Forest Area School District
Board of School Directors
Regular Meeting Minutes

August 19, 2026
6:30 PM
Central Office

JOHN ATKIN:	Present
TIM CARLL:	Present
TROY JOHNSTON:	Present
TIM KORCHAK:	Present
TAMMY O'ROURKE-THOMPSON:	Present
ADAM OLIVER:	Present
MICHAEL OLIVER:	Present
BECKY SIMPSON:	Present
TABITHA VANDYKE:	Present

With ____ board members present a quorum was declared.

At _____President Korchak called the meeting to order and directed the roll to be called.

President Korchak led The Pledge of Allegiance and a moment of silence.

An Executive Session was held from ______PM to _____ PM to discuss personnel matters and _____.

1. Work Session - 6:30 P.M.
2. **Opening of Meeting - Immediately following the Work Session**
   - 2.A. Call to Order
   - 2.B. Pledge of Allegiance / Moment of Silence
   - 2.C. Voting Process
   - 2.D. Roll Call
   - 2.E. Dates to Remember
3. Recognitions and Presentations
4. **Hearings**
   - 4.A. Community Members
   - 4.B. Forest Area Education Association
   - 4.C. Forest Area Educational Support Personnel
5. Minutes 7

   Approval of the Minutes for the Regular Meeting held on June 17, 2026.*. This motion, made by ADAM OLIVER and seconded by BECKY SIMPSON, Carried.

JOHN ATKIN:	Yea
TIM CARLL:	Yea
TROY JOHNSTON:	Yea
TIM KORCHAK:	Yea
TAMMY O'ROURKE-THOMPSON:	Yea

ADAM OLIVER: Yea
MICHAEL OLIVER: Yea
BECKY SIMPSON: Yea
TABITHA VANDYKE: Abstain (With Conflict)
Yea: 8, Nay: 0, Abstain (With Conflict): 1

6. **Financial Reports**

6.A. Financial Items 6A - 6J

Approval of Financial Items 6A - 6J. This motion, made by JOHN ATKIN and seconded by MICHAEL OLIVER, Carried.

JOHN ATKIN: Yea
TIM CARLL: Yea
TROY JOHNSTON: Yea
TIM KORCHAK: Yea
TAMMY O'ROURKE-THOMPSON: Yea
ADAM OLIVER: Yea
MICHAEL OLIVER: Yea
BECKY SIMPSON: Yea
TABITHA VANDYKE: Yea
Yea: 9, Nay: 0

6.B. Treasurer's Report 24
6.C. Financial Report 25
6.D. Prepaid Bills 28
6.E. Bills for Approval 40
6.F. Receipts 57
6.G. Athletics 59
6.H. Cafeteria 64
6.I. Student Activity 78
6.J. Budgetary Transfers 81

7. **Personnel**

7.A. Personnel Items 7A - 7N

Approval of all Personnel Items 7A - 7N. This motion, made by TABITHA VANDYKE and seconded by TIM CARLL, Carried.

JOHN ATKIN: Yea
TIM CARLL: Yea
TROY JOHNSTON: Yea
TIM KORCHAK: Yea
TAMMY O'ROURKE-THOMPSON: Yea
ADAM OLIVER: Yea
MICHAEL OLIVER: Yea
BECKY SIMPSON: Yea
TABITHA VANDYKE: Yea
Yea: 9, Nay: 0

7.B. Supplemental Positions 2026 - 2027 148
7.C. Attendance Officers 2026 - 2027
7.D. Summer Playground Supervisor Substitute
7.E. Staff Resignation - Professional Staff
7.F. Staff Resignation - Professional Staff

7.G. Staff Resignation - Support Staff
7.H. Staff Resignation - Support Staff
7.I. New Hire - Professional Staff
7.J. New Hire - Professional Staff
7.K. New Hire - Support Staff
7.L. New Hire - Support Staff
7.M. ESS Addendum 152
7.N. Staff Changes in Assignment, Grade Level, Subject, or Work Site 153

8. **Conferences**

8.A. Conference Items 8A - 8E

Approval of Conference Items 8A - 8E. This motion, made by JOHN ATKIN and seconded by MICHAEL OLIVER, Carried.

JOHN ATKIN:	Yea
TIM CARLL:	Yea
TROY JOHNSTON:	Yea
TIM KORCHAK:	Yea
TAMMY O'ROURKE-THOMPSON:	Yea
ADAM OLIVER:	Yea
MICHAEL OLIVER:	Yea
BECKY SIMPSON:	Yea
TABITHA VANDYKE:	Yea

Yea: 9, Nay: 0

8.B. DQN Meetings 154
8.C. Conference to the Research-Based Instruction, Supervision and Evaluation Strategies to Improve Student Learning Conference at the IU5 in Edinboro on July 7, 2026.
8.D. New Superintendent's Academy - Part 3 of the New Superintendent's Academy, January 28-29, 2027.
8.E. PaTTAN's Autism Initiative Capacity Series

9. **Building Usages**

9.A. Building Usage Items 9A - 9D

Approval of Building Usage Items 9A - 9D. This motion, made by TIM CARLL and seconded by BECKY SIMPSON, Carried.

JOHN ATKIN:	Yea
TIM CARLL:	Yea
TROY JOHNSTON:	Yea
TIM KORCHAK:	Yea
TAMMY O'ROURKE-THOMPSON:	Yea
ADAM OLIVER:	Yea
MICHAEL OLIVER:	Yea
BECKY SIMPSON:	Yea
TABITHA VANDYKE:	Yea

Yea: 9, Nay: 0

9.B. Bible Club
9.C. West Forest PTO Monthly Meetings 2026-2027
9.D. East Forest PTO Monthly Meetings 2026-2027

10. **Consent Agenda**

10.A. Consent Agenda 10A - 10Y
Approval of all Consent Agenda Items 10A - 10Y. This motion, made by MICHAEL OLIVER and seconded by TABITHA VANDYKE, Carried.

JOHN ATKIN:	Yea
TIM CARLL:	Yea
TROY JOHNSTON:	Yea
TIM KORCHAK:	Yea
TAMMY O'ROURKE-THOMPSON:	Yea
ADAM OLIVER:	Yea
MICHAEL OLIVER:	Yea
BECKY SIMPSON:	Yea
TABITHA VANDYKE:	Yea

Yea: 9, Nay: 0

10.B. Transportation Changes 155
10.C. Policy additions/revisions on First Reading 175
10.D. District Fuel - Costars Suppliers List for 2026-2027 SY
10.E. Title IX - Title VI - Section 504 Coordinator
10.F. IU6 Service Agreement & Addendum 196
10.G. North Clarion Tuition Service Agreement 202
10.H. Bethesda Lutheran Services Linkage Agreement
10.I. Memorandum of Understanding - Elk County 209
10.J. Knox Law Engagement Letter 219
10.K. Capital Improvements Resolution 224
10.L. Authorized Signer - EF Activity Account
10.M. Repository Sale 226
10.N. SAP Letter Of Agreement 227
10.O. Planned Instruction 232
10.P. Employee Handbook - 2026-2027 320
10.Q. PreK - 12 Student Handbooks 2026-2027 373
10.R. Activities Account Handbook 2026-2027 441
10.S. PreK Counts Handbook 2026-2027 466
10.T. Virtual Academy Handbook 2026-2027 483
10.U. Chromebook Handbook 2026-2027 496
10.V. Coach's Handbook 2026 - 2027 506
10.W. Athletic Handbook 2026 - 2027 525
10.X. Grants Report 2026-2027 552
10.Y. Surplus List 553

11. **Individual Motions**

11.A. West Forest Schools Water System Improvement Project
Motion to table 11A West Forest Schools Water System Improvement Project to September's Board Meeting. This motion, made by MICHAEL OLIVER and seconded by TROY JOHNSTON, Carried.

JOHN ATKIN:	Yea
TIM CARLL:	Yea
TROY JOHNSTON:	Yea
TIM KORCHAK:	Yea
TAMMY O'ROURKE-THOMPSON:	Yea
ADAM OLIVER:	Yea

MICHAEL OLIVER: Yea
BECKY SIMPSON: Yea
TABITHA VANDYKE: Yea
Yea: 9, Nay: 0

Motion to table 11A West Forest Schools Water System Improvement Project to September's Board Meeting. This motion, made by MICHAEL OLIVER and seconded by TROY JOHNSTON, Carried.

JOHN ATKIN: Yea
TIM CARLL: Yea
TROY JOHNSTON: Yea
TIM KORCHAK: Yea
TAMMY O'ROURKE-THOMPSON: Yea
ADAM OLIVER: Yea
MICHAEL OLIVER: Yea
BECKY SIMPSON: Yea
TABITHA VANDYKE: Yea
Yea: 9, Nay: 0

11.B. Bus / Van Driver(s) 2026-2027 564

Approval of the following Muccio Transportation Bus/Van Drivers for the 2026 - 2027 academic year.*. This motion, made by ADAM OLIVER and seconded by JOHN ATKIN, Carried.

JOHN ATKIN: Yea
TIM CARLL: Yea
TROY JOHNSTON: Abstain (With Conflict)
TIM KORCHAK: Yea
TAMMY O'ROURKE-THOMPSON: Yea
ADAM OLIVER: Yea
MICHAEL OLIVER: Abstain (With Conflict)
BECKY SIMPSON: Yea
TABITHA VANDYKE: Yea
Yea: 7, Nay: 0, Abstain (With Conflict): 2

11.C. Educational Staffing Solutions Substitutes 2026 - 2027 565

Approval of the following Educational Staffing Solutions Professional & Support Staff Substitutes for 2026 - 2027.*. This motion, made by MICHAEL OLIVER and seconded by TABITHA VANDYKE, Carried.

JOHN ATKIN: Yea
TIM CARLL: Abstain (With Conflict)
TROY JOHNSTON: Yea
TIM KORCHAK: Yea
TAMMY O'ROURKE-THOMPSON: Yea
ADAM OLIVER: Yea
MICHAEL OLIVER: Yea
BECKY SIMPSON: Yea
TABITHA VANDYKE: Yea

Yea: 8, Nay: 0, Abstain (With Conflict): 1

12. **Informational Items**
    - 12.A. Buildings and Grounds 567
    - 12.B. Finance 569
    - 12.C. Curriculum and Student Activities 581
    - 12.D. Personnel and Negotiations
    - 12.E. Other
13. **Updates**
    - 13.A. Committee Updates
14. Adjournment

    Motion to Adjourn at 8:23 PM. This motion, made by MICHAEL OLIVER and seconded by ADAM OLIVER, Carried.

JOHN ATKIN:	Yea
TIM CARLL:	Yea
TROY JOHNSTON:	Yea
TIM KORCHAK:	Yea
TAMMY O'ROURKE-THOMPSON:	Yea
ADAM OLIVER:	Yea
MICHAEL OLIVER:	Yea
BECKY SIMPSON:	Yea
TABITHA VANDYKE:	Yea

Yea: 9, Nay: 0

_____

Board Secretary

Forest Area School District

Board of School Directors
Regular Meeting Minutes

June 17, 2026
6:30 PM
Central Office

1. Work Session - 6:30 P.M.

Informational: 1.1 Work Session Detail

2. Opening of Meeting - Immediately following the Work Session

Call to Order

7:30 PM. President Korchak called the meeting to order and directed the roll to be called.

Informational: Pledge of Allegiance / Moment of Silence

President Korchak led in The Pledge of Allegiance and a moment of silence.

Informational: Voting Process

Unless otherwise stated, all votes will be voice votes to be recorded as roll call votes.

Informational: Roll Call

Present:
Mr. John Atkin
Mr. Tim Carll
Mr. Troy Johnston
Mr. Tim Korchak
Mr. Adam Oliver
Mr. Michael Oliver
Mrs. Becky Simpson
Mrs. Tammy Thompson

Absent:
Mrs. Tabitha VanDyke

With 8 board members present a quorum was declared.

An Executive Session was held from 6:00 PM to 6:45 PM to present the School Safety and Security Report and discuss personnel matters.

Informational: 2.5 Dates to Remember

July 15, 2026 - Virtual Meeting
August 19, 2026 - Work Session 6:30 pm - Regular Meeting to follow at Central Office
August 18, 19, 2026 - New Teacher Induction
August 24, 25, 27, 2026 - Paraprofessional In-Service Days
August 26-27, 2026 - Professional Development Days
August 31, 2026 - First Day of Pre-K
September 1, 2026 - First Day for Students
September 7, 2026 - No School - Labor Day
September 16, 2026 - Work Session at 6:30 pm - Regular Meeting to follow at East Forest

3. Recognitions and Presentations

4. Hearings

Informational: 4.1 Community Members

Informational: 4.2 Forest Area Educational Association

Informational: 4.3 Forest Area Educational Support Personnel

5. Minutes

Action: 5.1 Minutes of Previous Meetings

Recommended Action: Approval of the Minutes for the Regular Meeting held on May 13, 2026. *

Roll Call:	**Vote**:
Atkin, John	Aye
Carll, Tim	Aye
Johnston, Troy	Aye
Korchak, Tim	Aye
Oliver, Adam	Aye
Oliver, Michael	Aye
Thompson, Tammy	Abstain
VanDyke, Tabitha	Absent

Motion: Mr. M Oliver
Second: Mr. A. Oliver

Roll Call: Ayes: 7 Nays:0 Abstentions: 1
Motion Carried

6. Financial Reports

Action: 6.1 Financial Items 6.2 - 6.10

Recommended Action: Approval of Financial Items 6.2

- Approval of the Treasurer's Report*
- Approval of the balance of the April 2026 General Fund Transportation bills totaling $253,674.99 and the proper officers be authorized for payment.
- Approval of the balance of the April 2026 General Fund bills totaling $788,562.04 and the proper officers be authorized for payment.
- Approval of the balance of the April 2026 Athletic Fund bills totaling $6,004.56 and the proper officers be authorized for payment.
- Approval of the balance of the April 2026 Cafeteria Fund bills totaling $83,184.75 and the proper officers be authorized for payment.
- Approval to file Financial Reports for audit – May 2026.

Roll Call:	**Vote**:
Atkin, John	Aye
Carll, Tim	Aye
Johnston, Troy	Aye
Korchak, Tim	Aye
Oliver, Adam	Aye
Oliver, Michael	Aye
Thompson, Tammy	Aye
VanDyke, Tabitha	Absent

Motion: Mr. Atkin
Second: Mr. Carll

Roll Call: Ayes: 8 Nays:0 Abstentions: 0
Motion Carried

7. Budgets 2026 - 2027

Action: 7.1 Final Operating Budget 2026 - 2027

Recommended Action: Approval of the Final Budget for the 2026-2027 Academic Year, which contains expenditures of $16,806,262, supported by revenues from all sources of $16,460,580; including $345,682 of unreserved and undesignated fund balance, with

tax millages of 66.78 in Forest County, 18.34 in Venango County, and 49.15 in Elk County. Forest County millage rates reflect a decrease of (.37%). The other multi-county millage rates are calculated in the PDE 2028. *

Roll Call:	**Vote:**
Atkin, John	Aye
Carll, Tim	Aye
Johnston, Troy	Aye
Korchak, Tim	Aye
Oliver, Adam	Aye
Oliver, Michael	Aye
Thompson, Tammy	Aye
VanDyke, Tabitha	Absent

Motion: Mr. M. Oliver
Second: Mr. Atkin

Roll Call: Ayes: 8 Nays:0 Abstentions: 0
Motion Carried

Action: 7.2 Final Athletic Budget 2026 - 2027

Recommended Action: Approval of the proposed final Athletic Budget for the 2026-2027 academic year, which contains expenditures of $255,433.53 and Revenues of $255,433.53.

Roll Call:	**Vote:**
Atkin, John	Aye
Carll, Tim	Aye
Johnston, Troy	Aye
Korchak, Tim	Aye
Oliver, Adam	Aye
Oliver, Michael	Aye
Thompson, Tammy	Aye
VanDyke, Tabitha	Absent

Motion: Mr. A. Oliver
Second: Mrs. Thompson

Roll Call: Ayes: 8 Nays:0 Abstentions: 0
Motion Carried

8. Personnel

Action: 8.1 Personnel Items 8.2 - 8.10

Recommended Action: Approval of Personnel Item 8.2 - 8.10

Action: 8.2 Educational Staffing Solutions Substitutes 2025-2026

Recommended Action: Approval of the following Educational Staffing Solutions Professional & Support Staff Substitutes for 2025 - 2026: *

Action: 8.3 Staff Resignation

Recommended Action: Approval to accept the Resignation of Steve Manns, School Police Officer at East Forest School, effective June 5, 2026.

Action: 8.4 Staff Resignation

Recommended Action: Approval to accept the Resignation of Dana McCauley, Custodian at West Forest School, effective May 29, 2026.

Action: 8.5 School Police Officers 2026 - 2027 SY

Recommended Action: Approval of the District School Police Officers for the 2026 - 2027 school year as follows:

- Jason Wagner - District Wide Full Time Itinerate School Police Officer
- Steven Manns - Substitute School Police Officer
- Kathy Watters - Substitute School Police Officer

Action: 8.6 Independent Contractors - Psych Services

Recommended Action: Approval of the attached Independent Contractor Agreements between the Forest Area School District, Kris Glosser, and Krista Bullers to perform School Psychological Services for the 2026-2027 school year. *

Action: 8.7 Staff Retirement

Recommended Action: Approval of Deb Arner's retirement effective September 3, 2026.

Action: 8.8 Anticipated Resignation

Recommended Action: Approval to accept the resignation of Debra Matthews, English 7-12 teacher at West Forest Secondary School, as outlined in her resignation letter to the school board, effective August 1, 2026.

Action: 8.9 New Hire - Itinerant District Wide Head Teacher

Recommended Action: Approval of Misty Hartle as the Itinerant District-Wide Head Teacher for the 2026-2027 School Year.

Action: 8.10 Staff Changes in Assignment, Grade Level, Subject, or Work Site

Recommended Action: Approval of the following Changes in Assignment, Grade Level, Subject, or Work Site as attached. *

Roll Call:	**Vote:**
Atkin, John	Aye
Carll, Tim	Aye
Johnston, Troy	Aye
Korchak, Tim	Aye
Oliver, Adam	Aye
Oliver, Michael	Aye
Thompson, Tammy	Aye
VanDyke, Tabitha	Absent

Motion: Mr. M. Oliver
Second: Mr. Atkin

Roll Call: Ayes: 8 Nays:0 Abstentions: 0
Motion Carried

9. Field Trips

Action: 9.1 Field Trip Item 9.2

Recommended Action: Approval of Field Trip Item 9.2

Action: 9.2 FCCLA Officers to State College

Recommended Action: Approval for Debbie McLaughlin and 2 West Forest FCCLA State Officers to attend a work session in State College, PA, on July 13 through 16, 2026. (Van usage requested)

Roll Call:	**Vote:**
Atkin, John	Aye
Carll, Tim	Aye
Johnston, Troy	Aye
Korchak, Tim	Aye
Oliver, Adam	Aye
Oliver, Michael	Aye
Thompson, Tammy	Aye
VanDyke, Tabitha	Absent

Motion: Mr. Johnston
Second: Mr. Carll

Roll Call: Ayes: 8 Nays:0 Abstentions: 0
Motion Carried

10. Conferences

Action: 10.1 Approval of Conference Items 10.2 - 10.4

Recommended Action: Approval of Conference Items 10.2 - 10-4

Action: 10.2 Leadership in the Wilds Conference

Recommended Action: Approval for Amy Beers and Elisha Pospisil to attend the Leadership in the Wilds Conference in Kane, PA, on July 14, 2026

Action: 10.3 Establishing Component Skills through Evidence Based practices

Recommended Action: Approval for Heather Stover, Jill Faulkner, Brandy Hitchcock, and April Sampson to attend the Establishing Component Skills through Evidence-Based Practices (Autism Initiative) on June 23 - June 25, 2026, at PaTTAN in Pittsburgh. (Van Usage Requested)

Action: 10.4 PAFPC Grant Compliance Summit

Recommended Action: Approval for Lisa Banner to attend the PAFPC Grant Compliance Summit Conference in State College PA on July 29-31, 2026.

Roll Call:	**Vote**:
Atkin, John	Aye
Carll, Tim	Aye
Johnston, Troy	Aye
Korchak, Tim	Aye
Oliver, Adam	Aye
Oliver, Michael	Aye
Thompson, Tammy	Aye
VanDyke, Tabitha	Absent

Motion: Mrs. Thompson
Second: Mr. A. Oliver

Roll Call: Ayes: 8 Nays:0 Abstentions: 0
Motion Carried

11. Consent Agenda

Action: 11.1 Approval of motions 11.2 - 11.30

Recommended Action: Approval of motions 11.2 - 11.30

Action: 11.2 Transportation Changes

Recommended Action: Approval of the Transportation Changes as presented. *

Action: 11.3 Final List of 2026 Graduates

Recommended Action: Approval of the final lists of Forest Area School District Graduates for the 2025 - 2026 school year. *

Action: 11.4 Beacon Light Behavioral Systems Agreement

Recommended Action: Approval of the Agreement between Forest Area School District and Beacon Light Behavioral Health Systems for 24 months beginning July 1, 2026, and continuing through June 30, 2028. *

Action: 11.5 WCSD - Open Campus Agreement

Recommended Action: Approval of the Open Campus Agreement for 2026-2027 from Warren County School District as presented. *

Action: 11.6 Titusville Tuition Services Agreement 2026 - 2027

Recommended Action: Approval of the Tuition Services Agreement between the Forest Area School District and the Titusville Area School District for services effective the 2026 - 2027 school year, as presented. *

Action: 11.7 NPRC Dual Enrollment Agreement 2026-2027

Recommended Action: Approval of the NPRC Dual Enrollment Agreement for the 2026 - 2027 school year. *

Action: 11.8 CSM Renewal

Recommended Action: Approval of the agreement with CSM for ECF E-Rate Services. *

Action: 11.9 Board Secretary Compensation Rate

Recommended Action: Approval for Katherine Wells, Board Secretary, to be compensated at $100.00 per meeting, effective July 1, 2026.

Action: 11.10 MOA - Forest Area School District

Recommended Action: Approval of the Forest Area Education Association Memorandum of Understanding for Itinerate Head Teacher for the 2026 - 2027 school year. *

Action: 11.11 School Police Officer Agreement

Recommended Action: Approval of the School Police Officer Agreement between Jason Wagner and the Forest Area School District, beginning July 1, 2026, through July 30, 2027. *

Action: 11.12 MOU - Abraxas

Recommended Action: Approval of the Memorandum of Understanding between Forest Area School District and the Abraxas Youth & Family Services Facility for 2026 - 2027 to provide a media staging area in the event of a critical incident at the Abraxas Youth & Family Services Facility. *

Action: 11.13 ECYEH Local Education Agency Letter of Agreement

Recommended Action: Approval to accept the Local Education Agency Letter of Agreement with Pennsylvania's Education for Children and Youth Experience Homelessness (ECYEH) Region 5 as presented. *

Action: 11.14 ESS Addendum

Recommended Action: Approval of the following Addendum between Forest Area School District and ESS Northeast, LLC for the services of ESY Paraprofessional, effective July 1, 2026. *

Action: 11.15 District's Physician's Agreement

Recommended Action: Approval of the Regional Health Services, Inc Agreement for Medical Director and Medical Services with Dr. Paul Hamm as presented. *

Action: 11.16 Letter of Engagement - C. Byham

Recommended Action: Approval of the Letter of Engagement for Stapleford & Byham, LLC as solicitor for the Forest Area School District for 2026 -2027*

Action: 11.17 Warren-Forest Counties Economic Opportunities Council Agreement

Recommended Action: Approval of the agreement between the Warren-Forest Counties Economic Opportunity Council and the Forest Area School District for 24 months, effective July 1, 2026, through June 30, 2028, as presented. *

Action: 11.18 Clarion Computer

Recommended Action: Approval of the Agreement for Clarion Computer to provide IT Services to Forest Area School District as presented. *

Action: 11.19 Get More Math

Recommended Action: Approval of the Get More Math Renewal for the 2026-2027 SY. *

Action: 11.20 Edmentum Study Island Agreement

Recommended Action: Approval for the Edmentum Study Island Agreement for the 2026-2027 SY, as presented. *

Action: 11.21 Parent Square

Recommended Action: Approval of the Parent Square Agreement for the mass school messaging and classroom texting as presented. *

Action: 11.22 Planned Instruction - Science

Recommended Action: Approval of the following Planned Instruction Science Documents:

- Social Science K
- Social Science 1
- Social Science 2
- Science 3
- Science 4
- Science 5
- Science 6
- Principles of Science
- Fundamentals of Science
- Environmental Science
- Cell Biology

Action: 11.23 Savvas K-8 Science Curriculum and Supplies

Recommended Action: Approval for the Savvas K-8 Science Curriculum and Supplies as presented. *

Action: 11.24 2026 - 2027 Tax Data Processing Agreement - Forest County

Recommended Action: Approval of the 2026-2027 Tax Data Processing Agreement with Forest County for the Generation of Tax Bills. *

Action: 11.25 Annual Tax Levy Resolution

Recommended Action: Approval of the Annual Tax Levy Resolution No. 061720261. *

Action: 11.26 Homestead and Farmstead Exclusion Resolution

Recommended Action: Approval of the Forest Area School District Homestead and Farmstead Exclusion Resolution No. 061720262. *

Action: 11.27 Adult Breakfast & Lunch Prices 2026 - 2027

Recommended Action: Approval of the Ala Carte Pricing and the Adult Breakfast & Lunch prices for the 2026 - 2027 school year. *

- Breakfast - $3.04 - an increase of $.09
- Lunch - $5.03 - an increase of $.18

Action: 11.28 Grants Report 2025 - 2026

Recommended Action: Approval of the following Grants for the 2025 - 2026 academic year. *

Action: 11.29 Summer Hiring

Recommended Action: That the Board of School Directors authorizes the Superintendent to fill any position that becomes vacant over the summer and that is necessary for the start of the 2026/2027 school year, contingent upon Board approval/ratification of any such hires at the August Board meeting.

Action: 11.30 Summer Expenditures and Transfers

Recommended Action: That the Board of School Directors authorize the Business Manager to remit routine expenditures and make necessary budget transfers during June and July 2026 to close budget accounts and bring all expenditures to the Forest Area School Board at the August meeting for approval/ratification.

Roll Call:	**Vote**:
Atkin, John	Aye
Carll, Tim	Aye
Johnston, Troy	Aye
Korchak, Tim	Aye
Oliver, Adam	Aye
Oliver, Michael	Aye
Thompson, Tammy	Aye
VanDyke, Tabitha	Absent

Motion: Mr. M. Oliver
Second: Mr. Atkin

Roll Call: Ayes: 8 Nays:0 Abstentions: 0
Motion Carried

12. Individual Motions

Action: 12.1 Summer Playground Supervisors

Recommended Action: Approval to hire and assign Alexis Banner and Logan Carll as the Summer Playground Supervisors to supervise and support the District Summer Playground Program as per the established program dates, times, and rate of $20.00 per hour.

Roll Call:	**Vote**:
Atkin, John	Aye
Carll, Tim	Abstain
Johnston, Troy	Aye
Korchak, Tim	Aye
Oliver, Adam	Aye
Oliver, Michael	Aye
Thompson, Tammy	Aye
VanDyke, Tabitha	Absent

Motion: Mr. A. Oliver
Second: Mr. M. Oliver

Roll Call: Ayes: 7 Nays:0 Abstentions: 1
Motion Carried

13. Informational Items

Informational: 13.1 Buildings and Grounds

- Facilities Report*

Informational: 13.2 Finance

- Business Office*
- SSAct1 Timeline 2026-2027 Fiscal*
- Nutrition*

Informational: 13.3 Curriculum and Student Activities

- Athletics*
- Curriculum & Technology*
- Federal Programs*
- Special Education

Action, Informational: 13.4 Personnel and Negotiations

- ESS Report*
- Resignations:
    - Matt Douthett - WF Senior Trip Advisor
    - Jill Smail - WF Co-Student Council Advisor
    - Lisa Banner - WF Co-Student Council Advisor
    - Debra Matthews - WF FCCLA Advisor
    - Chris Pappas - EF Elementary Head Teacher

Informational: 13.5 Other

14. Updates

- Act 32: Tax Collection Committee Updates – Mrs. Dubrawka
- Riverview Intermediate Unit Update – Mr. Oliver
- Venango Technology Center Update – Mr. Johnston
- P.S.B.A. Legislative Update – Mr. Atkin

15. Adjournment

Action: 15.1 Adjournment of Meeting

Recommended Action: Approval to Adjourn Meeting.

A motion was made for adjournment at 7:58 PM.

Roll Call:	**Vote:**
Atkin, John	Aye
Carll, Tim	Aye
Johnston, Troy	Aye
Korchak, Tim	Aye
Oliver, Adam	Aye
Oliver, Michael	Aye
Thompson, Tammy	Aye
VanDyke, Tabitha	Absent

Motion: Mr. M. Oliver
Second: Mrs. Thompson

Roll Call: Ayes: 8 Nays:0 Abstentions: 0
Motion Carried

ATTEST Katherine Wells
Katherine Wells, Secretary

FOREST AREA SCHOOL DISTRICT

Central Office: Mrs. Amy Beers, Superintendent
22318 Route 62, Box 16, Tionesta, PA 16353 (814) 755-4491 Fax: (814) 755-2426

East Forest Schools: Mrs. Debra Arner, Principal
120 W. Birch St, PO Box 308, Marienville, PA 16239
(814) 927-6688 Fax: (814) 927-8452

West Forest Schools: Mr. Luke Alex, Acting Principal
22318 Route 62, Box 15, Tionesta, PA 16353
(814) 755-3302 Fax: (814) 755-2427

Abstention For Conflict of Interest Memorandum

Meeting Date: June 17, 2026

Board Member: Tim Carll

Board Secretary: Katherine Wells

Agenda Item: #12 Individual Motion Summer Playground Supervisors

My conflict/reason for abstaining is as follows:

One Supervisor is my son

Signature

This form must be attached to the minutes of each meeting where an abstention-vote is recorded.

The Forest Area School District does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs, activities or employment practices and provides equal access to the Boy Scouts and other designated youth groups. Inquiries may be directed to Mrs. Amy Beers, Title VI Coordinator, Mrs. Elisha Pospisil, Title IX Coordinator, or Miss Heather Stover, Section 504 Coordinator at (814) 755-4491

FOREST AREA SCHOOL DISTRICT

Central Office: Mrs. Amy Beers, Superintendent
22318 Route 62, Box 16, Tionesta, PA 16353 (814) 755-4491 Fax: (814) 755-2426

East Forest Schools: Mrs. Debra Arner, Principal
120 W. Birch St, PO Box 308, Marienville, PA 16239
(814) 927-6688 Fax: (814) 927-8452

West Forest Schools: Mr. Luke Alex, Acting Principal
22318 Route 62, Box 15, Tionesta, PA 16353
(814) 755-3302 Fax: (814) 755-2427

Abstention For Conflict of Interest Memorandum

Meeting Date: June 17, 2026

Board Member: Tammy Thompson

Board Secretary: Katherine Wells

Agenda Item: May Board Minutes

My conflict/reason for abstaining is as follows:

absent

Tammy Thompson
Signature

This form must be attached to the minutes of each meeting where an abstention-vote is recorded.

The Forest Area School District does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs, activities or employment practices and provides equal access to the Boy Scouts and other designated youth groups. Inquiries may be directed to Mrs. Amy Beers, Title VI Coordinator, Mrs. Elisha Pospisil, Title IX Coordinator, or Miss Heather Stover, Section 504 Coordinator at (814) 755-4491

Forest Area School District Visitor Attendance Record

Public Comment

If you wish to speak, please be sure to include the specific area and description of issue or concern.

Per Forest Area School District Board Policy 903, public comment shall not exceed twenty (20) minutes total, with each presenter being limited to five (5) minutes. If there are more than four (4) presenters, the time will be allotted equally for each presenter.

All statements shall be directed to the presiding officer; no participant may address or question Board members, members of the administration, or members of the professional staff individually.

Date of Meeting: June 17, 2026 Meeting Location: Central Office

Do you represent an organization?	Name/Organization You Represent (if any) Address	Phone	Specific are & Description of Issue or Concern	I wish to speak as a:	I understand and agree to comply with Policy 903
o Yes o No	1. Misty Hartle			o Resident o Tax Payer o _____	o Yes o No
o Yes o No	2. John Wortman			o Resident o Tax Payer o _____	o Yes o No
o Yes o No	3. Debby McLaughlin			o Resident o Tax Payer o _____	o Yes o No
o Yes o No	4.			o Resident o Tax Payer o _____	o Yes o No
o Yes o No	5.			o Resident o Tax Payer o _____	o Yes o No
o Yes o No	6.			o Resident o Tax Payer o _____	o Yes o No
o Yes o No	7.			o Resident o Tax Payer o _____	o Yes o No

Forest Area School District
Treasurer's Report - June & July 2026
Presented at August 19, 2026 Board Meeting

		General Fund	Cafeteria Fund	Athletic Fund	Capital Reserve
Balance at	**6/1/2026**	**$635,893.16**	**$211,936.16**	**$8,334.11**	**$1,210,127.43**
Revenues:		$1,567,298.31	$36,229.55	$0.08	$3,696.95
Expenditures:		$1,615,215.92	$42,102.34	$3,828.03	
Balance at	**7/1/2026**	**$587,975.55**	**$206,063.37**	**$4,506.16**	**$1,213,824.38**
Revenues:		$987,057.29	$425.33	$0.05	$3,846.07
Expenditures:		$987,523.64	$5,249.12	$560.00	
Balance at	**7/31/2026**	**$587,509.20**	**$201,239.58**	**$3,946.21**	**$1,217,670.45**

Investments:	6/1/2026	Revenue	Transfers/ Expenditure	7/1/2026	Revenue	Transfers/ Expenditure	7/31/2026
PLGIT	**$245,256.57**	$1,439,980.25	$750,000.00	**$935,236.82**	$113,661.73	$900,000.00	**$148,898.55**
PLGIT - Prime	**$3,032,333.77**	$9,295.90		**$3,041,629.67**	$9,670.85		**$3,051,300.52**
Invest	**$286,874.31**	$885.86		**$287,760.17**	$920.90		**$288,681.07**
Northwest Invest Account	**$256,291.34**	$179.05		**$256,470.39**	$185.15		**$256,655.54**
Transportation Account	**$247,288.68**	$896.43	$126,348.96	**$121,836.15**	$488.03		**$122,324.18**
Chromebook Account	**$13,671.22**	$0.00		**$13,671.22**	$25.00		**$13,696.22**
PLGIT CD (due 8/2026)	**$146,341.73**	$0.00		**$146,341.73**			**$146,341.73**
Total Investments	**$4,228,057.62**	$1,451,237.49	$876,348.96	**$4,802,946.15**	$124,951.66	$900,000.00	**$4,027,897.81**

Capital Reserve Detail:	6/1/2026	Revenue	Transfers/ Expenditure	7/1/2026	Revenue	Transfers/ Expenditure	7/31/2026
PLGIT Class	**$2,928.59**	$8.34		**$2,936.93**	$8.68		**$2,945.61**
PLGIT Reserve-Class	**$6,953.12**	$20.32		**$6,973.44**	$21.14		**$6,994.58**
PLGIT - Prime	**$1,196,570.74**	$3,668.20		**$1,200,238.94**	$3,816.16		**$1,204,055.10**
Treasury Bond Interest Acct	**$3,674.98**	$0.09		**$3,675.07**	$0.09		**$3,675.16**
Total Capital Reserve	**$1,210,127.43**	$3,696.95	$0.00	**$1,213,824.38**	$3,846.07	$0.00	**$1,217,670.45**

FOREST AREA SCHOOL DISTRICT
FINANCIAL REPORT
June & July 2026
August 19, 2026 BOARD MEETING

I. BILLS

A. The list of General Fund bills presented for payment:
(including the prepaid bills & bills for approval)

June 2026	**$1,494,812.04**
July 2026	**$1,256,204.83**

B. The additional bills for approval presented: **$0.00**

C. The Total of all General Fund Bills: **$2,751,016.87**

It is recommended that the **following** bills be approved for payment and the proper officers be authorized to pay the same for the following amounts

Transportation (General Fund)	**$60,084.69**
General Fund (less Transp & Paving)	**$2,690,932.18**
Athletic Account	**$1,469.74**
Cafeteria Account	**$136,660.30**
GESA Construction Fund	**$0.00**
Transportation Fund Account	**$0.00**

II. GENERAL FUND REPORT

A. Expenditures through the month of ***June & July*** is provided on the Monthly Summary of Expenditures Report, which also indicates budgetary balances remaining by function. A more detailed listing, with each function broken into its major object levels, is available in the Central Office

B. Analysis of the Statement of Expenditures reveals that:

2025-2026 School Year		
Budgeted amount		**$16,069,737.98**
Grant & Program Adjustment		***$0.00***
Total Adjusted Budget		**$16,069,737.98**
Expenditures to date:	**$15,727,274.69**	
Plus Encumbrances & Accruals:	**$0.00**	
Total Adjusted Expenditures		**$15,727,274.69**
Budgetary Balance to date:		**$342,463.29**

2026-2027 School Year		
Budgeted amount		**$16,806,292.07**
Grant & Program Adjustment		***$0.00***
Total Adjusted Budget		**$16,806,292.07**
Expenditures to date:	**$420,880.63**	
Plus Encumbrances & Accruals:	**$44,213.17**	
Total Adjusted Expenditures		**$465,093.80**
Budgetary Balance to date:		**$16,341,198.27**

III. CURRENT FINANCIAL STATUS

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Northwest Savings - General Fund Account

Cash on Hand as of	**June 1, 2026**	**$635,893.16**
Cash receipts		**$1,567,298.31**
Total Cash on Hand		**$2,203,191.47**
Disbursements		**$1,615,215.92**
Cash on Hand as of	**June 30, 2026**	**$587,975.55**
Cash receipts		**$987,057.29**
Total Cash on Hand		**$1,575,032.84**
Disbursements		**$987,523.64**
Cash on Hand as of	**July 31, 2026**	**$587,509.20**

IV. PROJECTED FINANCIAL REPORT

CASH & INVESTMENTS for the month of August

A. Beginning Cash Balance	**August 1, 2026**		**$587,509.20**
Revenue From			
Local Sources		$1,523,869.10	
State Sources		$908,840.40	
Federal sources		$113,203.00	
B. TOTAL ESTIMATED RECEIPTS			**$2,545,912.50**
Investments			
PLGIT		$148,898.55	
PLGIT - PRIME		$3,051,300.52	
Invest		$288,681.07	
N/W Investment Acct.		$256,655.54	
Transportation Acct.		$122,324.18	
Chromebook Account		$13,696.22	
PLGIT - CD		$146,341.73	
C. TOTAL INVESTMENTS			**$4,027,897.81**
Total Estimated Cash & Investments			**$7,161,319.51**

DISBURSEMENTS

Estimated Disbursements		
Salaries	$345,487.50	
Soc.Sec./Medicare	$26,429.79	
Medical, Vision, Dental, Life	$165,390.26	
Transportation	$5,000.00	
Vo-Tech	$19,925.24	
Retirement	$0.00	
Other Bills	$668,876.26	
Bond Payment	$0.00	
D. TOTAL ESTIMATED BILLS		**$1,231,109.05**
Total Estimated Disbursements		**$1,231,109.05**
Estimated Investments after Disbursements		**$5,062,706.36**

TOTAL ESTIMATED CASH ON HAND AT END of MONTH **$867,504.10**

V. CAPITAL RESERVE – To be used for capital projects only.

PLGIT	$2,945.61
PLGIT Reserve - Class	$6,994.58
PLGIT - PRIME	$1,204,055.10
Treasury Bond Interest Acct.(N/W)	$3,675.16
TOTAL CAPITAL RESERVE	**$1,217,670.45**

VI. INVESTMENT RECOMMENDATIONS

It is recommended that the Forest Area Board of Education authorize the proper officers to make the following investments on the date(s) and for the period(s) indicated with the depositor(s) that will provide the greatest return. Officers may invest greater or lesser sums for longer or shorter periods of time which, in their judgment, are not required to meet current expenditures:

INVESTMENT DATE	ESTIMATED INVESTMENT	INVESTMENT PERIOD	EXPECTED INTEREST

VII. CAFETERIA FUND

Beginning Balance as of	6/1/2026	**$211,936.16**	
Receipts		$36,229.55	
Expenditures		$42,102.34	
Ending Balance as of	6/30/2026	**$206,063.37**	
Receipts		$425.33	
Expenditures		$5,249.12	
Ending Balance as of	7/31/2026	**$201,239.58**	

VIII. ATHLETIC FUND

Beginning Balance as of	6/1/2026	**$8,334.11**	
Receipts		$0.08	
Expenditures		$3,828.03	
Ending Balance as of	6/30/2026	**$4,506.16**	
Receipts		$0.05	
Expenditures		$560.00	
Ending Balance as of	7/31/2026	**$3,946.21**	

IX. CAPITAL RESERVE FUND

Beginning Balance as of	6/1/2026	**$1,210,127.43**	
Receipts		$3,696.95	
Expenditures		$0.00	
Ending Balance as of	6/30/2026	**$1,213,824.38**	
Receipts		$3,846.07	
Expenditures		$0.00	
Ending Balance as of	7/31/2026	**$1,217,670.45**	

XI. BUDGETARY TRANSFERS -

It is recommended that the Forest Area Board of Education authorize the proper officers to complete ***General Fund*** **Budgetary** totaling ---------- **$1,201,220.70**

It is recommended that the Forest Area Board of Education authorize the proper officers to complete ***Athletic Fund*** Budgetary Transfers totaling ---------- **$0.00**

It is recommended that the Forest Area Board of Education authorize the proper officers to complete ***Cafeteria Fund*** Budgetary Transfers totaling ---------- **$0.00**

XII. It is recommended that the Financial Report be filed for audit.

Forest Area School District

Prepaid Bills for Approval

General Fund

June 2026

August 19, 2026 BOARD MEETING

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - GENERAL FUND **Payment Dates:** 06/01/2026 - 06/30/2026 **Omit Dates:** 2026-06-18

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000072713	06/01/2026	Navigate 360, LLC	5/1/2026-4/30/2027		1,537.60
0000072714	06/16/2026	MCLAUGHLIN DEBBIE	Misc Rev. - FCCLA		2,545.70
0000072715	06/22/2026	Forest Co. Commissioners	Tax Collectors Printing & Bind		7,820.00
0000072716	06/23/2026	CINTAS CORPORATION	Inv. 4265195114 Mats East		98.45
0000072717	06/23/2026	Forest County News Journal	Proposed GFB 2026-2027 6/10/2026		81.75
0000072718	06/23/2026	Heffern Septic Tank Service	Inv.I1726 Monthly Rental/service East		150.00
0000072719	06/23/2026	Sanford Co. Inc.	Inv.297159 Supplies East 6/12/26	summer cleaning supplies/floor supplies	3,194.94
0000072746	06/10/2026	ARNER DEBRA	EFHS Prin Off - Communications		320.00
0000072747	06/10/2026	BANNER LISA	Title I Prof Dev Travel 013-260149 25-26		73.95
0000072748	06/10/2026	Beary Sandra	Title I Nonpub - Travel 013-260149 25-26		31.90
0000072749	06/10/2026	Beers, Amy	Office Of Supt - Travel	Office Of Supt - Communication	365.78
0000072750	06/10/2026	Tim Carll	Board Services - Travel		376.55
0000072751	06/10/2026	Cislon, Jane	EFHS Librarian - Travel		462.55
0000072752	06/10/2026	Commonwealth Charter Academy C	Commonwealth Charter Academy CS Tuition - Reg. Ed.	Commonwealth Charter Acad CS Tuition - Spec. Ed.	16,545.83
0000072753	06/10/2026	Dollar General - Regions 410526	DG-5/4/26- Custodial Supplies		58.93
0000072754	06/10/2026	DUBRAWKA SHEILA	Business Off - Travel		637.55
0000072755	06/10/2026	NICK GERACI	Student Transp Srvcs. - Mileag		441.53
0000072756	06/10/2026	Luellen Gibbons	Speech Teacher Mileage		2,575.20
0000072757	06/10/2026	Shanay M Jackson	EFHS Mileage/Meals/Lodging		420.50
0000072758	06/10/2026	Jenks Township	EF Maint. Water/Sewage		215.50
0000072759	06/10/2026	Kane Lubricants and Fuels, LLC.	Contracted Carriers - Diesel/G		9,710.63
0000072760	06/10/2026	Steven Manns	PCCD Safety/Sec. 45245 Grant Phone	PCCD Safety/Sec. 45245 Grant Travel	282.05

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

FUND ACCOUNTING PAYMENT SUMMARY

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Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000072761	06/10/2026	Debra A Matthews	WF FCS Supplies Mar-May 2026		146.31
0000072762	06/10/2026	Lisa M McMeekin	WFHS Mileage/Meals/Lodging		504.60
0000072763	06/10/2026	SHELBY MILLARD	Student Transp Srvcs. - Mileag		278.40
0000072764	06/10/2026	JOSEPH MUCCIO TRANSPORTATION L	PUB TRANS 05252026-06052026	NPUB TRANS 05252026-06052026	39,563.81
0000072765	06/10/2026	SHARRAR Leann	Title I Prof Dev Travel 013-260149 25-26		119.48
0000072766	06/10/2026	Stover, Heather	Title II Staff Dev Travel-020-260149	Sp. Ed. Supervisor Mileage	127.60
0000072767	06/10/2026	VERIZON	EFHS Prin Off - Communications		79.07
0000072768	06/10/2026	WM Corporate Services, Inc.	WF Maint. Disposal Services		1,387.44
0000072769	06/10/2026	Wells Katherine	Office Of Supt - Travel		674.38
0000072770	06/10/2026	Winger, Renea	EFHS Mileage/Meals/Lodging		504.60
0000072771	06/10/2026	Wright Michael	EFE Mileage/Meals/Lodging		504.60
0000072811	06/19/2026	Agora Cyber Charter School	Agora CS Tuition - Reg. Ed.		4,548.09
0000072812	06/19/2026	AQUA PENNSYLVANIA	EF Maint. Water/Sewage		548.67
0000072813	06/19/2026	Bit Direct	Quote 1057595 Dell Pro 16 Laptops		23,980.00
0000072814	06/19/2026	CINTAS CORPORATION	mats		102.70
0000072815	06/19/2026	Culligan Water Conditiong	5 gallon bottles water & return bottles		222.40
0000072816	06/19/2026	Educator's Dental Consortium	Dental Receivable	EFHS Dental Insurance	6,639.75
0000072817	06/19/2026	FASD Cafeteria Account	WFE Pre K Graduation Luncheon		351.64
0000072818	06/19/2026	Glass Erectors, Inc.	WF Shop Door Replacement - Inv 32356		7,266.00
0000072819	06/19/2026	Heffern Septic Tank Service	monthly standard rental & standard		150.00
0000072820	06/19/2026	Knox, McLaughlin, Gornall and Sennett, P.C.	WF Legal Services - Water Project	Legal Services	1,559.50
0000072821	06/19/2026	McClure Company	Boiler Analysis and recommendations for repair		1,510.00

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

FUND ACCOUNTING PAYMENT SUMMARY

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Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000072822	06/19/2026	Moody and Associates, Inc.	Services Through 4/30/2026	engineering/professional services & site visit	5,284.20
0000072823	06/19/2026	QUILL CORP.	ink cartridges & clips		389.46
0000072824	06/19/2026	Riverview I.U. 6	Internet & Telecommunications 7/2025-12/2025		1,953.72
0000072825	06/19/2026	VERIZON	System-wide Tech Svcs - Commun		263.43
0000072826	06/23/2026	CROWN BENEFITS ADMINISTRATION	EFHS Medical Insurance	WFHD Medical Insurance	161,377.47
0000072827	06/23/2026	EAST FOREST FCCLA	Reimb EF FCCLA Club to S Rossetti NLC Registration		315.00
0000072828	06/23/2026	EAST FOREST FCCLA	EF FCCLA Travel/Lodging - Rescare	EF FCCLA Supllies - Rescare	3,573.26
0000072829	06/23/2026	Titusville Area Schools	TUITION TO OTHER LEA'S		10,595.22
0000072830	06/23/2026	United States Treasury	Business Off - Medica		537.85
0000072831	06/23/2026	Titusville Area Schools	ROC 6/30/2026		3,105.00
0000072832	06/23/2026	PENELEC	WF Maint. Electricity	EF Maint. Electricity	1,776.37
0000072833	06/30/2026	Allegheny Forest Alliance	AFA 1% of 2025 Forest Funds - Retro Payment		4,399.43
0000072834	06/30/2026	CHILDREN'S CENTER FOR TREATMEN	WF Counseling Svcs - SAP Svcs	EF Counseling Svcs - SAP Svcs	1,727.63
0000072835	06/30/2026	CLARION-LIMESTONE HIGH SCHOOL	TUITION TO OTHER LEA'S		3,127.84
0000072836	06/30/2026	Highmark Inc.	Business Off - Dues & Fees		185.42
0000072837	06/30/2026	McCormick Repair Ron	summer maint ovens and etc		2,162.50
0000072838	06/30/2026	PA Principals Association	Research Based Instruction Supervision &Evaluation		325.00
0000072839	06/30/2026	Pospisil Elisha	EFE Pre K Prof. Development		167.70
0000072840	06/30/2026	ROSSETTI Shenessa	NLC FCCLA GetYourGuide Tour Washington DC		397.50
0000072841	06/30/2026	Sanford Co. Inc.	fastdraw dispensers & cleaner	Inv. 297159-1 East 6/18/26 supplies	786.05

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

FUND ACCOUNTING PAYMENT SUMMARY

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Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000072842	06/30/2026	UGI Energy Services, LLC	EF Maint. Natural Gas	WF Maint. Natural Gas	2,187.61
0000072843	06/30/2026	Jason E Wagner	PCCD Safety/Sec. 45245 Grant Phone	Reimb. for Annual Qualification Training	450.00
* 0HSA063026	06/30/2026	PNC HSA Custodian	HSA deposit 6-30-2026		174,425.00
* 0P03122026	06/04/2026	Pace Analytical Services, LLC	WF Custodial - Build & Grounds Other Prof Serv		782.00
* 0PP0522261	06/01/2026	VISA	NLC FCCLA EF Amtrack Tickets		532.80
* 0VSA060526	06/05/2026	VISA	WF Water Rm Pump 111-6304086-9145047	25-26 Fem. Hygiene Grant Supplies	1,433.96
* 0VSA063026	06/30/2026	VISA	WFE Pre K Supplies 111-5830988-3405003	WFE Pre K Supplies 111-4970807-8983469	827.62
* PAY061226G	06/10/2026	FASD PAYROLL Account	Payroll 06/12/2026 GF		336,604.20
* PAY062626G	06/24/2026	FASD PAYROLL Account	Payroll 06/26/2026 GF		210,416.36
* PP05222026	06/01/2026	VISA	NLC FCCLA WF Amtrack Tickets		523.80
* PSERSJFM20	06/16/2026	PSERS	PSERS Jan, Feb, Mar 2026		408,199.34
* SOLARE0526	06/09/2026	Forest Area School District Solar, LLC	WF Maint. Electricity	EF Maint. Solar Electricity	6,296.03
* VSA0615261	06/15/2026	VISA	Summer STEM - Hershey Park	Rolling Utility Carts 111-7327558-1959413	2,885.79
* VSA0622261	06/22/2026	VISA	WFE Rewards Trip Darien Lake 6/19/2026	FCCLA Order#75722 - Red Blazer	2,614.91
* VSA0622262	06/22/2026	VISA	WF Water Rm Pump 111-6714924-1868222		429.00
* VSA0626261	06/29/2026	VISA	EFE Pre K Supplies 112-5380309-2805012		115.80
* VSA0629261	06/29/2026	VISA	NLC FCCLA Washington Tour GYG2Q9KA27Y5		2,121.16
* VSA0629262	06/29/2026	VISA	Dell Computer - Walmart 2000150-93797123 JB	Training - Pittsburgh 6/23 to 6/25/2026	2,800.68

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

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - GENERAL FUND **Payment Dates:** 06/01/2026 - 06/30/2026 **Omit Dates:** 2026-06-18

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

10 - GENERAL FUND	**1,494,812.04**
Grand Total All Funds	**1,494,812.04**
Grand Total Credit Cards	**0.00**
Grand Total Direct Deposits	**0.00**
Grand Total Manual Checks	**0.00**
Grand Total Other Disbursement Non-negotiables	**1,151,008.45**
Grand Total Procurement Card Other Disbursement Non-negotiables	**0.00**
Grand Total Regular Checks	**343,803.59**
Grand Total Virtual Payments	**0.00**
Grand Total All Payments	**1,494,812.04**

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

Forest Area School District

Prepaid Bills for Approval

General Fund

July 2026

August 19, 2026 BOARD MEETING

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - GENERAL FUND **Payment Dates:** 07/01/2026 - 07/31/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount	
0000072844	07/01/2026	Postmaster	2026 Tax Collector Postage - RE Tax Bills		8,112.00	
0000072845	07/09/2026	Clarion Computer	Enc Transfer from FY2025-2026 Services 6/1/2026 to 6/30/2026		9,685.00	#
0000072846	07/09/2026	Jenks Township	EF Maint. Water/Sewage		176.50	#
0000072847	07/09/2026	JOSEPH MUCCIO TRANSPORTATION L	PUB TRANS 06012026-06302026	FIELD TRIP - WF TO DARIAN LAKE 06192026	6,427.31	#
0000072848	07/09/2026	Savvas Learning Company	Enc Transfer from FY2025-2026 FASD Experience Science Quote Q-256188		8,241.00	
0000072849	07/09/2026	United Refining Company	WF Grounds/Vehicle Gas-Fuel	EF Grounds/Vehicle Gas-Fuel	508.89	
0000072850	07/09/2026	VENANGO TECHNOLOGY CENTER	Tuition - Career & Vocational		19,925.24	
0000072851	07/09/2026	WM Corporate Services, Inc.	WF Maint. Disposal Services		1,387.44	
0000072852	07/09/2026	ZAHORAN PAMELA	ACCESS Prof Serv. - ACCESS Co-ordinator		690.00	#
0000072853	07/09/2026	Edmentum	Study Island Quote Q-718891		825.00	
0000072854	07/09/2026	DEPT. OF ENVIRONMENTAL PROTECT	WF Maint. Dues & Fees		35.00	#
0000072855	07/16/2026	ARIN IU 28	ARIN IU28 Coop Purchase Prog 26-27		50.00	
0000072856	07/16/2026	ARNER DEBRA	EFHS Prin Off - Communications		160.00	
0000072857	07/16/2026	Beers, Amy	Office Of Supt - Travel		147.18	#
0000072858	07/16/2026	Cintas Fire	Enc Transfer from FY2025-2026 Fire Alarm System Quote 67891		3,110.86	#
0000072859	07/16/2026	CROWN BENEFITS ADMINISTRATION	Vision Receivable	EFHS Vision Insurance	1,222.31	
0000072860	07/16/2026	ESS Northeast	WFHS Custodial Sub - Kelly Serives		1,973.35	#
0000072861	07/16/2026	Frog Street Press, LLC	Frogstreet 26-27 Subscription EF & WF		400.00	
0000072862	07/16/2026	Get More Math	Quote 00028315 getMoremath! 26-27 SY		2,443.44	
0000072863	07/16/2026	HSLC/ACCESS PA	Access PA/Power Library 26-27 SY		575.00	

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

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - GENERAL FUND **Payment Dates:** 07/01/2026 - 07/31/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000072864	07/16/2026	McFarland Angela	Misc. Revenue		93.27 #
0000072865	07/16/2026	Midwestern I.U. IV	Barracuda Backup Quote SQ-000339 1Yr Backup Server		2,659.14
0000072866	07/16/2026	MobyMax	Quote 3-19-26 MobyMax Spec. Ed. License		223.00
0000072867	07/16/2026	Jennifer A Myler	EFHS Guidance - Travel		2,018.40 #
0000072868	07/16/2026	NASSP	26-27 WF NHS Membership Order #9002140030	26-27 National Honor Society Affiliation	770.00
0000072869	07/16/2026	Madison National Life Ins Co, Inc	Office Of Supt. - Life	WFE LS Life Ins.	815.40 #
0000072870	07/16/2026	ParentSquare	Engage 2026 7/1/26 to 6/30/27 Inv2024-30202		3,000.00
0000072871	07/16/2026	PARSS	District Membership 26-27		975.00
0000072872	07/16/2026	PASBO	2026-2027 PASBO Memberships LEA Tier 2		800.00
0000072873	07/16/2026	PSBA INSURANCE TRUST	All ACCESS Pass & Admin Regs. 26-27		13,247.96
0000072874	07/16/2026	PSNI	SNAP Health Center Subscription		1,700.00
0000072875	07/16/2026	Teaching Strategies	WFE & EFE Pre K Teaching Strategies 26-27 SY		1,200.55
0000072876	07/16/2026	TPT School Express	TPT School Express Funds 26-27 SY		500.00
0000072877	07/16/2026	UNITED REFINING COMPANY	Contracted Carriers - Diesel/G		324.68 #
0000072878	07/16/2026	VERIZON	System-wide Tech Svcs - Commun	Phone East Garage July 2026	336.94
0000072879	07/16/2026	Zito Business	System-wide Tech Svcs - Commun		573.05
0000072880	07/16/2026	AQUA PENNSYLVANIA	EF Maint. Water/Sewage		265.08
0000072881	07/16/2026	Cintas Fire	stripping pads	Inv.0F87611349 East Service/re charge6/26/26	7,217.23
0000072882	07/16/2026	Forest County News Journal	CO - Forest Co News Journal Subscrip.26-27	WF Library - Forest Co News Journal Subscrip.26-27	135.00
0000072883	07/16/2026	Ehrlich	Pest Control Maintenance 97281746 7/29/26		107.19

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

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - GENERAL FUND **Payment Dates:** 07/01/2026 - 07/31/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount	
0000072884	07/16/2026	ESS Northeast	LS Aide Sub - ESY	WFHS Custodial Sub - Kelly Serives	1,535.22	
0000072885	07/16/2026	LEADER SERVICES	IEP Writer 8/1/26 to 7/31/27		2,824.00	
0000072886	07/16/2026	Metiri Analytical Group Inc.	chlorine & coliform testing		166.07	
0000072887	07/16/2026	PSBA INSURANCE TRUST	BUCS Comp 26-27 Admin Fee		3,976.39	
0000072888	07/16/2026	S & S PROCESSING INC.	Enc Transfer from FY2025-2026 EF Playground mulch 6/24/26	Enc Transfer from FY2025-2026 Children's Choice Playground Mulch	2,803.56	#
0000072889	07/16/2026	TIDIOUTE COMMUNITY CHARTER SCH	Tidioute Comm CS Tuition - Reg. Ed.	Tidioute Charter - LS Tuition	230,659.66	#
0000072890	07/23/2026	Knox, McLaughlin, Gornall and Sennett, P.C.	Legal Services		269.50	#
0000072891	07/23/2026	McFarland Angela	WF Maint. Communications	WF Maint. Travel	408.16	#
0000072892	07/23/2026	Moody and Associates, Inc.	Services Through 4/30/2026		385.70	
0000072893	07/23/2026	JOSEPH MUCCIO TRANSPORTATION L	PUB TRANS 07012026-07152026	EF GAS JUNE 2026	1,619.30	
0000072894	07/23/2026	Oil City School District	Reg Prog - Tuition To APS/RRI/		3,060.00	#
0000072895	07/23/2026	OTIS ELEVATOR CO.	Enc Transfer from FY2025-2026 contract for maint		1,751.75	#
0000072896	07/23/2026	PENELEC	EF Maint. Electricity	WF Maint. Electricity	1,366.15	
0000072897	07/23/2026	QUILL CORP.	ink cartridges , folders and clips		579.24	
0000072898	07/23/2026	ROSSETTI Shenessa	Enc Transfer from FY2025-2026 NLC FCCLA Uber & Hotel Pittsburgh		404.77	#
0000072899	07/23/2026	Sanford Co. Inc.	Inv.297526 East mop,finish pads 7/8/26	WF Maint. Supplies	471.70	
0000072900	07/23/2026	Savvas Learning Company	Enc Transfer from FY2025-2026 FASD Experience Science Quote Q-256188		11,608.00	
0000072901	07/23/2026	Sherwin Williams Co.	14697124460626 East paint 6/16/26	EF Grounds/Vehicle Supplies	119.18	
0000072902	07/23/2026	Shoup's Hardware	Supplies June 2026 East		54.23	
0000072903	07/23/2026	Stover, Heather	Access-Staff Dev Svcs - Travel		134.85	#

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

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - GENERAL FUND **Payment Dates:** 07/01/2026 - 07/31/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount	
0000072904	07/23/2026	Titusville Area Schools	TUITION TO OTHER LEA'S		1,500.00	#
0000072905	07/23/2026	UGI Energy Services, LLC	WF Maint. Natural Gas	EF Maint. Natural Gas	451.57	
0000072906	07/23/2026	Vinyl Graphics	Lettering Transit Vans W-3 & E-3 Inv 20496		850.00	
0000072907	07/30/2026	CHILDREN'S CENTER FOR TREATMEN	WF Counseling Svcs - SAP Svcs	EF Counseling Svcs - SAP Svcs	133.93	#
0000072908	07/30/2026	Dollar General - Regions 410526	Enc Transfer from FY2025-2026 EF Custodial Supplies - DG 6-10-87		37.10	#
0000072909	07/30/2026	Knox, McLaughlin, Gornall and Sennett, P.C.	Legal Services		75.00	#
0000072910	07/30/2026	SHELBY MILLARD	Student Transp Srvcs. - Mileag		104.40	#
0000072911	07/30/2026	PSBA INSURANCE TRUST	WF Maint. Unemployment Comp	St. Activity UC	242.57	#
0000072912	07/30/2026	CROWN BENEFITS ADMINISTRATION	EFHS Medical Insurance	EFE Medical Insurance	156,748.12	
0000072913	07/30/2026	Educator's Dental Consortium	Vision Receivable	EFHS Dental Insurance	6,401.40	
0000072914	07/30/2026	Madison National Life Ins Co, Inc	Office Of Supt. - Life	WFE LS Life Ins.	774.15	
0000072915	07/30/2026	Bit Direct	Enc Transfer from FY2025-2026 Quote 1057636 Dell Chromebooks		30,217.50	#
0000072916	07/30/2026	McClure Company	Enc Transfer from FY2025-2026 Locker Room Exhaust Fan Repair 20251009		2,334.00	#
* 0VSA072026	07/20/2026	VISA	Enc Transfer from FY2025-2026 Savvas Science Supplies 112-6063168-3049047		2,728.39	#
* 0VSA072826	07/28/2026	VISA	tills assessment 26-27 budget	Toner Cartridges 114-3239936-9403420	1,831.94	
* 0VSAGC0731	07/31/2026	VISA	26-27 Phys. Ed. Supplies Amazon	books 26-27 budget ef	4,000.00	
* NWSB071326	07/13/2026	VISA	Enc Transfer from FY2025-2026 Savvas Science Supplies 112-3772392-1172228		1,350.00	#
* NWSB071526	07/15/2026	VISA	Enc Transfer from FY2025-2026 Savvas Science Supplies 112-4791075-6957813		2,910.24	#
* PAY071026G	07/08/2026	FASD PAYROLL Account	Payroll 07/10/2026 GF		197,676.97	

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

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - GENERAL FUND **Payment Dates:** 07/01/2026 - 07/31/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
* PAY072426G	07/22/2026	FASD PAYROLL Account	Payroll 07/24/2026 GF		197,459.97
* SOLAR06261	07/21/2026	Forest Area School District Solar, LLC	WF Maint. Electricity	EF Maint. Solar Electricity	6,328.33 #
* SOLARE0626	07/21/2026	Forest Area School District Solar, LLC	WF Maint. Electricity	EF Maint. Solar Electricity	0.00
* VSA0706261	07/06/2026	VISA	Enc Transfer from FY2025-2026 EFE Pre K Supplies 112-8218023-0497064	EF FCCLA Supllies - Rescare	1,243.43 #
* VSA0713261	07/13/2026	VISA	Enc Transfer from FY2025-2026 Dinner - Founding Farmers 7/10/2026		1,482.54 #
* VSA0713262	07/13/2026	VISA	Enc Transfer from FY2025-2026 EFE Pre K Supplies 112-2071456-3606617	Enc Transfer from FY2025-2026 EFE Pre K Supplies 112-3096083-8048249	1,980.41 #
* VSA0716261	07/16/2026	VISA	Enc Transfer from FY2025-2026 Hilton Garden Pittsburgh 7/11/2026		664.53 #
* VSA0716262	07/16/2026	VISA	Anthem Sports Order # WS404911	WF FCCLA Supllies - TNAF	742.31

10 - GENERAL FUND	**987,523.64**
Grand Total All Funds	**987,523.64**
Grand Total Credit Cards	**0.00**
Grand Total Direct Deposits	**0.00**
Grand Total Manual Checks	**0.00**
Grand Total Other Disbursement Non-negotiables	**420,399.06**
Grand Total Procurement Card Other Disbursement Non-negotiables	**0.00**
Grand Total Regular Checks	**567,124.58**
Grand Total Virtual Payments	**0.00**
Grand Total All Payments	**987,523.64**

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

FOREST AREA SCHOOL DISTRICT

BILLS FOR APPROVAL

General Fund

July 2026

August 19, 2026 BOARD MEETING

PRE-PAYMENT PROCESSING DETAIL REPORT

Year	Bank Account	Due Date	Start Chk No	Payment Date
2026-2027	GF GENERAL FUND	08/20/2026 - 08/20/2026	0000012345	08/20/2026

Sort: Vendor Code

Trans Date	Trans #	PO #	Invoice #	Account Code	ASN	Amount
Vendor Code	**Payee Name**			**Order/Remit ID**	**Payment #**	
08/13/2026	AP1511000004		1120417	10-1100-562-000-00-051-000-000-0000		4,548.09
Agora CS Tuition - Reg. Ed.						
Agora Cy	**Agora Cyber Charter School**			**O-1**	**0000012345**	**4,548.09**
08/20/2026	LE1510900010	2700000122	6058AMJ2026	10-2620-610-000-31-000-000-000-0000		95.23
gas cans, bolts screws						
Arrowhea	**Arrowhead Outdoors & Hardware**			**O-1**	**0000012346**	**95.23**
08/12/2026	AP1511000017		9696	10-2620-523-000-00-000-000-000-0000		1,045.00
Excess Liab. Ins.						
08/12/2026	AP1511000018		9696	10-2620-523-000-00-000-000-000-0000		4,554.00
Auto Ins.						
08/12/2026	AP1511000019		9696	10-2620-523-000-00-000-000-000-0000		4,412.00
GL & Crime & Law Legal Liab.						
08/12/2026	AP1511000020		9696	10-2620-523-000-00-000-000-000-0000		60,561.00
Property Ins.						
08/12/2026	AP1511000021		9696	10-2620-523-000-00-000-000-000-0000		3,865.00
Equip. Breakdown						
08/12/2026	AP1511000022		9696	10-2310-523-000-00-000-000-000-0000		7,675.00
Educators Prof. Liab.						
08/12/2026	AP1511000023		9696	10-0132-050-000-00-000-000-000-0000		874.47
Due From Fund 50						

* - Non-Negotiable Disbursement # - Payable Transaction P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

PRE-PAYMENT PROCESSING DETAIL REPORT

Year	Bank Account	Due Date	Start Chk No	Payment Date
2026-2027	GF GENERAL FUND	08/20/2026 - 08/20/2026	0000012345	08/20/2026

Sort: Vendor Code

Trans Date	Trans #	PO #	Invoice #	Account Code	ASN	Amount
Vendor Code	Payee Name			Order/Remit ID	Payment #	
08/12/2026	AP1511000024		9696	10-2620-260-000-32-000-000-000-0000		2,623.41
EF Maint. WC Insurance						
08/12/2026	AP1511000025		9696	10-2620-260-000-31-000-000-000-0000		2,623.41
WF Maint. WC Insurance						
08/12/2026	AP1511000026		9696	10-2611-260-000-32-000-000-000-0000		437.24
EF Facilities Director WC Insurance						
08/12/2026	AP1511000027		9696	10-2611-260-000-31-000-000-000-0000		437.24
WF Facilities Director WC Insurance						
08/12/2026	AP1511000028		9696	10-2500-260-000-00-000-000-000-0000		1,952.20
Business Off - WC Insurance						
08/12/2026	AP1511000029		9696	10-2440-260-000-32-000-000-000-0000		437.24
EFHS Nurse WC Insurance						
08/12/2026	AP1511000030		9696	10-2440-260-000-31-000-000-000-0000		437.24
WFHS Nurse WC Insurance						
08/12/2026	AP1511000031		9696	10-2440-260-000-12-000-000-000-0000		437.24
EFE Nurse WC Insurance						
08/12/2026	AP1511000032		9696	10-2440-260-000-11-000-000-000-0000		437.24
WFE Nurse WC Insurance						
08/12/2026	AP1511000033		9696	10-2380-260-000-32-000-000-000-0000		1,093.09
EFHS Prin Off - WC Insurance						

* - Non-Negotiable Disbursement # - Payable Transaction P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

PRE-PAYMENT PROCESSING DETAIL REPORT

Year	Bank Account	Due Date	Start Chk No	Payment Date
2026-2027	GF GENERAL FUND	08/20/2026 - 08/20/2026	0000012345	08/20/2026

Sort: Vendor Code

Trans Date	Trans #	PO #	Invoice #	Account Code	ASN	Amount
Vendor Code	Payee Name			Order/Remit ID	Payment #	
08/12/2026	AP1511000034		9696	10-2380-260-000-31-000-000-000-0000		1,093.09
WFHS Prin Off - WC Insurance						
08/12/2026	AP1511000035		9696	10-2380-260-000-12-000-000-000-0000		1,093.09
EFE Prin Off - WC Insurance						
08/12/2026	AP1511000036		9696	10-2380-260-000-11-000-000-000-0000		655.85
WFE Prin Off - WC Insurance						
08/12/2026	AP1511000037		9696	10-2360-260-000-00-000-000-000-0000		2,579.69
Office Of Supt. - WC Insurance						
08/12/2026	AP1511000038		9696	10-2260-260-891-00-000-000-000-0000		218.62
Special Education Supervisor WC						
08/12/2026	AP1511000039		9696	10-2260-260-000-00-000-000-000-0000		655.85
Special Education Supervisor WC						
08/12/2026	AP1511000040		9696	10-2250-260-000-32-000-000-000-0000		218.62
EFHS Librarian WC Insurance						
08/12/2026	AP1511000041		9696	10-2250-260-000-31-000-000-000-0000		218.62
WFHS Librarian WC Insurance						
08/12/2026	AP1511000042		9696	10-2250-260-000-12-000-000-000-0000		218.62
EFE Librarian WC Insurance						
08/12/2026	AP1511000043		9696	10-2250-260-000-11-000-000-000-0000		218.62
WFE Librarian WC Insurance						

* - Non-Negotiable Disbursement # - Payable Transaction P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

PRE-PAYMENT PROCESSING DETAIL REPORT

Year	Bank Account	Due Date	Start Chk No	Payment Date
2026-2027	GF GENERAL FUND	08/20/2026 - 08/20/2026	0000012345	08/20/2026

Sort: Vendor Code

Trans Date	Trans #	PO #	Invoice #	Account Code	ASN	Amount
Vendor Code	Payee Name			Order/Remit ID	Payment #	
08/12/2026	AP1511000044		9696	10-2818-260-000-00-000-000-000-0000		262.34
System-wide Tech Svcs - WC						
08/12/2026	AP1511000045		9696	10-2160-260-891-00-000-000-000-0000		174.89
Social Worker WC						
08/12/2026	AP1511000046		9696	10-2160-260-000-32-000-000-000-0000		174.89
EFHS Social Worker WC						
08/12/2026	AP1511000047		9696	10-2160-260-000-31-000-000-000-0000		174.89
WFHS Social Worker WC						
08/12/2026	AP1511000048		9696	10-2160-260-000-12-000-000-000-0000		174.89
EFE Social Worker WC						
08/12/2026	AP1511000049		9696	10-2160-260-000-11-000-000-000-0000		174.89
WFE Social Worker WC						
08/12/2026	AP1511000050		9696	10-2120-260-000-32-000-000-000-0000		437.24
EFHS Guidance WC Insurance						
08/12/2026	AP1511000051		9696	10-2120-260-000-31-000-000-000-0000		437.24
WFHS Guidance WC Insurance						
08/12/2026	AP1511000052		9696	10-1801-260-217-12-000-000-000-0000		621.14
Pre-K EFE WC						
08/12/2026	AP1511000053		9696	10-1801-260-217-11-000-000-000-0000		535.70
Pre-K WFE WC						

* - Non-Negotiable Disbursement # - Payable Transaction P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

PRE-PAYMENT PROCESSING DETAIL REPORT

Year	Bank Account	Due Date	Start Chk No	Payment Date
2026-2027	GF GENERAL FUND	08/20/2026 - 08/20/2026	0000012345	08/20/2026

Sort: Vendor Code

Trans Date	Trans #	PO #	Invoice #	Account Code	ASN	Amount
Vendor Code	Payee Name			Order/Remit ID	Payment #	
08/12/2026	AP1511000054		9696	10-1360-260-000-32-000-000-000-0000		131.17
EFHS Business Ed. WC Insurance						
08/12/2026	AP1511000055		9696	10-1360-260-000-31-000-000-000-0000		975.47
WFHS Business Ed. WC Insurance						
08/12/2026	AP1511000056		9696	10-1352-260-000-32-000-000-000-0000		65.59
EF Co-op Ed Teacher Workers Comp						
08/12/2026	AP1511000057		9696	10-1352-260-000-31-000-000-000-0000		178.83
WF Co-op Ed Teacher Workers Comp						
08/12/2026	AP1511000058		9696	10-1351-260-000-32-000-000-000-0000		153.03
EFHS Industrial Arts WC Insura						
08/12/2026	AP1511000059		9696	10-1351-260-000-31-000-000-000-0000		218.62
WFHS Industrial Arts WC Insura						
08/12/2026	AP1511000060		9696	10-1341-260-000-32-000-000-000-0000		367.28
EFHS FC & S WC Insurance						
08/12/2026	AP1511000061		9696	10-1341-260-000-31-000-000-000-0000		437.24
WFHS FC & S WC Insurance						
08/12/2026	AP1511000062		9696	10-1243-260-000-32-000-000-000-0000		7.52
EFHS Gifted WC Insurance						
08/12/2026	AP1511000063		9696	10-1243-260-000-31-000-000-000-0000		7.52
WFHS Gifted WC Insurance						

* - Non-Negotiable Disbursement # - Payable Transaction P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

PRE-PAYMENT PROCESSING DETAIL REPORT

Year	Bank Account	Due Date	Start Chk No	Payment Date
2026-2027	GF GENERAL FUND	08/20/2026 - 08/20/2026	0000012345	08/20/2026

Sort: Vendor Code

Trans Date	Trans #	PO #	Invoice #	Account Code	ASN	Amount
Vendor Code	Payee Name			Order/Remit ID	Payment #	
08/12/2026	AP1511000064		9696	10-1243-260-000-11-000-000-000-0000		7.52
WFE Gifted WC Insurance						
08/12/2026	AP1511000065		9696	10-1243-260-000-12-000-000-000-0000		7.52
EFE Gifted WC Insurance						
08/12/2026	AP1511000066		9696	10-1241-260-520-12-000-000-000-0000		341.04
EFE Sp Ed WC- IDEA B						
08/12/2026	AP1511000067		9696	10-1241-260-520-11-000-000-000-0000		341.04
WFE Sp Ed WC - IDEA B						
08/12/2026	AP1511000068		9696	10-1241-260-000-32-000-000-000-0000		2,308.60
EFHS LS WC Insurance						
08/12/2026	AP1511000069		9696	10-1241-260-000-31-000-000-000-0000		1,084.34
WFHS LS WC Insurance						
08/12/2026	AP1511000070		9696	10-1241-260-000-12-000-000-000-0000		1,589.09
EFE LS WC Insurance						
08/12/2026	AP1511000071		9696	10-1241-260-000-11-000-000-000-0000		6,750.91
WFE LS WC Insurance						
08/12/2026	AP1511000072		9696	10-1225-260-891-00-000-000-000-0000		874.47
Access Speech - WC Insurance						
08/12/2026	AP1511000073		9696	10-1191-260-410-12-000-000-000-2526		218.62
EFE Title I - WC Ins013-260149 25-26						

* - Non-Negotiable Disbursement # - Payable Transaction P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

PRE-PAYMENT PROCESSING DETAIL REPORT

Year	Bank Account	Due Date	Start Chk No	Payment Date
2026-2027	GF GENERAL FUND	08/20/2026 - 08/20/2026	0000012345	08/20/2026

Sort: Vendor Code

Trans Date	Trans #	PO #	Invoice #	Account Code	ASN	Amount
Vendor Code	Payee Name			Order/Remit ID	Payment #	
08/12/2026	AP1511000074		9696	10-1191-260-410-11-000-000-000-2526		1,224.26
WFE Title I - WC Ins 013-260149 25-26						
08/12/2026	AP1511000075		9696	10-1171-260-000-12-000-000-000-0000		485.33
EFE Pre-K Aide WC						
08/12/2026	AP1511000076		9696	10-1171-260-000-11-000-000-000-0000		623.67
WFE Pre-K Aide WC						
08/12/2026	AP1511000077		9696	10-1161-260-000-31-000-000-000-0000		65.59
WFHS Teacher Aide WC Insurance						
08/12/2026	AP1511000078		9696	10-1151-260-000-11-000-000-000-0000		65.59
WFE Teacher Aide WC Insurance						
08/12/2026	AP1511000079		9696	10-1121-260-000-32-000-000-000-0000		6,440.47
EFHS WC Insurance						
08/12/2026	AP1511000080		9696	10-1121-260-000-31-000-000-000-0000		6,534.74
WFHS WC Insurance						
08/12/2026	AP1511000081		9696	10-1111-260-222-12-000-000-000-0000		369.38
EFE - K Teacher WC- RTL Grant						
08/12/2026	AP1511000082		9696	10-1111-260-222-11-000-000-000-0000		874.47
WFE - K Teacher WC- RTL Grant						
08/12/2026	AP1511000083		9696	10-1111-260-000-12-000-000-000-0000		4,835.91
EFE WC Insurance						

* - Non-Negotiable Disbursement # - Payable Transaction P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

PRE-PAYMENT PROCESSING DETAIL REPORT

Year	Bank Account	Due Date	Start Chk No	Payment Date
2026-2027	GF GENERAL FUND	08/20/2026 - 08/20/2026	0000012345	08/20/2026

Sort: Vendor Code

Trans Date	Trans #	PO #	Invoice #	Account Code	ASN	Amount
Vendor Code	**Payee Name**			**Order/Remit ID**	**Payment #**	
08/12/2026	AP1511000084		9696	10-1111-260-000-11-000-000-000-0000		5,871.37
WFE WC Insurance						
Burns	**Burns & Burns Associates**			**O-1**	**0000012347**	**147,697.00**
08/20/2026	LE1510900006	2700000109	17707	10-2818-330-000-00-000-000-000-0000		8,125.00
Services 7/1/2026 to 7/31/2026						
ClarionCo	**Clarion Computer**			**O-1**	**0000012348**	**8,125.00**
08/13/2026	AP1511000003		918X06542104	10-2620-330-000-31-000-000-000-0000		5.00
WF Maint. Prof. Services						
08/20/2026	LE1510900011	2700000119	918X06519805	10-2620-330-000-31-000-000-000-0000		100.00
cooler rental inv 918x06519805						
Culliga	**Culligan Water Conditiong**			**O-1**	**0000012349**	**105.00**
08/12/2026	LE1510900021	2700000137	T8-260780468	10-2620-330-000-32-000-000-000-0000		579.84
Inv.T8-260780468 full service EAST						
Cummin	**CUMMINS Sales & Service**			**R-2**	**0000012350**	**579.84**
08/20/2026	LE1510900023	2700000124	1470283	10-2620-810-000-31-000-000-000-0000		65.00
operator cert annual fee						
Dept. of	**Commonwealth of Pennsylvania**			**R-1**	**0000012351**	**65.00**
08/20/2026	LE1510900024	2700000071	1477331	10-2620-438-000-31-000-000-000-0000		250.00
inv date 7-10-23						
Dept. of	**Commonwealth of Pennsylvania**			**R-2**	**0000012352**	**250.00**

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PRE-PAYMENT PROCESSING DETAIL REPORT

Year	Bank Account	Due Date	Start Chk No	Payment Date
2026-2027	GF GENERAL FUND	08/20/2026 - 08/20/2026	0000012345	08/20/2026

Sort: Vendor Code

Trans Date	Trans #	PO #	Invoice #	Account Code	ASN	Amount
Vendor Code	**Payee Name**			**Order/Remit ID**	**Payment #**	
08/13/2026	LE1510900034	2700000143	99353877	10-2620-330-000-32-000-000-000-0000		107.19
Inv.99353877 Pest cont/surcharge 7/29/26 East						
08/20/2026	LE1510900035	2700000131	99355114	10-2620-330-000-31-000-000-000-0000		1,277.97
pest control maint						
Ehrlich	**Ehrlich**			**R-1**	**0000012353**	**1,385.16**
08/13/2026	LE1510900001	2700000138	KA6003881	10-2620-330-000-31-000-000-000-0000		166.07
chlorine & coliform testing						
08/20/2026	LE1510900002	2700000115	KA6004697	10-2620-330-000-31-000-000-000-0000		166.07
chlorine & coliform testing						
08/20/2026	LE1510900003	2700000132	KA6002902	10-2620-330-000-31-000-000-000-0000		594.47
pfos/pfas sampling						
Eurofins	**Eurofins Drinking Water & Wastewater Northeast LLC**			**O-1**	**0000012354**	**926.61**
08/20/2026	LE1510900009	2700000112	3297026	10-1100-610-000-31-000-000-000-0000		287.12
26-27 Budget Supplies Order 26-56533						
Flinn	**Flinn Scientific**			**O-1**	**0000012355**	**287.12**
08/12/2026	AP1511000001		08052026	10-2140-330-891-00-000-000-000-0000		2,200.00
ACCESS Psych. Serv. - Other Pr						
Glosser	**Glosser, Kris**			**O-1**	**0000012356**	**2,200.00**
08/20/2026	LE1510900026	2700000129	9017022162	10-2620-610-000-31-000-000-000-0000		115.89
flush value						

* - Non-Negotiable Disbursement # - Payable Transaction P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

PRE-PAYMENT PROCESSING DETAIL REPORT

Year	Bank Account	Due Date	Start Chk No	Payment Date
2026-2027	GF GENERAL FUND	08/20/2026 - 08/20/2026	0000012345	08/20/2026

Sort: Vendor Code

Trans Date	Trans #	PO #	Invoice #	Account Code	ASN	Amount
08/20/2026	LE1510900027	2700000130	9015589642	10-2620-610-000-31-000-000-000-0000		112.10
safety glasses						
08/20/2026	LE1510900028	2700000125	9979051944	10-2620-610-000-31-000-000-000-0000		212.80
filters & masonry drill set						
08/20/2026	LE1510900029	2700000117	9022615836	10-2620-610-000-31-000-000-000-0000		136.88
floor tape yellow inv 854106226						
Grainger	**GRAINGER**			**R-1**	**0000012357**	**577.67**
08/20/2026	LE1510900014	2700000118	29852	10-2620-610-000-31-000-000-000-0000		159.50
soda ash inv 29852						
Hartzell	**Hartzell's Water Conditioning**			**O-1**	**0000012358**	**159.50**
08/20/2026	LE1510900015	2700000121	I1990	10-2620-330-000-31-000-000-000-0000		150.00
leak in girls locker room						
08/20/2026	LE1510900016	2700000083	I1991	10-2620-330-000-32-000-000-000-0000		150.00
Inv.I1991 July Rental and Service						
Heffern	**Heffern Septic Tank Service**			**O-1**	**0000012359**	**300.00**
08/20/2026	AP1511000002		A26072746226	10-2500-810-000-00-000-000-000-0000		185.42
Business Off - Dues & Fees						
Highmark	**Highmark Inc.**			**O-1**	**0000012360**	**185.42**
08/20/2026	AP1511000012		442SchoolJul26	10-2620-424-000-32-000-000-000-0000		39.50
EF Maint. Water/Sewage						

* - Non-Negotiable Disbursement # - Payable Transaction P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

PRE-PAYMENT PROCESSING DETAIL REPORT

Year	Bank Account	Due Date	Start Chk No	Payment Date
2026-2027	GF GENERAL FUND	08/20/2026 - 08/20/2026	0000012345	08/20/2026

Sort: Vendor Code

Trans Date	Trans #	PO #	Invoice #	Account Code	ASN	Amount
Vendor Code	**Payee Name**			**Order/Remit ID**	**Payment #**	
08/12/2026	AP1511000013		442GarageJul 26	10-2620-424-000-32-000-000-000-0000		20.00
EF Maint. Water/Sewage						
Jenks T	**Jenks Township**			**O-1**	**0000012361**	**59.50**
08/12/2026	AP1511000006		406328	10-2720-626-000-00-000-000-000-0000		1,614.60
Contracted Carriers - Diesel/G						
Kane Lub	**Kane Lubricants and Fuels, LLC.**			**O-1**	**0000012362**	**1,614.60**
08/20/2026	AP1511000009		2334780	10-2350-330-012-31-000-000-000-0000		1,080.00
WF Legal Services - Water Project						
Knox McL	**Knox, McLaughlin, Gornall and Sennett, P.C.**			**O-1**	**0000012363**	**1,080.00**
08/20/2026	LE1510900017	2700000120	591271	10-2620-330-000-31-000-000-000-0000		550.00
leak in girls locker room						
Luton's	**LUTON'S PLUMBING HEATING & A/C**			**O-1**	**0000012364**	**550.00**
08/20/2026	LE1510900012	2700000022	26085	10-2620-330-000-31-000-000-000-0000		2,498.00
Bleacher - West Forest						
08/20/2026	LE1510900013	2700000035	26086	10-2620-330-000-32-000-000-000-0000		2,242.00
East Gym Sevice gymbleachers/equipment 5/6/26						
Maffei S	**Maffei Strayer Furnishings In**			**O-1**	**0000012365**	**4,740.00**
08/12/2026	AP1511000005		02-107755	10-2620-430-000-31-000-000-000-0000		625.00
WF Maint. Repair & Maint.						
McCormick	**McCormick Repair Ron**			**O-1**	**0000012366**	**625.00**

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PRE-PAYMENT PROCESSING DETAIL REPORT

Year	Bank Account	Due Date	Start Chk No	Payment Date
2026-2027	GF GENERAL FUND	08/20/2026 - 08/20/2026	0000012345	08/20/2026

Sort: Vendor Code

Trans Date	Trans #	PO #	Invoice #	Account Code	ASN	Amount
Vendor Code	Payee Name			Order/Remit ID	Payment #	
08/20/2026	LE1510900008	2700000116	282887	10-2650-626-000-31-000-000-000-0000		810.53
dyed diesel						
Melzers	**Melzer's Fuel Service**			**R-1**	**0000012367**	**810.53**
08/20/2026	LE1510900025	2700000088	32101434	10-1241-610-891-00-000-000-000-0000		693.00
olsat online 26-27 budget						
NCS Pears	**NCS PEARSON INC.**			**R-2**	**0000012368**	**693.00**
08/20/2026	LE1510900022	2700000127	NBE16423001	10-2620-330-000-31-000-000-000-0000		1,751.75
pest control maint						
Otis	**OTIS ELEVATOR CO.**			**R-1**	**0000012369**	**1,751.75**
08/12/2026	AP1511000007		Recon2025-2026	10-1241-562-000-00-053-000-000-0000		7,449.66 #
PA Cyber CS - LS Tuition						
08/12/2026	AP1511000008		Recon2025-2026	10-1100-562-000-00-053-000-000-0000		7,713.55 #
PA Cyber CS Tution - Reg. Ed.						
PA Cyber	**PA CYBER CHARTER SCHOOL**			**O-1**	**0000012370**	**15,163.21**
08/12/2026	AP1511000015		3322956829	10-2380-442-000-32-000-000-000-0000		171.42
EFHS Prin Off - Equip. Rental						
08/12/2026	AP1511000016		3323028000	10-2500-442-000-00-000-000-000-0000		263.97
Business Off - Equip Rental						
Pitney	**Pitney Bowes**			**R-4**	**0000012371**	**435.39**

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PRE-PAYMENT PROCESSING DETAIL REPORT

Year	Bank Account	Due Date	Start Chk No	Payment Date
2026-2027	GF GENERAL FUND	08/20/2026 - 08/20/2026	0000012345	08/20/2026

Sort: Vendor Code

Trans Date	Trans #	PO #	Invoice #	Account Code	ASN	Amount
Vendor Code	**Payee Name**			**Order/Remit ID**	**Payment #**	
08/12/2026	AP1511000014		0061-5322-0826	10-2500-610-000-00-000-000-000-0000		68.44
Business Off - Supplies						
Pitney	**Purchase Power**			**R-5**	**0000012372**	**68.44**
08/20/2026	LE1510900005	2600001291	INV-00002386	10-2650-760-000-31-000-000-000-0000		2,426.17 #
Enc Transfer from FY2025-2026 WF Playground replace. slide quote 811-185360						
Play Park	**Play & Park Structures**			**R-1**	**0000012373**	**2,426.17**
08/20/2026	LE1510900019	2700000070	49727156	10-2360-610-000-00-000-000-000-0000		38.55
sharpies for CO						
08/20/2026	LE1510900020	2700000104	49904781	10-2360-610-000-00-000-000-000-0000		183.58
ink cartridges						
Quill	**QUILL CORP.**			**R-1**	**0000012374**	**222.13**
08/12/2026	LE1510900030	2700000136	297762	10-2620-610-000-32-000-000-000-0000		686.32
Inv. 297762 finish/pad/epp/mop East 8/6/26						
08/20/2026	LE1510900031	2700000128	297525-1	10-2620-610-000-31-000-000-000-0000		424.00
14 x20 pads						
08/20/2026	LE1510900032	2700000123	297525	10-2620-610-000-31-000-000-000-0000		548.49
scraper, detergent, scrub						
08/20/2026	LE1510900033	2700000072	297526-1	10-2620-610-000-32-000-000-000-0000		339.20
Inv.297526-1 Pad 14x20 Easts						
Sanford	**Sanford Co. Inc.**			**R-1**	**0000012375**	**1,998.01**

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PRE-PAYMENT PROCESSING DETAIL REPORT

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2026-2027	GF GENERAL FUND	08/20/2026 - 08/20/2026	0000012345	08/20/2026

Sort: Vendor Code

Trans Date	Trans #	PO #	Invoice #	Account Code	ASN	Amount
Vendor Code	Payee Name			Order/Remit ID	Payment #	
08/20/2026	AP1511000010		TC072026	10-1241-562-000-00-054-000-000-0000		12,711.80
Tidioute Charter - LS Tuition						
08/20/2026	AP1511000011		TC072026	10-1100-562-000-00-054-000-000-0000		40,696.27
Tidioute Comm CS Tuition - Reg. Ed.						
TidiouteC	**TIDIOUTE COMMUNITY CHARTER SCH**			**O-1**	**0000012376**	**53,408.07**
08/20/2026	LE1510900018	2700000110	68592	10-2818-348-000-00-000-000-000-0000		4,600.00
26-27 Lic. & Satellite Imagery Serv-Transport.						
Transfind	**TRANSFINDER**			**O-1**	**0000012377**	**4,600.00**
08/12/2026	LE1510900004	2700000023	5386	10-2620-760-000-31-000-000-000-0000		3,330.00
Tri-State						
Tri-State	**Tri-State Restaurant Equipment**			**O-1**	**0000012378**	**3,330.00**
08/20/2026	AP1511200001		64045651-0726	10-2650-626-000-32-000-000-000-0000		288.40
EF Grounds/Vehicle Gas-Fuel						
08/20/2026	AP1511200002		64045651-0726	10-2650-626-000-31-000-000-000-0000		288.41
WF Grounds/Vehicle Gas-Fuel						
UnRefDIST	**United Refining Company**			**R-1**	**0000012379**	**576.81**
08/20/2026	AP1511200006		8149278452Aug26	10-2818-530-000-00-000-000-000-0000		59.81
System-wide Tech Svcs - Commun						
08/20/2026	AP1511200007		8147552426Aug26	10-2818-530-000-00-000-000-000-0000		197.07

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PRE-PAYMENT PROCESSING DETAIL REPORT

Year	Bank Account	Due Date	Start Chk No	Payment Date
2026-2027	GF GENERAL FUND	08/20/2026 - 08/20/2026	0000012345	08/20/2026

