signature

Sign your name electronically below to confirm this request: *



Version: 2.32.1 Refresh Page
Date: 10/09/2026 at 11:56 AM