Sort: Vendor Code

Trans Date	Trans #	PO #	Invoice #	Account Code	ASN	Amount
Vendor Code	**Payee Name**			**Order/Remit ID**	**Payment #**	
System-wide Tech Svcs - Commun						
08/20/2026	AP1511200008		8149278228Aug26	10-2380-530-000-32-000-000-000-0000		79.06
EFHS Prin Off - Communications						
VerizonNY	**VERIZON**			**R-2**	**0000012380**	**335.94**
08/20/2026	LE1510900007	2600001316	2600001316	10-2660-610-102-00-000-000-000-0000		302.51 #
Enc Transfer from FY2025-2026 Reimb. J Wagner for SPO supplies						
WagnerJas	**Jason E Wagner**			**O-1**	**0000012381**	**302.51**
08/20/2026	AP1511200004		0342735-4184-6	10-2620-411-000-31-000-000-000-0000		657.95
WF Maint. Disposal Services						
08/20/2026	AP1511200005		0342735-4184-6	10-2620-411-000-32-000-000-000-0000		729.49
WF Maint. Disposal Services						
Waste Man	**WM Corporate Services, Inc.**			**R-1**	**0000012382**	**1,387.44**
08/20/2026	LE1511100001	2700000106	263343107	10-2380-610-000-11-000-000-000-0000		888.60
2026-2027 Copy Paper Order						
08/20/2026	LE1511100002	2700000106	263343107	10-2380-610-000-12-000-000-000-0000		888.60
2026-2027 Copy Paper Order						
08/20/2026	LE1511100003	2700000106	263343107	10-2380-610-000-31-000-000-000-0000		888.60
2026-2027 Copy Paper Order						
08/20/2026	LE1511100004	2700000106	263343107	10-2380-610-000-32-000-000-000-0000		888.60

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PRE-PAYMENT PROCESSING DETAIL REPORT

Year	Bank Account	Due Date	Start Chk No	Payment Date
2026-2027	GF GENERAL FUND	08/20/2026 - 08/20/2026	0000012345	08/20/2026

Sort: Vendor Code

Trans Date	Trans #	PO #	Invoice #	Account Code	ASN	Amount
Vendor Code	**Payee Name**			**Order/Remit ID**	**Payment #**	
2026-2027 Copy Paper Order						
08/20/2026	LE1511100005	2700000106	263343107	10-2360-610-000-00-000-000-000-0000		888.60
2026-2027 Copy Paper Order						
WBMason	**WB Mason Co. Inc.**			**R-1**	**0000012383**	**4,443.00**
08/20/2026	AP1511200003		471042	10-2818-530-000-00-000-000-000-0000		573.05
System-wide Tech Svcs - Commun						
Zito	**Zito Business**			**O-1**	**0000012384**	**573.05**
					Grand Total:	**268,681.19**

* - Non-Negotiable Disbursement # - Payable Transaction P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

Forest Area School District
RECEIPTS - From 06/01/2026 to 06/30/2026

Account	Description	Current Budget	PTD Revenue	YTD Revenue	YTD O/S Enc.	Balance	YTD% Used
6000	**REVENUE FROM LOCAL SOURCES**						
6111	CURRENT REAL ESTATE TAX	(6,049,243.00)	0.00	(5,911,867.79)	0.00	(137,375.21)	97.73%
6113	PUBLIC UTILITY REALTY	(6,200.00)	0.00	(6,216.31)	0.00	16.31	100.26%
6114	PAY IN LIEU -ST/LOCAL	(52,000.00)	0.00	(38,473.29)	0.00	(13,526.71)	73.99%
6115	PAY IN LIEU-FED REIMB	(675,000.00)	(442,654.06)	(442,654.06)	0.00	(232,345.94)	65.58%
6143	CURRENT 511 - LST	(12,000.00)	(409.62)	(10,649.09)	0.00	(1,350.91)	88.74%
6151	CURRENT ACT 511 EIT	(375,000.00)	(35,105.88)	(423,962.70)	0.00	48,962.70	113.06%
6153	CURR ACT 511 REAL EST	(115,000.00)	(24,420.13)	(118,548.62)	0.00	3,548.62	103.09%
6411	DELINQUENT REAL ESTATE	(400,000.00)	(55,066.12)	(536,147.13)	0.00	136,147.13	134.04%
6500	EARNINGS ON INVESTMENTS	(250,000.00)	(14,307.74)	(199,878.71)	0.00	(50,121.29)	79.95%
6740	LEA Activities - Chromebook	(15,000.00)	0.00	0.00	0.00	(15,000.00)	0.00%
6832 510	Revenue for Intermediary - IDEA 619	(1,600.00)	(2,145.00)	(2,145.00)	0.00	545.00	134.06%
6832 520	Revenue for Intermediary- IDEA B Pass Thru	(81,000.00)	(80,676.87)	(80,676.87)	0.00	(323.13)	99.60%
6910	RENTALS	(2,400.00)	0.00	(3,500.00)	0.00	1,100.00	145.83%
6920	CONTRIBUTION & DONATION	(49,050.00)	(150.00)	(59,918.45)	0.00	10,868.45	122.16%
6940	TUITION FROM PATRONS	(96,065.00)	(15,863.21)	(63,368.81)	0.00	(32,696.19)	65.96%
6941	Tuition - Forest Area SD	0.00	0.00	(1,764.16)	0.00	1,764.16	#DIV/0!
6944	RECEIPTS OTHER LEAs IN	0.00	0.00	0.00	0.00	0.00	#DIV/0!
6962	Other Services Provided to other PA LEA's	0.00	0.00	0.00	0.00	0.00	#DIV/0!
6990	MISCELLANEOUS REVENUE	(15,000.00)	1,443.91	(9,288.21)	0.00	(5,711.79)	61.92%
6991	REFUNDS OF PRIOR YR EXP	0.00	0.00	(4,610.76)	0.00	4,610.76	#DIV/0!
6997	Erate Funds	0.00	0.00	0.00	0.00	0.00	#DIV/0!
6998	Chromebook Revenue	0.00	0.00	(3,853.05)	0.00	3,853.05	#DIV/0!
6999	Other Revenue	0.00	0.00	(1,106.36)	0.00	1,106.36	#DIV/0!
	Total	**(8,194,558.00)**	**(669,354.72)**	**(7,918,629.37)**	**0.00**	**(275,928.63)**	**96.63%**
7000	**REVENUE STATE SOURCE**						
7111	BASIC EDUCATION	(3,805,014.00)	(953,399.09)	(3,813,249.09)	0.00	8,235.09	100.22%
7112	Social Security	0.00	0.00	0.00	0.00	0.00	#DIV/0!
7140	Charter School Transition	0.00	0.00	0.00	0.00	0.00	#DIV/0!
7160	TUITION ORPHANS & CHILD	0.00	(39,315.62)	(39,315.62)	0.00	39,315.62	#DIV/0!
7271	SPECIAL ED SCHOOL AGED	(503,544.00)	(124,711.23)	(498,786.23)	0.00	(4,757.77)	99.06%
7292	PRE-K COUNTS	(118,440.00)	0.00	0.00	0.00	(118,440.00)	0.00%
7293	Dual Enrollment Grant	0.00	0.00	0.00	0.00	0.00	#DIV/0!
7299	Other Program Revenue	0.00	0.00	0.00	0.00	0.00	#DIV/0!
7311	Transportation - Public	(769,500.00)	(158,815.96)	(774,480.96)	0.00	4,980.96	100.65%
7312	Transportation - Non Public	(15,000.00)	(6,545.00)	(13,090.00)	0.00	(1,910.00)	87.27%
7320	RENT & SINK FUND PYMT	0.00	0.00	0.00	0.00	0.00	#DIV/0!
7330	HEALTH SERVICES| ACT 25	(6,000.00)	(5,668.54)	(5,668.54)	0.00	(331.46)	94.48%
7332	Feminine Hygiene Product Grant	0.00	0.00	(590.97)	0.00	590.97	#DIV/0!
7340	ST PROP TAX REDUCTION	(406,648.94)	0.00	(406,648.94)	0.00	0.00	100.00%
7350	School Environment Repairs Program Grant	0.00	0.00	(16,822.00)	0.00	16,822.00	#DIV/0!
7361	PCCD Physical Safety Grant	(137,107.00)	0.00	(186,893.48)	0.00	49,786.48	136.31%
7362	PCCD Mental Health Grant	(89,507.00)	0.00	(13,660.63)	0.00	(75,846.37)	15.26%
7531	Ready to Learn Block Grant	(102,046.00)	0.00	(102,046.00)	0.00	0.00	100.00%
7532	Adequacy Supplement	0.00	0.00	(50,000.00)	0.00	50,000.00	#DIV/0!
7599	State Mini Grants	0.00	0.00	0.00	0.00	0.00	#DIV/0!
7810	SS/Medicare - State Share	(199,653.00)	0.00	(199,305.42)	0.00	(347.58)	99.83%
7820	STATE SHARE RETIRE CONT	(924,900.00)	(208,868.69)	(931,089.04)	0.00	6,189.04	100.67%
	Total	**(7,077,359.94)**	**(1,497,324.13)**	**(7,051,646.92)**	**0.00**	**(25,713.02)**	**99.64%**
8000	**REVENUE FROM FEDERAL SOURCES**						
8514	NCLB - TITLE I	(275,000.00)	(16,912.73)	(254,919.92)	0.00	(20,080.08)	92.70%
8515	NCLB - TITLE II	(21,728.00)	(1,477.47)	(4,146.88)	0.00	(17,581.12)	19.09%
8517	NCLB - TITLE IV-21ST CE	(20,872.00)	(1,398.07)	(5,592.28)	0.00	(15,279.72)	26.79%
8810	SBAP	(140,000.00)	0.00	0.00	0.00	(140,000.00)	0.00%
8820	MED ASSIST REIMB ADM	(9,500.00)	(639.00)	(6,463.20)	0.00	(3,036.80)	68.03%
	Total	**(467,100.00)**	**(20,427.27)**	**(271,122.28)**	**0.00**	**(195,977.72)**	**58.04%**
	Fund 10 Revenue Totals	**(15,739,017.94)**	**(2,187,106.12)**	**(15,241,398.57)**	**0.00**	**(497,619.37)**	**96.84%**

Forest Area School District
RECEIPTS - From 07/01/2026 To 07/31/2026

Account	Description	Current Budget	PTD Revenue	YTD Revenue	Balance	YTD% Used
6000	**REVENUE FROM LOCAL SOURCES**					
6111	CURRENT REAL ESTATE TAX	(6,050,607.00)	(18.47)	(18.47)	(6,050,588.53)	0.00%
6113	PUBLIC UTILITY REALTY	(6,200.00)	0.00	0.00	(6,200.00)	0.00%
6114	PAY IN LIEU -ST/LOCAL	(40,000.00)	0.00	0.00	(40,000.00)	0.00%
6115	PAY IN LIEU-FED REIMB	(750,000.00)	0.00	0.00	(750,000.00)	0.00%
6143	CURRENT 511 - LST	(12,000.00)	(707.01)	(707.01)	(11,292.99)	5.89%
6151	CURRENT ACT 511 EIT	(425,000.00)	(21,153.98)	(21,153.98)	(403,846.02)	4.98%
6153	CURR ACT 511 REAL EST	(125,000.00)	(49,654.72)	(49,654.72)	(75,345.28)	39.72%
6411	DELINQUENT REAL ESTATE	(425,000.00)	0.00	0.00	(425,000.00)	0.00%
6500	EARNINGS ON INVESTMENTS	(200,000.00)	(11,614.61)	(11,614.61)	(188,385.39)	5.81%
6740	LEA Activities - Chromebook	(8,000.00)	0.00	0.00	(8,000.00)	0.00%
6832 510	Revenue for Intermediary - IDEA 619	(2,000.00)	0.00	0.00	(2,000.00)	0.00%
6832 520	Revenue for Intermediary- IDEA B Pass Thru	(81,000.00)	0.00	0.00	(81,000.00)	0.00%
6910	RENTALS	(2,400.00)	0.00	0.00	(2,400.00)	0.00%
6920	CONTRIBUTION & DONATION	(57,800.00)	0.00	0.00	(57,800.00)	0.00%
6940	TUITION FROM PATRONS	(91,072.00)	0.00	0.00	(91,072.00)	0.00%
6941	Tuition - Forest Area SD	0.00	(1,225.17)	(1,225.17)	1,225.17	#DIV/0!
6944	RECEIPTS OTHER LEAs IN	0.00	0.00	0.00	0.00	#DIV/0!
6962	Other Services Provided to other PA LEA's	0.00	0.00	0.00	0.00	#DIV/0!
6990	MISCELLANEOUS REVENUE	(20,000.00)	(18,061.03)	(18,061.03)	(1,938.97)	90.31%
6991	REFUNDS OF PRIOR YR EXP	0.00	0.00	0.00	0.00	#DIV/0!
6997	Erate Funds	0.00	0.00	0.00	0.00	#DIV/0!
6998	Chromebook Revenue	0.00	(25.00)	(25.00)	25.00	#DIV/0!
6999	Other Revenue	0.00	0.00	0.00	0.00	#DIV/0!
	Total	**(8,296,079.00)**	**(102,459.99)**	**(102,459.99)**	**(8,193,619.01)**	**1.24%**
7000	**REVENUE STATE SOURCE**					
7111	BASIC EDUCATION	(3,810,019.00)	0.00	0.00	(3,810,019.00)	0.00%
7140	Charter School Transition	0.00	0.00	0.00	0.00	#DIV/0!
7160	TUITION ORPHANS & CHILD	0.00	0.00	0.00	0.00	#DIV/0!
7271	SPECIAL ED SCHOOL AGED	(503,817.00)	(74,916.00)	(74,916.00)	(428,901.00)	14.87%
7292	PRE-K COUNTS	(121,260.00)	0.00	0.00	(121,260.00)	0.00%
7299	Other Program Revenue	0.00	0.00	0.00	0.00	#DIV/0!
7311	Transportation - Public	(774,510.00)	0.00	0.00	(774,510.00)	0.00%
7312	Transportation - Non Public	(13,090.00)	0.00	0.00	(13,090.00)	0.00%
7330	HEALTH SERVICES| ACT 25	(6,000.00)	0.00	0.00	(6,000.00)	0.00%
7332	Feminine Hygiene Product Grant	0.00	0.00	0.00	0.00	#DIV/0!
7340	ST PROP TAX REDUCTION	(406,765.00)	0.00	0.00	(406,765.00)	0.00%
7350	School Environment Repairs Program Grant	(589,126.00)	0.00	0.00	(589,126.00)	0.00%
7361	PCCD Physical Safety Grant	(8,544.00)	0.00	0.00	(8,544.00)	0.00%
7362	PCCD Mental Health Grant	(71,263.00)	0.00	0.00	(71,263.00)	0.00%
7363	PCCD Summer School Grant	(33,538.00)	0.00	0.00	(33,538.00)	0.00%
7531	Ready to Learn Block Grant	(102,046.00)	0.00	0.00	(102,046.00)	0.00%
7532	Adequacy Supplement	(100,000.00)	0.00	0.00	(100,000.00)	0.00%
7599	State Mini Grants	0.00	0.00	0.00	0.00	#DIV/0!
7810	SS/Medicare - State Share	(194,611.63)	0.00	0.00	(194,611.63)	0.00%
7820	STATE SHARE RETIRE CONT	(885,051.37)	0.00	0.00	(885,051.37)	0.00%
	Total	**(7,619,641.00)**	**(74,916.00)**	**(74,916.00)**	**(7,544,725.00)**	**0.98%**
8000	**REVENUE FROM FEDERAL SOURCES**					
8514	NCLB - TITLE I	(335,699.00)	(16,912.73)	(16,912.73)	(318,786.27)	5.04%
8515	NCLB - TITLE II	(19,921.00)	(1,477.47)	(1,477.47)	(18,443.53)	7.42%
8517	NCLB - TITLE IV-21ST CE	(20,900.00)	(1,398.07)	(1,398.07)	(19,501.93)	6.69%
8519	NCLB-TITLE VI-FLEX & AC	(1,890.00)	0.00	0.00	(1,890.00)	0.00%
8810	SBAP	(156,950.00)	0.00	0.00	(156,950.00)	0.00%
8820	MED ASSIST REIMB ADM	(9,500.00)	0.00	0.00	(9,500.00)	0.00%
	Total	**(544,860.00)**	**(19,788.27)**	**(19,788.27)**	**(525,071.73)**	**3.63%**
	Fund 10 Revenue Totals	**(16,460,580.00)**	**(197,164.26)**	**(197,164.26)**	**(16,263,415.74)**	**1.20%**

FOREST AREA SCHOOL DISTRICT

ATHLETIC FUND

Bills for Approval

Prepaid Bills for Approval

Balance Sheet

JUNE & JULY 2026

August19, 2026 BOARD MEETING

OUTSTANDING ACCOUNTS PAYABLE DETAIL REPORT

Year: 2026-2027 SY Bank Account: AT

Fund(s): 29

Sort: Vendor Name, Order ID/Remit ID, Due Date, Transaction Date

Payee Name	Order ID/ Remit ID	Trans Type	PO #	Inv #	Trans Date	Due Date	Amount	Days Outstanding
FASD GENERAL FUND	O-1	AP		AnthemWS404911	07/30/2026	08/20/2026	591.19	13
FASD GENERAL FUND	O-1	AP		KeepStop67590	08/12/2026	08/20/2026	96.99	0
FASD GENERAL FUND	O-1	AP		LeagueOutFters	08/12/2026	08/20/2026	66.56	0
						FASD Gene - FASD GENERAL FUND - TOTAL:	**754.74**	
						GRAND TOTAL:	**754.74**	

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: AT - Athletic Fund **Payment Dates:** 06/01/2026 - 06/30/2026 **Omit Dates:** 2026-06-18

Payment Categories: Regular Checks
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount
0000003974	06/10/2026	LE1469300001	2600001214	197682	29-3200-610-000-00-000-000-000-0000		155.00
DeMans-DeMans-GSPA				**Remit ID R-1**	**Payment Date: 06/10/2026**	**Payment Amt:**	**155.00**
					29 - ATHLETIC/ACTIVITY FUNDS		**155.00**
					Grand Total All Funds		**155.00**
					Grand Total Credit Cards		**0.00**
					Grand Total Direct Deposits		**0.00**
					Grand Total Manual Checks		**0.00**
					Grand Total Other Disbursement Non-negotiables		**0.00**
					Grand Total Procurement Card Other Disbursement Non-negotiables		**0.00**
					Grand Total Regular Checks		**155.00**
					Grand Total Virtual Payments		**0.00**
					Grand Total All Payments		**155.00**

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

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: AT - Athletic Fund **Payment Dates:** 07/01/2026 - 07/31/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount
0000003976	07/09/2026	AP1483300002		GolfTourn9.03	29-3200-810-000-00-000-000-000-0000		150.00
CorryGolf-Corry Golf Boosters				**Order ID O-1**	**Payment Date: 07/09/2026**	**Payment Amt:**	**150.00**
0000003977	07/09/2026	AP1483300004		SB 2026	29-3200-810-000-00-000-000-000-0000		100.00 #
Distr IX-DISTRICT 9				**Remit ID R-3**	**Payment Date: 07/09/2026**	**Payment Amt:**	**100.00**
0000003978	07/09/2026	AP1483300003		VB Assignor	29-3200-330-000-00-000-000-000-0000		110.00
Hartle R-Hartle, Roddy				**Remit ID R-1**	**Payment Date: 07/09/2026**	**Payment Amt:**	**110.00**
0000003979	07/09/2026	AP1483300001		GolfTourn9.24	29-3200-810-000-00-000-000-000-0000		200.00
TAMO-Tam O'Shanter G.C.				**Order ID O-1**	**Payment Date: 07/09/2026**	**Payment Amt:**	**200.00**

29 - ATHLETIC/ACTIVITY FUNDS	**560.00**
Grand Total All Funds	**560.00**
Grand Total Credit Cards	**0.00**
Grand Total Direct Deposits	**0.00**
Grand Total Manual Checks	**0.00**
Grand Total Other Disbursement Non-negotiables	**0.00**
Grand Total Procurement Card Other Disbursement Non-negotiables	**0.00**
Grand Total Regular Checks	**560.00**
Grand Total Virtual Payments	**0.00**
Grand Total All Payments	**560.00**

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

FASD ATHLETIC ACCOUNT BALANCE SHEET

BEGINNING CASH BALANCE	**June 1, 2026**		**$ 8,334.11**
RECEIPTS:			
ADMISSIONS			
GENERAL FUND TRANSFER			
INTEREST		$ 0.13	
OTHER INCOME-			
	TOTAL DISTRICT RECEIPTS		**$ 0.13**
EXPENSES:			
330 - OFFICIALS,PHYSICALS,ETC		$ 110.00	
513 - TRANSPORTATION		$ 3,673.03	
430 - EQUIPMENT REPAIR & MAINT.			
580 - TRAVEL, MEALS,ETC.			
610 - GENERAL SUPPLIES		$ 155.00	
760 - NEW EQUIPMENT			
810 - DUES & FEES		$ 450.00	
	TOTAL DISTRICT EXPENSES		**$ 4,388.03**
ENDING CASH BALANCE	**July 31, 2026**		**$ 3,946.21**

FOREST AREA SCHOOL DISTRICT CAFETERIA

Cash on Hand / Balance Sheet

Bills for Approval

June 2026

August 19, 2026 Meeting

MONTHLY CAFETERIA BALANCE SHEET

June 2026

	West Forest Lunch/ Breakfast/Supper	East Forest Lunch/ Breakfast/Supper	District Totals
BEGINNING CASH BALANCE	$81,899.91	$130,036.25	$211,936.16
RECEIPTS:			
Sales	$353.40	$104.85	$458.25
Prepay	$380.21	$106.85	$487.06
Misc. Revenue	$568.55	$188.46	$757.01
Federal/State NSLP	$19,840.90	$14,208.21	$34,049.11
Federal CACFP			$0.00
Federal FFVP			$0.00
LFS Cooperative Agreement			$0.00
Interest	$239.06	$239.06	$478.12
Fund Trnsfr			$0.00
TOTAL RECEIPTS	**$21,382.12**	**$14,847.43**	**$36,229.55**
EXPENSES:			
Food Supplies	$8,265.35	$5,818.84	$14,084.19
Non-Food Supplies			$0.00
Other Prof. Services	$13,025.76	$9,045.67	$22,071.43
Repair			$0.00
Salaries	$2,281.66		$2,281.66
SS/Medicare	$171.60		$171.60
Benefits	$2,717.70		$2,717.70
Mileage			$0.00
PrimeroEdge			$0.00
Due to GF	$775.76		$775.76
Misc Exp/Ref./Void Ck			$0.00
TOTAL EXPENSES	**$27,237.83**	**$14,864.51**	**$42,102.34**
ENDING CASH BALANCE	**$76,044.20**	**$130,019.17**	**$206,063.37**

CAFETERIA PREPAID BILLS FOR APPROVAL

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: CF - Cafeteria Fund **Payment Dates:** 06/01/2026 - 06/30/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount
0000004761	05/31/2026	AP1467800011		CafePSERSMay26	50-0411-000-000-00-000-000-000-0000		775.76
FASD Gene-FASD GENERAL FUND				**Order ID O-1**	**Payment Date: 06/18/2026**	**Payment Amt:**	**775.76**
0000004762	06/10/2026	AP1467800005		24880	50-3100-572-011-31-000-000-000-0000		(27.49)
0000004762	06/10/2026	AP1467800006		24880	50-3100-572-011-32-000-000-000-0000		(19.09)
0000004762	06/10/2026	AP1467800007		24880	50-3100-572-000-31-000-000-000-0000		13,053.25
0000004762	06/10/2026	AP1467800008		24880	50-3100-572-000-32-000-000-000-0000		9,064.76
0000004762	06/10/2026	AP1467800009		24880	50-3100-571-000-31-000-000-000-0000		8,141.13
0000004762	06/10/2026	AP1467800010		24880	50-3100-571-000-32-000-000-000-0000		5,653.57
Nutrition-The Nutrition Group				**Order ID O-1**	**Payment Date: 06/18/2026**	**Payment Amt:**	**35,866.13**
0000004763	06/18/2026	AP1467800001		707490	50-3100-631-116-31-000-000-000-0000		62.11
0000004763	06/18/2026	AP1467800002		707480	50-3100-631-116-31-000-000-000-0000		62.11
0000004763	06/18/2026	AP1467800003		707469	50-3100-631-116-32-000-000-000-0000		109.16
0000004763	05/12/2026	AP1467800004		707446	50-3100-631-116-32-000-000-000-0000		56.11
Perform-Performance Foodservice				**Order ID O-1**	**Payment Date: 06/18/2026**	**Payment Amt:**	**289.49**
0000004764	06/17/2026	AP1470600001		EDC 07.2026	50-3100-212-000-31-000-000-000-0000		68.10
EducatorD-Educator's Dental Consortium				**Remit ID R-1**	**Payment Date: 06/19/2026**	**Payment Amt:**	**68.10**
0000004765	06/22/2026	AP1471300001		CB 7 2026 MC	50-3100-211-000-31-000-000-000-0000		2,649.60
Crown B-CROWN BENEFITS ADMINISTRATION				**Order ID O-1**	**Payment Date: 06/23/2026**	**Payment Amt:**	**2,649.60**
* PAY061226C	06/10/2026	OD1467900002			50-0411-000-000-00-000-000-000-0000		1,226.63

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

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: CF - Cafeteria Fund **Payment Dates:** 06/01/2026 - 06/30/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount
FASD Pay-FASD PAYROLL Account				**Order ID O-2**	**Payment Date: 06/10/2026**	**Payment Amt:**	**1,226.63**
* PAY062626C	06/24/2026	OD1472300002			50-0411-000-000-00-000-000-000-0000		1,226.63
FASD Pay-FASD PAYROLL Account				**Order ID O-2**	**Payment Date: 06/24/2026**	**Payment Amt:**	**1,226.63**
					50 - CAFETERIA FOOD SERVICE		**42,102.34**
					Grand Total All Funds		**42,102.34**
					Grand Total Credit Cards		**0.00**
					Grand Total Direct Deposits		**0.00**
					Grand Total Manual Checks		**0.00**
					Grand Total Other Disbursement Non-negotiables		**2,453.26**
					Grand Total Procurement Card Other Disbursement Non-negotiables		**0.00**
					Grand Total Regular Checks		**39,649.08**
					Grand Total Virtual Payments		**0.00**
					Grand Total All Payments		**42,102.34**

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

FOREST AREA SCHOOL DISTRICT CAFETERIA

Cash on Hand / Balance Sheet

Bills for Approval

July 2026

August 19, 2026 Meeting

MONTHLY CAFETERIA BALANCE SHEET

July 2026

	West Forest	East Forest	District Totals
	Lunch/ Breakfast/Supper	Lunch/ Breakfast/Supper	
BEGINNING CASH BALANCE	$76,044.20	$130,019.17	$206,063.37
RECEIPTS:			
Sales			$0.00
Prepay			$0.00
Misc. Revenue			$0.00
Federal/State NSLP			$0.00
Federal CACFP			$0.00
Federal FFVP			$0.00
LFS Cooperative Agreement			$0.00
Interest	$212.67	$212.66	$425.33
Fund Trnsfr			$0.00
TOTAL RECEIPTS	**$212.67**	**$212.66**	**$425.33**
EXPENSES:			
Food Supplies			$0.00
Non-Food Supplies			$0.00
Other Prof. Services			$0.00
Repair			$0.00
Salaries	$2,325.12		$2,325.12
SS/Medicare	$174.93		$174.93
Benefits	$2,749.07		$2,749.07
Mileage			$0.00
PrimeroEdge			$0.00
Due to GF			$0.00
Misc Exp/Ref./Void Ck			$0.00
TOTAL EXPENSES	**$5,249.12**	**$0.00**	**$5,249.12**
ENDING CASH BALANCE	**$71,007.75**	**$130,231.83**	**$201,239.58**

CAFETERIA PREPAID BILLS FOR APPROVAL

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: CF - Cafeteria Fund **Payment Dates:** 07/01/2026 - 07/31/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount
0000004766	07/14/2026	AP1485100002		CB 07 2026VC	50-3100-215-000-31-000-000-000-0000		14.87
Crown B-CROWN BENEFITS ADMINISTRATION				**Order ID O-1**	**Payment Date: 07/16/2026**	**Payment Amt:**	**14.87**
0000004767	07/14/2026	AP1485100001		1780153	50-3100-213-000-31-000-000-000-0000		8.25 #
NIS-Madison National Life Ins Co, Inc				**Order ID O-1**	**Payment Date: 07/16/2026**	**Payment Amt:**	**8.25**
0000004768	07/30/2026	AP1501600183		CB 08/2026 MC	50-3100-211-000-31-000-000-000-0000		2,649.60
Crown B-CROWN BENEFITS ADMINISTRATION				**Order ID O-1**	**Payment Date: 07/30/2026**	**Payment Amt:**	**2,649.60**
0000004769	07/30/2026	AP1501600062		EDC 08 2026 C	50-3100-212-000-31-000-000-000-0000		68.10
EducatorD-Educator's Dental Consortium				**Remit ID R-1**	**Payment Date: 07/30/2026**	**Payment Amt:**	**68.10**
0000004770	07/30/2026	AP1501800001		1786940	50-3100-213-000-31-000-000-000-0000		8.25
Madison-John Madison				**Order ID O-1**	**Payment Date: 07/30/2026**	**Payment Amt:**	**8.25**
* PAY071026C	07/08/2026	OD1484300001			50-0411-000-000-00-000-000-000-0000		1,273.42
FASD Pay-FASD PAYROLL Account				**Order ID O-2**	**Payment Date: 07/08/2026**	**Payment Amt:**	**1,273.42**
* PAY072426C	07/22/2026	OD1494100002			50-0411-000-000-00-000-000-000-0000		1,226.63
FASD Pay-FASD PAYROLL Account				**Order ID O-2**	**Payment Date: 07/22/2026**	**Payment Amt:**	**1,226.63**
					50 - CAFETERIA FOOD SERVICE		**5,249.12**

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

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: CF - Cafeteria Fund **Payment Dates:** 07/01/2026 - 07/31/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Grand Total All Funds	**5,249.12**
Grand Total Credit Cards	**0.00**
Grand Total Direct Deposits	**0.00**
Grand Total Manual Checks	**0.00**
Grand Total Other Disbursement Non-negotiables	**2,500.05**
Grand Total Procurement Card Other Disbursement Non-negotiables	**0.00**
Grand Total Regular Checks	**2,749.07**
Grand Total Virtual Payments	**0.00**
Grand Total All Payments	**5,249.12**

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

CAFETERIA BILLS FOR APPROVAL

PRE-PAYMENT PROCESSING DETAIL REPORT

Year	Bank Account	Due Date	Start Chk No	Payment Date
2026-2027	CF Cafeteria Fund	08/20/2026 - 08/20/2026	0000001234	08/20/2026

Sort: Vendor Code

Trans Date	Trans #	PO #	Invoice #	Account Code	ASN	Amount
Vendor Code	Payee Name			Order/Remit ID	Payment #	
08/20/2026	AP1510600003		9830093	50-2818-330-000-32-000-000-000-0000		2,186.62
EF Cafeteria - Prof Tech Services						
08/20/2026	AP1510600004		9830093	50-2818-330-000-31-000-000-000-0000		2,186.63
WF Cafeteria - Prof Tech Services						
Cyberso	**Cybersoft PrimeroEdge**			**O-1**	**0000001234**	**4,373.25**
08/20/2026	AP1510600017			50-0411-000-000-00-000-000-000-0000		1,178.20
.						
08/12/2026	AP1510600018			50-0411-000-000-00-000-000-000-0000		775.76 #
.						
FASD Gene	**FASD GENERAL FUND**			**O-1**	**0000001235**	**1,953.96**
08/20/2026	AP1510600005		INITIAL2627041	50-3100-573-000-31-000-000-000-0000		25,449.13
WF Nutrition Initial Payment						
08/20/2026	AP1510600006		INITIAL2627041	50-3100-573-000-32-000-000-000-0000		18,007.87
EF Nutrition Initial Payment						
08/20/2026	AP1510600007		25563	50-3100-572-011-31-000-000-000-0000		(28.02)
WF Nutrition Mgmt Disc.						
08/20/2026	AP1510600008		25563	50-3100-572-011-32-000-000-000-0000		(19.82)
EF Nutrition Mgmt Disc.						
08/20/2026	AP1510600009		25563	50-3100-572-000-31-000-000-000-0000		6,806.84

* - Non-Negotiable Disbursement # - Payable Transaction P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

PRE-PAYMENT PROCESSING DETAIL REPORT

Year	Bank Account	Due Date	Start Chk No	Payment Date
2026-2027	CF Cafeteria Fund	08/20/2026 - 08/20/2026	0000001234	08/20/2026

Sort: Vendor Code

Trans Date	Trans #	PO #	Invoice #	Account Code	ASN	Amount
Vendor Code	Payee Name			Order/Remit ID	Payment #	
WF Nutrition Prof Services						
08/20/2026	AP1510600010		25563	50-3100-572-000-32-000-000-000-0000		4,816.53
EF Nutrition Prof Services						
08/20/2026	AP1510600011		25563	50-3100-571-000-31-000-000-000-0000		3,523.76
WF Nutrition Food Costs						
08/20/2026	AP1510600012		25563	50-3100-571-000-32-000-000-000-0000		2,493.42
EF Nutrition Food Costs						
08/20/2026	AP1510600013		25340	50-3100-572-000-31-000-000-000-0000		7,946.63 #
WF Nutrition Prof Services						
08/20/2026	AP1510600014		25340	50-3100-572-000-32-000-000-000-0000		5,518.49 #
EF Nutrition Prof Services						
08/20/2026	AP1510600015		25340	50-3100-571-000-31-000-000-000-0000		4,871.43 #
WF Nutrition Food Costs						
08/20/2026	AP1510600016		25340	50-3100-571-000-32-000-000-000-0000		3,382.93 #
EF Nutrition Food Costs						
Nutrition	**The Nutrition Group**			**O-1**	**0000001236**	**82,769.19**
08/20/2026	AP1510600001		723844	50-3100-631-116-31-000-000-000-0000		96.22 #
EF FFVP 5/26/2026						
08/20/2026	AP1510600002		723862	50-3100-631-116-31-000-000-000-0000		116.22 #

* - Non-Negotiable Disbursement # - Payable Transaction P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

PRE-PAYMENT PROCESSING DETAIL REPORT

Year	Bank Account	Due Date	Start Chk No	Payment Date
2026-2027	CF Cafeteria Fund	08/20/2026 - 08/20/2026	0000001234	08/20/2026

Sort: Vendor Code

Trans Date	Trans #	PO #	Invoice #	Account Code	ASN	Amount
Vendor Code	Payee Name			Order/Remit ID	Payment #	
WF FFVP 5/26/2026						
Perform	Performance Foodservice			O-1	0000001237	212.44
					Grand Total:	89,308.84

* - Non-Negotiable Disbursement # - Payable Transaction P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

FOREST AREA SCHOOL DISTRICT

STUDENT ACTIVITY ACCOUNTS

BALANCE SHEETS

June 2026

August 19, 2026 BOARD MEETING

East Forest High School
Activity Account
June Sum 2026

Account	Beginning Balance	Debits	Credits	Ending Balance
Art Club	$1,348.52	$0.00	$0.00	$1,348.52
Award Club	$1,174.83	$0.00	$0.00	$1,174.83
Class of 2024	$0.00	$0.00	$0.00	$0.00
Class of 2025	($0.00)	$0.00	$0.00	($0.00)
Class of 2026	$2,695.55	$2,549.14	$0.00	$146.41
Class of 2027	$1,147.65	$0.00	$0.00	$1,147.65
Class of 2028	$1,252.02	$0.00	$7.00	$1,259.02
Class of 2029	$719.28	$0.00	$0.00	$719.28
Class of 2030	$226.12	$0.00	$0.00	$226.12
Class of 2031	$0.00	$0.00	$0.00	$0.00
CLASS OF 2032	$0.00	$0.00	$0.00	$0.00
CLASS OF 2033	$0.00	$0.00	$0.00	$0.00
CLASS OF 2034	$0.00	$0.00	$0.00	$0.00
CLASS OF 2035	$0.00	$0.00	$0.00	$0.00
CLASS OF 2036	$0.00	$0.00	$0.00	$0.00
CLASS OF 2037	$0.00	$0.00	$0.00	$0.00
Drama Club	$1,450.86	$946.74	$0.00	$504.12
E.A.S.T.	$4,500.93	$1,073.39	$0.00	$3,427.54
Elementary Basketball	$203.26	$0.00	$0.00	$203.26
FCCLA	$16,909.54	$5,569.61	$7,008.26	$18,348.19
Leadership Club	$2,334.09	$58.80	$0.00	$2,275.29
Mini Relay	$0.00	$0.00	$0.00	$0.00
National Honor Society	$256.46	$0.00	$0.00	$256.46
Student Council - HS	$1,040.14	$0.00	$514.08	$1,554.22
Student Historians	$4,020.77	$3,536.72	$0.00	$484.05
Varsity Club	$2,130.47	$0.00	$0.00	$2,130.47
Yearbook - HS	$4,230.31	$1,002.53	$60.00	$3,287.78
5th Grade Trip	$4,916.46	$0.00	$0.00	$4,916.46
6th Grade Trip	$1,554.50	$0.00	$0.00	$1,554.50
Total	**$52,111.76**	**$14,736.93**	**$7,589.34**	**$44,964.17**

West Forest High School
Activity Account
June Sum 2026

Account	Beginning Balance	Debits	Credits	Ending Balance
BASEBALL - WFHS	$17.83	$0.00	$0.00	$17.83
BASKETBALL WF ELM BOYS	$124.75	$0.00	$0.00	$124.75
BASKETBALL WF ELM GIRLS	$483.16	$0.00	$0.00	$483.16
BASKETBALL WF JR. HIGH GIRLS	$0.00	$0.00	$0.00	$0.00
BASKETBALL WF VARSITY BOYS	$2,074.00	$0.00	$0.00	$2,074.00
BASKETBALL WF VARSITY GIRLS	$4,016.18	$0.00	$0.00	$4,016.18
BOOK CLUB	$0.00	$0.00	$0.00	$0.00
CHEERLEADING	$315.24	$0.00	$0.00	$315.24
CHORUS - DISTRICT	$2,670.09	$0.00	$0.00	$2,670.09
CLASS OF 2025	$0.00	$0.00	$0.00	$0.00
CLASS OF 2026	$1,554.38	$1,511.61	$0.00	$42.77
CLASS OF 2027	$1,686.43	$0.00	$0.00	$1,686.43
CLASS OF 2028	$1,244.83	$0.00	$0.00	$1,244.83
CLASS OF 2029	$632.19	$0.00	$0.00	$632.19
CLASS OF 2030	$1,667.36	$0.00	$0.00	$1,667.36
CLASS OF 2031	$593.35	$0.00	$0.00	$593.35
CLASS OF 2032	$150.00	$70.64	$130.00	$209.36
CLASS OF 2033	$150.00	$0.00	$0.00	$150.00
CLASS OF 2034	$0.00	$0.00	$0.00	$0.00
CLASS OF 2035	$0.00	$0.00	$0.00	$0.00
CLASS OF 2036	$0.00	$0.00	$0.00	$0.00
CLASS OF 2037	$0.00	$0.00	$0.00	$0.00
DRAMA	$5,630.55	$0.00	$0.00	$5,630.55
FCCLA	$4,429.87	$0.00	$0.00	$4,429.87
FOREIGN LANGUAGE	$218.18	$0.00	$0.00	$218.18
GOLF	$1,046.73	$0.00	$0.00	$1,046.73
KENNYWOOD	$1,593.91	$3,254.40	$2,271.22	$610.73
NATIONAL HONOR SOCIETY	$27.35	$0.00	$0.00	$27.35
PROM - DISTRICT	$4,990.70	$1,184.72	$0.00	$3,805.98
SADD	$660.80	$0.00	$0.00	$660.80
SOCCER VARSITY BOYS	$481.08	$0.00	$0.00	$481.08
SOCCER VARSITY GIRLS	$463.38	$0.00	$804.10	$1,267.48
SOFTBALL	$1,938.02	$0.00	$0.00	$1,938.02
Starfish	$679.86	$187.74	$550.00	$1,042.12
STUDENT COUNCIL - WFHS	$3,336.84	$0.00	$0.00	$3,336.84
TECH CLUB	$2,745.91	$0.00	$0.00	$2,745.91
VARSITY CLUB	$144.48	$0.00	$0.00	$144.48
VOLLEYBALL - WFHS	$1,219.03	$0.00	$0.00	$1,219.03
YEARBOOK - ELEMENTARY	$69.37	$0.00	$20.00	$89.37
YEARBOOK - HIGH SCHOOL	$8,545.17	$104.25	$26.50	$8,467.42
WFE 5TH GRADE (To be REDISTRIBUTED)	$0.00	$0.00	$0.00	$0.00
Class of 2021 (To be Redistributed)	$520.19	$0.00	$0.00	$520.19
Total	**$56,121.21**	**$6,313.36**	**$3,801.82**	**$53,609.67**

FOREST AREA SCHOOL DISTRICT

Budgetary Transfers for Approval

General Fund 2025-2026 SY

June 2026

August 19, 2026 BOARD MEETING

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BT062601	BT	10-1100-329-000-11-000-000-000-0000	3796	06/23/2026	1,475.49
BT1472200001		"			
BT062601	BT	10-1100-329-000-12-000-000-000-0000	3797	06/23/2026	1,563.57
BT1472200002		"			
BT062601	BT	10-1100-329-000-31-000-000-000-0000	3798	06/23/2026	2,488.08
BT1472200003		"			
BT062601	BT	10-1100-329-000-32-000-000-000-0000	3799	06/23/2026	1,121.69
BT1472200004		"			
BTYE06261	BT	10-1100-329-105-32-000-000-000-0000		06/30/2026	997.86
BT1510800001		EFHS Kelly Sub - Tutor			
BT062601	BT	10-1100-329-106-11-000-000-000-0000		06/23/2026	1,496.24
BT1472200005		"			
BT062601	BT	10-1100-329-106-12-000-000-000-0000		06/23/2026	1,695.75
BT1472200006		"			
BT062601	BT	10-1100-329-106-31-000-000-000-0000		06/23/2026	1,496.26
BT1472200007		"			
BT062601	BT	10-1100-329-106-32-000-000-000-0000		06/23/2026	1,695.75
BT1472200008		"			
BT062601	BT	10-1100-329-108-11-000-000-000-0000		06/23/2026	8,694.45
BT1472200009		"			
BT062601	BT	10-1100-329-108-12-000-000-000-0000		06/23/2026	4,069.80
BT1472200010		"			
BT062601	BT	10-1100-329-108-31-000-000-000-0000		06/23/2026	6,762.35
BT1472200011		"			
BTYE06261	BT	10-1100-519-000-11-000-000-000-0000		06/30/2026	(1,761.44)
BT1510800131		WFE Field Trip Trans.			
BT062601	BT	10-1100-519-000-12-000-000-000-0000		06/23/2026	124.75
BT1472200135		"			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTYE06261	BT	10-1100-519-000-12-000-000-000-0000		06/30/2026	(322.35)
BT1510800132		EFE Field Trip Trans.			
BTYE06261	BT	10-1100-519-000-31-000-000-000-0000		06/30/2026	(160.61)
BT1510800133		WFHS Field Trip Trans.			
BTYE06261	BT	10-1100-561-000-00-000-000-000-0000		06/30/2026	(4,861.68)
BT1510800134		Tuition to Other Lea's			
BT062601	BT	10-1100-562-000-00-000-000-000-0000		06/23/2026	3,105.00
BT1472200136		"			
BT062601	BT	10-1100-562-000-00-051-000-000-0000		06/23/2026	4,548.09
BT1472200137		"			
BT062601	BT	10-1100-562-000-00-052-000-000-0000		06/23/2026	9,096.17
BT1472200138		"			
BTYE06261	BT	10-1100-562-000-00-054-000-000-0000		06/30/2026	182,865.27
BT1510800002		Tidioute Comm CS Tuition - Reg. Ed.			
BT062601	BT	10-1100-562-000-00-057-000-000-0000		06/23/2026	2,274.04
BT1472200139		"			
BT062601	BT	10-1100-562-000-00-064-000-000-0000		06/23/2026	2,680.00
BT1472200140		"			
BTYE06261	BT	10-1100-568-000-00-000-000-000-0000		06/30/2026	541.89
BT1510800003		Reg Prog - Tuition To APS/RRI/			
BT062601	BT	10-1100-580-000-12-000-000-000-0000		06/23/2026	504.60
BT1472200141		"			
BT062601	BT	10-1100-580-000-31-000-000-000-0000		06/23/2026	504.60
BT1472200142		"			
BT062601	BT	10-1100-580-000-32-000-000-000-0000		06/23/2026	925.10
BT1472200143		"			
BTYE06261	BT	10-1100-610-000-11-000-000-000-0000		06/30/2026	4,144.86
BT1510800004		WFE Supplies			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTYE06261	BT	10-1100-610-000-12-000-000-000-0000		06/30/2026	4,164.68
BT1510800005		EFE Supplies			
BTYE06261	BT	10-1100-610-000-31-000-000-000-0000		06/30/2026	(1,226.54)
BT1510800135		WFHS Supplies			
BTYE06261	BT	10-1100-610-000-32-000-000-000-0000		06/30/2026	(1,613.39)
BT1510800136		EFHS Supplies			
BTYE06261	BT	10-1100-642-000-11-000-000-000-0000		06/30/2026	(8,407.99)
BT1510800137		WFE Books & Periodicals			
BTYE06261	BT	10-1100-642-000-12-000-000-000-0000		06/30/2026	(8,647.84)
BT1510800138		EFE Books & Periodicals			
BTYE06261	BT	10-1100-642-000-31-000-000-000-0000		06/30/2026	(9,528.43)
BT1510800139		WFHS BBooks & Periodicals			
BTYE06261	BT	10-1100-642-000-32-000-000-000-0000		06/30/2026	(9,461.54)
BT1510800140		EFHS Books & Periodicals			
BT062601	BT	10-1100-760-000-31-000-000-000-0000		06/23/2026	(954.00)
BT1472200124		"			
BT062601	BT	10-1100-810-000-11-000-000-000-0000		06/23/2026	(50.00)
BT1472200125		"			
BT062601	BT	10-1100-810-000-12-000-000-000-0000		06/23/2026	(50.00)
BT1472200126		"			
BT062601	BT	10-1100-810-000-31-000-000-000-0000		06/23/2026	(50.00)
BT1472200127		"			
BT062601	BT	10-1100-810-000-32-000-000-000-0000		06/23/2026	(290.00)
BT1472200128		"			
BTYE0630261	BT	10-1111-111-000-11-000-000-000-0000		06/30/2026	(0.65)
BT1482400014		WFE Reg.Teacher Saleries			
BTYE06261	BT	10-1111-111-000-11-000-000-000-0000		06/30/2026	(0.22)
BT1510800141		WFE Reg.Teacher Saleries			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTIDEA6191	BT	10-1111-111-000-12-000-000-000-0000		06/01/2026	(1,720.82)
BT1462100001		To mv funds fr reg ed K to IDEA 619 pass thru			
BTYE0630261	BT	10-1111-111-000-12-000-000-000-0000		06/30/2026	(12,607.68)
BT1482400015		EFE Reg. Teacher Salaries			
BTYE06261	BT	10-1111-111-000-12-000-000-000-0000		06/30/2026	1.64
BT1510800006		EFE Reg. Teacher Salaries			
BTIDEA6191	BT	10-1111-111-510-12-000-000-000-0000		06/01/2026	1,720.82
BT1462100002		To mv funds fr reg ed K to IDEA 619 pass thru			
BTYE0630261	BT	10-1111-121-000-00-000-151-000-0000		06/30/2026	(101.37)
BT1482400016		E.S.L. SALARIES			
BTYE0630261	BT	10-1111-121-222-11-000-000-000-0000		06/30/2026	10,068.17
BT1482400001		WFE - K Teacher Salary - RTL Grant			
BTYE0630261	BT	10-1111-121-222-12-000-000-000-0000		06/30/2026	(0.04)
BT1482400017		EFE - K Teacher Salary - RTL Grant			
BT062601	BT	10-1111-211-000-00-000-151-000-0000		06/23/2026	(2,619.52)
BT1472200036		"			
BT062601	BT	10-1111-211-000-11-000-000-000-0000		06/23/2026	26,364.66
BT1472200144		"			
BTYE0630261	BT	10-1111-211-000-11-000-000-000-0000		06/30/2026	(95.42)
BT1482400018		WFE Medical Insurance			
BT062601	BT	10-1111-211-000-12-000-000-000-0000		06/23/2026	1,126.56
BT1472200145		"			
BTYE0630261	BT	10-1111-211-000-12-000-000-000-0000		06/30/2026	152.47
BT1482400002		EFE Medical Insurance			
BT062601	BT	10-1111-211-222-11-000-000-000-0000		06/23/2026	224.11
BT1472200146		"			
BT062601	BT	10-1111-211-222-12-000-000-000-0000		06/23/2026	32.29
BT1472200147		"			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BT062601	BT	10-1111-212-000-00-000-151-000-0000		06/23/2026	(81.00)
BT1472200050		"			
BT062601	BT	10-1111-212-000-11-000-000-000-0000		06/23/2026	3,210.05
BT1472200148		"			
BTYE0630261	BT	10-1111-212-000-11-000-000-000-0000		06/30/2026	(32.74)
BT1482400019		WFE Dental Insurance			
BT062601	BT	10-1111-212-000-12-000-000-000-0000		06/23/2026	(33.37)
BT1472200051		"			
BTYE0630261	BT	10-1111-212-000-12-000-000-000-0000		06/30/2026	(133.97)
BT1482400020		EFE Dental Insurance			
BT062601	BT	10-1111-212-222-11-000-000-000-0000		06/23/2026	2.67
BT1472200149		"			
BT062601	BT	10-1111-212-222-12-000-000-000-0000		06/23/2026	0.56
BT1472200150		"			
BTYE06261	BT	10-1111-213-000-00-000-151-000-0000		06/30/2026	(10.77)
BT1510800142		ESL Life			
BTYE06261	BT	10-1111-213-000-11-000-000-000-0000		06/30/2026	(9.95)
BT1510800143		WFE Life Insurance			
BTYE06261	BT	10-1111-213-000-12-000-000-000-0000		06/30/2026	(11.61)
BT1510800144		EFE Life Insurance			
BTYE06261	BT	10-1111-213-222-11-000-000-000-0000		06/30/2026	8.25
BT1510800007		WFE - K Teacher Life - RTL Grant			
BTYE06261	BT	10-1111-213-222-12-000-000-000-0000		06/30/2026	3.48
BT1510800008		EFE - K Teacher Life - RTL Grant			
BT062601	BT	10-1111-215-000-00-000-151-000-0000		06/23/2026	(16.86)
BT1472200083		"			
BTYE0630261	BT	10-1111-215-000-11-000-000-000-0000		06/30/2026	(5.04)
BT1482400021		WFE Vision Insurance			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTYE0630261	BT	10-1111-215-000-12-000-000-000-0000		06/30/2026	2.86
BT1482400003		EFE Vision Insurance			
BTYE0630261	BT	10-1111-219-000-11-000-000-000-0000		06/30/2026	0.08
BT1482400004		WFE EAP Insurance			
BTYE0630261	BT	10-1111-219-000-12-000-000-000-0000		06/30/2026	0.08
BT1482400005		EFE EAP Insurance			
BTYE0630261	BT	10-1111-220-000-00-000-151-000-0000		06/30/2026	(16.79)
BT1482400022		E.S.L. SS/Medicare			
BTYE0630261	BT	10-1111-220-000-11-000-000-000-0000		06/30/2026	(12,541.06)
BT1482400023		WFE SS/Medicare			
BTYE06261	BT	10-1111-220-000-11-000-000-000-0000		06/30/2026	107.33
BT1510800009		WFE SS/Medicare			
BTIDEA6191	BT	10-1111-220-000-12-000-000-000-0000		06/01/2026	(131.64)
BT1462100003		To mv funds fr reg ed K to IDEA 619 pass thru			
BTYE0630261	BT	10-1111-220-000-12-000-000-000-0000		06/30/2026	(3,334.67)
BT1482400024		EFE SS/Medicare			
BTYE0630261	BT	10-1111-220-222-11-000-000-000-0000		06/30/2026	670.70
BT1482400006		WFE - K Teacher SS/Med - RTL Grant			
BTYE0630261	BT	10-1111-220-222-12-000-000-000-0000		06/30/2026	160.55
BT1482400007		EFE - K Teacher SS/Med - RTL Grant			
BTIDEA6191	BT	10-1111-220-510-12-000-000-000-0000		06/01/2026	131.64
BT1462100004		To mv funds fr reg ed K to IDEA 619 pass thru			
BTYE0630261	BT	10-1111-230-000-00-000-151-000-0000		06/30/2026	(34.49)
BT1482400025		E.S.L. Retirement			
BTYE0630261	BT	10-1111-230-000-11-000-000-000-0000		06/30/2026	(51,850.83)
BT1482400026		WFE Retirement			
BTYE06261	BT	10-1111-230-000-11-000-000-000-0000		06/30/2026	647.33
BT1510800010		WFE Retirement			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTIDEA6191	BT	10-1111-230-000-12-000-000-000-0000		06/01/2026	(292.54)
BT1462100005		To mv funds fr reg ed K to IDEA 619 pass thru			
BTYE0630261	BT	10-1111-230-000-12-000-000-000-0000		06/30/2026	(14,265.52)
BT1482400027		EFE Retirement			
BTYE0630261	BT	10-1111-230-222-11-000-000-000-0000		06/30/2026	3,423.08
BT1482400008		WFE - K Teacher Retire - RTL Grant			
BT062601	BT	10-1111-230-222-12-000-000-000-0000		06/23/2026	356.76
BT1472200151		"			
BTYE0630261	BT	10-1111-230-222-12-000-000-000-0000		06/30/2026	1,427.02
BT1482400009		EFE - K Teacher Retire - RTL Grant			
BTIDEA6191	BT	10-1111-230-510-12-000-000-000-0000		06/01/2026	292.54
BT1462100006		To mv funds fr reg ed K to IDEA 619 pass thru			
BTYE0630261	BT	10-1111-260-000-11-000-000-000-0000		06/30/2026	360.55
BT1482400010		WFE WC Insurance			
BTYE0630261	BT	10-1111-260-000-12-000-000-000-0000		06/30/2026	363.04
BT1482400011		EFE WC Insurance			
BTYE0630261	BT	10-1111-292-000-00-000-151-000-0000		06/30/2026	(234.00)
BT1482400028		ESL H.S.A.			
BTYE0630261	BT	10-1111-292-000-11-000-000-000-0000		06/30/2026	(6,914.08)
BT1482400029		WFE Teacher HSA			
BTYE0630261	BT	10-1111-292-000-12-000-000-000-0000		06/30/2026	(1,311.50)
BT1482400030		EFE Teacher HSA			
BTYE06261	BT	10-1111-292-000-12-000-000-000-0000		06/30/2026	(384.00)
BT1510800145		EFE Teacher HSA			
BTYE0630261	BT	10-1111-292-222-11-000-000-000-0000		06/30/2026	957.17
BT1482400012		WFE - K Teacher HSA - RTL Grant			
BTYE0630261	BT	10-1111-292-222-12-000-000-000-0000		06/30/2026	570.24
BT1482400013		EFE - K Teacher HSA - RTL Grant			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTYE0630261	BT	10-1121-111-000-31-000-000-000-0000		06/30/2026	(0.61)
BT1482400032		WFHS Reg. Teacher Salaries			
BTYE0630261	BT	10-1121-111-000-32-000-000-000-0000		06/30/2026	(1.01)
BT1482400033		EFHS Reg. Teacher Salaries			
BT062601	BT	10-1121-211-000-31-000-000-000-0000		06/23/2026	1,211.73
BT1472200152		"			
BT062601	BT	10-1121-211-000-31-019-000-000-0000		06/23/2026	(3,720.37)
BT1472200037		"			
BT062601	BT	10-1121-211-000-32-000-000-000-0000		06/23/2026	1,421.29
BT1472200153		"			
BT062601	BT	10-1121-212-000-31-000-000-000-0000		06/23/2026	(0.68)
BT1472200052		"			
BT062601	BT	10-1121-212-000-32-000-000-000-0000		06/23/2026	(0.55)
BT1472200053		"			
BTYE06261	BT	10-1121-213-000-31-000-000-000-0000		06/30/2026	2.22
BT1510800011		WFHS Life Insurance			
BTYE06261	BT	10-1121-213-000-32-000-000-000-0000		06/30/2026	(0.92)
BT1510800146		EFHS Life Insurance			
BT062601	BT	10-1121-215-000-31-000-000-000-0000		06/23/2026	(0.03)
BT1472200084		"			
BTYE0630261	BT	10-1121-220-000-31-000-000-000-0000		06/30/2026	(6,350.67)
BT1482400034		WFHS SS/Medicare			
BTYE0630261	BT	10-1121-220-000-32-000-000-000-0000		06/30/2026	(357.42)
BT1482400035		EFHS SS/Medicare			
BTYE0630261	BT	10-1121-230-000-31-000-000-000-0000		06/30/2026	(25,552.65)
BT1482400036		WFHS Retirement			
BTYE0630261	BT	10-1121-230-000-32-000-000-000-0000		06/30/2026	(63.90)
BT1482400037		EFHS Retirement			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTYE0630261	BT	10-1121-291-000-00-000-000-000-0000		06/30/2026	(12,000.00)
BT1482400038		RETIREES INCENTIVE			
BTYE0630261	BT	10-1121-292-000-31-000-000-000-0000		06/30/2026	(2,824.60)
BT1482400039		WFHS Teacher HSA			
BTYE0630261	BT	10-1121-292-000-31-019-000-000-0000		06/30/2026	3,200.00
BT1482400031		Retired Teacher HSA			
BTYE0630261	BT	10-1121-292-000-32-000-000-000-0000		06/30/2026	(148.47)
BT1482400040		EFHS Teacher HSA			
BTYE0630261	BT	10-1151-151-000-11-000-000-000-0000		06/30/2026	(21,287.87)
BT1482400041		WFE Teacher Aide Wages			
BTYE0630261	BT	10-1151-151-000-12-000-000-000-0000		06/30/2026	(0.01)
BT1482400042		EFE Teacher Aide Wages			
BT062601	BT	10-1151-211-000-11-000-000-000-0000		06/23/2026	(1,158.99)
BT1472200038		"			
BT062601	BT	10-1151-212-000-11-000-000-000-0000		06/23/2026	(45.75)
BT1472200054		"			
BTYE06261	BT	10-1151-213-000-11-000-000-000-0000		06/30/2026	(139.76)
BT1510800147		WFE Teacher Aide Life			
BT062601	BT	10-1151-215-000-11-000-000-000-0000		06/23/2026	(4.56)
BT1472200085		"			
BTYE0630261	BT	10-1151-220-000-11-000-000-000-0000		06/30/2026	(1,671.12)
BT1482400043		WFE Teacher Aide SS/Medicare			
BTYE0630261	BT	10-1151-230-000-11-000-000-000-0000		06/30/2026	(6,358.37)
BT1482400044		WFE Teacher Aide Retirement			
BTYE0630261	BT	10-1151-292-000-11-000-000-000-0000		06/30/2026	(585.15)
BT1482400045		WFE Aide HSA			
BT062601	BT	10-1151-328-000-11-000-000-000-0000	9831	06/23/2026	278.44
BT1472200154		"			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BT062601	BT	10-1161-151-000-31-000-000-000-0000		06/23/2026	53.91
BT1472200155		"			
BTYE0630261	BT	10-1161-151-000-31-000-000-000-0000		06/30/2026	215.64
BT1482400049		WFHS Teacher Aide Wages			
BT062601	BT	10-1161-211-000-31-000-000-000-0000		06/23/2026	40.67
BT1472200156		"			
BT062601	BT	10-1161-212-000-31-000-000-000-0000		06/23/2026	2.55
BT1472200157		"			
BTYE06261	BT	10-1161-213-000-31-000-000-000-0000		06/30/2026	0.62
BT1510800012		WFHS Teacher Aide Life			
BT062601	BT	10-1161-220-000-31-000-000-000-0000		06/23/2026	3.25
BT1472200158		"			
BTYE0630261	BT	10-1161-220-000-31-000-000-000-0000		06/30/2026	13.00
BT1482400050		WFHS Teacher Aide SS/Medicare			
BT062601	BT	10-1161-230-000-31-000-000-000-0000		06/23/2026	18.33
BT1472200159		"			
BTYE0630261	BT	10-1161-230-000-31-000-000-000-0000		06/30/2026	73.32
BT1482400051		WFHS Teacher Aide Retirement			
BTYE0630261	BT	10-1161-292-000-31-000-000-000-0000		06/30/2026	101.25
BT1482400052		WFHS Aide HSA			
BT062601	BT	10-1161-328-000-31-000-000-000-0000	9833	06/23/2026	7.68
BT1472200160		"			
BT062601	BT	10-1171-151-000-11-000-000-000-0000		06/23/2026	586.42
BT1472200161		"			
BTYE0630261	BT	10-1171-151-000-11-000-000-000-0000		06/30/2026	2,345.56
BT1482400053		WFE Pre K Aide Wages			
BTYE06261	BT	10-1171-151-000-11-000-000-000-0000		06/30/2026	10.71
BT1510800013		WFE Pre K Aide Wages			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTYE0630261	BT	10-1171-151-000-12-000-000-000-0000		06/30/2026	(897.48)
BT1482400046		EFE Pre K Aide Wages			
BT062601	BT	10-1171-212-000-12-000-000-000-0000		06/23/2026	23.35
BT1472200162		"			
BTYE06261	BT	10-1171-213-000-11-000-000-000-0000		06/30/2026	5.58
BT1510800014		WFE Pre K Aide Wages Life			
BTYE06261	BT	10-1171-213-000-12-000-000-000-0000		06/30/2026	(14.39)
BT1510800148		WFE Pre K Aide Wages Life			
BTYE0630261	BT	10-1171-220-000-11-000-000-000-0000		06/30/2026	93.62
BT1482400054		WFE Pre K Aide Wages - SS/Medi			
BTYE06261	BT	10-1171-220-000-11-000-000-000-0000		06/30/2026	29.90
BT1510800015		WFE Pre K Aide Wages - SS/Medi			
BTYE0630261	BT	10-1171-220-000-12-000-000-000-0000		06/30/2026	(237.11)
BT1482400047		EF Pre K Aide Wages - SS/Medic			
BTYE0630261	BT	10-1171-230-000-11-000-000-000-0000		06/30/2026	216.01
BT1482400055		WFE Pre K Aide Wages - Retirem			
BTYE06261	BT	10-1171-230-000-11-000-000-000-0000		06/30/2026	180.34
BT1510800016		WFE Pre K Aide Wages - Retirem			
BTYE0630261	BT	10-1171-230-000-12-000-000-000-0000		06/30/2026	(1,228.68)
BT1482400048		EF Pre K Aide Wages - Retireme			
BT062601	BT	10-1171-328-000-11-000-000-000-0000		06/23/2026	979.72
BT1472200163		"			
BTYE06261	BT	10-1171-328-000-11-000-000-000-0000		06/30/2026	(265.78)
BT1510800149		WFE Pre K Aide Sub - Kelly Services			
BTYE06261	BT	10-1191-121-410-11-000-000-000-2526		06/30/2026	(8,000.00)
BT1510800219		WFE Title I Salaries 013-260149 25-26			
BTYE06261	BT	10-1191-121-410-12-000-000-000-2526		06/30/2026	(21,000.00)
BT1510800220		EFE Title I Salaries 013-260149 25-26			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BT062601	BT	10-1191-211-410-11-000-000-000-2526		06/23/2026	2,419.65
BT1472200164		"			
BT062601	BT	10-1191-211-410-12-000-000-000-2526		06/23/2026	(9,547.49)
BT1472200039		"			
BT062601	BT	10-1191-212-410-11-000-000-000-2526		06/23/2026	(39.54)
BT1472200055		"			
BT062601	BT	10-1191-212-410-12-000-000-000-2526		06/23/2026	(182.12)
BT1472200056		"			
BT062601	BT	10-1191-215-410-11-000-000-000-2526		06/23/2026	(22.21)
BT1472200086		"			
BT062601	BT	10-1191-215-410-12-000-000-000-2526		06/23/2026	(61.67)
BT1472200087		"			
BTYE0630261	BT	10-1191-220-410-11-000-000-000-2526		06/30/2026	(788.25)
BT1482400058		WFE Title I SS/Med 013-260149 25-26			
BTYE0630261	BT	10-1191-220-410-12-000-000-000-2526		06/30/2026	(2,439.54)
BT1482400059		EFE Title I SS/Med 013-260149 25-26			
BTYE06261	BT	10-1191-230-000-11-000-000-000-2526		06/30/2026	3,869.18
BT1510800017		WFE Title Retire - Dist. Portion			
BTYE06261	BT	10-1191-230-000-12-000-000-000-2526		06/30/2026	657.42
BT1510800018		EFE Title Retire - Dist. Portion			
BTYE0630261	BT	10-1191-230-410-11-000-000-000-2526		06/30/2026	2,297.27
BT1482400056		WFE Title I - Retire. 013-260149 25-26			
BTYE0630261	BT	10-1191-230-410-12-000-000-000-2526		06/30/2026	(4,752.76)
BT1482400060		EFE Title I - Retire. 013-260149 25-26			
BTYE0630261	BT	10-1191-292-410-11-000-000-000-2526		06/30/2026	2.00
BT1482400057		WFE Title I HSA 013-260149 25-26			
BTYE0630261	BT	10-1191-292-410-12-000-000-000-2526		06/30/2026	(231.00)
BT1482400061		EFE Title I HSA 013-260149 25-26			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BT062601	BT	10-1191-329-410-11-000-000-000-2526		06/23/2026	(14,039.67)
BT1472200030		"			
BT062601	BT	10-1191-329-410-12-000-000-000-2526		06/23/2026	(13,678.06)
BT1472200031		"			
BT062601	BT	10-1191-329-430-12-000-000-000-2526		06/23/2026	997.86
BT1472200012		"			
BT062601	BT	10-1225-121-891-00-000-000-000-0000		06/23/2026	1,620.93
BT1472200165		"			
BTYE0630261	BT	10-1225-121-891-00-000-000-000-0000		06/30/2026	6,483.59
BT1482400062		Access - Speech Salaries			
BTACCESS0630261	BT	10-1225-121-891-00-000-000-000-0000		06/30/2026	(8,428.75)
BT1496200032		Access - Speech Salaries			
BT062601	BT	10-1225-211-000-00-000-000-000-0000		06/23/2026	2,482.09
BT1472200166		"			
BTYE06261	BT	10-1225-211-000-00-000-000-000-0000		06/30/2026	542.30
BT1510800019		Speech Medical Ins.			
BT062601	BT	10-1225-211-891-00-000-000-000-0000		06/23/2026	(4,918.43)
BT1472200040		"			
BTACCESS0630261	BT	10-1225-211-891-00-000-000-000-0000		06/30/2026	(542.30)
BT1496200016		Access - Speech Medical Ins.			
BT062601	BT	10-1225-212-000-00-000-000-000-0000		06/23/2026	(24.23)
BT1472200057		"			
BTYE06261	BT	10-1225-212-000-00-000-000-000-0000		06/30/2026	68.10
BT1510800020		Speech Dental Ins.			
BT062601	BT	10-1225-212-891-00-000-000-000-0000		06/23/2026	(711.61)
BT1472200058		"			
BTACCESS0630261	BT	10-1225-212-891-00-000-000-000-0000		06/30/2026	(68.10)
BT1496200006		Access Speech - Dental Ins.			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BT062601	BT	10-1225-213-000-00-000-000-000-0000		06/23/2026	30.55
BT1472200167		"			
BTYE06261	BT	10-1225-213-000-00-000-000-000-0000		06/30/2026	8.25
BT1510800021		Speech - Life Ins.			
BTACCESS0630261	BT	10-1225-213-891-00-000-000-000-0000		06/30/2026	(95.75)
BT1496200009		Access Speech - Life Ins.			
BT062601	BT	10-1225-215-000-00-000-000-000-0000		06/23/2026	65.43
BT1472200168		"			
BT062601	BT	10-1225-215-891-00-000-000-000-0000		06/23/2026	(178.44)
BT1472200088		"			
BT062601	BT	10-1225-219-000-00-000-000-000-0000		06/23/2026	38.33
BT1472200169		"			
BT062601	BT	10-1225-219-891-00-000-000-000-0000		06/23/2026	(38.33)
BT1472200112		"			
BTACCESS0630261	BT	10-1225-220-891-00-000-000-000-0000		06/30/2026	(298.68)
BT1496200015		Access Speech - SS/Medicare			
BTYE06261	BT	10-1225-230-000-00-000-000-000-0000		06/30/2026	330.82
BT1510800022		Speech - PSERS			
BT062601	BT	10-1225-230-891-00-000-000-000-0000		06/23/2026	551.12
BT1472200170		"			
BTACCESS0630261	BT	10-1225-230-891-00-000-000-000-0000		06/30/2026	(6,392.96)
BT1496200031		Access Speech - Retirement			
BT062601	BT	10-1225-260-000-00-000-000-000-0000		06/23/2026	498.82
BT1472200171		"			
BT062601	BT	10-1225-260-891-00-000-000-000-0000		06/23/2026	(498.82)
BT1472200034		"			
BTYE06261	BT	10-1225-292-000-00-000-000-000-0000		06/30/2026	50.00
BT1510800023		Speech HSA			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BT062601	BT	10-1225-580-000-00-000-000-000-0000		06/23/2026	2,575.20
BT1472200172		"			
BTACCESS0630261	BT	10-1225-580-891-00-000-000-000-0000		06/30/2026	(2,335.00)
BT1496200026		Speech Teacher Mileage ACCESS			
BTACCESS0630261	BT	10-1225-610-891-00-000-000-000-0000		06/30/2026	(759.50)
BT1496200019		Access Speech - Supplies			
BTYE06261	BT	10-1231-561-000-00-000-000-000-0000		06/30/2026	(3,477.71)
BT1510800150		Emotional Support - Tuition To			
BT062601	BT	10-1241-111-000-11-000-000-000-0000		06/23/2026	10,498.30
BT1472200173		"			
BTYE0630262	BT	10-1241-111-000-11-000-000-000-0000		06/30/2026	21,155.93
BT1482500240		"			
BTYE0630262	BT	10-1241-111-000-12-000-000-000-0000		06/30/2026	(397.53)
BT1482500032		"			
BT062601	BT	10-1241-111-000-31-000-000-000-0000		06/23/2026	172.53
BT1472200174		"			
BTYE0630262	BT	10-1241-111-000-31-000-000-000-0000		06/30/2026	690.08
BT1482500199		"			
BTYE0630262	BT	10-1241-111-000-32-000-000-000-0000		06/30/2026	1,173.58
BT1482500207		"			
BT062601	BT	10-1241-112-000-11-000-000-000-0000	3835	06/23/2026	153.20
BT1472200175		"			
BTYE0630262	BT	10-1241-112-000-11-000-000-000-0000	3835	06/30/2026	46.43
BT1482500161		"			
BTYE0630262	BT	10-1241-121-000-11-000-000-000-0000		06/30/2026	3,563.48
BT1482500226		"			
BTYE0630262	BT	10-1241-121-000-12-000-000-000-0000		06/30/2026	2,826.37
BT1482500223		"			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTYE0630261	BT	10-1241-121-520-11-000-000-000-0000		06/30/2026	2,805.69
BT1482400063		WFE LS Teacher Salaries - IDEA			
BTYE0630261	BT	10-1241-121-520-12-000-000-000-0000		06/30/2026	2,225.30
BT1482400064		EFE LS Teacher Salaries - IDEA			
BTACCESS0630261	BT	10-1241-123-891-00-000-000-000-0000		06/30/2026	(1,184.00)
BT1496200023		ACCESS LS Salaries - Summer IEP's			
BT062601	BT	10-1241-211-000-11-000-000-000-0000		06/23/2026	8,981.37
BT1472200176		"			
BTYE0630262	BT	10-1241-211-000-11-000-000-000-0000		06/30/2026	1,308.78
BT1482500208		"			
BT062601	BT	10-1241-211-000-12-000-000-000-0000		06/23/2026	27.63
BT1472200177		"			
BTYE0630262	BT	10-1241-211-000-12-000-000-000-0000		06/30/2026	446.46
BT1482500192		"			
BT062601	BT	10-1241-211-000-31-000-000-000-0000		06/23/2026	235.12
BT1472200178		"			
BT062601	BT	10-1241-211-000-32-000-000-000-0000		06/23/2026	2,649.60
BT1472200179		"			
BTYE0630261	BT	10-1241-211-520-11-000-000-000-0000		06/30/2026	(275.44)
BT1482400065		Sp Ed Medical - IDEA B			
BTYE0630261	BT	10-1241-211-520-12-000-000-000-0000		06/30/2026	(93.96)
BT1482400066		EFE Sp Ed Medical - IDEA B			
BT062601	BT	10-1241-212-000-11-000-000-000-0000		06/23/2026	436.86
BT1472200180		"			
BTYE0630262	BT	10-1241-212-000-11-000-000-000-0000		06/30/2026	34.30
BT1482500159		"			
BT062601	BT	10-1241-212-000-12-000-000-000-0000		06/23/2026	(282.36)
BT1472200059		"			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTYE0630262	BT	10-1241-212-000-12-000-000-000-0000		06/30/2026	17.15
BT1482500150		"			
BT062601	BT	10-1241-212-000-31-000-000-000-0000		06/23/2026	82.14
BT1472200181		"			
BT062601	BT	10-1241-212-000-32-000-000-000-0000		06/23/2026	120.28
BT1472200182		"			
BTYE0630261	BT	10-1241-212-520-11-000-000-000-0000		06/30/2026	(7.74)
BT1482400067		WFE Sp Ed Dental - IDEA B			
BTYE0630261	BT	10-1241-212-520-12-000-000-000-0000		06/30/2026	(3.87)
BT1482400068		EFE Sp ED Dental - IDEA B			
BTYE0630262	BT	10-1241-213-000-11-000-000-000-0000		06/30/2026	(78.77)
BT1482500049		"			
BTYE06261	BT	10-1241-213-000-11-000-000-000-0000		06/30/2026	63.69
BT1510800024		WFE LS Life Ins.			
BTYE0630262	BT	10-1241-213-000-12-000-000-000-0000		06/30/2026	(91.09)
BT1482500048		"			
BTYE06261	BT	10-1241-213-000-12-000-000-000-0000		06/30/2026	14.99
BT1510800025		EFE LS Life Ins.			
BT062601	BT	10-1241-213-000-31-000-000-000-0000		06/23/2026	8.29
BT1472200183		"			
BTYE06261	BT	10-1241-213-000-31-000-000-000-0000		06/30/2026	10.23
BT1510800026		WFHS LS Life Ins.			
BTYE0630262	BT	10-1241-213-000-32-000-000-000-0000		06/30/2026	(76.36)
BT1482500052		"			
BTYE06261	BT	10-1241-213-000-32-000-000-000-0000		06/30/2026	21.78
BT1510800027		EFHS LS Life Ins.			
BTYE0630261	BT	10-1241-213-520-11-000-000-000-0000		06/30/2026	(1.16)
BT1482400069		WFE Sp. Ed. Life Ins. IDEA			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTYE06261	BT	10-1241-213-520-11-000-000-000-0000		06/30/2026	3.22
BT1510800028		WFE Sp. Ed. Life Ins. IDEA			
BTYE0630261	BT	10-1241-213-520-12-000-000-000-0000		06/30/2026	(1.14)
BT1482400070		EFE Sp. Ed. Life Ins. IDEA			
BTYE06261	BT	10-1241-213-520-12-000-000-000-0000		06/30/2026	3.22
BT1510800029		EFE Sp. Ed. Life Ins. IDEA			
BTYE0630262	BT	10-1241-215-000-11-000-000-000-0000		06/30/2026	7.50
BT1482500143		"			
BT062601	BT	10-1241-215-000-12-000-000-000-0000		06/23/2026	(44.50)
BT1472200089		"			
BTYE0630262	BT	10-1241-215-000-12-000-000-000-0000		06/30/2026	2.63
BT1482500142		"			
BTYE0630261	BT	10-1241-215-520-11-000-000-000-0000		06/30/2026	(7.50)
BT1482400071		WFE Sp Ed Vision - IDEA B			
BTYE0630261	BT	10-1241-215-520-12-000-000-000-0000		06/30/2026	(2.63)
BT1482400072		EFE Sp Ed Vision - IDEA B			
BTYE0630262	BT	10-1241-219-000-11-000-000-000-0000		06/30/2026	1.61
BT1482500140		"			
BTYE0630262	BT	10-1241-219-000-12-000-000-000-0000		06/30/2026	1.61
BT1482500141		"			
BTYE0630261	BT	10-1241-219-520-11-000-000-000-0000		06/30/2026	(1.61)
BT1482400073		WFE Sp Ed EAP- IDEA B			
BTYE0630261	BT	10-1241-219-520-12-000-000-000-0000		06/30/2026	(1.61)
BT1482400074		EFE Sp Ed EAP - IDEA B			
BT062601	BT	10-1241-220-000-11-000-000-000-0000		06/23/2026	1,265.23
BT1472200184		"			
BTYE0630262	BT	10-1241-220-000-11-000-000-000-0000		06/30/2026	3,753.68
BT1482500227		"			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTYE0630262	BT	10-1241-220-000-12-000-000-000-0000		06/30/2026	(160.47)
BT1482500046		"			
BTYE0630262	BT	10-1241-220-000-31-000-000-000-0000		06/30/2026	288.07
BT1482500185		"			
BTYE0630262	BT	10-1241-220-000-32-000-000-000-0000		06/30/2026	138.67
BT1482500177		"			
BTYE0630261	BT	10-1241-220-520-11-000-000-000-0000		06/30/2026	211.75
BT1482400075		WFE LS SS/Med IDEA B			
BTYE0630261	BT	10-1241-220-520-12-000-000-000-0000		06/30/2026	168.85
BT1482400076		EFE LS SS/Med IDEA B			
BTACCESS0630261	BT	10-1241-220-891-00-000-000-000-0000		06/30/2026	(95.70)
BT1496200008		ACCESS LS SS/MEDICARE			
BTYE06261	BT	10-1241-230-000-00-000-000-000-0000		06/30/2026	342.72
BT1510800030		LS Retirement			
BT062601	BT	10-1241-230-000-11-000-000-000-0000		06/23/2026	4,997.65
BT1472200185		"			
BTYE0630262	BT	10-1241-230-000-11-000-000-000-0000		06/30/2026	22,258.19
BT1482500241		"			
BTYE0630262	BT	10-1241-230-000-12-000-000-000-0000		06/30/2026	(668.57)
BT1482500029		"			
BTYE0630262	BT	10-1241-230-000-31-000-000-000-0000		06/30/2026	1,594.16
BT1482500214		"			
BTYE0630262	BT	10-1241-230-000-32-000-000-000-0000		06/30/2026	882.63
BT1482500204		"			
BTYE0630261	BT	10-1241-230-520-11-000-000-000-0000		06/30/2026	(4,070.70)
BT1482400077		WFE LS Retire IDEA B			
BTYE0630261	BT	10-1241-230-520-12-000-000-000-0000		06/30/2026	(3,228.68)
BT1482400078		EFE LS Retire IDEA B			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTACCESS0630261	BT	10-1241-230-891-00-000-000-000-0000		06/30/2026	(745.28)
BT1496200018		ACCESS LS Retirement			
BTYE0630262	BT	10-1241-260-000-11-000-000-000-0000		06/30/2026	20.94
BT1482500152		"			
BTYE0630262	BT	10-1241-260-000-12-000-000-000-0000		06/30/2026	(91.73)
BT1482500047		"			
BTYE0630261	BT	10-1241-260-520-11-000-000-000-0000		06/30/2026	(20.94)
BT1482400079		WFE Sp Ed WC - IDEA B			
BTYE0630261	BT	10-1241-260-520-12-000-000-000-0000		06/30/2026	91.73
BT1482400080		EFE Sp Ed WC- IDEA B			
BTYE0630262	BT	10-1241-292-000-11-000-000-000-0000		06/30/2026	7,198.37
BT1482500235		"			
BTYE0630262	BT	10-1241-292-000-12-000-000-000-0000		06/30/2026	689.22
BT1482500198		"			
BTYE0630262	BT	10-1241-292-000-31-000-000-000-0000		06/30/2026	736.00
BT1482500202		"			
BTYE0630262	BT	10-1241-292-000-32-000-000-000-0000		06/30/2026	100.00
BT1482500169		"			
BT062601	BT	10-1241-328-000-11-000-000-000-0000	9835	06/23/2026	1,506.42
BT1472200186		"			
BT062601	BT	10-1241-328-000-12-000-000-000-0000	9836	06/23/2026	723.85
BT1472200187		"			
BT062601	BT	10-1241-328-000-31-000-000-000-0000	9837	06/23/2026	24.58
BT1472200188		"			
BT062601	BT	10-1241-328-000-32-000-000-000-0000	9838	06/23/2026	204.82
BT1472200189		"			
BT062601	BT	10-1241-329-000-11-000-000-000-0000	3849	06/23/2026	372.40
BT1472200013		"			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BT062601	BT	10-1241-329-000-31-000-000-000-0000	3851	06/23/2026	186.20
BT1472200014		"			
BT062601	BT	10-1241-329-000-32-000-000-000-0000	3853	06/23/2026	199.50
BT1472200015		"			
BTACCESS0630261	BT	10-1241-331-891-00-000-000-000-0000		06/30/2026	131.00
BT1496200001		ACCESS Prof Serv. - ACCESS Co-ordinator			
BT062601	BT	10-1241-561-000-00-000-000-000-0000		06/23/2026	10,595.22
BT1472200190		"			
BTYE0630262	BT	10-1241-561-000-00-000-000-000-0000		06/30/2026	3,127.84
BT1482500225		"			
BTYE06261	BT	10-1241-561-000-00-000-000-000-0000		06/30/2026	1,500.00
BT1510800031		TUITION TO OTHER LEA'S			
BT062601	BT	10-1241-562-000-00-052-000-000-0000		06/23/2026	7,449.66
BT1472200191		"			
BTYE06261	BT	10-1241-562-000-00-054-000-000-0000		06/30/2026	39,287.52
BT1510800032		Tidioute Charter - LS Tuition			
BTACCESS0630261	BT	10-1241-641-891-00-000-000-000-0000		06/30/2026	(200.43)
BT1496200013		Access LS Workbooks			
BT062601	BT	10-1243-121-000-11-000-000-000-0000		06/23/2026	119.90
BT1472200192		"			
BT062601	BT	10-1243-211-000-11-000-000-000-0000		06/23/2026	7.77
BT1472200193		"			
BT062601	BT	10-1243-211-000-12-000-000-000-0000		06/23/2026	0.65
BT1472200194		"			
BT062601	BT	10-1243-212-000-11-000-000-000-0000		06/23/2026	0.29
BT1472200195		"			
BTYE0630262	BT	10-1243-213-000-12-000-000-000-0000		06/30/2026	(0.07)
BT1482500119		"			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTYE06261	BT	10-1243-213-000-12-000-000-000-0000		06/30/2026	0.07
BT1510800033		EFE Gifted Life			
BTYE06261	BT	10-1243-213-000-31-000-000-000-0000		06/30/2026	0.07
BT1510800034		WFHS Gifted Life			
BT062601	BT	10-1243-215-000-12-000-000-000-0000		06/23/2026	(0.04)
BT1472200090		"			
BT062601	BT	10-1243-220-000-11-000-000-000-0000		06/23/2026	9.17
BT1472200196		"			
BT062601	BT	10-1243-220-000-12-000-000-000-0000		06/23/2026	0.11
BT1472200197		"			
BT062601	BT	10-1243-230-000-11-000-000-000-0000		06/23/2026	40.77
BT1472200198		"			
BTYE0630262	BT	10-1243-230-000-12-000-000-000-0000		06/30/2026	(0.07)
BT1482500120		"			
BTYE0630262	BT	10-1243-292-000-12-000-000-000-0000		06/30/2026	11.61
BT1482500146		"			
BTYE0630262	BT	10-1243-292-000-31-000-000-000-0000		06/30/2026	11.61
BT1482500147		"			
BTYE0630262	BT	10-1341-121-000-31-000-000-000-0000		06/30/2026	301.91
BT1482500187		"			
BTYE0630262	BT	10-1341-121-000-32-000-000-000-0000		06/30/2026	(0.09)
BT1482500116		"			
BT062601	BT	10-1341-211-000-31-000-000-000-0000		06/23/2026	106.47
BT1472200199		"			
BT062601	BT	10-1341-211-000-32-000-000-000-0000		06/23/2026	94.21
BT1472200200		"			
BT062601	BT	10-1341-212-000-31-000-000-000-0000		06/23/2026	34.05
BT1472200201		"			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTYE0630262	BT	10-1341-213-000-31-000-000-000-0000		06/30/2026	(4.13)
BT1482500091		"			
BTYE06261	BT	10-1341-213-000-31-000-000-000-0000		06/30/2026	4.13
BT1510800035		WFHS FC & S Life			
BTYE0630262	BT	10-1341-213-000-32-000-000-000-0000		06/30/2026	(3.47)
BT1482500098		"			
BTYE06261	BT	10-1341-213-000-32-000-000-000-0000		06/30/2026	3.47
BT1510800036		EFHS FC & S Life			
BTYE0630262	BT	10-1341-220-000-31-000-000-000-0000		06/30/2026	(6.41)
BT1482500082		"			
BTYE0630262	BT	10-1341-220-000-32-000-000-000-0000		06/30/2026	(0.12)
BT1482500106		"			
BTYE0630262	BT	10-1341-230-000-31-000-000-000-0000		06/30/2026	248.90
BT1482500184		"			
BTYE0630262	BT	10-1341-230-000-32-000-000-000-0000		06/30/2026	0.05
BT1482500135		"			
BTYE0630262	BT	10-1341-292-000-31-000-000-000-0000		06/30/2026	(61.43)
BT1482500054		"			
BTYE0630262	BT	10-1341-292-000-32-000-000-000-0000		06/30/2026	42.00
BT1482500160		"			
BTYE0630262	BT	10-1351-121-000-32-000-000-000-0000		06/30/2026	(0.01)
BT1482500130		"			
BT062601	BT	10-1351-211-000-31-000-000-000-0000		06/23/2026	19.13
BT1472200202		"			
BT062601	BT	10-1351-211-000-32-000-000-000-0000		06/23/2026	39.23
BT1472200203		"			
BT062601	BT	10-1351-212-000-31-000-000-000-0000		06/23/2026	(6.56)
BT1472200060		"			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BT062601	BT	10-1351-212-000-32-000-000-000-0000		06/23/2026	(9.10)
BT1472200061		"			
BTYE0630262	BT	10-1351-213-000-31-000-000-000-0000		06/30/2026	(5.99)
BT1482500083		"			
BTYE06261	BT	10-1351-213-000-31-000-000-000-0000		06/30/2026	2.06
BT1510800037		WFHS Industrial Arts Life			
BTYE0630262	BT	10-1351-213-000-32-000-000-000-0000		06/30/2026	(4.23)
BT1482500090		"			
BTYE06261	BT	10-1351-213-000-32-000-000-000-0000		06/30/2026	1.44
BT1510800038		EFHS Industrial Arts Life			
BT062601	BT	10-1351-215-000-31-000-000-000-0000		06/23/2026	(0.75)
BT1472200091		"			
BT062601	BT	10-1351-215-000-32-000-000-000-0000		06/23/2026	(1.59)
BT1472200092		"			
BTYE0630262	BT	10-1351-220-000-31-000-000-000-0000		06/30/2026	0.03
BT1482500133		"			
BTYE0630262	BT	10-1351-220-000-32-000-000-000-0000		06/30/2026	(6.91)
BT1482500081		"			
BTYE0630262	BT	10-1351-230-000-32-000-000-000-0000		06/30/2026	(0.11)
BT1482500110		"			
BTYE0630262	BT	10-1351-292-000-31-000-000-000-0000		06/30/2026	12.50
BT1482500148		"			
BTYE0630262	BT	10-1351-292-000-32-000-000-000-0000		06/30/2026	17.50
BT1482500151		"			
BT062601	BT	10-1351-329-000-31-000-000-000-0000	3871	06/23/2026	139.65
BT1472200016		"			
BT062601	BT	10-1351-329-000-32-000-000-000-0000	3872	06/23/2026	50.05
BT1472200017		"			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTYE0630262	BT	10-1352-121-000-31-000-000-000-0000		06/30/2026	(0.07)
BT1482500121		"			
BTYE0630262	BT	10-1352-121-000-32-000-000-000-0000		06/30/2026	0.06
BT1482500136		"			
BT062601	BT	10-1352-211-000-31-000-000-000-0000		06/23/2026	15.62
BT1472200204		"			
BT062601	BT	10-1352-211-000-32-000-000-000-0000		06/23/2026	16.80
BT1472200205		"			
BT062601	BT	10-1352-212-000-31-000-000-000-0000		06/23/2026	(5.36)
BT1472200062		"			
BT062601	BT	10-1352-212-000-32-000-000-000-0000		06/23/2026	(3.88)
BT1472200063		"			
BTYE0630262	BT	10-1352-213-000-31-000-000-000-0000		06/30/2026	(4.89)
BT1482500089		"			
BTYE06261	BT	10-1352-213-000-31-000-000-000-0000		06/30/2026	1.69
BT1510800039		WF Co-op Ed Teachers Life			
BTYE0630262	BT	10-1352-213-000-32-000-000-000-0000		06/30/2026	(1.80)
BT1482500100		"			
BTYE06261	BT	10-1352-213-000-32-000-000-000-0000		06/30/2026	0.62
BT1510800040		EF Co-op Ed Teachers Life			
BT062601	BT	10-1352-215-000-31-000-000-000-0000		06/23/2026	(0.64)
BT1472200093		"			
BT062601	BT	10-1352-215-000-32-000-000-000-0000		06/23/2026	(0.61)
BT1472200094		"			
BTYE0630262	BT	10-1352-220-000-31-000-000-000-0000		06/30/2026	(0.02)
BT1482500126		"			
BTYE0630262	BT	10-1352-220-000-32-000-000-000-0000		06/30/2026	(2.99)
BT1482500099		"			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTYE0630262	BT	10-1352-230-000-31-000-000-000-0000		06/30/2026	0.03
BT1482500134		"			
BTYE0630262	BT	10-1352-230-000-32-000-000-000-0000		06/30/2026	0.06
BT1482500137		"			
BTYE0630262	BT	10-1352-292-000-31-000-000-000-0000		06/30/2026	10.23
BT1482500145		"			
BTYE0630262	BT	10-1352-292-000-32-000-000-000-0000		06/30/2026	7.50
BT1482500144		"			
BT062601	BT	10-1352-329-000-31-000-000-000-0000	3875	06/23/2026	114.23
BT1472200018		"			
BT062601	BT	10-1352-329-000-32-000-000-000-0000		06/23/2026	21.45
BT1472200019		"			
BTYE0630262	BT	10-1360-121-000-31-000-000-000-0000		06/30/2026	0.17
BT1482500138		"			
BTYE0630262	BT	10-1360-121-000-32-000-000-000-0000		06/30/2026	(0.10)
BT1482500113		"			
BT062601	BT	10-1360-211-000-31-000-000-000-0000		06/23/2026	169.49
BT1472200206		"			
BT062601	BT	10-1360-211-000-32-000-000-000-0000		06/23/2026	33.59
BT1472200207		"			
BT062601	BT	10-1360-212-000-31-000-000-000-0000		06/23/2026	(43.97)
BT1472200064		"			
BT062601	BT	10-1360-212-000-32-000-000-000-0000		06/23/2026	(7.78)
BT1472200065		"			
BTYE0630262	BT	10-1360-213-000-31-000-000-000-0000		06/30/2026	(26.73)
BT1482500062		"			
BTYE06261	BT	10-1360-213-000-31-000-000-000-0000		06/30/2026	9.20
BT1510800041		WFHS Business Ed. Life			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTYE0630262	BT	10-1360-213-000-32-000-000-000-0000		06/30/2026	(3.56)
BT1482500097		"			
BTYE06261	BT	10-1360-213-000-32-000-000-000-0000		06/30/2026	1.24
BT1510800042		EFHS Business Ed. Life			
BT062601	BT	10-1360-215-000-31-000-000-000-0000		06/23/2026	(6.78)
BT1472200095		"			
BT062601	BT	10-1360-215-000-32-000-000-000-0000		06/23/2026	(1.34)
BT1472200096		"			
BTYE0630262	BT	10-1360-220-000-31-000-000-000-0000		06/30/2026	(76.59)
BT1482500051		"			
BTYE0630262	BT	10-1360-220-000-32-000-000-000-0000		06/30/2026	(5.74)
BT1482500088		"			
BTYE0630262	BT	10-1360-230-000-31-000-000-000-0000		06/30/2026	(0.06)
BT1482500124		"			
BTYE0630262	BT	10-1360-230-000-32-000-000-000-0000		06/30/2026	(0.11)
BT1482500111		"			
BTYE0630262	BT	10-1360-292-000-31-000-000-000-0000		06/30/2026	84.28
BT1482500165		"			
BTYE0630262	BT	10-1360-292-000-32-000-000-000-0000		06/30/2026	15.00
BT1482500149		"			
BT062601	BT	10-1360-329-000-31-000-000-000-0000	3873	06/23/2026	623.12
BT1472200020		"			
BT062601	BT	10-1360-329-000-32-000-000-000-0000	3874	06/23/2026	42.89
BT1472200021		"			
BTYE0630262	BT	10-1410-121-000-31-000-000-000-0000		06/30/2026	(0.05)
BT1482500125		"			
BTYE0630262	BT	10-1410-121-000-32-000-000-000-0000		06/30/2026	(0.09)
BT1482500117		"			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTYE0630262	BT	10-1410-220-000-31-000-000-000-0000		06/30/2026	(1.01)
BT1482500103		"			
BTYE0630262	BT	10-1410-220-000-32-000-000-000-0000		06/30/2026	(0.07)
BT1482500122		"			
BTYE0630262	BT	10-1410-230-000-31-000-000-000-0000		06/30/2026	(0.11)
BT1482500112		"			
BTYE0630262	BT	10-1410-230-000-32-000-000-000-0000		06/30/2026	(0.08)
BT1482500118		"			
BTYE0630262	BT	10-1410-292-000-31-000-000-000-0000		06/30/2026	(78.00)
BT1482500050		"			
BTYE0630262	BT	10-1410-292-000-32-000-000-000-0000		06/30/2026	(39.00)
BT1482500057		"			
BT062601	BT	10-1421-121-128-98-000-000-000-0000		06/23/2026	2,666.00
BT1472200208		"			
BTYE06261	BT	10-1421-121-128-98-000-000-000-0000		06/30/2026	1,333.00
BT1510800043		Summer STEM Salaries			
BT062601	BT	10-1421-220-128-98-000-000-000-0000		06/23/2026	203.96
BT1472200209		"			
BTYE06261	BT	10-1421-220-128-98-000-000-000-0000		06/30/2026	101.98
BT1510800044		Summer STEM SS/Medicare			
BT062601	BT	10-1421-610-128-98-000-000-000-0000		06/23/2026	2,323.40
BT1472200210		"			
BTYE06261	BT	10-1421-610-134-00-000-000-000-0000		06/30/2026	250.00
BT1510800045		Summer Playground Prog Supplies			
BT062601	BT	10-1500-580-410-00-000-000-000-2526		06/23/2026	31.90
BT1472200211		"			
BTPreK0620261	BT	10-1801-121-217-11-000-000-000-0000		06/24/2026	581.91
BT1472400001		Pre-K WFE Teacher Salaries			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTPreK0620261	BT	10-1801-121-217-12-000-000-000-0000		06/24/2026	516.17
BT1472400002		Pre-K EFE Teacher Salaries			
BTYE06261	BT	10-1801-151-000-12-000-000-000-0000		06/30/2026	428.44
BT1510800046		EFE Pre K Aide Wages			
BTPreK0620261	BT	10-1801-151-217-11-000-000-000-0000		06/24/2026	161.64
BT1472400003		Pre-K WFE Aide Wages			
BTPreK0620261	BT	10-1801-151-217-12-000-000-000-0000		06/24/2026	142.69
BT1472400004		Pre-K EFE Aide Wages			
BTPreK0620261	BT	10-1801-211-217-11-000-000-000-0000		06/24/2026	210.78
BT1472400005		Pre-K WFE Medical			
BTPreK0620261	BT	10-1801-211-217-12-000-000-000-0000		06/24/2026	73.76
BT1472400006		Pre-K EFE Medical			
BT062601	BT	10-1801-212-217-11-000-000-000-0000		06/23/2026	(21.20)
BT1472200066		"			
BTPreK0620261	BT	10-1801-212-217-11-000-000-000-0000		06/24/2026	32.74
BT1472400007		Pre-K WFE Dental			
BT062601	BT	10-1801-212-217-12-000-000-000-0000		06/23/2026	(120.45)
BT1472200067		"			
BTPreK0620261	BT	10-1801-212-217-12-000-000-000-0000		06/24/2026	133.97
BT1472400008		Pre-K EFE Dental			
BTPreK0620261	BT	10-1801-213-217-11-000-000-000-0000		06/24/2026	2.17
BT1472400009		Pre-K WFE Life			
BTPreK0620261	BT	10-1801-213-217-12-000-000-000-0000		06/24/2026	2.17
BT1472400010		Pre-K EFE Life			
BT062601	BT	10-1801-215-217-11-000-000-000-0000		06/23/2026	(3.91)
BT1472200097		"			
BTPreK0620261	BT	10-1801-215-217-11-000-000-000-0000		06/24/2026	5.04
BT1472400011		Pre-K WFE Vision			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTPreK0620261	BT	10-1801-215-217-12-000-000-000-0000		06/24/2026	2.19
BT1472400012		Pre-K EFE Vision			
BTPreK0620261	BT	10-1801-219-217-11-000-000-000-0000		06/24/2026	(0.08)
BT1472400013		Pre-K WFE EAP			
BTPreK0620261	BT	10-1801-219-217-12-000-000-000-0000		06/24/2026	(0.08)
BT1472400014		Pre-K EFE EAP			
BTYE06261	BT	10-1801-220-000-12-000-000-000-0000		06/30/2026	835.34
BT1510800047		EFE Pre K SS/Medicare			
BTPreK0620261	BT	10-1801-220-217-11-000-000-000-0000		06/24/2026	(69.65)
BT1472400015		WF Pre-K SS/Med			
BTPreK0620261	BT	10-1801-220-217-12-000-000-000-0000		06/24/2026	(55.82)
BT1472400016		EFE Pre-K SS/Med			
BTYE06261	BT	10-1801-230-000-12-000-000-000-0000		06/30/2026	4,547.53
BT1510800048		EFE Pre K Retirement			
BTPreK0620261	BT	10-1801-230-217-11-000-000-000-0000		06/24/2026	(1,290.85)
BT1472400017		WF Pre-K PSERS			
BTPreK0620261	BT	10-1801-230-217-12-000-000-000-0000		06/24/2026	(1,082.87)
BT1472400018		EFE Pre-K PSERS			
BTPreK0620261	BT	10-1801-260-217-11-000-000-000-0000		06/24/2026	(360.55)
BT1472400019		Pre-K WFE WC			
BTPreK0620261	BT	10-1801-260-217-12-000-000-000-0000		06/24/2026	(363.04)
BT1472400020		Pre-K EFE WC			
BTPreK0620261	BT	10-1801-292-217-11-000-000-000-0000		06/24/2026	19.50
BT1472400021		Pre-K WFE HSA			
BTPreK0620261	BT	10-1801-292-217-12-000-000-000-0000		06/24/2026	10.25
BT1472400022		Pre-K EFE HSA			
BTPreK0620261	BT	10-1801-328-217-11-000-000-000-0000		06/24/2026	(31.27)
BT1472400023		WFE Pre K Aide Sub - Kelly Services			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTPreK0620261	BT	10-1801-328-217-12-000-000-000-0000		06/24/2026	(32.68)
BT1472400024		EFE Pre K Aide Sub - Kelly Services			
BT062601	BT	10-1801-329-217-11-000-000-000-0000	4077	06/23/2026	(269.58)
BT1472200032		"			
BTPreK0620261	BT	10-1801-329-217-11-000-000-000-0000	4077	06/24/2026	300.85
BT1472400025		Pre-K WFE Substitute			
BT062601	BT	10-1801-329-217-12-000-000-000-0000	4078	06/23/2026	(826.46)
BT1472200033		"			
BTPreK0620261	BT	10-1801-329-217-12-000-000-000-0000	4078	06/24/2026	859.14
BT1472400026		Pre-K EFE Substitute			
BTPreK0620261	BT	10-1801-810-217-11-000-000-000-0000		06/24/2026	47.00
BT1472400027		WFE Pre K Counts - Dues and Fees			
BTPreK0620261	BT	10-1801-810-217-12-000-000-000-0000		06/24/2026	47.00
BT1472400028		EFE Pre K Counts Parent Involvement Dues & Fees			
BTPreK0620261	BT	10-1802-121-217-11-000-000-000-0000		06/24/2026	(107.19)
BT1472400029		WFE Pre K Counts Admin Support Services			
BTPreK0620261	BT	10-1802-121-217-12-000-000-000-0000		06/24/2026	217.81
BT1472400030		EFE Pre K Counts Admin Support Services			
BT062601	BT	10-1802-211-217-11-000-000-000-0000		06/23/2026	(1,153.14)
BT1472200041		"			
BTPreK0620261	BT	10-1802-211-217-11-000-000-000-0000		06/24/2026	1,596.00
BT1472400031		WFE Pre K Counts Admin Support Medical			
BT062601	BT	10-1802-211-217-12-000-000-000-0000		06/23/2026	(954.79)
BT1472200042		"			
BTPreK0620261	BT	10-1802-211-217-12-000-000-000-0000		06/24/2026	994.00
BT1472400032		WFE Pre K Counts Admin Support Medical			
BT062601	BT	10-1802-212-217-11-000-000-000-0000		06/23/2026	(39.78)
BT1472200068		"			

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Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTPreK0620261	BT	10-1802-212-217-11-000-000-000-0000		06/24/2026	51.00
BT1472400033		WFE Pre K Counts Admin Support Dental			
BT062601	BT	10-1802-212-217-12-000-000-000-0000		06/23/2026	(39.78)
BT1472200069		"			
BTPreK0620261	BT	10-1802-212-217-12-000-000-000-0000		06/24/2026	42.00
BT1472400034		EFE Pre K Counts Admin Support Dental			
BTPreK0620261	BT	10-1802-213-217-11-000-000-000-0000		06/24/2026	5.04
BT1472400035		EFE Pre-K Admin Life			
BTPreK0620261	BT	10-1802-213-217-12-000-000-000-0000		06/24/2026	4.04
BT1472400036		EFE Pre-K Admin Life			
BT062601	BT	10-1802-215-217-11-000-000-000-0000		06/23/2026	(7.60)
BT1472200098		"			
BTPreK0620261	BT	10-1802-215-217-11-000-000-000-0000		06/24/2026	10.00
BT1472400037		WFE Pre K Counts Admin Support Vision			
BT062601	BT	10-1802-215-217-12-000-000-000-0000		06/23/2026	(10.03)
BT1472200099		"			
BTPreK0620261	BT	10-1802-215-217-12-000-000-000-0000		06/24/2026	10.00
BT1472400038		EFE Pre K Counts Admin Support Vision			
BTPreK0620261	BT	10-1802-219-217-11-000-000-000-0000		06/24/2026	2.00
BT1472400039		WFE Pre-K Admin EAP			
BTPreK0620261	BT	10-1802-219-217-12-000-000-000-0000		06/24/2026	2.00
BT1472400040		EFE Pre-K Admin EAP			
BTPreK0620261	BT	10-1802-220-217-11-000-000-000-0000		06/24/2026	(5.05)
BT1472400041		WFE Pre K Counts Admin Support SS/Medicare			
BTPreK0620261	BT	10-1802-220-217-12-000-000-000-0000		06/24/2026	10.13
BT1472400042		EFE Pre K Counts Admin Support SS/Medicare			
BTPreK0620261	BT	10-1802-230-217-11-000-000-000-0000		06/24/2026	(17.11)
BT1472400043		WFE Pre K Counts Admin Support Retirement			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTPreK0620261	BT	10-1802-230-217-12-000-000-000-0000		06/24/2026	35.79
BT1472400044		EFE Pre K Counts Admin Support Retirement			
BTPreK0620261	BT	10-1802-292-217-11-000-000-000-0000		06/24/2026	32.00
BT1472400045		WFE Pre-K Admin HSA			
BTPreK0620261	BT	10-1802-292-217-12-000-000-000-0000		06/24/2026	1.00
BT1472400046		EFE Pre-K Admin HSA			
BT062601	BT	10-2120-121-000-31-000-000-000-0000		06/23/2026	1,335.16
BT1472200212		"			
BTYE0630262	BT	10-2120-121-000-31-000-000-000-0000		06/30/2026	5,340.60
BT1482500232		"			
BT062601	BT	10-2120-121-000-32-000-000-000-0000		06/23/2026	1,335.15
BT1472200213		"			
BTYE0630262	BT	10-2120-121-000-32-000-000-000-0000		06/30/2026	5,340.58
BT1482500231		"			
BT062601	BT	10-2120-211-000-31-000-000-000-0000		06/23/2026	1,324.80
BT1472200214		"			
BT062601	BT	10-2120-211-000-32-000-000-000-0000		06/23/2026	1,324.80
BT1472200215		"			
BT062601	BT	10-2120-212-000-31-000-000-000-0000		06/23/2026	34.05
BT1472200216		"			
BT062601	BT	10-2120-212-000-32-000-000-000-0000		06/23/2026	34.05
BT1472200217		"			
BTYE06261	BT	10-2120-213-000-31-000-000-000-0000		06/30/2026	4.13
BT1510800049		WFHS Guidance Life Ins.			
BTYE06261	BT	10-2120-213-000-32-000-000-000-0000		06/30/2026	4.13
BT1510800050		EFHS Guidance Life Ins.			
BT062601	BT	10-2120-220-000-31-000-000-000-0000		06/23/2026	102.14
BT1472200218		"			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTYE0630262	BT	10-2120-220-000-31-000-000-000-0000		06/30/2026	408.55
BT1482500190		"			
BT062601	BT	10-2120-220-000-32-000-000-000-0000		06/23/2026	102.14
BT1472200219		"			
BTYE0630262	BT	10-2120-220-000-32-000-000-000-0000		06/30/2026	408.56
BT1482500191		"			
BT062601	BT	10-2120-230-000-31-000-000-000-0000		06/23/2026	453.95
BT1472200220		"			
BTYE0630262	BT	10-2120-230-000-31-000-000-000-0000		06/30/2026	1,815.80
BT1482500216		"			
BT062601	BT	10-2120-230-000-32-000-000-000-0000		06/23/2026	453.95
BT1472200221		"			
BTYE0630262	BT	10-2120-230-000-32-000-000-000-0000		06/30/2026	1,815.80
BT1482500217		"			
BTYE0630262	BT	10-2120-292-000-31-000-000-000-0000		06/30/2026	1,350.00
BT1482500209		"			
BTYE0630262	BT	10-2120-292-000-32-000-000-000-0000		06/30/2026	1,350.00
BT1482500210		"			
BTYE06261	BT	10-2120-580-000-32-000-000-000-0000		06/30/2026	2,018.40
BT1510800051		EFHS Guidance - Travel			
BT062601	BT	10-2140-330-891-00-000-000-000-0000		06/23/2026	3,300.00
BT1472200222		"			
BTYE06261	BT	10-2143-330-000-11-000-000-000-0000		06/30/2026	(379.59)
BT1510800203		WF Counseling Svcs - SAP Svcs			
BTYE06261	BT	10-2143-330-000-12-000-000-000-0000		06/30/2026	(379.65)
BT1510800204		EF Counseling Svcs - SAP Svcs			
BTYE06261	BT	10-2160-121-000-00-000-000-000-0000		06/30/2026	(0.01)
BT1510800189		FASD Social Worker Salaries			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTYE06261	BT	10-2160-121-000-11-000-000-000-0000		06/30/2026	3,371.76
BT1510800052		WFE Social Worker Salaries			
BTYE06261	BT	10-2160-121-000-12-000-000-000-0000		06/30/2026	(6,079.57)
BT1510800190		EFE Social Worker Salaries			
BTYE06261	BT	10-2160-121-000-31-000-000-000-0000		06/30/2026	3,371.90
BT1510800053		WFHS Social Worker Salaries			
BTYE06261	BT	10-2160-121-000-32-000-000-000-0000		06/30/2026	(6,079.68)
BT1510800191		EFHS Social Worker Salaries			
BT062601	BT	10-2160-121-371-00-833-000-000-0000		06/23/2026	5,228.75
BT1472200223		"			
BTYE06261	BT	10-2160-121-371-00-833-000-000-0000		06/30/2026	4,182.95
BT1510800054		EF Social Worker Salary PCCD 48343			
BT062601	BT	10-2160-121-371-00-834-000-000-0000		06/23/2026	3,909.00
BT1472200224		"			
BTYE06261	BT	10-2160-121-371-00-834-000-000-0000		06/30/2026	3,127.18
BT1510800055		WF Social Worker Salary PCCD 48343			
BT062601	BT	10-2160-121-891-00-000-000-000-0000		06/23/2026	2,497.89
BT1472200225		"			
BTACCESS0630261	BT	10-2160-121-891-00-000-000-000-0000		06/30/2026	(2,497.89)
BT1496200028		Social Worker - Salaries ACCESS			
BT062601	BT	10-2160-211-000-00-000-000-000-0000		06/23/2026	16,202.45
BT1472200226		"			
BT062601	BT	10-2160-211-000-11-000-000-000-0000		06/23/2026	(339.57)
BT1472200043		"			
BTYE06261	BT	10-2160-211-000-11-000-000-000-0000		06/30/2026	258.36
BT1510800056		WFE Social Worker Medical			
BT062601	BT	10-2160-211-000-12-000-000-000-0000		06/23/2026	(2,638.98)
BT1472200044		"			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTYE06261	BT	10-2160-211-000-12-000-000-000-0000		06/30/2026	258.36
BT1510800057		EFE Social Worker Medical			
BT062601	BT	10-2160-211-000-31-000-000-000-0000		06/23/2026	(339.62)
BT1472200045		"			
BTYE06261	BT	10-2160-211-000-31-000-000-000-0000		06/30/2026	258.36
BT1510800058		WFHS Social Worker Medical			
BT062601	BT	10-2160-211-000-32-000-000-000-0000		06/23/2026	(2,638.98)
BT1472200046		"			
BTYE06261	BT	10-2160-211-000-32-000-000-000-0000		06/30/2026	258.36
BT1510800059		EFHS Social Worker Medical			
BT062601	BT	10-2160-211-891-00-000-000-000-0000		06/23/2026	(12,258.25)
BT1472200047		"			
BTACCESS0630261	BT	10-2160-211-891-00-000-000-000-0000		06/30/2026	(1,033.44)
BT1496200022		Social Worker Medical - ACCESS			
BT062601	BT	10-2160-212-000-00-000-000-000-0000		06/23/2026	456.58
BT1472200227		"			
BT062601	BT	10-2160-212-000-11-000-000-000-0000		06/23/2026	(88.87)
BT1472200070		"			
BTYE06261	BT	10-2160-212-000-11-000-000-000-0000		06/30/2026	6.81
BT1510800060		WFE Social Worker Dental			
BT062601	BT	10-2160-212-000-12-000-000-000-0000		06/23/2026	(107.27)
BT1472200071		"			
BTYE06261	BT	10-2160-212-000-12-000-000-000-0000		06/30/2026	6.81
BT1510800061		EFE Social Worker Dental			
BT062601	BT	10-2160-212-000-31-000-000-000-0000		06/23/2026	(93.58)
BT1472200072		"			
BTYE06261	BT	10-2160-212-000-31-000-000-000-0000		06/30/2026	6.81
BT1510800062		WFHS Social Worker Dental			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BT062601	BT	10-2160-212-000-32-000-000-000-0000		06/23/2026	(106.65)
BT1472200073		"			
BTYE06261	BT	10-2160-212-000-32-000-000-000-0000		06/30/2026	6.81
BT1510800063		EFHS Social Worker Dental			
BT062601	BT	10-2160-212-891-00-000-000-000-0000		06/23/2026	(344.63)
BT1472200074		"			
BTACCESS0630261	BT	10-2160-212-891-00-000-000-000-0000		06/30/2026	(27.24)
BT1496200003		Social Worker Dental - ACCESS			
BT062601	BT	10-2160-213-000-00-000-000-000-0000		06/23/2026	57.41
BT1472200228		"			
BTYE06261	BT	10-2160-213-000-11-000-000-000-0000		06/30/2026	(8.57)
BT1510800192		WFE Social Worker Life			
BTYE06261	BT	10-2160-213-000-12-000-000-000-0000		06/30/2026	(19.71)
BT1510800193		EFE Social Worker Life			
BTYE06261	BT	10-2160-213-000-31-000-000-000-0000		06/30/2026	(8.66)
BT1510800194		WFHS Social Worker Life			
BTYE06261	BT	10-2160-213-000-32-000-000-000-0000		06/30/2026	(19.72)
BT1510800195		EFHS Social Worker Life			
BTACCESS0630261	BT	10-2160-213-891-00-000-000-000-0000		06/30/2026	(47.35)
BT1496200004		Social Worker - Life Ins - ACCESS			
BT062601	BT	10-2160-215-000-00-000-000-000-0000		06/23/2026	105.90
BT1472200229		"			
BT062601	BT	10-2160-215-000-11-000-000-000-0000		06/23/2026	(10.24)
BT1472200100		"			
BT062601	BT	10-2160-215-000-12-000-000-000-0000		06/23/2026	0.35
BT1472200230		"			
BT062601	BT	10-2160-215-000-31-000-000-000-0000		06/23/2026	(10.18)
BT1472200101		"			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BT062601	BT	10-2160-215-000-32-000-000-000-0000		06/23/2026	0.35
BT1472200231		"			
BT062601	BT	10-2160-215-891-00-000-000-000-0000		06/23/2026	(87.76)
BT1472200102		"			
BT062601	BT	10-2160-219-000-00-000-000-000-0000		06/23/2026	15.72
BT1472200232		"			
BT062601	BT	10-2160-219-891-00-000-000-000-0000		06/23/2026	(15.72)
BT1472200113		"			
BTYE06261	BT	10-2160-220-000-11-000-000-000-0000		06/30/2026	(94.16)
BT1510800196		WFE Social Worker SS/Med.			
BTYE06261	BT	10-2160-220-000-12-000-000-000-0000		06/30/2026	(178.88)
BT1510800197		EFE Social Worker SS/Med.			
BTYE06261	BT	10-2160-220-000-31-000-000-000-0000		06/30/2026	(94.17)
BT1510800198		WFHS Social Worker SS/Med.			
BTYE06261	BT	10-2160-220-000-32-000-000-000-0000		06/30/2026	(178.93)
BT1510800199		EFHS Social Worker SS/Med.			
BTYE06261	BT	10-2160-220-368-00-000-000-000-0000		06/30/2026	(1,236.01)
BT1510800200		Social Worker SS/Med PCCD 42784			
BT062601	BT	10-2160-220-371-00-833-000-000-0000		06/23/2026	400.00
BT1472200233		"			
BTYE06261	BT	10-2160-220-371-00-833-000-000-0000		06/30/2026	320.00
BT1510800064		EF Social Worker SS/Med PCCD 48343			
BT062601	BT	10-2160-220-371-00-834-000-000-0000		06/23/2026	289.87
BT1472200234		"			
BTYE06261	BT	10-2160-220-371-00-834-000-000-0000		06/30/2026	236.76
BT1510800065		WF Social Worker SS/Med PCCD 48343			
BT062601	BT	10-2160-220-891-00-000-000-000-0000		06/23/2026	83.98
BT1472200235		"			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTACCESS0630261	BT	10-2160-220-891-00-000-000-000-0000		06/30/2026	(192.93)
BT1496200012		Social Worker - SS/Med			
BTYE06261	BT	10-2160-230-000-11-000-000-000-0000		06/30/2026	622.86
BT1510800066		WFE Social Worker Retire			
BTYE06261	BT	10-2160-230-000-12-000-000-000-0000		06/30/2026	(1,292.40)
BT1510800201		EFE Social Worker Retire			
BTYE06261	BT	10-2160-230-000-31-000-000-000-0000		06/30/2026	622.82
BT1510800067		WFHS Social Worker Retire			
BTYE06261	BT	10-2160-230-000-32-000-000-000-0000		06/30/2026	(1,292.41)
BT1510800202		EFHS Social Worker Retire			
BT062601	BT	10-2160-230-371-00-833-000-000-0000		06/23/2026	709.62
BT1472200236		"			
BT062601	BT	10-2160-230-371-00-834-000-000-0000		06/23/2026	532.34
BT1472200237		"			
BT062601	BT	10-2160-230-891-00-000-000-000-0000		06/23/2026	2,658.00
BT1472200238		"			
BTACCESS0630261	BT	10-2160-230-891-00-000-000-000-0000		06/30/2026	(5,610.00)
BT1496200030		Social Worker PSERS - ACCESS			
BT062601	BT	10-2160-260-000-00-000-000-000-0000		06/23/2026	204.52
BT1472200239		"			
BT062601	BT	10-2160-260-891-00-000-000-000-0000		06/23/2026	(204.52)
BT1472200035		"			
BTYE06261	BT	10-2160-292-000-11-000-000-000-0000		06/30/2026	50.00
BT1510800068		WFE Social Worker HSA			
BTYE06261	BT	10-2160-292-000-12-000-000-000-0000		06/30/2026	50.00
BT1510800069		EFE Social Worker HSA			
BTYE06261	BT	10-2160-292-000-31-000-000-000-0000		06/30/2026	50.00
BT1510800070		WFHS Social Worker HSA			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTYE06261	BT	10-2160-292-000-32-000-000-000-0000		06/30/2026	50.00
BT1510800071		EFHS Social Worker HSA			
BT062601	BT	10-2160-580-000-00-000-000-000-0000		06/23/2026	113.40
BT1472200240		"			
BTACCESS0630261	BT	10-2160-580-891-00-000-000-000-0000		06/30/2026	(113.40)
BT1496200010		Social Worker - Mileage ACCESS			
BT062601	BT	10-2160-810-000-00-000-000-000-0000		06/23/2026	100.00
BT1472200241		"			
BT062601	BT	10-2160-810-891-00-000-000-000-0000		06/23/2026	(100.00)
BT1472200129		"			
BT062601	BT	10-2250-211-000-11-000-000-000-0000		06/23/2026	53.13
BT1472200242		"			
BT062601	BT	10-2250-211-000-12-000-000-000-0000		06/23/2026	53.13
BT1472200243		"			
BT062601	BT	10-2250-211-000-31-000-000-000-0000		06/23/2026	53.13
BT1472200244		"			
BT062601	BT	10-2250-211-000-32-000-000-000-0000		06/23/2026	53.13
BT1472200245		"			
BT062601	BT	10-2250-212-000-11-000-000-000-0000		06/23/2026	(12.97)
BT1472200075		"			
BT062601	BT	10-2250-212-000-12-000-000-000-0000		06/23/2026	(12.97)
BT1472200076		"			
BT062601	BT	10-2250-212-000-31-000-000-000-0000		06/23/2026	(12.97)
BT1472200077		"			
BT062601	BT	10-2250-212-000-32-000-000-000-0000		06/23/2026	(12.97)
BT1472200078		"			
BTYE0630262	BT	10-2250-213-000-11-000-000-000-0000		06/30/2026	(5.99)
BT1482500084		"			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTYE06261	BT	10-2250-213-000-11-000-000-000-0000		06/30/2026	2.06
BT1510800072		WFE Librarian Life Ins.			
BTYE0630262	BT	10-2250-213-000-12-000-000-000-0000		06/30/2026	(5.99)
BT1482500085		"			
BTYE06261	BT	10-2250-213-000-12-000-000-000-0000		06/30/2026	2.06
BT1510800073		EFE Librarian Life Ins.			
BTYE0630262	BT	10-2250-213-000-31-000-000-000-0000		06/30/2026	(5.99)
BT1482500086		"			
BTYE06261	BT	10-2250-213-000-31-000-000-000-0000		06/30/2026	2.06
BT1510800074		WFHS Librarian Life Ins.			
BTYE0630262	BT	10-2250-213-000-32-000-000-000-0000		06/30/2026	(5.99)
BT1482500087		"			
BTYE06261	BT	10-2250-213-000-32-000-000-000-0000		06/30/2026	2.06
BT1510800075		EFHS Librarian Life Ins.			
BT062601	BT	10-2250-215-000-11-000-000-000-0000		06/23/2026	(2.20)
BT1472200103		"			
BT062601	BT	10-2250-215-000-12-000-000-000-0000		06/23/2026	(2.20)
BT1472200104		"			
BT062601	BT	10-2250-215-000-31-000-000-000-0000		06/23/2026	(2.20)
BT1472200105		"			
BT062601	BT	10-2250-215-000-32-000-000-000-0000		06/23/2026	(2.20)
BT1472200106		"			
BTYE0630262	BT	10-2250-220-000-11-000-000-000-0000		06/30/2026	(24.44)
BT1482500071		"			
BTYE0630262	BT	10-2250-220-000-12-000-000-000-0000		06/30/2026	(24.62)
BT1482500068		"			
BTYE0630262	BT	10-2250-220-000-31-000-000-000-0000		06/30/2026	(24.62)
BT1482500069		"			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTYE0630262	BT	10-2250-220-000-32-000-000-000-0000		06/30/2026	(24.62)
BT1482500070	"				
BTYE0630262	BT	10-2250-292-000-11-000-000-000-0000		06/30/2026	25.00
BT1482500153	"				
BTYE0630262	BT	10-2250-292-000-12-000-000-000-0000		06/30/2026	25.00
BT1482500154	"				
BTYE0630262	BT	10-2250-292-000-31-000-000-000-0000		06/30/2026	25.00
BT1482500155	"				
BTYE0630262	BT	10-2250-292-000-32-000-000-000-0000		06/30/2026	25.00
BT1482500156	"				
BT062601	BT	10-2250-329-000-11-000-000-000-0000	3883	06/23/2026	46.49
BT1472200022	"				
BT062601	BT	10-2250-329-000-12-000-000-000-0000	3884	06/23/2026	46.51
BT1472200023	"				
BT062601	BT	10-2250-329-000-31-000-000-000-0000	3887	06/23/2026	46.51
BT1472200024	"				
BT062601	BT	10-2250-329-000-32-000-000-000-0000	3886	06/23/2026	46.51
BT1472200025	"				
BTYE0630262	BT	10-2250-580-000-32-000-000-000-0000		06/30/2026	(704.70)
BT1482500028	"				
BT062601	BT	10-2250-610-000-11-000-000-000-0000		06/23/2026	(112.98)
BT1472200121	"				
BT062601	BT	10-2250-610-000-12-000-000-000-0000		06/23/2026	(194.69)
BT1472200122	"				
BT062601	BT	10-2250-642-000-11-000-000-000-0000		06/23/2026	(125.00)
BT1472200117	"				
BT062601	BT	10-2250-642-000-12-000-000-000-0000		06/23/2026	(100.00)
BT1472200118	"				

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BT062601	BT	10-2250-642-000-31-000-000-000-0000		06/23/2026	(75.00)
BT1472200119		"			
BT062601	BT	10-2250-642-000-32-000-000-000-0000		06/23/2026	(25.00)
BT1472200120		"			
BT062601	BT	10-2250-643-000-32-000-000-000-0000		06/23/2026	(140.00)
BT1472200123		"			
BT062601	BT	10-2250-810-000-11-000-000-000-0000		06/23/2026	(2.50)
BT1472200130		"			
BT062601	BT	10-2250-810-000-12-000-000-000-0000		06/23/2026	(5.00)
BT1472200131		"			
BT062601	BT	10-2250-810-000-31-000-000-000-0000		06/23/2026	(2.50)
BT1472200132		"			
BT062601	BT	10-2250-810-000-32-000-000-000-0000		06/23/2026	(5.00)
BT1472200133		"			
BT062601	BT	10-2260-121-000-00-000-000-000-0000		06/23/2026	5,419.45
BT1472200246		"			
BTYE06261	BT	10-2260-121-000-00-000-000-000-0000		06/30/2026	9,633.82
BT1510800076		Special Education Supervisor Salary			
BTACCESS0630261	BT	10-2260-121-891-00-000-000-000-0000		06/30/2026	(11,273.77)
BT1496200033		Special Education Supervisor Salary			
BT062601	BT	10-2260-211-000-00-000-000-000-0000		06/23/2026	876.44
BT1472200247		"			
BTYE06261	BT	10-2260-211-000-00-000-000-000-0000		06/30/2026	19.96
BT1510800077		Special Education Supervisor Medical			
BT062601	BT	10-2260-211-891-00-000-000-000-0000		06/23/2026	(1,015.14)
BT1472200048		"			
BTACCESS0630261	BT	10-2260-211-891-00-000-000-000-0000		06/30/2026	(225.96)
BT1496200014		Special Ed Supv Medical ACCESS			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BT062601	BT	10-2260-212-000-00-000-000-000-0000		06/23/2026	(76.14)
BT1472200079		"			
BTYE06261	BT	10-2260-212-000-00-000-000-000-0000		06/30/2026	(18.60)
BT1510800151		Special Education Supervisor Dental			
BT062601	BT	10-2260-212-891-00-000-000-000-0000		06/23/2026	(51.75)
BT1472200080		"			
BT062601	BT	10-2260-213-000-00-000-000-000-0000		06/23/2026	116.75
BT1472200248		"			
BTYE06261	BT	10-2260-213-000-00-000-000-000-0000		06/30/2026	23.00
BT1510800078		Special Education Supervisor Life			
BTACCESS0630261	BT	10-2260-213-891-00-000-000-000-0000		06/30/2026	(50.75)
BT1496200005		Special Education Supervisor Life			
BT062601	BT	10-2260-215-000-00-000-000-000-0000		06/23/2026	14.40
BT1472200249		"			
BTYE06261	BT	10-2260-215-000-00-000-000-000-0000		06/30/2026	(1.20)
BT1510800152		Special Education Supervisor Vision			
BT062601	BT	10-2260-215-891-00-000-000-000-0000		06/23/2026	(7.86)
BT1472200107		"			
BT062601	BT	10-2260-219-000-00-000-000-000-0000		06/23/2026	9.58
BT1472200250		"			
BTYE06261	BT	10-2260-219-000-00-000-000-000-0000		06/30/2026	(0.50)
BT1510800153		Special Education Supervisor EAP			
BT062601	BT	10-2260-219-891-00-000-000-000-0000		06/23/2026	(9.58)
BT1472200114		"			
BT062601	BT	10-2260-220-000-00-000-000-000-0000		06/23/2026	349.28
BT1472200251		"			
BTYE06261	BT	10-2260-220-000-00-000-000-000-0000		06/30/2026	796.89
BT1510800079		Special Education Supervisor SS/Med			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTACCESS0630261	BT	10-2260-220-891-00-000-000-000-0000		06/30/2026	(864.13)
BT1496200021		Special Education Supervisor SS/Med			
BTYE06261	BT	10-2260-230-000-00-000-000-000-0000		06/30/2026	2,229.94
BT1510800080		Special Education Supervisor Retirement			
BT062601	BT	10-2260-230-891-00-000-000-000-0000		06/23/2026	1,515.30
BT1472200252		"			
BTACCESS0630261	BT	10-2260-230-891-00-000-000-000-0000		06/30/2026	(3,760.16)
BT1496200029		Special Education Supervisor Retirement			
BTYE06261	BT	10-2260-292-000-00-000-000-000-0000		06/30/2026	48.00
BT1510800081		Special Education Supervisor H.S.A.			
BTACCESS0630261	BT	10-2260-330-891-00-000-000-000-0000		06/30/2026	(2,350.00)
BT1496200027		ACCESS - Spec. Ed. Supv - IU6			
BT062601	BT	10-2260-580-000-00-000-000-000-0000		06/23/2026	34.80
BT1472200253		"			
BTACCESS0630261	BT	10-2260-610-891-00-000-000-000-0000		06/30/2026	(1,776.15)
BT1496200025		Sp. Ed. Supervisor Supplies ACCESS			
BT062601	BT	10-2260-810-000-00-000-000-000-0000		06/23/2026	605.00
BT1472200254		"			
BTACCESS0630261	BT	10-2260-810-891-00-000-000-000-0000		06/30/2026	(605.00)
BT1496200017		Sp. Ed. Supervisor Dues & Fees ACCESS			
BTYE06261	BT	10-2270-330-000-00-000-000-000-0000		06/30/2026	(100.00)
BT1510800154		Dist. Staff Dev Svcs - Other P			
BTYE06261	BT	10-2270-330-000-11-000-000-000-0000		06/30/2026	(6.25)
BT1510800155		WFE Staff Dev Svcs - Other Pro			
BTYE06261	BT	10-2270-330-000-12-000-000-000-0000		06/30/2026	(6.25)
BT1510800156		EFE Staff Dev Svcs - Other Pro			
BTYE06261	BT	10-2270-330-000-31-000-000-000-0000		06/30/2026	(6.25)
BT1510800157		WFHS Staff Dev Svcs - Other Pr			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTYE06261	BT	10-2270-330-000-32-000-000-000-0000		06/30/2026	(6.28)
BT1510800158		EFHS Staff Dev Svcs - Other Pr			
BTYE06261	BT	10-2270-580-000-00-000-000-000-0000		06/30/2026	(1,030.53)
BT1510800159		Dist. Staff Dev Svcs - Travel			
BTYE06261	BT	10-2270-580-000-32-000-000-000-0000		06/30/2026	(0.01)
BT1510800160		EFHS Staff Dev Svcs - Travel			
BTYE06261	BT	10-2270-580-368-00-000-000-000-0000		06/30/2026	(488.12)
BT1510800161		Training/Travel PCCD 42784			
BTACCESS0630261	BT	10-2270-580-891-00-000-000-000-0000		06/30/2026	(137.35)
BT1496200011		Access-Staff Dev Svcs - Travel			
BTYE06261	BT	10-2270-810-000-00-000-000-000-0000		06/30/2026	(2,583.32)
BT1510800162		Dist. Staff Dev Svcs - Dues &			
BTYE06261	BT	10-2270-810-000-31-000-000-000-0000		06/30/2026	(400.73)
BT1510800163		WFHS Staff Dev Svcs - Dues & F			
BTYE06261	BT	10-2270-810-000-32-000-000-000-0000		06/30/2026	(427.59)
BT1510800164		EFHS Staff Dev Svcs - Dues & F			
BTYE06261	BT	10-2271-220-000-00-000-000-000-0000		06/30/2026	13.39
BT1510800082		Dist. Training SS/Med			
BTACCESS0630261	BT	10-2271-220-891-00-000-000-000-0000		06/30/2026	(13.39)
BT1496200002		Prof. Dev SS/Med. ACCESS			
BTYE06261	BT	10-2271-230-000-00-000-000-000-0000		06/30/2026	73.44
BT1510800083		Dist. Prof. Dev. - Retirement			
BTACCESS0630261	BT	10-2271-230-891-00-000-000-000-0000		06/30/2026	(73.44)
BT1496200007		Prof. Dev Retire. ACCESS			
BT062601	BT	10-2271-810-421-00-000-000-000-2526		06/23/2026	1,127.78
BT1472200255		"			
BTYE06261	BT	10-2271-810-421-00-000-000-000-2526		06/30/2026	325.02
BT1510800084		Title II Staff Dev Dues & Fees-020-260149			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTYE06261	BT	10-2310-110-000-00-000-000-000-0000		06/30/2026	(1,080.00)
BT1510800165		Board Services Salaries			
BTYE06261	BT	10-2310-220-000-00-000-000-000-0000		06/30/2026	(82.82)
BT1510800166		Board Services SS/Medicare			
BTYE06261	BT	10-2310-230-000-00-000-000-000-0000		06/30/2026	(510.00)
BT1510800167		Board Services - Retirement			
BTYE06261	BT	10-2310-330-000-00-000-000-000-0000		06/30/2026	(658.00)
BT1510800168		Board Services - Prof. Service			
BTYE06261	BT	10-2310-523-000-00-000-000-000-0000		06/30/2026	(2,360.00)
BT1510800169		Board Services - Errors & Omis			
BT062601	BT	10-2310-525-000-00-000-000-000-0000		06/23/2026	(430.00)
BT1472200115		"			
BTYE06261	BT	10-2310-580-000-00-000-000-000-0000		06/30/2026	(253.32)
BT1510800170		Board Services - Travel			
BTYE06261	BT	10-2310-821-000-00-000-000-000-0000		06/30/2026	849.00
BT1510800085		Board Services - Settlement Ag 2021			
BTYE06261	BT	10-2330-111-000-00-000-000-000-0000	0525	06/30/2026	(741.60)
BT1510800171		Tax Collectors Commissions			
BTYE06261	BT	10-2330-220-000-00-000-000-000-0000		06/30/2026	(56.78)
BT1510800172		Tax Collectors SS/Medicare			
BT062601	BT	10-2330-550-000-00-000-000-000-0000		06/23/2026	178.78
BT1472200256		"			
BT062601	BT	10-2350-330-000-00-000-000-000-0000		06/23/2026	1,804.35
BT1472200257		"			
BT062601	BT	10-2350-330-012-31-000-000-000-0000		06/23/2026	1,312.00
BT1472200258		"			
BT062601	BT	10-2350-580-000-00-000-000-000-0000		06/23/2026	72.00
BT1472200259		"			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTYE0630262	BT	10-2360-121-000-00-000-000-000-0000		06/30/2026	5,208.21
BT1482500230		"			
BTYE0630262	BT	10-2360-122-000-00-000-000-000-0000		06/30/2026	3,086.97
BT1482500224		"			
BTYE0630262	BT	10-2360-131-000-00-000-000-000-0000		06/30/2026	99.92
BT1482500168		"			
BTYE0630262	BT	10-2360-141-000-00-000-000-000-0000		06/30/2026	(0.02)
BT1482500127		"			
BT062601	BT	10-2360-211-000-00-000-000-000-0000		06/23/2026	7,684.32
BT1472200260		"			
BTYE0630262	BT	10-2360-213-000-00-000-000-000-0000		06/30/2026	(74.66)
BT1482500053		"			
BTYE06261	BT	10-2360-213-000-00-000-000-000-0000		06/30/2026	74.66
BT1510800086		Office Of Supt. - Life			
BTYE0630262	BT	10-2360-220-000-00-000-000-000-0000		06/30/2026	460.15
BT1482500193		"			
BTYE0630262	BT	10-2360-230-000-00-000-000-000-0000		06/30/2026	712.45
BT1482500200		"			
BTYE0630262	BT	10-2360-292-000-00-000-000-000-0000		06/30/2026	(1,410.00)
BT1482500015		"			
BTYE0630262	BT	10-2360-330-000-00-000-000-000-0000		06/30/2026	(200.00)
BT1482500043		"			
BT062601	BT	10-2360-530-000-00-000-000-000-0000		06/23/2026	320.00
BT1472200261		"			
BTYE0630262	BT	10-2360-540-000-00-000-000-000-0000		06/30/2026	(750.31)
BT1482500026		"			
BTYE06261	BT	10-2360-580-000-00-000-000-000-0000		06/30/2026	(1,000.00)
BT1510800221		Office Of Supt - Travel			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BT062601	BT	10-2360-610-000-00-000-000-000-0000		06/23/2026	575.15
BT1472200262		"			
BTYE0630262	BT	10-2380-121-000-11-000-000-000-0000		06/30/2026	(1,985.03)
BT1482500013		"			
BTYE0630262	BT	10-2380-121-000-12-000-000-000-0000		06/30/2026	(2,365.08)
BT1482500010		"			
BTYE0630262	BT	10-2380-121-000-31-000-000-000-0000		06/30/2026	(0.40)
BT1482500105		"			
BTYE0630262	BT	10-2380-121-000-32-000-000-000-0000		06/30/2026	(0.07)
BT1482500123		"			
BTYE0630262	BT	10-2380-151-000-11-000-000-000-0000		06/30/2026	(880.39)
BT1482500023		"			
BTYE0630262	BT	10-2380-151-000-12-000-000-000-0000		06/30/2026	(823.04)
BT1482500024		"			
BTYE0630262	BT	10-2380-151-000-31-000-000-000-0000		06/30/2026	(0.12)
BT1482500107		"			
BTYE0630262	BT	10-2380-151-000-32-000-000-000-0000		06/30/2026	(352.86)
BT1482500036		"			
BT062601	BT	10-2380-211-000-11-000-000-000-0000		06/23/2026	3,974.40
BT1472200263		"			
BTYE0630262	BT	10-2380-211-000-11-000-000-000-0000		06/30/2026	(1,206.00)
BT1482500021		"			
BT062601	BT	10-2380-211-000-12-000-000-000-0000		06/23/2026	224.11
BT1472200264		"			
BTYE0630262	BT	10-2380-211-000-12-000-000-000-0000		06/30/2026	(603.00)
BT1482500030		"			
BT062601	BT	10-2380-211-000-31-000-000-000-0000		06/23/2026	3,974.40
BT1472200265		"			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BT062601	BT	10-2380-211-000-32-000-000-000-0000		06/23/2026	212.95
BT1472200266		"			
BT062601	BT	10-2380-212-000-11-000-000-000-0000		06/23/2026	102.15
BT1472200267		"			
BTYE0630262	BT	10-2380-212-000-11-000-000-000-0000		06/30/2026	(37.00)
BT1482500059		"			
BTYE0630262	BT	10-2380-212-000-12-000-000-000-0000		06/30/2026	(28.00)
BT1482500061		"			
BTYE0630262	BT	10-2380-213-000-11-000-000-000-0000		06/30/2026	(37.75)
BT1482500058		"			
BTYE06261	BT	10-2380-213-000-11-000-000-000-0000		06/30/2026	12.38
BT1510800087		WFE Prin Off - Life			
BTYE0630262	BT	10-2380-213-000-12-000-000-000-0000		06/30/2026	(36.75)
BT1482500060		"			
BTYE06261	BT	10-2380-213-000-12-000-000-000-0000		06/30/2026	16.50
BT1510800088		EFE Prin Off - Life			
BTYE0630262	BT	10-2380-213-000-31-000-000-000-0000		06/30/2026	(21.75)
BT1482500072		"			
BTYE06261	BT	10-2380-213-000-31-000-000-000-0000		06/30/2026	16.50
BT1510800089		WFHS Prin Off - Life			
BTYE0630262	BT	10-2380-213-000-32-000-000-000-0000		06/30/2026	(24.75)
BT1482500065		"			
BTYE06261	BT	10-2380-213-000-32-000-000-000-0000		06/30/2026	49.50
BT1510800090		EFHS Prin Off - Life			
BTYE0630262	BT	10-2380-215-000-11-000-000-000-0000		06/30/2026	(7.60)
BT1482500079		"			
BTYE0630262	BT	10-2380-215-000-12-000-000-000-0000		06/30/2026	(7.60)
BT1482500080		"			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTYE0630262	BT	10-2380-219-000-11-000-000-000-0000		06/30/2026	(1.50)
BT1482500101		"			
BTYE0630262	BT	10-2380-219-000-12-000-000-000-0000		06/30/2026	(1.50)
BT1482500102		"			
BTYE0630262	BT	10-2380-220-000-11-000-000-000-0000		06/30/2026	(237.77)
BT1482500040		"			
BTYE0630262	BT	10-2380-220-000-12-000-000-000-0000		06/30/2026	1.57
BT1482500139		"			
BTYE0630262	BT	10-2380-220-000-31-000-000-000-0000		06/30/2026	(317.04)
BT1482500037		"			
BTYE0630262	BT	10-2380-220-000-32-000-000-000-0000		06/30/2026	124.73
BT1482500176		"			
BTYE0630262	BT	10-2380-230-000-11-000-000-000-0000		06/30/2026	(784.37)
BT1482500025		"			
BTYE0630262	BT	10-2380-230-000-12-000-000-000-0000		06/30/2026	(375.07)
BT1482500035		"			
BTYE0630262	BT	10-2380-230-000-31-000-000-000-0000		06/30/2026	(1,348.16)
BT1482500017		"			
BTYE0630262	BT	10-2380-230-000-32-000-000-000-0000		06/30/2026	384.74
BT1482500189		"			
BTYE0630262	BT	10-2380-292-000-11-000-000-000-0000		06/30/2026	2,070.00
BT1482500219		"			
BTYE0630262	BT	10-2380-292-000-12-000-000-000-0000		06/30/2026	101.00
BT1482500171		"			
BTYE0630262	BT	10-2380-292-000-31-000-000-000-0000		06/30/2026	2,100.00
BT1482500220		"			
BTYE0630262	BT	10-2380-292-000-32-000-000-000-0000		06/30/2026	100.00
BT1482500170		"			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
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Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BT062601	BT	10-2380-328-000-32-000-000-000-0000	9844	06/23/2026	428.26
BT1472200268		"			
BTYE0630262	BT	10-2380-330-000-11-000-000-000-0000		06/30/2026	(1,000.00)
BT1482500022		"			
BTYE0630262	BT	10-2380-430-000-11-000-000-000-0000		06/30/2026	(300.00)
BT1482500038		"			
BTYE0630262	BT	10-2380-430-000-12-000-000-000-0000		06/30/2026	(385.00)
BT1482500034		"			
BTYE0630262	BT	10-2380-430-000-31-000-000-000-0000		06/30/2026	(230.00)
BT1482500041		"			
BTYE0630262	BT	10-2380-430-000-32-000-000-000-0000		06/30/2026	(25.00)
BT1482500063		"			
BTYE0630262	BT	10-2380-442-000-32-000-000-000-0000		06/30/2026	(14.32)
BT1482500075		"			
BTYE0630262	BT	10-2380-530-000-31-000-000-000-0000		06/30/2026	(200.00)
BT1482500044		"			
BT062601	BT	10-2380-530-000-32-000-000-000-0000		06/23/2026	312.60
BT1472200269		"			
BTYE06261	BT	10-2380-530-000-32-000-000-000-0000		06/30/2026	(157.99)
BT1510800205		EFHS Prin Off - Communications			
BTYE06261	BT	10-2380-580-000-32-000-000-000-0000		06/30/2026	(398.50)
BT1510800206		EFHS Prin Off - Travel			
BT062601	BT	10-2380-610-000-32-000-000-000-0000		06/23/2026	709.52
BT1472200270		"			
BTYE06261	BT	10-2380-610-000-32-000-000-000-0000		06/30/2026	8.47
BT1510800091		EFHS Prin Off - Supplies			
BTYE06261	BT	10-2380-810-000-31-000-000-000-0000		06/30/2026	(395.00)
BT1510800207		WFHS Prin Off - Dues & Fees			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTYE06261	BT	10-2380-810-000-32-000-000-000-0000		06/30/2026	(395.00)
BT1510800208		EFHS Prin Off - Dues & Fees			
BTACCESS0630261	BT	10-2420-330-891-00-000-000-000-0000		06/30/2026	(1,368.00)
BT1496200024		ACCESS - IEP Reviews			
BTYE0630262	BT	10-2440-121-000-11-000-000-000-0000		06/30/2026	(0.12)
BT1482500108		"			
BTYE0630262	BT	10-2440-121-000-12-000-000-000-0000		06/30/2026	(0.10)
BT1482500114		"			
BTYE0630262	BT	10-2440-121-000-31-000-000-000-0000		06/30/2026	(0.12)
BT1482500109		"			
BTYE0630262	BT	10-2440-121-000-32-000-000-000-0000		06/30/2026	(0.10)
BT1482500115		"			
BT062601	BT	10-2440-211-000-11-000-000-000-0000		06/23/2026	94.76
BT1472200271		"			
BT062601	BT	10-2440-211-000-12-000-000-000-0000		06/23/2026	106.47
BT1472200272		"			
BT062601	BT	10-2440-211-000-31-000-000-000-0000		06/23/2026	94.76
BT1472200273		"			
BT062601	BT	10-2440-211-000-32-000-000-000-0000		06/23/2026	106.47
BT1472200274		"			
BTYE0630262	BT	10-2440-213-000-11-000-000-000-0000		06/30/2026	(4.13)
BT1482500092		"			
BTYE06261	BT	10-2440-213-000-11-000-000-000-0000		06/30/2026	4.13
BT1510800092		WFE Nurse Life Ins.			
BTYE0630262	BT	10-2440-213-000-12-000-000-000-0000		06/30/2026	(4.13)
BT1482500093		"			
BTYE06261	BT	10-2440-213-000-12-000-000-000-0000		06/30/2026	4.13
BT1510800093		EFE Nurse Life Ins.			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTYE0630262	BT	10-2440-213-000-31-000-000-000-0000		06/30/2026	(4.13)
BT1482500094		"			
BTYE06261	BT	10-2440-213-000-31-000-000-000-0000		06/30/2026	4.13
BT1510800094		WFHS Nurse Life Ins.			
BTYE0630262	BT	10-2440-213-000-32-000-000-000-0000		06/30/2026	(4.13)
BT1482500095		"			
BTYE06261	BT	10-2440-213-000-32-000-000-000-0000		06/30/2026	4.13
BT1510800095		EFHS Nurse Life Ins.			
BTYE0630262	BT	10-2440-220-000-11-000-000-000-0000		06/30/2026	(12.01)
BT1482500076		"			
BTYE0630262	BT	10-2440-220-000-12-000-000-000-0000		06/30/2026	27.16
BT1482500158		"			
BTYE0630262	BT	10-2440-220-000-31-000-000-000-0000		06/30/2026	(11.99)
BT1482500077		"			
BTYE0630262	BT	10-2440-220-000-32-000-000-000-0000		06/30/2026	27.13
BT1482500157		"			
BTYE0630262	BT	10-2440-230-000-11-000-000-000-0000		06/30/2026	189.22
BT1482500180		"			
BTYE0630262	BT	10-2440-230-000-12-000-000-000-0000		06/30/2026	207.65
BT1482500182		"			
BTYE0630262	BT	10-2440-230-000-31-000-000-000-0000		06/30/2026	189.22
BT1482500181		"			
BTYE0630262	BT	10-2440-230-000-32-000-000-000-0000		06/30/2026	207.65
BT1482500183		"			
BTYE0630262	BT	10-2440-292-000-11-000-000-000-0000		06/30/2026	(1,300.00)
BT1482500018		"			
BTYE0630262	BT	10-2440-292-000-12-000-000-000-0000		06/30/2026	50.00
BT1482500162		"			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTYE0630262	BT	10-2440-292-000-31-000-000-000-0000		06/30/2026	1,400.00
BT1482500213		"			
BTYE0630262	BT	10-2440-292-000-32-000-000-000-0000		06/30/2026	50.00
BT1482500163		"			
BT062601	BT	10-2440-329-000-11-000-000-000-0000	3939	06/23/2026	186.20
BT1472200026		"			
BT062601	BT	10-2440-329-000-12-000-000-000-0000	3940	06/23/2026	186.20
BT1472200027		"			
BT062601	BT	10-2440-329-000-31-000-000-000-0000	3894	06/23/2026	186.20
BT1472200028		"			
BT062601	BT	10-2440-329-000-32-000-000-000-0000	3895	06/23/2026	186.20
BT1472200029		"			
BTYE0630262	BT	10-2440-330-000-11-000-000-000-0000		06/30/2026	(270.00)
BT1482500039		"			
BT062601	BT	10-2500-131-000-00-000-000-000-0000		06/23/2026	134.89
BT1472200275		"			
BTYE0630262	BT	10-2500-131-000-00-000-000-000-0000		06/30/2026	5,190.48
BT1482500229		"			
BT062601	BT	10-2500-141-000-00-000-000-000-0000		06/23/2026	1,136.67
BT1472200276		"			
BTYE0630262	BT	10-2500-141-000-00-000-000-000-0000		06/30/2026	1,136.60
BT1482500205		"			
BT062601	BT	10-2500-211-000-00-000-000-000-0000		06/23/2026	381.10
BT1472200277		"			
BTYE0630262	BT	10-2500-211-000-00-000-000-000-0000		06/30/2026	(575.00)
BT1482500031		"			
BT062601	BT	10-2500-212-000-00-000-000-000-0000		06/23/2026	(0.40)
BT1472200081		"			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTYE0630262	BT	10-2500-212-000-00-000-000-000-0000		06/30/2026	(9.40)
BT1482500078		"			
BTYE0630262	BT	10-2500-213-000-00-000-000-000-0000		06/30/2026	(49.17)
BT1482500056		"			
BTYE06261	BT	10-2500-213-000-00-000-000-000-0000		06/30/2026	43.28
BT1510800096		Business Off - Life Ins.			
BTYE0630262	BT	10-2500-215-000-00-000-000-000-0000		06/30/2026	(3.60)
BT1482500096		"			
BTYE0630262	BT	10-2500-219-000-00-000-000-000-0000		06/30/2026	(0.50)
BT1482500104		"			
BTYE0630262	BT	10-2500-220-000-00-000-000-000-0000		06/30/2026	(1,388.15)
BT1482500016		"			
BTYE0630262	BT	10-2500-230-000-00-000-000-000-0000		06/30/2026	(7,966.97)
BT1482500007		"			
BTYE0630262	BT	10-2500-292-000-00-000-000-000-0000		06/30/2026	(729.00)
BT1482500027		"			
BTYE06261	BT	10-2500-442-000-00-000-000-000-0000		06/30/2026	(144.12)
BT1510800210		Business Off - Equip Rental			
BT062601	BT	10-2500-580-000-00-000-000-000-0000		06/23/2026	526.91
BT1472200278		"			
BTYE06261	BT	10-2500-610-000-00-000-000-000-0000		06/30/2026	(2,000.00)
BT1510800211		Business Off - Supplies			
BTYE0630262	BT	10-2500-810-000-00-000-000-000-0000		06/30/2026	329.08
BT1482500188		"			
BTYE0630262	BT	10-2611-130-000-31-000-000-000-0000		06/30/2026	(0.02)
BT1482500128		"			
BTYE0630262	BT	10-2611-130-000-32-000-000-000-0000		06/30/2026	(0.02)
BT1482500129		"			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTYE0630262	BT	10-2611-211-000-31-000-000-000-0000		06/30/2026	106.47
BT1482500174		"			
BTYE0630262	BT	10-2611-211-000-32-000-000-000-0000		06/30/2026	106.44
BT1482500173		"			
BTYE0630262	BT	10-2611-213-000-31-000-000-000-0000		06/30/2026	(16.50)
BT1482500073		"			
BTYE06261	BT	10-2611-213-000-31-000-000-000-0000		06/30/2026	16.50
BT1510800097		WF Facilities Director Life Ins.			
BTYE0630262	BT	10-2611-213-000-32-000-000-000-0000		06/30/2026	(16.50)
BT1482500074		"			
BTYE06261	BT	10-2611-213-000-32-000-000-000-0000		06/30/2026	16.50
BT1510800098		EF Facilities Director Life Ins.			
BT062601	BT	10-2611-215-000-31-000-000-000-0000		06/23/2026	(0.03)
BT1472200108		"			
BT062601	BT	10-2611-215-000-32-000-000-000-0000		06/23/2026	(0.03)
BT1472200109		"			
BTYE0630262	BT	10-2611-230-000-31-000-000-000-0000		06/30/2026	(0.01)
BT1482500131		"			
BTYE0630262	BT	10-2611-230-000-32-000-000-000-0000		06/30/2026	(0.01)
BT1482500132		"			
BTYE0630262	BT	10-2611-292-000-31-000-000-000-0000		06/30/2026	1,350.00
BT1482500211		"			
BTYE0630262	BT	10-2611-292-000-32-000-000-000-0000		06/30/2026	1,350.00
BT1482500212		"			
BTYE0630262	BT	10-2620-112-000-31-000-000-000-0000	3845	06/30/2026	2,603.30
BT1482500222		"			
BTYE0630262	BT	10-2620-112-000-32-000-000-000-0000	3846	06/30/2026	2,464.00
BT1482500221		"			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTYE0630262	BT	10-2620-181-000-31-000-000-000-0000	1706	06/30/2026	6,836.53
BT1482500234		"			
BTYE0630262	BT	10-2620-181-000-32-000-000-000-0000	1707	06/30/2026	8,515.25
BT1482500236		"			
BTYE0630262	BT	10-2620-211-000-31-000-000-000-0000		06/30/2026	478.93
BT1482500194		"			
BTYE0630262	BT	10-2620-211-000-32-000-000-000-0000		06/30/2026	661.17
BT1482500197		"			
BTYE0630262	BT	10-2620-213-000-31-000-000-000-0000		06/30/2026	(24.75)
BT1482500066		"			
BTYE06261	BT	10-2620-213-000-31-000-000-000-0000		06/30/2026	24.75
BT1510800099		WF Maint. Life Ins.			
BTYE0630262	BT	10-2620-213-000-32-000-000-000-0000		06/30/2026	(24.75)
BT1482500067		"			
BTYE06261	BT	10-2620-213-000-32-000-000-000-0000		06/30/2026	24.75
BT1510800100		EF Maint. Life Ins.			
BTYE0630262	BT	10-2620-220-000-31-000-000-000-0000		06/30/2026	(174.93)
BT1482500045		"			
BTYE0630262	BT	10-2620-220-000-32-000-000-000-0000		06/30/2026	163.18
BT1482500179		"			
BTYE0630262	BT	10-2620-230-000-31-000-000-000-0000		06/30/2026	(3,349.93)
BT1482500008		"			
BTYE0630262	BT	10-2620-230-000-32-000-000-000-0000		06/30/2026	(1,591.95)
BT1482500014		"			
BTYE06261	BT	10-2620-250-000-31-000-000-000-0000		06/30/2026	218.44
BT1510800101		WF Maint. Unemployment Comp			
BTYE0630262	BT	10-2620-292-000-31-000-000-000-0000		06/30/2026	(1,266.67)
BT1482500019		"			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTYE0630262	BT	10-2620-292-000-32-000-000-000-0000		06/30/2026	734.00
BT1482500201		"			
BTYE0630262	BT	10-2620-328-000-31-000-000-000-0000	9845	06/30/2026	525.20
BT1482500195		"			
BTYE06261	BT	10-2620-328-000-31-000-000-000-0000	9845	06/30/2026	1,415.12
BT1510800102		WFHS Custodial Sub - Kelly Serives			
BTYE06261	BT	10-2620-328-000-32-000-000-000-0000	9846	06/30/2026	(3,324.46)
BT1510800209		EFHS Custodial Sub - Kelly Serives			
BTYE0630262	BT	10-2620-330-000-31-000-000-000-0000		06/30/2026	1,684.90
BT1482500215		"			
BTYE0630262	BT	10-2620-330-012-31-000-000-000-0000		06/30/2026	5,358.36
BT1482500233		"			
BTYE06261	BT	10-2620-330-012-31-000-000-000-0000		06/30/2026	1,332.00
BT1510800103		WF Maint. Prof. Serv. - WF Drinking Water Project			
BTYE0630262	BT	10-2620-411-000-31-000-000-000-0000		06/30/2026	123.29
BT1482500175		"			
BTYE0630262	BT	10-2620-411-000-32-000-000-000-0000		06/30/2026	149.44
BT1482500178		"			
BTYE0630262	BT	10-2620-415-000-31-000-000-000-0000		06/30/2026	102.70
BT1482500172		"			
BTYE0630262	BT	10-2620-415-000-32-000-000-000-0000		06/30/2026	98.45
BT1482500167		"			
BTYE0630262	BT	10-2620-424-000-32-000-000-000-0000		06/30/2026	529.36
BT1482500196		"			
BTYE0630262	BT	10-2620-430-000-31-000-000-000-0000		06/30/2026	4,423.00
BT1482500228		"			
BTYE0630262	BT	10-2620-430-000-32-000-000-000-0000		06/30/2026	9,751.00
BT1482500237		"			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTYE0630262	BT	10-2620-523-000-00-000-000-000-0000		06/30/2026	(2,112.00)
BT1482500012		"			
BTYE06261	BT	10-2620-530-000-31-000-000-000-0000		06/30/2026	144.00
BT1510800104		WF Maint. Communications			
BTYE06261	BT	10-2620-580-000-31-000-000-000-0000		06/30/2026	(31.69)
BT1510800212		WF Maint. Travel			
BTYE06261	BT	10-2620-580-000-32-000-000-000-0000		06/30/2026	48.75
BT1510800105		EF Maint. Travel			
BTYE0630262	BT	10-2620-610-000-31-000-000-000-0000		06/30/2026	1,865.22
BT1482500218		"			
BTYE06261	BT	10-2620-610-000-32-000-000-000-0000		06/30/2026	(543.81)
BT1510800213		EF Maint. Supplies			
BTYE0630262	BT	10-2620-621-000-31-000-000-000-0000		06/30/2026	803.31
BT1482500203		"			
BTYE0630262	BT	10-2620-621-000-32-000-000-000-0000		06/30/2026	1,146.26
BT1482500206		"			
BTYE06261	BT	10-2620-621-000-32-000-000-000-0000		06/30/2026	(43.65)
BT1510800214		EF Maint. Natural Gas			
BTYE0630262	BT	10-2620-622-000-31-000-000-000-0000		06/30/2026	93.77
BT1482500166		"			
BT062601	BT	10-2620-622-000-32-000-000-000-0000		06/23/2026	(6.87)
BT1472200116		"			
BTYE0630262	BT	10-2620-622-000-32-000-000-000-0000		06/30/2026	(211.47)
BT1482500042		"			
BTYE06261	BT	10-2620-622-002-31-000-000-000-0000		06/30/2026	4,960.20
BT1510800106		WF Maint. Solar Electricity			
BTYE06261	BT	10-2620-622-002-32-000-000-000-0000		06/30/2026	1,368.13
BT1510800107		EF Maint. Solar Electricity			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTYE0630262	BT	10-2620-750-000-31-000-000-000-0000		06/30/2026	(2,500.00)
BT1482500009		"			
BTYE0630262	BT	10-2620-760-000-31-000-000-000-0000		06/30/2026	(13,099.82)
BT1482500004		"			
BTYE0630262	BT	10-2620-760-000-32-000-000-000-0000		06/30/2026	(15,828.02)
BT1482500003		"			
BTYE06261	BT	10-2620-810-000-31-000-000-000-0000		06/30/2026	35.00
BT1510800108		WF Maint. Dues & Fees			
BTYE0630262	BT	10-2620-810-000-32-000-000-000-0000		06/30/2026	(386.50)
BT1482500033		"			
BTYE06261	BT	10-2650-610-000-31-000-000-000-0000		06/30/2026	(940.00)
BT1510800215		WF Grounds/Vehicle Supplies			
BTYE06261	BT	10-2650-610-000-32-000-000-000-0000		06/30/2026	(633.00)
BT1510800216		EF Grounds/Vehicle Supplies			
BTYE06261	BT	10-2650-626-000-31-000-000-000-0000		06/30/2026	(1,152.17)
BT1510800217		WF Grounds/Vehicle Gas-Fuel			
BTYE06261	BT	10-2650-626-000-32-000-000-000-0000		06/30/2026	(620.56)
BT1510800218		EF Grounds/Vehicle Gas-Fuel			
BTYE0630262	BT	10-2650-750-000-31-000-000-000-0000		06/30/2026	63,308.98
BT1482500243		"			
BTYE0630262	BT	10-2650-750-000-32-000-000-000-0000		06/30/2026	63,039.98
BT1482500242		"			
BTYE06261	BT	10-2660-220-000-00-000-000-000-0000		06/30/2026	934.23
BT1510800109		School Sec. Off. SS/Med Dist.			
BTYE06261	BT	10-2660-230-000-00-000-000-000-0000		06/30/2026	5,123.81
BT1510800110		School Sec. Off. Retire. Dist.			
BTYE06261	BT	10-2660-330-369-00-000-000-000-0000		06/30/2026	50.00
BT1510800111		PCCD Safety/Sec. 45245 Grant Other Prof.			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTYE06261	BT	10-2660-530-369-00-000-000-000-0000		06/30/2026	640.00
BT1510800112		PCCD Safety/Sec. 45245 Grant Phone			
BTYE06261	BT	10-2660-610-102-00-000-000-000-0000		06/30/2026	179.00
BT1510800113		SPO Supplies - Proper Grant			
BTYE0630262	BT	10-2720-513-000-00-000-000-000-0000		06/30/2026	(55.14)
BT1482500055		"			
BTYE06261	BT	10-2720-513-000-00-000-000-000-0000		06/30/2026	(35,373.83)
BT1510800176		Contracted Carriers			
BTYE06261	BT	10-2720-610-000-00-000-000-000-0000		06/30/2026	(311.66)
BT1510800177		Vehicle Oper. Supplies			
BTYE06261	BT	10-2720-626-000-00-000-000-000-0000		06/30/2026	324.68
BT1510800114		Contracted Carriers - Diesel/G			
BTYE06261	BT	10-2720-626-105-00-000-000-000-0000		06/30/2026	(4,526.00)
BT1510800178		Transport Fuel Surcharge			
BTYE0630262	BT	10-2722-513-000-00-000-000-000-0000		06/30/2026	55.14
BT1482500164		"			
BTYE06261	BT	10-2750-513-000-00-000-000-000-0000		06/30/2026	(14,178.16)
BT1510800179		Contracted Carriers - Non-Publ			
BTYE06261	BT	10-2790-519-000-00-000-000-000-0000		06/30/2026	(1,986.44)
BT1510800180		Student Transp Srvcs. - Mileag			
BTYE0630262	BT	10-2818-130-000-00-000-000-000-0000		06/30/2026	(13,034.34)
BT1482500005		"			
BTYE06261	BT	10-2818-130-366-00-000-000-000-0000		06/30/2026	(18,208.00)
BT1510800173		Tech Svcs - Salary PCCD PS Grant			
BT062601	BT	10-2818-211-000-00-000-000-000-0000		06/23/2026	(4,069.68)
BT1472200049		"			
BT062601	BT	10-2818-212-000-00-000-000-000-0000		06/23/2026	(445.97)
BT1472200082		"			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTYE0630262	BT	10-2818-213-000-00-000-000-000-0000		06/30/2026	(24.94)
BT1482500064		"			
BTYE06261	BT	10-2818-213-000-00-000-000-000-0000		06/30/2026	9.90
BT1510800115		System-wide Tech Svcs - Life I			
BT062601	BT	10-2818-215-000-00-000-000-000-0000		06/23/2026	(110.47)
BT1472200110		"			
BTYE0630262	BT	10-2818-220-000-00-000-000-000-0000		06/30/2026	(2,297.58)
BT1482500011		"			
BTYE06261	BT	10-2818-220-366-00-000-000-000-0000		06/30/2026	(792.00)
BT1510800174		Tech Svcs - SS/Med PCCD PS Grant			
BTYE0630262	BT	10-2818-230-000-00-000-000-000-0000		06/30/2026	(10,971.66)
BT1482500006		"			
BTYE06261	BT	10-2818-230-366-00-000-000-000-0000		06/30/2026	(3,096.00)
BT1510800175		Tech Svcs - Retire. PCCD PS Grant			
BTYE0630262	BT	10-2818-292-000-00-000-000-000-0000		06/30/2026	300.57
BT1482500186		"			
BTYE0630262	BT	10-2818-330-000-00-000-000-000-0000		06/30/2026	11,723.67
BT1482500239		"			
BTYE06261	BT	10-2818-330-000-00-000-000-000-0000		06/30/2026	84.95
BT1510800116		System-wide Tech Svcs - Other			
BTACCESS0630261	BT	10-2818-340-891-00-000-000-000-0000		06/30/2026	(773.00)
BT1496200020		ACCESS System-wide Tech Svcs -			
BTYE0630262	BT	10-2818-523-000-00-000-000-000-0000		06/30/2026	(1,224.00)
BT1482500020		"			
BTYE06261	BT	10-2818-530-000-00-000-000-000-0000		06/30/2026	(4,206.36)
BT1510800181		System-wide Tech Svcs - Commun			
BTYE0630262	BT	10-2818-650-000-00-000-000-000-0000		06/30/2026	10,637.48
BT1482500238		"			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTYE06261	BT	10-2850-230-000-00-000-000-000-0000		06/30/2026	1,115.50
BT1510800117		Dist. Grant Writer Retirement			
BTYE06261	BT	10-2850-230-000-00-000-000-000-2526		06/30/2026	1,115.50
BT1510800118		Dist. Liason Title Retire - Dist. Portion			
BTYE06261	BT	10-2850-230-410-00-000-000-000-2526		06/30/2026	1.00
BT1510800119		Title I Liasons Retire 013-260149 25-26			
BTYE06261	BT	10-2850-230-421-00-000-000-000-2526		06/30/2026	159.00
BT1510800120		Title II Fed. Prog. Cood Retire. -020-260149			
BTYE06261	BT	10-2910-595-000-00-000-000-000-0000		06/30/2026	(580.16)
BT1510800184		IU Contributions			
BTYE06261	BT	10-3200-130-000-00-000-000-000-0000	0815	06/30/2026	55,716.43
BT1510800121		Supplement Salaries			
BTYE06261	BT	10-3200-131-000-00-000-000-000-0000	0816	06/30/2026	1,442.62
BT1510800122		Ticket Takers/Etc. Salaries			
BTYE06261	BT	10-3200-220-000-00-000-000-000-0000		06/30/2026	4,364.13
BT1510800123		Supplement SS/Medicare			
BTYE06261	BT	10-3200-230-000-00-000-000-000-0000		06/30/2026	19,434.08
BT1510800124		Supplement Retirement			
BTYE06261	BT	10-3200-250-000-00-000-000-000-0000		06/30/2026	193.06
BT1510800125		St. Activity UC			
BTYE06261	BT	10-3200-519-000-11-000-000-000-0000		06/30/2026	157.81
BT1510800126		WFE Student Act. - Transportat			
BTYE06261	BT	10-3200-519-000-31-000-000-000-0000		06/30/2026	(1,263.65)
BT1510800182		WFHS Student Act. - Transporta			
BTYE06261	BT	10-3200-519-000-32-000-000-000-0000		06/30/2026	(961.11)
BT1510800183		EFHS Student Act. - Transporta			
BTYE06261	BT	10-3200-519-155-11-000-000-000-0000		06/30/2026	774.00
BT1510800127		WFE Kenneywood Reward Trip			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTYE06261	BT	10-3200-519-157-11-000-000-000-0000		06/30/2026	709.41
BT1510800128		Bridge B - Pittsburgh Hands On Trip Transp.			
BTYE06261	BT	10-3200-519-160-32-000-000-000-0000		06/30/2026	248.95
BT1510800130		EF St. Act. Transp. Drama Club			
BTYE06261	BT	10-3200-519-ANC-00-000-000-000-0000		06/30/2026	(844.21)
BT1510800185		Athletic Transp. - North Clarion SD			
BTYE06261	BT	10-3200-580-000-31-000-000-000-0000		06/30/2026	(986.41)
BT1510800186		WFHS Stud Activity Travel			
BTYE06261	BT	10-3200-610-000-31-000-000-000-0000		06/30/2026	(1,597.22)
BT1510800187		WFHS Student Act. - Supplies			
BTYE06261	BT	10-3200-610-000-32-000-000-000-0000		06/30/2026	(1,655.73)
BT1510800188		EFHS Student Act. - Supplies			
BTYE06261	BT	10-3200-610-197-00-000-000-000-0000		06/30/2026	503.40
BT1510800129		Supplies Remake Learning Mini Grant - RIU6			
BT062601	BT	10-5210-933-000-00-000-000-000-0000		06/23/2026	(79,123.58)
BT1472200134		"			
BT062601	BT	10-5900-215-000-00-000-000-000-0000		06/23/2026	(30.00)
BT1472200111		"			
BT062601	BT	10-5900-840-000-00-000-000-000-0000		06/23/2026	(77,918.02)
BT1472200279		"			
BTPreK0620261	BT	10-5900-840-000-00-000-000-000-0000		06/24/2026	(2,745.54)
BT1472400047		GF Budgetary Reserve			
BTYE0630261	BT	10-5900-840-000-00-000-000-000-0000		06/30/2026	160,272.91
BT1482400081		GF Budgetary Reserve			
BTYE0630262	BT	10-5900-840-000-00-000-000-000-0000		06/30/2026	(126,348.96)
BT1482500001		"			
BTYE0630262	BT	10-5900-840-000-00-000-000-000-0000		06/30/2026	(89,609.57)
BT1482500002		"			

BUDGETARY TRANSACTIONS

Year: 2025-2026 From: 06/01/2026 to 06/30/2026
Funds: 10 Sort: Account Code
Batch: ALL

Amend/Transfer ID / Trans #	Type	Account Code / Description	ASN	Trans Date	Amount
BTACCESS0630261	BT	10-5900-840-000-00-000-000-000-0000		06/30/2026	53,808.80
BT1496200034		GF Budgetary Reserve			
BTYE06261	BT	10-5900-840-000-00-000-000-000-0000		06/30/2026	(174,479.28)
BT1510800222		GF Budgetary Reserve			
			Fund 10 Total Debits: 1,201,220.70	**Total Credits: (1,201,220.70)**	**0.00**
			Grand Total Debits: 1,201,220.70	**Total Credits: (1,201,220.70)**	**0.00**

					PLAYOFFS:	Playoffs	$75	game	
SUPPLEMENTALS – FOREST AREA SCHOOL DISTRICT									
2026-2027 ACADEMIC YEAR						**25-26**	**26-27**		
Supplemental			%	**Name**	Approved	**SUPP BASE**	**2.0%**	**EXP.**	**TOTAL**
Art Show Advisor	**(1 @ $10)**	**EF**	100%	OPEN		$ 534.78	$ 545.47		$ 545.47
Art Show Advisor	**(1 @ $10)**	**WF**	100%	OPEN		$ 534.78	$ 545.47		$ 545.47
Athletic Director - CO	**(4 @ $100)**	**EF**	40%	CRAIG PARRETT	08/21/13	$ 6,715.51	$ 6,849.83	$ 300	$ 3,039.93
Athletic Director - CO	**(4 @ $100)**	**EF**	60%	MISTY HARTLE	08/17/16	$ 6,715.51	$ 6,849.83	$ 100	$ 3,867.00
Athletic Director	**(4 @ $100)**	**WF**	100%	MISTY HARTLE	08/21/13	$ 6,715.51	$ 6,849.83	$ 400	$ 6,679.00
Band (Concert)	**(3 @ $50)**	**EF**	100%	SHANAY JACKSON	08/20/25	$ 797.85	$ 813.81	$ 50	$ 863.81
Band (Concert)	**(3 @ $50)**	**WF**	100%	SHANAY JACKSON	08/20/25	$ 797.85	$ 813.81	$ 50	$ 863.81
Basketball Elementary Boys & Girls	**(3 @ $25)**	**EF**	100%	OPEN		$ 1,619.07	$ 1,651.45		$ 1,651.45
Basketball Boys' Elem.	**(3 @ $25)**	**WF**	100%	COLYN HILLARD	11/15/23	$ 1,619.07	$ 1,651.45	$ 75	$ 1,726.45
Basketball Boys' Jr Hi	**(3 @ $50)**	**DST**	100%	OPEN		$ 2,124.26	$ 2,166.74		$ 2,166.74
Basketball Boys' JV	**(4 @ $75)**	**DST**	100%	ZACH THORNTON	10/15/25	$ 4,505.57	$ 4,595.68	$ 75	$ 4,670.68
Basketball Boys' Varsity	**(4 @ $100)**	**DST**	100%	ROB SIMPSON	05/13/26	$ 6,715.52	$ 6,849.83		$ 6,849.83
Basketball Girls' Elem.	**(3 @ $25)**	**WF**	100%	LISA SCHMIDT	11/20/24	$ 1,619.07	$ 1,651.45	$ 50	$ 1,701.45
Basketball Girls' Jr Hi -	**(3 @ $50)**	**DST**	100%	OPEN		$ 2,124.26	$ 2,166.75		$ 2,166.75
Basketball Girls' Varsity	**(4 @ $100)**	**DST**	100%	DEBBIE MCLAUGHLIN	04/15/26	$ 6,715.52	$ 6,849.83		$ 6,849.83
Cheerleading JV/Varsity	**(3 @ $50)**	**DST**	100%	CHRISCHELLE WAGNER	10/17/24	$ 3,546.37	$ 3,617.30	$ 150	$ 3,767.30
Choral - Elem. Program	**(2 @ $25)**	**EF**	100%	SHANAY JACKSON	08/20/25	$ 415.06	$ 423.36	$ 25	$ 448.36
Choral - Elem. Program	**(2 @ $25)**	**WF**	100%	SHANAY JACKSON	08/20/25	$ 415.06	$ 423.36	$ 25	$ 448.36
Choral Director	**(3 @ $50)**	**WF**	100%	SHANAY JACKSON	08/20/25	$ 797.85	$ 813.81	$ 50	$ 863.81
Choral Director	**(3 @ $50)**	**EF**	100%	SHANAY JACKSON	08/20/25	$ 797.85	$ 813.81	$ 50	$ 863.81
Eighth Grade Advisor	**(1 @ $10)**	**EF**	100%	ROBIN CORNECKI		$ 188.06	$ 191.82	$ 10	$ 201.82
Eighth Grade Advisor	**(1 @ $10)**	**WF**	100%	MISTY HARTLE		$ 188.06	$ 191.82	$ 10	$ 201.82
Engraving Technician-Co			50%	MATT DOUTHETT	08/30/16	$ 2,364.62	$ 2,411.91		$ 1,205.96
Engraving Technician-Co			50%	DUSTIN DONATO	08/17/22	$ 2,364.62	$ 2,411.91		$ 1,205.96
FCCLA Advisor	**(3 @ $25)**	**EF**	100%	SHENESSA ROSSETTI	08/21/19	$ 1,228.49	$ 1,253.06	$ 75	$ 1,328.06
FCCLA Advisor	**(3 @ $25)**	**WF**	100%	OPEN		$ 1,228.49	$ 1,253.06		$ 1,253.06
Fifth/Sixth Grade Trip Advisor	**(1 @ $10)**	**EF**	100%	**DUSTIN DONATO**	08/19/26	$ 186.94	$ 190.68		$ 190.68
Fifth Frade Trip Advisor	**(1 @ $10)**	**WF**	100%	LEANN SHARRAR	09/17/25	$ 186.94	$ 190.68	$ 10	$ 200.68
Foreign Language Advisor	**(3 @ $25)**	**WF**	100%	LISA MCMEEKIN	08/20/25	$ 1,228.49	$ 1,253.06	$ 25	$ 1,278.06
Freshman Advisor	**(1 @ $10)**	**EF**	100%	DUSTIN DONATO	08/17/22	$ 188.06	$ 191.82	$ 10	$ 201.82
Freshman Advisor	**(1 @ $10)**	**WF**	100%	MISTY HARTLE		$ 188.06	$ 191.82	$ 10	$ 201.82
Golf Coach - FA	**(4 @ $75)**	**DST**	100%	JOHN WORTMAN	02/16/22	$ 4,505.57	$ 4,595.68	$ 300	$ 4,895.68

					PLAYOFFS:	Playoffs	$75	game	
SUPPLEMENTALS – FOREST AREA SCHOOL DISTRICT									
2026-2027 ACADEMIC YEAR						**25-26**	**26-27**		
Supplemental			%	**Name**	Approved	**SUPP BASE**	**2.0%**	**EXP.**	**TOTAL**
Golf Coach Jr. Hi	**(3 @ $35)**	**DST**	100%	MATT DOUTHETT	08/17/16	$ 1,341.99	$ 1,368.83	$ 105	$ 1,473.83
Head Teacher - Elem	**(1 @ $50)**	**EF**	100%	OPEN		$ 3,546.37	$ 3,617.30		$ 3,617.30
Head Teacher - Elem	**(1 @ $50)**	**WF**	100%	LEANN SHARRAR	08/18/21	$ 3,546.37	$ 3,617.30	$ 50	$ 3,667.30
Junior Class Advisor	**(1 @ $10)**	**EF**	100%	SHERRY SHAFTIC	09/21/16	$ 336.05	$ 342.78	$ 10	$ 352.78
Junior Class Advisor	**(1 @ $10)**	**WF**	100%	MISTY HARTLE	8/18/2010	$ 336.05	$ 342.78	$ 10	$ 352.78
National Honor Society	**(1 @ $10)**	**EF**	100%	EMMA CUSSINS	09/17/25	$ 419.51	$ 427.90	$ 10	$ 437.90
National Honor Society	**(1 @ $10)**	**WF**	100%	JOHN WORTMAN	09/17/25	$ 419.51	$ 427.90	$ 10	$ 437.90
Play Director	**(2 @ $25)**	**EF**	100%	THOMAS HOOVER		$ 1,508.90	$ 1,539.08	$ 50	$ 1,589.08
Play Director	**(2 @ $25)**	**WF**	100%	JOHN WORTMAN	09/21/16	$ 1,508.90	$ 1,539.08	$ 50	$ 1,589.08
Prom Advisor	**(1 @ $10)**	**EF**	100%	ALYSSA OLIVER	10/17/22	$ 419.51	$ 427.90	$ 10	$ 437.90
Prom Advisor	**(1 @ $10)**	**WF**	100%	JESSICA KENNEDY	01/21/26	$ 419.51	$ 427.90	$ 10	$ 437.90
Robotics	**(1 @ $10)**	**EF**	100%	CRAIG PARRETT	08/17/22	$ 534.78	$ 545.47	$ 10	$ 555.47
Robotics	**(1 @ $10)**	**WF**	100%	JAMES BROWN	08/21/24	$ 534.78	$ 545.47	$ 10	$ 555.47
SADD Advisor	**(3 @ $25)**	**EF**	100%	ROBIN CORNECKI		$ 1,230.71	$ 1,255.33	$ 75	$ 1,330.33
SADD Advisor	**(3 @ $25)**	**WF**	100%	VALERIE WATSON		$ 1,230.71	$ 1,255.33	$ 75	$ 1,330.33
Website Design	**(2 @ $25)**	**EF**	100%	TOM HOOVER	08/19/15	$ 528.56	$ 539.13	$ 50	$ 589.13
Social Media / News	**(2 @ $25)**	**WF**	100%	LISA BANNER	08/20/14	$ 1,069.55	$ 1,090.94	$ 50	$ 1,140.94
Social Media / ATHLETICS	**(2 @ $25)**	**WF**	100%	LISA BANNER	03/17/21	$ 534.78	$ 545.47	$ 50	$ 595.47
Senior Class Advisor	**(1 @ $10)**	**EF**	100%	CRAIG PARRETT	11/20/24	$ 537.46	$ 548.21	$ 10	$ 558.21
Senior Class Advisor	**(1 @ $10)**	**WF**	100%	JEN CARLL	09/23/22	$ 537.46	$ 548.21	$ 10	$ 558.21
Senior Class Trip Advisor	**(1 @ $10)**	**EF**	100%	CRAIG PARRETT	11/20/24	$ 188.06	$ 191.82	$ 10	$ 201.82
Senior Class Trip Advisor	**(1 @ $10)**	**EF**	100%	SHENESSA ROSSETTI	01/24/18	$ 188.06	$ 191.82	$ 10	$ 201.82
Senior Class Trip Advisor	**(1 @ $10)**	**WF**	100%	OPEN		$ 188.06	$ 191.82		$ 191.82
Senior Class Trip Advisor	**(1 @ $10)**	**WF**	100%	JOHN WORTMAN	10/15/25	$ 188.06	$ 191.82	$ 10	$ 201.82
Seventh Grade Advisor	**(1 @ $10)**	**EF**	100%	ERICA GILARA	9/15/2010	$ 188.06	$ 191.82	$ 10	$ 201.82
Seventh Grade Advisor	**(1 @ $10)**	**WF**	100%	JOHN WORTMAN	09/17/25	$ 188.06	$ 191.82	$ 10	$ 201.82
Sixth Grade Trip Advisor	**(1 @ $10)**	**WF**	100%	AMANDA OLSON	09/17/25	$ 186.94	$ 190.68	$ 10	$ 200.68
Soccer Girls Coach - Asst		**DST**	100%	OPEN	05/14/25	$ 1,822.70	$ 1,859.16	$ -	$ 1,859.16
Soccer Girls Coach - Head	**(4 @ $75)**	**DST**	100%	JOE MAYS	06/16/21	$ 4,669.15	$ 4,762.53	$ 300	$ 5,062.53
Soccer Junior High Coach	**(3 @ 35)**	**DST**	100%	LISA MCMEEKIN	05/13/26	$ 908.01	$ 926.17		$ 926.17
Soccer Elementary Coach	**(3 @ 35)**	EF	100%	OPEN		$ 1,158.32	$ 1,181.49		$ 1,181.49
Soccer Elementary Coach	**(3 @ 35)**	WF	100%	**LEANN SHARRAR**	08/19/26	$ 1,158.32	$ 1,181.49		$ 1,181.49
Softball Coach - Asst		**DST**	100%	IZABELLE FLICK	01/15/25	$ 1,656.90	$ 1,690.04	$ -	$ 1,690.04

					PLAYOFFS:	Playoffs	$75	game	
SUPPLEMENTALS – FOREST AREA SCHOOL DISTRICT									
2026-2027 ACADEMIC YEAR						**25-26**	**26-27**		
Supplemental			%	**Name**	Approved	**SUPP BASE**	**2.0%**	**EXP.**	**TOTAL**
Softball Sr. Coach	**(4 @ $75)**	**DST**	100%	ERIC FLICK	10/20/21	**$ 4,505.57**	**$ 4,595.68**	**$ 300**	**$ 4,895.68**
Sophomore Advisor	**(1 @ $10)**	**EF**	100%	OPEN		**$ 336.05**	**$ 342.78**		**$ 342.78**
Sophomore Advisor	**(1 @ $10)**	**WF**	100%	LISA BANNER		**$ 336.05**	**$ 342.78**	**$ 10**	**$ 352.78**
Student Council Advisor	(3 @ $25)	WF	50%	**JILL SMAIL**	**08/19/26**	$ 1,476.63	**$ 1,506.17**	$ 25	$ 778.08
Student Council Advisor	**(3 @ $25)**	**WF**	50%	**LISA BANNER**	**08/19/26**	$ 1,476.63	**$ 1,506.17**	$ 25	$ 778.08
Student Council Advisor	**(3 @ $25)**	**EF**	50%	KRISTEN GLASS	09/18/24	**$ 1,476.63**	**$ 1,506.17**	**$ 50**	**$ 803.08**
Student Council Advisor	**(3 @ $25)**	**EF**	50%	ALYSSA OLIVER	09/18/24	**$ 1,476.63**	**$ 1,506.17**	**$ 50**	**$ 803.08**
Student Historians Advisor	**(3 @ $25)**	**EF**	100%	ERNEST HARTWIG	08/15/12	**$ 1,228.49**	**$ 1,253.06**	**$ 75**	**$ 1,328.06**
Student Historians Advisor	**(3 @ $25)**	**WF**	100%	ERNEST HARTWIG		**$ 1,228.49**	**$ 1,253.06**	**$ 75**	**$ 1,328.06**
Volleyball Coach -Asst		**DST**	100%	**DEBRA SWEENEY**	**08/19/26**	**$ 1,822.70**	**$ 1,859.15**	**$ -**	**$ 1,859.15**
Volleyball Head Coach	**(4 @ $75)**	**DST**	100%	KATELYNN SMITH	03/19/25	**$ 4,669.15**	**$ 4,762.53**	**$ 75**	**$ 4,837.53**
Volleyball Jr. High Coach	**(3 @35)**	**DST**	100%	KATELYNN SMITH	02/18/26	**$ 908.01**	**$ 926.17**	**$ 35**	**$ 961.17**
Yearbook Advisor	**(4 @ $25)**	**EF**	100%	TOM HOOVER		**$ 2,124.26**	**$ 2,166.75**	**$ 100**	**$ 2,266.75**
Yearbook Advisor - CO	**(4 @ $25)**	**WF**	50%	LISA BANNER	8/20/2014	**$ 2,124.26**	**$ 2,166.75**	**$ 100**	**$ 1,183.37**
Yearbook Advisor - CO	**(4 @ $25)**	**WF**	50%	JENNIFER CARLL		**$ 2,124.26**	**$ 2,166.75**	**$ 100**	**$ 1,183.37**
								$ 3,985	**$ 134,898**

					PLAYOFFS:	Playoffs	$75	game	
SUPPLEMENTALS – FOREST AREA SCHOOL DISTRICT									
2026-2027 ACADEMIC YEAR						**25-26**	**26-27**		
Supplemental			%	**Name**	Approved	**SUPP BASE**	**2.0%**	**EXP.**	**TOTAL**
OTHER SUPPLEMENTALS - FOREST AREA SCHOOL DISTRICT									
Supplemental			%	Name	Approved	**SUPP BASE**	**SUPP BASE**	**EXP**	**TOTAL**
Teacher Mentor	J Kennedy		50%	**BRAD ROTH**	08/21/26	800	**$ 800.00**		**$ 400.00**
Teacher Mentor	J Kennedy		50%	**JOHN WORTMAN**	08/21/26	800	**$ 800.00**		**$ 400.00**
Teach Mentor	R Vaughn		100%	**HOLLY JAQUAY**	08/21/26	800	**$ 800.00**		**$ 800.00**
After School Liasion		**WF**		JENNIFER CARLL-		**1000**	**$ 1,000.00**		**$ 1,000.00**
After School Liasion		**EF**		KRISTY HARTLE		**1000**	**$ 1,000.00**		**$ 1,000.00**
Designated substitute caller	**M.O.A.**	**EF**		DONNA OLIVER	09/15/21	**175**	**$ 175.00**	**$ -**	**$ 175.00**
Designated substitute caller	**M.O.A.**	**WF**		JENNIFER CARLL	09/16/15	**175**	**$ 175.00**	**$ -**	**$ 175.00**
Title I 10-2850-121-410				LISA BANNER	05/13/26	**$ 6,548.91**	**$ 6,692.98**		**$ 6,692.98**
Title II 10-2850-121-421				LEANN SHARRAR	05/13/26	**$ 802.56**	**$ 820.22**		**$ 820.22**
							$ 11,463.20	**$ -**	**$ 11,063.20**

ADDENDUM

This is an Addendum to the Agreement between the **Forest Area School District** (hereinafter referred to as "LEA" for Local Education Agency) and **ESS Northeast, LLC (**the "Company") for the services of Substitute Teachers and Staff:

The parties hereby agree to modify the Agreement as follows:

1. Effective September 1, 2026 the following positions and rates are added and/or revised in Exhibit A:

Position	Pay Rate	Discounted Bill Rate
School Psychologist- Reevaluations- No Testing	$300.00	$372.00
School Psychologist-Gifted Testing	$400.00	$496.00
School Psychologist- Initial Testing	$550.00	$682.00
School Psychologist- Hourly Rate	$75.00	$93.00

2. All other provisions of the Agreement shall remain in full force and effect during the term of the Agreement.

IN WITNESS WHEREOF, the parties have executed this Agreement on the date set forth below.

Forest Area School District

By_____
Signature

_____
Name and Title

Date_____

ESS Northeast, LLC

By_____
W. Andrew Hall, Executive V.P.

Date_____

Forest Area School District

2026-2027 School Year

Changes in assignment, grade level, subject, or work site

Changes for Professional Staff:

Matt Douthett: From West Forest Elementary and West Forest Secondary Schools Technology Education to West Forest Elementary and West Forest Secondary Schools Technology Education and Mathematics 7-12

Misty Hartle: From West Forest Secondary Health and Physical Education Educator to Itinerant District wide Head Teacher

Joseph Mays: From East Forest Secondary Health and Physical Education Educator to West Forest Elementary and West Forest Secondary Health and Physical Education Educator

Lisa McMeekin: From Itinerant World Language Educator to West Forest Elementary and West Forest Secondary World Language and English 7-12 Educator

Michael Wright: From Itinerant Elementary Health and Physical Education Educator to East Forest Elementary and East Forest Secondary Health and Physical Education Educator

Katelynn Smith: From West Forest School Social Worker to District wide School Social Worker

Kristen Glass: From East Forest Secondary Special Education Educator to East Forest Elementary, Secondary, and Special Education Educator

Amanda Olson: From West Forest Elementary and Secondary Educator to West Forest Elementary, Secondary, and Special Education Educator

Renea Winger: From Itinerant Art Educator to West Forest Secondary School English 7-12, Family Consumer Science (FCS), and Reading Specialist

Changes for Administration:

Debra Arner: From East Forest Elementary and East Forest Secondary Schools Principal to District Administrator (Effective July 1, 2026) until her retirement on September 3, 2026.

Luke Alex: From Acting Principal of West Forest Elementary and West Forest Secondary Schools to District wide Principal (Effective July 1, 2026)

Changes for Staff:

Jason Wagner: From West Forest Elementary and West Forest Secondary Schools School Police Officer (SPO) to Itinerant District wide School Police Officer

DATA QUALITY NETWORK

26-27 Monthly Meetings

9:00 a.m.-12:00 p.m.
The Data Quality Network (DQN) brings together PDE and LEAs to enhance the understanding of PIMS submissions, data governance, and best practices. By fostering a collaborative atmosphere, we can increase communication and data practices across educational bodies in Pennsylvania.



Aug. 19, 2026 (Virtual)
PIMS Overview,PIMS Changes Refresh & PIMS Calendar Changes, Act 45 Charter School, PIMS/Spec ED Best Practices, Act 16 Best Practices

Sept. 16, 2026 (In Person)
DQC Announcement, ED Qualifiers, C1 Student, C1 Staff

Oct. 21, 2026 (In Person)
Data Governance Award of Excellence, C2 12/1, Understanding Act 16, PVAAS and Student Linkage

Nov. 18, 2026 (In Person)
Data Summit Announcement, Insight of CAD Ward of State vs 1305, CRDC

Dec. 16, 2026 (Virtual)
4605 How to Handle Documentation, Grad Dropout/Cohort & How to Calculate, Attendance/Unlawful

Jan. 20, 2027 (Virtual)
Course and Instructor, PIMS & Discipline, Safe School vs Table 9a Excel Comparison

Feb. 17, 2027 (Virtual)
Using Google to Manage State Reporting, CTE

May 19, 2027 (In Person)
2027-28 PIMS Proposed Changes, DQN End of Year Survey, C4 Transition/Exits, Table 9a, Funds Follow the Student - Child Accounting

Reach out to your PoC for additional info:

https://www.padqn.com/iu-pointsofcontact

Trip Summary - Student Headcount

Bus #15 AM -CLARINGTON / RT 899 / CHERRY - AM

DRIVER NAME: GAWALSKI, DON **BUS NUMBER:** Bus 15

1	BUS START	0
2	4237 RTE 899	0
3	3685 & 3693 ROUTE 899	1
4	3581 ROUTE 899	0
5	BEAR RUN RD & CUSSINS LN	0
6	878 BEAR RUN RD	5
7	BLUE RIDGE ROAD POOL STOP	3
8	3227 CHERRY RUN RD	1
9	PA-899 & WINDFALL LN	1
10	4008 RTE 899	0
11	4286 ROUTE 899	0
12	4642 RTE 899 - EXCEPTION	1
13	263 CHERRY ST	0
14	BIRCH ST & PA-66	0
15	104 STONE WALL LN	3
16	861 BLUE JAY RD - BUS TURN AROUND	0
17	EAST HIGH SCHOOL	-9
18	EAST ELEMENTARY	-5
19	115 S FOREST ST	0
20	107 WALNUT ST	1
21	EAST ELEMENTARY DROP 2	-2
22	BUS STOP	0

Bus #15 PM - CLARINGTON / RT 899 / CHERRY - PM

DRIVER NAME: GAWALSKI, DON **BUS NUMBER:** Bus 15

1	BUS START	0
2	EAST ELEMENTARY (RUN 1)	0
3	EAST ELEMENTARY	9
4	EAST HIGH SCHOOL	9
5	107 WALNUT ST	-1
6	115 S FOREST ST	0
7	104 STONE WALL LN	-3
8	861 BLUE JAY RD - BUS TURN AROUND	0
9	4642 RTE 899 - EXCEPTION	-1
10	PA-899 & WINDFALL LN	-1
11	3685 & 3693 ROUTE 899	-1
12	BEAR RUN RD & CUSSINS LN	0
13	878 BEAR RUN RD	-5
14	BLUE RIDGE ROAD POOL STOP	-3
15	3227 CHERRY RUN RD	-1
16	4008 RTE 899	0
17	4237 RTE 899 - EXCEPTION	0
18	4286 ROUTE 899	-2
19	BUS STOP	0

Bus #16 - Rte 66 / Millstone Run / Blood Road - (AM)

DRIVER NAME: BRAUN, DIANE **BUS NUMBER:** Bus 16

1	BUS START	0
2	MILLSTONE TOWNSHIP TURN AROUND	0
3	8188 ROUTE 3002 - ROUTES	0
4	BORLAND LOOP & GREGG HILL RD & ROUTE 3002	1
5	7452 ROUTE 3002	0
6	3566 LOLETA RD	1
7	TOWER LN & ROUTE 66	1
8	873 BYROMTOWN RD	2
9	43856 RTE 66	0

10	THE LODGE - BUS TURN AROUND	1
11	43973 ROUTE 66	3
12	43835 RTE 66	0
13	41885 RTE 66	2
14	BUS TURN AROUND	0
15	482 E SPRUCE ST	2
16	PINE ST - ROUTE	0
17	CYPRESS ST & S FOREST ST	10
18	EUCLID AVE & S FOREST ST	3
19	116 & 117 S FOREST ST	3
20	EAST FOREST HIGH SCHOOL	-12
21	EAST FOREST ELEMENTARY	-15
22	BUS STOP	0

Bus #16 - Rte 66 / Millstone Run / Blood Road - (PM)

DRIVER NAME: BRAUN, DIANE **BUS NUMBER:** Bus 16

1	GARAGE START	0
2	EAST FOREST ELEMENTARY	20
3	EAST FOREST HIGH SCHOOL	14
4	S FOREST ST & FORESTRY DR - EXCEPTION	-2
5	116 & 117 S FOREST ST	-3
6	EUCLID AVE & S FOREST ST -	-5
7	CYPRESS ST & S FOREST ST	-10
8	AQUA LN & LAMONAVILLE RD	-2
9	BUS TURN AROUND	0
10	112 CHESTNUT ST	0
11	TOWER LN & ROUTE 66	-1
12	873 BYROMTOWN RD	-5
13	43856 RTE 66	-1
14	44078 RTE 66	-1
15	43973 RTE 66	-3
16	43835 RTE 66	0
17	41885 RTE 66	-3
18	3566 LOLETTA RD (FOREST RIDGE CABINS)	-2
19	BORLAND LOOP & GREGG HILL RD & ROUTE 3002	-3
20	BUS TURN AROUND	0
21	GARAGE STOP	0

Bus #19 AM German Hill to West Forest (AM)

DRIVER NAME: SCHARFELD, THOMAS **BUS NUMBER:** Bus 19

1	GARAGE START	1
2	1091 ROUTE 36	3
3	1516 RT 36	1
4	1545 ROUTE 36	1
5	BUS TURNAROUND (NO PICKUP) FAULKNER DR	0
6	WORD OF GRACE CHURCH PARKING LOT	5
7	923 GERMAN HILL RD - EXCEPTION	1
8	1064 GERMAN HILL RD	0
9	1572 GERMAN HILL RD	1
10	1749 GERMAN HILL RD (EXCEPTION)	1
11	2025 GERMAN HILL ROAD	1
12	GERMAN HILL RD & WHIMPY LN	1
13	2379 GERMAN HILL RD	1
14	GERMAN HILL RD & HEATH LN	0
15	BEL ISLE RD & GERMAN HILL RD	1
16	CHURCH HILL/ GERMAN HILL RD - BUS TURN AROUND	0
17	2771 GERMAN HILL RD	3
18	863 GRANGE HALL ROAD	0
19	602 GRANGE HALL ROAD	3
20	441 GRANGE HALL RD	1
21	330 GRANGE HALL RD	0
22	3296 LITTLE HICKORY RD	2
23	4330 LITTLE HICKORY RD - EXCEPTION	1

24	21835 RTE 62	2
25	WEST FOREST ELEMENTARY	-14
26	WEST FOREST JR/SR HIGH SCHOOL	-13
27	MUCCIO GARAGE END ROUTE	0

Bus #19 PM German Hill to West Forest (PM)

DRIVER NAME: SCHARFELD, THOMAS **BUS NUMBER:** Bus 19

1	GARAGE START	0
2	WEST FOREST ELEMENTARY	17
3	WEST FOREST JR/SR HIGH SCHOOL	14
4	21835 RTE 62	-3
5	4330 LITTLE HICKORY RD	-1
6	3296 LITTLE HICKORY RD	-2
7	330 GRANGE HALL RD	0
8	441 GRANGE HALL ROAD	-1
9	602 GRANGE HALL RD	-3
10	863 GRANGE HALL ROAD	0
11	GERMAN HILL RD & HEATH LN	0
12	BEL ISLE RD & GERMAN HILL RD	-1
13	CHURCH HILL/ GERMAN HILL RD - BUS TURN AROUND	0
14	2771 GERMAN HILL RD	0
15	2379 GERMAN HILL RD	-2
16	GERMAN HILL RD & WHIMPY LN	-3
17	2048 GERMAN HILL RD - 4H MEETING EXCEPTION	0
18	2025 GERMAN HILL ROAD	-1
19	1749 GERMAN HILL RD - EXCEPTION	-1
20	1572 GERMAN HILL RD	-1
21	1408 GERMAN HILL RD - EXCEPTION RULE	0
22	1287 GERMAN HILL RD - EXCEPTION	-1
23	1064 GERMAN HILL RD	0
24	923 GERMAN HILL RD - EXCEPTION	-1
25	WORD OF GRACE CHURCH PARKING LOT	-5
26	101 FAULKNER DR - BUS TURN AROUND	0
27	309 ELM ST (EXCEPTION)	0
28	1545 ROUTE 36	-1
29	1516 RT 36	-1
30	1091 ROUTE 36	-3
31	GARAGE STOP	-1

Bus #20 AM - Neiltown/Tionesta (AM)

DRIVER NAME: McFarland, Jessica **BUS NUMBER:** Bus 20

1	WF BUS GARAGE- ROUTE 36 START	1
2	FLEMING HILL RD - ROUTE	0
3	1231 BUTCHER KNIFE HILL RD - ROUTE	0
4	158 CHAPMAN RD - EXCEPTION ONLY	0
5	CHAPMAN RD & EVERGREEN RD	0
6	396 CHAPMAN RD - ROUTE	0
7	2298 NEILLTOWN RD	2
8	223 MCFATE ROAD	1
9	2622 NEILLTOWN ROAD	0
10	FAGLE FARM RD & NEILLTOWN RD	0
11	HARMONY TOWNSHIP BUILDING	0
12	4292 NEILLTOWN ROAD	1
13	4419 STEWARTS RUN RD	0
14	4303 STEWARTS RUN RD	2
15	4241 STEWARTS RUN RD - EXCEPTION ONLY	1
16	ROUTE 36/STEWARTS RUN RD (AM ONLY)	0
17	146 BALL HILL RD	3
18	108 GARNTHAM LN - ROUTE	0
19	612 ELM ST (POOL STOP IN FRONT OF HUMAN SERVICES BLDG)	5
20	22109 ROUTE 62	1
21	PA-666 & US HIGHWAY 62 & US-62 N - ROUTE	0
22	E HICKORY RD & SR 4005	3

23	224 OLD ROUTE 62	3
24	157 OLD ROUTE 62	2
25	CHURCH HILL RD & OLD ROUTE 62	2
26	WEST FOREST JR/SR HIGH SCHOOL	-11
27	WEST FOREST ELEMENTARY	-16
28	WF BUS GARAGE ROUTE 36 RETURN	0

Bus #20 PM - Neiltown/Tionesta (PM)

DRIVER NAME: McFarland, Jessica **BUS NUMBER:** Bus 20

1	WF BUS GARAGE ROUTE 36 RETURN	0
2	WEST FOREST ELEMENTARY	19
3	WEST FOREST JR/SR HIGH SCHOOL	15
4	22109 ROUTE 62	-1
5	243 OLD ROUTE 62 - ROUTE	0
6	E HICKORY RD & SR 4005	-4
7	224 OLD ROUTE 62	-3
8	157 OLD ROUTE 62	-2
9	CHURCH HILL RD & OLD ROUTE 62	-2
10	612 ELM ST (POOL STOP IN FRONT OF HUMAN SERVICES BLDG)	-13
11	TIONESTA VISITOR CENTER (SCOUTS)	0
12	3893 COLONEL DRAKE HWY - ROUTE	0
13	146 BALL HILL ROAD	-3
14	4241 STEWARTS RUN RD - EXCEPTION ONLY	-1
15	4303 STEWARTS RUN RD	-1
16	4419 STEWARTS RUN RD	0
17	4292 NEILLTOWN ROAD	-1
18	FAGLE FARM RD & NEILLTOWN RD	0
19	158 CHAPMAN RD - EXCEPTION ONLY	0
20	CHAPMAN RD & EVERGREEN RD	0
21	396 CHAPMAN RD	0
22	223 MCFATE ROAD	-1
23	2298 NEILLTOWN RD	-3
24	2622 NEILLTOWN ROAD	0
25	1231 BUTCHER KNIFE HILL RD	0
26	FLEMING HILL RD- ROUTE	0
27	WF BUS GARAGE- ROUTE 36 START	-1

Bus #24 AM Redbrush to West Forest (AM)

DRIVER NAME: MYERS, ALEXIS **BUS NUMBER:** Bus 24

1	GARAGE START	1
2	612 NEBRASKA ROAD	0
3	GOLINZA RD & NORMANSVILLE RD & PINEY RD	0
4	ALLIO RD & GOLINZA RD - BUS TURN AROUND	0
5	GOLINZA RD & PROFFIT RD	0
6	38 NEBRASKA RD (EXCEPTION RULE)	0
7	COLONEL DRAKE HWY & HARTZELL LN	3
8	COLONEL DRAKE HWY & PORTER LN	1
9	448 RTE 36	2
10	564 ROUTE 36	1
11	PENNDOT STOCK YARD - STITZINGER ROAD	4
12	487 SHRIVER RD- ROUTE	0
13	2401 HEMLOCK ROAD	2
14	HEMLOCK RD BUS TURN AROUND	0
15	ELK LN & RED BRUSH RD	1
16	RED BRUSH RD & CAMPFIRE LN	1
17	1837 REDBURSH RD	2
18	1863 RED BRUSH RD	1
19	RED BRUSH RD & INTERNATIONAL LN	3
20	2216 REDBRUSH RD - EXCEPTION	0
21	2321 RED BRUSH RD	0
22	223 SMOKEY HILL RD	1
23	170 SMOKEY HILL RD	2
24	SKY JET PARKING LOT	0

25	145 ELM ST - EXCEPTION	2
26	WEST FOREST JR/SR HIGH SCHOOL	-10
27	WEST FOREST ELEMENTARY	-17
28	GARAGE STOP	0

Bus #24 PM Redbrush to West Forest (PM)

DRIVER NAME: MYERS, ALEXIS **BUS NUMBER:** Bus 24

1	GARAGE START	0
2	WEST FOREST ELEMENTARY	20
3	WEST FOREST JR/SR HIGH SCHOOL	13
4	145 ELM ST - EXCEPTION	-2
5	1735 ROUTE 36 - SKYJET PARKING LOT TURN AROUND	0
6	170 SMOKEY HILL RD	-4
7	223 SMOKEY HILL RD	-1
8	2216 RED BRUSH RD - EXCEPTION ONLY	0
9	RED BRUSH RD & INTERNATIONAL LN	-4
10	1863 RED BRUSH RD	-2
11	1837 REDBURSH RD	-2
12	CAMPFIRE LN & RED BRUSH RD	-1
13	ELK LN & RED BRUSH RD	-2
14	2401 HEMLOCK RD	-3
15	HEMLOCK RD BUS TURN AROUND	0
16	1028 RED BRUSH RD - EXCEPTION RULE	0
17	SHRIVER ROAD & STITZINGER ROAD INTERSECTION	0
18	816 RED BRUSH RD (EXCEPTION ONLY)	-2
19	487 SHRIVER RD - ROUTE	0
20	PENNDOT STOCK YARD - STITZINGER ROAD	-4
21	727 COLONEL DRAKE HWY - EXCEPTION	-1
22	564 ROUTE 36	-1
23	COLONEL DRAKE HWY & PORTER LN	-2
24	COLONEL DRAKE HWY & HARTZELL LN	-3
25	CARSON LN & COLONEL DRAKE HWY - EXCEPTION	0
26	13420 RTE 36 - EXCEPTION RULE	0
27	612 NEBRASKA ROAD	0
28	ALLIO RD & GOLINZA RD - BUS TURN AROUND	0
29	GOLINZA RD & PROFFIT RD	0
30	GOLINZA RD & NORMANSVILLE RD & PINEY RD	0
31	448 RTE 36	-2
32	GARAGE STOP	-3

Bus #25 - Greenwood / Jacks Hollow / Pigeon (AM)

DRIVER NAME: THORNTON, ROXANNE **BUS NUMBER:** Bus 25

1	BUS GARAGE START - BIRCH ST	0
2	GEM LN & ROUTE 66	0
3	40933 RTE 66	2
4	37934 ROUTE 66 - ROUTE	0
5	GREENWOOD RD & BONNIE LN - TURN AROUND	0
6	DOGPATCH LN & GREENWOOD RD	1
7	GREENWOOD RD & OLIVER LN	0
8	3216 JACKS HOLLOW RD - ROUTE	0
9	3578 JACKS HOLLOW ROAD	1
10	FOREST RD & LENCER DR & MAPLECREEK DR - EXCEPTION	0
11	5461 FOREST RD - ROUTE	0
12	VOWINCKLE PARKING LOT	0
13	37988 ROUTE 66 - ROUTE	0
14	39710 RTE 66	1
15	5558 BLOOD RD	0
16	5385 BLOOD RD	2
17	HICKORY LANE & ROUTE 66	3
18	40310 ROUTE 66	0
19	40497 RTE 66	2
20	5225 GUITONVILLE RD	2
21	GUITONVILLE RD & JONES FARM RD - BUS TURN AROUND	0

22	GUITONVILLE RD & PONY FARM RD	3
23	4848 GUITONVILLE RD	1
24	227 SCHRECENGOST RD	2
25	40744 ROUTE 66 - POOL STOP	4
26	41044 ROUTE 66	0
27	249 CHERRY ST	1
28	107 N FOREST ST - ROUTE	0
29	EAST FOREST HIGH SCHOOL	-14
30	EAST FOREST ELEMENTARY	-11
31	BUS GARAGE END ROUTE BIRCH ST	0

Bus #25 - Greenwood / Jacks Hollow / Pigeon (PM)

DRIVER NAME: THORNTON, ROXANNE **BUS NUMBER:** Bus 25

1	START GARAGE	0
2	EAST ELEMENTARY	17
3	EAST HIGH	10
4	249 CHERRY ST	-1
5	GEM LN & ROUTE 66	0
6	40933 RTE 66	-1
7	40744 ROUTE 66 - POOL STOP	-4
8	40351 RTE 66 - EXCEPTION	-1
9	40310 ROUTE 66	0
10	227 SCHRECENGOST RD	-3
11	GUITONVILLE RD & JONES FARM RD - BUS TURN AROUND	0
12	GUITONVILLE RD & PONY FARM RD	-2
13	4848 GUITONVILLE RD	-1
14	5225 GUITONVILLE RD	-2
15	40497 RTE 66	-2
16	HICKORY LN & ROUTE 66	-2
17	5558 BLOOD RD	0
18	5385 BLOOD RD	-6
19	39710 RTE 66	-1
20	VOWINCKLE PARKING LOT - EXCEPTION	-3
21	FOREST RD & LENCER DR & MAPLECREEK DR - EXCEPTION	0
22	BONNIE LN & GREENWOOD RD	0
23	DOGPATCH LN & GREENWOOD RD	-1
24	3578 JACKS HOLLOW ROAD	-1
25	5491 FOREST RD - ROUTE	0
26	37951 ROUTE 66	0
27	STOP GARAGE	0

Bus #26 Kelletville to West Forest (AM)

DRIVER NAME: FRANCOIS, PAIGE **BUS NUMBER:** Bus 26

1	GARAGE START	2
2	22226 ROUTE 62	0
3	236 OLD ROUTE 62 - ROUTE	0
4	2931 CREEK RD - ROUTE	0
5	PA-666 MAYBURG BRIDGE TURN AROUND	0
6	OLD KELLETTVILLE RD & PA-666 (EXCEPTION)	1
7	CREEK RD & WHIG HILL RD TURN AROUND	0
8	2677 CREEK ROAD - EXCEPTION	1
9	2900 CREEK RD - EXCEPTION	0
10	2957 CREEK ROAD	2
11	CEMETERY RD & GERMAN HILL RD	1
12	GERMAN HILL RD & HOLLYWOOD AND VINE ST	0
13	4547 GERMAN HILL RD	1
14	4369 GERMAN HILL RD BUS TURN AROUND	0
15	ROUTE 666 & BERLIN RD (SW)	0
16	BEAVER VALLEY RD & BEE LN	0
17	KIFFER HILL RD & BRECHT RD (N)	3
18	HUNTER RD & PA-666	3
19	PA-666 & COOKIE LN - EXCEPTION ONLY	0
20	17330 ROUTE 666 - EXCEPTION	1

21	REX RD & ROUTE 666 (NW)	1
22	17457 ROUTE 666	3
23	17475 ROUTE 666	2
24	BLOODY RUN RD & ROUTE 666	0
25	17545 RTE 66 - EXCEPTION	1
26	17601 ROUTE 666	0
27	17636 ROUTE 666	1
28	17650 ROUTE 666 - EXCEPTION	0
29	17690 ROUTE 666	1
30	17780 ROUTE 666 - EXCEPTION RULE	0
31	21196 ROUTE 62	1
32	BRIDGE ST & MAIN ST	0
33	3569 MAIN STREET	0
34	CRESMONT RD & FLEMING HILL RD	1
35	CEMETERY RD & FLEMING HILL RD - BUS TURN AROUND	1
36	PEARL ST & FLEMING HILL RD	1
37	3551 MAIN ST (EXCEPTION)	1
38	3541 MAIN ST	0
39	3215 DAWSON RD	0
40	DAWSON RD & TANK HILL RD - BUS TURN AROUND	0
41	3294 DAWSON RUN RD	2
42	3450 MAIN ST - POOL STOP	2
43	3474 MAIN ST	1
44	3502 MAIN STREET	0
45	FERRY LANE - EAST HICKORY	0
46	ANDY YOCK RD & US-62 N	1
47	WEST FOREST JR/SR HIGH SCHOOL	-17
48	WEST FOREST ELEMENTARY	-17
49	543 ROUTE 36	0

Bus #26 PM Kelletville to West Forest (PM)

DRIVER NAME: FRANCOIS, PAIGE **BUS NUMBER:** Bus 26

1	GARAGE START	0
2	WEST FOREST ELEMENTARY	24
3	WEST FOREST JR/SR HIGH SCHOOL	21
4	ANDY YOCK RD & US-62 N	-1
5	BRIDGE ST & MAIN ST	0
6	3569 MAIN STREET	0
7	3551 MAIN ST (EXCEPTION)	-3
8	CRESMONT RD & FLEMING HILL RD -	-1
9	CEMETERY RD & FLEMING HILL RD - BUS TURN AROUND	-1
10	PEARL ST & FLEMING HILL RD	-2
11	USPS - WEST HICKORY TRANSFER	0
12	3215 DAWSON RD	0
13	DAWSON RD & TANK HILL RD - BUS TURN AROUND	0
14	3294 DAWSON RUN RD	-2
15	3450 MAIN ST - POOL STOP	-3
16	3474 MAIN ST	-1
17	3541 MAIN ST (EXCEPTION)	-3
18	21196 ROUTE 62	-2
19	17690 ROUTE 666	-1
20	17636 ROUTE 666	-1
21	17601 ROUTE 666	0
22	17545 ROUTE 666 - EXCEPTION	-2
23	BLOODY RUN RD & ROUTE 666 - EXCEPTION	0
24	17475 ROUTE 666	-2
25	17457 ROUTE 666	-3
26	REX RD & RTE 666	-1
27	17330 ROUTE 666 - EXCEPTION	-1
28	PA-666 & COOKIE LN - EXCEPTION ONLY	0
29	HUNTER RD & PA-666	-3
30	BEAVER VALLEY RD & BRECHT RD & YELLOW HAMMER RD	-3
31	BEAVER VALLEY RD & BEE LN	0
32	PA-666 & TOWNLINE RD - EXCEPTION	0
33	ROUTE 666 & BERLIN RD (SW)	0
34	CEMETERY RD & GERMAN HILL RD	-1

35	GERMAN HILL RD & HOLLYWOOD AND VINE ST	0
36	4547 GERMAN HILL RD	-2
37	4369 GERMAN HILL RD BUS TURN AROUND	0
38	2957 CREEK ROAD	-2
39	2900 CREEK RD - EXCEPTION	0
40	2677 CREEK RD - EXCEPTION	-1
41	CREEK RD & WHIG HILL RD TURN AROUND	0
42	OLD KELLETTVILLE RD & PA-666 (EXCEPTION)	-1
43	PA-666 & MAYBURG BRIDGE TURNAROUND	0
44	BALLTOWN RD & GERMAN HILL RD & PA-666	0
45	22289 ROUTE 62 (ROUTE)	0
46	GARAGE STOP	-2

Bus #27 - AM WatsonFarm/Rt66 (AM)

DRIVER NAME: ANDERSON, MOLLY **BUS NUMBER:** Bus 27

1	BUS START	0
2	2151 BLUE JAY CREEK RD - ROUTE	0
3	7947 ROUTE 666 - ROUTE	0
4	0 PA-666	0
5	CHERRY RUN RD & PA-948 - BUS TURN AROUND	0
6	20342 ROUTE 948	2
7	WATSON FARM RD - BUS TURN AROUND	0
8	2840 WATSON FARM ROAD	1
9	550 SHEFFIELD JUNCTION RD - ROUTE ONLY	0
10	1410 WATSON FARM RD	1
11	1065 WATSON FARM RD	2
12	1059 WATSON FARM RD (EXCEPTION)	0
13	HOWE TWSP GARAGE (EXCEPTION)	0
14	PA-66 & SNOW DRIFT LN	2
15	206 CHERRY STREET	2
16	SNYDER MEMORIAL - EXCEPTION	0
17	252 CHERRY ST	1
18	ASPEN LN & CONRAD DR & ROUTE 66	1
19	41181 RTE 66	2
20	OAK LN & RED OAK LN	1
21	426 LITTLE OAK LN	0
22	OAK LN & WHITE OAK LN	4
23	WHITE OAK LN & OAK LANE	0
24	225 CHERRY STREET	4
25	CHERRY ST - ROUTE	0
26	135 CHERRY ST	1
27	133 E BIRCH ST - ROUTE	0
28	EAST HIGH	-14
29	EAST ELEMENTARY	-10
30	BUS STOP	0

Bus #27 -PM WatsonFarm/Rt66 (PM)

DRIVER NAME: ANDERSON, MOLLY **BUS NUMBER:** Bus 27

1	EF BUS GARAGE START	0
2	HEMLOCK ST & SALMON CREEK RD & W MAPLE ST	0
3	201 CHESTNUT ST	0
4	EAST ELEMENTARY	11
5	EAST HIGH	13
6	135 CHERRY ST	0
7	206 CHERRY STREET	-2
8	SNYDER MEMORIAL - EXCEPTION	0
9	252 CHERRY ST	-1
10	ASPEN LN & CONRAD DR & ROUTE 66	-1
11	41181 RTE 66	-1
12	OAK LN & RED OAK LN	-1
13	426 LITTLE OAK LN	0
14	OAK LN & WHITE OAK LN	-6
15	225 CHERRY STREET	-4

16	41885 ROUTE 66	0
17	PA-66 & SNOW DRIFT LN	-2
18	43835 ROUTE 66	0
19	1059 WATSON FARM RD (EXCEPTION)	0
20	1065 WATSON FARM RD	-2
21	1410 WATSON FARM RD	-1
22	562 SHEFFIELD JUNCTION RD - ROUTE ONLY	0
23	ROUTE 948 -	0
24	2840 WATSON FARM ROAD	-1
25	WATSON FARM RD - BUS TURN AROUND	0
26	20342 ROUTE 948	-3
27	CHERRY RUN RD & PA-948 ROUTE	0
28	0 PA-666	0
29	EF BUS GARAGE - END	0

Bus #28 Henry's/Walnut Bend to West Forest (AM)

DRIVER NAME: LEICHER, HARRY **BUS NUMBER:** Bus 28

1	MUCCIO GARAGE - START	0
2	0 US HIGHWAY 62 - ROUTE	0
3	MAPLE RD & WALNUT BEND RD	2
4	HALF BARRELL BLVD & WALNUT BEND RD BUS TURN AROUND - STUDENT PICK UP	0
5	AHRENSVILLE RD & WALNUT BEND RD	2
6	148 HENRY'S BEND RD - ROUTE	0
7	3886 US 62	1
8	VFW BUS TURN AROUND	0
9	3875 US 62	1
10	5497 US HIGHWAY 62	0
11	466 PRESIDENT VILLAGE RD - EXCEPTION	2
12	212 PRESIDENT VILLAGE RD	2
13	110 PRESIDENT VILLAGE RD	0
14	MCCALMONT RD & US HIGHWAY 62	1
15	107 BAILEY DRIVE	1
16	STEWART RUN RD & FLICK LN POOL STOP	4
17	1586 HUNTER STATION RD	0
18	6961 ROUTE 62	0
19	7013 US-62 N	0
20	7100 ROUTE 62	2
21	STATION RD & US-62 N	1
22	ELM ST & WALNUT ST - POOL STOP	1
23	ELM ST & HIGHLAND AVE - SHERMAN ENTERPRISES POOL STOP	7
24	116 VINE ST	1
25	HIGHLAND AVE & VINE ST - EXCEPTION RULE	0
26	VINE ST & WALNUT ST & SPRING ST (POOL STOP)	5
27	220 ELM ST - ROUTE	0
28	416 ELM ST - POOL STOP	2
29	528 ELM ST - COURTHOUSE	14
30	WEST FOREST JR/SR HIGH SCHOOL	-21
31	WEST FOREST ELEMENTARY	-26
32	MUCCIO GARAGE - STOP	0

Bus #28 Henry's/Walnut Bend to West Forest (PM)

DRIVER NAME: LEICHER, HARRY **BUS NUMBER:** Bus 28

1	MUCCIO GARAGE - START	0
2	WEST FOREST ELEMENTARY	30
3	WEST FOREST JR/SR HIGH SCHOOL	29
4	648 ELM ST - EXT	0
5	528 ELM ST - COURT HOUSE	-25
6	ELM ST & WALNUT ST - POOL STOP	-1
7	208 ELM ST - METHODIST CHURCH - SCOUTS	0
8	ELM ST & HIGHLAND AVE - SHERMAN ENTERPRISES POOL STOP	-9
9	124 GERMAN HILL RD - ROUTE	0
10	116 VINE ST	-1
11	HIGHLAND AVE & VINE ST - EXCEPTION RULE	0

12	VINE ST & WALNUT ST & SPRING ST (POOL STOP)	-6
13	416 ELM ST - POOL STOP	-3
14	STATION RD & US-62 N	-1
15	7100 ROUTE 62	-2
16	7013 US-62 N	0
17	6961 ROUTE 62	0
18	HUNTERS GOLF COURSE - EXCEPTION	0
19	STEWART RUN RD & FLICK LN	-6
20	1586 HUNTER STATION RD	0
21	107 BAILEY DRIVE	-1
22	6110 US 62 - EXCEPTION	-1
23	MCCALMONT RD & US HIGHWAY 62	-1
24	466 PRESIDENT VILLAGE RD - EXCEPTION	-2
25	230 PRESIDENT VILLAGE RD - EXCEPTION	-1
26	212 PRESIDENT VILLAGE RD	-2
27	110 PRESIDENT VILLAGE RD	0
28	PRESIDENT RD & US HIGHWAY 62	0
29	VFW BUS TURN AROUND	0
30	3875 US 62	-1
31	3886 US 62	-1
32	843 WALNUT BEND RD	0
33	MAPLE RD & WALNUT BEND RD	-2
34	HALF BARRELL BLVD & WALNUT BEND RD BUS TURN AROUND - STUDENT PICK UP	0
35	AHRENSVILLE RD & WALNUT BEND RD	-2
36	1584 WALNUT BEND RD	0
37	MUCCIO GARAGE - STOP	0

Bus #34 Tidioute Charter School (AM)

DRIVER NAME: SETTNECK, GREG **BUS NUMBER:** Bus 34

1	MUCCIO BUS GARAGE ROUTE 36- START	0
2	COLONEL DRAKE HWY & LEA LN - (PO)	2
3	906 NEBRASKA RD	0
4	NEBRASKA RD & PINEY RD	0
5	HETRICK RD & ROUTE 36 & WAGON WHEEL LN	1
6	1756 ROUTE 36 - (PO)	1
7	155 ELM ST - ROUTE	0
8	1064 DUTCH HILL RD	3
9	GRANGE HALL RD & HOLLY ACRES RD	1
10	FLEMING HILL RD & PEARL ST	0
11	CEMETERY RD & FLEMING HILL RD	0
12	FLEMING HILL RD & ORCHARD ST - ROUTE	0
13	DEPOT ST & FLEMING HILL RD & MAIN ST - ROUTE	0
14	USPS - WEST HICKORY TRANSFER -	7
15	3562 MAIN ST	0
16	BRIDGE ST & MAIN ST - EXCEPTION	0
17	CHURCH HILL RD & ROUTE 62	0
18	US-62 N - BUS TURN AROUND	0
19	20938 ROUTE 62	1
20	17650 ROUTE 666	2
21	BALLPARK LN & ROUTE 666 - BUS TURN AROUND	0
22	TIDOUTE CHARTER	-18
23	MAIN ST & ECONOMY ST (NW)	0
24	WEST FOREST JR/SR HIGH SCHOOL	0
25	516 ELM ST - ROUTE	0
26	MUCCIO BUS GARAGE - RETURN RTE 36	0

Bus #34 Tidioute Charter School (PM)

DRIVER NAME: SETTNECK, GREG **BUS NUMBER:** Bus 34

1	WF MUCCIO BUS GARAGE	0
2	WEST FOREST JR/SR HIGH SCHOOL - COPY	0
3	623 ELM ST - ROUTE ONLY	0
4	TIDOUTE CHARTER	18
5	2 WALNUT ST - ROUTE	0

6	20938 ROUTE 62	-1
7	17650 ROUTE 666 -	-2
8	BUS TURN AROUIND	0
9	CHURCH HILL RD & ROUTE 62	0
10	WEST FOREST ELEMENTARY	-6
11	WEST FOREST JR/SR HIGH SCHOOL -	-1
12	22318 ROUTE 62	0
13	BRIDGE ST & MAIN ST - EXCEPTION	0
14	3562 MAIN ST	0
15	USPS - WEST HICKORY TRANSFER	0
16	FLEMING HILL RD & PEARL ST	0
17	CEMETERY RD & FLEMING HILL RD	0
18	6375 FLEMING HILL RD - ROUTE ONLY	0
19	GRANGE HALL RD & HOLLI ACRES -	-1
20	1064 DUTCH HILL RD -	-3
21	101 FAULKNER DR - BUS TURN AROUND	0
22	309 ELM ST - EXCEPTION	-3
23	1756 ROUTE 36 - (PO)	-1
24	HETRICK RD & ROUTE 36 & WAGON WHEEL LN	-1
25	COLONEL DRAKE HWY & LEA LN - (PO)	-2
26	906 NEBRASKA RD	0
27	NEBRASKA RD & PINEY RD	0
28	WF MUCCIO BUS GARAGE HOME BASE	0

Trip Summary - Student Headcount

Bus #35 Christian Life Academy (AM)

DRIVER NAME: Strotman, Leigh **BUS NUMBER:** Bus 35

1	WF MUCCIO BUS GARAGE HOME BASE	0
2	ELM ST & GERMAN HILL RD	3
3	PA-666 & US HIGHWAY 62 & US-62 N - ROUTE	0
4	13664 ROUTE 666	1
5	MAYBURG BRIDGE TURN AROUND	0
6	PA-666 - ROUTE	0
7	PA-666 & US HIGHWAY 62 & US-62 N - ROUTE	0
8	ELM ST & US HIGHWAY 62 - ROUTE	0
9	FAULKNER PLAZA	1
10	6961 US-62 N	0
11	MCCALMONT RD & PRESIDENT RD & US HIGHWAY 62	0
12	1601 RIVERSIDE DR - ROUTE	0
13	PETROLEUM STREET BRG & W FRONT ST - ROUTE	0
14	REED ST - ST STEVENS	0
15	802 E 2ND ST - ROUTE	0
16	CHRISTIAN LIFE ACADEMY	-5
17	1353 RIVERSIDE DR -ROUTE	0
18	2397 US 62 - ROUTE	0
19	WF MUCCIO BUS GARAGE HOME BASE - END TRIP	0

Bus #35 Christian Life Academy (PM)

DRIVER NAME: Strotman, Leigh **BUS NUMBER:** Bus 35

1	WF MUCCIO BUS GARAGE HOME BASE - END TRIP	0
2	206 RIVER ST - ROUTE	0
3	1721 RIVERSIDE DR - ROUTE	0
4	CHRISTIAN LIFE ACADEMY	7
5	1283 RIVERSIDE DR - ROUTE	0
6	4365 STATE ROUTE 257	0
7	MCCALMONT RD & PRESIDENT RD & US HIGHWAY 62	0
8	5839 US 62	-2
9	6961 US-62 N	0
10	FAULKNER PLAZA	-1
11	PA-666 & US HIGHWAY 62 & US-62 N - ROUTE	0
12	TOWNLINE RD & DOUBLE ACTION RUN RD - EXCEPTION ONLY	-1
13	0 PA-666 - ROUTE	0
14	PA-666 MAYBURG BRIDGE TURN AROUND	0
15	13664 ROUTE 666	-1
16	PA-666 & US HIGHWAY 62 & US-62 N - ROUTE	0
17	ELM ST & GERMAN HILL RD	-3
18	673 RTE 36	0
19	WF MUCCIO BUS GARAGE HOME BASE	0

VAN #02 CLARION VOTECH - AM

DRIVER NAME: Everett, Rosemary **BUS NUMBER:** Van 2

1	GARGAGE START	0
2	EAST FOREST HIGH SCHOOL	1
3	CLARION COUNTY CAREER TECHNOLOGY	-1
4	GARAGE STOP	0

VAN #02 CLARION VOTECH - PM

DRIVER NAME: Everett, Rosemary **BUS NUMBER:** Van 2

1	GARAGE START	0
2	CLARION COUNTY CAREER TECHNOLOGY	1
3	EAST FOREST HIGH SCHOOL	-1
4	GARAGE STOP	0

VAN #03 WF TO CL ELEM (AM)

DRIVER NAME: CHVALA, DOUG **BUS NUMBER:** Van 3

1	GARAGE START	0
2	638 ELM ST	1
3	203 ELM ST	0
4	28TH DIVISION HWY & N PAINT BLVD - ROUTE	0
5	CLARION LIMESTONE ELEMENTARY	-1
6	28TH DIVISION HWY & N PAINT BLVD	0
7	0 PA-66 - ROUTE	0
8	GARAGE STOP	0

VAN #03 WF TO CL ELEM (PM)

DRIVER NAME: CHVALA, DOUG **BUS NUMBER:** Van 3

1	GARAGE START	0
2	0 PA-66 - ROUTE	0
3	28TH DIVISION HWY & N PAINT BLVD - ROUTE	0
4	CLARION LIMESTONE ELEMENTARY	1
5	28TH DIVISION HWY & N PAINT BLVD - ROUTE	0
6	638 ELM ST	-1
7	203 ELM ST	0
8	0 PA-66 - ROUTE	0
9	GARAGE STOP	0

Van #04 - EF St Joseph (PM)

DRIVER NAME: Gardner, Kathy **BUS NUMBER:** Van 4

1	EAST FOREST MUCCIO BUS GARAGE	0
2	ST. JOE'S	5
3	41216 ROUTE 66 - ROUTE	0
4	1110 GREENWOOD RD	-2
5	40833 RTE 66 - ROUTE	0
6	143 CHERRY ST - ROUTE	0
7	65 HEMLOCK ST	-2
8	207 N FOREST ST	-1
9	MARIENVILLE BUS GARAGE	0

Van #04 - EF to St Joseph (AM)

DRIVER NAME: Gardner, Kathy **BUS NUMBER:** Van 4

1	EAST FOREST BUS GARAGE - START	0
2	207 N FOREST ST	1
3	65 HEMLOCK ST	2
4	1110 GREENWOOD RD	2
5	ROUTE 36 & ROUTE 66 ROUTE	0
6	ROUTE 66 & TYLERSBURG RD ROUTE	0
7	ST. JOE'S	-5
8	EAST FOREST BUS GARAGE - STOP	0

VAN #06 - WF TO TITUSVILLE MIDDLE SC PM

DRIVER NAME: JOHNSTON, TROY **BUS NUMBER:** Van 6

1	GARAGE START	0
2	TITUSVILLE MIDDLE SCHOOL	1
3	638 ELM ST	0
4	319 HI ROCK RD	-1
5	123 S ELM ST ROUTE	0
6	GARAGE STOP	0

VAN #06 - WF TO TITUSVILLE MIDDLE SC AM

DRIVER NAME: JOHNSTON, TROY **BUS NUMBER:** Van 6

1	GARAGE START	0
2	144 ELM ST	0
3	319 HI ROCK RD	1
4	645 ELM ST - TURN AROUND	0
5	TITUSVILLE MIDDLE SCHOOL	-1
6	GARAGE STOP	0

Van #08 - Neiltown to TCS Transfer at WFH (PM)

DRIVER NAME: Mlakar, JoAnn **BUS NUMBER:** Van 8

1	WEST FOREST ELEMENTARY	9
2	WEST FOREST JR/SR HIGH SCHOOL	1
3	623 ELM ST -CYS EXCEPTION	-1
4	407 ELM ST	-1
5	ELM ST & ROUTES 36 AND 62 (NO STUDENT)	0
6	108 BALL HILL RD	-2
7	650 GREEN HILL RD	-1
8	2622 NEILLTOWN RD	-1
9	130 EVERGREEN RD	-1
10	GARAGE STOP	0

Van #08 - Neiltown to TCS Transfer -USPS (AM)

DRIVER NAME: Mlakar, JoAnn **BUS NUMBER:** Van 8

1	GARAGE START	0
2	130 EVERGREEN RD	1
3	2622 NEILLTOWN RD	1
4	650 GREEN HILL RD	1
5	108 BALL HILL RD	2
6	407 ELM ST	1
7	ELM ST & ROUTES 36 AND 62 (NO STUDENT)	0
8	LITTLE HICKORY RD & US-62 N	0
9	USPS - WEST HICKORY TRANSFER	-9

Van #08 WF to IU6 North Clarion (PM)

DRIVER NAME: Mlakar, JoAnn **BUS NUMBER:** Van 8

1	GARAGE START	0
2	NORTH CLARION SCHOOL	2
3	947 RTE 36	-1
4	112 WALNUT ST	-1
5	WFH TCC TRANSFER STOP	0

Van #08 WF to IU6 North Clarion (AM)

DRIVER NAME: Mlakar, JoAnn **BUS NUMBER:** Van 8

1	USPS HICKORY TCC TRANSFER SPOT	0
2	112 WALNUT ST	1
3	947 RTE 36	1
4	NORTH CLARION SCHOOL	-2
5	GARAGE STOP	0

VAN #09 WF TO ST JOES AM

DRIVER NAME: CROWE, CYNTHIA **BUS NUMBER:** Van 9

1	GARAGE START	0
2	7717 RTE 62	1
3	502 VINE ST	2
4	1452 ROUTE 36	1
5	0 ROUTE 208 - ROUTE	0
6	ROUTE 36 & ROUTE 66 - ROUTE	0
7	ST. JOE'S	-4
8	ROUTE 36 & ROUTE 66 - ROUTE	0
9	0 ROUTE 208 - ROUTE	0
10	GARAGE STOP	0

VAN #09 WF TO ST JOES PM

DRIVER NAME: CROWE, CYNTHIA **BUS NUMBER:** Van 9

1	GARAGE START	0
2	ROUTE 208 ROUTE	0
3	ROUTE 36 & ROUTE 66 - ROUTE	0
4	ST. JOE'S	4
5	ROUTE 36 & ROUTE 66 - ROUTE	0
6	0 ROUTE 208 ROUTE	0
7	1452 ROUTE 36	-1
8	502 VINE ST	-2
9	7717 RTE 62	-1
10	GARAGE STOP	0

Van #10 PD Stockyard Transfer from Bus 24 (PM)

DRIVER NAME: Six, Chuck **BUS NUMBER:** Van 10

1	PD STOCKYARD TRANSFER	0
2	PENNDOT STOCK YARD - STITZINGER ROAD	9
3	1702 STITZINGER RD	-1
4	MYERS LN & STITZINGER RD	-3
5	GARAGE STOP	0

Van #10 - WF to Tionesta Hill (PM)

DRIVER NAME: Six, Chuck **BUS NUMBER:** Van 10

1	GARAGE START	0

2	WEST FOREST JR/SR HIGH SCHOOL	1
3	WEST FOREST ELEMENTARY	4
4	ELM ST & US HIGHWAY 62	0
5	170 SMOKEY HILL ROAD	-2
6	1809 STITZINGER RD	-3
7	PD STOCKYARD	0

Van #10 Tionesta Hill To WF (AM)

DRIVER NAME: Six, Chuck **BUS NUMBER:** Van 10

1	FAULKNER PLAZA	0
2	1809 STITZINGER RD	3
3	170 SMOKEY HILL RD	1
4	ELM ST & US HIGHWAY 62 - ROUTE	0
5	WEST FOREST ELEMENTARY	-3
6	WEST FOREST JR/SR HIGH SCHOOL	-1
7	GARAGE STOP	0

VAN #10 TRANSFER TO BUS #35 (AM)

DRIVER NAME: Six, Chuck **BUS NUMBER:** Van 10

1	GARAGE START	0
2	3810 ROUTE 36 - ROUTE	0
3	3551 ROUTE 36	2
4	FAULKNER PLAZA	-4

VAN #11 EF TO NC (AM)

DRIVER NAME: SHARROW, DAN **BUS NUMBER:** Van 11

1	GARAGE START	0
2	109 HEMLOCK ST	1
3	727 THOMPSON DR	1
4	NORTH CLARION HIGH SCHOOL	-2
5	GARAGE STOP	0

VAN #11 EF TO NC (PM)

DRIVER NAME: SHARROW, DAN **BUS NUMBER:** Van 11

1	GARAGE START	0
2	NORTH CLARION HIGH SCHOOL	2
3	727 THOMPSON DR	-1
4	109 HEMLOCK ST	-1
5	GARAGE STOP	0

Van #12 Transfer to Bus 24 (AM)

DRIVER NAME: SCHRADER, DIANE **BUS NUMBER:** Van 12

1	GARAGE START	0
2	MYERS LN & STITZINGER RD	3
3	1702 STITZINGER RD	1
4	PENNDOT STOCK YARD - STITZINGER ROAD	-9

Van #12 Ball Hill Rd to WF (AM)

DRIVER NAME: SCHRADER, DIANE **BUS NUMBER:** Van 12

1	PENNDOT STOCKYARD	0
2	733 FOGLE FARM RD	3
3	392 JAMISON RUN RD	1

4	JAMISON RUN RD & WILLY LN	1
5	4728 RTE 36	1
6	WEST FOREST ELEMENTARY	-3
7	WEST FOREST JR/SR HIGH SCHOOL	-3
8	GARAGE STOP	0

VAN #12 TRANSFER TO BUS #35 (PM)

DRIVER NAME: SCHRADER, DIANE **BUS NUMBER:** Van 12

1	FAULKNER PLAZA	3
2	3810 ROUTE 36 - ROUTE	0
3	3551 ROUTE 36	-1
4	GARAGE STOP	0

Van #12A Ball Hill RD to WF (PM)

DRIVER NAME: SCHRADER, DIANE **BUS NUMBER:** Van 12

1	GARAGE START	0
2	WEST FOREST ELEMENTARY	4
3	WEST FOREST JR/SR HIGH SCHOOL	4
4	0 US HIGHWAY 62 - ROUTE	0
5	4334 NEILLTOWN RD - ROUTE	0
6	392 JAMISON RUN RD	-1
7	KENWOOD LN & WILLY LN	-2
8	733 FOGLE FARM RD	-3
9	4728 ROUTE 36	-2
10	FAULKNER PLAZA	0

Van #15A Little Hickory Rd (AM)

DRIVER NAME: HOLLAND, GEORGE **BUS NUMBER:** Van 15

1	START RUN 2 WOG	0
2	2802 LITTLE HICKORY RD	0
3	448 CHURCH HILL RD	1
4	CHURCH HILL RD & DICE RUN RD & FOX RUN RD	3
5	155 CHURCH HILL RD	0
6	GERMAN HILL RD & WHIMPY LN - EXCEPTION	0
7	2802 LITTLE HICKORY RD	0
8	HI ROCK RD & LITTLE HICKORY RD	0
9	22012 ROUTE 62 - ROUTE	0
10	WEST FOREST ELEMENTARY	-2
11	WEST FOREST JR/SR HIGH SCHOOL	-2
12	GARAGE STOP	0

Van #15A Little Hickory Rd (PM)

DRIVER NAME: HOLLAND, GEORGE **BUS NUMBER:** Van 15

1	GARAGE START	0
2	WEST FOREST JR/SR HIGH SCHOOL	3
3	WEST FOREST ELEMENTARY	2
4	HI ROCK RD & LITTLE HICKORY RD	0
5	GERMAN HILL RD & LITTLE HICKORY RD & NEBRASKA RD	0
6	155 CHURCH HILL RD	-1
7	CHURCH HILL RD & DICE RUN RD & FOX RUN RD	-3
8	448 CHURCH HILL RD	-1
9	GERMAN HILL RD & WHIMPY LN - EXCEPTION	0
10	STOP RUN 1 WOG	0

Van #15T German Hill Transfer from Bus #19 (PM)

	DRIVER NAME: HOLLAND, GEORGE	BUS NUMBER: Van 15
1	WORD OF GRACE CHURCH PARKING LOT	9
2	508 GERMAN HILL RD (POOL STOP)	-5
3	GARAGE STOP	0

Van #15T German Hill Transfer to Bus #19 (AM)

	DRIVER NAME: HOLLAND, GEORGE	BUS NUMBER: Van 15
1	GARAGE START	0
2	508 GERMAN HILL RD (POOL STOP)	5
3	WORD OF GRACE CHURCH PARKING LOT	-9

Van #18 WF to Jamieson Run AM

	DRIVER NAME: LEICHER, PATRICIA	BUS NUMBER: Van 18
1	GARAGE START	0
2	971 ROUTE 36	3
3	7100 RTE 62	1
4	107 SCHOOL HOUSE RD	1
5	CEMETERY RD & FLEMING HILL RD (V)	0
6	WEST FOREST ELEMENTARY	-4
7	WEST FOREST JR/SR HIGH SCHOOL	-1
8	GARAGE STOP	0

Van #18 WF to Jamieson Run PM

	DRIVER NAME: LEICHER, PATRICIA	BUS NUMBER: Van 18
1	GARAGE START	0
2	WEST FOREST JR/SR HIGH SCHOOL	2
3	WEST FOREST ELEMENTARY	5
4	CEMETERY RD & FLEMING HILL RD - EXCEPTION	-1
5	107 SCHOOL HOUSE RD	-1
6	668 ELM ST	0
7	7100 RTE 62	-1
8	971 ROUTE 36	-3
9	GARAGE STOP	-1

VAN #19 - IU TO WEST - AM

	DRIVER NAME: HARP, DARRELL	BUS NUMBER: Van 19
1	GARAGE START	0
2	199 PINE ST	1
3	115 S FOREST ST	1
4	5079 GUITONVILLE RD	2
5	40310 RTE 66	0
6	0 PA-66 - ROUTE	0
7	7638 ROUTE 36 - ROUTE	0
8	ELM STREET	0
9	WEST FOREST ELEMENTARY	-4
10	WEST FOREST JR/SR HIGH SCHOOL	1
11	33458 ROUTE 66	0
12	0 PA-66 - ROUTE	0
13	EAST FOREST JR/SR HIGH SCHOOL	-1
14	GARAGE STOP	0

VAN #19 - IU TO WEST - PM

	DRIVER NAME: HARP, DARRELL	BUS NUMBER: Van 19
1	GARAGE START	0

2	EAST FOREST JR/SR HIGH SCHOOL	0
3	EAST FOREST - COLLECT STUDENT	0
4	8021 ROUTE 36	0
5	12932 ROUTE 36 (EXCEPTION)	0
6	WEST FOREST ELEMENTARY	4
7	WEST FOREST JR/SR HIGH SCHOOL	0
8	ELM STREET	0
9	33458 ROUTE 66 - ROUTE	0
10	40310 RTE 66	0
11	5079 GUITONVILLE ROAD	-2
12	115 S FOREST ST	-1
13	199 PINE ST	-1
14	GARAGE STOP	0

Van #22 Henrys Bend Rd to TCC AM

DRIVER NAME: SHARP, ERICA **BUS NUMBER:** Van 22

1	GARAGE START	0
2	AHRENSVILLE RD & WALNUT BEND RD	1
3	USPS - WEST HICKORY TRANSFER	-1
4	GARAGE STOP	0

Van #22 Henrys Bend Rd to TCC PM

DRIVER NAME: SHARP, ERICA **BUS NUMBER:** Van 22

1	GARAGE START	0
2	WEST FOREST JR/SR HIGH SCHOOL	1
3	AHRENSVILLE RD & WALNUT BEND RD	-1
4	GARAGE STOP	0

TRIP DETAIL

TRIP: PRESCHOOL TRIP 1 - AM
AIDE:
DRIVER:
BUS: Van 15

START TIME: 07:27 am
FINISH TIME: 08:25 am
TOTAL TIME: 0:58

DISTANCE: 32.56
STUDENTS TRANSPORTED: 3
MAX STUDENT ON BUS: 0

STOP	TIME	COMMENT/LOCATION	COUNT	STUDENT NAME	SCHOOL	GRADE
1	07:27 am	GARAGE START				
			0	---------- PICK UP ----------		
2	07:30 am	448 Rte 36 (...)				
			1	---------- DROP OFF ----------		
3	07:40 am	1809 Stitzinger Rd (...)				
			1	---------- DROP OFF ----------		
4	08:00 am	157 Old Rte 62 (...)				
			1	---------- DROP OFF ----------		
5	08:10 am	West Forest Elementary				
			3	---------- DROP OFF ----------		
6	08:25 am	GARAGE STOP				
			0	---------- DROP OFF ----------		

TRIP: PRESCHOOL TRIP 1 - PM
AIDE:
DRIVER:
BUS: Van 15

START TIME: 12:45 pm
FINISH TIME: 01:43 pm
TOTAL TIME: 0:58

DISTANCE: 33.46
STUDENTS TRANSPORTED: 3
MAX STUDENT ON BUS: 0

STOP	TIME	COMMENT/LOCATION	COUNT	STUDENT NAME	SCHOOL	GRADE
1	12:45 pm	GARAGE START				
			0	---------- PICK UP ----------		
2	01:00 pm	West Forest Elementary				
			3	---------- DROP OFF ----------		
3	01:07 pm	157 Old Rte 62 (...)				
			1	---------- DROP OFF ----------		
4	01:30 pm	1809 Stitzinger Rd (...)				
			1	---------- DROP OFF ----------		
5	01:39 pm	448 Rte 36				
			1	---------- DROP OFF ----------		
6	01:43 pm	GARAGE STOP				
			0	---------- DROP OFF ----------		

EAST FOREST ELEMENTARY SCHOOL

Title I Parent and Family Engagement Policy

Date Reviewed/Revised: _6/25/2026, 1 PM_____

East Forest Elementary School recognizes that parents and families are children's first teachers and essential partners in education. The school is committed to developing and maintaining meaningful, highly personalized partnerships between home and school to support student achievement and ensure strict compliance with Section 1116 of the Every Student Succeeds Act (ESSA).

Development of the Parent and Family Engagement Policy

East Forest Elementary School will involve parents and family members in the annual review and revision of this Parent and Family Engagement Policy through surveys, parent feedback forms, Title I meetings, and participation in the school's Parent Advisory Committee. Parent input will be used to improve family engagement activities and strengthen home-school partnerships.

Annual Title I Meeting

East Forest Elementary School will hold its annual Title I meeting each summer. All parents and family members of participating students will be invited and encouraged to attend before the start of the new school year. Under the direction of the Federal Programs Coordinator, Mrs. Lisa Banner, and school leadership, families attending this summer meeting will:

- Learn about the school's participation in the Title I program.
- Review parent rights under ESSA.
- Receive information regarding Title I services and funding.
- Discuss opportunities for involvement in school programs and activities.

Flexible Meeting Opportunities & Family Events

To encourage maximum participation, East Forest Elementary School will offer family engagement meetings at varying times throughout the school year, including daytime and evening options. Virtual participation opportunities may also be provided when appropriate.

In strict alignment with the school's joint commitments, East Forest Elementary will host major community events to build capacity and welcome families into the building, including:

- The Annual Fall Open House
- Official Parent-Teacher Conference Days
- The Thanksgiving Family Luncheon

- The Spring Family Luncheon

Parent and Family Involvement in School Improvement

Parents and family members will be invited to participate in the planning, review, and improvement of the school's Title I program, Schoolwide Plan, Parent and Family Engagement Policy, and family engagement activities through surveys, advisory meetings, and school improvement discussions.

Information About the Title I Program

Parents will receive timely information regarding Title I services, eligibility, program goals, and student academic support services. Information will be distributed transparently through newsletters, the district website, parent meetings, phone messaging systems, email, and direct written communications.

Curriculum, Assessments, and Academic Standards

East Forest Elementary School will provide parents with information regarding:

- Pennsylvania Academic Standards and grade-level learning expectations.
- School curriculum and instructional programs.
- State (PSSA) and local diagnostic assessments.
- Individual student progress tracking.

Teachers and staff will explain assessment results and instructional practices during conferences, meetings, and ongoing conversations.

Parent Requests and Suggestions

Parents may request meetings with teachers, administrators, or Title I staff at any time. The school will respond promptly to parent questions, concerns, and suggestions and will consider parent recommendations when making educational decisions.

Schoolwide Program Planning

As a Schoolwide Title I program, East Forest Elementary School will involve parents and family members in the development, review, and evaluation of the Schoolwide Plan through annual meetings, surveys, and participation in school improvement activities.

School-Parent Compact Alignment

In accordance with Section 1116(d) of ESSA, East Forest Elementary School jointly develops and maintains a School-Parent-Student Compact. This compact is a shared team agreement between families, students, and staff to ensure every child reaches their highest potential.

To fulfill the requirements of the compact, communication and progress tracking between home and school will include:

- At least one annual parent-teacher conference to discuss the compact's actionable commitments.
- Frequent access to student progress reports, including digital grading access through the CSIU system, midquarter reports, quarterly report cards, and targeted email or telephone communication.
- Reasonable access to staff and clear opportunities for classroom volunteering, visits, and direct participation.
- Meaningful, two-way communication in a language families can understand via the district all-call system, Remind app, and professional emails.

Building Parent Capacity

East Forest Elementary School will assist families by offering workshops focused on literacy, mathematics, and supporting learning at home; training on educational technology and online learning tools (including monitoring grades via the CSIU system); and resources to help families monitor student progress, practice home structure, and communicate effectively with school staff.

Staff Development & Core Values

School staff will receive professional development regarding effective family engagement practices, centering around treating each child with dignity and respect, and striving to meet individual academic needs. Staff will incorporate parent feedback and perspectives to continually strengthen relationships and ensure a safe, positive, and healthy learning environment.

Coordination with Other Programs & Inclusion

East Forest Elementary School will coordinate family engagement activities with preschool programs, special education services, community agencies, and other federal, state, and local programs to support successful transitions. Meaningful participation opportunities will be provided for all families, including those with limited English proficiency, families of students with disabilities, and migratory families.

This policy was jointly developed and reviewed with parents and family members. It will be distributed annually to all families of participating students and made available to the local community.

School Administration & Federal Contacts:

- **Superintendent**: Mrs. Amy Beers | abeers@forestareaschools.org | 814-755-4491
- **Principal:** Mr. Luke Alex | lalex@forestareaschools.org | 814-927-6688
- **Federal Programs Coordinator:** Mrs. Lisa Banner | lbanner@forestareaschools.org
- **Reading Specialist Teacher:** Miss Emma Cussins | ecussins@forestareaschools.org
- **District Website:** www.forestareaschools.org

EAST FOREST HIGH SCHOOL

Title I Parent and Family Engagement Policy

Date Reviewed/Revised: 6/25/2026, 1 PM_____

East Forest High School (Grades 7–12) recognizes that parents and families are children's first teachers and essential partners in education. The school is committed to developing and maintaining meaningful, highly personalized partnerships among families, educators, students, and the community to support secondary academic success and ensure strict compliance with Section 1116 of the Every Student Succeeds Act (ESSA).

Development and Annual Review of the Policy

East Forest High School will involve parents and family members in the annual review and revision of this Parent and Family Engagement Policy through surveys, parent feedback forms, Title I meetings, and participation in the school's Parent Advisory Committee. Parent input will be actively used to improve secondary family engagement activities and strengthen home-school partnerships.

Annual Title I Parent Meeting

East Forest High School will hold its annual Title I meeting each summer at a convenient time for families prior to the start of the new school year. Under the direction of the Federal Programs Coordinator, Mrs. Lisa Banner, and school leadership, families attending this summer meeting will:

- Learn about the school's participation in the Title I program and student eligibility.
- Review ESSA parent rights and opportunities for involvement.
- Receive information regarding Title I secondary services, interventions, and funding.
- Discuss opportunities for involvement in school programs, athletic compliance paths, and activities.

Flexible Family Engagement Opportunities & Secondary Events

To encourage maximum participation, East Forest High School will offer family engagement meetings at varying times throughout the school year, including daytime and evening options. Virtual participation opportunities may also be provided when appropriate.

In strict alignment with our high school compact commitments, East Forest will host key annual community, athletic, and traditional events to build capacity and welcome families into the junior/senior high building, including:

- The Annual Fall Open House

- Official Parent-Teacher Conference Days
- The Traditional Thanksgiving Family Luncheon
- Homecoming Festivities (Promoting secondary school spirit, community identity, and family connection)
- Secondary academic workshops, path planning sessions, and parent consultations.

Parent and Family Involvement in School Improvement

Parents and family members will be invited to participate in the planning, review, and improvement of the school's Title I program, Schoolwide Plan, Parent and Family Engagement Policy, and family engagement activities through surveys, advisory meetings, and school improvement discussions.

Information About the Title I Program

Parents will receive timely information regarding Title I services, eligibility, program goals, and student academic support services. Information will be distributed transparently through newsletters, the district website, parent meetings, phone messaging systems, email, and direct written communications.

Curriculum, Assessments, and Academic Standards

The school will provide families with information regarding:

- Pennsylvania Academic Standards and secondary grade-level learning expectations.
- Core junior/senior high curriculum and instructional programs.
- State (PSSA / Keystone Exams) and local diagnostic assessments.
- Individual student progress tracking.

The principal, teachers, and staff will explain assessment results, intervention plans, and classroom instructional practices during conferences, workshops, and parent meetings.

Parent Input and Meeting Requests

Parents may request meetings with teachers, Title I staff, counselors, or administrators at any time to discuss concerns, recommendations, or educational decisions affecting their children. The school will respond promptly and work collaboratively with families.

Schoolwide Program Planning

As a Schoolwide Title I program, East Forest High School will involve parents and family members in the development, review, and evaluation of the Schoolwide Plan through annual meetings, surveys, and participation in school improvement activities.

Shared Responsibility: The High School Compact

In accordance with Section 1116(d) of ESSA, East Forest High School jointly develops and maintains a School-Parent-Student Compact outlining the team framework for shared academic achievement. At the secondary level, this agreement balances home support with increasing student autonomy.

To fulfill the specific communication promises in our high school compact, progress tracking and dialogue between home and school will include:

- At least one annual parent-teacher conference to directly discuss the compact's actionable commitments.
- Frequent access to student progress updates, including tracking grades in the digital CSIU system, midquarter reports, quarterly report cards, and targeted email or telephone communication.
- Student Accountability Tracking, explicitly requiring students to actively monitor their own grades through the CSIU system to cultivate self-advocacy and ownership of their learning.
- Reasonable access to staff and clear opportunities for family participation, classroom visits, and secondary volunteering.
- Meaningful, two-way communication via the district all-call system, Remind app, and professional emails.

Building Family Capacity & Staff Training

East Forest High School will support families by providing literacy, math, and study skill resources for home use, training on educational technology tools (including monitoring grades via the CSIU system), and family workshops focused on secondary academic support strategies.

School personnel will receive professional development regarding effective family engagement practices, centering around treating secondary students with dignity, creating a safe and positive learning environment, and striving to meet individual academic needs.

Coordination with Other Programs & Inclusion

East Forest High School will coordinate parent involvement activities with local career and technical programs, community organizations, special education services, and post-secondary planning agencies to support successful student transitions. Meaningful participation opportunities will be provided for all parents, including families with limited English proficiency, families of students with disabilities, migratory families, and families requiring additional accommodations.

This policy was jointly developed with parents and family members. It will be distributed annually to all participating families and made available to the local community.

School Administration & Federal Contacts:

- **Superintendent:** Mrs. Amy Beers | abeers@forestareaschools.org | 814-755-4491
- **Principal:** Mr. Luke Alex | lalex@forestareaschools.org | 814-927-6688

- **Head Teacher:** Mrs. Misty Hartle | mhartle@forestareaschools.org
- **Federal Programs Coordinator:** Mrs. Lisa Banner | lbanner@forestareaschools.org
- **Reading Specialist Teacher:** Miss Emma Cussins | ecussins@forestareaschools.org
- **District Website:** www.forestareaschools.org

FOREST AREA SCHOOL DISTRICT

Title I District-Wide (LEA) Parent and Family Engagement Policy

Date Reviewed/Revised: _June 24/25, 2026_____

The Forest Area School District (LEA) agrees to implement the statutory requirements of Section 1116 of the Every Student Succeeds Act (ESSA) to ensure a consistent, high-quality partnership among families, school administrators, and the community across all district campuses.

The district recognizes that family engagement is vital to student achievement. Given our unique rural setting and close-knit community footprints, central administration will work hand-in-hand with our four Title I schoolwide buildings (East Forest Elementary, West Forest Elementary, East Forest High School, and West Forest High School) to build strong, localized home-school partnerships.

1. Joint Development of District Plans

The Forest Area School District will involve parents and family members in the joint development, annual review, and strategic evaluation of the District Improvement Plan and LEA Title I Plan.

- **PAC and SPAC Integration:** Input will be gathered systematically through annual stakeholder surveys, district-level parent planning meetings, and coordination with building-level Parent Advisory Committees (PAC). The district will also utilize resources and feedback channels aligned with the State Parent Advisory Council (SPAC).
- **Policy Revision:** This LEA-wide policy will be evaluated annually to identify and eliminate barriers to participation, with special attention given to low-income families, families of students with disabilities, families with limited English proficiency, and migratory families.

2. Technical Assistance and Support to Schools

The central administration office, under the guidance of the Federal Programs Coordinator, will provide consistent technical assistance, professional guidance, and budgetary support to help all four school sites plan and execute effective family engagement activities.

- **Compact & Policy Alignment:** The LEA ensures that each building jointly develops a School-Parent-Student Compact and a building-level policy that reflects their specific community calendar and data goals.

- **Operational Support:** The district will assist schools in coordinating and cross-promoting high-yield community events, ensuring administrative visibility at landmark building events such as the Annual Fall Open Houses, Thanksgiving Family Luncheons, Spring Family Luncheons, Homecoming Festivities, and the Annual Carnivals.

3. Coordination of Family Engagement Across Programs

To maximize impact and streamline community resources, the Forest Area School District will deliberately coordinate and integrate its Title I family engagement strategies with other federal, state, and local educational programs.

- Early Childhood Transitions: The district will coordinate outreach with local preschool and early intervention systems to support smooth transitions for incoming families into East Forest Elementary (PK-6) and West Forest Elementary (PK-6).
- Secondary and Vocational Pathways: The LEA will foster partnerships connecting East Forest High School (7-12) and West Forest High School (7-12) family events with local career and technical programs, special education transition planning, and post-secondary preparation agencies.

4. Building LEA and Capacity for Strong Involvement

The Forest Area School District will build capacity for strong family involvement through centralized tools, specialized staff training, and data transparency.

- **Academic Standards and Assessment Clarity:** The district will provide materials and hosting frameworks to ensure schools can clearly explain Pennsylvania Academic Standards, Keystone Exams, and PSSA expectations to parents during summer and school-year workshops.
- **Digital Tools Literacy:** The LEA will maintain, support, and provide training for the centralized digital systems used across all four buildings to ensure consistent two-way communication:
    - The CSIU System: Providing parents and secondary students secure, ongoing access to monitor grades, assignments, and attendance data.
    - The Remind App & District All-Call System**:** Ensuring immediate, unified distribution of building announcements, event alerts, and progress tracking reminders.
- **Professional Development:** The LEA will provide professional learning opportunities for administrators, head teachers, and instructional staff focusing on the value of parent contributions, treating families with dignity and respect, and delivering highly individualized learning experiences that leverage the district's small class sizes.

5. Annual Title I Parent Evaluation Meeting

The district will conduct an annual evaluation of the content and effectiveness of this family engagement policy.

- **The Summer Title I Assembly:** In keeping with district strategy, the Annual Title I Meeting will be held each summer prior to the start of the school year. Managed by the Federal Programs Coordinator and district leadership, this meeting will review district-wide Title I funding, evaluate family engagement policies, and gather parent perspectives to drive continuous district improvement.

6. Accessible Communication in Understandable Formats

The Forest Area School District ensures that all district-wide communication, policy updates, and meeting notices are distributed in a clear, parent-friendly format. To the extent practicable, translation and interpretation services, alternate formatting, and individualized accommodations will be proactively provided upon request to ensure equitable access for all families across the LEA.

This District-Wide (LEA) Parent and Family Engagement Policy has been developed jointly with, and agreed upon by, parents and family members of children participating in Title I, Part A programs. It will be distributed annually to all district families and made available to the local community.

District Leadership & Central Federal Contacts:

- **Superintendent:** Mrs. Amy Beers | abeers@forestareaschools.org | 814-755-4491
- **Federal Programs Coordinator:** Mrs. Lisa Banner | lbanner@forestareaschools.org
- **District Principal:** Mr. Luke Alex | lalex@forestareaschools.org
- **District Website:** www.forestareaschools.org

WEST FOREST ELEMENTARY SCHOOL

Title I Parent and Family Engagement Policy

Date Reviewed/Revised: _6/24/2026, 12 PM_____

West Forest Elementary School believes that strong partnerships among families, educators, and the community contribute directly to student success. The school is committed to engaging parents and family members as active participants in their children's education and meeting all requirements of Section 1116 of the Every Student Succeeds Act (ESSA).

Development and Annual Review of the Policy

West Forest Elementary School will jointly develop, review, and revise this Parent and Family Engagement Policy annually with parents and family members. Family input will be gathered transparently through surveys, parent meetings, Title I events, the State Parent Advisory Council (SPAC), and school improvement discussions.

Annual Title I Parent Meeting

West Forest Elementary School will hold its annual Title I meeting each summer at a convenient time for families prior to the start of the new school year. Under the direction of the Federal Programs Coordinator, Mrs. Lisa Banner, and school leadership, families attending this summer meeting will:

- Learn about the school's Title I program, eligibility, and services.
- Review ESSA parent rights and opportunities for involvement.
- Receive information about academic programs and student support services.
- Provide feedback regarding family engagement activities.

Flexible Family Engagement Opportunities & School Events

West Forest Elementary School will offer multiple opportunities for family participation throughout the school year, including morning, afternoon, evening, and virtual events when appropriate.

In strict alignment with our school-parent-student compact commitments, West Forest will host key annual community and academic events to build capacity, including:

- The Annual Fall Open House
- Official Parent-Teacher Conference Days
- The Annual Carnival
- The Spring Family Luncheon
- Academic workshops, family literacy nights, and parent information sessions.

Participation in Planning and School Improvement

Parents and family members will be encouraged to participate in the planning, review, and evaluation of the Title I program, the Parent and Family Engagement Policy, family engagement activities, and the Schoolwide Program Plan. Input will be gathered collaboratively through meetings, surveys, parent committees, and individual consultations.

Information About Title I Services

West Forest Elementary School will provide timely information about Title I services through newsletters, school communications, the district website, family events, and direct communication from school staff.

Curriculum, Standards, and Assessments

The school will help families understand:

- Pennsylvania Academic Standards and grade-level learning expectations.
- Core curriculum and instructional materials used in classrooms.
- State (PSSA) and local diagnostic assessments.
- Student progress monitoring practices.

Teachers and staff will discuss student progress and achievement data during conferences, workshops, and parent meetings.

Parent Input and Meeting Requests

Parents may request meetings with teachers, Title I staff, counselors, or administrators to discuss concerns, recommendations, or educational decisions affecting their children. The school will respond promptly and work collaboratively with families to address questions.

Schoolwide Program Participation

As a Title I Schoolwide Program school, West Forest Elementary School will involve parents and family members in the joint development, review, and evaluation of the Schoolwide Plan through annual meetings, surveys, and committee participation.

Shared Responsibility: The School-Parent Compact

In accordance with Section 1116(d) of ESSA, West Forest Elementary School jointly develops and maintains a School-Parent-Student Compact outlining the team framework for shared academic achievement.

To fulfill the specific communication promises in our compact, progress tracking and dialogue between home and school will include:

- At least one annual parent-teacher conference to directly discuss the compact's actionable commitments.
- Frequent access to student progress updates, including tracking grades in the digital CSIU system, midquarter reports, quarterly report cards, and targeted email or telephone communication.
- Reasonable access to staff and clear opportunities for family participation, classroom visits, and volunteering.
- Ongoing, two-way communication in a language families can understand via the district all-call system, Remind app, and professional emails.

Building Family Capacity & Staff Training

West Forest Elementary School will support families by providing literacy and learning resources for home use, training on educational technology tools (including monitoring grades via the CSIU system), and family workshops focused on academic support strategies.

School personnel will receive training on effective family engagement practices, centering around treating each child with dignity, creating a safe and positive learning environment, and striving to meet individual academic needs.

Coordination with Other Programs & Inclusion

West Forest Elementary School will coordinate parent involvement activities with local preschool programs, community organizations, special education services, and other federal, state, and local programs. Meaningful participation opportunities will be provided for all parents, including families with limited English proficiency, families of students with disabilities, migratory families, and families requiring additional accommodations.

This policy was jointly developed with parents and family members. It will be distributed annually to all participating families and made available to the local community.

School Administration & Federal Contacts:

- **Superintendent:** Mrs. Amy Beers | abeers@forestareaschools.org | 814-755-4491
- **Principal:** Mr. Luke Alex | lalex@forestareaschools.org | 814-755-3302
- **Head Teacher:** Mrs. Leann Sharrar | lsharrar@forestareaschools.org
- **Federal Programs Coordinator:** Mrs. Lisa Banner | lbanner@forestareaschools.org
- **Reading Specialist Teacher:** Mrs. Keli Kosmiski | kkosmiski@forestareaschools.org
- **District Website:** www.forestareaschools.org

WEST FOREST HIGH SCHOOL

Title I Parent and Family Engagement Policy

Date Reviewed/Revised: 6/24/2026, 12 PM

West Forest High School (Grades 7-12) believes that strong partnerships among families, educators, students, and the community contribute directly to secondary academic success and positive student outcomes. The school is committed to engaging parents and family members as active participants in their children's education and meeting all requirements of Section 1116 of the Every Student Succeeds Act (ESSA).

Development and Annual Review of the Policy

West Forest High School will jointly develop, review, and revise this Parent and Family Engagement Policy annually with parents and family members. Family input will be gathered transparently through surveys, parent meetings, Title I events, the State Parent Advisory Council (SPAC), and school improvement discussions to ensure the policy meets the evolving needs of our junior/senior high students.

Annual Title I Parent Meeting

West Forest High School will hold its annual Title I meeting each summer at a convenient time for families before the start of the new school year. Under the direction of the Federal Programs Coordinator, Mrs. Lisa Banner, and school leadership, families attending this summer meeting will:

- Learn about the school's Title I program, eligibility, and secondary support services.
- Review ESSA parent rights and opportunities for involvement.
- Receive information about academic tracks, graduation expectations, and student support services.
- Provide feedback regarding family engagement activities.

Flexible Family Engagement Opportunities & Secondary Events

West Forest High School will offer multiple opportunities for family participation throughout the school year, including morning, afternoon, and evening events, as well as virtual events when appropriate.

In strict alignment with our high school compact commitments, West Forest will host key annual community, athletic, and academic events to build capacity and welcome families into the junior/senior high building, including:

- The Annual Fall Open House
- Homecoming Festivities (Promoting school spirit, community identity, and family connection)
- Official Parent-Teacher Conference Days
- The Annual Carnival
- Secondary workshops, financial aid/pathway info sessions, and parent consultations.

Participation in Planning and School Improvement

Parents and family members will be encouraged to participate in the planning, review, and evaluation of the Title I program, the Parent and Family Engagement Policy, family engagement activities, and the Schoolwide Program Plan. Input will be gathered collaboratively through meetings, surveys, secondary parent committees, and individual consultations.

Information About Title I Services

West Forest High School will provide timely information about Title I services through newsletters, school communications, the district website, family events, and direct communication from school staff.

Curriculum, Standards, and Assessments

The school will help families understand:

- Pennsylvania Academic Standards and secondary grade-level learning expectations.
- Core junior/senior high curriculum and instructional materials used in classrooms.
- State (PSSA / Keystone Exams) and local diagnostic assessments.
- Student progress monitoring practices.

Teachers and staff will discuss student progress and achievement data during conferences, workshops, and parent meetings.

Parent Input and Meeting Requests

Parents may request meetings with teachers, Title I staff, counselors, or administrators to discuss concerns, recommendations, or educational decisions affecting their children. The school will respond promptly and work collaboratively with families to address questions.

Schoolwide Program Participation

As a Title I Schoolwide Program school, West Forest High School will involve parents and family members in the joint development, review, and evaluation of the Schoolwide Plan through annual meetings, surveys, and committee participation.

Shared Responsibility: The High School Compact

In accordance with Section 1116(d) of ESSA, West Forest High School jointly develops and maintains a School-Parent-Student Compact outlining the team framework for shared academic achievement. At the secondary level, this agreement emphasizes increasing student autonomy alongside home support.

To fulfill the specific communication promises in our high school compact, progress tracking and dialogue between home and school will include:

- At least one annual parent-teacher conference to directly discuss the compact's actionable commitments.
- Frequent access to student progress updates, including tracking grades in the digital CSIU system, midquarter reports, quarterly report cards, and targeted email or telephone communication.
- Student Accountability Tracking, explicitly requiring students to actively monitor their own grades through the CSIU system to cultivate self-advocacy and ownership of their learning.
- Reasonable access to staff and clear opportunities for family participation, classroom visits, and secondary volunteering.
- Ongoing, two-way communication via the district all-call system, Remind app, and professional emails.

Building Family Capacity & Staff Training

West Forest High School will support families by providing literacy, math, and study skill resources for home use, training on educational technology tools (including monitoring grades via the CSIU system), and family workshops focused on secondary academic support strategies.

School personnel will receive training on effective family engagement practices, centering around treating secondary students with dignity, creating a safe and positive learning environment, and striving to meet individual academic needs.

Coordination with Other Programs & Inclusion

West Forest High School will coordinate parent involvement activities with local career and technical programs, community organizations, special education services, and post-secondary planning agencies. Meaningful participation opportunities will be provided for all parents, including families with limited English proficiency, families of students with disabilities, migratory families, and families requiring additional accommodations.

This policy was jointly developed with parents and family members. It will be distributed annually to all participating families and made available to the local community.

School Administration & Federal Contacts:

- **Superintendent:** Mrs. Amy Beers | abeers@forestareaschools.org | 814-755-4491
- **Principal:** Mr. Luke Alex | lalex@forestareaschools.org | 814-755-3302

- **Head Teacher:** Mrs. Misty Hartle | mhartle@forestareaschools.org
- **Federal Programs Coordinator:** Mrs. Lisa Banner | lbanner@forestareaschools.org
- **Reading Specialist Teacher:** Mrs. Keli Kosmiski | kkosmiski@forestareaschools.org
- **District Website:** www.forestareaschools.org

626. ATTACHMENT

Administration of Federal Funds
Surplus Supplies Purchased with Federal Funds

Purpose

The purpose of this procedure is to establish uniform requirements for identifying, valuing, retaining, and disposing of unused supplies purchased with federal grant funds in accordance with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 CFR Part 200) and applicable federal program regulations. This procedure ensures the School District maintains effective stewardship of federally funded property and complies with all applicable federal requirements.

Scope

This procedure applies to all departments, schools, and programs that purchase supplies using federal grant funds administered by the School District.

Definitions

Unused Supplies – Supplies acquired with federal funds that are no longer needed for the original federally funded project or program and remain in usable condition.

Fair Market Value (FMV) – The price that a willing buyer would reasonably pay for an item in its current condition on the open market.

Procedures
1. Determining Whether Supplies Are Unused

At the conclusion of a federally funded program, grant period, or when supplies are no longer required for program operations, the program administrator or department supervisor shall conduct an inventory review to identify supplies that are no longer needed.

Supplies will be considered unused when all of the following conditions are met:

- The supplies are no longer necessary for the original federal program or grant objectives.
- There is no anticipated need for the supplies during the remaining grant period or any approved extension.
- The supplies are in usable condition and have not been consumed in normal operations.
- The supplies cannot reasonably be reassigned to another active federally funded program without violating federal grant requirements.

Each department shall document the inventory review, including the description of the supplies, quantity, original funding source, and justification for classifying the supplies as unused.

2. Aggregating Unused Supplies

The Business Office, in collaboration with the Federal Programs Office and department personnel, shall aggregate unused federally purchased supplies by:

- Federal grant funding source;
- Item description and category;
- Quantity;
- Condition; and
- Original acquisition cost, when available.

The District shall maintain a centralized inventory listing of all unused federally funded supplies identified for disposition. Similar items may be grouped together for valuation and disposition purposes.

3. Determining Fair Market Value

Prior to disposition, the District shall determine the fair market value (FMV) of the aggregated unused supplies.

The District may establish FMV using one or more of the following methods:

- Current market pricing for comparable used items;
- Recent sales data from public auctions or online marketplaces;
- Vendor or supplier estimates;
- Independent appraisal when appropriate; or
- Internal valuation based on condition, age, and current replacement cost.

Documentation supporting the FMV determination shall be maintained with the disposition records.

4. Retention or Sale of Unused Supplies
A. Retention

Before any sale or disposal, the District shall determine whether the supplies can be:

- Transferred to another eligible federally funded program;
- Used in another District educational program when permitted under applicable federal regulations; or
- Retained for future allowable use under an active federal award.

All transfers shall be documented and approved by the Federal Programs Office.

B. Sale of Supplies

If the District determines the supplies are no longer needed for any federally supported activity or other District purpose, the supplies may be sold using methods that promote full and open competition and maximize return to the District. Acceptable methods include:

- Public auction;
- Sealed bid process;
- Online auction platform;
- Sale to other governmental entities; or
- Other competitive sales methods approved by the Business Office.

Sales shall be conducted in accordance with District purchasing policies.

When the aggregate fair market value of unused supplies exceeds the applicable federal threshold established under 2 CFR Part 200, the District shall compensate the federal awarding agency for its proportionate share in accordance with federal regulations.

Documentation and Record Retention

The District shall maintain records documenting:

- Inventory review and determination that supplies are unused;
- Quantity and description of supplies;
- Federal funding source;
- Aggregated inventory listing;
- Fair market value determination and supporting documentation;
- Method of disposition;
- Sale proceeds, if applicable;
- Required federal reimbursements, if applicable; and
- Approval by appropriate District officials.

Records shall be retained in accordance with federal record retention requirements, District policy, and applicable state law.

Responsibilities

Program Administrators

- Identify unused federally funded supplies.
- Complete inventory documentation.
- Notify the Business Office and Federal Programs Office.

Federal Programs Office

- Verify federal compliance.
- Review proposed transfers or dispositions.
- Ensure compliance with applicable grant requirements.

Business Office

- Aggregate surplus supplies.
- Determine or verify fair market value.

- Coordinate sales or transfers.
- Maintain financial records and process any required federal reimbursement.

Compliance

Failure to follow this procedure may result in noncompliance with federal grant requirements and could require repayment of federal funds. The School District shall periodically review this procedure and revise it as necessary to remain consistent with federal regulations and guidance.

Riverview Intermediate Unit 6
270 Mayfield Road
Clarion, PA 16214

814-226-7103
814-226-4850
www.riu6.org

Service Agreement 2026-2027

Service Agreement ("Agreement") by and between RIVERVIEW INTERMEDIATE UNIT ("RIU"), and the Forest Area School District ("District/LEA") (collectively, "Parties").

***WHEREAS,** RIU is a regional education service agency providing specialized services to 17 school districts, three career and technical schools, charter schools, private schools, and numerous other organizations throughout the area; and*

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

***WHEREAS,** this Agreement does not obligate the District/LEA to purchase any particular service from RIU, but pertains to services that the District/LEA chooses to receive; and*

***WHEREAS,** the Parties wish to memorialize the terms of their agreement.*

***NOW, THEREFORE,** with the intent to be legally bound, the Parties agree as follows.*

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

2. **Duration.** This Agreement is effective from July 1, 2026, through June 30, 2027, subject to prior termination in accordance with Paragraph 15 hereof.

3. **Services Guide: Pricing.** It is agreed that services provided by RIU are rendered throughout the school year and that RIU periodically invoices fees for services provided to the District/LEA as outlined in RIU Directory of Programs & Services ("Services Guide"). Fees for services and/or programs not listed in the Services Guide will be determined on a case-by-case basis. By executing this Agreement, the District/LEA explicitly acknowledges receipt of the Services Guide and expressly accepts the pricing schedule for all of the services listed therein or estimated in the Special Education Services Addendum.

4. **Purchasing Services.** It is agreed that the District/LEA will notify RIU of services requested and changes in anticipated enrollment in consortium classrooms by 3/1/2027 for the upcoming school year to provide RIU ample time to provide reasonably accurate estimates of cost for these programs and appropriately staff for the requested services.

   For requested services not listed in the Services Guide, RIU will provide an estimate of Special Education Services costs or a *Statement of Work* with pricing to the District/LEA for all other requested services.

5. **Invoicing; Payment.** By accepting the services provided by RIU, the District/LEA agrees to pay for those services at the prices specified in the Services Guide or Statement of Work, or the reconciled cost of participation in consortium classrooms / related services; and to do so no later than thirty (30) days from the invoice date. RIU may apply a late payment charge of 1.5% per month on any unpaid balance more than thirty (30) days past due, retroactive to the invoice date.

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

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

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

6. **Student Services.** Any special education services requested by the District/LEA and provided by RIU shall be governed by *Special Education Services* Addendum.

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

8. **Confidentiality**. RIU recognizes and acknowledges that by virtue of providing services under this Agreement, RIU and its employees, subcontractors, or agents may gain access to certain confidential information, including confidential student information and personal health information. RIU agrees that neither it nor any of its employees, subcontractors, or agents will at any time, either during or subsequent to the term of this Agreement, disclose to any third party any confidential student information, personal health information, or other confidential information, except where expressly required by law or where such disclosure is expressly approved by the District/LEA in writing. RIU shall ensure the confidentiality of all information provided relative to every student's disability, school records, and school activities.

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

   a. A Pennsylvania State Police report of criminal history record information as required by Act 34, 24 PS § 1-111(b);

   b. A Federal criminal history record as required by Act 114, 24 PS § 1-111(c.1); and

   c. A certification from the Pennsylvania Department of Human Services as to whether the individual is named as an alleged perpetrator or perpetrator of child abuse, as required by Act 151, 23 Pa. CS § 6344(a.1), (b.2).

   Further, RIU shall ensure that it and such individuals shall comply with the employment history review provisions of Act 168, 24 PS § 1-111.1, and the child abuse recognition and reporting training requirements of Act 126, 24 PS § 12-1205.6.

10. **Relationship of the Parties.** The Parties acknowledge that RIU is an independent contractor of the District/LEA and that all individuals providing services under this Agreement are employees or independent contractors of RIU and not the District/LEA. Nothing contained in this Agreement will be deemed to create an employment, agency, joint venture or partnership relationship between the District/LEA and RIU or any of their respective agents or employees, or any other legal arrangement that would impose liability upon one party for an act or a failure to act of the other party. Neither the District/LEA nor RIU will have any express or implied power to enter into any contracts or commitments or to incur any liabilities in the name of, or on behalf of, the other party, or to bind the other party in any respect whatsoever without the other party's prior written consent.

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

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

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

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

15. **Termination.** Either Party may terminate this Agreement and any services provided hereunder with at least 60 days' prior written notice. Individual services provided hereunder may be terminated with less than 60 days' notice if mandated by an Individualized Education Program ("IEP") or an order of a hearing officer, the Secretary of Education or a court of competent jurisdiction.

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

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

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

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

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

RIVERVIEW INTERMEDIATE UNIT	**DISTRICT/LEA**
By: _____ *Signature*	*By:* _____ *Signature*
By: *Executive Director* *Title*	*By:* _____ *Title*
Date: *7/30/2026*	Date: _____

Addendum
Special Education Services
Forest Area School District

Services Provided: RIU shall provide and operate, for the benefit of students assigned by the District/LEA, the student services and programs delineated in the RIU Special Education Plan ("Plan"), for the 2026-2027 school year as approved by the Department of Education, by furnishing the following at the request of the District/LEA. Cost estimates are based on information available as of July 28, 2026, including salary, fringe benefit cost, travel and other instructional costs directly related to these services. In addition, RIU agrees to provide supervisory, administrative and other related supports to these services. Changes in enrollment, required related services or personnel costs may impact the final cost of these services. Complete cost reconciliation of services rendered will be performed at mid-year and year-end, with appropriate adjustments made to invoice at the time of reconciliation.

Changes in services for the 2027-2028 school year must be communicated in writing to RIU no later than March 1, 2027.

Classroom	Program Cost	Projected # of Students	Projected Cost per Student	District/LEA # of Students	District/LEA Total Cost
Autism Support	$1,295,969	28	$46,284.59	0	$0.00
Emotional Support	$1,940,671	60	$32,344.52	4	$129,378.09
Multi Disabilities Support	$367,261	8	$45,907.59	0	$0.00

Child Specific Paraprofessionals	District/LEA Total Cost

Other Services	Rate per Day	Rate per Hour	Projected # of Days	Projected # of Hours	District/LEA Total Cost
Mental Health Specialist	$630.00	$95.00	0		$0.00
Occupational Therapy		$92.79		175.5	$16,284.65
Physical Therapy		$121.96		44.17	$5,386.97
Speech Services		$108.00		0	$0.00
Vision Services		$137.91		30.42	$4,195.22
Hearing Services		$133.74		78.25	$10,465.16
Behavior Specialist	$630.00	$95.00			$0.00
Autism Specialist		$116.14			$0.00

Total District/LEA Estimated Cost **$165,710.08**

RIU will issue installment invoices to the District/LEA as follows: 9/30/26 (25%), 11/25/26 (25%), 1/29/27 (25%), and 3/31/27 (25%)
3rd and 4th installment invoices will be adjusted based on Mid-Year Reconciliation

In witness whereof, the parties have signed this Addendum to the Service Agreement on the dates shown below, intending to be legally bound.

RIVERVIEW INTERMEDIATE UNIT	DISTRICT/LEA
Signature	Signature
Executive Director	
Title	Title
7/30/2026	
Date	Date

Classroom	Student	LEA	Grade
ES		FO	10
ES		FO	12
ES		FO	6
ES		FO	8

TUITION SERVICES AGREEMENT

This Tuition Services Agreement (the "Agreement") is made this 10 th day of August, 2026, by and between **FOREST AREA SCHOOL DISTRICT** (hereinafter referred to as "Home District") and **NORTH CLARION COUNTY SCHOOL DISTRICT** (hereinafter referred to as "North Clarion").

WHEREAS, Home District desires to have the option of placing a student(s) in North Clarion's Special Education Program; and

WHEREAS, North Clarion is willing to accept a student(s) from Home District for placement in North Clarion's Special Education Program (the "Program") under the terms and conditions of this Agreement; and

WHEREAS, the parties wish to memorialize the understanding between them in writing by setting out the duties and responsibilities of each party.

NOW THEREFORE, in consideration of the mutual promises set forth in this Agreement and with the intent to be legally bound hereby, Home District and North Clarion agree as follows:

1. Recitals The recitals above are incorporated herein as if more fully set forth.

2. Education Seat Home District will purchase one seat in North Clarion's Program for the **2026-2027** school year. The student being considered for admission into the Program will comply with the approved criteria as set forth by the North Clarion Area School District Board of Education. A completed intake for the student will occur with the North Clarion administration, Home District, and the family prior to admission.

3. Term and Renewal This Agreement will terminate on **June 30, 2027**. Home District and North Clarion may mutually agree to extend this Agreement for additional years beyond the initial term through the execution of an Addendum.

4. Termination

This Agreement shall terminate:

a) As agreed upon by the Parties; or

b) By North Clarion due to finding that a student's best interests are not being met by North Clarion's Program, based on multiple factors. These decisions will follow all applicable laws and regulations; or

c) By either party after written notice of default and a fifteen (15) day opportunity to cure said default.

5. Compensation

a) Home District agrees to pay North Clarion the sum of $104.52 per day for each day the student(s) is enrolled in the Program. Any additional costs for related service not included in the initial tuition will be agreed upon by the Home District and North Clarion.

b) North Clarion will invoice for tuition and any additional costs for the period ending on September 30, 2026, December 31, 2026, March 31, 2027 and June 30, 2027. Payments will be payable to "North Clarion Area School District" and sent to the following address:

North Clarion Area School District

Attn: Business Office

10439 Route 36

Tionesta, PA 16353

6. Responsibilities of Home District

a) Home District agrees that student to be placed in the Program will remain student of Home District and not be considered student of North Clarion.

b) Home District shall ensure all relevant education special education records are transmitted to North Clarion in order to allow North Clarion to have all information necessary to implement education and/or special education services to Home District's participating student.

c) Home District shall remain the Local Education Agency (LEA) for their student. The LEA will provide input to North Clarion regarding the programming, services for, and placement of student and shall remain as a mandatory participating member of the Individualized Education Plan ("IEP") team for the student. The North Clarion Area School District will also participate in IEP team meetings, collaborate with the LEA, and draft the IEPs, NOREPs, and other required documentation. Home District and North Clarion agree that the IEP team meetings shall take place at North Clarion, unless North Clarion and Home District mutually agree upon another location. The North Clarion Area School District will, under the direction of the Home District, provide the invitation to all IEP related meetings, provide the Procedural Safeguard Notices, provide progress monitoring of IEP goals, and also provide a summary of Academic Performances when needed.

d) If at any time during the term of this Agreement North Clarion is of the position that it cannot safely or appropriately accommodate the needs of student, North Clarion agrees to notify Home District in writing. North Clarion and Home District will determine whether it is necessary or appropriate to schedule an IEP meeting to consider whether the student's program, related services, behavior plan, etc., should be modified to address the concerns identified by North Clarion. In any event, all removal decisions will be reviewed cooperatively with North Clarion and Home District and an informal meeting between North Clarion and Home District will be conducted prior to North Clarion determining that any student cannot be accommodated in the Program. If, after the informal meeting and/or IEP team meeting, North Clarion is still of the opinion it cannot accommodate the needs of the student and that the student can no longer participate in the Program, North Clarion agrees to give Home District a reasonable period of time mutually agreed to by both North Clarion and Home District, which shall not be less than ten (10) school days, for Home District to identify an alternative appropriate location in which to implement the student's IEP and FAPE program.

e) Home District will provide all necessary transportation for the student to and from North Clarion's school buildings in order to participate in the Program.

f) North Clarion agrees to provide regular education services to students participating in the Program as well as other typical school-related services, including, but not limited to, school counseling services, school nurse/school physician/student health services, and school lunch services, if applicable.

g) Home District agrees that the student shall be required to comply with all policies and procedures of North Clarion pertaining to students and student conduct.

7. Representations of North Clarion

a) North Clarion will provide Home District students with the same educational services in its Program as it offers to North Clarion students.

b) Home District shall continue to be the LEA and shall be responsible for the provision of a Free Appropriate Public Education ("FAPE") to Home District's student. North Clarion shall inform Home District if and when any provision of Home District's student's IEP cannot effectively be implemented by North Clarion.

c) North Clarion agrees to exchange information and records relevant to the Home District's student with Home District in a timely manner, and otherwise assist Home District with compliance with any other requirements of IDEA and Chapter 14 of the Pennsylvania Department of Education regulations (Title 22 of the Pennsylvania Code) regarding provision of special education and related services to any students participating in the Program.

d) North Clarion agrees to communicate with Home District in a prompt and timely manner after becoming aware a student participating in the Program may be in need of a re-evaluation for special education services under IDEA and Pa.Code Chapter 14 or under Section 504 of the Rehabilitation Act of 1973 and 22 Pa.Code Chapter 15. Similarly, Home District shall timely convey to North Clarion when a Home District student's parent or guardian requests a re-evaluation. Home District shall proceed with conducting the re-evaluation with the cooperation of North Clarion.

e) North Clarion will maintain daily attendance records on participating students and will promptly report unexcused or illegal absences to Home District. North Clarion shall cooperate with Home District in regard to all legally required compulsory school attendance prosecution by Home District.

f) North Clarion shall maintain all required clearances for any North Clarion employee or agent who has direct contact with Home District's students including, but not necessarily limited to: (1) criminal history record report from the Pennsylvania State Police, (2) Pennsylvania Child Abuse History Clearance from the Pennsylvania Department of Human Services; and (3) federal FBI background checks. North Clarion shall ensure that all employees have had the mandatory child abuse reporting training required under Pennsylvania law.

g) North Clarion shall ensure that it has properly certificated and eligible professional and paraprofessional staff delivering all special education services to Home District's students, as so required under applicable Pennsylvania and federal law.

h) North Clarion is obligated to comply with all confidentiality requirements set forth in IDEA, the Family Educational Rights and Privacy Act, 20 U.S.C. 1232(g), and as promulgated in 34 C.F.R. Part 99, the Health Insurance Portability and Accountability Act of 1996, as amended, and any other applicable federal or Pennsylvania privacy laws.

i) North Clarion agrees to provide access to all textbooks, school materials, and supplies necessary to participate in North Clarion's special education program.

8. Indemnification

a) North Clarion shall indemnify and hold harmless Home District, its officers, employees, agents, and any affiliated third parties, from and against any and all losses and expenses, including but not limited to, litigation and settlement costs and attorney's fees and costs, claims, suits, causes of action, damages, and liability for or on account of actual or alleged loss of life, bodily injury, personal injury, damage to

property, or any other damage accrued as the result of the negligent act or omission, as well as the performance or non-performance of duties by North Clarion, its employees, students, agents, or contractors under this Agreement.

b) Home District shall indemnify and hold harmless North Clarion, its officers, employees, agents, and any affiliated third parties, from and against any and all losses and expenses, including but not limited to, litigation and settlement costs and attorney's fees and costs, claims, suits, causes of action, damages, and liability for or on account of actual or alleged loss of life, bodily injury, personal injury, damage to property, or any other damage accrued as the result of the negligent act or omission of Home District students participating in North Clarion programs under this Agreement.

9. Confidentiality and Right-to-Know

a) Under this Agreement, North Clarion and Home District may have access to information that is confidential in nature. Such information may include, but not be limited to, student information and data; work product, facts or statistics, ideas, materials, business plans, technical information, methodologies, or any other shared data.

b) Notwithstanding the above, North Clarion is a public governmental entity subject to public disclosure and right-to-know laws, and this Section 9 and its subsections shall not apply with respect to any information that is required to be disclosed under or by any law or which subsequently enters the public domain through no fault of the receiving party.

c) The provisions of Section 9 and its subsections shall survive termination or expiration of this Agreement.

10. Notices Any notices required or permitted under this Agreement shall be sufficient if in writing and sent by certified mail as follows. Each party must notify the other of any changes of address or recipient for notices set forth in the manner below:

To Home District:

Superintendent

Forest Area School District

22318 Rt 62, Box 16

Tionesta, PA 16353

To North Clarion:

Superintendent

North Clarion Area School District

10439 Route 36

Tionesta, PA 16353

11. Independent Contractor Home District has engaged North Clarion as an independent contractor to carry out special education services. Neither North Clarion nor any of its officials, agents, or employees shall in any way or for any purpose whatsoever be deemed an agent or employee of Home District. Neither North Clarion nor any of its officials, agents, or employees shall have any right to receive any Home District employee benefits or any other privileges accorded to Home District employees.

12. Compliance with Law and Policy North Clarion and Home District agree to comply with all statutes and regulations of the United States the Commonwealth of Pennsylvania as well as all North Clarion and Home District policies during the term of this Agreement.

13. Force Majeure Notwithstanding anything to the contrary contained herein, neither party shall be liable to the other for any delays or failure in performance of obligations hereunder resulting from acts beyond its reasonable control, including, but not limited to, acts of god, acts of war, civil unrest or terrorism, shortage of supply, breakdowns or malfunctions, interruptions or malfunction of computer facilities, loss of data due to power failures or mechanical difficulties, labor difficulties, pandemic or the effects of a national, state, or local emergency as declared by the appropriate elected official(s) of the jurisdiction (each a "Force Majeure"). Notwithstanding the foregoing, in the event of a Force Majeure, and to the extent permitted, practicable, or possible, each party agrees to make a good faith effort to perform its obligations hereunder and/or to negotiate an addendum to this Agreement to reflect amended terms and compensation therefore. If either party is unable to perform due to a Force Majeure, the other shall be relieved of obligations to perform during the period affected by the Force Majeure.

14. Assignment The parties acknowledge that the services provided under this Agreement constitute professional services of North Clarion. North Clarion shall not assign this Agreement, nor delegate the services provided under this Agreement without the express written consent of the Home District.

15. Amendment The parties agree that this Agreement may be amended solely through a mutual written agreement of the parties. No unilateral amendment is permissible.

16. Binding Effect This Agreement and all the terms and conditions herein, shall extend to and be binding upon the parties hereto, and upon their respective heirs, executors, administrators, successors, and assigns.

17. Venue and Governing Law This Agreement is interpreted and enforced in accordance with the laws of the Commonwealth of Pennsylvania. Any disputes arising under this Agreement shall be brought in the Court of Common Pleas of Clarion County or the United States District Court for the Western District of Pennsylvania.

18. Severability If any provision of this Agreement is held to be invalid or unenforceable, such holding shall not affect nor impair any other terms, covenants, or conditions of this Agreement, which the parties hereby deem severable and shall remain in full force and effect.

19. Entire Contract This Agreement constitutes the entire contract between the parties hereto and there are no other prior or contemporaneous understanding, oral or written, relating to the subject matter hereof. This Agreement shall supersede all previous arrangements regarding special education services between the parties.

20. Counterparts The parties may execute and deliver this Agreement in any number of counterparts, each of which the parties shall be deemed an original and all of which constitute together one and the same Agreement.

ATTEST:

Barbara A Beveridge Secretary

President, Board of Director

NORTH CLARION SCHOOL DISTRICT

ATTEST:

_____ Secretary

_____ President, Board of Directors

FOREST AREA SCHOOL DISTRICT

pennsylvania
DEPARTMENT OF EDUCATION

pennsylvania
DEPARTMENT OF HUMAN SERVICES

MEMORANDUM OF UNDERSTANDING

Between

(LEA) Forest Area School District

and

(CCYA) Elk County Children and Youth Services

Transportation Procedures Agreement

To ensure the educational stability of Foster Care Youth:
Every Student Succeeds Act (ESSA) requirements

This Memorandum of Understanding (MOU)addresses transportation related provisions. Additional policies may be added to address the unique needs of each collaboration between the Local Education Agency (LEA)/County Children and Youth Agency (CCYA) in order to ensure the educational stability of foster care youth. Note: this MOU is not a local transportation plan. It is an agreement between the LEA and CCYA to collaboratively design a local transportation plan.

Purpose:
The purpose of this agreement is to establish transportation procedures between **Forest Area School District** (LEA) and **Elk County Children and Youth Services** (CCYA) to ensure the provision of transportation for foster care youth enrolled in a LEA (Pre-K-12) when a best interest determination indicates that the student should remain in the school of origin, and alternative means of transportation to and from school have been fully explored and deemed unavailable.

Joint Responsibilities:

- The LEA and CCYA agree to collaborate to update or establish formal mechanisms to ensure that the LEA is promptly notified when a child enters foster care or changes foster care placements.
- The LEA and CCYA agree to collaborate to jointly design a comprehensive transportation plan to ensure that transportation for children in foster care is provided, arranged, and funded.
- Both parties agree that under no circumstances shall a transportation dispute between party's delay or interrupt the provision of transportation for a child to the school of origin.
- Both parties agree to communicate regularly and share leadership responsibilities at the local level to ensure that available resources for transportation are utilized in the most effective manner, without duplication.
- Both parties agree that transportation must be provided in a "cost effective" manner so low-cost/no-cost options should be explored. (e.g. pre-existing bus stops or public transportation, foster parents provide transportation, transportation by other programs if child is eligible)
- Both parties agree to maintain confidentiality of information regarding children and families being served, in accordance with the Family Education Rights and Privacy Act (FERPA), and all other State and Federal laws and regulations regarding confidentiality.
- Both parties understand that all federal, state and local funding sources should be maximized to ensure transportations costs are not unduly burdensome on one agency.

Respective responsibilities under this agreement include:

Forest Area *School District*

- Establish a Foster Care Point of Contact (POC) given the importance of transportation to ensure educational stability requirements defined by the Every Student Succeeds Act (ESSA).
- Share the Foster Care POC's contact information with state and local education and child welfare agencies.
- Understands that even if an LEA does not transport other students, it must ensure that transportation is provided to children in foster care, adhering to the collaboratively designed transportation plan.
- Acknowledges that Title I is an allowable funding source for additional transportation costs, although funds reserved for comparable services for homeless children and youth may not be used for transportation.
- Informs the CCYA whether Title I funds are available to support additional transportation costs for children in foster care in order to maintain enrollment in their school of origin.
- Agrees, if applicable, to support additional transportation costs for eligible foster care youth utilizing funds made available within Title I.
- Understands that if there are additional costs providing transportation for children in foster care to remain in his or her school of origin, the LEA (school of origin) will provide such transportation if (1) the county children and youth agency agrees to reimburse the LEA for the cost of transportation; (2) the LEA agrees to pay for the additional costs; or (3) the LEA and county children and youth agency agree to share the costs.
- Agrees that a child must remain in his or her school of origin while any disputes are being resolved. Agrees to provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved.

Elk *County Children and Youth Agency*

- Identifies all children in foster care enrolled in the LEA in order for the LEA and CCYA to fulfill the jointly agreed upon transportation responsibilities.
- Informs LEA of children in foster care who may be in need of transportation to maintain enrollment in their school of origin.
- Agrees to immediately inform the school of origin of children in foster care who experience a change of foster care placement.
- Agrees, if applicable, to support transportation costs for eligible foster care youth utilizing funds made available within the county's child welfare budget under Section 475(4)(A) of Title IV-E of the Social Security Act.
- Informs the LEA/school of origin whether Title IV-E funds are available to support additional transportation costs for children in foster care in order to maintain enrollment in their school of origin. Agrees to assist the LEA/school of origin in exploring the full range of options for providing and funding transportation to maintain a child in his or her school of origin, consistent with the child's educational stability plan.

Updates and Revisions:

Updates and revisions to this MOU should be made as needed. Any updates or revisions to the MOU must be submitted to the Pennsylvania Department of Education. Best practice recommends that an updated MOU be submitted every three years, as contractual updates follow this timeline.

Forest Area School District (LEA) and **Elk County Children and Youth Services (CCYA)** agree to update or revise this Memorandum of Understanding (MOU) as needed or every three years to coincide with the contractual timelines.

This agreement will be reviewed and approved by representatives of both agencies:

Elk County Children and Youth services Agency
Elk County Courthouse Annex
300 Center St.
P.O. Box 448
Ridgway, PA 15853

Printed Name: Clarissa Herzing
(CCYA)

Signed: Clarissa Herzing Date: 7/16/26
(CCYA)

Forest Area School District
22318 Route 62
P.O. Box 16
Tionesta, PA 16353

Printed Name: _____
(LEA)

Signed: _____ Date: ____/____/____
(LEA)

Transportation Plan

Between

(LEA) Forest Area School District
and
(CCYA) Elk County Children and Youth Services

Transportation Procedures
To ensure the educational stability of Foster Care Youth:
Every Student Succeeds Act (ESSA) requirements

To address transportation for foster care youth in a cost-effective way, the local education agency (LEA) and the county children and youth agency (CCYA) must establish formal, written protocols and procedures to ensure that foster care youth can remain in their school of origin whenever possible. In order to do so, the CCYA must regularly identify and inform the LEA of all foster care youth enrolled in the LEA.

The local transportation plan must be collaboratively designed between the LEA and the CCYA to appropriately reflect the unique local context in which it is in effect. It is recommended that LEAs and CCYAs consider previous scenarios when designing the joint transportation plan to limit educational disruption for foster care youth as transportation related events occur.

Note: LEAs should consider developing transportation plans with other LEAs or CCYAs, both in-state and out-of-state, with which they frequently interact regarding foster care youth; these specific relationships should be defined in the local transportation plan.

Part 1. LEA and CCYA Representative(s) Included in Designing the Local Transportation Plan

Please include the name and title of each LEA and CCYA representative included in designing the joint plan.

Local Education Agency Representative(s)	Title
1) Mrs. Amy Beers	*Superintendent of Forest Area School District*
2) Mr. Luke Alex	*Principal, East and West Forest School*
3) Mrs. Elisha Pospisil	*Homeless Liaison*
4) Katherine Wells	*Transportation Coordinator for FASD*

County Children and Youth Agency Representative(s)	Title
1) Nancy Baker	*Director, Elk County Children and Youth Services*
2) Clarissa Herzing	*Education Liaison, Elk County Children and Youth*
3)	
4)	

Note: If the LEA sends students to Intermediate Units (IUs), the LEA should inform IUs of foster care youth attending programs at their facilities and the same accommodations must be provided for these youths. IUs providing transportation for foster care youth enrolled in the LEA must be considered in the development and design of the local transportation plan between the LEA and the CCYA, and plans should reference transportation procedures for these students.

Part 2. Addressing Transportation Assurances to Ensure Educational Stability

Please describe, in detail, your collaboratively designed transportation procedures governing how transportation to maintain children in foster care in their schools of origin, when in their best interest, will be provided, arranged, and funded for the duration of the time in foster care (ESEA 1112(c)(5)(B)). The purpose of

establishing uniform local transportation procedures is to ensure that every foster care student receives a consistent, fair assessment.

A) Please describe, in detail, the step-by-step procedure the LEA and CCYA will follow to promptly **provide** transportation for foster care youth.

In the absence of enabling legislation which specifically defines the respective responsibilities of the LEA and CCYA, Elk County CYS and the FASD will work collaboratively to make a best interest determination of the district of school attendance on a case-by-case basis. Due to the rural nature of our area school districts, coupled with the uncertainty of which district will have available transporters, it will be determined on a case-by-case basis as to who will provide the transportation. It will be the responsibility of CYS to provide initial transportation if the child's foster placement is outside of the child's district of attendance. The district of attendance will provide transportation to the child as soon as the district is able to make a transportation agreement. The district of the child's attendance, along with CYS, will collaborate with the district of the child's residence to provide transportation in the event that the district of attendance is unable to provide transportation. For foster children living in the district of attendance, the district will immediately provide transportation as they do for non-foster children.

B) Please describe, in detail, the step-by-step procedure the LEA and CCYA will follow to promptly **arrange** transportation for foster care youth.

In the absence of state enabling legislation which specifically defines the respective responsibilities of the LEA and CCYA, upon notification by the Elk County CYS of a foster child placement, the district point of contact will collaborate with the CYS point of contact to arrange transportation on a case-by-case basis. Arrangements for transportation will be conducted in a manner consistent with the provision of the transportation as outlined in Section A above.

C) Please describe, in detail, the step-by-step procedure the LEA and CCYA will follow to ensure transportation is **funded** in a cost-effective manner and in accordance with Section 475 (4)(A) of the Social Security Act. (*Please see the ED/HHS Joint Guidance, p.17, question 26 and the Transportation Plan Guide, Part B.)*

IN the absence of state enabling legislation which specifically defines the respective responsibilities of the LEA and CCYA, the Elk County CYS and the LEAs (the district of attendance and the district of child's residence) will explore the most cost-effective options on a case-by-case basis. Factors such as distance travelled, age of the child and special needs of the child will be used to determine what type of transportation is most cost-effective on a case-by-case basis.

Part 3: Addressing Additional Costs

As part of developing and implementing transportation procedures, the LEA and CCYA must address any additional costs incurred in providing transportation to maintain children in foster care. Given the emphasis on shared agency responsibility, the LEA and the CCYA should make every possible effort to reach agreement regarding how transportation should be funded if there are additional costs. (Please see the ED/HHS Joint Guidance, pp.17-19, questions 22, 27,28, and 29, and the Transportation Plan Guide, Part B.)

*Note: LEAs, including the school district of origin and the school district of residence, as well as the placing CCYA, may also agree to paying for or sharing in the costs in providing transportation to the school of origin. LEAs **may** include these scenarios in their plans as a method to address additional costs.*

If there are **additional costs** incurred in providing transportation to the school of origin, the LEA will provide such transportation if (please complete the relevant field):

A) The CCYA agrees to reimburse the LEA for the cost of such transportation. *Please describe the circumstances and procedures for when the CCYA agrees to reimburse the LEA for the additional cost of transportation.*

Additional costs are defined as the difference between what the district spends to transport a resident student to his/her assigned school and the cost to transport a child in foster care to his/her school or origin. In the absence of state enabling legislation which specifically defines respective responsibilities of the LEA and CCYA, the Elk County CYS agrees to reimburse the Forest Area School District for additional cost of transportation on a case-by-case basis as mutually agreed upon by the POC by both organizations.

B) The LEA agrees to pay for the cost. *Please describe the circumstances and procedures for when the LEA agrees to pay for the additional costs.*

Additional costs are defined as the difference between what the district spends to transport a resident student to his/her assigned school and the cost to transport a child in foster acer to his/her school of origin. In the absence of enabling state legislation which specially defines the respective responsibilities of the LEA and CCYA, the Forest Area School district agrees to pay for additional cost of transportation on a case-by-case basis as mutually agreed upon by the POC of both organizations.

C) The LEA and CCYA agree to share the cost. *Please describe the circumstances and procedures for when the LEA and CCYA agree to share the additional costs.*

Additional cost is defined as the difference between what the district spend to transport a resident student to his/her assigned school and the cost to transport a child in foster care to his/her school of origin. In the absence of state enabling legislation which specifically defines the respective responsibilities of the LEA and the CCYA, the Forest Area School District and the Elk County CYS agrees to share additional cost of transportation on a case-by-case basis as mutually agreed upon by the POC for both organizations.

Part 4. Considering Low-Cost or No-Cost Transportation Options for Foster Care Youth

On a case-by-case student basis, additional low-cost or no-cost options for transportation of students in foster care should be explored. Please carefully review the following no-cost or low-cost options for transportation and indicate with a check mark if the LEA and the CCYA agree to explore these transportation funding options on a case-by-case basis.

No-Cost or Low-Cost Options	LEA	CCYA
The child may be dropped off at a school bus stop near the existing transportation system for the school of origin. Communication between the current and new school districts is critical.	X	X
Public transportation options exist, if the child is of an appropriate age and has, or is able to acquire, the skills to utilize such options.	X	X
The foster parents or other family member(s) are willing and able to transport the child to school.	X	X
The child is already eligible for transportation covered by other programs. For example, Individuals with Disabilities in Education Act (IDEA) funds may be used to pay for transportation services if the child's IEP Team determines transportation is a related service that is required for a child with disabilities in foster care to receive FAPE.	X	X
There are pre-existing bus routes or stops close to the new foster care placement that cross district boundaries, such as bus routes for magnet schools and transportation for homeless students as required by the McKinney-Vento Act.	X	X
The school district of residence, school district of origin, and placing CCYA may be willing to share transportation costs.	X	X

Please describe any additional low-cost or no-cost options for transportation of students in foster care which may be unique to your local context.

There are no other options.

Part 5. Describing a local transportation dispute resolution process between the LEA and CCYA

Local transportation plans/procedures should include a dispute resolution process to address how the transportation requirement will be met if parties cannot come to an agreement. LEAs must ensure that a child in foster care remains in their school of origin while any disputes regarding transportation costs are being resolved. ESEA 1111(g)(1)(E)(i) and 1112(c)(5)(B)(i)

Please describe your local transportation dispute resolution process.

In the absence of state enabling legislation which specifically defines the respective responsibilities of the LEA and CCYA, in the event of a dispute between the Forest Area School District and the Elk county Children and Youth Services, the child in foster care will remain in the school of origin during the dispute resolution process. The two parties will contact the regional POC for assistance in resolving the dispute. In the event that is unsuccessful, the two parties will request guidance from the state POC to resolve the dispute.

Part 6. Updates and Revisions

Updates and revisions to this local transportation plan should be made as needed; any updates or revisions must be submitted to the Pennsylvania Department of Education. Best practice recommends that an updated plan be submitted every three years, as contractual updates follow this timeline.

Forest Area School District (LEA) and Elk County Children and Youth Services (CCYA) agree to update or revise this local transportation plan as needed or every three years to coincide with the contractual timelines.

This agreement will be reviewed and approved by representatives of both agencies:

Elk County Children and Youth Services

300 Center St.

Ridgway, PA 15853

Printed Name: Clarissa Herzing

(CCYA)

Signed: Clarissa Herzing Date: 7/16/26

(CCYA)

Forest Area School District

22318 Route 62, Box 16

Tionesta, PA 16353

Printed Name: _____

(LEA)

Signed: _____ Date: ____/____/____

(LEA)

If you require extra space to describe your transportation plan, please attach an additional document.

Knox McLaughlin Gornall & Sennett, P.C.
120 West Tenth Street | Erie, Pennsylvania 16501-1461
814-459-2800 | 814-453-4530 fax | www.kmgslaw.com

Vegas F. Kastberg
Direct Dial: 814-923-4887
vkastberg@kmgslaw.com

August 18, 2026

Amy Beers, Superintendent
Forest Area School District
22318 Route 62
Tionesta, PA 16353

RE: Engagement Letter

Dear Mrs. Beers:

This engagement letter has been prepared in accordance with Knox McLaughlin Gornall & Sennett, P.C.'s ("Knox Law" or "the firm") response to Forest Area School District's (the "District") request for legal services. Please accept this correspondence as the terms or our engagement.

Knox Law is uniquely qualified to provide legal counsel services to the District. Our attorneys have represented Pennsylvania public school clients since our firm was founded in 1958 (over 67 years) and have significant and detailed experience in servicing various school districts. Knox Law currently has the largest governmental and school law practice in Western Pennsylvania. The firm has numerous attorneys who focus on this particular area of the law and possess the in-depth knowledge required to provide the most efficient and effective legal service possible. Attorney Vegas Kastberg will have the primary responsibility for providing you with legal representation in regard to matters related to environmental compliance and any potential PENNVEST application. Notably, this engagement letter is separate and apart from any future engagement related to services provided to secure PENNVEST financing and closing costs associated with that financing. If appropriate, Knox Law and the District will enter into a separate engagement for PENNVEST financing and closing services. Where appropriate, we will engage the services of other attorneys and paralegals within the firm.

Our proposed rate schedule for duration of this engagement is provided below. In addition, the District will be responsible for all out of pocket expenses incurred by us. In your case, these expenses will likely charges for filing fees, mailing fees, etc. Any of the below mentioned rates are subject to periodic increases.

	Shareholder/Counsel	Associate
General Solicitor Services	$205/hour	$190/hour
Special Education Services	$245/hour	$215/hour
Labor and Employment Services	$230/hour	$210/hour
Litigation Services	$250/hour	$200/hour
Tax Assessment Appeals	$250/hour	$200/hour
Business Services (403(b)/Flexible spending plan, etc.)	$250/hour	
Municipal Finance/Bond Issue	Negotiated on a per transaction basis	
Paralegal Services	$125/hour	
Administrative staff/clerical services	No charge	
Mileage	IRS rate	

You will be billed for our services on a monthly basis. Significant out of pocket expenses paid on your behalf may be billed separately on a more frequent basis. We would anticipate being paid no more than thirty days after an invoice date.

All final documents prepared for you as well as any documents or property you provided to us will be given to you upon conclusion of each matter. If the District maintains a records management policy that dictates specific procedures, please provide Knox Law with a copy of the policy. Otherwise, the firm will retain the pertinent contents of your file, both paper and electronic, for a minimum of five years, after which time it may be destroyed without further notice.

Every effort will be made to expedite your legal matters promptly and efficiently according to the highest legal and ethical standards. We will keep you as fully informed as possible of all the time we devote to your matters.

Unless you advise us otherwise, we may communicate confidential information, including attached documents, to you via email. You should understand that email, by its nature, is not secure. Network administrators and internet service providers are able to view the contents of your emails.

We appreciate the confidence you have shown in us and in Knox Law and we genuinely look forward to a rewarding and productive relationship. Thank you very much.

Very truly yours,

KNOX McLAUGHLIN GORNALL & SENNETT, P.C.

By:_____
Vegas F. Kastberg, Esquire

I have read the above Agreement and it correctly sets forth my understanding in regard to the fee arrangement and representation by Knox McLaughlin Gornall & Sennett, P.C.

I accept the above Agreement this __ day of_____, 2026, and intend to be legally bound by this Agreement.

_____
_____

EXHIBIT A

RECONFIRMATION OF TERMS OF LEGAL ENGAGEMENT

This is to reconfirm the terms and conditions of our engagement to provide you with general municipal legal services on legal matters that are brought to our attention by you or which come to light in association with other current legal matters.

The fees for our legal services are included within the letter forwarding this Reconfirmation of Terms of Legal Engagement. In addition to those rates, you shall be responsible for all out-of-pocket expenses incurred by us in the undertaking of this matter. The rates are subject to periodic increases.

You will be billed for our services on a monthly basis. Significant out-of-pocket expenses paid on your behalf may be billed separately on a more frequent basis. We would anticipate being paid no more than thirty (30) days after an invoice date.

> *All final documents prepared for you as well as any documents or property you provided to us will be given to you upon conclusion of each matter. If your organization maintains a records management policy that dictates specific procedures, please provide the firm with a copy of the policy. Otherwise, the firm will retain the pertinent contents of your file, both paper and electronic, for a minimum of five (5) years, after which time it will be destroyed without further notice to you.*

Every effort will be made to expedite your legal matters promptly and efficiently according to the highest legal and ethical standards. We will keep you as fully informed as possible of all the time we devote to your matters.

Unless you advise us otherwise, we may communicate confidential information, including attached documents, to you via email. You should understand that email, by its nature, is not secure. Network administrators and internet service providers are able to view the contents of your emails.

PRIVACY POLICY

Lawyers, as providers of certain personal services, are now arguably required by the Gramm-Leach-Bliley Act to inform their clients of their policies regarding privacy of client information. Our law firm understands your concerns as a client for privacy and the need to ensure the privacy of all your information. Your privacy is important to us and maintaining your trust and confidence is a high priority. Lawyers have been and continue to be bound by professional

standards of confidentiality that are even more stringent than those required by such Act. Therefore, we have always protected your right to privacy. The purpose of this notice is to explain our Privacy Policy with regard to personal information about you that we obtain and how we keep that information secure.

NONPUBLIC PERSONAL INFORMATION WE COLLECT

We collect nonpublic personal information about you that is provided to us by you or obtained by us with your authorization or consent.

WE DO NOT DISCLOSE ANY PERSONAL INFORMATION ABOUT OUR CLIENTS OR FORMER CLIENTS TO ANYONE, EXCEPT AS PERMITTED BY LAW AND ANY APPLICABLE STATE ETHICS RULES.

We do not disclose any nonpublic personal information about current or former clients obtained in the course of representation of those clients, except as expressly or impliedly authorized by those clients to enable us to effectuate the purpose of our representation or as required or permitted by law or applicable provisions of codes of professional responsibility or ethical rules governing our conduct as lawyers.

CONFIDENTIALITY AND SECURITY

We retain records relating to professional services that we provide so that we are better able to assist you with your professional needs and to comply with professional guidelines or requirements of law. In order to guard your nonpublic personal information, we maintain physical, electronic, and procedural safeguards that comply with our professional standards.

FOREST AREA SCHOOL DISTRICT

FOREST COUNTY, PENNSYLVANIA

RESOLUTION

DECLARATION OF OFFICIAL INTENT TO REIMBURSE CERTAIN EXPENDITURES FROM THE PROCEEDS OF OBLIGATIONS TO BE ISSUED IN THE FUTURE

WHEREAS, the Forest Area School District (the "School District") is authorized to undertake capital improvements to its facilities; and

WHEREAS, the School District has determined that it is necessary and in the public interest to undertake a project consisting of the planning, design, engineering, permitting, acquisition, construction, installation, renovation, improvement, rehabilitation, equipping and related work associated with improvements to the water well system serving facilities operated by the School District in Forest County, Pennsylvania, together with all related site, utility, environmental, engineering, legal, administrative and financing costs (collectively, the "Project"); and

WHEREAS, the School District expects to pay certain costs of the Project prior to the issuance of bonds, notes, leases, or other obligations that may be issued to finance all or a portion of the costs of the Project; and

WHEREAS, the School District desires to preserve its ability to reimburse itself for such expenditures from the proceeds of obligations issued in the future in accordance with Treasury Regulation § 1.150-2.

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

Section 1. Declaration of Official Intent. The School District hereby declares its official intent to reimburse itself with the proceeds of one or more tax-exempt or taxable obligations to be issued in the future for expenditures paid by the School District in connection with the Project. This Resolution is intended to constitute a declaration of official intent under Treasury Regulation § 1.150-2.

Section 2. Description of the Project. The Project consists of engineering, design, permitting, acquisition, construction, installation, renovation and improvement of the water well system and related facilities serving School District facilities in Forest County, Pennsylvania, including all necessary appurtenances, equipment, utility connections and related costs.

Section 3. Maximum Principal Amount. The reasonably expected maximum principal amount of obligations expected to be issued for the Project and used to reimburse prior expenditures is **$350,000.00.**

Section 4. Reimbursement of Expenditures. The School District reasonably expects to reimburse original expenditures paid for the Project from proceeds of obligations issued after the date of such expenditures. Such reimbursements shall be made only in accordance with applicable federal tax requirements, including Treasury Regulation § 1.150-2.

Section 5. Prior Actions Ratified. All actions taken by School District officials prior to the adoption of this Resolution in furtherance of the Project are hereby ratified and confirmed.

Section 6. Effective Date. This Resolution shall take effect immediately upon its adoption.

DULY ADOPTED this **19** day of **August, 2026,** by the Board of School Directors of the Forest Area School District, Forest County, Pennsylvania.

ATTEST: FOREST AREA SCHOOL DISTRICT:

_____ By: _____

Secretary, Board of School Directors President, Board of School Directors

2707145.v1

RECEIVED JUL 27 2026

Venango County
Tax Claim Bureau
Courthouse Annex
1174 Elk Street · P.O. Box 831 · Franklin, PA 16323
814/ 432-9559 FAX 814/432-9511

Commissioners
Samuel H. Breene
Kenneth J. Bryan
Timothy M. Heffernan

Solicitor
Richard Winkler

Director
Julie C. Thompson

July 21st, 2026

Forest Area School District
210 Vine Street
Tionesta PA 16353

The Venango County Tax Claim Bureau has received a bid on the property listed below from the Repository for Unsold Properties:

OWNER	DESCRIPTION	PRICE & BIDDER
Gradnik, J.	President Township 22,002.-038..-402 D-2 IMP W/O land	$500.00 Bid Robert E. Sharp Jr. 166 Hovis Ln Franklin, PA 16323

This notification is given in accordance with Section 627 of the Pennsylvania Tax Sale Law, as amended by Act 33 of 2021. The political sub-divisions have sixty days to notify the Venango County Tax Claim Bureau, in writing, of any objections or exceptions on this transfer. All claims, taxes, liens, and mortgages have been removed from this parcel through Judicial Sale, therefore, we are transferring the delinquent parcel back to the taxable rolls.

To return this parcel or parcels to the tax rolls sooner, please approve the bid by signing the acceptance below and returning this to the Tax Claim Bureau.

Should you have any questions, please contact us immediately.

Sincerely,

Julie C Thompson

Julie C. Thompson, Director
Venango County Tax Claim Bureau

BID APPROVED DATE: _____

_____ _____
Approving Signature *Print Name*

BEACON LIGHT BEHAVIORAL HEALTH SYSTEMS
FOREST AREA SCHOOL DISTRICT
LETTER OF AGREEMENT

WHEREAS, Beacon Light Behavioral Health Systems in connection with Forest/Warren Human Services hereinafter sometimes referred to as "Providers" provides Mental Health and Alcohol, Tobacco, and Other Drug (A.T.O.D.) services; and

WHEREAS, the Forest Area School District hereinafter sometimes referred to as the "District" provides public educational services for Forest County;

NOW THEREFORE, Beacon Light Behavioral Health Systems supports the Student Assistance Program initiative and philosophy and agrees to provide full time staff to act as the Mental Health and A.T.O.D. liaisons to the Forest Area School District Student Assistance Program. Beacon Light Behavioral Health Systems will assure that they have the required Student Assistance training and group facilitator training as they become necessary and available. On-going staff development will occur through other various trainings and community resources.

Beacon Light Behavioral Health Systems further agrees that the responsibilities of these individuals as the Mental Health and Alcohol Tobacco and Other Drug (A.T.O.D.) liaisons to the Student Assistance teams are as follows:

1. The agency liaison will attend a minimum of two Student Assistance team meetings per month per school for the purpose of: a.) general consultation and education to the team on Mental Health and A.T.O.D. issues, b.) assisting in interpretation of the liaison's screening results on individuals, and c.) to assist in defining a plan of action in response to identified areas of concern as needed.

2. Will perform general screening of students identified as possible referrals for mental health and other drug concerns. A Student Assistance Program Screening is not to be confused with a clinical intake or psychiatric evaluation. The process of a full-evaluation and enrolling in treatment will occur as initiated by the student and parent, with the service provider of their choosing.

3. Will co-facilitate psycho-educational groups with one staff member when a group is identified by the Student Assistance team, dependent on funding and availability of staff. Will NOT provide on-site Mental Health or A.T.O.D. treatment or therapy.

4. Will assist Student Assistance team members in coordinating formal and informal interventions with students and their families.

5. Will abide by all relevant school related confidentiality regulations and district policies and protocols when functioning as a member of the Student Assistance team.

6. Will abide by all relevant Mental Health and A.T.O.D. confidentiality regulations when functioning as a Beacon Light Behavioral Health Systems Mental Health or A.T.O.D. program staff person for the purpose of screening and referral to community-based Mental Health or A.T.O.D. services.

BEACON LIGHT BEHAVIORAL HEALTH SYSTEMS
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7. Will provide accountability reports to the Forest Area School District as follows:

    a. A quarterly report will be completed on the PA SAP Website and will be delivered to the designated staff member upon its approval by the Single County Authority Director.

    b. The report will include at a minimum pertinent data regarding services to students and schools and data describing the services provided as outlined in Beacon Light Behavioral Health Systems responsibilities 1 through 5 listed in this agreement.

8. SAP Services will be provided at the following schools: East Forest Elementary, East Forest High School, West Forest Elementary, and West Forest High School.

Beacon Light Behavioral Health Systems further agrees that the Student Assistance Program Mental Health and A.T.O.D. liaisons can be utilized for further on-site screening of individuals as to Mental Health and A.T.O.D. Program needs for the purpose of facilitating referrals to community-based services. Liaisons will work with individual school teams and parents to pinpoint students in need of these services. For students returning from psychiatric in-patient, Children and Youth placement, or Drug/Alcohol rehab, consultation and referral for aftercare services would be considered a Mental Health or A.T.O.D. function rather than a S.A.P. function liaison function. In order for these activities to be completed, the Forest Area School District agrees to the following:

1. School District personnel are required to inform parents and obtain permission for referrals to service-providing agencies for students, including up to the age of 18. Students who are at least 14 years of age may self-refer to mental health agencies without parent contact or permission. Students of any age may self-refer to any Alcohol, Tobacco, or Other Drug program.

2. The Forest Area School District will provide a private interviewing room for said activities in each of the participating S.A.P. schools, conducive to interviewing adolescents and/or family members.

3. Parent Permission must be obtained in order for liaisons to conduct a Mental Health or A.T.O.D. screening.

4. Parent Permission must be obtained in order for students to attend educational groups facilitated by liaisons.

5. A Release of Information form must be properly completed in order to enable communication between liaisons and S.A.P. team members as to the results of the screening procedure. If a signed Release of Information form is NOT obtained, specific screening results cannot be shared with the S.A.P. teams. However, the liaisons will be able to indicate whether the individual is receiving services through the SAP Liaisons.

6. All documentation resulting from the screening and referral process to community-based Mental Health or A.T.O.D. services will be considered Mental Health or A.T.O.D.

records. Subsequently, these records will be maintained within the Mental Health and/or A.T.O.D. programs and will be subject to their regulations regarding confidentiality.

7. Liaisons will provide aftercare educational services, on an individual or group basis, to students returning to school from a psychiatric in-patient, Children and Youth placement, or Drug/alcohol rehab. The number of contacts will be dependent upon the student's presenting needs. As always, Parent Permission must be obtained to participate and a Release of Information must be signed in order for liaisons to update the S.A.P. team on the student's progress.

8. The Forest Area School District will provide the appropriate crisis policies and protocols to the SAP Liaisons, to ensure that the program functions within indicated district guidelines.

Beacon Light Behavioral Health Systems, in connection with Forest/Warren Human Services, and the Forest Area District further agree that

1. Crisis and Emergency Mental Health needs are to be referred to Center for Community Resources Support and Referral Helpline; 24 hours/day, 7 days/week, 1-855-284-2494.

2. Beacon Light Behavioral Health Systems and the Forest Area School District agree to arrange and attend coordination meetings a minimum of three times per year.

3. The SAP referral/screening process will include:

    a. The referral is received by the SAP Core team.

    b. The district staff will acquire parent permission. Once parent permission is obtained the district will forward the referral to the designated SAP Liaison.

    c. The SAP Liaison will obtain the parent and student's consent/authorization to participate in the screening/referral process and for the liaison to share the resulting information with the Core Team staff. In the event that the child/parent refuses to provide authorization for the liaison to communicate with the Core Team or district staff, specific screening results cannot be shared with the S.A.P. teams. However, the liaisons will be able to indicate whether the individual is receiving continued support through the SAP Liaisons.

    d. As soon as possible, but no later than within two weeks after obtaining parental consent, Students deemed appropriate for a MH or A.T.O.D. screening will be seen by the liaison.

    e. Following the screening, the liaison will share the results with the student's parent and the SAP Core Team, if appropriate authorization for release of information has been obtained. The liaison will assist with referrals and support plans for those students who require additional or ongoing support.

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FOREST AREA SCHOOL DISTRICT
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4. Beacon Light Behavioral Health Systems and the Forest Area School District will utilize the Conflict Resolution Process if problems occur between agencies. Including the following steps:

    a. Concerns are addressed between the Core Team and the agency liaisons

    b. Unresolved concerns are forwarded to the FASD SAP Coordinator, Beacon Light Behavorial Health Systems SAP Supervisor and the County SCA.

    c. If the concern remains unresolved it is forwarded to the FASD Central Office Administrator, Beacon Light Behavorial Health Systems Director of Children's Community Programs and the County Human Services Administrator and the PA Network for Student Assistance Services Regional Coordinator.

    d. If, following the aforementioned process, the issue remains unresolved it will be forwarded to the Commonwealth SAP Interagency Committee for final resolution.

During the term of the Agreement, Providers shall maintain in full force and effect workman's compensation insurance coverage and liability insurance coverage in amounts acceptable to the District, with said insurance covering all operations of Providers on the District's premises. At the time this Agreement is executed, Providers shall provide the District with certificates of said insurance.

In the conduct of its operations hereunder, Providers agree to comply with all local, state and federal laws and regulations applicable at any time. Providers shall defend, indemnify, hold free and save harmless the District from any loss, actions, demands, suits, judgments and claims of any kind (and regardless of when any claims are asserted), including any expense, reasonable attorneys' fees or costs incident thereto, filed or presented by any person or entity in connection with, arising from or in relation to the acts or omissions of Providers, its officers, employees, agents, or representative, in the conduct and operation of its program on the premises of the District. Providers' obligations in accordance with this provision shall survive the termination of this Agreement.

In the conduct of its operations hereunder, District agrees to comply with all local, state and federal laws and regulations applicable at any time. District shall defend, indemnify, hold free and save harmless the Providers from any loss, actions, demands, suits, judgments and claims of any kind (and regardless of when any claims are asserted), including any expense, reasonable attorneys' fees or costs incident thereto, filed or presented by any person or entity in connection with, arising from or in relation to the acts or omissions of District, its officers, employees, agents, or representative, in the conduct and operation of its program on the premises of the District. District's obligations in accordance with this provision shall survive the termination of this Agreement.

Providers represent and acknowledge that it, and its employees and agents, are independent contractors and are not agents, servants, or employees of the District. The parties understand that Providers and its employees and agents, acting under the scope of this contract, have no authority to assume or create any obligation whatsoever, express or implied, on behalf of or in the name of the District, or to bind the District in any manner whatsoever.

BEACON LIGHT BEHAVIORAL HEALTH SYSTEMS
FOREST AREA SCHOOL DISTRICT
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The effective dates of the agreement are from July 1, 2026, through June 30, 2027, and will be reviewed annually. Individuals signing this document concur with and are willing to comply with the terms of this Letter of Agreement.

There are no understandings between the Parties regarding this Agreement other than those set forth in this Agreement, and there have been no promises, inducements, or commitments made in conjunction with this Agreement which are not explicitly set forth herein. This Agreement may be amended, modified, or waived only by written agreement signed by all of the Parties.

If any paragraph or term of this Agreement is deemed to be unlawful, invalid, or unenforceable, the remainder of this Agreement shall remain in full force and effect and shall remain binding on the Parties hereto.

Beacon Light Behavioral Health Systems- Executive Director	Date 7/17/26	F-W Human Services Director	Date
Beacon Light Behavioral Health Systems- Director	Date	F-W Human Services SCA Director	Date
Forest Area School District Superintendent	Date	Forest Area School District School Board President	Date

Career Exploration

Course Title: Careers 9
Course Number: 11151100, 2151100
Course Prerequisites: None

Course Description:

Careers 9 helps students explore their strengths, interests, career possibilities, and pathways beyond high school. Students develop employability skills, investigate career options, explore postsecondary pathways, and develop an entrepreneurial mindset. The course moves students through a progression of self-awareness → career exploration → career preparation → entrepreneurial thinking → future planning.

Suggested Grade Level: 9
Units of Credit: .5
Length of Course: Two Semesters

Primary Resources

Teacher Created

Other resources may include but are not limited to: Pennsylvania Department of Education Career Ready PA resources, PA CareerZone, O*NET, CareerOneStop, local workforce resources, college and career websites, employer resources, postsecondary resources, and the ELI Mindset Ice House Entrepreneurship Program.

Course Standards

13.1 Career Awareness and Exploration

Students will:

- Analyze the relationship between career choices and career preparation opportunities.
- Analyze entrepreneurship and self-employment opportunities in relation to personal career goals and organizational opportunities.

- Analyze external factors that impact employment opportunities, including job growth, job openings, labor supply, potential advancement, and potential earnings.
- Describe employment outlooks using occupations, career clusters, pathways, or other appropriate methods.
- Utilize school- and community-based opportunities for career awareness and preparation.
- Examine basic labor laws and the rights and responsibilities of employers and employees.

13.2 Employability Skills

Students will:

- Identify solutions to real-world conditions and problems using critical-thinking skills.
- Use professional etiquette and appropriate social protocols when communicating verbally, nonverbally, and in writing.
- Demonstrate shared responsibility for collaborative work.
- Use technology productively to accomplish work responsibilities.
- Evaluate time and project-management strategies in personal and work situations.
- Apply entrepreneurial mindset characteristics and skills to school, work, and extracurricular environments.

13.3 Growth and Advancement

Students will:

- Develop strategies for navigating career and life transitions.
- Identify sources of lifelong learning to strengthen existing skills and develop new skills.
- Incorporate feedback and personal reflection to evaluate progress toward goals and determine next steps.
- Analyze and reflect upon the effectiveness of their personal work ethic.

13.4 Personal Interests and Career Planning

Students will:

- Strategically market themselves as job candidates.
- Evaluate career options based on personal interests, abilities, aptitudes, achievements, and goals.
- Use a variety of methods to research careers aligned with personal interests, values, strengths, and goals.
- Evolve a career plan and enact additional action steps related to coursework, career interests, strengths, educational and training opportunities, work-based learning, and industry-recognized credentials.

Pacing Guide

Quarter	Theme / Unit	Number of Days	Description / Core Focus
Q1	**Who Am I?**	5	Interests, strengths, values, aptitudes, skills, personality, self-awareness
	My Skills & My Future	4	Transferable skills, academic strengths, employability skills, personal growth
	Exploring Career Possibilities	5	Career clusters, pathways, occupations, traditional/nontraditional careers
	Researching the World of Work	4	Career research, labor-market information, job growth, earnings, working conditions
	Connecting School to Career	4	Coursework, extracurricular activities, community experiences, career preparation
Q2	**What Employers Want**	4	Work ethic, responsibility, dependability, initiative, professionalism
	Professional Communication	4	Verbal, nonverbal, written, and digital workplace communication
	Resumes & Career Documents	5	Resume development, applications, cover letters, references, career portfolio
	Getting the Interview	4	Job searches, applications, interview preparation, interviewing skills
	Workplace Readiness	3	Technology, teamwork, time management, problem solving, workplace expectations
	Rights & Responsibilities at Work	3	Basic labor laws, employee/employer responsibilities, workplace safety and rights
Q3	**What Is an Entrepreneurial Mindset?**	2	Introduction to entrepreneurship and entrepreneurial thinking; mindset, choice, responsibility, and opportunity

	The Power of Choice	2	Personal agency, ownership, decision-making, attitude, and recognizing choices
	Recognizing Opportunity	3	Identifying problems, needs, frustrations, and opportunities; selecting an opportunity for the project
	Ideas into Action	3	Moving from an idea to action; taking initiative; developing and testing possible solutions
	The Pursuit of Knowledge	2	Research, curiosity, questioning, gathering information, and using feedback
	Creating Wealth & Value	2	Value creation, solving problems for others, economic thinking, and career connections
	Building Your Brand	2	Personal identity, reputation, strengths, communication, reliability, and professionalism
	Creating Community	2	Relationships, networks, mentors, collaboration, teamwork, and resources
	The Power of Persistence	2	Resilience, setbacks, adaptability, learning from failure, and revision
	Entrepreneurial Project Presentations	2	Student presentations of Opportunity Discovery Projects
	Review, Reflection & Application	1	Review of Ice House concepts and reflection on applying entrepreneurial thinking
Q4	**Education & Training After High School**	5	College, CTE, apprenticeships, military, credentials, and workforce training
	Money & Career Decisions	4	Earnings, career costs, financial considerations, and return on educational investment
	Building My Career Plan	5	Career goals, coursework, electives, extracurricular activities, training, and work-based learning

	Marketing Myself	3	Personal brand, professional identity, networking, and career portfolio
	My Next Steps	5	Action planning, goal setting, reflection, career portfolio, and implementation of career plan
Total		**90**	

Assessment

Assessment is used to measure student understanding, guide instruction, and evaluate mastery of standards. A variety of tools are used throughout instruction, including:

- **Formative Assessments** – checks for understanding such as quizzes, exit tickets, class discussions, and observations.
- **Summative Assessments** – end-of-unit or semester tests, projects, or written explanations that evaluate overall mastery.
- **Performance Tasks** – real-world applications such as experiments, presentations, or problem-solving activities.

Assessments are differentiated as needed according to individual student needs. Results are used to adjust instruction, provide feedback, and report student progress accurately.

Special Education and Gifted Requirements

Instruction and assessment will be modified according to IEP or GIEP. PDE Alternate Standards may be used where appropriate.

Specific Educational Objectives /Corresponding Standards and Eligible Content

Essential Questions	Content / Skills	PA State Standards	PA Common Core Standards	College & Career (CC)	Eligible Content

				Anchor Standards	
• Who am I?• What are my strengths, interests, values, and abilities?• How can self-awareness influence career choices?	Self-assessment, interests, strengths, values, aptitudes, skills, achievements, goals	13.4.9–12.B	CC.1.4.9–10; CC.1.5.9–10	CC.1.4; CC.1.5	N/A
• How does school prepare me for a career?• What experiences can help me prepare for my future?	Coursework, electives, extracurricular activities, community experiences, career preparation	13.1.9–12.A, E	CC.1.2.9–10; CC.1.4.9–10	CC.1.2; CC.1.4	N/A
• How can I compare career possibilities?• What factors affect employment opportunities?	Career clusters, pathways, career research, labor markets, employment outlook, job growth, earnings, advancement	13.1.9–12.C–D; 13.4.9–12.C	CC.1.2.9–10; CC.1.4.9–10	CC.1.2; CC.1.4	N/A
• What skills do employers value?• What does professionalism look like?	Work ethic, responsibility, initiative, professionalism, employability skills, workplace expectations	13.2.9–12.A, E; 13.3.9–12.D	CC.1.4.9–10; CC.1.5.9–10	CC.1.4; CC.1.5	N/A
• How can I communicate professionally?• How can communication affect workplace success?	Professional speaking, listening, nonverbal communication, written communication, digital communication, etiquette	13.2.9–12.B	CC.1.4.9–10; CC.1.5.9–10	CC.1.4; CC.1.5	N/A

• How can I present myself effectively to an employer?• What makes a strong application and interview?	Resume, cover letter, application, references, interview skills, career portfolio, personal presentation	13.4.9–12.A; 13.2.9–12.B	CC.1.4.9–10; CC.1.5.9–10	CC.1.4; CC.1.5	N/A
• How can I solve problems effectively?• How can I work productively with others?• How can I manage time and projects?	Critical thinking, problem solving, teamwork, collaboration, technology, time management, project management	13.2.9–12.A, C–E	CC.1.4.9–10; CC.1.5.9–10	CC.1.4; CC.1.5	N/A
• What are my rights and responsibilities as a worker?• Why are labor laws important?	Basic labor laws, employee rights, employer responsibilities, workplace safety	13.1.9–12.F	CC.1.2.9–10	CC.1.2	N/A
• What does it mean to think entrepreneurially?• How can entrepreneurial thinking help me in any career?	Entrepreneurial mindset, choice, opportunity, action, knowledge, resourcefulness, community, persistence	13.1.9–12.B; 13.2.9–12.F	CC.1.4.9–10; CC.1.5.9–10	CC.1.4; CC.1.5	N/A
• How can I identify an opportunity or problem?• How can I turn an idea into action?• How can feedback improve an idea?	Opportunity Discovery Project, problem identification, opportunity recognition, research, action, feedback, iteration	13.2.9–12.A, F; 13.3.9–12.C	CC.1.2.9–10; CC.1.4.9–10; CC.1.5.9–10	CC.1.2; CC.1.4; CC.1.5	N/A

• What options are available after high school?• How do education and training connect to careers?	Postsecondary education, CTE, apprenticeships, military, workforce training, credentials	13.1.9–12.A; 13.4.9–12.D	CC.1.2.9–10; CC.1.4.9–10	CC.1.2; CC.1.4	N/A
• How do financial considerations affect career decisions?• How can I make informed decisions about education and work?	Earnings, educational costs, training costs, budgeting, financial considerations related to career choices	13.1.9–12.C; 13.3.9–12.B	CC.1.2.9–10; CC.1.4.9–10	CC.1.2; CC.1.4	N/A
• How do I create a realistic career plan?• How can I turn goals into action?	Career plan, goals, coursework, electives, extracurricular activities, education/training, work-based learning, action steps	13.3.9–12.C; 13.4.9–12.D	CC.1.4.9–10; CC.1.5.9–10	CC.1.4; CC.1.5	N/A
• How can I use feedback to improve?• How will my career plan change as I grow?• What are my next steps?	Reflection, feedback, goal evaluation, lifelong learning, career portfolio, plan revision, next steps	13.3.9–12.A–D; 13.4.9–12.D	CC.1.4.9–10; CC.1.5.9–10	CC.1.4; CC.1.5	N/A

FASD Student Data System Information

1. What grading scale is used for this course? **FASD % Grade**
2. Is the course mark/grade part of the GPA calculation? **YES**
3. Is the course eligible for Honor Roll calculation? **YES**
4. What is the academic weight of the course? **Standard weight**

PDE Certification and Staffing Policies and Guidelines (CSPG):

Required Teacher Certifications:

- School Counselor PK-12
- Other certification areas may apply based on the district's approved course content and instructional assignment.

Certification and assignment should be confirmed with the Pennsylvania Department of Education based on the final locally approved course content.

Board Approval

Implementation Year: **2026–2027**

Family & Consumer Science

Course Title: Family & Consumer Science 9
Course Number: 11121200, 21121200
Course Prerequisites: None

Course Description:

Family & Consumer Science 9 develops practical skills for personal, family, and community life. Students explore decision-making, financial literacy, nutrition, relationships, resource management, and independent living while applying skills to real-world situations.

Suggested Grade Level: 9
Units of Credit: .25
Length of Course: One Semester

Primary Resources

Teacher Created

Other resources may include but are not limited to: Pennsylvania Department of Education resources, MyPlate, consumer education resources, financial literacy resources, nutrition resources, community resources, career and workforce resources, and teacher-selected instructional materials.

Course Standards

Pennsylvania's Family and Consumer Sciences standards for Grades 9–12 organize learning into six areas: **Food Science and Nutrition; Resource Management; Human Development, Family, and Relationships; Education and Early Childhood Development; Personal Finance and Consumer Skills; and Career, Community, and Family Connections.**

11.1 Food Science and Nutrition

Students will:

- Apply principles of nutrition and wellness.

- Analyze food choices and their relationship to health.
- Demonstrate food safety and sanitation.
- Plan and prepare nutritious meals.
- Evaluate food choices using reliable information.

11.2 Resource Management

Students will:

- Apply decision-making and problem-solving strategies.
- Manage personal and family resources.
- Evaluate the use of time, money, energy, and other resources.
- Develop strategies for balancing responsibilities.
- Apply technology to resource management.

11.3 Human Development, Family, and Relationships

Students will:

- Examine human development and relationships.
- Apply communication and conflict-resolution skills.
- Analyze healthy relationships and family structures.
- Examine responsibilities associated with family and community life.

11.4 Education and Early Childhood Development

Students will:

- Examine stages of human development.
- Identify factors affecting child development.
- Explore health, safety, learning, and literacy needs.
- Examine the role of caregivers and educators.

11.5 Personal Finance and Consumer Skills

Students will:

- Develop financial goals.
- Apply budgeting and spending strategies.
- Examine income, saving, credit, and consumer choices.
- Evaluate products, services, advertising, and purchasing decisions.
- Apply consumer rights and responsibilities.

11.6 Career, Community, and Family Connections

Students will:

- Examine relationships among family, work, and community.
- Develop skills for balancing life responsibilities.
- Identify community resources.
- Apply decision-making and communication skills to real-world situations.

Pacing Guide

The course uses a thematic approach so students encounter connected life skills rather than isolated content units.

Theme	Number of Days	Description / Core Focus
Knowing Yourself & Making Decisions	7	Values, strengths, decision-making, goal setting, problem solving, and personal responsibility
Managing Your Money & Resources	10	Budgeting, spending, saving, banking, credit, consumer decisions, needs vs. wants
Food, Nutrition & Wellness	10	Nutrition, food safety, meal planning, food preparation, wellness, and healthy choices
Relationships, Communication & Family	7	Healthy relationships, communication, conflict resolution, family structures, and responsibilities
Independent Living	7	Time management, organization, housing, consumer skills, and personal responsibilities
Community & Life Connections	4	Community resources, service, family/work balance, decision-making, and life application
Total	**45**	

The course intentionally reinforces skills students will use in **Communications** and **Careers**, particularly decision-making, personal finance, communication, teamwork, responsibility, and planning.

Assessment

Assessment is used to measure student understanding, guide instruction, and evaluate mastery of standards. A variety of tools are used throughout instruction, including:

- **Formative Assessments** – checks for understanding such as quizzes, exit tickets, class discussions, and observations.
- **Summative Assessments** – end-of-unit or semester tests, projects, or written explanations that evaluate overall mastery.
- **Performance Tasks** – real-world applications such as experiments, presentations, or problem-solving activities.

Assessments are differentiated as needed according to individual student needs. Results are used to adjust instruction, provide feedback, and report student progress accurately.

Special Education and Gifted Requirements

Instruction and assessment will be modified according to IEP or GIEP. PDE Alternate Standards may be used where appropriate.

Specific Educational Objectives /Corresponding Standards and Eligible Content

Essential Questions	Content / Skills	PA State Standards	PA Common Core Standards	College & Career (CC) Anchor Standards	Eligible Content
• How do our values influence our decisions?• How can we make responsible choices?• How do goals influence behavior?	Decision-making, values, goals, problem solving, responsibility	11.2, 11.6	CC.1.4.9–10, CC.1.5.9–10	CC.1.4, CC.1.5	N/A

• How can we make informed financial decisions?• What makes a budget realistic?• How do consumer choices affect our future?	Budgeting, saving, credit, banking, income, spending, consumer literacy	11.1, 11.2, 11.5	CC.1.2.9–10, CC.1.4.9–10	CC.1.2, CC.1.4	N/A
• How do food choices affect wellness?• What makes a meal nutritious?• Why is food safety important?	Nutrition, wellness, food safety, sanitation, meal planning, food preparation	11.1	CC.1.2.9–10, CC.1.4.9–10	CC.1.2, CC.1.4	N/A
• What makes a relationship healthy?• How can communication strengthen relationships?• How can conflict be managed constructively?	Relationships, communication, conflict resolution, family structures, responsibilities	11.3, 11.6	CC.1.4.9–10, CC.1.5.9–10	CC.1.4, CC.1.5	N/A
• What skills are necessary for independent living?• How do we manage limited resources?• How can planning reduce stress?	Time management, organization, housing, consumer skills, resource management	11.2, 11.5, 11.6	CC.1.4.9–10	CC.1.4	N/A
• How do families and communities support individuals?• How can we contribute to our communities?• How do life responsibilities connect?	Community resources, service, family/work balance, personal responsibility	11.2, 11.6	CC.1.4.9–10, CC.1.5.9–10	CC.1.4, CC.1.5	N/A

FASD Student Data System Information

1. What grading scale is used for this course? **FASD % Grade**
2. Is the course mark/grade part of the GPA calculation? **YES**
3. Is the course eligible for Honor Roll calculation? **YES**
4. What is the academic weight of the course? **Standard weight**

PDE Certification and Staffing Policies and Guidelines (CSPG):

Required Teacher Certifications:

- **Family and Consumer Sciences K–12**

Board Approval

Implementation Year: **2026–2027**

Introduction to Art

Course Title: Intro to Art
Course Number: 11071100, 21071100
Course Prerequisites: None

Course Description:

Introduction to Art is a two-year course that develops students' skills in creating, interpreting, and responding to visual art. Through hands-on experiences, students explore identity, emotion, culture, history, design, technology, environment, community, and artistic meaning using a variety of media and techniques.

Suggested Grade Level: 7–8
Units of Credit: n/a
Length of Course: Two Years

Primary Resources

Teacher Created

Other resources may include but are not limited to: Pennsylvania Art Education Association resources, National Art Education Association resources, museum and gallery collections, digital art resources, drawing and painting resources, photography resources, digital design applications, Adobe Creative Cloud or similar software, Canva, Google Arts & Culture, online museum collections, and teacher-selected artists, artworks, and instructional materials.

Course Standards

9.1 Production, Performance and Exhibition

- **9.1.8.A:** Know and use the elements and principles of each art form to create works in the arts and humanities.

- **9.1.8.B:** Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works.
- **9.1.8.C:** Identify and use comprehensive vocabulary within each of the arts forms.
- **9.1.8.D:** Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.
- **9.1.8.E:** Communicate a message or idea through the production of works in the arts.
- **9.1.8.F:** Identify works of Pennsylvania artists and analyze their contributions to the arts.
- **9.1.8.G:** Explain the function and significance of works of art within their cultural and historical contexts.
- **9.1.8.H:** Demonstrate the use of traditional and contemporary technologies in the creation and presentation of works in the arts.

Pennsylvania's Grade 8 visual arts expectations include the elements of **color, form/shape, line, space, texture, and value** and principles including **balance, contrast, emphasis/focal point, movement/rhythm, proportion/scale, repetition, and unity/harmony**. (PDE SAS)

9.2 Historical and Cultural Contexts

- **9.2.8.A:** Explain the historical, cultural, and social context of an individual work in the arts.
- **9.2.8.B:** Relate works in the arts chronologically to historical events.
- **9.2.8.C:** Relate works in the arts to varying styles and genres and to the periods in which they were created.
- **9.2.8.D:** Analyze a work of art from its historical and cultural perspective.
- **9.2.8.E:** Analyze how historical events and culture impact forms, techniques, and purposes of works in the arts.
- **9.2.8.F:** Know and apply appropriate vocabulary used between social studies and the arts and humanities.
- **9.2.8.G:** Relate works in the arts to geographic regions.
- **9.2.8.H:** Identify, describe, and analyze the work of Pennsylvania artists.
- **9.2.8.I–L:** Analyze philosophical beliefs, historical and cultural differences, traditions, and common themes, forms, and techniques as they relate to works in the arts.

9.3 Critical Response

- **9.3.8.A:** Know and use the critical process of examination of works in the arts and humanities.
- **9.3.8.B:** Analyze and interpret specific characteristics of works in the arts within each art form.
- **9.3.8.C:** Identify and classify styles, forms, types, and genres within art forms.
- **9.3.8.D:** Evaluate works in the arts and humanities using complex vocabulary of critical response.
- **9.3.8.E:** Interpret and use various types of critical analysis, including contextual, formal, and intuitive criticism.
- **9.3.8.F:** Apply the process of criticism to identify characteristics among works in the arts.
- **9.3.8.G:** Compare and contrast critical positions or opinions about selected works in the arts and humanities.

9.4 Aesthetic Response

- **9.4.8.A:** Compare and contrast examples of group and individual philosophical meanings of works in the arts and humanities.
- **9.4.8.B:** Compare and contrast informed individual opinions about the meaning of works in the arts to others.
- **9.4.8.C:** Describe how attributes of the audience's environment influence aesthetic responses.
- **9.4.8.D:** Describe the purpose for which philosophical ideas generated by artists can be conveyed through works in the arts and humanities.

Pennsylvania describes Visual Arts Education as a spatial art form through which students respond to life experiences using images, structures, and tactile works, while the four standards strands unify production, history, criticism, and aesthetics. (State Board of Education)

Pacing Guide

The course is designed for a **combined 7th/8th grade classroom** and uses a thematic spiral approach. Students do not need to complete a "first year" of foundational art content before participating. Major concepts, techniques, media, and standards are revisited across both years through increasingly complex artistic challenges, creative decision-making, analysis, and independent work.

Theme	1 Day / 6-Day Cycle	2 Days / 6-Day Cycle	3 Days / 6-Day Cycle	Description / Core Focus
Art & Identity	7	14	21	Self-expression, personal identity, portraiture, symbolism, cultural identity, visual storytelling, and individual artistic voice
Art & Emotion	6	12	18	Color, line, value, texture, composition, symbolism, mood, abstraction, and visual communication of emotions
Art & Storytelling	7	14	21	Narrative art, sequential images, illustration, symbolism, composition, visual storytelling, and communicating ideas through images
Art & Culture	8	16	24	Art from diverse cultures and geographic regions, cultural traditions, symbolism, artistic practices, Pennsylvania artists, and respectful interpretation
Art & History	7	14	21	Art movements, historical context, changing artistic styles, social events, artistic responses to history, and connections between art and society
Art & Design	7	14	21	Elements and principles of design, graphic design, typography, composition, product/environmental design, function, and visual communication
Art & Environment	5	10	15	Landscape, nature, sustainability, environmental art, architecture, public art, human impact, and place

Art & Technology	5	10	15	Digital drawing, photography, image editing, digital design, multimedia, contemporary artists, and technology as an artistic medium
Art & Community	4	8	12	Public art, murals, collaborative art, community identity, art advocacy, exhibition, and the role of artists in society
Art & Meaning	4	8	12	Art criticism, interpretation, artistic intent, aesthetic response, audience perspectives, reflection, and portfolio development
Total Approximate Instructional Days Across Two Years	**60**	**120**	**180**	Themes are spiraled across both years with increasing complexity, independence, and application

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Assessment

Assessment is used to measure student understanding, guide instruction, and evaluate mastery of standards. A variety of tools are used throughout instruction, including:

- **Formative Assessments** – checks for understanding such as quizzes, exit tickets, class discussions, and observations.
- **Summative Assessments** – end-of-unit or semester tests, projects, or written explanations that evaluate overall mastery.
- **Performance Tasks** – real-world applications such as experiments, presentations, or problem-solving activities.

Assessments are differentiated as needed according to individual student needs. Results are used to adjust instruction, provide feedback, and report student progress accurately.

Special Education and Gifted Requirements
Instruction and assessment will be modified according to IEP or GIEP. PDE Alternate Standards may be used where appropriate.

Specific Educational Objectives / Corresponding Standards and Eligible Content

Essential Questions	Content / Skills	PA State Standards	PA Common Core Standards	College & Career (CC) Anchor Standards	Eligible Content
• How can art communicate who we are?• How do artists express identity through visual choices?• How can symbols communicate personal or cultural meaning?• How can artists develop an individual artistic voice?	Self-portraiture, identity, symbolism, representation, personal expression, cultural identity, composition, elements and principles of art, and artist statements	9.1.8.A–H; 9.2.8.A, D, G–L; 9.3.8.A–G; 9.4.8.A–D	CC.1.2.6–8.A–L; CC.1.4.6–8.A–H; CC.1.5.6–8.A–H	CC.1.2.6–8.A–L; CC.1.4.6–8.A–H; CC.1.5.6–8.A–H	N/A

• How can artists communicate emotion without words?• How do color, line, value, and composition affect mood?• Why can people respond differently to the same artwork?• How can artists use abstraction to communicate feelings?	Color theory, line, value, texture, composition, abstraction, symbolism, mood, visual metaphor, expressive techniques, and aesthetic response	9.1.8.A–E; 9.3.8.A–G; 9.4.8.A–D	CC.1.5.6–8.A–H	CC.1.5.6–8.A–H	N/A
• How can images tell stories?• How do artists organize visual information to communicate a narrative?• How can symbolism and composition influence a viewer's understanding?• How can artists communicate complex ideas visually?	Narrative art, illustration, sequential art, symbolism, visual storytelling, composition, perspective, scale, focal point, and mixed media	9.1.8.A–H; 9.3.8.A–F	CC.1.2.6–8.A–L; CC.1.4.6–8.A–H; CC.1.5.6–8.A–H	CC.1.2.6–8.A–L; CC.1.4.6–8.A–H; CC.1.5.6–8.A–H	N/A

• How does art reflect the people and places that create it?• How do culture and geography influence artistic traditions?• How should we interpret art from cultures different from our own?• How can artists preserve and communicate cultural traditions?	World art, cultural traditions, geographic regions, Pennsylvania artists, symbolism, historical context, artistic practices, cultural identity, and respectful interpretation	9.2.8.A–L; 9.3.8.A–G ; 9.4.8.A–D	CC.1.2.6–8.A–L; CC.1.5.6–8.A–H	CC.1.2.6–8.A–L; CC.1.5.6–8.A–H	N/A
• How does history influence art?• How can artwork help us understand a historical period?• Why do artistic styles change over time?• How do artists respond to social and historical events?	Art history, artistic movements, historical context, styles, genres, social change, cultural events, chronology, and relationships between art and society	9.2.8.A–L; 9.3.8.B–G	CC.1.2.6–8.A–L; CC.1.5.6–8.A–H	CC.1.2.6–8.A–L; CC.1.5.6–8.A–H	N/A

• How can design solve problems?• How do artists and designers communicate with an audience?• How do the elements and principles of art influence effective design?• How can function and aesthetics work together?	Elements and principles of design, graphic design, typography, layout, visual communication, product design, environmental design, proportion, balance, contrast, emphasis, repetition, and unity	9.1.8.A–H; 9.3.8.A–F	CC.1.4.6–8.A–H; CC.1.5.6–8.A–H	CC.1.4.6–8.A–H; CC.1.5.6–8.A–H	N/A
• How can artists communicate ideas about the environment?• How does place influence artistic expression?• How can art encourage people to think about environmental issues?• What role can artists play in shaping public spaces?	Landscape, environmental art, architecture, public art, sustainability, natural materials, place, human impact, and environmental design	9.1.8.A–H; 9.2.8.A–E, G; 9.3.8.A–G; 9.4.8.A–D	CC.1.2.6–8.A–L; CC.1.4.6–8.A–H	CC.1.2.6–8.A–L; CC.1.4.6–8.A–H	N/A

• How has technology changed the way artists create and share art?• What makes digital art different from traditional media?• How can technology expand artistic possibilities?• What responsibilities do artists have when using digital images?	Digital drawing, photography, image editing, digital composition, multimedia, contemporary art, technology, copyright, responsible digital practices, and presentation	9.1.8.A–H; 9.2.8.C–E; 9.3.8.A–G	CC.1.4.6–8.A–H; CC.1.5.6–8.A–H	CC.1.4.6–8.A–H; CC.1.5.6–8.A–H	N/A
• How can art strengthen a community?• Why do communities create public art?• How can artists collaborate with others?• What responsibilities do artists have to their audiences and communities?	Murals, public art, collaborative art, community identity, exhibition, advocacy, collaboration, audience, and the social role of artists	9.1.8.A–H; 9.2.8.A–L; 9.3.8.A–G; 9.4.8.A–D	CC.1.2.6–8.A–L; CC.1.4.6–8.A–H; CC.1.5.6–8.A–H	CC.1.2.6–8.A–L; CC.1.4.6–8.A–H; CC.1.5.6–8.A–H	N/A

• Why can people interpret the same artwork differently?• How does personal experience influence aesthetic response?• How can artists communicate meaning through artistic choices?• How can critique help an artist grow?	Art criticism, formal analysis, contextual analysis, intuitive response, artistic intent, audience interpretation, aesthetic response, critique, reflection, portfolio development, and artist statements	9.3.8.A–G; 9.4.8.A–D	CC.1.2.6–8.A–L; CC.1.4.6–8.A–H; CC.1.5.6–8.A–H	CC.1.2.6–8.A–L; CC.1.4.6–8.A–H; CC.1.5.6–8.A–H	N/A

FASD Student Data System Information

1. What grading scale is used for this course? **FASD % Grade**
2. Is the course mark/grade part of the GPA calculation? **No**
3. Is the course eligible for Honor Roll calculation? **YES**
4. What is the academic weight of the course? **Standard weight**

PDE Certification and Staffing Policies and Guidelines (CSPG):

Required Teacher Certifications:

- **#31 Art PK–12**

Board Approval

Implementation Year: **2026–2027**

High School Reading

Course Title: High School Reading
Course Number: 12011900; 22011900
Course Prerequisites: Placement by administration, counselor, or teacher recommendation based on demonstrated reading needs or successful completion of middle school reading coursework.

Course Description

High School Reading focuses on developing reading comprehension, critical thinking, and analytical skills through the study of both literary and informational texts. Students read and analyze a variety of genres including short stories, novels, poetry, drama, and nonfiction while strengthening their ability to determine central ideas and themes, analyze author's craft, evaluate arguments, interpret complex texts, and cite textual evidence. Instruction emphasizes close reading, vocabulary development, comprehension strategies, and independent reading.

Suggested Grade Level: Grades 9–12
Units of Credit: 1
Length of Course: Two Semesters

Primary Resources

Teacher Created

Other resources may include but are not limited to: Newsela, CommonLit, StudySync, ReadWorks, Project Gutenberg

Course Standards

Pennsylvania Common Core Standards for English Language Arts

CC.1.2 Reading Informational Text

Students will:

- Determine central ideas and analyze their development throughout a text.
- Make logical inferences and support conclusions using textual evidence.
- Analyze how authors organize information and develop ideas.
- Evaluate an author's purpose, point of view, arguments, and supporting evidence.
- Interpret academic and domain-specific vocabulary within context.
- Read and comprehend complex informational texts independently and proficiently.

CC.1.3 Reading Literature

Students will:

- Determine themes and analyze their development throughout a literary work.
- Analyze characterization, plot, setting, and conflict.
- Cite relevant textual evidence to support analysis and interpretation.
- Analyze author's craft, including structure, point of view, figurative language, symbolism, tone, and style.
- Compare multiple interpretations and analyze how various media contribute to meaning.
- Read and comprehend complex literary texts independently and proficiently.

College and Career Readiness

Instruction is aligned to the Pennsylvania College and Career Ready Standards for Reading and emphasizes critical thinking, analytical reading, evidence-based reasoning, vocabulary acquisition, and literacy skills necessary for success in postsecondary education, the workforce, and state assessments.

Assessment Anchors

Instruction incorporates Pennsylvania Assessment Anchors and Eligible Content related to:

- Reading for Meaning
- Analyzing Literature
- Analyzing Informational Text
- Vocabulary Acquisition and Use
- Interpretation and Analysis
- Textual Evidence and Critical Thinking

Pacing Guide

Unit	Number of Days	Description / Core Focus
Foundations of Literary Analysis	36	Literary elements, characterization, theme, conflict, inference, close reading, citing textual evidence
Author's Craft and Literary Devices	36	Figurative language, symbolism, tone, mood, diction, imagery, author's style
Themes Across Literature	36	Universal themes, comparing texts, motifs, text-to-text analysis, drawing conclusions
Reading Informational Text	36	Text structure, author's purpose, evaluating arguments, rhetoric, bias, credibility
Drama and Media Literacy	18	Drama, dialogue, stage directions, multimedia texts, visual literacy
Independent Reading & Analysis	Ongoing (Semester 2)	Independent reading, annotation, response journals, discussion, literary analysis
Cross-Genre Analysis & Assessment Preparation	17	Comparing literary and informational texts, synthesizing information, applying reading strategies, assessment preparation

Assessment

Assessment is used to measure student understanding, guide instruction, and evaluate mastery of standards. A variety of tools are used throughout instruction, including:

Formative Assessments – checks for understanding such as quizzes, exit tickets, class discussions, annotations, and observations.

Summative Assessments – unit assessments, literary analyses, projects, presentations, or written responses that evaluate mastery of standards.

Performance Tasks – authentic applications such as collaborative discussions, presentations, multimedia analyses, and problem-solving activities.

Assessments are differentiated according to individual student needs. Results are used to adjust instruction, provide feedback, and accurately report student progress.

Special Education and Gifted Requirements

Instruction and assessment will be modified according to IEP or GIEP. PDE Alternate Standards may be used where appropriate.

Specific Educational Objectives / Corresponding Standards and Eligible Content

Essential Questions	Content / Skills	PA State Standards	PA Common Core Standards	College & Career Anchor Standards	Eligible Content
How do authors use literary elements to develop meaning? How do characters, setting, and conflict contribute to theme? What can literature teach us about the human experience?	Literary elements, characterization, plot, setting, conflict, theme, inference, close reading, textual evidence	Pennsylvania Academic Standards for Reading	CC.1.3 Reading Literature	College & Career Ready Reading Standards	Reading for Meaning; Literary Analysis

How does an author's craft influence meaning? How do figurative language, symbolism, and diction contribute to a text?	Figurative language, symbolism, imagery, tone, mood, diction, author's craft	Pennsylvania Academic Standards for Reading	CC.1.3 Reading Literature	College & Career Ready Reading Standards	Literary Analysis; Vocabulary
How do themes connect across multiple texts and genres? How does literature reflect culture and society?	Theme development, motifs, comparing texts, synthesis, text-to-text analysis	Pennsylvania Academic Standards for Reading	CC.1.3 Reading Literature	College & Career Ready Reading Standards	Literary Analysis
How do authors communicate ideas effectively? How do readers evaluate arguments, bias, and credibility?	Informational text structure, author's purpose, evaluating arguments, rhetoric, media literacy	Pennsylvania Academic Standards for Reading	CC.1.2 Reading Informational Text	College & Career Ready Reading Standards	Informational Text Analysis
How do dramatic elements and multimedia communicate meaning? How do different formats influence interpretation?	Drama, dialogue, stage directions, visual literacy, media analysis	Pennsylvania Academic Standards for Reading	CC.1.3 Reading Literature; CC.1.5 Speaking and Listening	College & Career Ready Reading Standards	Literary Analysis

How does independent reading improve comprehension and critical thinking? How can readers monitor and strengthen their understanding?	Independent reading, annotation, response journals, reflection, literary analysis	Pennsylvania Academic Standards for Reading	CC.1.2 Reading Informational Text; CC.1.3 Reading Literature	College & Career Ready Reading Standards	N/A
How do readers apply literacy skills across content areas? How can reading strategies support academic success and assessment readiness?	Cross-genre analysis, synthesizing information, comprehension strategies, assessment preparation	Pennsylvania Academic Standards for Reading	CC.1.2 Reading Informational Text; CC.1.3 Reading Literature	College & Career Ready Reading Standards	Reading for Meaning; Literary and Informational Text Analysis

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FASD Student Data System Information

1. **What grading scale is used for this course?** FASD % Grade
2. **Is the course mark/grade part of the GPA calculation?** No
3. **Is the course eligible for Honor Roll calculation?** YES
4. **What is the academic weight of the course?** Standard weight

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PDE Certification and Staffing Policies and Guidelines (CSPG)

Required Teacher Certifications:

- #42 English
- #61 Special Education K–12

Board Approval

Implementation Year: 2026–2027

Communications

Course Title: Communications 9
Course Number: 11011700, 21011700
Course Prerequisites: None

Course Description:

Communications 9 develops students' ability to communicate effectively in personal, academic, digital, and professional settings. Students practice speaking, listening, writing, collaboration, presentation, media literacy, and professional communication.

Suggested Grade Level: 9
Units of Credit: .25
Length of Course: One Semester

Primary Resources

Teacher Created

Other resources may include but are not limited to: Pennsylvania Department of Education ELA resources, CommonLit, Newsela, TED-Ed, media resources, presentation software, digital communication tools, career-readiness resources, and teacher-selected texts and media.

Course Standards

The course is primarily aligned to Pennsylvania Core English Language Arts standards, particularly **1.4 Writing** and **1.5 Speaking and Listening**, with connections to reading informational text and digital/media communication.

1.4 Writing

Students will:

- Write for different purposes and audiences.
- Develop clear claims and ideas.
- Organize information effectively.

- Revise and edit communication.
- Conduct research and evaluate sources.
- Adapt writing to professional and real-world contexts.

1.5 Speaking and Listening

Students will:

- Participate effectively in collaborative discussions.
- Listen critically and respond thoughtfully.
- Adapt speech to context and purpose.
- Present information clearly.
- Integrate multimedia into presentations.
- Use digital media strategically to enhance communication.

1.2 Reading Informational Text

Students will:

- Evaluate information and sources.
- Analyze claims and evidence.
- Determine credibility and purpose.
- Interpret informational and digital texts.

Pacing Guide

Theme	Number of Days	Description / Core Focus
Communication & Self-Awareness	7	Communication styles, active listening, self-awareness, nonverbal communication, and audience
Words That Work	9	Clear writing, organization, tone, purpose, audience, and professional writing
Speaking With Purpose	9	Public speaking, presentations, persuasion, storytelling, and delivery
Digital & Media Communication	7	Digital communication, social media, media literacy, credibility, and digital citizenship

Communication & Collaboration	6	Teamwork, discussion, active listening, conflict resolution, and feedback
Professional Communication	7	Interviews, email, workplace communication, presentations, and professional etiquette
Total	**45**	

The course directly supports **Careers 9** by developing communication skills students will use in career research, interviews, networking, professional correspondence, presentations, teamwork, and the Ice House program.

It also complements **Family & Consumer Science 9** by reinforcing communication, decision-making, relationships, conflict resolution, collaboration, and practical life skills without duplicating the primary FCS content.

Assessment

Assessment is used to measure student understanding, guide instruction, and evaluate mastery of standards. A variety of tools are used throughout instruction, including:

- **Formative Assessments** – checks for understanding such as quizzes, exit tickets, class discussions, and observations.
- **Summative Assessments** – end-of-unit or semester tests, projects, or written explanations that evaluate overall mastery.
- **Performance Tasks** – real-world applications such as experiments, presentations, or problem-solving activities.

Assessments are differentiated as needed according to individual student needs. Results are used to adjust instruction, provide feedback, and report student progress accurately.

Special Education and Gifted Requirements

Instruction and assessment will be modified according to IEP or GIEP. PDE Alternate Standards may be used where appropriate.

Specific Educational Objectives /Corresponding Standards and Eligible Content

Essential Questions	Content / Skills	PA State Standards	PA Common Core Standards	College & Career (CC) Anchor Standards	Eligible Content
• How does self-awareness affect communication?• What makes someone an effective listener?• How does context influence communication?	Communication styles, active listening, nonverbal communication, audience, context, self-awareness	1.5.9–10.A–C, E	CC.1.5.9–10.A–E	CC.1.5.A–E	N/A
• How can we communicate ideas clearly?• How do purpose and audience influence writing?• What makes professional writing effective?	Professional writing, organization, tone, purpose, audience, revision, editing	1.4.9–10.A–J	CC.1.4.9–10.A–J	CC.1.4.A–J	N/A
• What makes a presentation effective?• How can speakers adapt to an audience?• How do evidence and delivery influence persuasion?	Public speaking, presentation, persuasion, storytelling, delivery, evidence, audience	1.5.9–10.D–F	CC.1.5.9–10.D–F	CC.1.5.D–F	N/A
• How does digital communication differ from face-to-face communication?• How can we determine whether media is credible?• What responsibilities	Digital communication, media literacy, source evaluation, digital citizenship, multimedia	1.2.9–10.G–I; 1.5.9–10.F	CC.1.2.9–10.G–I; CC.1.5.9–10.F	CC.1.2.G–I; CC.1.5.F	N/A

come with digital communication?					
• How can communication improve teamwork?• How can disagreement be productive?• What does effective collaboration require?	Collaboration, discussion, active listening, feedback, conflict resolution, teamwork	1.5.9–10.A–C	CC.1.5.9–10.A–C	CC.1.5.A–C	N/A
• How does professional communication affect opportunity?• What makes an effective interview?• How can communication demonstrate professionalism?	Interviews, professional email, workplace communication, networking, presentations, professional etiquette	1.4.9–10; 1.5.9–10	CC.1.4.9–10; CC.1.5.9–10	CC.1.4; CC.1.5	N/A

FASD Student Data System Information

1. What grading scale is used for this course? **FASD % Grade**
2. Is the course mark/grade part of the GPA calculation? **YES**
3. Is the course eligible for Honor Roll calculation? **YES**
4. What is the academic weight of the course? **Standard weight**

PDE Certification and Staffing Policies and Guidelines (CSPG):

Required Teacher Certifications:

- English 7–12
- Communication 7–12, where applicable to the district's approved program and assignment.

Board Approval

Implementation Year: **2026–2027**

Introduction to STEAM

Course Title: Introduction to STEAM
Course Number: 11141700, 21141700
Course Prerequisites: None

Course Description:

Introduction to STEAM is a two-year interdisciplinary course in which students use science, technology, engineering, art, and mathematics to investigate questions, explore ideas, and solve real-world problems. Through hands-on experiences, students develop skills in inquiry, creativity, data analysis, modeling, collaboration, communication, and innovation.

Suggested Grade Level: 7–8
Units of Credit: n/a
Length of Course: Two Years

Primary Resources

Teacher Created

Other resources may include but are not limited to: Pennsylvania Department of Education STEELS resources, STEM/STEAM education resources, NASA, Smithsonian, National Science Foundation resources, National Geographic, PhET Interactive Simulations, Tinkercad, Scratch, micro:bit, robotics resources, digital design tools, maker-space materials, environmental data resources, and teacher-selected instructional materials.

Course Standards

STEAM is an interdisciplinary course rather than a separate Pennsylvania academic standards content area. The course therefore draws primarily from Pennsylvania's Science, Technology & Engineering, Environmental Literacy & Sustainability (STEELS) Standards for Grades 6–8, Pennsylvania Core Mathematics Standards, and Pennsylvania Arts and Humanities Standards. Pennsylvania's STEELS standards were fully implemented beginning with the 2025–26 school year and explicitly emphasize connections among science, technology, engineering, mathematics, and environmental literacy. (Pennsylvania Government)

3.1 Science: Life Science

Students will:

- Develop and use models to explain biological systems and relationships.
- Analyze and interpret data related to living systems.
- Construct explanations supported by evidence.
- Investigate relationships between organisms, environments, and systems.
- Apply scientific practices to investigate authentic problems.

3.2 Science: Physical Science

Students will:

- Investigate properties and interactions of matter.
- Analyze forces and interactions.
- Investigate energy transfer and transformations.
- Use models to explain physical phenomena.
- Collect and analyze data from investigations.
- Design and test solutions involving physical science concepts.

Pennsylvania's Grade 6–8 physical science standards include investigations of chemical reactions, forces and interactions, energy, waves, and electromagnetic radiation. (Pennsylvania Government)

3.3 Science: Earth and Space Science

Students will:

- Develop and use models of Earth and space systems.
- Investigate Earth's systems and patterns.
- Analyze weather and climate data.
- Examine human impacts on Earth systems.
- Use evidence to explain changes in Earth and space systems.

3.4 Environmental Literacy & Sustainability

Students will:

- Analyze how people and societies use and manage natural resources.
- Develop models of environmental systems.
- Investigate environmental issues using multiple sources.
- Collect, analyze, and interpret environmental data.
- Evaluate possible solutions to environmental problems.
- Design solutions that support environmental stewardship and sustainability.

Pennsylvania's 6–8 environmental standards specifically emphasize agricultural and environmental systems, watersheds, environmental investigation, data analysis, sustainability, and stewardship. (Pennsylvania Government)

3.5 Technology & Engineering

Students will:

- Identify connections among science, technology, engineering, and mathematics.
- Apply concepts from multiple content areas to technological problems.
- Analyze interactions among technological, economic, environmental, and social systems.
- Use technology to gather and interpret data.
- Evaluate technological solutions and their impacts.
- Apply design thinking to authentic problems.

The STEELS standards explicitly call for students in Grades 6–8 to apply concepts and skills from multiple content areas and identify the overlap among science, technology, engineering, and mathematics. (Pennsylvania Government)

PA Core Mathematics

Students will apply grade-level mathematics to authentic STEAM problems, including:

- Ratios, rates, proportions, and percentages.
- Rational and irrational numbers.
- Algebraic expressions and equations.
- Linear relationships and systems.
- Geometry, measurement, area, surface area, and volume.
- Statistics, data representation, and interpretation.
- Mathematical modeling and problem solving.

Pennsylvania's Mathematics standards emphasize applying mathematical concepts and practices to real-world problems and connecting mathematical representations to authentic situations. (Pennsylvania Government)

Arts and Humanities

Students will:

- Use the elements and principles of art and design to communicate ideas.
- Create and revise original works.
- Analyze how artists use materials, processes, and design choices.
- Examine the historical and cultural contexts of artistic works.
- Critique and interpret works using appropriate vocabulary.

- Use artistic processes to communicate scientific, mathematical, and technological ideas.

Pennsylvania's Arts and Humanities standards organize learning around **production, historical and cultural contexts, critical response, and aesthetic response**. (Pennsylvania Government)

Pacing Guide

The STEAM course is designed to **complement Technology Education rather than duplicate it**. Technology Education emphasizes tools, materials, fabrication, technological systems, and engineering processes. STEAM emphasizes investigation, interdisciplinary connections, scientific and mathematical reasoning, creativity, and communication.

Theme	1 Day / 6-Day Cycle	2 Days / 6-Day Cycle	3 Days / 6-Day Cycle	Description / Core Focus
Wonder & Inquiry	6	12	18	Asking questions, observation, scientific inquiry, research, evidence, variables, safety, and investigation
Patterns, Data & Mathematical Thinking	7	14	21	Patterns, measurement, ratios, statistics, graphs, mathematical modeling, data analysis, and evidence-based conclusions
Science in Action	7	14	21	Matter, forces, energy, living systems, Earth systems, experimentation, modeling, and scientific explanation
Design Through Creativity	6	12	18	Creativity, visual communication, artistic processes, aesthetics, design, iteration, and communicating ideas through multiple media
Coding, Modeling & Computational Thinking	7	14	21	Algorithms, coding, simulations, digital models, automation, data, patterns, and computational problem solving

Systems & Connections	6	12	18	Interacting systems, cause and effect, feedback, models, interdisciplinary connections, and systems thinking
Our Changing Environment	7	14	21	Environmental systems, sustainability, natural resources, climate, human impact, environmental data, and stewardship
Innovation & Human Impact	5	10	15	Innovation, technology and society, ethics, accessibility, unintended consequences, and responsible decision-making
STEAM Around Us	5	10	15	Authentic problems drawn from everyday life, community, culture, careers, and current issues
Integrated STEAM Challenge	4	8	12	Interdisciplinary investigation requiring research, mathematics, science, creativity, communication, and evidence-based solutions
Total Approximate Instructional Days Across Two Years	**60**	**120**	**180**	Themes are spiraled across both years with increasing complexity, independence, and interdisciplinary application

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Assessment

Assessment is used to measure student understanding, guide instruction, and evaluate mastery of standards. A variety of tools are used throughout instruction, including:

- **Formative Assessments** – checks for understanding such as quizzes, exit tickets, class discussions, and observations.
- **Summative Assessments** – end-of-unit or semester tests, projects, or written explanations that evaluate overall mastery.
- **Performance Tasks** – real-world applications such as experiments, presentations, or problem-solving activities.

Assessments are differentiated as needed according to individual student needs. Results are used to adjust instruction, provide feedback, and report student progress accurately.

Special Education and Gifted Requirements
Instruction and assessment will be modified according to IEP or GIEP. PDE Alternate Standards may be used where appropriate.

Specific Educational Objectives / Corresponding Standards and Eligible Content

Essential Questions	Content / Skills	PA State Standards	PA Common Core Standards	College & Career (CC) Anchor Standards	Eligible Content
• How do scientists and engineers ask useful questions?• How can observations lead to investigations?• What makes evidence useful?• How can we investigate a problem safely and systematically?	Scientific inquiry, observation, questioning, research, variables, evidence, investigation, laboratory safety, collaboration, and communication	3.1.6–8; 3.2.6–8; 3.3.6–8; 3.5.6–8	CC.1.2.6–8; CC.1.4.6–8; CC.1.5.6–8	CC.1.2; CC.1.4; CC.1.5	N/A

• How can mathematics help us understand the world?• How can data reveal patterns?• How do models help us make predictions?• How can we determine whether a conclusion is supported by evidence?	Measurement, ratios, proportions, statistics, graphs, equations, geometry, mathematical modeling, data analysis, patterns, and evidence-based conclusions	PA Core Mathematics 7–8; 3.1.6–8; 3.2.6–8; 3.3.6–8	CC.2.1.6–8; CC.2.2.6–8; CC.2.3.6–8; CC.2.4.6–8	CC.2.1; CC.2.2; CC.2.3; CC.2.4	N/A
• How can experiments help us understand physical and living systems?• How do matter, energy, forces, and living systems interact?• How can models help explain scientific phenomena?• How can evidence support a scientific explanation?	Matter, chemical reactions, forces, energy, waves, living systems, Earth systems, scientific models, experimentation, evidence, and explanation	3.1.6–8; 3.2.6–8; 3.3.6–8	CC.1.2.6–8; CC.1.4.6–8; CC.1.5.6–8	CC.1.2; CC.1.4; CC.1.5	N/A
• How can artists communicate scientific and mathematical ideas?• How can creativity help solve problems?• How do design choices affect communication?• Why can the same idea be represented in different ways?	Visual communication, artistic processes, elements and principles of art, design, aesthetics, creative problem solving, modeling, and interdisciplinary representation	9.1.8.A–H; 9.2.8.A–L; 9.3.8.A–G; 9.4.8.A–D	CC.1.4.6–8; CC.1.5.6–8	CC.1.4; CC.1.5	N/A

• How can computers help us solve problems?• How do algorithms represent processes?• How can simulations help us understand systems?• How can data and coding be used to make predictions?	Algorithms, coding, computational thinking, simulations, digital models, automation, data, patterns, logic, and digital communication	3.5.6–8.A–M; 3.1.6–8; 3.2.6–8	CC.2.1.6–8 ; CC.2.2.6–8 ; CC.1.4.6–8	CC.2.1; CC.2.2; CC.1.4	N/A
• How do parts of a system affect one another?• How can feedback change a system?• Why is it important to consider multiple perspectives?• How can systems thinking help us solve complex problems?	Systems thinking, inputs, outputs, feedback, relationships, cause and effect, models, interdisciplinary connections, and system analysis	3.1.6–8; 3.2.6–8; 3.3.6–8; 3.5.6–8	CC.1.2.6–8 ; CC.1.4.6–8 ; CC.1.5.6–8	CC.1.2; CC.1.4; CC.1.5	N/A
• How do humans affect environmental systems?• How can data help us understand environmental change?• What makes a solution sustainable?• How can individuals and communities act as environmental stewards?	Environmental systems, natural resources, sustainability, watersheds, climate, environmental data, human impact, stewardship, and environmental solutions	3.4.6–8.A–I; 3.3.6–8.L–O; 3.5.6–8.D–E	CC.1.2.6–8 ; CC.1.4.6–8 ; CC.1.5.6–8	CC.1.2; CC.1.4; CC.1.5	N/A

• How can innovation improve people's lives?• What responsibilities come with technological change?• How can we evaluate the benefits and consequences of an innovation?• Who should be considered when developing a solution?	Innovation, technology and society, ethics, accessibility, human impact, unintended consequences, sustainability, responsible decision-making, and evaluation	3.5.6–8.A–M; 3.4.6–8.A–I; 9.2.8.A–L; 9.4.8.A–D	CC.1.2.6–8; CC.1.4.6–8; CC.1.5.6–8	CC.1.2; CC.1.4; CC.1.5	N/A
• Where do we see STEAM in our everyday lives?• How do different careers use STEAM skills?• How can interdisciplinary thinking help us understand our community?• How can we use what we know to address authentic problems?	Real-world applications, careers, community issues, interdisciplinary problem solving, research, collaboration, communication, and innovation	3.1.6–8; 3.2.6–8; 3.3.6–8; 3.4.6–8; 3.5.6–8; PA Core Mathematics 7–8; 9.1.8–9.4.8	CC.1.2.6–8; CC.1.4.6–8; CC.1.5.6–8; CC.2.1.6–8; CC.2.4.6–8	CC.1.2; CC.1.4; CC.1.5; CC.2.1; CC.2.4	N/A

• How can we combine ideas from different disciplines to solve a complex problem?• How can evidence improve a solution?• How can we communicate our reasoning effectively?• How do we know whether a solution is successful?	Integrated STEAM investigation, research, experimentation, mathematical analysis, modeling, creative design, testing, evaluation, presentation, and reflection	3.1.6–8; 3.2.6–8; 3.3.6–8; 3.4.6–8; 3.5.6–8; PA Core Mathematics 7–8; 9.1.8–9.4.8	CC.1.2.6–8; CC.1.4.6–8; CC.1.5.6–8; CC.2.1.6–8; CC.2.2.6–8; CC.2.4.6–8	CC.1.2; CC.1.4; CC.1.5; CC.2.1; CC.2.2; CC.2.4	N/A

FASD Student Data System Information

1. What grading scale is used for this course? **FASD % Grade**
2. Is the course mark/grade part of the GPA calculation? **No**
3. Is the course eligible for Honor Roll calculation? **YES**
4. What is the academic weight of the course? **Standard weight**

PDE Certification and Staffing Policies and Guidelines (CSPG):

Required Teacher Certifications:

- Technology Education K–12, Science 7–12, Mathematics 7–12, Middle Level Science, Middle Level Math or another certification appropriate to the district's approved interdisciplinary STEAM curriculum and instructional assignments.

Board Approval

Implementation Year: **2026–2027**

Introduction to Technology Education

Course Title: Introduction to Technology Education
Course Number: 11141100, 21141100
Course Prerequisites: None

Course Description:
Introduction to Technology Education is a two-year course that develops students' ability to use technology and engineering to identify problems, design solutions, create products, and evaluate their impact. Through hands-on experiences, students explore design, manufacturing, systems, structures, energy, digital technologies, sustainability, and innovation while developing safe tool use and problem-solving skills.

Suggested Grade Level: 7–8
Units of Credit: n/a
Length of Course: Two Years

Primary Resources

Teacher Created

Other resources may include but are not limited to: Pennsylvania Department of Education resources, Technology and Engineering Educators Association resources, Project Lead The Way resources, Autodesk, Tinkercad, Onshape, SketchUp, Arduino, micro:bit, robotics resources, 3D printing resources, hand and power tools, woodworking and construction materials, electronics components, maker-space materials, and teacher-selected technology and engineering resources.

Course Standards

Pennsylvania's current Technology and Engineering Standards for Grades 6–12 establish expectations for students to understand technology and engineering systems, integrate knowledge from multiple disciplines, evaluate technological products and systems, and apply design thinking to solve problems. The standards are intended to be implemented beginning July 1, 2025. (Pennsylvania Government)

Nature and Characteristics of Technology and Engineering

- Consider historical factors that have contributed to the development of technologies and human progress.
- Engage in research and development processes to simulate how inventions and innovations evolve through systematic testing and refinement.
- Differentiate between inputs, processes, outputs, and feedback in technological systems.
- Demonstrate systems thinking by considering relationships among components and interactions with the environment.
- Predict outcomes of future products or systems during the design process.
- Apply informed problem-solving strategies to improve existing devices or processes or develop new approaches.
- Explain how technology and engineering are closely linked to creativity, innovation, and invention.
- Compare how different technologies involve different processes. (Pennsylvania Government)

Integration of Knowledge, Technologies, and Practices

- Compare and contrast the contributions of science, technology, engineering, and mathematics to technological systems.
- Analyze how technological systems interact with economic, environmental, and social systems.
- Adapt and apply existing products, systems, or processes to solve problems in new settings.
- Demonstrate how knowledge from other content areas affects the development of technological products and systems. (Pennsylvania Government)

Applying, Maintaining, Assessing, and Evaluating Technological Products and Systems

- Examine positive and negative effects of technology.
- Analyze resource use, waste, and environmental challenges associated with technology.
- Develop strategies for reducing, reusing, and recycling waste.
- Analyze how technologies have changed the way people live, interact, and communicate.
- Evaluate trade-offs among competing factors when making technological decisions.
- Research information needed to use and maintain technological products and systems.
- **Use tools, materials, and machines safely to diagnose, adjust, and repair systems.**
- Use devices to control technological systems.
- Design methods for gathering data about technological systems.
- Interpret the accuracy of information collected.
- Use instruments to gather data about the performance of everyday products. (Pennsylvania Government)

Design Thinking in Technology and Engineering Education

- Apply a technology and engineering design-thinking process.
- Develop innovative products and systems that solve problems and address needs and wants.
- Illustrate benefits and opportunities associated with different approaches to design.
- Apply human factors to design solutions.
- Evaluate strengths and weaknesses of design solutions.
- Refine designs to address criteria and constraints.
- Defend decisions related to a design problem.
- **Safely apply an appropriate range of making skills within a design-thinking process.** (Pennsylvania Government)

Safety and Responsible Practice

Safety instruction is embedded throughout the course and is required before and during hands-on work. Students will:

- Demonstrate appropriate personal protective equipment and safe work practices.
- Identify hazards associated with tools, machines, materials, electricity, heat, chemicals, and shop/lab environments as applicable.
- Demonstrate safe operation, storage, and maintenance of tools and equipment.
- Follow classroom, laboratory, machine, and emergency procedures.
- Demonstrate appropriate responses to accidents, spills, equipment malfunctions, and other hazards.
- Maintain clean, organized, and safe work areas.
- Apply safety considerations when designing, constructing, testing, modifying, and evaluating products and systems.

These expectations support Pennsylvania's requirement that students safely use tools, materials, and machines and safely apply making skills within the technology and engineering design process. (Pennsylvania Government)

Pacing Guide

Theme	1 Day / 6-Day Cycle	2 Days / 6-Day Cycle	3 Days / 6-Day Cycle	Description / Core Focus

Technology & Me	5	10	15	Nature of technology, technological systems, problem identification, safety, tools, materials, technological literacy, and the role of technology in everyday life
Design & Problem Solving	8	16	24	Design thinking, identifying problems, criteria and constraints, brainstorming, modeling, testing, iteration, documentation, and communication
Technology & Making	8	16	24	Safe use of tools and materials, measurement, construction, fabrication, manufacturing processes, craftsmanship, and product development
Structures & Systems	7	14	21	Structural design, forces, stability, systems thinking, mechanisms, simple machines, engineering principles, and testing
Energy & Power	6	12	18	Energy sources, electrical systems, mechanical power, circuits, energy transfer, efficiency, renewable resources, and safe practices
Digital Design & Technology	7	14	21	Computer-aided design, digital modeling, coding, automation, digital fabrication, electronics, and technology as a design tool
Technology & the Environment	5	10	15	Sustainability, materials, resource use, waste, recycling, environmental impact, life-cycle thinking, and sustainable design
Technology & Society	5	10	15	Historical development of technology, technological change, culture, economics, social impact, ethics, accessibility, and unintended consequences

Innovation & the Future	5	10	15	Invention, innovation, emerging technologies, research and development, future technologies, creative problem solving, and entrepreneurship
Technology Design Challenge	4	8	12	Integrated design projects requiring students to research, design, build, test, refine, document, present, and defend a technological solution
Total Approximate Instructional Days Across Two Years	**60**	**120**	**180**	Themes are spiraled across both years with increasing complexity, independence, technical skill, and application

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Assessment

Assessment is used to measure student understanding, guide instruction, and evaluate mastery of standards. A variety of tools are used throughout instruction, including:

- **Formative Assessments** – checks for understanding such as quizzes, exit tickets, class discussions, and observations.
- **Summative Assessments** – end-of-unit or semester tests, projects, or written explanations that evaluate overall mastery.
- **Performance Tasks** – real-world applications such as experiments, presentations, or problem-solving activities.

Assessments are differentiated as needed according to individual student needs. Results are used to adjust instruction, provide feedback, and report student progress accurately.

Special Education and Gifted Requirements
Instruction and assessment will be modified according to IEP or GIEP. PDE Alternate Standards may be used where appropriate.

Specific Educational Objectives / Corresponding Standards and Eligible Content

Essential Questions	Content / Skills	PA State Standards	PA Common Core Standards	College & Career (CC) Anchor Standards	Eligible Content
• What is technology and how does it affect our lives?• How do technological systems work?• How does creativity lead to innovation?• Why is safety essential when working with technology?	Nature of technology, technological systems, inputs, processes, outputs, feedback, innovation, invention, technological literacy, safety, tools, materials, and responsible practice	Technology & Engineering: Nature and Characteristics 1–10; Applying, Maintaining, Assessing & Evaluating 1–13	CC.1.2.6–8; CC.1.4.6–8; CC.1.5.6–8	CC.1.2; CC.1.4; CC.1.5	N/A
• How can design help solve problems?• What makes a design successful?• How do criteria and constraints influence design?• Why is testing and revision important?	Design thinking, problem identification, research, criteria, constraints, brainstorming, modeling, prototyping, testing, iteration, evaluation, documentation, and communication	Design Thinking 1–7; Nature and Characteristics 2, 7–9	CC.1.2.6–8; CC.1.4.6–8; CC.1.5.6–8	CC.1.2; CC.1.4; CC.1.5	N/A

• How do tools and materials influence what we can create?• How can products be made safely and accurately?• How have manufacturing processes changed over time?• How can craftsmanship affect product quality?	Measurement, hand tools, power tools as appropriate, materials, fabrication, construction, manufacturing processes, craftsmanship, maintenance, PPE, and shop safety	Applying, Maintaining, Assessing & Evaluating 8–10; Design Thinking 1, 5–7	CC.1.2.6–8; CC.1.4.6–8; CC.1.5.6–8	CC.1.2; CC.1.4; CC.1.5	N/A
• What makes a structure stable?• How do forces affect structures and systems?• How do components work together?• How can we test and improve a system?	Structures, forces, stability, mechanisms, simple machines, systems thinking, components, modeling, testing, measurement, and evaluation	Nature and Characteristics 3–8; Integration 1–4; Design Thinking 1–7	CC.2.1.6–8; CC.2.4.6–8; CC.1.5.6–8	CC.2.1; CC.2.4; CC.1.5	N/A
• How is energy transformed and transferred?• How do electrical and mechanical systems work?• How can we use energy more efficiently?• How can	Energy sources, energy transfer, electricity, circuits, mechanical power, renewable energy, efficiency, controls, measurement, troubleshooting, and electrical/mechanical safety	Nature and Characteristics 3–8; Applying, Maintaining, Assessing & Evaluating 7–13; Design Thinking 1–7	CC.2.1.6–8; CC.2.3.6–8; CC.1.5.6–8	CC.2.1; CC.2.3; CC.1.5	N/A

energy systems be designed safely?					
• How can digital technologies help us design and create?• How does automation change technological systems?• How can digital models help us solve problems?• How can we use technology responsibly?	CAD, digital modeling, coding, automation, electronics, digital fabrication, robotics, data collection, digital communication, and responsible technology use	Nature and Characteristics 2–10; Integration 1–4; Design Thinking 1–7	CC.1.2.6–8; CC.1.4.6–8; CC.1.5.6–8	CC.1.2; CC.1.4; CC.1.5	N/A
• How does technology affect the environment?• How can we reduce waste and conserve resources?• What makes a technological solution sustainable?• What trade-offs are involved in sustainable design?	Renewable and nonrenewable resources, materials, waste, recycling, reuse, sustainability, life-cycle thinking, environmental impact, trade-offs, and sustainable design	Applying, Maintaining, Assessing & Evaluating 1–7; Integration 2–3	CC.1.2.6–8; CC.1.4.6–8	CC.1.2; CC.1.4	N/A

• How has technology changed society?• Why do some technologies succeed while others do not?• How do culture and economics influence technological development?• What unintended consequences can technology create?	History of technology, innovation, culture, economics, social systems, technological change, ethics, accessibility, unintended consequences, and technological decision-making	Nature and Characteristics 1, 8–10; Integration 1–4; Applying, Maintaining, Assessing & Evaluating 1, 4–7	CC.1.2.6–8; CC.1.5.6–8	CC.1.2; CC.1.5	N/A
• How do innovators identify opportunities for improvement?• What makes an invention useful?• How can we predict future technological needs?• How can creativity lead to meaningful innovation?	Invention, innovation, research and development, emerging technologies, future technologies, entrepreneurship, creative problem solving, user needs, and technological forecasting	Nature and Characteristics 1–10; Integration 1–4; Design Thinking 1–7	CC.1.2.6–8; CC.1.4.6–8; CC.1.5.6–8	CC.1.2; CC.1.4; CC.1.5	N/A

• How can we use technology and engineering to solve authentic problems?• How can evidence improve a design?• How can we defend a technological solution?• What makes a solution successful, safe, and responsible?	Integrated design process, research, prototyping, fabrication, testing, data analysis, revision, safety, presentation, technical communication, and defense of design decisions	All four Technology & Engineering strands, with emphasis on Design Thinking 1–7 and Applying, Maintaining, Assessing & Evaluating 7–13	CC.1.2.6–8; CC.1.4.6–8; CC.1.5.6–8; CC.2.1.6–8	CC.1.2; CC.1.4; CC.1.5; CC.2.1	N/A

FASD Student Data System Information

1. What grading scale is used for this course? **FASD % Grade**
2. Is the course mark/grade part of the GPA calculation? **No**
3. Is the course eligible for Honor Roll calculation? **YES**
4. What is the academic weight of the course? **Standard weight**

PDE Certification and Staffing Policies and Guidelines (CSPG):

Required Teacher Certifications:

- **Technology Education K–12**

Board Approval

Implementation Year: **2026–2027**

Introduction to Music

Course Title: Music 7–8
Course Number: 11081100, 21081100
Course Prerequisites: None

Course Description:

Introduction to Music is a two-year course for students in grades 7 and 8 that explores music through performance, creation, listening, analysis, and cultural study. Organized around themes such as identity, emotion, storytelling, culture, history, technology, community, creativity, change, and meaning, students develop musical skills while exploring how music connects to people and society.

The course uses a two-year spiral approach so students can enter in either grade without prior coursework. Students who participate for both years revisit major concepts through increasingly complex repertoire, creative projects, analysis, and independent musical decision-making.

Suggested Grade Level: 7–8
Units of Credit: n/a
Length of Course: Two Years

Primary Resources

Teacher Created

Other resources may include but are not limited to: Pennsylvania Music Educators Association resources, National Association for Music Education resources, MusicFirst, Soundtrap, BandLab, GarageBand, Chrome Music Lab, Noteflight, YouTube Music Education resources, digital music libraries, school instruments, classroom percussion, keyboards, and appropriate recordings and scores.

Course Standards

9.1 Production, Performance and Exhibition

- 9.1.8.A: Know and use the elements and principles of each art form to create works in the arts and humanities.

- 9.1.8.B: Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works.
- 9.1.8.C: Identify and use comprehensive vocabulary within each of the arts forms.
- 9.1.8.D: Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.
- 9.1.8.E: Demonstrate the ability to define and apply artistic elements and principles in music through performance, composition, improvisation, and analysis.

9.2 Historical and Cultural Contexts

- 9.2.8.A: Explain the historical, cultural, and social context of an individual work in the arts.
- 9.2.8.B: Relate works in the arts chronologically to historical events.
- 9.2.8.C: Relate works in the arts to varying styles and genres and to the periods in which they were created.
- 9.2.8.D: Analyze a work of art from its historical and cultural perspective.
- 9.2.8.E: Analyze how historical events and culture impact forms, techniques, and purposes of works in the arts.
- 9.2.8.F: Know and apply appropriate vocabulary used between social studies and the arts and humanities.
- 9.2.8.G: Relate works in the arts to geographic regions.
- 9.2.8.H: Identify, describe, and analyze the work of Pennsylvania artists in music and other arts.
- 9.2.8.I–L: Analyze philosophical beliefs, historical and cultural differences, traditions, and common themes, forms, and techniques as they relate to works in the arts.

9.3 Critical Response

- 9.3.8.A: Know and use the critical process of examination of works in the arts and humanities.
- 9.3.8.B: Analyze and interpret specific characteristics of works in the arts within each art form.
- 9.3.8.C: Identify and classify styles, forms, types, and genres within art forms.
- 9.3.8.D: Evaluate works in the arts and humanities using complex vocabulary of critical response.
- 9.3.8.E: Interpret and use various types of critical analysis, including contextual, formal, and intuitive criticism.
- 9.3.8.F: Apply the process of criticism to identify characteristics among works in the arts.
- 9.3.8.G: Compare and contrast critical positions or opinions about selected works in the arts and humanities.

9.4 Aesthetic Response

- 9.4.8.A: Compare and contrast examples of group and individual philosophical meanings of works in the arts and humanities.

- 9.4.8.B: Compare and contrast informed individual opinions about the meaning of works in the arts to others.
- 9.4.8.C: Describe how attributes of the audience's environment influence aesthetic responses.
- 9.4.8.D: Describe the purpose for which philosophical ideas generated by artists can be conveyed through works in the arts and humanities.

Pacing Guide

The pacing guide is designed for a mixed 7th/8th grade classroom. The course is intentionally **thematic and spiraled across both years**. A student entering in either grade receives instruction in all major areas of music education through recurring themes. Students remaining in the course for a second year revisit themes through new repertoire, musical experiences, creative projects, increased independence, more sophisticated analysis, and extended performance expectations.

Music literacy, performance, composition, improvisation, listening, music history, cultural study, critical response, aesthetic response, and music technology are embedded within each thematic unit.

Theme	1 Day / 6-Day Cycle	2 Days / 6-Day Cycle	3 Days / 6-Day Cycle	Description / Core Focus
Music & Identity	6	12	18	Explore how music communicates personal, cultural, generational, and community identity; musical preferences; artists and representation; performance; listening; and creative expression
Music & Emotion	6	12	18	Explore how melody, harmony, rhythm, tempo, dynamics, timbre, texture, and form influence emotional response and expression
Music & Storytelling	6	12	18	Examine how music communicates stories, ideas, and experiences through lyrics, instrumental music, program music, musical form, interpretation, composition, and performance

Music & Culture	8	16	24	Explore music from diverse cultures and geographic regions; cultural traditions; musical heritage; world music; Pennsylvania music; and the relationship between music and cultural identity
Music & History	7	14	21	Investigate how historical events, social movements, technology, and changing cultural values influence musical styles, genres, forms, and purposes
Music & Technology	6	12	18	Explore recording, digital composition, music production, notation software, electronic music, sound design, technology's influence on music, and responsible digital practices
Music & Community	6	12	18	Examine how music brings people together through ensembles, traditions, celebrations, ceremonies, community events, collaboration, leadership, and shared musical experiences
Music & Creativity	7	14	21	Develop composition, songwriting, improvisation, arranging, experimentation, musical problem-solving, revision, and individual creative voice
Music & Change	4	8	12	Examine how music evolves as artists, audiences, technology, and society change; compare musical styles across generations and explore innovation
Music & Meaning	4	8	12	Explore artistic intent, aesthetic response, interpretation, criticism, audience experience, personal meaning, and differing perspectives about musical works
Total Approximate Instructional Days Across Two Years	**60**	**120**	**180**	Themes are spiraled across both years; additional instructional time is used for performance practice, creative projects, technology, enrichment, and deeper musical application

Assessment

Assessment is used to measure student understanding, guide instruction, and evaluate mastery of standards. A variety of tools are used throughout instruction, including:

- **Formative Assessments** – checks for understanding such as quizzes, exit tickets, class discussions, and observations.
- **Summative Assessments** – end-of-unit or semester tests, projects, or written explanations that evaluate overall mastery.
- **Performance Tasks** – real-world applications such as experiments, presentations, or problem-solving activities.

Assessments are differentiated as needed according to individual student needs. Results are used to adjust instruction, provide feedback, and report student progress accurately.

Special Education and Gifted Requirements
Instruction and assessment will be modified according to IEP or GIEP. PDE Alternate Standards may be used where appropriate.

Specific Educational Objectives / Corresponding Standards and Eligible Content

Essential Questions	Content / Skills	PA State Standards	PA Common Core Standards	College & Career (CC) Anchor Standards	Eligible Content

• How does music communicate who we are?• How can music express personal and cultural identity?• Why do different people connect with different music?• How can musicians use music to communicate their own perspectives?	Personal and cultural musical identity, musical preferences, representation, musical traditions, performance, listening, composition, musical vocabulary, and creative expression	9.1.8.A–E; 9.2.8.A, D, G–L; 9.3.8.A–G; 9.4.8.A–D	CC.1.2.6–8.A–L; CC.1.4.6–8.A–H; CC.1.5.6–8.A–H	CC.1.2.6–8.A–L; CC.1.4.6–8.A–H; CC.1.5.6–8.A–H	N/A
• How can musicians create emotional responses?• How do musical elements influence mood and feeling?• Why can the same music produce different emotional responses?• How can performers communicate emotion through interpretation?	Melody, harmony, rhythm, tempo, dynamics, timbre, texture, mode, musical form, expressive performance, active listening, and aesthetic response	9.1.8.A–E; 9.3.8.A–G; 9.4.8.A–D	CC.1.5.6–8.A–H	CC.1.5.6–8.A–H	N/A

• How can music tell a story without words?• How do lyrics and musical elements work together to communicate ideas?• How can composers organize sound to create a narrative?• How does interpretation affect the story a performance communicates?	Program music, songs, lyrics, musical form, leitmotif, musical interpretation, composition, songwriting, performance, listening analysis, and storytelling	9.1.8.A–E; 9.2.8.A–E; 9.3.8.A–G; 9.4.8.A–D	CC.1.2.6–8.A–L; CC.1.4.6–8.A–H; CC.1.5.6–8.A–H	CC.1.2.6–8.A–L; CC.1.4.6–8.A–H; CC.1.5.6–8.A–H	N/A
• How does music reflect the people and places that create it?• How are musical traditions passed from one generation to another?• How should listeners approach music from cultures different from their own?• How does geography influence musical traditions?	World music, cultural traditions, geographic regions, Pennsylvania music, cultural context, historical context, musical heritage, genre, style, and respectful listening	9.2.8.A–L; 9.3.8.A–G; 9.4.8.A–D	CC.1.2.6–8.A–L; CC.1.5.6–8.A–H	CC.1.2.6–8.A–L; CC.1.5.6–8.A–H	N/A
• How does history influence music?• How can music help us understand a historical period?• Why do musical styles change over time?• How do social movements influence musicians and musical genres?	Historical periods, genres, styles, social movements, cultural change, historical events, musical traditions, chronology, and connections between music and society	9.2.8.A–L; 9.3.8.B–G	CC.1.2.6–8.A–L; CC.1.5.6–8.A–H	CC.1.2.6–8.A–L; CC.1.5.6–8.A–H	N/A

• How has technology changed music?• How can digital tools be used to create music?• How has recording technology changed what audiences hear?• What responsibilities do musicians have when using digital music?	Digital composition, notation software, recording, audio editing, electronic music, sound production, music technology, copyright, and responsible technology use	9.1.8.A–E; 9.2.8.C–E; 9.3.8.A–G	CC.1.4.6–8.A–H; CC.1.5.6–8.A–H	CC.1.4.6–8.A–H; CC.1.5.6–8.A–H	N/A
• How does music bring people together?• Why do communities develop musical traditions?• How do ensembles depend on individual responsibility?• How can music contribute to community identity and celebration?	Ensemble performance, collaboration, rehearsal, leadership, musical traditions, ceremonies, celebrations, community music, audience interaction, and group decision-making	9.1.8.A–E; 9.2.8.A–L; 9.4.8.A–D	CC.1.5.6–8.A–H	CC.1.5.6–8.A–H	N/A
• How do musicians turn ideas into original works?• What makes a musical idea effective?• How can improvisation lead to composition?• Why do composers revise and refine their work?	Composition, songwriting, improvisation, arranging, musical form, melodic and rhythmic development, harmony, experimentation, revision, reflection, and creative voice	9.1.8.A–E; 9.3.8.A–F; 9.4.8.A–D	CC.1.4.6–8.A–H; CC.1.5.6–8.A–H	CC.1.4.6–8.A–H; CC.1.5.6–8.A–H	N/A

• Why does music change over time?• How do artists and audiences influence musical change?• How does technology contribute to musical innovation?• What causes new genres and styles to develop?	Musical change, innovation, genre development, technology, popular music, generational differences, cultural change, experimentation, and historical comparison	9.1.8.A–E; 9.2.8.A–L; 9.3.8.A–G	CC.1.2.6–8.A–L; CC.1.5.6–8.A–H	CC.1.2.6–8.A–L; CC.1.5.6–8.A–H	N/A
• Why can people interpret the same music differently?• How does personal experience influence aesthetic response?• How does an audience influence a musical experience?• How can musicians communicate meaning through artistic choices?	Aesthetic response, artistic intent, interpretation, criticism, audience experience, personal meaning, philosophical response, comparison, evaluation, and critical judgment	9.3.8.A–G; 9.4.8.A–D	CC.1.2.6–8.A–L; CC.1.5.6–8.A–H	CC.1.2.6–8.A–L; CC.1.5.6–8.A–H	N/A

FASD Student Data System Information

1. What grading scale is used for this course? **FASD % Grade**
2. Is the course mark/grade part of the GPA calculation? **No**
3. Is the course eligible for Honor Roll calculation? **YES**
4. What is the academic weight of the course? **Standard weight**

PDE Certification and Staffing Policies and Guidelines (CSPG):

Required Teacher Certifications:

- **#55 Music Education PK–12**

Board Approval
Implementation Year: **2026–2027**

Introduction to Family and Consumer Sciences

Course Title: Intro to Family and Consumer Sciences
Course Number: 1112100, 2112100
Course Prerequisites: None

Course Description:

Introduction to Family and Consumer Sciences is a two-year course that develops practical skills for personal, family, community, and career life. Through hands-on learning, students explore food and wellness, financial literacy, resource management, relationships, child development, consumer skills, textiles, careers, and real-world problem solving.

Suggested Grade Level: 7–8
Units of Credit: n/a
Length of Course: Two Years

Primary Resources

Teacher Created

Other resources may include but are not limited to: Pennsylvania Department of Education resources, FCCLA resources, USDA MyPlate, consumer education resources, financial literacy resources, child development resources, career exploration resources, digital cooking resources, and teacher-selected instructional materials.

Course Standards

11.1 Food Science and Nutrition

- 11.1.7.A–D: Identify nutritional needs, apply principles of healthy eating, demonstrate food safety and sanitation, and apply basic food preparation skills.
- 11.1.8.A–D: Analyze nutritional information, evaluate food choices, apply food safety practices, and prepare nutritious foods using appropriate techniques.

11.2 Food, Clothing and Textiles, Housing, and Resource Management

- 11.2.7.A–D: Apply management skills related to food, clothing, housing, resources, and personal needs.
- 11.2.8.A–D: Analyze resource-management decisions, demonstrate responsible use of resources, apply consumer and sustainability practices, and evaluate household choices.

11.3 Child Development

- 11.3.7.A–D: Identify stages and characteristics of human development and examine factors affecting physical, cognitive, social, and emotional development.
- 11.3.8.A–D: Analyze developmental needs, examine environmental influences, apply principles of child development, and demonstrate appropriate caregiving practices.

11.4 Education and Early Childhood Development

- 11.4.7.A–D: Explore the role of education and caregivers in child development and identify appropriate learning and safety practices.
- 11.4.8.A–D: Apply principles of developmentally appropriate practice, learning environments, guidance, communication, and child safety.

11.5 Food, Clothing and Textiles, Housing, Resource Management, and Consumer Skills

- 11.5.7.A–D: Apply decision-making, financial literacy, consumer, resource-management, and problem-solving skills.
- 11.5.8.A–D: Analyze financial decisions, develop budgets, evaluate products and services, and apply responsible consumer practices.

11.6 Career, Community, and Family Connections

- 11.6.7.A–D: Explore career opportunities, family roles, community responsibilities, communication, and decision-making.
- 11.6.8.A–D: Analyze career pathways, employability skills, family and community relationships, leadership, and responsible citizenship.

Pacing Guide

The course is designed for a combined 7th/8th grade classroom and uses a thematic spiral approach. Students do not need to complete a "first year" of foundational content before participating in the course. Major FCS concepts are revisited across both years through increasingly complex applications, projects, decision-making, and problem-solving.

Theme	1 Day / 6-Day Cycle	2 Days / 6-Day Cycle	3 Days / 6-Day Cycle	Description / Core Focus
Taking Care of Me	6	12	18	Personal wellness, nutrition, healthy choices, self-management, personal safety, goal setting, and decision-making
Food & Wellness	8	16	24	Nutrition, food preparation, food safety, meal planning, food costs, measurement, kitchen skills, and healthy eating
Money Matters	7	14	21	Needs and wants, budgeting, saving, income, financial goals, spending decisions, and financial problem-solving
Being a Smart Consumer	6	12	18	Advertising, consumer rights, product evaluation, purchasing decisions, comparison shopping, technology, and sustainability
Making a Home	6	12	18	Household management, organization, time management, housing, safety, resource use, and sustainability

Clothing, Design & Sustainability	6	12	18	Textiles, clothing selection and care, basic construction/design, personal expression, consumer decisions, and sustainable practices
People & Relationships	6	12	18	Communication, relationships, family structures, conflict resolution, decision-making, respect, and family life
Caring for Others	7	14	21	Human development, child development, caregiving, safety, learning activities, guidance, and early childhood education
My Future	4	8	12	Career exploration, employability skills, income, education and training, career planning, and connections between FCS skills and careers
FCS in Action	4	8	12	Integrated real-world projects combining financial, food, family, consumer, resource-management, and career skills
Total Approximate Instructional Days Across Two Years	60	120	180	Themes are spiraled across both years with increasing complexity, independence, and application

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Assessment

Assessment is used to measure student understanding, guide instruction, and evaluate mastery of standards. A variety of tools are used throughout instruction, including:

- Formative Assessments – checks for understanding such as quizzes, exit tickets, class discussions, and observations.
- Summative Assessments – end-of-unit or semester tests, projects, or written explanations that evaluate overall mastery.

- Performance Tasks – real-world applications such as experiments, presentations, or problem-solving activities.

Assessments are differentiated as needed according to individual student needs. Results are used to adjust instruction, provide feedback, and report student progress accurately.

Special Education and Gifted Requirements

Instruction and assessment will be modified according to IEP or GIEP. PDE Alternate Standards may be used where appropriate.

Specific Educational Objectives /Corresponding Standards and Eligible Content

Essential Questions	Content / Skills	PA State Standards	PA Common Core Standards	College & Career (CC) Anchor Standards	Eligible Content
• How do our daily choices affect our health and well-being?• How can we make informed decisions about personal wellness?• How can we set and achieve meaningful goals?	Wellness, nutrition, personal safety, self-management, goal setting, decision-making, healthy choices, and personal responsibility	11.1.7–8; 11.2.7–8; 11.5.7–8	CC.1.2.6–8; CC.1.4.6–8; CC.1.5.6–8	CC.1.2; CC.1.4; CC.1.5	N/A

• What makes a meal healthy, safe, affordable, and enjoyable?• How do food choices affect individuals and families?• How can we use food preparation skills to solve real-world problems?	Nutrition, MyPlate, food safety, sanitation, meal planning, food preparation, measurement, kitchen equipment, food costs, and food science	11.1.7–8; 11.2.7–8; 11.5.7–8	CC.1.2.6–8; CC.1.4.6–8; CC.1.5.6–8	CC.1.2; CC.1.4; CC.1.5	N/A
• How do financial choices affect our future?• How can we distinguish needs from wants?• How can a budget help us achieve financial goals?	Needs and wants, income, budgeting, saving, spending, financial goals, opportunity cost, financial decision-making, and problem-solving	11.5.7–8; 11.6.7–8	CC.1.2.6–8; CC.1.4.6–8	CC.1.2; CC.1.4	N/A
• How can we become informed consumers?• How do advertising and technology influence consumer decisions?• How can we evaluate products and services?	Advertising, consumer rights, product evaluation, comparison shopping, purchasing decisions, sustainability, technology, and consumer responsibility	11.2.7–8; 11.5.7–8	CC.1.2.6–8; CC.1.4.6–8; CC.1.5.6–8	CC.1.2; CC.1.4; CC.1.5	N/A

• How can people manage household resources effectively?• What makes a home safe, functional, and sustainable?• How do time and resource choices affect families?	Household management, organization, time management, housing, safety, resource use, sustainability, energy, and household decision-making	11.2.7–8; 11.5.7–8; 11.6.7–8	CC.1.2.6–8; CC.1.4.6–8	CC.1.2; CC.1.4	N/A
• How do clothing and design reflect function, culture, and identity?• How can we make responsible choices about clothing and textiles?• How can design solve practical problems?	Textiles, clothing selection and care, basic sewing/construction, design, personal expression, consumer choices, sustainability, and resource management	11.2.7–8; 11.5.7–8	CC.1.2.6–8; CC.1.4.6–8	CC.1.2; CC.1.4	N/A
• What makes relationships healthy and productive?• How can communication help solve conflicts?• How do families and relationships change over time?	Communication, family structures, relationships, conflict resolution, decision-making, respect, responsibilities, life transitions, and family dynamics	11.3.7–8; 11.6.7–8	CC.1.2.6–8; CC.1.4.6–8; CC.1.5.6–8	CC.1.2; CC.1.4; CC.1.5	N/A

• What do children need to grow and develop?• How can adults create safe and supportive environments for children?• How can activities support children's development?	Physical, cognitive, social, and emotional development; child safety; caregiving; guidance; learning activities; early childhood education; and developmental needs	11.3.7–8; 11.4.7–8	CC.1.2.6–8; CC.1.4.6–8; CC.1.5.6–8	CC.1.2; CC.1.4; CC.1.5	N/A
• How do our interests and skills connect to careers?• What skills are important for success in the workplace?• How can financial and educational choices affect career opportunities?	Career exploration, employability skills, education and training, income, career planning, leadership, communication, and FCS-related careers	11.5.7–8; 11.6.7–8	CC.1.2.6–8; CC.1.4.6–8; CC.1.5.6–8	CC.1.2; CC.1.4; CC.1.5	N/A
• How can FCS skills help us solve real-life problems?• How do decisions in one area of life affect other areas?• How can we evaluate and improve our solutions?	Integrated problem-solving, project planning, research, budgeting, food, family, consumer, resource-management, career, presentation, and reflection skills	11.1.7–8; 11.2.7–8; 11.3.7–8; 11.4.7–8; 11.5.7–8; 11.6.7–8	CC.1.2.6–8; CC.1.4.6–8; CC.1.5.6–8	CC.1.2; CC.1.4; CC.1.5	N/A

FASD Student Data System Information

1. **What grading scale is used for this course? FASD % Grade**
2. **Is the course mark/grade part of the GPA calculation? No**
3. **Is the course eligible for Honor Roll calculation? YES**
4. **What is the academic weight of the course? Standard weight**

PDE Certification and Staffing Policies and Guidelines (CSPG):

Required Teacher Certifications:

- #20 Family and Consumer Sciences PK–12

Board Approval

Implementation Year: 2026–2027

Advanced Biology

Course Title: Advanced Biology
Course Number: 11031700, 21031700
Course Prerequisites: 83% in Chemistry or approval from the teacher, Cell Biology

Course Description:
Advanced Biology is an academic science course designed for those pursuing science careers or post-secondary science education. Advanced Biology's major areas of study include an in-depth study of Macromolecules, Biological Processes, Genetics, Organic Chemistry, Bioethics, and Laboratory Practices.

Suggested Grade Level: 11th–12th
Units of Credit: 0.5 or 1.0
Length of Course: One Semester or One Year

Primary Resources:
Textbook: *Biology*, Raven, ISBN: 0-07-333748-X (2007)

Secondary Resources:
Standards Aligned System (SAS), Study Island, Clarion University Science in Motion

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Course Standards

PA Academic Standards:

PA.SCI.3.1.12.A – Apply concepts of systems, subsystems, feedback and control to solve complex technological problems.

PA.SCI.3.1.12.B – Apply concepts of models as a method to predict and understand science and technology.

PA.SCI.3.1.12.C – Assess and apply patterns in science and technology.

PA.SCI.3.1.12.D – Analyze scale as a way of relating concepts and ideas to one another by some measure.

PA.SCI.3.1.12.E – Evaluate change in nature, physical systems and man-made systems.

PA.SCI.3.2.12.A – Evaluate the nature of scientific and technological knowledge.

PA.SCI.3.2.12.B – Evaluate experimental information for appropriateness and adherence to relevant science processes.

PA.SCI.3.2.12.C – Apply the elements of scientific inquiry to solve multi-step problems.

PA.SCI.3.2.12.D – Analyze and use the technological design process to solve problems.

PA.SCI.3.7.12.A – Apply advanced tools, materials and techniques to answer complex questions.

PA.SCI.3.7.12.B – Evaluate appropriate instruments and apparatus to accurately measure materials and processes.

3.1.12.A1 – Relate changes in the environment to various organisms' ability to compensate using homeostatic mechanisms.

3.1.12.A2 – Evaluate how organisms must derive energy from their environment or their food in order to survive.

3.1.12.A4 – Explain how the cell cycle is regulated.

3.1.12.A5 – Analyze how structure is related to function at all levels of biological organization from molecules to organisms.

3.1.12.A6 – Analyze how cells in different tissues/organs are specialized to perform specific functions.

3.1.12.A7 – Evaluate metabolic activities using experimental knowledge of enzymes. Describe the potential impact of stem cell research on the biochemistry and physiology of life.

3.1.12.B1 – Explain gene inheritance and expression at the molecular level.

3.1.12.B2 – Evaluate the process of sexual reproduction in influencing genetic variability in a population.

3.1.12.B3 – Analyze gene expression at the molecular level. Explain the impact of environmental factors on gene expression.

3.1.12.B4 – Evaluate the societal impact of genetic engineering techniques and applications.

3.1.12.B5 – Relate the monomer structure of biomacromolecules to their functional roles.

PA Common Core Standards / Eligible Content:

- **3.1.B.A.1** – Describe the common characteristics of life; compare and contrast cellular structures and levels of complexity; explain the development of certain eukaryotic structures from early prokaryotic cells.
- **3.1.B.A.2** – Identify reactants, products, and purposes of photosynthesis and cellular respiration; explain ATP, energy-rich bonds, enzymes, and factors affecting enzyme function.
- **3.1.B.A.3** – Explain that organisms begin life as a single cell and that multicellular organisms develop through cell division.
- **3.1.B.A.4** – Summarize the cell cycle; explain regulation of the cycle, mitosis, chromosome number, and viral reproduction.
- **3.1.B.A.5** – Relate organelle structure to function; explain water's role in metabolism, membrane function, and transport mechanisms.
- **3.1.B.A.6** – Explain how cells differentiate in multicellular organisms.
- **3.1.B.A.7** – Analyze the importance of carbon and compare the structures and functions of biological macromolecules.
- **3.1.B.A.8** – Explain cellular and organismal homeostasis, patterns in biological polymers, and the properties of water that support life.
- **3.1.B.A.9** – Compare scientific theories, distinguish direct and indirect observations, identify questions guiding investigations, and evaluate scientific explanations.
- **3.1.B.B.1** – Explain genetic inheritance, DNA replication, transcription, translation, genetic variation, and mutations.
- **3.1.B.B.2** – Explain meiosis and its importance in sexual reproduction and compare mitosis and meiosis.
- **3.1.B.B.3** – Describe DNA structure, replication, transcription, translation, and the universality of the genetic code.
- **3.1.B.B.4** – Explain how genetic technologies have impacted medicine, forensics, and agriculture.
- **3.1.B.B.5** – Describe Mendelian inheritance patterns and explain relationships among heredity, gene expression, reproduction, and continuity of life.
- **3.1.B.B.6** – Apply scientific inquiry, evaluate experimental information, interpret results, develop explanations and models, and communicate scientific arguments.
- **CC.3.5.11-12.A–J** – Read, analyze, interpret, and evaluate science and technical texts, including evidence, procedures, data, conclusions, and multiple sources.
- **CC.3.6.11-12.A–I** – Write arguments and explanatory texts, conduct research, use technology, evaluate sources, cite evidence, and write routinely for discipline-specific purposes.

Pacing Guide

A pacing guide was not included in the source document. Specific instructional days should be added when the course pacing has been established.

Assessment

Assessment information was not separately identified in the source document. Assessment practices should be documented to reflect the methods used to measure student understanding, guide instruction, and evaluate mastery of course standards.

Special Education and Gifted Requirements

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP) or Gifted Individual Education Plan (GIEP).

Specific Educational Objectives /
Corresponding Standards and Eligible Content

Essential Question	Concepts	PA Academic Standards	PA Common Core / Keystone Eligible Content
How do we know if something is alive? How do organisms interact and depend on each other and their environment for survival? How do organisms maintain a biological balance between their internal and external environments?	Unifying themes of biology; Cell Structure; Cell Theory; Prokaryotic Cells; Eukaryotic Cells; Endomembrane System; Mitochondria and Chloroplasts; Cytoskeleton; Extracellular Structure and Cell Movement; Membranes; Passive Transport; Active Transport; Bulk Transport; Homeostasis	3.1.12.A1	3.1.B.A.1; BIO.A.1.1; BIO.A.1.2; BIO.A.1.1.1; BIO.A.1.2.1; BIO.A.1.2.2

How do different organisms obtain and use energy to survive in their environment? How does life result from cellular structure and function?	Energy and Metabolism; Flow of Energy in Living Systems; ATP; Enzymes; Metabolism; Cellular Respiration; Glycolysis; Acetyl Co-A and Oxidative Phosphorylation; Krebs Cycle; Electron Transport Chain; Anaerobic Respiration; Photosynthesis; Pigments; Light Dependent Reactions; Calvin Cycle; Photorespiration	3.1.12.A2	3.1.B.A.2; BIO.A.2.1–2.3; BIO.A.3.1–3.2; BIO.A.4.1–4.2; BIO.A.2.1.1; BIO.A.2.2.1–3; BIO.A.2.3.1–2; BIO.A.3.1.1; BIO.A.3.2.1–2; BIO.A.4.1.1–3; BIO.A.4.2.1; BIO.B.4.1.1–2; BIO.B.4.2.1–5
How do cells grow and reproduce? What are the advantages of multicellularity?	Cell Structure; Cell Theory; Prokaryotic Cells; Eukaryotic Cells; Bacterial Cell Division; Eukaryotic Chromosomes; Interphase; Mitosis; Cytokinesis; Control of the Cell Cycle; Sexual Reproduction and Meiosis; Features and Processes of Meiosis; Meiosis vs. Mitosis	3.1.12.A3	3.1.B.A.3; BIO.A.3.1–3.2; BIO.A.3.1.1; BIO.A.3.2.1–2
How do cells grow and reproduce? What are the advantages of multicellularity? What is a virus?	Cell Structure; Cell Division; Bacterial Cell Division; Eukaryotic Chromosomes; Interphase; Mitosis; Cytokinesis; Control of the Cell Cycle; Sexual Reproduction and Meiosis; Viruses; Nature of Viruses and Reproduction; Bacteriophages; Viral Diseases	3.1.12.A4	3.1.B.A.4; BIO.A.4.1–2; BIO.B.1.1–2; BIO.A.4.1.1–3; BIO.A.4.2.1; BIO.B.1.1.1–2; BIO.B.1.2.1–2

How do organisms interact and depend on each other and their environment for survival? How do organisms maintain a biological balance between their internal and external environments?	Cell Structure; Cell Theory; Prokaryotic Cells; Eukaryotic Cells; Endomembrane System; Mitochondria and Chloroplasts; Cytoskeleton; Extracellular Structure and Cell Movement; Membranes; Passive Transport; Active Transport; Bulk Transport; Homeostasis	3.1.12.A5	3.1.B.A.5; BIO.A.1.1–2; BIO.A.2.1–3; BIO.A.3.1–2; BIO.A.4.1–2; BIO.B.1.1–2; BIO.B.2.1–4; corresponding BIO.A.1.1.1 through BIO.B.2.4.1 eligible content identified in source
What are the advantages of multicellularity?	Cellular Organization; Cell Differentiation; Tissues, Organs, and Organ Systems	3.1.12.A6	3.1.B.A.6; BIO.A.1.1–2; BIO.A.1.1.1; BIO.A.1.2.1–2
How does life result from chemical structure and function? What is the role of carbon in the cellular structure of all living things?	Nature of Molecules; Atoms; Elements; Chemical Bonds; Water; Acids and Bases; Macromolecules; Carbon; Carbohydrates; Nucleic Acids; Proteins; Lipids	3.1.12.A7	3.1.B.A.7; BIO.A.2.1–3; BIO.A.4.1–2; BIO.A.2.1.1; BIO.A.2.2.1–3; BIO.A.2.3.1–2; BIO.A.4.1.1–3; BIO.A.4.2.1
How do organisms maintain a biological balance between their internal and external environments? How do monomers create working, complex macromolecules?	Membranes; Structure of Membranes; Passive Transport; Active Transport; Bulk Transport; Homeostasis; Cell Communication; Receptor Types; Intracellular Receptors; Cell-to-Cell Interactions; Macromolecules; Carbon; Carbohydrates; Nucleic Acids; Proteins; Lipids	3.1.12.A8	3.1.B.A.8; BIO.A.2.1–3; BIO.A.4.1–2; corresponding BIO.A.2.1.1 through BIO.A.4.2.1 eligible content identified in source

How do cells grow and reproduce? How does sexual reproduction of cells lead to greater genetic diversity? How is hereditary information in genes stored, inherited, and expressed? Why is DNA called the “blueprint of life?”	Cell Division; Bacterial Cell Division; Eukaryotic Chromosomes; Interphase; Mitosis; Cytokinesis; Control of the Cell Cycle; Sexual Reproduction and Meiosis; DNA & Chromosomes; DNA History; DNA Structure; DNA Replication; DNA Repair	3.1.12.B1	3.1.B.B.1; BIO.B.1.1–2; BIO.B.2.1–4; BIO.B.3.1–3; corresponding BIO.B.1.1.1 through BIO.B.3.3.1 eligible content identified in source
How do cells grow and reproduce? How does sexual reproduction of cells lead to greater genetic diversity? How is hereditary information in genes stored, inherited, and expressed?	Cell Division; Bacterial Cell Division; Eukaryotic Chromosomes; Interphase; Mitosis; Cytokinesis; Control of the Cell Cycle; Sexual Reproduction and Meiosis; Features and Processes of Meiosis; Meiosis vs. Mitosis	3.1.12.B2	3.1.B.B.2; BIO.B.1.1–2; BIO.B.2.1–4; corresponding BIO.B.1.1.1 through BIO.B.2.4.1 eligible content identified in source
How is hereditary information in genes stored, inherited, and expressed? Why is DNA called the “blueprint of life?” How does the Genetic Code provide proof for the evolution of all organisms from a common ancestor? How are genes controlled and expressed in an organism?	DNA & Chromosomes; DNA History; DNA Structure; DNA Replication; DNA Repair; Genes and How They Work; Genetic Code; Overview of Gene Expression; Transcription; Structure of RNA and Ribosomes; Translation; Control of Gene Expression; Mutations	3.1.12.B3	3.1.B.B.3; BIO.B.1.1–2; BIO.B.2.1–4; BIO.B.3.1–3; corresponding BIO.B.1.1.1 through BIO.B.3.3.1 eligible content identified in source
How can genes and gene technologies be applied to modern science and medicine for the benefit of humans?	Biotechnology; DNA Manipulation; Molecular Cloning; DNA Analysis; Genetic Engineering; Medical Applications; Agricultural Applications	3.1.12.B4	3.1.B.B.4; BIO.B.2.1–4; BIO.B.2.1.1–2; BIO.B.2.2.1–2; BIO.B.2.3.1; BIO.B.2.4.1

How are patterns of inheritance recognized? What role do test-crosses and creation of pedigrees play in mapping of and probability of disease? How can mono- and dihybrid crosses be used for genetic manipulation in plants and animals?	Patterns of Inheritance; The Mystery of Heredity; Gregor Mendel; Monohybrid and Dihybrid Crosses; Probability of Inheritance; Testcrossing; Pedigrees	3.1.12.B5	3.1.B.B.5; BIO.B.1.1–2; BIO.B.2.1–4; corresponding BIO.B.1.1.1 through BIO.B.2.4.1 eligible content identified in source
In what ways can we investigate scientific phenomena and simulate scientific processes?	Labwork; Dissection; Content identified above	3.1.12.A; 3.1.12.B; 3.1.12.C; 3.1.12.D; 3.1.12.E; 3.2.12.A; 3.2.12.B; 3.2.12.C; 3.2.12.D; 3.7.12.A; 3.7.12.B	3.1.B.A.9; 3.1.B.B.6

FASD Student Data System Information

1. What grading scale is used for this course? **FASD % Grade**
2. Is the course mark/grade part of the GPA calculation? **YES**
3. Is the course eligible for Honor Roll calculation? **YES**
4. What is the academic weight of the course? **Weighted (.1 multiplier applied at end of course)**

PDE Certification and Staffing Policies and Guidelines (CSPG)

Required Teacher Certification(s):

- #32 Biology

Board Approval

Implementation Year: 2026-2027

Forest Area

School District

Employee Handbook

2026-2027

Board Approved: 8/19/2026

Employee Handbook
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All Forest Area School District policies can be found online. CLICK HERE or navigate to:
http://www.boarddocs.com/pa/fora/Board.nsf/goto?open&id=A7DVFH6BF047

I: FOREST AREA INFORMATION

BOARD OF DIRECTORS

Mr. John Atkin
Mr. Tim Carll
Mr. Troy Johnston, Vice President
Mr. Tim Korchak, President
Mr. Adam Oliver
Mr. Mike Oliver, Treasurer
Mrs. Becky Simpson
Mrs. Tammy Thompson
Mrs. Tabitha VanDyke

Mrs. Amy Beers, Superintendent
Mrs. Kathy Wells, Secretary

ADMINISTRATION

Mrs. Amy Beers, Superintendent
Mrs. Elisha Pospisil, Director of Curriculum and Technology
Mr. Luke Alex, Principal
Ms. Heather Stover, Special Education Supervisor

School Information

EAST FOREST SCHOOL
120 WEST BIRCH STREET
MARIENVILLE, PA 16239
(814) 927-6688

COLORS: BLACK & ORANGE
MASCOT: BEARS

WEST FOREST SCHOOL
22318 Route 62
TIONESTA, PA 16353
(814) 755-3611

COLORS: BLUE & GOLD
MASCOT: INDIANS

EAST FOREST ALMA MATER

As we look over your record
We are proud of you,
We'll defend your honor, East Forest,
In whate'er we do.

Hail, oh hail, dear East Forest High School
Hear our echoes ring,
Hail to thee our Alma Mater;
Hail, oh hail, we sing.

DISTRICT TEAMS: FOREST FIRES
COLORS: BLACK & GOLD

FOREST AREA SCHOOL DISTRICT
22318 Route 62
TIONESTA, PA 16353
(814) 755-4491

WEST FOREST ALMA MATER

West Forest Blue and Gold
Hail, ever hail.
Thy sons with voices bold
Thee ever hail.

Our hearts will always be
Loyal and true.
West Forest hail to thee
Our Gold and Blue.

Forest Area School District

MISSION

Forest Area School District empowers students to excel in a diverse world by creating a foundation for life-long learning.

- Focused
- Inspired
- Respectful
- Engaged
- Successful

VISION

Through collaboration with the community, the Forest Area School District envisions a future for our students that:

- Embraces a diverse, rigorous and dynamic curriculum which empowers students to explore, undertake learning risks, and utilizes technological advancements;
- Develops creative effective thinkers, problem solvers and communicators who are prepared for global success and able to adapt to life's challenges as they come;
- Recognizes and respects the unique nature and individual abilities of each child and fosters a learning culture that boosts confidence within each child; and
- Empowers students in becoming community oriented, environmentally aware, and civically productive members of society.
- The District will devote itself to bringing this vision to life and engaging all stakeholders in a collaborative life-long learning environment.

EDUCATIONAL VALUES

Students will:

- All students will use their potential to be contributing citizens through their action and achievements
- All students will demonstrate positive behaviors which encourage respect for self and others.

Staff:

- All actions will foster a collaborative and inclusive attitude among students, faculty, and staff focused on engaging family and the community in reaching the highest levels of success for students.
- Our schools will be a safe, welcoming and productive environment.
- In order to maximize learning potential, individual, diverse, and culturally aware learning approaches will be utilized.

Administration:

- All actions will foster a collaborative and inclusive attitude among students, faculty, and staff focused on engaging family and the community in reaching the highest levels of success for students.
- Our schools will be a safe, welcoming and productive environment.
- In order to maximize learning potential, individual, diverse, and culturally aware learning approaches will be utilized.

Parents:

- All actions will foster a collaborative and inclusive attitude among students, faculty, and staff focused on engaging family and the community in reaching the highest levels of success for students.
- Our schools will be a safe, welcoming and productive environment.

Community:

- All actions will foster a collaborative and inclusive attitude among students, faculty, and staff focused on engaging family and the community in reaching the highest levels of success for students.
- Our schools will be a safe, welcoming and productive environment.

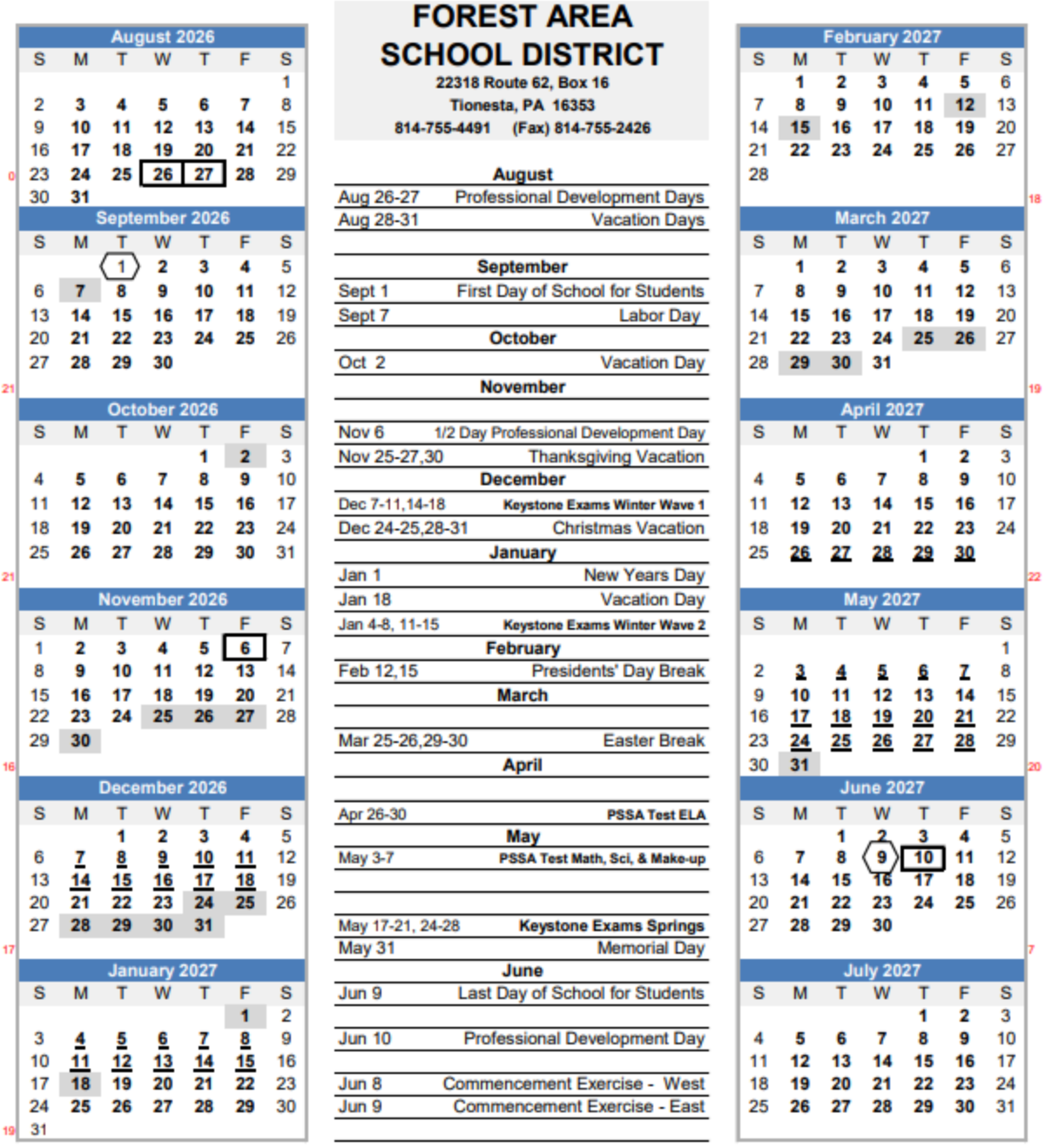
Calendar

for BA 02/18/2026

2026-2027 School Calendar

FOREST AREA SCHOOL DISTRICT

22318 Route 62, Box 16
Tionesta, PA 16353
814-755-4491 (Fax) 814-755-2426



August	
Aug 26-27	Professional Development Days
Aug 28-31	Vacation Days
September	
Sept 1	First Day of School for Students
Sept 7	Labor Day
October	
Oct 2	Vacation Day
November	
Nov 6	1/2 Day Professional Development Day
Nov 25-27,30	Thanksgiving Vacation
December	
Dec 7-11,14-18	**Keystone Exams Winter Wave 1**
Dec 24-25,28-31	Christmas Vacation
January	
Jan 1	New Years Day
Jan 18	Vacation Day
Jan 4-8, 11-15	**Keystone Exams Winter Wave 2**
February	
Feb 12,15	Presidents' Day Break
March	
Mar 25-26,29-30	Easter Break
April	
Apr 26-30	**PSSA Test ELA**
May	
May 3-7	**PSSA Test Math, Sci, & Make-up**
May 17-21, 24-28	**Keystone Exams Springs**
May 31	Memorial Day
June	
Jun 9	Last Day of School for Students
Jun 10	Professional Development Day
Jun 8	Commencement Exercise - West
Jun 9	Commencement Exercise - East

Snow Make-up Dates	
Snow Day #1	Feb 12
Snow Day #2	Feb 15
Snow Day #3	Mar 25
Snow Day #4	Mar 30
Snow Day #5	Mar 29

PSSA and Keystone Exams Dates	
Apr 26-30 ELA	PSSA Testing Window
May 3-7 Math	PSSA Testing Window
May 3-7 Sci	PSSA Testing Window
May 03-07 Make up	PSSA Testing Window
Dec 07-18 or Jan 4-15	Keystone Exams
May 17-28	Keystone Exams

	School Vacation Days
	First and Last Day of School
	Professional Development Days
	Testing Windows

Forest Area School District

Bell Schedule

High School Daily Schedule		Elementary School Daily Schedule	
Time	**Activity**	**Time**	**Activity**
8:10 - 8:30	Breakfast	8:10 - 8:30	Breakfast
8:30 - 9:15	Period 1	8:30 - 9:15	Period 1
9:18 - 10:03	Period 2	9:18 - 10:03	Period 2
10:06 - 10:51	Period 3	10:06 - 10:51	Period 3
10:54 - 11:39	Period 4	10:54 - 11:39	Period 4
10:54 - 11:10	VTC Lunch	11:42 - 12:12	Elementary Lunch
11:42 - 12:27	Period 5	12:15 - 1:00	Period 5
12:30 - 1:00	High School Lunch	1:03 - 1:48	Period 6
1:03 - 1:48	Period 6	1:51 - 2:36	Period 7
1:51 - 2:36	Period 7	2:39 - 3:07	Period 8 / Advisory
2:39 - 3:07	Period 8 / Advisory		

TERM DATES

MP1 start – 9/1 End of MP1 – 11/4

Mid-term: 10/1
Progress reports include grades from 9/1 through 10/1
Progress Report grades are due 10/5 by noon
Progress Reports go home 10/7

MP1 Grades are due 11/9
Report Cards go home 11/11

MP2 start – 11/5 End of MP2 – 1/25

Mid-term: 12/11
Progress reports include grades from 11/5 through 12/11
Progress Report grades are due 12/14 by noon
Progress Reports go home 12/16

MP Grades are du:1/28
Report Cards go home 2/1

MP3 start – 1/26 End of MP3 – 4/6

Mid-term: 2/26
Progress reports include grades from 1/26 through 2/26
Progress Report grades are due 3/1
Progress Reports go home 3/3

MP Grades are due 4/9
Report Cards go home 4/13

MP4 start – 4/7 End MP4 – 6/9

Mid-term: 5/6
Progress reports include grades from 4/7 through 5/6
Progress Report grades are due 5/10
Progress Reports go home 5/12

MP Grades are due 6/9
Report Cards go home 6/15

Absences

Employees should provide notification of absence to the Frontline system no later than 6:15 AM to report an unplanned absence. After 6:15 AM or if the employee has no Internet access, the employee may call ESS they are open 6 AM- 9PM 877-983-2244 Prior communication of any absence is appreciated. Lesson plans are required for teacher absences.

Your supervisor(s) must approve personal days in advance. Sick days should be scheduled in advance when possible.

Acceptable Use of Internet, Computers and Network Resources

All staff members must read and acknowledge receipt of the Acceptable Use Policy . (Policy 815)

Accident Report

When an accident occurs with a student, employees are to aid the student and notify the nurse. The nurse will fill out an accident report. If the nurse is absent, the principal or head teacher should be notified of injuries. If an injury occurs during sport activities (after school hours) the coaches will complete an accident report.

When an employee accident occurs, the accident must be reported to the nurse as soon as possible. If a staff member is injured while at school or at a school-sanctioned activity that they are supervising, the nurse must be notified and forms for Workman's Compensation shall be filled out within 24 hours.

Activity Accounts

All money obtained by clubs, classes, or any organization is categorized as school funds and must be logged in an accurate and timely fashion. Do not keep money in your room, turn it into the building office as soon as possible. Activity advisors should provide guidance for the spending of activity funds and ensure that student officers are maintaining club accounting records. Activity Accounts advisors are expected to follow the guidelines set forth in the Activity Accounts Handbook and are required to attend an annual training with the business manager.

Additional Compensation

The District may engage certain employees to conduct extra-curricular activities and if so, the employees shall be retained on supplemental contracts and paid in accordance with the contract.

Administrative Assignments

CLICK HERE to see a list of administrative assignments.

After-School Program

If offered, elementary students may participate in an after school program. The program is designed to provide students with the opportunity to do homework and enrichment activities. Partial transportation is provided for most students.

Announcements

Any announcements should be emailed or written and sent to the building's designated staff member. Announcements are made every morning.

Assemblies

Assemblies may be held throughout the year to provide educational enrichment. Teachers and other assigned staff members must escort their students to all assemblies and stay to help supervise. If a teacher's prep occurs during an assembly, the teacher may leave for the purpose of this activity.

Arrest/Conviction Reporting Requirements

(Act 24 & Act 82)

Employees shall use the designated form to report to the Superintendent or designee, within seventy-two (72) hours of the occurrence, an arrest or conviction required to be reported by law.[15][16]

Employees shall also report to the Superintendent or designee, in writing, within seventy-two (72) hours of notification, that the employee has been named as a perpetrator in a founded or indicated report pursuant to the Child Protective Services Law.[17]

An employee shall be required to submit new criminal history background checks if the Superintendent or designee has a reasonable belief that the employee was arrested or has been convicted of an offense required to be reported by law, and the employee has not notified the Superintendent or designee.[15]

An employee shall be required immediately to submit a new child abuse history certification if the Superintendent or designee has a reasonable belief that the employee was named as a perpetrator in a founded or indicated report or has provided written notice of such occurrence.[17]

Failure to accurately report such occurrences may subject the employee to disciplinary action up to and including termination and criminal prosecution. All school employees must complete and return to their school administrator a PDE Form 6004 (PDF) within 72 hours of any arrest or conviction of an offense listed in Section 111(e). If an employee refuses to submit the form, Act 24 requires that the School Administrator submit the employee to a new background check under Section 111. (Policy 317. Policy 317.1)

Employees may be asked to complete form 6004 annually to certify that no new arrest or convictions of an offense listed in Section 111(e) have been accrued.

Authority of School Employees

Every adult in the public school shall have the right to exercise the same authority as to conduct and behavior over the pupils attending his/her school, during the time they are in attendance, including the time required in going to and from their homes, as the parents, guardians, or persons in parental relations to such pupils may exercise over them. Teachers and principals are considered en loco parentis.

Building Maintenance Request

Submit requests for maintenance items and repairs via the Maintenance Request Form. If there is an emergency, such as flooding or no heat, please report this immediately to the building secretary.

Bullying & Cyberbullying

The Board directs that complaints of bullying shall be investigated promptly, and corrective action shall be taken when allegations are verified. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations. No reprisal or retaliation shall occur as a result of good faith reports of bullying.

This policy shall be accessible in every classroom and posted in a prominent location within each school building and on the district website. The Superintendent or designee shall ensure that this policy and administrative regulations are reviewed annually with students. This policy includes AI generated, modified media, and cyberbullying. Notify the principal immediately when bullying is suspected.
(Policy 249)

Cafeteria Supervision

The following rules will be in effect in the cafeteria & should be enforced by the person(s) in charge.

1. Students must report to the cafeteria on time during assigned lunch periods and may not leave without proper authorization.
2. Students are responsible for the cleanliness of the area in which they eat and for returning all materials used to the proper location.
3. No food or drinks are permitted out of the cafeteria unless authorized by staff.
4. Students are not permitted to eat from other students' trays.
5. Students are not allowed to buy seconds if they have a negative account.

Care and Maintenance of District Property and Equipment

Employees are not to remove District property from the building without prior approval from the principal. Employees are expected to be responsible for any District issued equipment or property that is under their supervision. Items that are lost or damaged as a result of negligence become the financial responsibility of the teacher.

Cell Phone Use by Teachers & Staff Members

Personal cell phones should not be used by district staff in any classroom during a teaching period or duty time unless staff has been given direct approval by the principal or the use has been requested by the special education or the classroom teacher. THIS INCLUDES TEXTING. Examples of times approval may be granted would be when on field trips to contact administration or the transportation coordinator, in case of an emergency.

Cell phones should be out of sight and silenced. The phones should NOT be left out on a desk where it could possibly become a distraction.

If there is an emergency and you need to take a phone call, please clear this ahead of time with

your supervisor.

When staff members receive calls through the building office during the school day, the following procedure will be followed:

1. In case of emergency calls, every attempt will be made to get the staff to the phone immediately.
2. In case of non-emergency calls, the message will be taken and delivered to the staff at a later time.

Civil Rights

The Forest Area School District does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs, activities or employment practices and provides equal access to the Boy Scouts and other designated youth groups. Inquiries may be directed to Mrs. Amy Beers, Title VI Coordinator, Mrs. Elisha Pospisil, Title IX Coordinator, or Ms. Heather Stover, Section 504 Coordinator at (814) 755-4491.

Clearances

All faculty members are required to maintain all clearances that pertain to their job description. All district employees are responsible for tracking their clearances and maintaining them. For a complete explanation of the current clearance requirements for educators, please visit the PDE website: https://www.education.pa.gov/Educators/Clearances/Pages/default.aspx

Confidentiality

Employees will not discuss individual children, specific incidents, or general school observations except with appropriate school personnel. Compliance with FERPA and HIPPA regulations is expected at all times (Policy 216, Policy 113.4)

Contact Information Updates

Changes in phone number or address should be reported to both the building office and Central Office. This is important for accuracy of payroll records, tax collection, and emergency calling.

Children's Online Privacy Protection Act (COPPA)

In order for schools within the Forest Area School District to continue to provide students with the most effective web-based tools and applications for learning, teachers need to abide by federal regulations.

Our district utilizes several computer software applications and web-based services, operated not by this school, but by third parties. These include contracted content providers (Study Island, Google for education), and websites and apps that support educational programs.

In order for our students to use these programs and services, certain personal identifying information might be requested by the service provider, such as the student's name, a username, password and occasionally a school email address. Before asking students to use any website or application requiring personal identifying information, teachers should request approval of the site by the Technology Director. The site will then be screened for any potential student data and privacy issues before it is used by students.

A complete list of approved programs with the privacy policy and terms of service for each can be found on our

district website (https://docs.google.com/spreadsheets/d/1w3s8CZFVaALPfCb5dHzMHvdRD_M13EAlQqrl3deRg5E/edit#gid=0) (For more information on COPPA, please visit https://www.ftc.gov/business-guidance/privacy-security/childrens-privacy.)

Crowdfunding

The district reserves the right to withhold approval of any crowdfunding request or terminate a pre-approval for a crowdfunding campaign for any reason. All crowdfunding efforts must be pre approved. (Policy 702.1)

Dress and Grooming

All employees of the Forest Area School District serve as role models for the students with whom they work and as leaders in the community. Consistent with these roles, all faculty and employees shall dress in a manner and have an appearance that is appropriate and professional in light of the environment in which they work, the duties of their jobs and the youth they serve. Administrators are authorized to interpret this policy and their interpretations shall be given deference.

During the work day and any time employees attend work-related activities, employees shall appear in appropriate dress. Examples of professional attire include, but are not limited to, collared shirts, dress slacks, capri pants, skirts, blouses, sweaters, suits, dresses, ties and sport coats.

Employees are to wear clothing that is neat and clean. Employees are not to wear clothing that is tight, revealing, short, torn, tattered, dirty and excessively faded, or with visual, written, or implied messages that are likely to disrupt the school environment. Sweat suits, pajama pants and shorts should not be worn, with the exception of physical education staff or on special dress days.

The principal may designate no more than one day per week as a casual day. On that particular day, it is permissible to wear jeans, and more casual tops, such as T-shirts. On special days/events (i.e., Red Ribbon Week, Spirit Week, field trips and Fun Day), the principal may designate special attire. (Policy 325, Procedure for Policy 325)

Epi-pens

All district employees involved in administration or supervision of self-administration of inhalers/epi pens shall receive documented and appropriate training before performing this responsibility. (Policy 210.1)

Ethics and Professional Norms

Teachers, school leaders, and other school employees must operate with a set of professional standards, usually referred to as ethics. Ethics are the reflection of the values of teachers, educational leaders, and their professions which means they must act ethically and according to professional norms to promote each student's academic success and well-being. Because they have a daily influence on the lives of children, school leaders and teachers are often held to high standards, and must focus on practicing ethical standards within their professional and personal lives. Teachers and school leaders must behave in ways that are consistent with community and

professional standards as codified in the Pennsylvania's Code of Professional Practice and Conduct for Educators and the Professional Educator Discipline Act.

See CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Emergency Procedures

Emergency Procedures will be provided by the building administrator. Emergency procedures should be posted in the classroom.

Federal Fiscal Compliance

Mandatory Reporting of Violations

An applicant, recipient or subrecipient of a federal award must promptly disclose whenever, in connection with the federal award (including any related activities or subawards) it has credible evidence of a violation of federal criminal law involving fraud, conflict of interest, bribery or gratuity violations under Title 18 of the United States Code or a violation of the federal civil False Claims Act. The written disclosure must be made to the federal agency, the agency's Office of Inspector General, and pass-through entity (if applicable). Recipients and subrecipients are also required to report issues related to a recipient's integrity and performance in accordance with Appendix XII to 2 CFR Part 200. Failure to make required disclosures can result in compliance violations.[32]

Whistleblower Protections

District employees may not be discharged, demoted or otherwise discriminated against as a reprisal for making a protected disclosure of information that the employee reasonably believes to be:[33][34]

1. Evidence of gross mismanagement of a federal contract or grant; or
2. Gross waste of federal funds; or
3. An abuse of authority relating to a federal contract or grant; or
4. A substantial and specific danger to public health or safety; or
5. A violation of law, rule or regulation related to a federal contract, including the competition for or negotiation of a contract or grant.

District employees may disclose such information to any of the following:

1. The Superintendent or designee authorized to investigate, discover or address such misconduct.
2. A federal employee responsible for contract or grant oversight or management of the relevant agency.
3. An authorized official of the United States Department of Justice or other law enforcement agency.
4. A member of Congress or a representative of a committee of Congress.
5. A federal Inspector General.
6. The federal Government Accountability Office.
7. A court or grand jury, including providing evidence of misconduct in any judicial or administrative proceeding relating to waste, fraud or abuse on a federal contract or grant.

A district employee who believes that they have been subjected to a reprisal for making a protected disclosure may submit a complaint to the Inspector General of the federal executive agency that is responsible for the relevant

federal funding or federal contract. The federal agency and the agency's Inspector General have the authority to investigate such complaints and provide appropriate remedies for substantiated complaints.

Harassment/Sexual Harassment/Title IX Sexual Harassment Policy

(Policy 103, Policy 104)

It is the policy of the District to maintain an environment for learning and working that is free from harassment, sexual harassment and Title IX sexual harassment, as defined herein, and such conduct is prohibited. It is also the policy of the District to comply with federal law and regulations under Title IX prohibiting sexual harassment, which is a form of unlawful discrimination on the basis of sex. Such discrimination shall be referred to throughout this policy as Title IX sexual harassment. Additionally, the District does not discriminate in any manner, including Title IX sexual harassment, in any District education program or activity. Inquiries regarding the application of Title IX to the District may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

The District's Title IX Coordinator is:

Elisha Pospisil
22318 Rt 62
Tionesta, PA 16353
814-755-4491
epospisil@forestareaschools.org

The District's Board Policy 103 "Discrimination/Title IX Sexual Harassment Affecting Students" and Board Policy 104 "Discrimination/Title IX Harassment Affecting Staff" and the associated Attachment 2 "Discrimination Complaint Procedures" and Attachment 3 "Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints" are set forth in full on the District's website and can be accessed at: https://www.forestareaschools.org/application/title-ix/ .

Definitions

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

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

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

It shall be a violation of this policy to harass a student or District employee. Bullying can be a form of harassment. A student's or staff's sending, sharing, viewing, selling, purchasing or otherwise disseminating of

obscene, pornographic, lewd, sexually explicit or nude images, photographs or video content of another student may be considered harassment.

"Title IX Sexual Harassment" - means conduct on the basis of sex that satisfies one or more of the following:

1. A district employee conditioning the provision of an aid, benefit, or district service on an individual's participation in unwelcome sexual conduct, commonly referred to as *quid pro quo sexual harassment*.

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to a district education program or activity.

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

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

i. Length of relationship.

ii. Type of relationship.

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

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

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

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

i. Fear for their safety or the safety of others.
ii. Suffer substantial emotional distress

Such conduct must have taken place during a district education program or activity and against a person in the United States to qualify as sexual harassment under Title IX. An education program or activity includes the locations, events or circumstances over which the district exercises substantial control over both the respondent and the context in which the harassment occurs. Title IX applies to all of a district's education programs or activities, whether such programs or activities occur on-campus or off-campus.

Violations of this **Harassment/Sexual Harassment/Title IX Sexual Harassment Policy**, as set forth more fully in Board Policy 103 "Discrimination/Title IX Sexual Harassment Affecting Students" and Board policy 104 "Discrimination/Title IX Sexual Harassment Affecting Staff" and associated Attachments 2 and 3, including acts of retaliation as described in the policy, or knowingly providing false information, may result in disciplinary consequences under applicable Board policy and procedures. This Policy prohibits individuals from knowingly submitting false information during the Title IX grievance process outlined in Attachment 3 of Policy 103 and during other grievance or hearing processes established by Board policy and procedures and/or the Student Code of Conduct. A violation of this prohibition by district students may lead to discipline up to and including referral for expulsion.

Reports of Title IX Sexual Harassment and Other Discrimination and Retaliation and Grievance Procedure:

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

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

A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the building principal or Title IX Coordinator, as well as properly making any mandatory police or child protective services reports required by law.

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

The complainant or the individual making the report may use the Discrimination/Sexual Harassment/Bullying/Hazing/Dating Violence/Retaliation Report Form which has been developed for purposes of reporting an incident or incidents in writing; however, verbal reports of an incident or incidents shall be accepted, documented and the procedures of this policy and the relevant attachments followed. A copy of this Report Form can be accessed on the District's website at: *https://go.boarddocs.com/pa/fora/Board.nsf/files/BVUMPV5B9FBC/$file/Policy%20%23104%20Attachment%201%20-%20Discrimination%20Sexual%20Harassment%20Retalliation%20Report%20Form%20.pdf*, and through the building principal or the Title IX Coordinator.

The building principal shall promptly notify the Title IX Coordinator of all reports of discrimination, Title IX sexual harassment or retaliation. The Title IX Coordinator shall promptly contact the complainant regarding the report to gather additional information as necessary, and to discuss the availability of supportive measures as defined by Title IX. The Title IX Coordinator shall consider the complainant's wishes with respect to supportive measures.

The Title IX Coordinator shall conduct an assessment to determine whether the reported circumstances are most appropriately addressed through the District's Discrimination Complaint Procedures (Attachment 2 to Policy 103) or if the reported circumstances meet the definition of Title IX sexual harassment and shall be

addressed through the Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints (Attachment 3 to Policy 103). Those procedures are lengthy and copies of the procedures are not reproduced in full in this Student Handbook but can be accessed on the District's website at: https://www.forestareaschools.org/application/title-ix/ and/or hard copies are available in the building principal's office and through the Title IX Coordinator.

Hazardous Chemicals

Employees that work with chemicals for the purposes of instruction or cleaning are responsible for being familiar with the appropriate Material Data Safety (MDS) sheets and implementing proper use and safety precautions associated with each.

Hazing

Hazing (Policy 247) is defined as any activity that recklessly or intentionally endangers the mental health, physical health or safety of a student for the purpose of initiation or membership in or affiliation with any organization recognized by the board.

> **Endanger the physical health** shall include but not be limited to any brutality of a physical nature, such as whipping; beating; branding; forced calisthenics; exposure to the elements; forced consumption of any food, alcoholic beverage, drug, or controlled substance; or other forced physical activity that could adversely affect the physical health or safety of the individual.
>
> **Endangering mental health** shall include any activity that would subject an individual to extreme mental stress, such as prolonged sleep deprivation, forced conduct which could result in extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual.
>
> Any hazing activity, whether by an individual or a group, shall be presumed to be a forced activity, even if a student willingly participates.

Homelessness, Foster Care, and Other Educational Instability

If you suspect that a child may be homeless (Policy 251), contact your building principal.

Students enrolled in this district experiencing homelessness, foster care, or other educational instability, shall be provided support and services, as appropriate to each individual student's needs, in accordance with Board policy.[4]

Defining Homelessness

Section 725(2) of theMcKinney-Vento Act defines "homelessness children and youths" as any individual who lacks a fixed, regular, and adequate nighttime residence.

Furthermore, this includes:

- Children and youths who are:
    - sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as "doubled-up");

    - living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
    - living in emergency or transitional shelters; or
    - abandoned in hospitals;
- Children and youths who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are living in circumstances described above.
- Unaccompanied homeless youth including any child who is not in the physical custody of a parent or guardian. This includes youth who have run away from home, been thrown out of their home, been abandoned by parents or guardians, or separated from their parents for any other reason.

PROVISIONS OF THE ACT:

School Placement Process
Students who are experiencing homelessness and unaccompanied youth have the right to attend either their original school or the school in the area in which they currently reside for the duration of their homelessness, or until the end of the school year if the family finds permanent housing. A school district must provide parents with a written explanation of its position and inform them of their right to appeal the decision if they believe attending the school of origin is not in the best interest of their child

Enrollment of Students
Schools are to immediately enroll students experiencing homelessness and unaccompanied youth, even if they are unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency, and any other required documentation.

Transportation
In the case where the educating district is different from the district where the student is temporarily residing, students shall receive transportation to and from the school of origin if necessary.

Food Services
Immediately upon enrollment, students who are experiencing homelessness and unaccompanied youth are entitled to receive a daily, free school lunch.

Title I
Students who are experiencing homelessness and unaccompanied youth are entitled to Title I educational services. Title I services include academic assistance for students within the classroom. All students in grades kindergarten through fifth grade are screened three times per year to determine academic programming needs.

Resources:

- Basic Education Circulars (BECs) About Homelessness
- Forest Area School District Policy 251: Students Experiencing Homelessness, Foster Care, and Educational Instability
- Supporting the Educational Experience of Children and Youth Experiencing Homelessness
- Community Resources

If a dispute arises over school selection or enrollment for a student eligible under the McKinney-Vento Act: The child or youth shall be immediately enrolled into the school in which enrollment is sought, pending

resolution of the dispute. Forest Area School District will provide its share of the transportation to the school selected for the duration of the dispute resolution process.

If the Forest Area School District disputes the identification of an individual, the student and parent/guardian will be contacted in writing to communicate their concerns. The Homeless Liaison will maintain communication until the dispute is resolved.

If dissatisfied with the school's decision, the parent, guardian, or youth may appeal the decision to the state level. Contact information will be provided by the Homeless Liaison to do so.

Contacts include:

Elisha Pospisil, Forest Area School District Homeless Liaison
814-755-4491
epospisil@forestareaschools.org

Wendy Kinnear, PA Regional Coordinator
724.458.6700
wendy.kinnear@miu4.org

Pennsylvania Department of Education
www.education.pa.gov/homeless

Hours & Times

Teachers arrive at 7:45 am and may leave at 3:15 pm. **All other employees will follow the established start and end times as directed by their immediate supervisor.**

Keys/Fobs

The district has installed a security system altering the lock configuration on doors with access to the outside which keeps these doors locked unless they are opened through use of a key "fob."

When you leave please make sure the building is secure by turning off lights, closing windows, and locking doors. Making duplicates of keys is prohibited. At no time may a student possess keys/fobs for the purpose of convenience. Keys/fobs are to be turned in at the end of the school year unless permission to keep them over the summer months is granted by the building principal. Keys and fobs must be signed in and signed out through the main office. Fees may be assessed for any keys or fobs that have been lost or are not returned. Lost keys/fobs should be reported to the building principal immediately. Each employee's fob will be customized to reflect their assignment. Administration can make changes to employee's access permissions as needed. All fob activity will be recorded.

Leaves of Absence

Procedures are in place for approval of extended leaves of absence including FMLA and sabbaticals. Please refer to your contract for more details or see the Superintendent.

Lost & Found

Lost and misplaced items may be sent to the "Lost & Found" box in the building office. Electronics, purses, and other items of value should be turned in directly to the building secretary or the principal.

Mandated Reporter

All district employees are mandated reporters. To examine a brief overview of your obligations as a mandated reporter and what to report, visit the following website:

https://www.dhs.pa.gov/KeepKidsSafe/Clearances/Pages/PA-Child-Abuse-History-Clearance.aspx

Medical Marijuana

While the state of PA permits the use of medical marijuana for treatment of certain illnesses, federal law does not permit the possession of, or dispensing of, medical marijuana on school district property. In fact, the Forest Area School District would jeopardize the opportunity to receive federal funds if medical marijuana were administered or possessed on school grounds. For these reasons, if a student is prescribed medical marijuana and The Forest Area School District receives certification of such from a licensed physician, the Forest Area School District will work with the parent to allow for release time where the student may be transported off of school grounds by a parent for administration of the prescription by a parent or the student's medical provider. Under no circumstances shall medical marijuana be brought onto school property.

Naloxone /Narcan

In an effort to ensure the health and safety of its students and staff, the Board hereby authorizes the district to store and administer Naloxone (aka Narcan) for use during emergencies related to a known or suspected opioid overdose. Our school employees are trained to administer Narcan (Policy 210)

Outside Activities

The following guidelines are provided for school personnel:

- Do not utilize school material for personal gain. Copyrights to materials or equipment developed, processed, or tested by district employees in the performance of district activities in fulfillment of the terms of their employment reside with and may be claimed by the district.
- Do not use school property or school time to solicit or accept customers for private enterprises.
- Do not use school time for outside activities when there is no valid reason to be excused from assigned duties.
- Do not make public statements that are inconsistent with district policies and could serve to harm the effectiveness of district programs. (Policy 319, Policy 321)

Professional Adult/Student Boundaries

All adults shall be expected to maintain professional, moral and ethical relationships with district students that are conducive to an effective, safe learning environment. This policy addresses a range of behaviors that include not only obviously unlawful or improper interactions with students, but also precursor grooming and other boundary-blurring behaviors that can lead to more egregious misconduct. (Policy 824)

Safe2Say Something

Safe2Say Something reports may be submitted by any individual, including students, parents/guardians, staff and others as a secure and anonymous report about unsafe, potentially harmful, dangerous, violent or criminal activities in a school entity or threat of such activities in a school entity through:

1. A twenty-four (24) hours a day, seven (7) days a week telephone hotline maintained by the Office of the Attorney General's Safe2Say Something Crisis Center 1-814-SAF2SAY or 1-844-723-2729;

2. A Safe2Say Something program secure website https://www.p3campus.com/tipform.aspx?ID=3085&C=e780ab ; or

3. A Safe2Say Something software program application, or "app" accessed through a mobile electronic device.https://www.safe2saypa.org/download/

Salary Information

All district employees are paid bi-weekly on Fridays. If a holiday is on a pay date employees will be paid on the work day(s) prior to the holiday. The annual salaries shall be paid to employees in twenty-six equal, biweekly payments.

- Forest Area Educational Support Personnel Association paraprofessional employees are paid an hourly based salary which is distributed evenly over twenty-six equal, biweekly payments.
- Any 182, 183, or 184 day employee shall have the option of receiving the remainder of his/her salary for the contract year on the June 15th pay date. Steps on the salary schedule are awarded automatically. Educational Growth increase requires the submission of paperwork. See the section on Tuition and Educational Growth increase for more information.

School Safety Plan

School Safety Plans are updated annually and can be accessed through Navigate. If you do not have access to the plans through Navigate, please request a hard copy from your school office. (Policy 805)

School Police Officers

School Police Officers (SPOs) play an important role in keeping our schools safe and welcoming places to learn. Their main job is to help protect students, staff, and visitors by maintaining a secure school environment. SPOs work closely with school administrators and staff to respond to safety concerns, prevent problems before they happen, and support emergency planning. They are trained professionals who are here to help everyone feel safe and respected.

In addition to safety, SPOs build positive relationships with students by being approachable and involved in school life. They may visit classrooms, attend school events, and provide guidance on topics like bullying, online safety, and making good choices. While they do have law enforcement authority and will be armed, their role in schools is focused on education, prevention, and support—not punishment. Students are

encouraged to talk with the school police officer if they need help, have questions, or just want to get to know them better.

School Wellness

Employees should be familiar with the School Wellness Policy including guidelines for nutrition education and promotion, physical activity, physical education, school activities, nutrition guidelines, and management of food allergies. (Policy 246)

Snow Days / Flexible Instruction Days

Snow Days: Classes will follow delay and cancellation schedules as announced by the District. The snow day's number is maintained in the 6-day schedule rotation. Ex. If the District is closed for 1 day due to weather conditions and the day was scheduled as a Day 3, we will return on a Day 4 and the make-up day will be a Day 3.

Flexible Instruction Days (FIDs): On Flexible Instruction Days follow:
Flexible Instructional Days (FID) Expectations for Teachers, Students, Administrators, and Staff.docx

Social Media

The district shall not authorize, endorse or participate in posting on private social media accounts of individual school employees.

School employees are strongly encouraged to use privacy settings on social media accounts and to clearly identify that it is their personal social media account and that it does not officially represent the Board or District.

In accordance with Board policy establishing professional boundaries, school employees shall only communicate with students through district-provided communication devices or platforms, and shall not follow, accept to make requests to connect or be friends with current students on personal social networking or social media platforms.

The district respects employees' freedom of expression. The district does not actively monitor personal social media accounts of current school employees; however, the district reserves the right to address employees' job-related speech or employee speech posted on social media that has the potential to affect the district's operations. Speech that takes place off-site and on an employee's own time, including posting on social media accounts, may be addressed if the district establishes that the employee's expression infringed on the interests of the district in promoting the efficient and effective functioning and educational purpose of the district. If employee speech or expression would violate law or Board policy in a traditional forum, it is also prohibited in an online forum. When an employee speaks as a citizen on a matter of public concern, the district shall consult with the school solicitor in determining the appropriate course of action, in accordance with the applicable law, regulations and Board policy. (Policy 816) (Policy 824)

Special Education Services and Child Find (Faculty, Support, Substitute, Coach)

Under the Individuals with Disabilities Education Act (IDEA), special education means "specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability." Children who receive special education and related services are entitled to a free and appropriate public education (FAPE). This includes opportunities to participate in the school's general curriculum and to make progress towards meeting annual goals. Children who receive special education will have opportunities to take part in other typical school activities that are appropriate to their individual needs.

In Pennsylvania, schools are required to serve eligible children from birth until their 22nd birthday, or graduation from high school, whichever comes first. Services are provided by licensed personnel and include special teaching, materials, and techniques. An IEP is a legal document and it is the responsibility of the teacher and support staff to implement adaptations and modifications listed in the IEP. If you are uncertain about implementation of an IEP, seek advice from the special education teacher assigned to the student.

The Forest Area School District provides a full continuum of special education programs and/or services for students identified as exceptional. Programs/services are provided at no cost to the parents and are individualized to meet the educational needs of each and every student at Forest Area.

Forest Area School District provides students with special education services in the following disability areas:

Hearing impairment (including deafness)
Speech or Language Impairment
Visual Impairment (including blindness)
Emotional Disturbance
Orthopedic Impairment
Other Health Impairment
Specific Learning Disability
Intellectual Disability

There are specific criteria that need to be met in order to qualify for special education. Although medical information is important, know that the criteria needed to meet educational criteria may differ from medical diagnoses.

If any of the situations below are present and you are concerned, contact your principal and/or the administrator overseeing special education services..

When birth complications or a medical disorder interferes with development and/or learning
When a child seems to have difficulty hearing or seeing
When you or others do not understand a child's speech
When a child appears to be learning more slowly than other children their age
When a child appears to have social emotional difficulties that affect their ability to learn
When a child has motor difficulties (moving, jumping, using their hands, etc.) that interferes with their ability

to keep with other children
(Policy 113)

Student and District Data Privacy

The safety and security of student safety and privacy is of utmost importance. In order to protect student data and privacy teachers should:

1. Use 2-factor authentication on all school associated accounts when possible.
2. Avoid using personal accounts on school issued devices.
3. Avoid using school accounts on personal devices.
4. Ensure that devices are locked and password protected when not in use.
5. Allow system updates and reboot computers when prompted.
6. Be sure that important data is stored in Google Drive to ensure the data is backed up.
7. Connect only to secure wireless routers (wireless connections requiring a password to join) with school issued computers.
8. Report lost or stolen devices that may contain personally identifiable information or access to school systems to the IT department as soon as possible.

Teachers must submit websites that require personally identifiable student information (name, birthday, email address etc) to the IT department for approval BEFORE students are asked to login or create an account.

Student Handbook

All employees are required to read, understand, and implement the student handbook. Questions about the student handbook can be directed to your building principal.

Supplies & Purchase Orders

Items to be purchased throughout the year must be budgeted and ordered through the approved budget. The P.O. will be approved by the principal first, next the Administrative Assistant for Business Affairs at the Central Office, and lastly the Superintendent before items are ordered. Items to be purchased must be itemized and fully described on the purchase orders. The company name and address, quantity, item description, unit price, and total price, and the name of the person requesting supplies must be on the P.O. before approval.

Suicide Prevention

Faculty members are required to participate in suicide prevention training as outline by law. Faculty members are also expected to be familiar with methods of suicide prevention and intervention. (Policy 819)

Threat Assessment

(Policy 236.1)

The district utilizes a threat assessment team and conducts threat assessments which is a fact-based process for the assessment of and intervention with students whose behaviors may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others.

Therapy Dog Program

Forest Area School District has 2 therapy dogs. Research has shown that therapy dogs in schools can help build strong social emotional skills in students. A therapy dog's presence in schools can help to reduce anxiety, help students work through anger management, reduce bullying tendencies, and support other social matters that developing students face.

The specific goals of the program are to:

- Increase empathy and compassion in all students;
- Help students connect with something in the school setting and reduce anxiety; and
- Support academic performance, while increasing confidence and self-esteem.

Employees that have questions about the program can contact Elisha Pospisil or Heather Stover.

Tobacco/Drug and Substance Abuse

When engaged in assigned duties, district employees shall not use, possess, distribute, or sell alcohol, drugs or other illegal substances. (Policy 317)

Training

Employees are expected to maintain compliance with PA mandated training in areas including but not limited to: mandated reporter, safety, and professional ethics.

Use of Facilities

Anyone using the buildings after hours must have pre-authorization from the principal. Community groups wishing to use the building will need to get prior approval through the School Board as well. Please allow appropriate time for board approval. The board meets once a month on the 3rd Wednesday of the month.

Volunteers/Visitors

Volunteers need to be approved by the school board. Volunteers are required to have clearances. Visitors without clearances cannot be left alone with students. Teachers must supervise visitors at all times and must closely monitor the work of volunteers.

All visitors entering the building will be given a VISITOR ID badge and should sign in at the front or central office. It is the responsibility of the teacher to approach unidentified adults and refer them to the office for proper sign in.

Weapons

Possession of Weapons on School Property

A person commits a misdemeanor of the first degree if he/she possesses a weapon in the buildings of, on the grounds of, or in any conveyance providing transportation to and from any elementary or secondary publicly-funded educational institution, any elementary or secondary private school licensed by the Department of Education or any elementary or secondary parochial school. Notwithstanding the definition

of weapon in section 907 (relating to possessing instruments of crime), weapon for purposes of this section shall include but not be limited to any knife, cutting instrument, cutting tool, nunchucks stick, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily harm. The Forest Area School District prohibits the possession of a weapon as defined. (Policy 218.1)

Gun-Free Schools Act

The Gun-Free Schools Act (GFSA) was re-enacted as Subpart 3 of Title IV of the Elementary and Secondary Education Act. The GFSA also requires that any LEA receiving funds under the ESEA have a policy requiring referral to the criminal justice or juvenile delinquency system.

The possession of a weapon on school property is a violation of the Pennsylvania Crimes Code: Title 18 Section 912 Misdemeanor of the 1st Degree and carries the maximum penalties of five (5) years in jail and a $10,000.00 fine.

Worker's Compensation

Any injury incurred while on campus or district sponsored trips should be reported to the business office immediately. (See Procedure)

Faculty

Assessment Schedule

DATE	ASSESSMENT	GRADES
9/1 - 9/18	DIBELS Reading Testing; Acadience Math testing	K-3
10/6 - 10/9	Firefly Testing *Science pending PDE readiness	All students enrolled in PSSA and Keystone tested courses: Grade 3: ELA and Math Grade 4: ELA and Math Grade 5: ELA, Math and Science* Grade 6: ELA and Math Grade 7: ELA and Math Grade 8: ELA, Math and Science* Algebra I and Algebra IB Cell Biology* English 10
10/5 - 10/30	Universal Screening (OLSAT)	Grades 3 and 5
12/7 - 12/18 OR 1/4 - 1/15	Winter Keystone Testing	All students that need to retake Keystones in Algebra 1, Biology, and/or Literature
12/1 - 12/11	DIBELS Reading Testing; Acadience Math testing	K-3
1/11 - 1/15	Firefly Testing	All students enrolled in PSSA and Keystone tested courses: Grade 3: ELA and Math Grade 4: ELA and Math Grade 5: ELA, Math and Science Grade 6: ELA and Math Grade 7: ELA and Math Grade 8: ELA, Math and Science Algebra I and Algebra IB Cell Biology English 10
3/22 - 3/26	Firefly Testing	All students enrolled in PSSA tested courses: Grade 3: ELA and Math Grade 4: ELA and Math Grade 5: ELA, Math and Science Grade 6: ELA and Math Grade 7: ELA and Math Grade 8: ELA, Math and Science
4/26 - 4/30	PSSA: English Language Arts	All Students in grades 3-8
4/19 - 4/23	Firefly Testing	All students enrolled in PSSA and Keystone tested courses: Algebra I and Algebra IB

		Cell Biology English 10
5/3 - 5/7	PSSA: Math	All Students in grades 3-8
5/3 - 5/7	PSSA: Science	All students in grades 5 and 8
5/17 - 5/28	Keystone Testing	All students enrolled in Keystone Algebra 1, Biology, and English 10 All students that need to retake Keystones in Algebra, Biology, or Literature
5/26 - 6/4	DIBELS Reading Testing; Acadience Math testing	K-3

Building & Room Regulations

Teachers should make sure their rooms are organized. Prior to leaving each day the lights will be turned off, windows will be locked, and the computer(s) will be turned off. Refrigerators, coffee makers and other appliances are prohibited without special permission from the building principal.

Bus & Safety Information

Teachers in grades PK – 2 will include at least 1 lesson plan about bus safety within the first 2 weeks of school.

Teachers must send all bus notes to the building office in the morning. (Policy 810)

Child Study Team & Referrals

Concerns about the academic, social or emotional progress of individual students may be addressed by the Child Study Teams. Contact the special education supervisor before beginning the formal CST process. Students with teacher concerns are discussed, interventions are implemented and screenings are completed. A referral for formal evaluation by the school psychologist can be a part of the intervention process. Evaluation is not the initial step but rather occurs after a series of interventions are implemented and the results and progress are assessed by the CST team. Students who are recommended for retention should be referred through the CST process.

Committees

Teachers will be asked to serve on District Committees. These committees will be determined based upon district needs.

Controversial Issues in the Classroom

The discussion of controversial issues in the classroom should be encouraged on issues based on relevant curriculum and appropriate to the development level of the students. Teachers should make sure students understand differing points of view about the topic of discussion. Teachers should avoid expressing personal viewpoints.

Copy Machines

Teachers may be assigned copier codes. These codes should not be shared.

End of the Year Checklist

Teachers should submit the End of the Year Checklist to the building principal before leaving school for the summer.

Faculty Meetings

All professional staff members are expected to attend each faculty meeting unless specifically excused by the responsible administrator. (Policy 332)

Family Conferences

A conference between the teacher and parents is an important communication tool. It is recommended Elementary teachers meet with every student's parent(s) sometime within the school year. High School teachers should notify parents of pending or potential failures and suggest the scheduling of a parent conference. It is recommended that teachers include other staff members such as other classroom teachers, the guidance counselor, or the building principal in these meetings. Please be prepared to make specific recommendations for the student. Teachers should bring any applicable data that would prove beneficial to the conference. This information can be, but not limited to: Grades, Standardized Test Scores, Attendance, and Discipline.

Field Trips

Field trips must have educational purposes and are directly tied to student curriculum. The School Board must approve all field trips. Requests will be submitted 2 weeks prior to the School Board Meeting. (Field Trip Forms)

Forms

Teachers must complete required forms in a timely manner. Forms for payment reimbursement, mileage, extra duty/extra pay (sports), conference reimbursement, etc. must be submitted monthly or within the month of the meeting or event. **Forms that are not submitted in a timely manner may not be approved for reimbursement.** Forms can be found here.

Fundraising

The building principal must approve ALL fundraising activities and schedules.

Gifted Program

All teachers are expected to support the needs of gifted students by extending the classroom curriculum to enhance the student's educational experience. A teacher will be assigned to work with the gifted students to complete the GIEP, set annual goals, and complete progress monitoring.

As part of our ongoing commitment to meeting the educational needs of all students, the district will be conducting a screening for students in grades 3 and 5. The screening will provide the district with valuable information to assist with educational planning and resources. If there are any questions related to gifted programming and/or the referral process, contact the special education supervisor.

Grading, Report Cards, and Progress Reports

(Policy 212)

Report cards will be issued every nine (9) weeks during the school year. At the midpoint of each grading quarter, an academic progress report will be sent to parents/guardians of students. It is the responsibility of the teacher to verify the accuracy of all grades before grade reports are sent home.

- **Pre-Kindergarten** students' progress is reported by:
  - S = Satisfactory
  - N = Needs Improvement
  - U = Unsatisfactory
- **Kindergarten** students' progress is reported by:
  - E = Exceeds the Standard: The student exceeds proficiency in essential skills and concepts by demonstrating in-depth, higher level application. Only applicable to LA and Math concepts indicated by an *.
  - M = Meeting the Standard: The student demonstrates proficiency in essential skills and concepts.
  - P = Progress Toward the Standard: The student is developing an understanding of essential skills and concepts but has not yet met the standard.
  - I = Intensive Progress Needed to Meet the Standard: The student has not yet begun to demonstrate an understanding of essential skills and concepts. Considerable teacher support and guidance is needed.
  - NT = Not Taught This Marking Period.
- **First through Second:** Percentage grades will be given in the following subjects: Math, English Language Arts, Social Science (Science, Health and Social Studies), Art, Library, Music, and Physical Education.
- **Third through Sixth Grade:** Percentage grades will be given in the following subjects: Math, English Language Arts, Science, Health/Social Studies, Art, Library, Music, Physical Education, STEAM, and Band/Chorus 4-6. Specials will be included in Honor Roll calculations and weighted based upon the time spent in class.
- **First through Sixth Grade**: All students in grades 1-6 will receive an effort grade for handwriting. The grading for handwriting will be as follows:
  - E = Excellent
  - S = Satisfactory
  - N = Needs Improvement
- **Seventh through Twelfth Grade**: All grades assigned at the 7 – 12 grade levels shall be in percentage form. All courses will be graded in the percentage format and will be used in calculating the student's grade point average, class rank, and all honors considerations.

The following grade scale is used in both the elementary and high school for measuring student's performance.

- 100-92% = Excellent, 91-83% = Above Average, 82-74% = Average, 73-65% = Below Average,
- 64% and below = failing

Incomplete Grade: The "I" grade is given when a student fails to complete his/her work due to legitimate reasons. The "I" grade must be made up within 15 days after the student's return to school unless additional time is authorized by the principal, or it will change to a failing grade.

Final Grades:

Elementary: A grade range of 60% to 100% will be established for the first three marking periods and for the first marking period of a semester course. There will be no floor during the final marking period with a grade range from 0% to 100%.

The final grade will be the true average of the four grading periods. All grades will be calculated to the first decimal place and rounded to the nearest whole number with .5 or higher rounded up.

High School: A grade range of 45% to 100% will be established for the first three marking periods and for the first marking period of a semester course. There will be no floor during the final marking period or the final examination with a grade range from 0% to 100%.

Seniors have an open-period final exam format. Failure to report for a scheduled final exam or tardiness to a scheduled final exam shall result in the student receiving a zero for the final exam, which comprise 10% of the student's final grade. The building principal also has the discretion of assigning an incomplete to the student's transcript until such time that the final examination is made-up, as scheduled by the building administrator.

Any student who elects to take courses at another educational institution or institution of higher learning will be given credit for the course work completed but the grades will not be factored into the student's cumulative average, or be counted toward any class ranking, or graduation.

Any student with a failing grade or "D" average for a class shall not be excused from tutor period except for academic help.

Weighted Courses: Some academic courses will carry an additional .1 multiplier because of their academic rigor. This multiplier or weight will only be given upon the final percentage grade obtained at the conclusion of the course.

Promotion Requirements: A student will be considered for retention at the same grade level in grades PK-8 if he/she has failed two or more major subjects or a combination of major and minor courses that add up to two credits. A student who had missed twenty or more school days in a school year may be considered for retention at the same grade level.

Students must earn the required credits for their graduating class to be promoted to the next grade level and remain on track for graduation. Credit requirements are cumulative and are reviewed at the end of each school year.

The credits listed below represent the minimum cumulative credits a student must have earned by the end of each grade level to progress to the next grade level. Students must also successfully complete all required courses and other graduation requirements established by the district and the Commonwealth of Pennsylvania.

	Class of 2027 (total of 27 credits needed)	**Class of 2028 (total of 26 credits needed)**	**Class of 2029 and beyond (total of 25 credits needed)**
Grade 9	6	6	6
Grade 10	13	13	13
Grade 11	20	19	19
Grade 12	27	26	25

Students will not be seated in grade 12 until they complete credit requirements as approved by building administration that will meet all the requirements for graduation.

- As per Pennsylvania School Code, the building principal shall make the final decision regarding the promotion or retention of a pupil.
- At the midpoint of each grading period, an academic progress report will be sent to parents of secondary students who are achieving at a level of 73% or below.

*Grades are to be kept current and entered into the gradebook by the end of the school day each Thursday.

Grants

Grants are a viable and needed source of funding for district and classroom resources. Many grants require a substantial commitment of time and resources. Teachers should consult with the principal before applying for any grants. Please complete the Grants Proposal Form after talking with your administrator.

Hall Passes

High School students are NOT permitted in the halls during class periods unless accompanied by a teacher or unless they have a hall pass. Students must obtain staff approval to leave the classroom and follow the sign out procedures. If a student arranges to see a teacher during the teacher's prep period the teacher must give the student a pass excusing the student from Tutor. The student must deliver this pass to the Tutor teacher at the beginning of the Tutor period for their approval.

Homeroom Responsibilities

Homeroom teachers are responsible for taking daily attendance, distributing information as needed, and leading opening activities including the Pledge of Allegiance, announcements, and other duties as assigned by the principal.

Homework

(Policy 130) Homework at Forest Area Schools is an integral part of the learning process. As an integral part, homework reinforces good study habits, independence, self-discipline and classroom learning.

The purpose of homework assignments should be to:

1. Provide practice and reinforcement of skills presented by the teacher.

2. Broaden areas of interest through enrichment.

3. Provide opportunities for parents/guardians to know what their child is studying.

4. Encourage parent/guardian and child interaction.

Each student shall be responsible for completing homework assignments as directed.[1]

Homework shall complement classroom instruction and be planned and evaluated with respect to its purpose, appropriateness, and completion time.

The demand of homework upon the students' time shall be consistent with the best interests of the students in regards to other valuable experiences to be gained outside of school.

Homework shall not be assigned as a form of punishment.

Teacher responsibilities include the following:

- To make the purpose of the assignment clear.
- To ensure assignments are relevant.
- To provide accurate and fair evaluation of assignments in a timely manner.
- To preview assignments, prior to introduction of new materials.
- To be aware of demands on the students' time.
- To use homework as a learning tool, not a mode of discipline.
- To provide short-term and long term assignments that require research and library skills.
- To notify parents if a student's assignments are consistently late or incomplete.

Inventory

It is the responsibility of the teacher to report both additions and deletions to the inventory list, which is maintained by the Business Office.

Lesson Plans

Teachers should keep their lesson plans up to date, readily available. Lesson plans must be submitted according to directions provided by the building principal. Listed below are required lesson plan components:

- Subject:
- Date:
- Objective(s):
- Methods:
- Closure and/or assignment:
- Assessment:

Media in the Classroom

Movies/films selected for classroom showing should reflect the curriculum of the district and be listed on the public performance license maintained by the district and/or the PTO. It is strongly recommended that excerpts designed to illustrate concepts are used in lieu of showing the entire film. The classroom teacher must preview all films selected for viewing. All clips should meet the criteria of G for Elementary and PG for HS students. Exceptions to these guidelines for specific educational purposes may be discussed with the building principal and may also require parental permission.

Parent Contact

Teachers are expected to maintain contact with parents. Each teacher will maintain a parent contact log. In collaboration with the principal and/or head teacher, teachers will contact parents regarding disciplinary issues. Teachers will contact parents about missing assignments and failing grades. Positive comments are strongly encouraged to build parent rapport for future contacts.

Playground/Recess

Teachers are expected to know and enforce the playground rules. Teachers should be stationed at various posts on the playground to ensure full visual coverage of all playground areas and equipment. The weather is a key factor if children go outside for recess. There will be no outdoor recess if the temperature is below 25 degrees. If the temperature is below 45 degrees, shorts may not be worn outside for recess and jackets are recommended. Boots must be worn if there is snow on the ground. Students are not to go outdoors if it is raining. Fields will not be used if it is muddy.

Professional Development and Act 48

It is the responsibility of the teacher to maintain compliance with PA mandated training requirements for Act 48 hours and mandated training including mandated reporter, structured literacy, trauma informed practices, safety, culturally relevant and sustaining education, child exploitation, youth suicide awareness, and professional ethics.

The district will work to provide these training for all employees when possible through the allocation of time during professional development and Act 80 days. Employees are expected to attend professional development and Act 80 days provided by the district. These days include 2 days before the start of school, one day in the fall, one day in the winter, ½ day in spring, and one day at the end of the school year.

The final professional development day will be scheduled and reflected on the calendar as the last scheduled day for employees. Employees will have the option to complete six hours of training approved or assigned by the District outside of the other 183 scheduled work days at a time of the employee's discretion or may choose to attend school on the last scheduled day and complete the training as assigned by the District. Employees may select and complete training of their own choosing, provided it is approved by the District. Such approval will not be unreasonably denied.

The District will make available a minimum of 6 training hours by October 31 of each year, with additional hours added periodically. All six hours must be completed at least one week prior to the last scheduled day of school on the employee calendar. Employees who fail to complete their training prior to that day will be required to attend school on the last scheduled day and complete training as assigned by the administration.

PTO (Parent Teacher Organization)

These organizations support the students, teachers, and schools. Active involvement and support from teachers is encouraged. Teachers need to work with the PTO to ensure that all activities are supporting classroom endeavors.

Public Relations

Positive public relations are important to the image of the district. Teachers should submit pictures and news articles to the building principal for publication in local newspapers and on the school website.

Records

Teacher records need to be kept current and organized. These documents must reflect justifiable logic and may be used as legal documentation.

- Classwork - purge annually or upon withdrawal/graduation
- Gradebooks - keep for 6 years

Special Events/Snacks/Student Incentives

All school events, assemblies, and guest speakers etc must have educational purposes and be directly tied to student curriculum. Events should not be scheduled without permission from the principal. Permission shall be obtained at least 5 school days prior to the event.

Parents may request that their child not participate in an event if it conflicts with home beliefs. Requests should be submitted to the child's teacher, who will consult with the principal to make other arrangements for the child.

To meet the individual needs of students, all school events and incentives that include food must be communicated to the school nurse, principal, and Special Education supervisor no later than forty-eight (48) hours prior to the event for approval. If a food item is included, an alternative food incentive must be provided when necessary to address a student's individual needs. All food provided within the school will comply with the District's School Wellness Policy.

Student Attendance

1. Daily attendance must be submitted by 8:40 AM.
2. Use attendance code AUX to indicate any student not present for morning attendance.
3. It is imperative that every teacher requires tardy students and partial day or early dismissal students to report to the front office when coming to or leaving the school.
4. Daily bulletins are sent by the front office secretaries to staff through email regarding student absences and early dismissals.

Student Discipline

Discipline is necessary for the orderly and safe operation of the school**.** The discipline code is designed to provide a reasonable and consistent guide for student behavior. It is the responsibility of the teacher to enforce the discipline code as it is written. Interventions such as phone calls to the parent or loss of classroom privileges should be documented and attached to a referral to the principal. Once a referral has been submitted, the principal will determine the discipline of the student after reviewing the discipline form.

Teacher ~ It is the responsibility of the teacher to according to the student handbooks to:

a. Enforce all facets of the discipline code.
b. Act with the dignity and respect which he/she in turn expects to receive from the students.
c. Make every effort to recognize the individuality and dignity of the student.
d. Look upon discipline with an objective and positive manner, administering it impartially and matter-of-factly within a reasonable time. Acts of discipline should be forgiven and forgotten immediately following.
e. Never publicly ridicule or physically abuse any child, and never strike a child.
f. Plan and conduct a program of instruction, which will stimulate learning and reduce behavior problems.
g. Manage the classroom routine so that it reduces the opportunity for students to become disruptive.
h. Make every effort to develop communication between teacher and parent relative to the performance of the student.
i. Distinguish between student misconduct, which should be handled by the teacher and that which requires the attention of the principal.
j. Treat individual infractions individually.
k. Be sensitive to changing behavior patterns, talk to students about their problems immediately and refer students to the school counselor.
l. Attempt to resolve any situation where the student is behaving in such a way as to jeopardize his own safety or the safety of other students or teachers.

Student Supervision

Students should **always** be supervised. Teachers should be at their doors during classroom changes so the students both in the hallway and classroom are visible. Teachers should be in their classrooms whenever students are present. Teachers who leave students unsupervised are subjecting themselves to undue liability in the case of an accident. Allowing students to be without supervision while in a teacher's charge is evidence of gross negligence. If there is an emergency, call the building office or notify a teacher next to you in order to obtain class coverage.

Student Teachers

Having a student teacher is both a responsibility and a privilege. It is important to role model professional behavior at all times. Student teachers are not to be left unsupervised.

Substitute Teacher Folders

A substitute folder should be submitted to the building office. This folder should include: At least 2 emergency lesson plans, list of homeroom students, classroom and attendance procedures, seating charts, and names of reliable students. Note any extra duties or coverages, medical, IEP and 504 information, and location of needed materials (papers, worksheets, workbooks, tests, etc. should be included.

Testing Schedules & Use of Standardized Test Results

Scheduled testing windows are available on the District Assessment Calendar. Teachers must complete the required State Testing training each year. Proof of completion will be submitted to the building office. Teachers are requested to avoid scheduling planned absences during the testing windows.

Teachers are encouraged to make full use of standardized testing results in planning instruction for student growth.

Tuition Reimbursement and Educational Growth Increments

The superintendent must approve all course work prior to enrollment. At the completion of a program teachers are responsible for submitting transcripts and a written request for an increased educational growth increments. College transcripts must be received at the central office for your contract to be amended to move on the salary scale. Refer to the Professional Contract for additional information.

Support Staff - Paraprofessionals

The Role of a Paraprofessional

As a paraprofessional, your role is to work directly with students in cooperation with the special education and regular education teacher and all of their service providers (OT, PT, Speech, Vision, Hearing, Nurse, etc.). An Individualized Education Plan (IEP) or 504 Service Agreement has been developed for the students you

are servicing/assisting and the service you provide is part of the plan. You should be aware of your role in achieving goals in the student's Individualized Plan. You should review the IEP as needed to be aware of adaptations or modifications that are needed to ensure the student is succeeding in the educational environment.

Part of your role is to work under the direction of the case manager. He/She will assign you a daily schedule or routine to follow. However, this is subject to changes if a student is absent and/or needs change. The case manager. may have you working one-on-one with a student, traveling to class with a student, assisting a student in the bathroom, supporting during a small group activity, copying, etc. It is your job to keep the case manager informed about the time you work with children individually.

If there is an issue with a student during the school day, (sick, upset, gets hurt in gym, etc.) it is your responsibility to inform the case manager and all the other pertinent school personnel. Effective communication between you and the case manager is essential for the success of each student. Contact the case manager if you have any questions about your daily routine with the students.

Expectations in the Classroom

Each special education and general education teacher has expectations in their classroom. Please make sure that you take the time to talk to them about EACH classroom in which you work. This includes if/when you are working as a para in a different classroom than regularly assigned. If you are unsure about any task, please be sure to ask the special education teacher for clarification.

Do not expect more from your students than what is expected of a general education student. Try to help them learn skills so they will not need to rely so much on you. We want students to become independent. Remember confidentiality about the personal information and their home life. Please don't share in the building with staff or with each other. This information is to help you understand your students and work with them. Do not talk about students in front of the student's peers or adults or the student. It is best to talk to students about issues alone away from others, respecting their privacy. Do not talk in a derogatory tone or at a level that disrupts the class or teacher. Be as unobtrusive as possible.

Follow any behavior plan, star chart, de-escalation strategy that is developed. It is always best to use nonverbal means to prompt desired behavior. Follow trauma informed interventions and Ukeru strategies that you have been trained to complete.

Staff at the high school that are involved in taking students off grounds for service learning sign you and the student in and out at the office.

Chain of Command

Your special education teacher should be the first person you contact to clarify your responsibilities or resolve a concern regarding your responsibilities. If your special education teacher is unable to resolve your questions or concerns, then contact the special education supervisor.

Professional Development

Twenty hours of professional development are required for all paraprofessionals in order for Highly Qualified Status to be gained initially and to be maintained. This is a condition of your employment. We require new staff to obtain their 20 hours (or prorated hours during their first year). New hires are required to obtain highly qualified status through the completion of 20 hours of training in competency areas within 6 months of their start date. These hours must be pre-approved by your supervisor. Failure to do so may result in the loss of your employment with the district.

The school district will provide at least twenty hours of training from July 1st through June 30th of each year. It is the responsibility of each individual to maintain and record the required number of hours in the District's system. Training will be scheduled for in-service days, and possibly during summer hours. Online training may be used in unique circumstances, but ONLY if prior approval is obtained by the special education supervisor. Document prior approval and send with your certificate of attendance to the Central Office. Record all training in Comply. Please make every effort to attend the scheduled training**.** If the individual DOES NOT complete the requisite number of hours by June 30th of each year, he/she jeopardizes their ability to maintain his/her position. It is the responsibility of the worker to provide any documentation of training hours they attended to the Central Office and in Comply. Keep track of your hours to assure you have the required 20 hours.

*Provide the Certificates of Completion and/or "Record of Training" sheets to the Central Office and in Comply as soon as they are completed.

CPR/First Aid

It is the staff member's responsibility to keep current with CPR and First Aid and maintain your Highly Qualified status (obtain 20 hours annually). If you do not have CPR certification, you must obtain the certificate as soon as a class or opportunity to take the course is available and within one year of your hire date. If you let your CPR/FA certificate expire, you may be reassigned, suspended from work or terminated.

Parent/Agency Communication

Communication with parents or outside agencies must go through the **teacher/case manager**. This is for your protection as well as the protection of the Forest Area School District and our students. If a parent

contacts you, please refer them to the teacher or the administration.

Half Days for Students

All staff will report at the start of the day so that your hours are completed by the time students are dismissed.

Two-Hour Delays

AM staff: Report two hours after regularly scheduled time You must make up the two hours that you miss. These hours are to be made up ONLY with approval of your principal or special education supervisor.

PM staff: Report regularly scheduled time.

Lunches and Breaks

The work day is five and one half hours including one (1) fifteen minute break. Part-time staff may elect to include a 30 minute unpaid lunch break, but must work all of their required hours.

Extra Work

Any time worked beyond the regular hours of your work-day must be pre-approved by the principal. No staff can exceed 29.5 hours in a week unless prior approval is given by the principal or the special education supervisor.

Mentors

Each newly hired paraprofessional will be assigned a mentor to help assist them in acclimating to the procedures and routines of the District. This person has agreed to provide information and assist new staff members as they learn the expectations and routines at Forest Area.

Confidentiality

As a Forest Area School District employee, it is an expectation, as well as a policy, that you keep all information about the student(s) with which you work confidential. What happens in the classroom or school stays in the classroom or school. Student information cannot be discussed outside the classrooms or school environment and should only be discussed with others in the school that are directly involved with the student. Any discussion with regular education teachers, therapists, IU employees or related

service providers, and behavior support personnel must go through the supervising/teacher or special education supervisor.

Should any school personnel receive a request for the names of students enrolled in programs for exceptional children in our school district, the requesting person should be referred to the office of the special education supervisor.

Release of School Records

Any request for release of school records or any part of the information contained on the pupil's permanent records should be referred to the special ed office. Any information contained in a psychological or educational evaluation done by either a district psychologist, IU 6 psychologist, or any other psychologist will be released only through the Building Office or the Special Education Office.

Paraprofessionals are NOT to release any information; written, verbal, or otherwise to anyone.

Access Paperwork

We have an ACCESS Billing Coordinator, who monitors access submission. Contact our ACCESS Billing Coordinator for any questions concerning completing ACCESS paperwork. You are required to complete all assigned ACCESS paperwork.

Entering information in the system

Log in to Pennsylvania School-Based ACCESS Program (SBAP) using the login information you were provided. Locate Direct Service (Maxcapture) Service Entry and press “Click Here”. Using the drop down box, select the appropriate district code. Enter your User ID and Password. You may be prompted to change your password. Once logged in, find the tab labeled “ Data Entry”, select the student you are logging for at the time, and answer each question.

Please be sure to only log days that both you and the student are in attendance. Attendance is recorded and, during an audit, will be verified. You must log only on the services that each individual student's IEP provides. Record absent days on the log sheet. Students need an aide for different reasons and services being logged must match the services listed in the IEP as needed for that particular student. You cannot log for providing any instructional assistance, only for the services listed in the IEP. If there are discrepancies, inform the case manager of the student. It is your responsibility to know if your student is to be billed. If you have questions, consult the case manager. ACCESS eligible services will be listed in the IEP.

Access Logs

Complete your logs daily and get signatures from your teacher. Make a copy of your written log, enter into

the system.

Submit to the special education office in your building.

FOREST AREA ACCESS LOGIN

1. Enter https://go12.pcgeducation.com/PAFOREST and press enter.
2. You should now be on the login page. Your login name is your first initial and last name. No spaces and no caps. PLEASE BOOKMARK THIS PAGE -- YOU WILL USE THIS SITE DAILY.
3. You will receive password information from the Special Education Office. Enter the information in the login page and then press enter.
4. Once you are logged in, find the tab on the top marked "My Info".
5. Once you open up your information tab, please enter all of the missing information you can and then enter save. (Do not change your password)
6. Once completed, you can review your caseload-- students who are currently under your supervision, some of you will have more than one student.
7. Find the tab marked "Wizards" (at the top). Click on wizard and locate the wizard for the PCA (paraprofessional) log in or the Nurse log in.
8. Once you enter this site, you will need to identify which student you are logging time for. Remove the checkmark in front of the students you **will not be** logging in for. Please make sure a checkmark is still present in front of the name of the student you are planning to log time for and then press enter.
9. Once on the log in sheet, move to the top right hand corner and press the month of the log in. Example if you are logging September notes, then please mark "September" as the month. Once you are in the correct month, press enter. Begin to fill in the necessary information.

a. Date – You can use one log in sheet for a couple of days – Just mark the date on each line

b. Treatment Key ---- PLEASE DO NOT DO LEAVE THIS EMPTY --Look on the second page of your original form provided with the log in sheets. You have a choice of eleven different treatment keys. You may choose more than one, but never, never leave it blank.

c. Service type -- Your choice should only be D for direct services -- DO NOT LEAVE BLANK-- you can use SNA - student not available or PA - Provider absent or SA - Student Absent.

d. Progress Indicator Key -- You have 6 choices and they are listed on the chart. Ex: Mn - maintaining or Pr-progressing - In-inconsistent.

Please do not leave any columns blank or mix the columns. This is very important.
Description: You **cannot** put down just Monitoring student or Assisting student. You must provide every time the activity - location and outcome-- You do not need a lot of detail.

Example: Assisted the student with a worksheet in a classroom setting. Students needed more monitoring and guidance to remain on task. With at least 3 verbal reminders and prompts the student completed the worksheet.

Extremely Important—Please log only one-one direct services. If the student is not under your direct care, such as with a nurse, speech therapist or social worker, then you must log out and not record the services.

Coordinate with the other paraprofessionals/Social Worker/Speech/Nurse. Time logs cannot overlap with another service. For example, if your student is with the nurse at 10:00 am and then you transport the student back to the room, the PCA login time will begin after the nurse is completely done. If the nurse records 10:15 as the ending time, then the PCA will begin the log in at 10:18. Do not record it as 10:15 because the computer will kick out the times of both services.

Sample Statements:

Guided students to pay attention to the teacher.

Prompted students to take notes or complete assignments.

Encouraged students to raise their hand instead of shouting the answer.

The Students were pleasant today, reinforced by good behavior.

Monitored student while he/she was taking notes in class.

Needed to make adaptations to the worksheet/assignment.

Encouraged students to be patient while adaptations were made.

Students were very excited today, needing to verbally/non verbally remind students to calm down.

Escorted student to RR.

Student was combative during class.

Encouraged the student to follow the teacher's instruction.

Promoted the student to pay attention to the teacher.

Redirected student. Verbally/non verbally.

Prompted students to stay focused during class.

Used behavior plan prompt, reinforcement, deesculator intervention.

End-of-the-Year Checklist - Paraprofessional

Paraprofessional Name:_____ **School Year:**_____

***All clerical work required by the building principal must be submitted before leaving for the day.

Last Professional Day of the Academic Year - Return the following items:

Item:	Turned in:	Notes:
Keys/Fob	☐	
Access Logs	☐	
20 Hours Logged	☐	
Evaluation	☐	
Computer/Charger	☐	

Summer Address & Phone Number

Name:
Address:
Phone Number:
Cell Number:
Email Address:

_____ _____

Paraprofessional Signature **Date**

_____ _____

Principal's Signature **Date**

Thank you for your Cooperation & Have a Great Summer!

Support Staff - Custodial Staff

Role of a custodian

Custodians will maintain the cleanliness and order of a designated area or building. This may include both indoor and outdoor areas. Duties will include but are not limited to cleaning, sanitation and disinfection of classroom, cafeteria, kitchen, offices, and gymnasiums. Outdoor tasks may include but are not limited to lawn mowing, playground maintenance, and landscaping.

Absences

Custodial absences should be reported to the Facilities Director as soon as possible. The Absence Form should be completed and signed. Vacation and Personal time should be requested at least 48 hours in advance.

Chain of command

Custodial staff will report to the Director of Facilities. If the Director of Facilities is not available, please report to the school principal.

CPR/First Aid

CPR and first aid training are required and will be provided by the district. If you are unable to attend the training provided by the district you will be responsible for fulfilling this requirement on your own.

Delays and Flexible Instruction Days

School delays, Flexible Instruction Days and early dismissals will not change the schedules of the custodial staff. If special circumstances necessitate a change, you will be notified. If cancellation of school occurs after the employee has reported to work for their assigned hours, the district will pay call-in pay as per the negotiated contract. Employees are expected to work on the make-up day.

Professional Development/Safety Training

Safety training will be provided and required as it pertains to functions of your job. Some equipment may not be operated without completion of assigned training.

Lunches and breaks

Full time custodians will receive one 30 minute meal break and two 15 minute breaks per the contract. These breaks should not be combined or used to leave early. Custodians will avoid taking their breaks at the same time so that someone is always available if needed.

Extra work

Any work beyond a 40-hour work week is considered overtime. Overtime must be approved by the Facilities Director and/or the school principal.

Dress code

In addition to the dress code guidelines provided in the general section of the handbook, custodial staff must wear closed toed shoes to ensure safety during working hours.

End-of-Shift Duties

All cleaning checklists must be completed and submitted at the end of the work day. Any out-of-the-ordinary non-emergency incidents should be recorded and reported before you leave.

Support Staff - Office Staff

Role of office staff

Office staff serve as the first point of contact for students, families, staff, and visitors. They are essential in creating a welcoming, organized, and safe environment for the school community.

Chain of command

School building office staff will report to the principal. If the principal is not available, please report to the superintendent or the principal's designee.

Central office staff should report the superintendent or their designated supervisor.

Professional Development/Safety Training

Training will be provided and required as it pertains to functions of your job.

Lunches and breaks

Full time office staff will receive one 30 minute meal break and two 15 minute breaks per the contract. These breaks should not be combined.

Extra work

Any work beyond a 40-hour work week is considered overtime. Overtime must be approved by your supervisor.

Absences

Absences should be reported to your supervisor as soon as possible. The Absence Form should be completed and signed. Vacation and Personal time should be requested at least 48 hours in advance.

End-of-Shift Duties

Any out-of-the-ordinary non-emergency incidents should be recorded and reported before you leave.

School Police Officers

Role of the School Police Officer

School Police Officers (SPOs) are sworn law enforcement officers who work to ensure the safety, security, and well-being of students, staff, and visitors. Their responsibilities include: enforcing federal, state, and local laws as well as district policies; maintaining a visible presence to deter unsafe or unlawful behavior; responding to and investigating incidents on school property or at school events; assisting with emergency preparedness, drills, and crisis response; building positive relationships with students, staff, and families to foster trust and promote a safe school climate; collaborating with administration on safety planning and threat assessment.

Emergency Response

SPOs are key leaders during emergencies and should take command of security related responses until the arrival of the PSP or other designated emergency response team. SPOs should be familiar with and assist in the implementation of the district's Emergency Operations Plan. They will coordinate with local law

enforcement, fire, and EMS agencies to improve safety procedures and participate in drills, debriefs, and post-incident reviews to improve safety procedures.

Non-emergency Response

SPOs will maintain open communication with administrators, counselors, social workers, teachers, and other school staff regarding safety concerns. They will provide input on safety training for staff and students and support conflict resolution, mediation, and restorative practices when appropriate.

Chain of Command

School Police Officers report directly to the Superintendent or their designee. In operational day-to-day matters, officers will also take direction from building principals.

Professional Development/Safety Training

Officers are expected to participate in all district-required professional development sessions, including annual safety training, active threat drills, and updates on laws, regulations, and best practices related to school safety. Attendance at outside training opportunities relevant to the role may be considered and will require approval.

CPR/First Aid

While not mandatory, CPR and First Aid certification is **strongly encouraged** for all School Police Officers. These certifications enhance the officer's ability to respond effectively to medical emergencies on school grounds. The district will provide opportunities for certification or recertification.

Delays, Closures, and Flexible Instruction Days

School police officers will follow delays and closure schedules as announced. Flexible Instruction Days can be used to complete paperwork, training etc at the direction of the superintendent.

Lunches and Breaks

SPOs will receive one 30 minute meal break and two 15 minute breaks per the contract. These breaks should not be combined or used to leave early. Breaks may be taken at the discretion of the SPO in order to provide flexibility for responding to situations or accommodate classroom schedules.

Extra Work

Extra duty assignments (e.g., after-school events, athletic contests, community programs) may be offered to School Police Officers on an as-needed basis. These assignments will be compensated in accordance with district policy and must be pre-approved by the Superintendent.

Dress Code

School Police Officers are provided district-issued shirts. Officers must wear district-provided apparel while on duty, along with closed-toe shoes suitable for active movement. Uniforms should be kept clean, neat, and in good repair to maintain a professional appearance.

Absences

SPOs should enter absences into the absence system, contact the substitute, and notify the building principal as soon as possible when unplanned leave is needed. Vacation and personal days should be approved in advance.

Incident Reporting

All incidents, including safety concerns, threats, accidents, and violations of law or district policy, must be documented promptly. Reports should be submitted to the principal or or the superintendent when the principal is not available and, when necessary, coordinated with local law enforcement. Timely and accurate reporting is essential for safety, legal compliance, and recordkeeping.

Forest Area
School District



PK-12 Student Handbook
2026-2027

Board Approved: 08/19/2026

FOREST AREA
SCHOOL DISTRICT

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I: FOREST AREA INFORMATION

BOARD OF DIRECTORS

Mr. John Atkin
Mr. Tim Carll
Mr. Troy Johnston, Vice President
Mr. Tim Korchak, President
Mr. Adam Oliver
Mr. Mike Oliver , Treasurer
Mrs. Becky Simpson
Mrs. Tammy Thompson
Mrs. Tabitha VanDyke

Mrs. Amy Beers, Superintendent
Mrs. Kathy Wells, Secretary

ADMINISTRATION

Mrs. Amy Beers, Superintendent
Mrs. Elisha Pospisil, Director of Curriculum and Technology
Mr. Luke Alex, Principal
Ms. Heather Stover, Special Education Supervisor

SCHOOL INFORMATION

EAST FOREST SCHOOL
120 WEST BIRCH STREET
MARIENVILLE, PA 16239
(814) 927-6688

COLORS: BLACK & ORANGE
MASCOT: BEARS

WEST FOREST SCHOOL
22318 Route 62
TIONESTA, PA 16353
(814) 755-3611

COLORS: BLUE & GOLD
MASCOT: INDIANS

DISTRICT TEAMS: FOREST FIRES
COLORS: BLACK & GOLD

FOREST AREA SCHOOL DISTRICT
22318 Route 62
TIONESTA, PA 16353
(814) 755-4491

EAST FOREST ALMA MATER

As we look over your record
We are proud of you,
We'll defend your honor, East Forest,
In whate'er we do.

Hail, oh hail, dear East Forest High School
Hear our echoes ring,
Hail to thee our Alma Mater;
Hail, oh hail, we sing.

WEST FOREST ALMA MATER

West Forest Blue and Gold
Hail, ever hail.
Thy sons with voices bold
Thee ever hail.

Our hearts will always be
Loyal and true.
West Forest hail to thee
Our Gold and Blue.

Forest Area School District

MISSION

Forest Area School District empowers students to excel in a diverse world by creating a foundation for life-long learning.

- Focused
- Inspired
- Respectful
- Engaged
- Successful

VISION

Through collaboration with the community, the Forest Area School District envisions a future for our students that:

- Embraces a diverse, rigorous and dynamic curriculum which empowers students to explore, undertake learning risks, and utilizes technological advancements;
- Develops creative effective thinkers, problem solvers and communicators who are prepared for global success and able to adapt to life's challenges as they come;
- Recognizes and respects the unique nature and individual abilities of each child and fosters a learning culture that boosts confidence within each child; and
- Empowers students in becoming community oriented, environmentally aware, and civically productive members of society.
- The District will devote itself to bringing this vision to life and engaging all stakeholders in a collaborative life-long learning environment.

EDUCATIONAL VALUES

Students will:

- All students will use their potential to be contributing citizens through their action and achievements
- All students will demonstrate positive behaviors which encourage respect for self and others.

Staff:

- All actions will foster a collaborative and inclusive attitude among students, faculty, and staff focused on engaging family and the community in reaching the highest levels of success for students.
- Our schools will be a safe, welcoming and productive environment.
- In order to maximize learning potential, individual, diverse, and culturally aware learning approaches will be utilized.

Administration:

- All actions will foster a collaborative and inclusive attitude among students, faculty, and staff focused on engaging family and the community in reaching the highest levels of success for students.
- Our schools will be a safe, welcoming and productive environment.
- In order to maximize learning potential, individual, diverse, and culturally aware learning approaches will be utilized.

Parents:

- All actions will foster a collaborative and inclusive attitude among students, faculty, and staff focused on engaging family and the community in reaching the highest levels of success for students.
- Our schools will be a safe, welcoming and productive environment.

Community:

- All actions will foster a collaborative and inclusive attitude among students, faculty, and staff focused on engaging family and the community in reaching the highest levels of success for students.
- Our schools will be a safe, welcoming and productive environment.

SCHOOL CALENDAR

for BA 02/18/2026

2026-2027 School Calendar

FOREST AREA SCHOOL DISTRICT

22318 Route 62, Box 16
Tionesta, PA 16353
814-755-4491 (Fax) 814-755-2426

August 2026

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

September 2026

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

October 2026

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

November 2026

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

December 2026

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

January 2027

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

August	
Aug 26-27	Professional Development Days
Aug 28-31	Vacation Days
September	
Sept 1	First Day of School for Students
Sept 7	Labor Day
October	
Oct 2	Vacation Day
November	
Nov 6	1/2 Day Professional Development Day
Nov 25-27,30	Thanksgiving Vacation
December	
Dec 7-11,14-18	**Keystone Exams Winter Wave 1**
Dec 24-25,28-31	Christmas Vacation
January	
Jan 1	New Years Day
Jan 18	Vacation Day
Jan 4-8, 11-15	**Keystone Exams Winter Wave 2**
February	
Feb 12,15	Presidents' Day Break
March	
Mar 25-26,29-30	Easter Break
April	
Apr 26-30	**PSSA Test ELA**
May	
May 3-7	**PSSA Test Math, Sci, & Make-up**
May 17-21, 24-28	**Keystone Exams Springs**
May 31	Memorial Day
June	
Jun 9	Last Day of School for Students
Jun 10	Professional Development Day
Jun 8	Commencement Exercise - West
Jun 9	Commencement Exercise - East

February 2027

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

March 2027

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

April 2027

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

May 2027

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

June 2027

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

July 2027

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

Snow Make-up Dates	
Snow Day #1	Feb 12
Snow Day #2	Feb 15
Snow Day #3	Mar 25
Snow Day #4	Mar 30
Snow Day #5	Mar 29

PSSA and Keystone Exams Dates	
Apr 26-30 ELA	PSSA Testing Window
May 3-7 Math	PSSA Testing Window
May 3-7 Sci	PSSA Testing Window
May 03-07 Make up	PSSA Testing Window
Dec 07-18 or Jan 4-15	Keystone Exams
May 17-28	Keystone Exams

	School Vacation Days
	First and Last Day of School
	Professional Development Days
	Testing Windows

BELL SCHEDULE

High School Daily Schedule		Elementary School Daily Schedule	
Time	**Activity**	**Time**	**Activity**
8:10 - 8:30	Breakfast	8:10 - 8:30	Breakfast
8:30 - 9:15	Period 1	8:30 - 9:15	Period 1
9:18 - 10:03	Period 2	9:18 - 10:03	Period 2
10:06 - 10:51	Period 3	10:06 - 10:51	Period 3
10:54 - 11:39	Period 4	10:54 - 11:39	Period 4
10:54 - 11:10	VTC Lunch	11:42 - 12:12	Elementary Lunch
11:42 - 12:27	Period 5	12:15 - 1:00	Period 5
12:30 - 1:00	High School Lunch	1:03 - 1:48	Period 6
1:03 - 1:48	Period 6	1:51 - 2:36	Period 7
1:51 - 2:36	Period 7	2:39 - 3:07	Period 8 / Advisory
2:39 - 3:07	Period 8 / Advisory		

TERM DATES

MP1 start – 9/1 End of MP1 – 11/4
Mid-term: 10/1

MP2 start – 11/5 End of MP2 – 1/25
Mid-term: 12/11

MP3 start – 1/26 End of MP3 – 4/6
Mid-term: 2/26

MP4 start – 4/7 End MP4 – 6/9
Mid-term: 5/6

SCHOOL CLOSING

If there is a need to cancel classes for the day or to call for a delay in the school starting time, we will use the District's phone calling system and request the radio and television stations listed below to make the emergency announcements. Radio and television stations generally begin making announcements no later than 6:00 A.M.

RADIO STATIONS

Brookville	WMKX 105.5 FM/WJNG 100.5 FM
Bradford	WPIG 95.7 / BIG OLY 107.1
Clarion	WWCH 1300 AM / WCCR 92.7 FM
DuBois	WIFT 102 FM/WZDB 95.9 FM
	WQYX 93.1 FM/ WCPA 900 AM
	WCPA 101.7 FM / WITF 101.3 FM
	WKFT 101.3 FM
Franklin	WGYI 98.5 FM/FROGGY 100.3 FM
	WFRA 1450 AM/MAJIC 99.3 FM
Johnstown	WKYE 96.5 FM/ WFGI 95.5 FM
	WJHT 92.1 FM /WRKW 99.1 FM
	WNTJ 1490 AM / WNTW 990 AM
Oil City	WKQW 96.3 FM/WUUZ 107.7
	WHMJ 99.3
Titusville	WTIV 1230 AM
Warren	WNAE 1310 AM & 96.7 FM
	WRRN 92.3 FM / WKNB 104.3 FM

TELEVISION STATIONS

Erie	WJET	Channel 24
Erie	FOX	Channel 66
Erie	WICU	Channel 12
Erie	WSEE	Channel 35
Altoona	WTAJ	Channel 10
Johnstown	WJAC	Channel 6
Pittsburgh	KDKA	Channel 2
Pittsburgh	WPXI	Channel 11
Pittsburgh	WTAE	Channel 4

WEBSITE

WWW.FORESTAREASCHOOLS.ORG

Delayed Starting Time: A delay of one or two hours in the school's starting time may be called to permit highway crews more time to clear and salt the roadways or for other emergency conditions. These announcements will be made over the radio and television stations listed above. An announcement calling for a delay in the starting time for school may be followed by a later announcement canceling classes for the day.

Early Dismissal from School: If an early dismissal is required due to a forecast of extremely heavy snowfall or other unsafe condition, this information will be broadcast as soon as possible over the phone calling system and the radio and television stations listed above. When possible, the school district will post delays and cancellations on the district's website. **WWW.FORESTAREASCHOOLS.ORG**.

In case of an early dismissal, parents who may be away from home during the day should instruct their children on what the children are to do if they arrive home early from school. Arrangements should be made with an adult relative, friend, or neighbor to look after the children until the parents return home.

During the winter season, parents are requested to be alert for the changing weather conditions that could cause a cancellation of classes, a delay in the start of school, or an early dismissal. Parents are advised to stay tuned to one of the stations listed above for any such announcement.

On any day that you feel uncertain whether or not school will be in session and no announcements have been made, we ask that you send the children to their bus stops at the usual time. On such a day, children should be instructed to wait for a reasonable period of time (15 - 20 minutes) before returning home should the bus not arrive. It is also important to remind children to wait for the bus at a safe distance from the roadway since it is often difficult for drivers to see the road during bad weather. Your cooperation in this matter will be greatly appreciated.

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Flexible Instruction Days (FID)

Flexible instruction days may be used in place of Snow Days. These days will be announced in the same way as school delays or cancellations.

On Flexible Instruction Days follow: Flexible Instructional Days (FID) Expectations for Teachers, Stude…

EMERGENCY WEATHER SITUATIONS

Listed below are the steps that Forest Area School District takes during potential emergency weather situations while the children are in the buildings.

- Listen to NOAA or Emergency Alert System broadcasts during severe weather watches or warnings.
- Direct all staff and students to come indoors if the hazard is a lightning storm or another weather situation that poses an immediate threat.
- Implement shelter-in-place or evacuation based on National Weather Service forecasts and Emergency Management Agency advice.
- Contact the Superintendent to communicate the status of the situation. The Central Office will handle necessary parent/community communications.
- Notify the transportation director of evacuation or shelter-in-place.
- Warn staff and students to stay away from glass doors and windows, telephones, and all electrical appliances, including computers.
- Move staff and students to interior rooms with no windows if a Tornado Warning is issued (Shelter in Place).
- Issue an all clear when the weather emergency is over.

If students are in the process of being transported when an emergency occurs, the bus drivers are instructed regarding emergencies as part of their training and reminded by the district at the annual bus driver in-service training. In the case of severe weather, drivers are to proceed to the nearest location where students and the driver can shelter in place. The drivers do have cell phones and will communicate with the transportation office regarding their location and any information regarding students. The Central Office will disseminate information to parents as it is needed and as it becomes available.

ATTENDANCE PROCEDURES

(Policy 204)

1. AGE AND ATTENDANCE REQUIREMENTS

School Age:

School age refers to the age interval within which a child is entitled to attend the public schools. In the Commonwealth of Pennsylvania this interval includes every child who has attained the age of six (6) years, but who has not attained the age of twenty-one (21) years. A student who attains the age of twenty-one (21) years during the regular term of a school year in which he/she is enrolled in the Forest Area School District, however, shall be permitted to complete the school year. A student who has reached the age of twenty-one (21) years, and who is not enrolled in the Forest Area School District, shall not be permitted to enroll.

A child is eligible for admission to preschool if he/she has attained the age of four on or before the first day of the school year. A child is eligible for admission to kindergarten if he/she has attained the age of five before the first day of the school year. New residents of a younger age will be eligible if the student has attended kindergarten in the previous district.

Compulsory School Age:

"Compulsory school age" shall mean the period of a child's life from the time the child's parents elect to have the child enter school and which shall be no later than six (6) years of age until the child reaches eighteen (18) years of age. The term does not include a child who holds a certificate of graduation from a regularly accredited, licensed, registered or approved high school.

Compulsory School Attendance:

In accordance with the laws of the Commonwealth of Pennsylvania and the Public School Code of 1949, every child of compulsory school age (as defined above), who has a legal residence in this Commonwealth, and every migratory child of compulsory school age, living within the school district, is required to attend a school in which the subjects and activities prescribed by the standards of the State Board of Education are taught.

As of the 2020-2021 school year, the compulsory school age is between the ages of 6 and 18 unless the student has a certificate of graduation from a regularly accredited high school. Compulsory attendance will begin from the age of enrollment in school including Pre-Kindergarten.

2. EXCEPTIONS FROM PUBLIC SCHOOL ATTENDANCE

Home Schooling:

Students of compulsory school age who are instructed at home by their parents or by a Pennsylvania certificated tutor, retained by their parents, are excused from compulsory attendance in the public schools as long as state requirements for Homeschooling under Act 169 have been and continue to be met.

Private or Non-Public Attendance:

Students of compulsory school age who are enrolled in state-approved private or non-public elementary or secondary schools are excused from compulsory attendance in the public schools.

Homebound Instruction:
Students of compulsory school age who have a physical or mental illness, as verified by a licensed physician or psychiatrist, and approved by the school district, are excused from compulsory attendance in the public schools as per law. Students receiving homebound education must be periodically reviewed by the physician and principal or his/her designee to verify ongoing physical or mental health problems which preclude public school attendance. Questionable cases will be subject to review and recommendation by the school physician.

Alternative Education:
Students of compulsory school age who are enrolled in an alternative education program in the school district must comply with the provisions of compulsory public school attendance.

ABSENCES/EXCUSES

Excused Absence:
An excused absence is an absence from school of any enrolled student between the ages of six (6) and twenty-one (21) which is supported by an appropriate written excuse from the parent/guardian of the student or from the student if he/she is at least eighteen (18) years of age. The written excuse must be received on or before the third day after the last day of school missed, or the absence is to be designated as illegal. The principal may exercise discretion in determining unusual circumstances which may preclude submission of the written absence within three (3) days; however, exceptions must be noted in the student's file.

Students missing school are not permitted to attend same day after-school activities or events without a doctor's excuse and prior approval by the school principal.

ACCEPTABLE REASONS FOR EXCUSED ABSENCES

Communicable or Infectious Diseases:
Communicable or infectious disease, as certified by a licensed physician, is an excused absence.

Emergency or Hardship Release:
An emergency or hardship release from compulsory attendance is an excused absence; however, the request must be based on difficult personal circumstances which prevent a child from attending school. This type of release must be individually approved in advance by the Pennsylvania Secretary of Education or his/her designee.

Farm or Domestic Work:
A student who is fourteen (14) or fifteen (15) years of age may be released from compulsory school attendance to engage in farm or domestic work, provided the student has completed at least the sixth grade, and has obtained a legal and approved farm or domestic work permit. The farm or domestic permit is not valid for service in the child's own residence. The hours of employment must occur during school hours.

Educational Field Trips
An educational field trip is considered an excused absence only with permission. To obtain permission, the parents will fill out the "Request for Educational Field Trip" form provided by the office, stating the date of the trip, the destination, the reason for the trip, and the educational objective of the trip. Educational field trips are limited to 5 days in a school year unless special permission is granted. Educational field trips will not be approved during standardized testing windows or final exams.

Employment:
A sixteen (16) year-old child who has obtained a legal and approved employment certificate may be excused from compulsory attendance for the duration of the employment, or until the child attains the age of eighteen (18). The 35 required hours of employment must occur during school hours. At the age of eighteen (18), the child is no longer of compulsory school age. The employer, as a condition of the employment release, is requested to return a notice to the principal if the child's employment is terminated and the child is required to return to school until she/he reaches the age of eighteen (18).

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Temporary Absence Due to Urgent Reasons:
An excused absence from school attendance for a temporary urgent reason is subject to the discretion of the principal. Examples of urgent reasons include roads that are impassable, fire, quarantine, and other similar reasons. A written entry must be placed in the student's file by the principal granting the excused absence.

ENFORCEMENT OF ATTENDANCE FOR CHILDREN OF COMPULSORY SCHOOL AGE
Penalties for illegal absences by children of compulsory school age are provided by law: "Every parent, guardian, or person in parental relationship, having control over a child of compulsory school age, who fails to comply with the compulsory attendance, shall, upon summary conviction, be required to pay a fine for the benefit of the school district."
The principal in each building, as the agent of the school district, has the duty and responsibility to notify the parent/guardian of a child of compulsory school age, in writing, by certified mail, when the first three illegal days of absence, or their equivalent, have been recorded. The parent/guardian must be given three (3) days to respond to the initial notice, with reasonable time for the delivery of the notice taken into consideration, and not counted as part of the three (3) days. The principal shall review the parent's response and make a determination regarding the legal/illegal status of the days in question. In the event that one or more of the three recorded illegal days are converted to "excused" absences, a written adjustment to the child's attendance record shall be made.
Subsequent illegal absences, beyond the first three days, are recorded as illegal days, and are subject to referral to a magistrate for action against the parent for violation of the compulsory attendance law.

There is no requirement to inform the parent beyond the first required written notification. The school district shall maintain an appropriate schedule and procedure for making referrals to the magistrate.

Excessive Excused Absences by Children of Compulsory School Age
When a total of ten (10) days of absences per school year have been recorded for a student of compulsory school age, the principal shall notify the parent, in writing, that a doctor's excuse will be required for all subsequent absences or the absences will be declared illegal. **If a child has a chronic or ongoing health problem, documented in writing by a licensed physician, the parent's written excuses will be accepted by the principal for absences beyond ten (10) days of excused absence.** Absences beyond ten (10) days that are not due to a chronic or ongoing medical condition must be supported individually by a physician's written statement. Principals have the right to place a student on a medical excuse at any point based upon past attendance history.

Withholding Credit:
Credit may not be withheld solely on the basis of days missed. The justification for withholding credit must be based upon incomplete work or assignments. Assignments will not be accepted for days that are marked as illegal or unexcused.

LATE ARRIVALS

Any student arriving between **8:25 AM and 9:36 AM** will be late and marked as tardy. The student will be excused or unexcused, depending on the reason for the late arrival. 388

9:37 AM - 1:08 PM – Any student arriving during this period is marked absent 1/2 day AM.

1:09 PM – Any student arriving after **1:09 PM** is marked absent for the entire day.

LEAVING SCHOOL EARLY

Any student leaving prior to ~~9:30 AM~~ **9:36 AM** will be marked absent for the entire day.

~~9:31 AM – 1:40 PM~~ **9:37 AM - 1:46 PM** – Any student leaving during this time period is marked absent for 1/2 day PM.

~~1:41 PM~~ **1:47 PM**– Any student leaving after ~~1:41 PM~~ **1:47 PM** is not marked absent.

In order to participate in same day after-school activities or events students may not leave school early without prior approval by the school principal.

Students leaving during the school day may only do so with a parent/guardian or immediate family member. (Students may sign out during the school day only with a verified doctor's appointment)

ILLEGAL ABSENCES

The Forest Area School District takes school attendance very seriously. The protocol for student absences is as follows:

8 total absences (excused + unexcused + illegal)	First Class Letter to Parent
10 total absences (excused + unexcused + illegal)	First Class and Certified Letter to parent noting that dr excuse required for additional absences. SAP Referral. CYS attachment.
11 + total absence w/o Dr excuse	Mark all additional absences w/o dr excuse as illegal if under 17 and unexcused if 17 or older.
1 illegal absence	First Class Letter to Parent/CYS attachment
2 illegal absences	First Class Letter to Parent/CYS attachment
3 illegal absences (Truant)	Notify parents within 10 school days by First Class and Certified Letter Offer SAIP, Referral to CYS, SAP referral
4 illegal absences	First Class and Certified Letter to parent. Re-offer or review SAIP. SAIP required.
5 illegal absences	Phone call to parent/Certified and First Class to Parent
6 + illegal absences (Habitually Truant)	First Class and Certified Letter to parent. File with the magistrate.

Forest County CYS is committed to assisting families, the school district, and the Courts to prevent/eliminate school attendance problems. This may be achieved by effectively identifying, addressing, and resolving all contributing risk factors. FASD may contact CYS prior to referral to the Magistrate District Judge for Court action and sentencing. For all compulsory school age children, regular school attendance is mandated within Pennsylvania's Juvenile Act. In accordance with this Act, parents, guardians, and truant children themselves may face several consequences upon conviction. Potential Consequences include:–*Sentence of a fine up to $750 plus Court costs imposed on parent or child, Sentence to complete a parenting education program plus costs, Child, age 13 or older, may be placed in the Adjudication Alternative Program, Child referred to the Court for consideration of dependency/removal from home, Suspension of child's driving privileges.*

ACCEPTABLE USE OF INTERNET, COMPUTERS AND NETWORK RESOURCES
(Policy 815)

The availability of access to electronic information does not imply endorsement by the district of the content, nor does the district guarantee the accuracy of information received. The district shall not be responsible for any information that may be lost, damaged or unavailable when using the network or for any information that is retrieved via the Internet.

The district shall not be responsible for any unauthorized charges or fees resulting from access to the Internet or other network resources.

The Board declares that district Internet, computer and network use is a privilege, not a right. The district's computer and network resources are the property of the district. Users shall have no expectation of privacy in anything they create, store, send, delete, access, receive or display on or over the district's Internet, computers or network resources, including personal files. The district reserves the right to monitor, track and log network access and use on district computers and network resources; monitor fileserver space and file storage utilization by district users; or deny access to prevent unauthorized, inappropriate or illegal activity and may revoke access privileges and/or administer appropriate disciplinary action. The district shall cooperate to the extent legally required with the Internet Service Provider (ISP), local, state and federal officials in any investigation concerning or related to the misuse of the district's Internet, computers and network resources.[6][7][8]

The Board requires all users to fully comply with this policy and to immediately report any violations or suspicious activities to the building principal or designee.

The Board establishes the following list of subject areas as inappropriate matter, in addition to those stated in law and defined in this policy, which shall not be accessed by minors:[4]

1. Hate speech.[9][10]
2. Lewd, vulgar or profane.

3. Threatening.[11][12]
4. Harassing or discriminatory.[9][10][13]
5. Bullying.[14]
6. (Consisting of/Relating to) Weapons.[15]
7. Terroristic.[16]

The district reserves the right to restrict access to any Internet sites or network functions it deems inappropriate through established Board policy, or the use of software and/or online server blocking/filtering. Specifically, the district operates and enforces a technology protection measure(s) that blocks or filters access to inappropriate matter by minors on its computers and network resources used and accessible to adults and students. The technology protection measure shall be enforced during use of computers and network resources with Internet access.[3][4][17]

Any infractions regarding this policy or any other deliberate and/or negligent, abuse of the district's networks or computer resources will result in disciplinary action. In addition to actions by the district, serious violations may also be subject to criminal prosecution under Pennsylvania law (18 Pa. C.S.A. Sec. 3933, Unlawful use of computer). The complete computer use policy is available online and at each building library or office.

BYOD

Students in grades 10-12 are eligible to participate in Forest Area School District's Bring Your Own Device (BYOD) program. The following are the guidelines associated with this program:

Student Guidelines
Forest Area School District Bring Your Own Device (BYOD)

1. The student and his/her parent/guardian must sign and return this form before the student may participate in BYOD.
2. Students may bring mobile devices including laptops, netbooks, tablets, smartphones, and eReaders. Handheld gaming devices and gaming consoles are not allowed. A mobile device may only be used if the particular type of device has been approved by the Superintendent or his/her designee.
3. Students who bring personal mobile devices should fully-charge the battery before bringing it to school each day. The student must take the personal mobile device home at the end of each day to recharge its battery and to keep the device safe.
4. Students are expected to know how to operate their personal mobile devices on their own.
5. Students must use the FASD guest wireless network (WiFi) connection when accessing the Internet or online resources from a FASD campus. Students are not allowed to create or join unauthorized wireless or wired networks to bypass FASD's filtered student wireless network. Students may connect one personal device to the FASD guest wireless network at a time.
6. Students may use personal mobile devices in class for educational purposes only when permission is granted by their classroom teacher. Each campus will designate whether personal mobile devices may

be used at other times/locations (e.g. before school, after school, and during lunch). Students may not use personal mobile devices when the classroom has a short-term substitute. 391

7. When not in use, students' personal mobile devices should be silenced or turned off and be put away in a location designated by the classroom teacher.
8. If a student uses a device in violation of the law, a school rule, the Student Handbook, these Guidelines, District Policy 815 (Acceptable Use of Internet, Computers, and Network Resources) or other District policy or procedure, the student may, depending on the severity of the infraction, be subject to discipline (including the possibility of suspension or expulsion) pursuant to the Discipline Code (Policy 218); the loss of technology and/or BYOD privileges; temporary confiscation of the device; and/or Referral to law enforcement authorities. A personal electronic device that is used to violate either the law or a school rule shall be subject to search when permitted by law.
9. Students may not use their personal mobile device inside or outside the classroom in a way that disrupts the educational environment, violates the rights of others, or invades the privacy of others, including but not limited to using the device to cheat, to violate school conduct rules, to harass or bully students or staff, for unlawful purposes, or any other violation of the FASD discipline policy.
10. No pictures or video can be taken unless specifically authorized by staff.
11. Students may not take, publish, post, disseminate, share or transfer audio, video, photographs, or images that reveal private parts of the body that are ordinarily covered by clothing. Students may not possess pornographic images or video on any electronic device.
12. Forest Area School District is not responsible for theft, loss, or damage to a student's personal mobile device or to content on the device while at FASD or connected to the guest network. Forest Area School District is not liable for content already on the student's personal mobile device. Forest Area School District is not responsible for any monetary charges that may occur while the student is using the device.

CHILDREN'S INTERNET PROTECTION ACT (CIPA)

The Forest Area School District complies with CIPA through filtering of Internet content, tracking of student Internet use, and instruction in Internet safety. More information about CIPA and the FCC can be found here: https://www.fcc.gov/sites/default/files/childrens_internet_protection_act_cipa.pdf

COPPA

In order for schools within the Forest Area School District to continue to be able to provide your student with the most effective web-based tools and applications for learning they need to abide by federal regulations that require parental signature as outlined below.

Our district utilizes several computer software applications and web-based services, operated not by this school, but by third parties. These include contracted content providers (Study Island, Google for education), and websites and apps that support educational programs. A complete list of the programs with the privacy policy and terms of service for each can be found on our district website (https://docs.google.com/spreadsheets/d/1w3s8CZFVaALPfCb5dHzMHvdRD_M13EAlQqrl3deRg5E/edit#gid=0)

In order for our students to use these programs and services, certain personal identifying information might be requested by the service provider, such as the student's name, a username, password and occasionally a school email address. Under federal law entitled the Children's Online Privacy Protection Act (COPPA), these websites must provide parental notification and obtain parental consent before collecting personal information from children

under the age of 13. (For more information on COPPA, please visit https://www.ftc.gov/business-guidance/privacy-security/childrens-privacy.

With your permission, the law allows schools to create and manage student accounts. Additional web-based educational programs and services that our schools may use during the academic year will be accompanied by a separate request for parent/guardian permission. To provide permission, please sign the COPPA section on the signature form provided as part of the Back to School packet.

Questions may be directed to Elisha Pospisil, Director of Curriculum and Technology, at epospisil@forestareaschools.org

STUDENT PRIVACY AND PROTECTION OF STUDENT RIGHTS

The U.S. Department of Education is committed to protecting student privacy. We administer and enforce student privacy laws such as the Family Educational Rights and Privacy Act (FERPA). You will receive a FERPA notification outline student rights and directory information each year. If you have questions about our procedures, please contact your building principal. Additional information about student privacy can be found on the US Department of Education website: https://studentprivacy.ed.gov/

NON-DISCRIMINATION IN SCHOOL AND CLASSROOM PRACTICES

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

The Board also declares it to be the policy of this district to comply with federal law and regulations under Title IX prohibiting sexual harassment, which is a form of unlawful discrimination on the basis of sex. Such discrimination shall be referred to throughout this policy as Title IX sexual harassment. Inquiries regarding the application of Title IX to the district may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

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

Violations of this policy, including acts of retaliation as described in this policy, or knowingly providing false information, may result in disciplinary consequences under applicable Board policy and procedures.[18][19][20][21] (Policy 103)

ANNOUNCEMENTS

Student announcements for the day will be made over the public address system in the morning. Any other announcements during the day must be approved by the administration unless there is an emergency situation.

AUTHORITY OF SCHOOL EMPLOYEES

Every adult in the public school shall have the right to exercise the same authority as to conduct and behavior over the pupils attending his/her school, during the time they are in attendance, including the time required in going to and from their homes, as the parents, guardians, or persons in parental relations to such pupils may exercise over them. Teachers and principals are considered en loco parentis.

CAFETERIA INFORMATION

Forest Area Schools participate in the Community Eligibility Provision (CEP)This program is available to schools/districts who are participating in the National School Lunch and School Breakfast Programs.

All enrolled students of East Forest and West Forest Schools are eligible to receive a nutritional breakfast and lunch every day at the school at no charge to your household. No further action is required of you. Your elementary child(ren) will be able to participate in these meal programs without paying a fee or submitting an application.

Child and Adult Food Care Program (CACFP) is a federal program that provides nutritious meals for students. All students are eligible to participate after dismissal.

For more information about the Child Nutrition Program contact the Business Manager.

LUNCH ACCOUNT INFORMATION

All students are responsible for paying for any a la carte items. Student cafeteria accounts can be managed and monitored online. For more details, CLICK HERE. Please continue to monitor student lunch accounts through the School Cafe system portal.

CLASSROOM PARTIES

Parents may request that their child not participate in a party if it conflicts with home beliefs. A request should be sent to the child's teacher. The teacher will make other arrangements for the child by consulting with the principal.

Parents may want to send in **pre-packaged** snacks for their child's birthday. No homemade snacks will be permitted. Parents should coordinate these recognitions with the child's teacher and follow the District's School Wellness Policy. Parents should contact the teacher 48 hours prior to sending the snack out of consideration for the medical needs of the student population.

COMPLAINT PROCEDURE

(Policy 906)

The Board encourages parents/guardians, district residents or community groups who have general complaints about Board policy and district procedures, district programs, personnel, operations and facilities to follow the general complaint procedure established in this policy.

The Board directs parents/guardians, other individuals and organizations alleging violations of law in the district's administration of federally-funded programs to submit complaints in accordance with the separate federal program complaint procedure established in this policy.[1] 394

General complaints about Board policy and district procedures, programs, personnel, operations and facilities shall begin with an informal, direct discussion between the complainant and district employee who is most directly involved.

The employee shall attempt to provide a reasonable explanation or take appropriate action within the employee's authority. The employee shall report the matter and the resolution to the building principal or immediate supervisor.

When an informal discussion fails to resolve the complaint, the following procedure shall be used.

First Level - If a satisfactory resolution is not achieved by discussion with the employee, the complainant shall submit a written complaint to the building principal or designee and a conference shall be scheduled with the complainant. The written complaint shall include the contact information of the person or group filing the complaint, the specific nature of the complaint, a brief statement of relevant facts, how the complainant has been affected adversely, and the action requested. The building principal or designee shall provide a written response to the complainant.

Second Level - If a satisfactory resolution is not achieved through a conference with the building principal or designee, the complaint shall be referred to the Superintendent or designee. The Superintendent or designee shall review the complaint and may schedule a conference with the complainant. The Superintendent or designee shall provide a written response to the complainant.

Third Level - If a satisfactory resolution is not achieved through referral to the Superintendent or designee or if resolution of the complaint is beyond his/her authority and requires Board action, the Superintendent or designee shall refer the complaint to the Board.

The Board, after reviewing all information relative to the complaint, shall provide the complainant with its written response. The Board may, at its discretion, grant a hearing before the Board or a committee of the Board. If a hearing is granted, the complainant shall be advised of the Board's response, in writing, no more than thirty (30) days following the hearing.

CYBER SCHOOL

The District reserves the right to determine whether cyber school is appropriate to replace in-person coursework. Forest Area School District has selected a quality program vendor to provide online instruction for students in lieu of a traditional classroom setting. Cyber Services can enhance and expand curriculum and be customized to meet school and student needs. All Forest Area distance/cyber education students will receive a Forest Area School District diploma while taking courses through an Internet-based curriculum provider.

See District website for Cyber School Handbook.

DECLARATION OF EMANCIPATION

“Minor children may be released from legal subjection to their parents by Emancipation at age 17. Emancipation results not from any conduct of the child but from some juristic act, or other conduct of the parent from which the extinguishment of parent’s rights and filial duties may be inferred.”

In compliance with the above opinion, emancipation of eligible students attending Forest Area Schools shall be determined or denied based upon the following information: 395

1. A written statement from the parent(s) notarized or signed in the presence of a school official, asserting that the minor is emancipated. In the absence of the parent(s), an affidavit, declared and signed by the minor before a licensed official of the courts, may be accepted.
2. Verification of date of birth of the minor. (Birth Certificate, Baptismal Certificate, etc.)
3. Evidence of financial independence.
4. Written statement of some proof to show that there has been a "total severance of the filial tie."
5. Student's residence
6. Parent(s) residence
7. Marital status and/or responsibility as a parent, if appropriate.

A minor who is determined to be emancipated, on the basis of the above procedure, shall be deemed responsible for his/her own affairs and does not have a guardian for school purposes.

EMERGENCY DRILLS

As part of our school safety planning process, we are teaching our students to be prepared for all kinds of emergencies. Throughout the year, we will be conducting evacuation and stay in place drills. Sometimes these will just be practicing the action and other times, teachers and students may be asked to make the best decision based upon a scenario which is presented to them such as a tornado or earthquake approaching, a fire evacuation with one or more exit pathways changed or an unidentified person on the property.

When an emergency drill is sounded, students will follow the directions of the teacher in accordance with safety procedures. Teachers will stay with their groups both inside and outside the building. Movement in the halls will be limited to orderly lines. Students will assemble in an orderly fashion in designated areas while the teacher takes attendance.

In addition, we will participate in routine security checks with the PA State Police and the Forest County Sheriff's Office. These checks may involve building walkthroughs by the officers, visits from K-9 units, review and practice of our ALICE procedures, and classroom presentations to remind students about safety plans and other precautionary measures.

When we are practicing anything beyond a fire, weather, or basic safety drill, we will make every attempt to make you aware of the circumstances. If there is an actual emergency, you will receive specific instructions about where to meet your child for reunification. Please do not come to the school without being instructed to do so since we would need to be able to allow emergency vehicles access to the school in the case of a real emergency.

If your child seems concerned or upset by a particular drill that we practice, please be sure that you communicate with their teacher or school counselor, so that we can work with them to be sure they understand the events of the drill or practice. If you have other questions, please contact your building principal.

EXEMPTION FROM INSTRUCTION

(Policy 105.2)

1. To assist the school district in ensuring that the student is excused from the correct specific instruction, the request must be made in writing and must detail the specific instruction from which the student is to be excused.

2. The written request to be excused shall be sent by the qualifying parent/guardian or student to the building principal.One (1) copy of the request shall be retained in the student's permanent school records, one (1) copy shall be kept by the school principal, and one (1) copy shall be submitted to the teacher from whose instruction the student is to be excused.

3. It shall not be the responsibility of the district or any of its employees to ensure that the student exercises his/her right to be excused, in accordance with a parental request. It shall be the responsibility of the student to request permission to leave class when the specific instruction objected to is presented. When the student seeks to be excused, the teacher shall excuse the student if the teacher or principal has a copy of the written request and the written request adequately describes the specific instruction.

4. The written request must contain a statement that the specific instruction described conflicts with the religious beliefs of the student or of the parents/guardians.

5. The parent/guardian and/or student may request suggested replacement educational activities. The only permissible educational activity for this purpose shall be in the nature of replacement instruction that is consistent with the goals set for the course and that does not require the provision of any extra resources by the district.

6. The building principal shall determine where the student shall report during the time the student is excused.

7. All students excused from specific instruction shall be required to achieve the academic standards established by the district as necessary for graduation.

FIELD TRIPS

(Policy 231.1)

The first objective of any field trip is the educational value to the students. Approval of all trips must be given by an administrator and the Forest Area School District Board of Directors. When transportation of pupils is necessary, arrangements for transportation will be made and the use of private cars will be discouraged, except under special circumstances

The following provisions are suggested as a basis for all trips:

1. The teacher will notify students that it will be necessary for them to arrange for a way home in case the trip concludes after the closing of school.
2. Parental permission must be secured before students are taken on a trip.
3. The conduct of all students on these trips must be exemplary. All school expectations apply when on a field trip.

4. Refunds of money paid for field trips will be issued only if the money is unencumbered. Students who cannot participate due to discipline or choose not to attend after first committing to go may not be eligible for refunds. 397

HOMEBOUND INSTRUCTION

(Policy 117 and Policy 204)

Whenever a student experiences a disability or an extended illness, a parent/guardian may request homebound instruction through the building principal. Homebound instruction will generally consist of a maximum of five (5) hours per week. Additional hours may be authorized by the Superintendent on an as needed basis.

In order for the school district to obtain approval from the state for homebound instruction, certain information must be submitted relative to each individual case.

In cases where students have physical disabilities, the following information is necessary from a medical doctor:

1. A specific diagnosis of the physical disability.

2. A statement to the effect that while the student is not physically able to attend, s/he is able to receive one (1) hour per day of homebound instruction.

3. The approximate length of time (in months/days) the student should be confined to his/her residence. The requests for homebound instruction on the basis of emotional, nervous, or mental disorders will be accepted only when the statement supporting the request is issued by a licensed psychiatrist or psychologist. All requests for homebound instruction will be reviewed by the building principal and those meeting the above criteria will be forwarded to the Superintendent for approval.

The Board shall provide homebound instruction only for those confinements expected to last at least two (2) weeks.

HOMELESSNESS, FOSTER CARE, AND OTHER EDUCATIONAL INSTABILITY

(Policy 251)

Students enrolled in this district experiencing homelessness, foster care, or other educational instability, shall be provided support and services, as appropriate to each individual student's needs, in accordance with Board policy.[4]

Defining Homelessness

Section 725(2) of theMcKinney-Vento Act defines "homelessness children and youths" as any individual who lacks a fixed, regular, and adequate nighttime residence.

Furthermore, this includes:

- Children and youths who are:
    - ○sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as "doubled-up");
    - ○ living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;

- living in emergency or transitional shelters; or
- abandoned in hospitals;

● Children and youths who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;

● Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

● Migratory children who qualify as homeless because they are living in circumstances described above.

● Unaccompanied homeless youth including any child who is not in the physical custody of a parent or guardian. This includes youth who have run away from home, been thrown out of their home, been abandoned by parents or guardians, or separated from their parents for any other reason.

PROVISIONS OF THE ACT:

School Placement Process
Students who are experiencing homelessness and unaccompanied youth have the right to attend either their original school or the school in the area in which they currently reside for the duration of their homelessness, or until the end of the school year if the family finds permanent housing. A school district must provide you with a written explanation of its position and inform you of your right to appeal the decision if they believe attending the school of origin is not in the best interest of your child

Enrollment of Students
Schools are to immediately enroll students experiencing homelessness and unaccompanied youth, even if they are unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency, and any other required documentation.

Transportation
In the case where the educating district is different from the district where the student is temporarily residing, students shall receive transportation to and from the school of origin if necessary.

Food Services
Immediately upon enrollment, students who are experiencing homelessness and unaccompanied youth are entitled to receive a daily, free school lunch.

Title I
Students who are experiencing homelessness and unaccompanied youth are entitled to Title I educational services. Title I services include academic assistance for students within the classroom. All students in grades kindergarten through fifth grade are screened three times per year to determine academic programming needs.

Resources:

- Basic Education Circulars (BECs) About Homelessness
- Forest Area School District Policy 251: Students Experiencing Homelessness, Foster Care, and Educational Instability
- Supporting the Educational Experience of Children and Youth Experiencing Homelessness
- Community Resources

If a dispute arises over school selection or enrollment for a student eligible under the McKinney-Vento Act: The child or youth shall be immediately enrolled into the school in which enrollment is sought, pending

resolution of the dispute. Forest Area School District will provide its share of the transportation to the school selected for the duration of the dispute resolution process. 399

If the Forest Area School District disputes the identification of an individual, the student and parent/guardian will be contacted in writing to communicate their concerns. The Homeless Liaison will maintain communication until the dispute is resolved.

If dissatisfied with the school's decision, the parent, guardian, or youth may appeal the decision to the state level. Contact information will be provided by the Homeless Liaison to do so.

Contacts include:

Elisha Pospisil, Forest Area School District Homeless Liaison
814-755-4491
epospisil@forestareaschools.org

Wendy Kinnear, PA Regional Coordinator
724.458.6700
wendy.kinnear@miu4.org

Pennsylvania Department of Education
www.education.pa.gov/homeless

LOST AND FOUND

A lost and found department is operated by the school office. Pupils losing or finding any articles should report these to the office. A list of these articles will be placed periodically in the bulletin. All unclaimed articles are returned to the finder.

MAKE-UP WORK

It is the responsibility of the student who has had an excused absence to meet with his/her instructors on the first class day they return to arrange for make-up work. The teacher will determine the length of time for work to be made up, but no longer than five (5) days should be allotted except with special permission from the teacher or principal.

FAMILY CONFERENCES

Parents/guardians are urged to contact the school about any questions regarding their child's school work. Appointments for conferences with teachers, counselors, or principals must be made by calling the school office.

PARENT EMERGENCY INFORMATION

All students must have a parent or guardian emergency information on file in the office. Emergency information must be returned within three (3) days of the start of school.

REQUEST FOR LEAVING SCHOOL

No student will leave the building, except as part of class instruction, without the expressed permission of the school principal or his/her representative. If a pupil becomes ill during school hours, he/she must obtain permission from the teacher in charge of the class to go to the school nurse. In the event of the nurse's absence, the student shall report to the office. If it is deemed appropriate that the student be sent home, then we require parents or guardians to come into the school and sign out the child. If a student leaves school for any reason without permission it will be considered skipping school.

SCHOOL POLICE OFFICERS

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School Police Officers (SPOs) play an important role in keeping our schools safe and welcoming places to learn. Their main job is to help protect students, staff, and visitors by maintaining a secure school environment. SPOs work closely with school administrators and staff to respond to safety concerns, prevent problems before they happen, and support emergency planning. They are trained professionals who are here to help everyone feel safe and respected.

In addition to safety, SPOs build positive relationships with students by being approachable and involved in school life. They may visit classrooms, attend school events, and provide guidance on topics like bullying, online safety, and making good choices. While they do have law enforcement authority and will be armed, their role in schools is focused on education, prevention, and support—not punishment. Students are encouraged to talk with the school police officer if they need help, have questions, or just want to get to know them better.

SCHOOL WELLNESS

The Wellness Policy is an important tool for schools and parents to promote student wellness, prevent and reduce childhood obesity, and provide assurance that school meal nutrition guidelines meet the minimum federal school meal standards. The Forest Area Wellness Committee supports section 204 of the Healthy, Hunger-Free Kids Act through ongoing implementation and assessment of the Wellness Policy. Please contact your building principal with questions about the Wellness Policy or the Wellness Committee.

STUDENT INSURANCE

School insurance will be made available to parents, annually. The insurance premiums shall be paid by the parents. All students participating in extracurricular athletics must have school insurance or proof of private insurance. Information is posted on the FASD website or is available from the school nurse.

TESTING PROGRAM

Forest Area School District administers national, state and local assessments. Testing windows will be posted on the district calendar, found on the district's website. Remediation and retesting may be needed to ensure that graduation requirements are met.

THERAPY DOG PROGRAM

Forest Area School District has 2 therapy dogs. Research has shown that therapy dogs in schools can help build strong social emotional skills in students. A therapy dog's presence in schools can help to reduce anxiety, help students work through anger management, reduce bullying tendencies, and support other social matters that developing students face.

The specific goals of the program are to:

- Increase empathy and compassion in all students;
- Help students connect with something in the school setting and reduce anxiety; and
- Support academic performance, while increasing confidence and self-esteem.

TUITION AND AFFIDAVITS

Pupils may be accepted to Forest Area Schools on a tuition basis if nonresidents.
A child shall be considered a resident of the school district in which his/her parents/guardians reside. Any student not having at least one parent/guardian residing in the Forest Area School District and who is requesting permission to attend school here shall be admitted only through tuition payments, court placement, or due to exceptional circumstances which must be presented in writing to the Superintendent of Schools. In all cases an

affidavit of residence and name and address of the person responsible shall be furnished and processed as provided by the School Code.

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VISITORS

(Policy 907)

The Board welcomes and encourages interest in district educational programs and other school-related activities. The Board recognizes that such interest may result in visits to school by parents/guardians, adult residents, educators and other officials. To ensure order in the schools and to protect students and employees, it is necessary for the Board to establish policy governing school visits. For these reasons, the following guidelines apply to visitors to the school:

- Persons wishing to visit a school should make arrangements in advance with the school office in that building.
- Upon arrival at the school, visitors must register at the office where they must provide any required information or identification to protect the health and safety of students, staff and the school community, as well as sign in and sign out, receive a pass, receive instructions, and be informed of the school's health and safety rules, which must be followed prior to entry and while the visitor is in the school building and on school property.[2]
- Only one (1) designated entrance that is monitored and capable of controlling visitor entry shall be used by visitors to the school. All other entrances shall be locked.[3]
- All staff members shall be responsible for requiring a visitor to demonstrate that the visitor has a visitor's pass and has registered at the school office and received authorization to be present for the purpose of conducting business.
- No visitor may confer with a student in school without the approval of the building principal.
- Should an emergency require that a student be called to the school office to meet a visitor, the building principal or designee shall be present during the meeting.
- Failure to comply with this policy shall result in more limited access to the school as determined by the building principal, consistent with Board policies, administrative regulations, school rules and federal and state law and regulations.

VOLUNTEERS

(Policy 916)

A volunteer is an adult, whose role is more than that of a visitor, who voluntarily offers a service to the district without receiving compensation from the district. A volunteer is not a school employee.[10]

Volunteers must be approved by the Forest Area School Board before providing service in the schools. More information about volunteer requirements can be found on the district website or at Central Office.

WITHDRAWAL/TRANSFER FROM SCHOOL

A student must follow the district's withdrawal procedure and return all district property.

IV: STUDENT SERVICES

HEALTH SERVICES

EMERGENCY HEALTH INFORMATION

Emergency information should be on file in the health room. This information should include:

1. Parent's name, address, and telephone number
2. Physician's name, address and telephone number
3. Emergency number in event parent is unavailable or person who will accept and/or pick up student in case of illness or emergency, other than parent.
4. Inform the office, IMMEDIATELY, of a change of guardianship, address, phone number or other information required on the emergency card.

MEDICATIONS

(Policy 210)

Before any prescription or over the counter (OTC) medication may be administered to any student during school hours the Board requires the schools to obtain the written request of the parent by signing the FASD Medication Administration Consent form which shall give permission for such administration and relieve the board and its employees of liability for administration of medications; and the written and signed prescription of a physician, CRNP or PA-C which shall include the name and purpose of the medication, the dosage, route and the time at which or special circumstances under which the medication shall be administered, and the length of period for which the medication is prescribed.

Medication needs to be delivered to the nurse or to the office by a parent/guardian in the properly labeled prescription bottle or OTC package. Students are not permitted to bring any prescription or OTC medication to school to deliver to the nurse or office. Students are not permitted to carry medication with them during the school day. The exceptions to this requirement are asthmatic students who carry inhalers and students with severe allergic reactions who require an Epi-pen with them at all times. Those students may carry their medicine with permission from their physician and the school nurse. Medications will be dispensed and administered by the school nurse. Students who are permitted to self-administer medications will be supervised by the school nurse or designee.

MEDICAL MARIJUANA

While the state of PA permits the use of medical marijuana for treatment of certain illnesses, federal law does not permit the possession of, or dispensing of, medical marijuana on school district property. In fact, the Forest Area School District would jeopardize the opportunity to receive federal funds if medical marijuana were administered or possessed on school grounds. For these reasons, if a student is prescribed medical marijuana and The Forest Area School District receives certification of such from a licensed physician, the Forest Area School District will work with the parent to allow for release time where the student may be transported off of school grounds by a parent for administration of the prescription by a parent or the student's medical provider. Under no circumstances shall medical marijuana be brought onto school property.

EPINEPHRINE AUTO-INJECTORS

(Policy 210.1)

The Pennsylvania Public School Code, Section 1414.2(g) allows parents/guardians to request an exemption to the administration of an epinephrine auto-injector for their student. In order to request this exemption, contact the school nurse to make an appointment to discuss this decision, review and sign the opt-out form.

POSSESSION/USE OF ASTHMA INHALERS

(Policy 210.1)

Students must meet all requirements of the Forest Area School District policy #210.1 Possession/Use of Asthma Inhalers. More information and the required forms are available through the school nurse.

NALOXONE

In an effort to ensure the health and safety of its students and staff, the Board hereby authorizes the district to store and administer Naloxone (aka Narcan) for use during emergencies related to a known or suspected opioid overdose. Our school nurses are trained to administer Narcan (Policy 210)

NURSE'S OFFICE

The school nurse performs both health and social services. She is responsible for safeguarding the students' health in preventive as well as emergency cases. Students should only report to the nurse with the permission of the teacher or administration, or in case of emergency.

All medication will be kept in the nurse's office and dispensed by the nurse.

Accidents must be reported to the school nurse and a report made so that information can be forwarded to the insurance companies. There is a possibility that students may be hurt during the school day or in an extracurricular activity. If a student is hurt during the day, he/she should:

- Report all accidents at school to the teacher.
- Report athletic injuries to the coach.

If medical attention is needed, parents or guardians will be immediately notified and the correct procedure for the injury will be followed.

IF THE NURSE IS NOT AVAILABLE, THE STUDENT SHALL NOT CALL HOME OR LEAVE THE SCHOOL WITHOUT PERMISSION FROM THE PRINCIPAL OR DESIGNEE

SCREENINGS

Vision screening is done by the school nurse yearly on every student. Hearing screening is done in grades K-3, 7, and 11, and students in other grades if hearing problems are suspected. Scoliosis screenings are administered to students in 6th and 7th grades. Height and weights are measured yearly on every student. Parents will be notified if their child fails a screening. Parents are then asked to follow up with a specialist and return the specialist referral form to school after the exam.

PHYSICAL AND DENTAL EXAMINATIONS

(Policy 209)

The Pennsylvania School Health Law requires physical exams for children in grades K, 6 and 11 and dental exams for children in grades K, 3, and 7. Parents will receive a form for their private physician and dentist to complete and return to school. If parents choose to have these exams done at school by the school physician and dentist, they will be notified as to the date of the exam and are invited to be present.

MEDICAL AND RELIGIOUS EXEMPTIONS

(Policy 203)

Parents should contact the school for details concerning provisions related to medical and religious exemptions concerning required medical examinations and immunizations.

DRUG FREE SCHOOL PROGRAM

All students at all grade levels will receive age-appropriate, developmentally based drug prevention instruction each year.

SCHOOL COUNSELING PROGRAM

The purpose of the School Counseling Department is to assist students with their social, educational and vocational development. Students may make an appointment to see the counselor during study hall or they may "drop in" to see the counselor after obtaining permission from their classroom teacher. Through the Counseling Department, students can receive information about scholarships as well as vocational/trade schools and college entrance requirements.

STUDENT ASSISTANCE PROGRAM

(Policy 236)

The Board is committed to assisting all students to achieve their fullest potential.

The Student Assistance Program (SAP) provides a systematic process using effective and accountable professional techniques to mobilize school resources to remove the barriers to learning and, when the problem is beyond the scope of the school, to assist the parent/guardian and student with information so they may access services within the community.[1]

The Student Assistance Program (SAP) shall provide assistance in:

1. Identifying issues that pose a barrier to a student's learning and/or academic achievement.
2. Determining whether or not the identified problem lies within the responsibility of the school.
3. Informing the parent/guardian of a problem affecting the student's learning and/or academic achievement.
4. Making recommendations to assist the student and the parent/guardian.
5. Providing information on community resources and options to deal with the problem.
6. Establishing links with resources to help resolve the problem.
7. Collaborating with the parent/guardian and agency when students are involved in treatment through a community agency.
8. Providing a plan for in-school support services for the student during and after treatment.

SUICIDE PREVENTION

(Policy 819)

Students shall receive age and developmentally-appropriate, student-centered lessons on the importance of safe and healthy choices, coping strategies focused on resiliency, how to recognize risk factors and warning signs, as well as help-seeking strategies for self or others, including how to engage school resources.

These lessons shall be integrated into the curriculum of health classes and other classes as appropriate. The lessons may be taught by health and physical education teachers, classroom teachers, student services staff or community service providers.

THREAT ASSESSMENT

(Policy 236.1)

405

The district utilizes a threat assessment team and conducts threat assessments which is a fact-based process for the assessment of and intervention with students whose behaviors may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others.

V: COURSES AND CURRICULUM

REPORT CARDS AND PROGRESS REPORTS

(Policy 212)

The pupil's report card will be issued every nine (9) weeks during the school year. At the midpoint of each grading quarter, an academic progress report will be sent to parents/guardians of students.

At the midpoint of each grading quarter, an academic progress report will be sent to parents of students who are achieving at a level of 65% or below or are in danger of failing. Reports will be a standard form which will be completed by the teacher and a copy will be on file in the office.

INCOMPLETE GRADE

The "I" grade is given when a student fails to complete his/her work due to legitimate reasons. The "I" grade must be made up within 15 school days after the student's return to school unless additional time is authorized by the principal, or it will change to a failing grade.

PROMOTION REQUIREMENTS

(Policy 215)

The "Guiding Philosophy" in reference to progress and promotion for the schools of the Forest Area School District is to encourage each student to achieve his/her maximum potential while in attendance in the school district. To reach this goal the administration, faculty and staff members of the school district will assist every student without partiality as much as possible without endangering the learning processes of the other members of the student's group.

Promotion to the next educational level will be based on the student's ability to profit most from experiences at that level. Factors to be considered in cases where retention at the same grade level is a possibility are:

- Achievement of the student in an academic subject.
- Attendance record of the student.
- Ability of the student to do school work as reflected by a standardized test of mental ability.
- Attitudes of the student toward the school, the faculty, and his/her peer group.
- Sociological or psychological factors resulting from the student's home life or community relationships that would influence his/her level of educational achievement.
- Age and size of the student in comparison to the age of the group he/she will enter.

A student will be considered for retention at the same grade level in grades PK-8 if he/she has failed two or more major subjects or a combination of major and minor courses that add up to two credits. A student who has missed twenty or more school days in a school year may be considered for retention at the same grade level.

Students in grades 9 -12 shall be promoted based on credits earned and must earn all credits required for graduation. 406

***As per Pennsylvania School Code, the final decision regarding the promotion or retention of a pupil shall be made by the building principal.**

HOMEWORK

(Policy 130) Homework at Forest Area Schools is an integral part of the learning process. As an integral part, homework reinforces good study habits, independence, self-discipline and classroom learning.

The purpose of homework assignments should be to:

1. Provide practice and reinforcement of skills presented by the teacher.
2. Broaden areas of interest through enrichment.
3. Provide opportunities for parents/guardians to know what their child is studying.
4. Encourage parent/guardian and child interaction.

Each student shall be responsible for completing homework assignments as directed.[1]

Homework shall complement classroom instruction and be planned and evaluated with respect to its purpose, appropriateness, and completion time.

The demand of homework upon the students' time shall be consistent with the best interests of the students in regards to other valuable experiences to be gained outside of school.

Homework shall not be assigned as a form of punishment.

CAREER PREPARATION

As a part of the high school experience, all students will be offered the opportunity to participate in resume writing, interviewing skills, job shadowing and career exploration as a part of the secondary curriculum to ensure that students are preparing for their future and meeting the state standards for Career Education and Work.

SUMMER SCHOOL/CORRESPONDENCE COURSES

(Policy 124)

While there is no guarantee, it is possible that a summer school program may be offered. The program is designed for remedial work and the courses offered depend upon the greatest needs of the students and the availability of the staff. If the program is offered, it will provide an opportunity for the student to make up credit for courses failed. The school district reserves the right to limit the number of summer school/correspondence course credits that will be accepted toward graduation. A fee is charged to the student for each course taken in summer school or by correspondence. Students are expected to be in attendance for every summer school class unless given prior permission for absence by the administration. Any unexcused absence will result in a course failure. Students taking correspondence courses must have the courses pre-approved by an administrator.

GIFTED PROGRAM

(Policy 114)

A program for gifted students is provided for Forest Area students. Students are identified for this program through a multidisciplinary evaluation. Each gifted student is expected to excel above and beyond the basic educational program. A Gifted Individual Education Program (GIEP) is written for each gifted student to expand and enhance the student's learning.

As part of our ongoing commitment to meeting the educational needs of all students, the district will be conducting a screening for students in grades 3 and 5. The screening will provide the district with valuable information to assist with educational planning and resources.

SECTION 504 OF THE REHABILITATION Act of 1973 and THE AMERICANs WITH DISABILITIES ACT

(Policy 103.1)

[11][12]

A Section 504 Service Agreement (Service Agreement) is an individualized plan for a qualified student with a disability which sets forth the specific related aids, services, or accommodations needed by the student, which shall be implemented in school, in transit to and from school, and in all programs and procedures, so that the student has equal access to the benefits of the school's educational programs, nonacademic services, and extracurricular activities.[13] If you have any questions, contact your building principal.

SPECIAL EDUCATION SERVICES AND CHILD FIND

(Policy 113)

Under the Individuals with Disabilities Education Act (IDEA), special education means "specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability." Children who receive special education and related services are entitled to a free and appropriate public education (FAPE). This includes opportunities to participate in the school's general curriculum and to make progress towards meeting annual goals. Children who receive special education will have opportunities to take part in other typical school activities that are appropriate to their individual needs. Students with IEPs or 504 plans have extra protections.

In Pennsylvania, schools are required to serve eligible children from birth until the age of 21, or graduation from high school, whichever comes first. Services are provided by licensed personnel and include special teaching, materials, and techniques.

The Forest Area School District provides a full continuum of special education programs and/or services for students identified as exceptional. Programs/services are provided at no cost to the parents and are individualized to meet the educational needs of each and every student at Forest Area.

Forest Area School District provides students with special education services in the following disability areas:

Hearing impairment (including deafness)
Speech or Language Impairment
Visual Impairment (including blindness)

Emotional Disturbance
Orthopedic Impairment
Other Health Impairment
Specific Learning Disability
Intellectual Disability

There are specific criteria that need to be met in order to qualify for special education. Although medical information is important to provide to your child's educational team, know that the criteria needed to meet educational criteria may differ from medical diagnoses.

If any of the situations below are present and you are concerned, contact your classroom teacher. The teacher and/or principal can initiate the child study process.

When birth complications or a medical disorder interferes with development and/or learning
When a child seems to have difficulty hearing or seeing
When you or others outside the family do not understand a child's speech
When a child appears to be learning more slowly than other children their age
When a child appears to have social emotional difficulties that affect their ability to learn
When a child has motor difficulties (moving, jumping, using their hands, etc.) that interferes with their ability to keep up with other children. If you have any questions, contact your building principal.

TITLE I

Both East Forest Elementary School and West Forest Elementary School receive Federal Title I funds to assist students in meeting state achievement standards. Throughout the school year, we will be providing you with important information about this law and your child's education. For more information, please see the attached letter in the Appendix.

ENGLISH AS A SECOND LANGUAGE

(Policy 138)

Students requiring these services will be identified at the time of enrollment in accordance with the testing required by the state of Pennsylvania to determine the level of instruction. More information about ELL services in the Forest Area School District can be obtained by contacting your building principal.

MIGRANT STUDENTS

(Policy 142)

Students requiring these services will be identified at the time of enrollment in accordance with the testing required by the state of Pennsylvania to determine the level of instruction. More information about Migrant Student services in the Forest Area School District can be obtained by contacting your building principal.

ELEMENTARY

GRADING POLICY

(Policy 212)

Pre-Kindergarten students' progress is reported by:

S = Satisfactory
N = Needs Improvement
U = Unsatisfactory

Kindergarten students' progress is reported by:

E = Exceeds the Standard: The student exceeds proficiency in essential skills and concepts by demonstrating in-depth, higher level application. Only applicable to LA and Math concepts indicated by an *.
M = Meeting the Standard: The student demonstrates proficiency in essential skills and concepts.
P = Progress Toward the Standard: The student is developing an understanding of essential skills and concepts but has not yet met the standard.
I = Intensive Progress Needed to Meet the Standard: The student has not yet begun to demonstrate an understanding of essential skills and concepts. Considerable teacher support and guidance is needed.
NT = Not Taught This Marking Period.

First through Second: Percentage grades will be given in the following subjects: Math, English Language Arts, Social Science (Science, Health and Social Studies), Art, Library, Music, and Physical Education.

Third through Sixth Grade: Percentage grades will be given in the following subjects: Math, English Language Arts, Science, Health/Social Studies, Art, Library, Music, Physical Education, STEAM, and Band/Chorus 4-6. Specials will be included in Honor Roll calculations.

Elementary students in grades 1 - 6 will receive an effort grade for Handwriting. Students' progress is reported by:

E = Excellent
S = Satisfactory
N = Needs Improvement

The following grade scale is used in the elementary for measuring student's performance.

100-92% = Excellent
91-83% = Above Average
82-74% = Average
73-65% = Below Average
64% and below = failing

A grade range of 60% to 100% will be established for the first three marking periods and for the first marking period of a semester course. There will be no floor during the final marking period with a grade range from 0% to 100%.

FINAL GRADES

The final Grade will be the average of the four grading periods. All grades will be calculated to the first decimal place and rounded to the nearest whole number with .5 or higher rounded up.

HONORS RECOGNITION

Honors recognition will be made for grades 3-6. High Honors will be given to any student who has earned all As. Honors will be given to any student who has earned all As and Bs.

HIGH SCHOOL

COURSES DROPPED

A student may elect to drop a course under the following conditions: drop form with signatures from his/her parent or guardian, the subject matter teacher, school counselor, and high school principal within the first 6 days of the course so that he/she may be rescheduled in another class and be early enough to benefit from the years instruction.

If a student wishes to drop a course after the first 6 days, he/she must secure the permission of the building administrator. Parent or guardian permission is still required. If permission is granted, a failure for the course will be recorded on the student's permanent transcript.

Forest Area School District administrators may waive this procedure to benefit a student's best interests as determined by the administrators and/or the IEP team.

GRADING POLICY

(Policy 212)

All grades assigned at the 7-12 grade levels shall be in percentage form. All courses will be graded in the percentage format and will be used in calculating the student's grade point average, class rank, and all honors considerations. The following scale will be published on each report as an indicator of student performance within a grade range:

100-92% = Excellent
91-83% = Above Average
82-74% = Average
73-65% = Below Average
64% and below = Failing

A grade range of 45% to 100% will be established for the first three marking periods and for the first marking period of a semester course. There will be no floor during the final marking period or the final grade with a grade range from 0% to 100%. For each year-long core subject course, excluding Keystone trigger courses, each of the four marking period grades will be calculated at 22.5% of the total year-end grade with the final grade making up the remaining 10% in a student's final transcript and used in all calculations of Grade Point Average and Class Rank. For semester courses, each grade will constitute 45% of the total grade, with the final examination again constituting 10% of the final grade. In instances where final grades are not required for a course, the weight of each marking period grade within the total will be adjusted equally.

Any student who elects to take courses at another educational institution or institution of higher learning will be given credit for the course work completed but the grades will not be factored into the student's cumulative average, or be counted toward any class ranking.

VALEDICTORIAN AND SALUTATORIAN

(Policy 214)

Valedictorian and Salutatorian will be selected from each class on the basis of their accumulated grade point average beginning in 9th grade up to and including the end of the fourth quarter of their 12th grade year. To be

eligible, students must complete both their 11th and 12th grade years at the Forest Area School District and pass at least 12 credits in those two years. 411

WEIGHTED CORE COURSES

Some academic courses will carry an additional .1 multiplier because of their academic rigor. Specifically, these courses are Calculus, Algebra III Trig, English Composition, Literature and Interpretation, Physics, Advanced Chemistry, Advanced Biology, Government and Economics, Human Biomechanics, French III, French IV, Spanish III, Spanish IV. This multiplier or weight will only be given upon the final percentage grade obtained at the conclusion of the course.

HONOR ROLL

For Honor Roll recognition, a student's overall average for each quarter grading period. High Honors will be given to any student who has earned all As. Honors will be given to any student who has earned all As and Bs.

All grades obtained will be averaged to determine honors standing; no student failing any course will be considered. VTC grades will be recorded at their given value – recognizing and honoring the VTC's failure point of 69%.

GRADUATION REQUIREMENTS

(Policy 217)

The following sections pertain to the graduation requirements of the Forest Area School District and the state of Pennsylvania.

- Credit requirements
- Career Preparation
- Graduation Pathways

CREDIT REQUIREMENTS

Class of 2027

Class of 2028

Class of 2029 and Beyond

(Policy 217)

The following sections pertain to the graduation requirements of the Forest Area School District and the State of Pennsylvania.

-Credit requirements
-College and Career Readiness
-Keystone Exams
-Graduation Pathways

Minimum Credit Requirements for the Class of 2027: 27 credits

Compulsory attendance laws in Pennsylvania require a student to be full-time. Full-time status is defined as carrying a minimum of 5 academic credits.

Transfer student credits will be evaluated and accepted at the discretion of the building principal. 27 credits are the minimum required for graduation (see table below), with many students graduating with more than the minimum set by Forest Area School District. Building principals will

have the authority to waive one arts and humanities credit for vocational students by substituting a separate elective course in lieu of the required courses for a humanities credit. 412

****Minimum number of credits earned by academic discipline in order to graduate.*

Class of 2027	Non-Vocational Students	Venango Vo-Tech Students**
English Language Arts*	4	4
Mathematics (including Personal Finance)*	3 or 4	3
Science*	3 or 4	3
Social Studies*	3	3
Health, Physical Education, and Safety	3	2
Art and Humanities	2	2
Electives	8	10
TOTAL	**27**	**27**

*Students are strongly encouraged to pursue Dual Enrollment courses and to take the most rigorous academic path rather than the minimum graduation requirements to maximize postsecondary readiness.
**Students should focus on attaining industry-recognized credentials and demonstrating high-level competency with their approved CTE program.
***To be NCAA eligible, high school athletes must complete 16 approved core courses with 10 (including English, Math, or science) scheduled before their 7th semester (senior year). See the guidance counselor for the NCAA-approved core courses.
****Non-Vocational Students must complete a total of 7 credits in Math and Science.

Credit Requirements for the Class of 2028: 26 credits

Students will complete a minimum of 7 credits in grade 9, no less than 6 credits during grades 10 and 11, and no less than 5 credits in grade 12. Compulsory attendance laws in Pennsylvania require a student to be full-time. Full-time status is defined as carrying a minimum of 5 academic credits.

Transfer student credits will be evaluated and accepted at the discretion of the building principal. 26 credits are the minimum required for graduation (see table below), with many students graduating with more than the minimum set by Forest Area School District. Building principals will have the authority to waive one arts and humanities credit for vocational students by substituting a separate elective course in lieu of the required courses for a humanities credit.

****Minimum number of credits earned by academic discipline in order to graduate.*

Class of 2028	Non-Vocational Students	Venango Vo-Tech Students**
English Language Arts*	4	4

Mathematics (including Personal Finance)*	3	3
Science*	3	3
Social Studies*	3	3
Health, Physical Education, and Safety	2	2
Art and Humanities	2	2
Electives	9	9
TOTAL	**26**	**26**

*Students are strongly encouraged to pursue Dual Enrollment courses and to take the most rigorous academic path rather than the minimum graduation requirements to maximize postsecondary readiness.
**Students should focus on attaining industry-recognized credentials and demonstrating high-level competency with their approved CTE program.
***To be NCAA eligible, high school athletes must complete 16 approved core courses with 10 (including English, Math, or science) scheduled before their 7th semester (senior year). See the guidance counselor for the NCAA-approved core courses.

Credit Requirements for the Class of 2029 and Beyond

Students will complete a minimum of 7 credits in grade 9, no less than 6 credits during grades 10 and 11, and no less than 5 credits in grade 12. Compulsory attendance laws in Pennsylvania require a student to be full-time. Full-time status is defined as carrying a minimum of 5 academic credits.

Transfer student credits will be evaluated and accepted at the discretion of the building principal. 25 credits are the minimum required for graduation (see table below), with many students graduating with more than the minimum set by Forest Area School District. Building principals will have the authority to waive one arts and humanities credit for vocational students by substituting a separate elective course in lieu of the required courses for a humanities credit.

****Minimum number of credits earned by academic discipline in order to graduate.*

Class of 2029 and Beyond	Non-Vocational Students	Venango Vo-Tech Students**
English Language Arts*	4	4
Mathematics (including Personal Finance)*	3	3
Science*	3	3
Social Studies*	3	3
Health, Physical Education, and Safety	2	1
Art and Humanities	2	2
Electives	8	9

TOTAL	**25**	**25**

414

*Students are strongly encouraged to pursue Dual Enrollment courses and to take the most rigorous academic path rather than the minimum graduation requirements to maximize postsecondary readiness.
**Students should focus on attaining industry-recognized credentials and demonstrating high-level competency with their approved CTE program.
***To be NCAA eligible, high school athletes must complete 16 approved core courses with 10 (including English, Math, or science) scheduled before their 7th semester (senior year). See the guidance counselor for the NCAA-approved core courses.

College and Career Readiness

College and career readiness activities in Pennsylvania are mandated through the Every Student Succeeds Act (ESSA). Through this Act and 22 Pa. Code Chapter 4, every student will participate in Career Awareness and Preparation, Acquisition, Retention and Advancement, and Entrepreneurship activities that also align with Pennsylvania regulations and (Chapter 339) guidance plans to ensure meaningful postsecondary engagement and success. Completion of College and career readiness activities is a requirement for graduation at Forest Area School District.

As a part of the high school experience, all Forest Area high school students will also be offered the opportunity to participate in resume writing, interviewing skills, job shadowing, and career exploration as a part of the secondary curriculum to ensure that students are preparing for their future and meeting the state standards for Career Education and Work.

TESTING REQUIREMENTS

Students in Grades 9-12 are required to participate in the Pennsylvania State Standardized Assessment (Keystone). Tested Courses are:

Keystone Trigger Course	**Keystone Test**
Algebra IB	Algebra I
Academic Algebra I	Algebra I
English 10	English Language Arts
Cell Biology	Biology

What are the Keystone Exams?
The Keystone Exams are end-of-course assessments designed to evaluate proficiency in academic content. Students must demonstrate proficiency on the Algebra 1, Literature, and Biology Keystone Exams. Students will be offered multiple opportunities to take the Keystones throughout their high school careers.

What is assessed on the Keystone Exams?

Pennsylvania adopted the Common Core Standards, standards aligned with expectations for success in college and the workplace. The Keystones are designed to measure these standards. 415

GRADUATION PATHWAYS

Through Act 158 of 2018 and Act 6 of 2017, students graduating from a Pennsylvania public high school in 2023 or later will have the flexibility to meet statewide high school graduation requirements through one of five pathways that fully illustrate their college, career, and community readiness.

SENIOR EXPECTATIONS

The last month of school is extremely important in terms of achieving final grade standing for the year. Therefore, it is expected that our seniors provide the student body with the proper example. It is also expected that as soon-to-be graduates, they conduct themselves as individuals ready to enter into the adult world. For that reason, during the second semester of the academic year, should it be necessary to suspend a senior for a Level Three violation under the Forest Area School District discipline code, he/she may be excluded, at the discretion of the building administrator, from all extra-curricular activities for the remainder of the year. These activities may include all trips, open-period testing release, commencement, and all other school and senior activities.

The open-period final exam format, which has been adopted for the seniors, is a privilege and not mandated by policy. It is designed as a reward for deserving members of the senior class. Seniors must abide by all rules governing this privilege, as expressed by the building administrator, and must be on time and present for every scheduled final examination. Failure to report for a scheduled final exam or tardiness to a scheduled exam shall result in the student receiving a zero for the final exam, which comprises 10% of the student's final grade. The building principal also has the discretion of assigning an incomplete to the student's transcript until such time that the final examination is made-up, as scheduled by the building administrator. Failure to make-up the final exam shall result in no credit being awarded for the course and will likely jeopardize the student's graduation status.

COMMENCEMENT CEREMONIES

(Policy 217)

Ceremonies will be available to all graduating seniors who meet the eligibility requirements established by the District's graduation and commencement procedures. Participation may be revoked for appropriate cause, including disciplinary action or failure to comply with commencement requirements.

Seniors choosing to participate in commencement ceremonies are required to attend all rehearsals unless previously excused by the principal. Requests to be excused from rehearsals must be presented in writing to the principal prior to the day of the requested absence. Requests to be excused from practice should be limited to extraordinary circumstances and not be made for routine business or employment. Seniors absent from scheduled rehearsals without prior approval will not be permitted to participate in commencement ceremonies.

Participation in commencement ceremonies is separate from the awarding of a diploma. A student who has earned a diploma but is not permitted to participate in commencement, or who chooses not to participate, will be provided the diploma after the next regular working day following commencement exercises.

AFTER SCHOOL EVENTS/ACTIVITIES

(Policy 122)

School policies and procedures will apply to all after school activities and events. Students participating in after-school activities should not arrive at the school earlier than 15 minutes prior to the scheduled activity unless notified beforehand to arrive earlier. This is to be interpreted as 15 minutes prior to the time you are to be on the floor for athletic practice, etc. **Students remaining after school must be under adult supervision at all times.**

CLASS/CLUB RECORDS

(Policy 618)

The officers of each class and club must keep accurate records to show exact receipts, expenditures, and dues collected. All records and dues collected must be given to the school secretary for deposit on the same day they are collected. No disbursements will be made from a class or club account without advisor's approval. All monies will be deposited in the class or club account.

EMPLOYMENT CERTIFICATES/WORKING PAPERS

Employment certificates are issued through the high school offices in accordance with the PA child labor laws. The principal may revoke a work permit if a child is not meeting academic expectations. Questions may be directed to the principal. More information can be found at: https://www.education.pa.gov/Pages/Codes%20and%20Regulations/Child-Labor-Law.aspx.

LIBRARY

All books and other library materials should be returned to the library before they are overdue so that all students will have the use of these materials. The library is intended to be a resource for all students and staff members that will help students to access information and materials for research projects and reading materials.

The library is a place for quiet work or study. Socializing, excessive noise, and frequent, purposeless visits are not permitted. Any conduct which is disruptive and/or prevents others from working will result in the student's being sent back to study hall or class. Students who are consistently disruptive in the library will be denied use of the facilities during school hours for specified periods of time, and action will be taken according to the disciplinary code.

NATIONAL HONOR SOCIETY

The National Honor Society Induction Ceremony shall be held annually. Candidates for full National Honor Society membership shall have spent at least one semester in the Forest Area School District and shall be members of the junior or senior class. Candidates from the sophomore class shall be elected to National Honor Society under a one year probationary status. Sophomore probationary candidates shall become eligible for full membership in their junior year.

All candidates eligible for election to the Chapter shall have a minimum cumulative G.P.A. of 92% calculated to include weighted courses.

A faculty council consisting of five teachers appointed by the principal shall elect new members based upon the guidelines of scholarship, service, leadership, and character.

Once admitted to the National Honor Society, members must maintain their cumulative 92 average. Those students falling below the scholastic standard shall be dismissed from the National Honor Society. A member may also be dismissed from National Honor Society if he/she does not maintain the standards of scholarship, leadership, service, and character that were used as the basis for his/her selection. Furthermore, a student who is dismissed or who resigns may never again become a National Honor Society Member. 417

POSTERS AND SIGNS

(Policy 220)

Students must obtain permission from the school principal to place posters or signs in the halls or classrooms. The same students will be responsible for removing the sign or poster immediately after their effectiveness. Posters and signs should be put in place without causing damage to the surface on which they are placed. Thumb tacks are to be used only on bulletin boards.

PROM

- The Prom is open to Forest Area Students in grades 10 through 12. A 9th grade student may only attend the prom if they are the date of another student in grades 10-12.
- School employees, faculty members, and administrators are guests of the junior class.
- Parents are welcome to attend the crowning, but are requested to leave immediately following the crowning ceremony.
- Guests attending the prom who do not attend a Forest Area High School must have prior approval by the building principal or principal's designee one week in advance. Guests must provide documentation showing that they are 20 years of age or less.
- Tickets for the Prom must be obtained and paid for before arriving at the event.

FUNDRAISING

(Policy 229) The Board of School Directors has a policy prohibiting the sale of any article during school hours. Students should not bring fundraising materials from outside organizations to school to sell. Sales by school organizations whose sales campaigns are approved by the principal may be permitted. All sales must comply with the District's School Wellness Policy.

SPORTSMANSHIP

Students will set a good example in the matter of sportsmanship, and should quickly condemn unsportsmanship-like conduct on the part of either students or adults. Visiting teams are to be honored guests of the home team and should be treated as such.

STUDENT ATHLETES, CHEERLEADERS, ALL CLUB AND ACTIVITY MEMBERS

All student athletes, cheerleaders and club and activity members must not only follow the rules and regulations as printed in this handbook, but must also follow any guidelines and regulations that are established for their particular activity. These additional regulations and guidelines will be printed and distributed to each student at the beginning of his/her activity. The guidelines and regulations are written and approved through the efforts of the administration, advisors, and coaches.

STUDENT COUNCIL

HS Student Council provides for student activities, serves as a training experience for both leaders and followers, promotes the common good, gives a share in the management of the school, develops high ideas of personal conduct, acts as a clearing house for student activities, seeks to interest students in school affairs and helps solve problems that may arise. Members of the Council are your representatives and have direct access to the school administrator.

VALUABLES

Students are advised that items of value should be left at home. The school is not responsible for articles that are lost or stolen from the individual or his/her locker.

VII: STUDENT CONDUCT

CODE OF STUDENT BEHAVIOR

(Policy 218) The Forest Area School Board acknowledges that conduct is closely related to learning: an effective instructional program requires a wholesome and orderly school environment so the effectiveness of the educational program is, in part, reflected in the behavior of students and employees.

The Board shall require each student of this district to adhere to the rules and regulations promulgated by the Board and administration and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules. The rules govern the student conduct in school and during the time spent in travel to and from school. Such rules shall require that students:

- conform to reasonable standards of socially acceptable behavior;
- respect the rights, person and property of others;
- preserve the degree of order necessary to the educational program in which they are engaged; and
- obey constituted authority and respond to those who hold that authority.

Video and audio monitoring is utilized by the district and will be reviewed when necessary.

INAPPROPRIATE DISPLAYS OF AFFECTION

Students meeting in the hallways are responsible for reporting to their classes on time. No outward signs of affection, during school hours or at school functions are encouraged. Violations ~~of this policy~~ will be treated as Level I offenses of the discipline code.

CAFETERIA CONDUCT

The following rules will be in effect in the cafeteria & should be enforced by the person(s) in charge.

1. Students must report to the cafeteria on time during assigned lunch periods and may not leave without proper authorization.
2. Students are responsible for the cleanliness of the area in which they eat and for returning all materials used to the proper location.
3. No food or drinks are permitted out of the cafeteria unless authorized by staff.
4. Students are not permitted to eat from other students' trays.
5. Students are not allowed to buy seconds if they have a negative account

Students may be assigned seats if necessary for disciplinary action. Misconduct may result in loss of cafeteria privileges and/or other disciplinary action.

CARE OF SCHOOL PROPERTY

(Policy 224) All students should be proud enough of their school buildings and grounds to help keep them clean. Visitors coming to our school should find it respectable at all times. The following guidelines should be followed:

1. Always keep lockers in an orderly manner, so that when opened to take out books, papers do not fall on the floor.
2. Any damage to assigned desks, lockers, etc., is to be reported to the teacher at the beginning of the period (immediately) so that a student cannot be unjustly accused of the damage.
3. Students are asked not to walk on the grass where walkways are available.
4. Students will refrain from writing on walls or desks.
5. Paper is to be put into waste baskets not on the floor, or in desks, or in lockers.
6. Students who lose or damage school property will be required to pay for this damage or loss.
7. The wearing of apparel which damages school property is prohibited. This includes the wearing of cleats in the building.
8. Students are not permitted on the playing floor of the gymnasium unless they are wearing gym shoes.
9. Students will refrain from carrying quantities of homework and exam papers and such articles as pencils, pens, and combs in their textbooks.
10. Students should not adjust window blinds unless requested to do so by a teacher.
11. Students are expected to cooperate with the school officials in keeping the school buildings and grounds neat and orderly at all times.
12. Shelving, heaters, etc., are not constructed to hold students. Sit on chairs.

DANCES

1. A minimum of two chaperones must be secured and committed to attend before the dance will be scheduled. Chaperones are expected to arrive 10-15 minutes before the start of the dance and stay until all students have left school grounds. At least one chaperone shall remain at the entrance at all times. The chaperone's judgment and word will be final regarding all decisions during the event.
2. One set of lights must be lit at all times. All exit lights must be lit as well. The light control panels will be locked with the head chaperone having the only key. Anyone interfering with the lights will not be permitted to attend in the future.
3. The student dress code will be in effect during all dances. Exceptions may be made for prom or homecoming if attire is suitable. The principal or chaperone in charge will have the final say as to whether or not the attire is appropriate. Students not in compliance will be asked to leave.
4. Students will not be permitted to go to their lockers or elsewhere in the building. The custodians will set up gates blocking access to all hallways except the restrooms and emergency exits.
5. All dances will include grades 7 through 12 unless otherwise specified. All dances must be scheduled through the principal. No student shall be admitted after 8:30 P.M. unless they are an East Forest or West Forest team member returning to the school following an away athletic event or school activity.
6. Any student leaving the dance early must sign out at the admission table and record the time. Parents will be notified. Students who leave the dance early must immediately leave school grounds. Those failing to do so will lose their privilege to attend future dances. Students who leave the dance early will not be readmitted.
7. Students will follow the Forest Area School District code of conduct or they may be asked to leave.
8. Any excessive displays of affection between students will necessitate their being asked to leave the dance. They will not be permitted to attend another dance that year until given approval by the principal.

9. Students wishing to sign in a guest for the dance must do so a day in advance and must follow the specific guest sign-in procedures. Guests may be no older than 20 years of age and must comply with all Forest Area policies the same as Forest Area students, and be approved by the building principal or principal's designee. Students are responsible for their guest's behavior. 120
10. Dances are not considered extra curricular activities. A dance is a school function.
11. Guests of Forest Area students must complete the guest dance form by its due date and have approval from both sending and receiving school administrators.

DRESS
(Policy 221)

Students have the right to govern the length or style of their hair including facial hair. This right may be limited with evidence that the length or style of hair causes a disruption of the educational process or constitutes a health or safety hazard. When length or style of the hair presents a problem, some types of covering should be considered.
School officials may impose limitations on dress when the attire causes a disruption of the educational process, and/or constitutes a health or safety hazard. Students may be required to wear certain types of clothing while participating in physical education activities, concerts, performances, athletic contests or other situations where special attire may be required.

Students are not permitted to be barefoot in the school except in the locker room.

Concert dress code is as follows:
- Appropriate attire as established by the director

Students have the responsibility to keep themselves, their clothes, and their hair clean. School officials may impose limitations on student participation in the regular instructional program where there is evidence that the lack of personal hygiene constitutes a health hazard.

The Forest Area School District believes a student's manner of dress and hair style is a basic responsibility of the student and his/her parents. Students and parents, as responsible members of the community, are expected to continue to exercise good judgment in the selection of appropriate clothing for school. Inappropriate clothing is defined as that type of attire that causes an interruption of the educational process or constitutes a health or safety hazard. Forest Area School District and School Board adopts the following restrictions:
- No T-shirts advertising drugs, sex, alcohol, tobacco, or vulgarities or shirts having negative or demeaning comments regarding clubs, organizations, or individuals within the school will be permitted.
- No altering of manufactured tops and/or shirts.
- No hats, sweatbands, head coverings, and sunglasses are to be worn inside the building during school hours.
- Appropriate footwear must be worn at all times. No bare feet will be permitted. Footwear is to be worn in such a way as not to constitute a safety hazard. No slippers are permitted.
- Jewelry may not be worn in classes where it may constitute a safety hazard.
- Students must be covered by clothing from midthigh to shoulder.
- The following items are prohibited:
    a. Mesh shirts, net shirts, and see-through shirts are not permitted unless another shirt is worn underneath. Students should wear proper undergarments.

b. Bare-midriff shirts, halter tops, tube tops, or thin-strapped (spaghetti straps) tank tops. Cleavage must not be seen.

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- o Undergarments should not be seen.
- o Pajamas, and character pajama pants are not permitted.

Failure to comply with the provisions of the dress code may result in a Level I violation of the discipline code. Students may be required to change clothing before returning to class.

HALL PASSES

Students are NOT permitted in the halls during class periods unless they are accompanied by a teacher or have a hall pass from an authorized staff member. If you wish to see a teacher during his/her conference period you must arrange for this in advance. The teacher must give you a pass permitting you to be excused from study hall. You must deliver this pass to your study hall teacher at the beginning of the study hall period.

RESTROOM USAGE

Students are to use the designated restroom. No one is to be excused from class except in case of an emergency. Only one person is to be excused from a room at a time. Students MUST carry a hall pass and sign out.

A. Restrooms are to be used only for the purpose intended. Any other usage such as smoking, loitering, meeting, or hiding from school personnel will be subject to disciplinary action as defined in the disciplinary code.
B. Students are to go to the restroom between periods. If an emergency necessitates using the restroom during a class, the following procedures should be observed.
   1. Ask the teacher's permission.
   2. Follow the procedure established by the teacher. **DO NOT ASSUME THAT A TEACHER MUST HONOR YOUR EVERY REQUEST. IN CASES WHERE A STUDENT TAKES ADVANTAGE, A REQUEST MAY BE DENIED.**
C. Remember, the restrooms are there for your convenience. Please report any restroom damage or malfunction that you see, immediately, to any staff member.

LEAVING SCHOOL GROUNDS

No student is to leave the building or school area during the school day unless given permission by the office. Any student failing to check out properly will be considered truant from classes and will be subject to disciplinary action. This includes students who go to the parking lot without permission from the office.

LOCKERS

The school district provides students with lockers for the storage of their clothing and school materials. The school district, standing in loco parentis (24 P.S. Sec. 1317), reserves the right to authorize school personnel or law enforcement officers accompanied by school personnel to search individual pupil lockers. Periodic inspections for cleanliness and safety can be made. Students should have no expectation of privacy as it relates to lockers.

OPEN CONTAINERS

Students are not permitted to consume any type of liquids, in either bottles or cans, with the exception of water.

PHYSICAL EDUCATION

All students are required to take and pass physical education classes to meet the requirements for graduation.

Physical Education requirements for all students are as follows:

1. Athletic pants or shorts and a T-shirt
2. Gym shoes
3. Hair must be kept out of face during physical education so as not to interfere with participation.
4. Jewelry should not be worn in gym class.
5. Only doctor excuses, and on rare occasions excuses from the nurse, will be accepted as reasons for not participating in physical education. All doctors' excuses must specifically address what the student may and may not do, also any recommendations for an adaptive prescription of permitted activities during the period of incapacitation. This must be included with the excuse to be valid.
6. No gum chewing

For students in grades 7 - 12:

7. Showers are recommended after every class. (Bring soap and towel.)
8. Each student must dress in gym clothes for every gym class.
9. Gym clothes should be laundered once a week.

ELECTRONIC DEVICES

(Policy 237)

The school administration recognizes that electronic communication devices can be beneficial and used for educational purposes. However, use of electronic communication devices in school situations that disrupt and interfere with the educational process is not acceptable. No pictures or video may be taken unless specifically authorized by staff. Teachers may request that all electronic devices be turned off during instructional time. Teachers may require that students place their phones in a classroom basket or hanging rack in the classroom. The use of electronic devices are permitted in the cafeteria and hallways. If the device is used inappropriately, the progression of classroom discipline should be:

1. verbal warning
2. confiscating the phone for the period
3. send the phone to the office with a write up

All use of electronic devices is at the discretion of the teacher.

Students whose electronic device(s) repeatedly cause a disruption/distraction to instruction will be referred to the office according to the discipline code. Administration reserves the right to confiscate and to revoke electronic device privileges at any time.

Unauthorized possession or use of electronic devices shall result in confiscation of the item by school personnel and possible disciplinary action.

RESTRICTED AREAS

The following areas are restricted to students except by the direct permission of those persons who are authorized to be in charge:

- The teacher's room
- The cafeteria kitchen
- All storage and stock rooms
- Athletic equipment rooms
- Locker rooms unless scheduled for a class
- Faculty lunchroom

Students are, at NO TIME, to remain in any part of the building unless a teacher is present and assumes the responsibility. Students who find themselves in unsupervised rooms, or if assigned to a room which is locked, should report to the office immediately for reassignment. 423

SCHOOL BUS REGULATIONS

(Policy 810 and Policy 810.2)

School bus transportation is provided for the student's safety and convenience. Transportation is provided as a privilege, it is not a mandate, and therefore can be revoked at any time for misconduct. Students are expected to help maintain the condition of the bus on which they ride. Students will be videotaped and audio taped. Tapes will be reviewed as necessary.

Each child may have (2) primary designated stops. Variations to the primary stops will only be granted for the following situations as described:

DAYCARE OR OTHER CARE PROVIDER

The District will consider requested changes to an assigned bus stop that are made by working parents/guardians who have a daycare arrangement or other care provider arrangement for their child. Students can be assigned to bus routes only within the attendance area in which the student resides. All requests must be submitted to the building principal in writing at least three (3) days in advance of the requested change and must be approved by the District's Transportation Coordinator.

EMERGENCY SITUATIONS

Changing a student's assigned bus stop in emergency situations will be handled on a case-by-case basis. An ***emergency*** is defined as: a serious situation or occurrence that happens unexpectedly and demands immediate action. Changes to an assigned bus stop due to an emergency situation will not be honored on a frequent (monthly or weekly) basis, shall cease upon the resolution of the emergency situation, and accommodations can only be provided when there is available space on the affected vehicle. In the event that a parent or guardian feels that an emergency situation is present, the parent or guardian shall contact the building principal, who will then notify the transportation office of the emergency-based request. Whether a situation constitutes an emergency shall be determined at the sole discretion of the District's Transportation Coordinator.

PARENTAL RESPONSIBILITY

Parents/Guardians shall assume responsibility for their child after the child has exited the contractor's vehicle at any bus stop and, if requested, shall provide assurances to the administration's satisfaction that the student would not be placed in a dangerous situation if dropped off at a particular bus stop.

Students in grades PreK – 3 will not be dropped off even at their designated stop unless the driver sees a parent or the designated day care provider is clearly present at the stop. Individual circumstances will be considered if the parent/guardian contacts the Transportation office prior to the scheduled drop off.

BUS STOP REGULATIONS

1. Arrive at the bus stop on time ~ 5 minutes prior to the time the bus is to arrive and wait for 20 minutes in case it is running late.
2. Wait for your bus in a safe place ~ well off the roadway. Bus riders must conduct themselves in a safe manner while waiting.
3. Respect the property rights of people who reside at or near the bus stop.
4. Wait until the bus comes to a complete stop before trying to get on the bus. Enter the bus single file with no crowding or pushing.

5. Be careful if crossing the roadway to board the bus ~ check to make sure all traffic has stopped.

BUS RIDING REGULATIONS

1. Observe the same conduct as in the classroom.
2. Student's conduct may be video and audio-taped on the bus.
3. Be courteous; use no loud or profane language.
4. Do not eat or drink on the bus.
5. Keep the bus clean; pick up any mess you make.
6. Do not throw any objects in the bus or outside the bus.
7. Squirt guns of any kind are not permitted on the bus.
8. Remain seated at all times while on the bus.
9. Keep head, hands and feet inside the bus. Windows are to be opened only with the driver's permission.
10. Do not be destructive ~ defacement or destruction of property will be dealt with according to the school disciplinary code.
11. Smoking/vaping or the use of tobacco products on the bus will be dealt with according to the disciplinary code. Lighting of matches or lighters is not permitted on or around the school bus.
12. The driver has authority and the students are to obey, cooperate and show respect.
13. Be courteous to fellow students.
14. Bus drivers are authorized to assign seats.
15. Enter the building immediately upon arrival at the school.
16. Putting off any explosive devices on the bus will result in suspension from riding the bus and be dealt with according to the disciplinary code.

BUS UNLOADING PROCEDURES

1. Students should exit the bus in a quiet, orderly manner and proceed directly to their assigned area at school or to their homes.
2. Students who must cross the road should cross 10 feet in front of the bus. Check traffic in both directions before proceeding across the roadway. Watch the driver for a signal to cross.
3. Children walking along the side of the bus should stay away from the bus as far as possible if sidewalks are not available.

EXTRA-CURRICULAR ACTIVITIES

1. The preceding regulations apply to any trips under school sponsorship.
2. Students should respect and obey the chaperones assigned to the trip.
3. Students must notify the proper personnel of their attendance or absence from transportation for events related to school functions.

EMERGENCY PROCEDURES

1. Evacuation drills are scheduled so that students on the bus know exactly what to do in case of an emergency.
2. The driver or the assigned helpers must have the cooperation of the students. Students are to remain quiet during drills or an emergency so that they can hear directions.
3. Students are not to leave the bus for emergencies unless instructed to do so by the bus driver.
4. No individual is to open any emergency door except in the event of a true emergency. These doors are never to be used for routine boarding or exiting.

DISCIPLINE PROCEDURES

Children who engage in serious discipline problems on the bus, such as fighting or any other activity that endangers the health or safety of other passengers, may have their riding privileges suspended by the principal.

The parent/guardian of suspended students is then responsible for transporting his/her children to and from the school safely. The following procedures will be used ~ the driver will report the incident to the manager of the bus garage who will notify the building principal on a "Bus Conduct Report." 425

Students who disobey these rules may be assigned warnings, given reassignment, suspended from riding the bus, or may face other appropriate disciplinary action.

DROP OFF AND PICK UP ZONES

East:
Students can be dropped off and picked up in the designated zone at the side of the building. Students may enter through the main entrance. Students being dropped off after the start of school or picked up before the end of school must be signed in or out at the office by an adult.

West: Elementary students can be dropped off and picked up in the front of the building. Parents are asked to park in a parking space. Students should use the crosswalk to enter the building. High school students may also be dropped off at the rear of the building at the gym entrance during regular arrival and dismissal times. Any student arriving after the start of the day or being picked up/leaving before the end of school must be signed in or out at the office.

STUDENT CONDUCT AT SCHOOL EVENTS

Students are under the jurisdiction and therefore the rules and regulations of the school at all extra-curricular activities, including those at other schools. All school rules must be followed during the activity. If violations should occur, the discipline code will be enforced. A student could be suspended from attending or participating in all Forest Area School events if his/her conduct is not of the best quality.

Courtesy must be shown toward all opponents and officials at all sporting events. Booing opponents and/or officials is one example of unacceptable behavior.

Students who leave a school activity early must leave the school grounds. Students will not be permitted to leave the school building and re-enter.

NOTE: Students whose activities have been suspended due to disciplinary reasons are not permitted to attend or participate in any school functions or activities, during or after school, for the period of time stated in the length of suspension.

STUDENT DRIVERS

(Policy 223)
Students who hold a Pennsylvania driver's license and who have parental permission may apply for a parking permit to park in the student lot. The privilege of parking on school property may be revoked with cause at the discretion of the administrator.

- All student cars must be parked in designated areas.
- Students who refuse to park in their assigned parking place may lose their parking privileges or receive suitable punishment.
- No cars may be removed from parking areas during the school day except by permission of the principal or his designee.
- All signs indicating parking areas, reserved areas, and one-way drives are to be observed.
- A student who drives in a careless or reckless manner will forfeit his/her privilege to use the school parking facilities.

- Smoking or use of nicotine and other tobacco/vaping products is not permitted in cars while the car is on school property. 426
- The speed limit on school grounds is 15 MPH.
- Illegally parked cars will be towed away without notice and the driver will be responsible for towing charges.
- Vehicles parked on school property are subject to search by the school administration at any time.
- All cars must be properly registered in the principal's office and display parking permits on the mirror.
- The District permit process must be completed and approved prior to the vehicle being parked on campus.

No student may leave early and ride with another student without prior written permission of the parent of the student that is riding, the student that is driving, and the school principal.

VENANGO TECHNOLOGY CENTER STUDENTS

(Policy 115)

The bus transporting the students to the Venango Technology Center will leave East Forest at 11:00 and West Forest at 11:20. The buses will load from the front doors near the main office. Students need to make sure the bus monitor/building secretary is aware he/she is boarding the bus.

It is the policy of both the Forest Area School District and the Venango Technology Center that all students attending the Career Center be transported by bus to and from the center. However, those students who have received written permission from the Venango Technology Center director and the Forest Area Administration to drive or ride with someone to the Venango Technology Center school may do so.

Parents/guardians will be given notification of first behavior problems of any student riding the VTC bus and will be informed after proper due process that the next offense will result in suspension from the bus with the parents/guardians providing transportation. Bullying will not be permitted en route to and from Venango Technology Center.

All VTC policies and procedures must be followed by students who attend this program.

VIII: DISCIPLINE CODE
FOREST AREA SCHOOL DISTRICT
STUDENT CONDUCT AND
DISCIPLINE CODE

I. GENERAL STATEMENT

The Forest Area School Board of Education has the right and authority "to adopt reasonable rules and regulations as it may deem necessary and proper regarding the management of its school affairs." (24 P.S. Sec 510). The Student Conduct and Discipline Code is designated to balance the responsibility of the school authorities to maintain and support a thorough and effective system of public education (Pa. Constitution, Article 3, Section 14) with the personal rights and freedoms of all pupils. "The authority possessed by the State to prescribe and enforce standards of conduct, although concededly very broad, must be exercised consistently with constitutional safeguards." (Goss v. Lopes 419 US 565, 1975). Adherence to this code by pupils, school personnel, and the parental support which is needed will not only create an atmosphere conducive to learning but will also protect the rights of our youth. The Discipline Code is designed to provide a guide which is

reasonable in dealing with discipline problems and one which will establish the parameters for students and staff to follow so that all parties know what is expected of them. 427

II. AREAS OF RESPONSIBILITY

1. **Forest Area Board of Education** ~ The Board of School Directors holds all school personnel, through the Superintendent, responsible for the control and proper conduct of students while under the legal supervision of the school and supports all personnel reasonably acting within the framework of district policy.
2. **Superintendent** ~ The Superintendent shall be responsible for establishing all necessary procedures to implement the Board of School Directors' policies relating to the standards of student behavior.
3. **Principals** ~ The school principal shall be responsible to the Superintendent for the student conduct within his/her school. The principal shall have the responsibility to enforce the district policies. The principal will handle discipline problems in a reasonable and prudent manner, based upon the standards which are set forth herein. He/She is responsible for disciplinary communications among faculty, students, parents, and community agencies. The responsibilities of the principal also include the administration of reassignment, detention, recommending suspensions and expulsions, and maintaining discipline records.
4. **Teacher** ~ It is the responsibility of the teacher to:
   a. Enforce all facets of the discipline code.
   b. Act with the dignity and respect which he/she in turn expects to receive from the students.
   c. Make every effort to recognize the individuality and dignity of the student.
   d. Look upon discipline with an objective and positive manner, administering it impartially and matter-of-factly within a reasonable time. Acts of discipline should be forgiven and forgotten immediately following.
   e. Never publicly ridicule or physically abuse any child and never strike a child.
   f. Plan and conduct a program of instruction, which will stimulate learning and reduce behavior problems.
   g. Manage the classroom routine so that it reduces the opportunity for students to become disruptive.
   h. Make every effort to develop communication between teacher and parent relative to the performance of the student.
   i. Distinguish between student misconduct, which should be handled by the teacher and that which requires the attention of the principal.
   j. Treat individual infractions individually.
   k. Be sensitive to changing behavior patterns, talk to students about their problems immediately and refer students to the school counselor.
   l. Attempt to resolve any situation where the student is behaving in such a way as to jeopardize his own safety or the safety of other students or teachers.
   m. Supervise all students at all times. Students should never have the feeling that they are unsupervised
5. **Parent** ~ It is the responsibility of parents to:
   a. Follow the proper procedures if they feel that their rights and/or the rights of their child have been grieved under this policy. The procedures to be followed should be initiated with the individual who has been involved with their child. If they are not satisfied with the resolution of the matter at any time, they may proceed to the next level of responsibility in the following manner:
      i. Make an appointment and discuss the problem with the teacher or the individual involved.
      ii. Make an appointment and discuss the problem with the principal.
      iii. Make an appointment and discuss the problem with the superintendent.
      iv. Write a letter and request to be placed on the Agenda of the next Forest Area School Board meeting.
   b. Instill an enthusiastic attitude in your child from his/her first day of school, by encouraging him/her to reach his maximum potential.

c. Keep in mind that parental attitude and opinion so often become that of your children.

d. Stimulate learning in the home as well as the school. Provide a place for him/her to do homework assignments and be available to assist your child, if needed. 428

e. Build a good working relationship between yourself and your child, his teacher, and his school.

f. Encourage your child to take pride in his appearance.

g. Be firm with standards you set for your child. Be careful not to expect more than his capabilities will allow.

h. Insist upon prompt and regular attendance.

i. Recognize that the teacher deserves the same consideration and respect that we insist upon as parents.

j. Insist that your child bring home promptly all communications from school. Be certain to read them and, if necessary, discuss them with your child.

k. Help your child to understand that rules are a necessary part of our society. Should your child become involved with an infraction, cooperate with the school in resolving the problem.

l. Communicate with the school in any problem the student might have.

m. Establish rapport with the school.

n. Teach your child to respect himself/herself so that he/she will understand why he/she must show respect for the law, the rights of others and public safety.

o. YOU ARE FINANCIALLY RESPONSIBLE FOR YOUR CHILD'S MISDEEDS

6. **Student** ~

It is the responsibility of the student to cooperate with investigations and report criminal arrests to the principal

It is the responsibility of the student to follow the proper procedure if they feel that their rights have been violated under this policy. The procedures to be followed should be initiated with the individual who has been involved. If the student is not satisfied with the resolution of the matter at any time, then he/she may proceed to the next level of responsibility in the following manner:

i. Make an appointment and discuss the problem with the teacher or the individual involved.

ii. Make an appointment and discuss the problem with the principal.

iii. Make an appointment and discuss the problem with the superintendent.

iv. Write a letter and request to be placed on the Agenda of the next Forest Area School Board meeting.

DISCIPLINE GUIDELINES

The purpose of the Student Discipline Code is to maintain an orderly environment where students can learn while developing an understanding of independent responsibility. Strong expectations for conduct and discipline prepare students for their place in the community and in the employment world. It is understood that common sense and reason should prevail when discipline is administered.

Restorative justice is a philosophy and approach to discipline that focuses on repairing harm, promoting accountability, and fostering positive relationships within a school community. At our schools, we believe in the principles of restorative justice as well as traditional punitive measures, aiming to create a safe and supportive environment for all students, staff, and families. When it is appropriate, restorative justice measures will be applied to disciplinary situations by both teachers and administrators. It is strongly recommended that the teacher address disciplinary concerns first in the classroom by conferencing with the student, involving the parents in the conversation and asking students to correct their behavior by making amends. When these approaches fail, students will then be referred to the administration. The administration may use restorative tactics in combination with traditional measures.

Restorative measures may include:

Conferencing- The process typically involves the following steps:

1. Dialogue: All parties affected by the harm or conflict come together in a safe and respectful setting to share their experiences and perspectives. This includes the individuals directly involved, as well as any other affected individuals, such as witnesses or community members.
2. Understanding and empathy: During the dialogue, participants are encouraged to listen actively and express their feelings and concerns. This process helps build empathy and understanding among all parties involved.
3. Accountability and responsibility: Once the harm is acknowledged and understood, individuals are encouraged to take responsibility for their actions and the consequences they have caused. This may involve reflecting on their behavior, understanding the impact it had on others, and identifying ways to repair the harm.
4. Restorative action: Together, the participants determine appropriate actions or measures to address the harm done and restore relationships. These actions may include apologies, community service, restitution, or other forms of meaningful reparation.
5. Reintegration and support: After the restorative process, individuals are welcomed back into the school community, emphasizing the importance of providing ongoing support to ensure their successful reintegration.

Reassignment- Relocating the student to provide additional support to de-escalate and contemplate their actions with continued academic participation.

Other disciplinary consequences may include:

Detention - Students will spend their own time either before or after school or at lunch time in 30 minute increments and be given the opportunity to contemplate their actions.

Suspension - Suspension is exclusion from school for a period of up to ten days. If the suspension exceeds three school days, the student and parent shall be given the opportunity for an informal hearing consistent with the requirements of the law.

Expulsion - Expulsion is exclusion from school by the Board of School Directors for a period exceeding ten (10) consecutive school days. The Board may permanently expel any student whose misconduct or disobedience warrants this sanction. No student shall be expelled without an opportunity for a formal hearing before the Board, or a duly authorized committee of the Board, or a qualified hearing examiner appointed by the Board, and upon action taken by the Board after the hearing.

LEVEL I VIOLATIONS

1. Cafeteria disruption
2. Class disruption
3. Hall disruption
4. Bus disruption
5. Unacceptable language/actions/gestures
6. Dress code violations
7. Loitering

8. Late to school/class (3rd time)
9. Outside assigned area without a pass or abuse of a pass
10. Consuming food or drink outside of cafeteria
11. Inappropriate public displays of affection
12. Violating individual classroom policies
13. Failure to complete reasonable assignments or carry out reasonable directions
14. Violation of computer use policy.
15. Possession and/or use of unauthorized electronic devices and/or refusal to surrender electronic devices.
16. Disrespect toward staff/insubordination
17. Unauthorized /inappropriate use of electronic devices including taking pictures or making recordings.
18. Plagiarism/Forgery
19. Cheating
20. Other behaviors that are disruptive to the educational process

First Offense	Second Offense	Third Offense	Fourth Offense
Teacher/Student Conference Warning	Teacher completes Discipline Form	Teacher completes Discipline Form	Teacher completes Discipline Form
Teacher records date of warning	Parents Contacted	Parents Contacted	Parents Contacted
Infraction may result in a warning and/or a reassignment/ conferencing.	Conferencing, Reassignment, detention and/or suspension	Reassignment, detention and/or suspension	Reassignment, detention and/or suspension

Any level one offense committed while under the supervision of a substitute teacher may be handled as a level two offense.

Detention may be assigned before or after school or at lunchtime in one or more 30 minute increments.

Chronic offenses of Level I or Level II Violations may result in assignment to another educational setting.

Multiple offenses will result in increased consequences.

Video and audio monitoring is utilized by the district and will be reviewed when necessary.

LEVEL II VIOLATIONS

1. Fifth offense of Level I violation
2. Destruction/defacing school property or school grounds (restitution is mandatory)
3. Skipping class
4. Unauthorized exit from school building/grounds
5. Theft (restitution is mandatory).
6. Cheating/Plagiarism/Forgery.

7. Disrespect toward staff/insubordination.
8. Skipping after-school detention.
9. Minority, ethnic, or racial slurs or intimidation, writing, or gestures
10. Harassment/hazing/sexual harassment (Policy 103).
11. Bullying (Policy 249).
12. Cyber Harassment (Policy 249).
13. Possession and/or use of electronic devices not authorized by the teacher and/or refusal to surrender electronic devices.
14. Unauthorized/inappropriate use of electronic devices including taking pictures or making recordings.
15. Assault - Physical contact was made resulting in injury.
16. Fighting - Physical altercation resulting in a minor injury or no injury.
17. Verbal assault - Inappropriate comments directed towards another student or staff.
18. Violation of acceptable use policy (Policy 815).
19. Actions that cause or create a danger to oneself or others.
20. Unacceptable language/actions/gestures.
21. Possession, use or sale of tobacco (Policy 222)
    All violations will lead to a citation being filed with the District Magistrate as per PA state law.
    First Offense: One (1) Day Suspension;
    Second Offense: Three (3) Day Suspension;
    Third Offense: Ten (10) Day Suspension~ Automatic SAP Referral;
    Fourth Offense: Administration may recommend expulsion.
22. Possession, use or sale of vaping materials (Policy 222).
    All violations will lead to a citation being filed with the District Magistrate as per PA state law.
    First Offense: One (1) Day Suspension;
    Second Offense: Three (3) Day Suspension;
    Third Offense: Ten (10) Day Suspension~ Automatic SAP Referral;
    Fourth Offense: Administration may recommend expulsion.
23. Other behaviors that cause significant disruption to the educational process.

First Offense	Second Offense	Third Offense	Fourth Offense
Discipline form completed	Discipline form completed	Discipline form completed	Discipline form completed
Student/Family conference	Student/Family conference	Student/Family conference	Student/Family conference
In-school reassignment or 1 day suspension (in or out)	In-school reassignment or 2 day suspension (in or out)	3 days in or out of school suspension No activities for 10 school days	Considered Level III No activities for 20 school days
No activities on the day of the detention	No activities for 5 school days	Hearing scheduled for Possible assignment to alternative setting or AEDY	Possible assignment to alternative setting or AEDY

Conferencing may be used in conjunction with lesser disciplinary action if recommended by the administration and agreed to by both parties. Conferencing may be conducted by appropriate staff.

LEVEL III VIOLATIONS

1. Fourth offense of Level II violation.

2. Possession, use (including being under the influence), and/or the distribution/sale of tobacco, drugs, or alcohol, any form of look-alikes or paraphernalia. This includes the use or possession of anabolic steroids. (Policy 227). 432
3. Possession of and/or use of weapons or look-alikes (Policy 218.1).
4. Assault on staff members – making aggressive physical contact.
5. Assault on student(s) – violent acts which cause harm or are intended to cause harm – may include but not be limited to the use of a weapon.
6. Arson.
7. Terroristic threats or bomb threats (Policy 218.2).
8. Reckless endangerment of another person or one's self by initiating actions that could cause serious harm.
9. Indecent exposure.
10. Possession or use of fireworks or any type of exploding device.
11. Tampering with alarms or fire fighting/security systems.
12. Vandalism (Policy 224)
13. Extortion.
14. Major violation of acceptable use policy. (Policy 815)
15. Unacceptable language/actions/gestures.
16. Unauthorized use of electronic devices.
17. Other behaviors that cause extreme disruption to the educational process.

Given the seriousness of Level III violations, the following actions may be immediate:
1. Discipline form completed
2. Referral to SAP team
3. No activities for 90 school days, with possible extension of up to 180 school days
4. 3-10 day out of school suspension
5. Police involvement
6. Hearing scheduled
7. Referral to school board for possible expulsion
8. Assignment to the AEDY or another education program which could be in or out of the district.

Chronic violations of Level I, II & III may result in suspension, expulsion and/or assignment to the AEDY or an out of district educational program.

Any student expelled from school or assigned to the AEDY or other placement may be required to undergo drug screening or an evaluation at student expense before being readmitted to school. Any student that does not adhere to the discipline imposed by the District may be subject to more severe discipline including, but not limited to, expulsion.

The Forest Area School District and the Pennsylvania State Police have a Memorandum of Understanding relating to criminal offenses that occur on school property or during school events. The understanding relates to the procedures to be employed by the district and the police should any of the listed offenses occur. A copy of this memorandum is on file in all school offices and at the central office.

BULLYING/CYBERBULLYING

(Policy 249) The Board is committed to providing a safe, positive learning environment for district students. The Board recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, the Board prohibits bullying by district students.

Bullying means an intentional electronic, written verbal or physical act or series of acts directed at another 433
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. Substantial interference with a student's education
2. Creation of a threatening environment.
3. Substantial disruption of the orderly operation of the school.

The school's goal is to educate students on the what bullying entails:
Rude - when someone says or does something *unintentionally* hurtful and they do it once.
Mean - when someone says or does something *intentionally* hurtful and they do it once.
Bullying - when someone says or does something *intentionally* hurtful and they *keep doing it* even when you tell them to stop or show them you're upset.

Reports of bullying or cyberbullying should be made to the building principal or other designated school staff member. The principal or designee will promptly investigate every reported incident in accordance with district procedures. After a determination is made that bullying or cyberbullying has occurred, the district will notify the parents or guardians of the students involved, consistent with applicable law and student privacy requirements. This will include but not be not limited to bullying that is AI generated, modified media, and cyber.

SAFE2SAY SOMETHING

Safe2Say Something reports may be submitted by any individual, including students, parents/guardians, staff and others as a secure and anonymous report about unsafe, potentially harmful, dangerous, violent or criminal activities in a school entity or threat of such activities in a school entity through:
1. A twenty-four (24) hours a day, seven (7) days a week telephone hotline maintained by the Office of the Attorney General's Safe2Say Something Crisis Center 1-814-SAF2SAY or 1-844-723-2729;
2. A Safe2Say Something program secure website https://www.p3campus.com/tipform.aspx?ID=3085&C=e780ab ; or
3. A Safe2Say Something software program application, or "app" accessed through a mobile electronic device.https://www.safe2saypa.org/download/

WEAPONS

(Policy 218.1, ACT 26)

The Board recognizes the importance of a safe school environment and its effect upon the educational process. Possession of weapons in the school environment is a threat to the safety of students and staff and is prohibited by law.

For the purposes of this policy a "weapon" shall be defined as follows:
A "weapon" shall mean any device, instrument, material or substance, which under the circumstances in which it is used, attempted to be used, or threatened to be used, is readily capable of causing physical injury or terror."
The term shall include but is not limited to: any knife, cutting instrument, cutting tool, nunchaku, brass knuckles, firearm, shotgun, rifle, BB or pellet gun, look-alike gun, chemical agent, explosive device, and/or instrument, tool, or implement capable of inflicting bodily injury or causing fear of same. Pocket knives, arrowheads and other hunting implements are not permitted in school.

The Board prohibits students from possessing and bringing weapons and replicas of weapons into any school district buildings, onto school property, to any school sponsored activity, and onto any public vehicle providing transportation to school or a school sponsored activity.

For the purposes of this policy "possession" shall be defined as follows:

A student is in possession of a "weapon" when the weapon is found on the person of this student, in the student's locker or vehicle, in or under the student's control while he/she is on school property, on property being used by the school, at any school function or activity, at any school event held away from the school, or while the student is on his/her way to or from school. Additionally, any student who is responsible for bringing a weapon into the school environment or to school activities, regardless of whether or not the weapon is in his/her possession at the time of discovery, shall be guilty of violating this policy and shall be treated as if in possession.

Violations of section 912 of the Pennsylvania Crimes Code shall also constitute a violation of this policy.

The school district, in compliance with Act 26 of 1995 of the Public School Code, shall expel for a period of not less than one (1) year any student found to be in violation of this weapons policy. Such expulsions shall be given in conformance with formal due process proceedings as required by law. The Superintendent may, on a case-by-case basis, recommend discipline short of expulsion and in the case of an exceptional student take all necessary steps to comply with the Individuals with Disabilities Education Act. An exception to this policy may be made by the Superintendent, who shall prescribe special conditions or procedures to be followed.

The Superintendent or a designee shall take the necessary actions to develop a memorandum of understanding with local law enforcement officials that sets forth procedures to be followed when an incident occurs involving an act of violence or possession of a weapon on school property.

Weapons under the control of law enforcement personnel in conjunction with their duties are permitted.

TERRORISTIC THREATS/ACTS

(Policy 218.2)

The Forest Area School Board prohibits any district student from communicating terrorist threats or committing terrorist acts directed at any student, employee, Board member, community member or school building. Terroristic threat shall mean a threat to commit violence communicated with the intent to terrorize another, to cause evacuation of a building, or to cause serious public inconvenience, in reckless disregard of the risk of causing such terror or inconvenience.

Terroristic act shall mean an offense against property or involving danger to another person.

When an administrator has evidence that a student has made a terroristic threat or committed a terroristic act:

- The building principal shall immediately suspend the student.
- The building principal shall promptly report the incident to the Superintendent.
- Based on further investigation, the Superintendent shall report the student to law enforcement officials.
- The Superintendent may recommend expulsion of the student to the Board. If a student is expelled for making terroristic threats or committing terrorist acts, the Board may require, prior to readmission, that the student provide competent and credible evidence that the student does not pose a risk of harm to others.

If a student is expelled for making terroristic threats or committing terroristic acts, upon return to school, the[435] student shall be subject to random searches.

In the case of exceptional students, the district will take all steps necessary to comply with the Individuals with Disabilities Education Act and follow Board policy

UNLAWFUL HARASSMENT OR HAZING
(Policy 247)
It is the policy of the Forest Area School District to maintain a safe, positive learning and working environment that is free from harassment.

It shall be a violation of this policy for any member of the district staff to harass a student through conduct or communications as defined below. It shall also be a violation of this policy for students to harass other students or staff through conduct or communications as defined below.

Hazing is defined as any activity that recklessly or intentionally endangers the mental health, physical health or safety of a student for the purpose of initiation or membership in or affiliation with any organization recognized by the board.

- **Endanger the physical health** shall include but not be limited to any brutality of a physical nature, such as whipping; beating; branding; forced calisthenics; exposure to the elements; forced consumption of any food, alcoholic beverage, drug, or controlled substance; or other forced physical activity that could adversely affect the physical health or safety of the individual.

- **Endanger the mental health** shall include any activity that would subject an individual to extreme mental stress, such as prolonged sleep deprivation, forced conduct which could result in extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual.

Any hazing activity, whether by an individual or a group, shall be presumed to be a forced activity, even if a student willingly participates.

HARASSMENT: For purposes of this policy, harassment of a student consists of verbal, written, graphic or physical conduct relating to an individual's race, color, national origin/ethnicity, gender, disability, sexual orientation or religion when such conduct:

- Is sufficiently severe, persistent or pervasive that it affects an individual's ability to participate in or benefit from an educational program or activity or creates an intimidating, threatening or abusive educational environment.
- Has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance.
- Otherwise adversely affects an individual's learning opportunities.

CYBER HARASSMENT: A person commits the crime of cyber harassment of a child if, with intent to harass, annoy or alarm, the person engages in a continuing course of conduct by repeatedly communicating any of the following by electronic means directly to a child or by publication through an electronic social media service:

- seriously disparaging statement or opinion about the child's physical characteristics, sexuality, sexual activity or mental or physical health or condition; or threat to inflict harm. 18 PA CSA[436] SS2709

COMPLAINT PROCEDURE

1. A student shall report a complaint of harassment, orally or in writing, to the building principal or a designated employee, who shall inform the student of his/her rights and of the complaint process.
2. The building principal immediately shall notify the Superintendent or other designated administrator and shall conduct an impartial, thorough and confidential investigation of the alleged harassment. In determining whether alleged conduct constitutes harassment, the totality of the circumstances, nature of the conduct and context in which the alleged conduct occurred shall be investigated.
3. The building principal shall prepare a written report summarizing the investigation and recommending disposition of the complaint. Copies of the report shall be provided to the complainant, the accused, the Superintendent and others directly involved, as appropriate.
4. If the investigation results in a substantiated charge of harassment, the district shall take prompt corrective action to ensure the harassment ceases and will not recur.

A substantiated charge against a student in the school district shall subject that student to disciplinary action including but not limited to suspension, expulsion and possible police action consistent with the student discipline code.

A substantiated charge against a district staff member shall subject such staff member to disciplinary action, including discharge.

HARASSMENT/SEXUAL HARASSMENT/TITLE IX SEXUAL HARASSMENT POLICY
(Policy 103, Policy 104)

Harassment/Sexual Harassment/Title IX Sexual Harassment Policy –It is the policy of the District to maintain an environment for learning and working that is free from harassment, sexual harassment and Title IX sexual harassment, as defined herein, and such conduct is prohibited. It is also the policy of the District to comply with federal law and regulations under Title IX prohibiting sexual harassment, which is a form of unlawful discrimination on the basis of sex. Such discrimination shall be referred to throughout this policy as Title IX sexual harassment. Additionally, the District does not discriminate in any manner, including Title IX sexual harassment, in any District education program or activity. Inquiries regarding the application of Title IX to the District may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

The District's Title IX Coordinator is:

Elisha Pospisil
22318 Rt 62
Tionesta, PA 16353
814-755-4491
epospisil@forestareaschools.org

The District's Board Policy 103 "Discrimination/Title IX Sexual Harassment Affecting Students" and the associated Attachment 2 "Discrimination Complaint Procedures" and Attachment 3 "Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints" are set forth in full on the District's website and can be accessed at: https://www.forestareaschools.org/application/title-ix/

Definitions

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

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

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

It shall be a violation of this policy to harass a student or District employee. Bullying can be a form of harassment. A student's sending, sharing, viewing, selling, purchasing or otherwise disseminating of obscene, pornographic, lewd, sexually explicit or nude images, photographs or video content of another student may be considered harassment.

"Title IX Sexual Harassment" - means conduct on the basis of sex that satisfies one or more of the following:

1. A district employee conditioning the provision of an aid, benefit, or district service on an individual's participation in unwelcome sexual conduct, commonly referred to as *quid pro quo sexual harassment*.

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to a district education program or activity.

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

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

        i. Length of relationship.

        ii. Type of relationship.

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

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

the jurisdiction.

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

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

i. Fear for their safety or the safety of others.
ii. Suffer substantial emotional distress

Such conduct must have taken place during a district education program or activity and against a person in the United States to qualify as sexual harassment under Title IX. An education program or activity includes the locations, events or circumstances over which the district exercises substantial control over both the respondent and the context in which the harassment occurs. Title IX applies to all of a district's education programs or activities, whether such programs or activities occur on-campus or off-campus.

Violations of this **Harassment/Sexual Harassment/Title IX Sexual Harassment Policy**, as set forth more fully in Board Policy 103 "Discrimination/Title IX Sexual Harassment Affecting Students" and associated Attachments 2 and 3, including acts of retaliation as described in the policy, or knowingly providing false information, may result in disciplinary consequences under applicable Board policy and procedures. This Policy prohibits individuals from knowingly submitting false information during the Title IX grievance process outlined in Attachment 3 of Policy 103 and during other grievance or hearing processes established by Board policy and procedures and/or the Student Code of Conduct. A violation of this prohibition by district students may lead to discipline up to and including referral for expulsion.

Reports of Title IX Sexual Harassment and Other Discrimination and Retaliation and Grievance Procedure:

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

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

A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the building principal or Title IX Coordinator, as well as properly making any mandatory police or child protective services reports required by law.

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

The complainant or the individual making the report may use the Discrimination/Sexual Harassment/Bullying/Hazing/Dating Violence/Retaliation Report Form which has been developed for purposes of reporting an incident or incidents in writing; however, verbal reports of an incident or incidents shall be accepted, documented and the procedures of this policy and the relevant attachments followed. A copy of this Report Form can be accessed on the District's website at: https://go.boarddocs.com/pa/fora/Board.nsf/files/BV8QA2684869/$file/Policy%20103-Attach_1_Report_Form%20Final.DOC , and through the building principal or the Title IX Coordinator.

The building principal shall promptly notify the Title IX Coordinator of all reports of discrimination, Title IX sexual harassment or retaliation. The Title IX Coordinator shall promptly contact the complainant regarding the report to gather additional information as necessary, and to discuss the availability of supportive measures as defined by Title IX. The Title IX Coordinator shall consider the complainant's wishes with respect to supportive measures.

The Title IX Coordinator shall conduct an assessment to determine whether the reported circumstances are most appropriately addressed through the District's Discrimination Complaint Procedures (Attachment 2 to Policy 103) or if the reported circumstances meet the definition of Title IX sexual harassment and shall be addressed through the Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints (Attachment 3 to Policy 103). Those procedures are lengthy and copies of the procedures are not reproduced in full in this Student Handbook but can be accessed on the District's website at: https://www.forestareaschools.org/application/title-ix/ and/or hard copies are available in the building principal's office and through the Title IX Coordinator.

RIGHT TO SEARCH

(Policy 226) It shall be the policy of the Board that all lockers are and shall remain the property of the school district. As such, students shall have only a limited expectation of privacy in their lockers.[1]
No student may use a locker as a depository for a substance or object that is prohibited by law, Board policy or district rules, or constitutes a threat to the health, safety or welfare of the occupants of the school building or the building itself.

The Board reserves the right to authorize its employees to inspect a student's locker at any time, based on reasonable suspicion, for the purpose of determining whether the locker is being used improperly for the storage of contraband, a substance or object the possession of which is illegal, or any material that poses a threat to the health, welfare or safety of the school population.

School officials are authorized to search a student's person, personal possessions, or motor vehicle parked on school property when there is reasonable suspicion that the student is violating law, Board policy or school rules, or poses a threat to the health, safety or welfare of the school population.

CONTROLLED SUBSTANCES

(Policy 227) Controlled substances shall include all:[12][15]

1. Controlled substances prohibited by federal and state law.
2. Look-alike drugs.
3. Alcoholic beverages.
4. Anabolic steroids.
5. Drug paraphernalia.
6. Any volatile solvents or inhalants, such as but not limited to glue and aerosol products.

7. Prescription or patent drugs, except those for which permission for use in school has been granted pursuant to Board policy.[1][16]

Forest Area School District

Activity Accounts Handbook

2026-2027

Approved 08/19/2026

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Glossary

Business Manager - Works with principals and the fund custodians to maintain accurate records. Prepares reports for the Board of Directors regarding student activities accounts. Identifies areas where policies should be clearly defined and makes appropriate recommendations to the Superintendent.

Principal - Reviews and approves club activities and disbursements. Signs contracts and obtains Board approval.

Fund Custodian - Maintains appropriate fiscal records and club reports as required by the Board and Administration. The fund custodian will be the assigned secretary.

Faculty Advisor - Works with students in club activities. The Advisor oversees all funds, makes deposits, reviews and approves disbursement before submitting to the Principal for approval. The faculty advisor is also responsible for monitoring the balance on a regular basis.

Student Officer - Works in conjunction with the Faculty Advisor in carrying out financial procedures that have been established by the Board for the operation of Student Activity Funds. Each club must have a student president and secretary/treasurer at a minimum. Officers are involved in the decision making, raising of funds, and disbursement of funds along with the Faculty Advisor.

Student Activity Accounts Guidelines

Purpose: The general purpose of Student Activity Accounts is to promote the general welfare, education, and morale of all students to finance normal, legitimate co-curricular activities of various individual student groups. Student Activity Accounts are not to be used to finance the school district's curriculum needs.

General Principles: All Student Activity Groups must be approved by the Board of Education. All student groups must have by-laws on file with the fund custodian. Each group should prepare an annual budget (fiscal plan) for review by the principal. Funds within Student Activity Accounts will be those raised by students through fundraisers and/or donations that are then used to fund activities specific only to those accounts. Students will participate in all of the decision making aspects of the group along with the Faculty Advisor.

Civil Rights
The Forest Area School District does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs, activities or employment practices and provides equal access to the Boy Scouts and other designated youth groups. Inquiries may be directed to Mrs. Amanda Hetrick, Title VI Coordinator, Mrs. Elisha Pospisil, Title IX Coordinator, or Mrs. Debra Arner, Section 504 Coordinator at (814) 755-4491.

Forms: See Appendix for copies of forms and form guidelines.

New Clubs

- All prospective new Student Activity Groups should complete the Student Activity Club Registration Application
- The club must establish a written purpose that sets forth the principles under which the club operates and is organized. (Please see sample By-Laws)
- The club must prepare an annual budget or fiscal plan.
- Students should first meet with the School Principal to discuss the need for the new Group/Account and the general purpose that each new Group/Account will serve.
- The new club must be approved by the School Principal and the Board prior to any club activity or transactions taking place.

Social Media
Groups within the Forest Area School District must first obtain permission from the Superintendent before creating a social media/social site or a new group for an existing site. Approved sites/groups will follow the guidelines set forth in Policy 815.1

Records
The following student activity files should be kept for 6 years:

- By-laws
- Meeting Agendas and Minutes
- Financial Records

Sample Bylaws or Constitution:

Article I

- The Name of the Group/Club is:

Article II

- Purpose: General aims and objective should be stated

Article III

- Membership: Criteria for membership within the Group/Club

- For example - all students in the Class of 2025, all students that participate in band or chorus, all members of the girls' basketball team including statisticians and managers, etc.

Article IV

- Officers: This article names the offices to be held (must include at least a President and a Secretary/Treasurer, although President, Vice-President, Secretary and Treasurer are preferred to involve more students in leadership roles), describes the nomination and election procedures, and outlines the duties and responsibilities of the officers and members.

Article V

- Meetings: A statement of how often meetings are held, the purpose of calling special meetings, and the procedures to follow when conducting meetings.

<u>Maintaining Active Clubs</u>

- All Faculty Advisors should have an initial Class/Club meeting before the end of September each school year.
- The Faculty Advisor will be provided with shared access to current account balance for the Class/Club by the Fund Custodian.

Election of Officers: New Class/Club officers should be elected at least once per year, and must be reported to the fund custodian no later than the end of September. Officers must include a President and Secretary/Treasurer. Four officers in the roles of President, Vice-President, Secretary and Treasurer are strongly encouraged to allow for more student leadership opportunities. Responsibilities and duties of elected officers and members should be discussed before elections take place within the club.

- A schedule of meeting should be discussed at the initial meeting with all members (Once per week, Twice per month, etc.)

Initial Meeting:

- At the initial meeting of the school year, each Faculty Advisor should explain the purpose of the club, criteria for membership, and activities the Class/Club participates in.

Agenda and Meeting Minutes:

- An agenda should be prepared for all meetings and distributed to Class/Club members. Meeting minutes must be maintained stating:

- All members present and any votes cast
- Any decision making processes that involve the collection or disbursement of funds.
- All meeting minutes should be signed by the Faculty Advisor and Class/Club President and Secretary.

Treasurer's Report:

- All Class/Club accounts will be given a treasurer's log to maintain throughout the school year. The Class/Club Treasurer's job is to keep accurate accounting of all transactions that take place during the school year.

Collection of Money

Account - Any funds that have been deposited on behalf of student clubs or activities and any funds, including cash, that have been collected as a result of fundraising, donation, or other payment to a student club or activity.

Student Responsibilities:

- The Class/Club Treasurer should be involved in the collection of all money raised by the Class/Club.
- **AT NO TIME** should any money/checks be kept in student lockers by the Class/Club Treasurer. All funds should be taken to the Fund Custodian when collected by the Class/Club Treasurer. The principal will work with the Fund Custodian on procedures for the safeguarding of funds.
- The Class/Club Treasurer will count all money with the Faculty Advisor before any money/check/deposit form is provided to the Fund Custodian and record all transactions in the club Treasurer's log.
- The Treasurer must also provide the Fund Custodian with a list of money/checks collected with the initials of the student that provided the money/check.
- The Class/Club Treasurer must sign all deposit forms to be submitted and double check all account receipts and balances provided by the Fund Custodian.

Faculty Advisor Responsibilities

- The Faculty Advisor should involve student officers in the collection and accounting of all money/checks collected.
- The Faculty Advisor should work to collect all money/checks in a timely manner.
- The Faculty Advisor shall make a copy of all checks submitted and keep with the Class/Club account files. Receipts should be given to all students submitting funds.
- The Faculty Advisor **SHOULD NOT** keep money/checks in their personal desks.
- Money/Checks with a deposit slip should be submitted to the Fund Custodian daily.

- The Faculty Advisor will document receipt of funds from students.
- The Faculty Advisor should make and keep a copy of all deposit slips.
- The Faculty Advisor will double check all account balances provided by the Fund Custodian.
- Donation deposits should be accompanied by a Thank You card addressed to the person or group making the donation. The value of the gift should be included (ex Thank you for the gift of $50 to the Club Name). The Fund Custodian will record the donations and report it to them via the Forest Area Donations Form.
- Any discrepancies between the Faculty Advisor and Fund Custodian should immediately be reported to the School Principal and the Business Manager.

Fund Custodian Responsibilities

- Account balances and activities should be kept electronically and should include double entry booking.
- The check register and individual account activity will be maintained in separate files.
- Upon receipt of all deposits, the Fund Custodian should provide a copy of the deposit slip to the Faculty Advisor.
- All funds collected should be deposited by the Fund Custodian in the bank weekly.
- Once the deposit has been made, the Fund Custodian will update the shared balance sheet.
- Only funds collected from the Student Activity Club should be accounted for in Student Activity Accounts. Money collected outside of Student Activities (i.e. School Pictures, PTO funds, library book fines, etc.) **cannot** be commingled with student activity funds.
- Donation deposits should be accompanied by a Thank You card addressed to the person or group making the donation. The value of the gift should be included (ex Thank you for the gift of $50 to the Club Name). The Fund Custodian will record the donations and report it to them via the Forest Area Grants and Donations Form.
- Any discrepancies between the Faculty Advisor and Fund Custodian should immediately be reported to the School Principal and the Business Manager.

Payment Requests

- All expenditures must be requested for payment on an expense voucher form signed by the Faculty Advisor, Class/Club Treasurer, and the School Principal.
- Original invoices must be attached to the form.
- A purchase order must be completed by the Faculty Advisor.

- All payment requests should be accompanied by meeting minutes showing a vote count and approval by the club membership to disburse club account funds.
- All invoices should be paid by the Fund Custodian within one (1) week of receipt of approval by the principal in order to take advantage of discounts and/or avoid fees.
- At no time should purchases be made with cash belonging to the account.

Student/Faculty Reimbursements

- In the case that a student or faculty reimbursement is required, the Faculty Advisor must fill out a Student/Faculty Reimbursement Form.
- The Student/Faculty Reimbursement Form must be signed by the Faculty Advisor, Class/Club Treasurer, and the School Principal
- Student/Faculty reimbursement will only be given through check; **at no time** should a reimbursement be given to any person in cash.

Semester Reports

- The Class/Club Treasurer and Faculty Advisor shall provide a signed copy of the Activity Club Treasurer's Log to the principal in January and June. The signature indicates that reports of all transactions are included and that these reports have been double checked against the ledger of the Fund Custodian.

Fund Use/Transferring Funds

Fund Use: Funds collected should be intended to be used in the school year in which they are collected and must be used to benefit the students who raised the funds. Student Activity Funds should not accrue large amounts to be rolled over from year to year (with the exception of funds for future trips or other long-term goals).

Transferring Funds: Student Activity Clubs are permitted to transfer funds, but cannot loan money to another club. A Student Activity Club Transfer form must be filled out to transfer funds. Funds belonging to the graduating class or a disbanded club must be transferred to another student activity account or committed to a specific school-related purpose. Designation of funds must be documented in meeting minutes. The Activity Account must be expended within one year.

Terminating Clubs

If there is a need to terminate an existing club, the following procedures should be used:

- The disbanding club or organization must use for or commit to a proper school-related purpose the unexpended balance of its account prior to dissolution or as soon as reasonably possible.
- Funds belonging to the graduating class or a disbanded club must be transferred to another student activity account or committed to a specific school-related purpose. Designation of funds must be documented in meeting minutes. The Activity Account must be expended within one year.
- Unused funds may not be used for future class reunions.
- Failure to designate use of funds will cause unexpended funds to be transferred to the general fund.
- Any club that remains inactive for a period of **eighteen (18) months** will be disbanded at the discretion of the Fund Custodian and the School Principal. If no designation of funds is completed by the former Faculty Advisor, the unexpended funds will be transferred with Board approval to a student activity account that will benefit the greatest number of students.

Fundraising

Fundraising is an integral part of Student Activity Accounts. The following guidelines must be followed in all fundraising situations.

- Fundraisers must be voted on and approved during the Class/Club meetings.
- All fundraisers which involve food or beverage must be submitted to the Nurse's office prior to sending for approval to the principal. Fundraising forms may be found in the appendix.
- All fundraisers must be approved by the School Principal. Fundraiser requests should be submitted at least one (1) month prior to the fundraiser taking place.

- All fundraisers will be kept on the fundraiser calendar. Care should be taken to not overlap the fundraiser in both time that the fundraiser takes place and in content of the fundraiser.
- All fundraisers should have a definite purpose, and not just for increasing a Student Activity Fund balance.
- All money raised by a fundraiser should be spent on the students who raised the money,
- Large account balances should not be rolled over from year-to-year unless a specific purpose has been established by the club and approved by the principal.

Crowdfunding

The district reserves the right to withhold approval of any crowdfunding request or terminate a pre-approval for a crowdfunding campaign for any reason. All crowdfunding efforts must be pre approved. (Policy 702.1)

Purchases

Purchases must be aligned to the district's best practices. They should not be used to circumvent management or purchasing decisions which were made for the school district by the Board and/or Administration.

- It is unlawful to make privileged or tax-free purchases for any school employee or other person, or to use Student Activity Funds to make loans for any purpose.
- Purchases should be initiated by use of purchase orders.
- All purchases must be approved by the Faculty Advisor, Class/Club Officer, and voted upon by membership at a Class/Club meeting and reflected in the minutes of the meeting.
- All purchases must follow district purchasing procedures.
- Any item over $5,000 should not be purchased without consultation with the principal.

Contracts

If a club wishes to contract for services or rent a facility, it must be brought to the attention of the Principal. It will then be determined if a contract with the district is necessary and/or determined if clearances are necessary.

Sales Tax

- The purchase of property, services, or supplies for the Student Activity Clubs are tax-exempt under the school's tax exemption number.
- **Any purchase that is used for resale (i.e. greeting cards, candles, etc.) are subject to sales tax and the sales tax should be paid at the time of original purchase.**
- Sales made through a school store are taxable sales.
- **If the school operates the sale of yearbooks, class pictures, and/or class rings these are also considered taxable sales and sales tax must be paid. The best way to achieve this is to pay sales tax to the vendor up front when purchasing products for resale.**

Field Trips and Overnight Trips

All field trips and/or overnight trips are subject to the same procedures of class field trips through the school district. Field trips require:

- Field Trip Request Form
- Field Trip Permission Forms
- Field Trip Health/Information Forms

All field trip requests should be submitted to the building principal **at least two (2) weeks** prior to the school board meeting that takes place before the field trip. Field trip forms can be found on the district website.

Internal Audits

Internal audits will be conducted yearly under the direction of the Business Manager. All forms (receipts, purchase orders, treasurer logs, etc.) should be centralized for each club and available at all times for internal audits.

Forms

Forms can be found on the following pages. If you are uncertain of what form you need, please contact your account custodian. Form Templates in Google Docs, Student Activity Forms, MASTERS include the Deposit Form, Activity Club Treasurer's Log, Student Activity Budget,

Student Account Transfer Form and Purchase Order. When using a master form, please make a copy and save it in the file labels “Copies of Forms made by Clubs” or your own file.

Forest Area School District
_____ School

Student Activity Club Registration Form

General requirements for establishing and maintaining clubs:

- Clubs are established to promote the general welfare of the students by building relationships, supporting morale, and providing legitimate co-curricular activities.
- A Student Activity Club must go through an approval process and may not fundraise until the process is complete.
- Student Activity Club funds should be used to finance a program of activities that are not part of the regular curriculum.
- Student Activity Funds should be used for student activity purposes for those students currently in school, particularly when those students have contributed to the accumulation of the fund.
- Contracts: If a club wishes to contract for services or rent a facility, it must be brought to the attention of the Principal. It will then be determined if a contract with the district is necessary and/or determined if clearances are necessary.

⬜ Renewal of an existing club
⬜ Application for a new club

Please Complete

Name of Club _____

Faculty Advisor _____

Will your organization raise funds? Yes _____ No _____

If yes, fundraisers must be approved by the school nurse and school principal at least two (2) weeks prior to the event.

The Club will:

- Maintain meeting minutes and an agenda or a record of club activity.
- Maintain a list of participants
- Obtain approval for all flyers and posters prior to display and removal in a timely manner.

Club By-Laws

Article I

- The Name of the Group/Club is:

Article II

- Purpose: General aims and objective should be stated

Article III

- Membership: Criteria for membership within the Group/Club

Article IV

- Officers: This article names the offices to be held (must include at least a President, Secretary, and Treasurer), describes the nomination and election procedures, and outlines the duties and responsibilities of the officers and members.

Article V

- Meetings: A statement of how often meetings are held, the purpose of calling special meetings, and the procedures to follow when conducting meetings.

Submitted by:

Faculty Advisor Signature: _____ **Date:** _____

Print Name: _____

Student Officer Signature: _____ **Date:** _____

Print Name: _____

Student Officer Signature: _____ **Date:** _____

Print Name: _____

Approved by:

Funds Custodian Signature: _____ **Date:** _____

School Principal: _____ **Date:** _____

Forest Area School District
_____ School

Activity Club Election of Officers Meeting

Activity Club Name: _____

Beginning Year Balance: _____

Faculty Advisor: _____

Date: _____

Number Attending: _____

Meeting Minutes:

Election of Officers:

Club President: _____

Club Secretary: _____

Club Treasurer: _____

Additional Officer(s)

Title: _____

Elected: _____

Please attach a list of all students attending to meeting minutes

Forest Area School District

_____ School

Activity Club Meeting Minutes

Activity Club: _____

Date: _____

Number Attending: _____

(attach a list of members attending to the meeting minutes)

1. Call to Order (President - list members in attendance, attach)
2. Treasurer's Report (Treasurer)
3. Reading of Minutes from previous meeting (Secretary)
4. Review Old Business (President)
5. New Business (President)

Items for Discussion

1. _____
2. _____
3. _____
4. _____
5. _____

Voted Items

1._____ Motion carried? _____
2. _____ Motion carried? _____
3. _____ Motion carried? _____
4. _____ Motion carried? _____
5. _____ Motion carried? _____

Advisor Signature: _____

Club President Signature : _____

Club Secretary Signature:_____

Forest Area School District
_____ School

Activity Club Treasurer's Log

Club Name: _____ School Year: _____

Date	Transaction Description	Check	Deposit	Balance
	Beginning Balance			

Forest Area School District
_____ School

Deposit Form

Date: _____ Activity Event: _____

Club: _____

Advisor Signature: _____

Officer Signature: _____

Fund Custodian
(signature) : _____

Administrator
(signature) : _____

Cash

Denomination	Number of Bills	Amount
Twenties (20)		
Tens (10)		
Fives (5)		
Ones (1)		
Other		
Coins	XXXXXXXX	

Number of Checks		Amount
	TOTAL	

Checks
Previous Account Balance: _____

Total for Deposit (cash + checks): _____

New Account Balance: _____

Forest Area School District
_____ School

Student/Faculty Reimbursement Form

Club Name: _____

Date: _____

Advisor Signature: _____

Officer Signature: _____

Student Signature: _____

Reason for Reimbursement: _____

_____

_____

Amount: _____

Check Number: _____

Date Issued: _____

Receipt for items purchased attached _____Yes _____No

Forest Area School District
_____ School

Activity Club Transfer Form

Transfer From:

Club Name: _____

Date: _____

Advisor Signature: _____

Officer Signature: _____

Reason for Transfer: _____

_____

_____

Amount: _____

Transfer To:

Club Name: _____

Advisor Signature: _____

Officer Signature: _____

Fund Custodian Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Forest Area School District

_____ School

Student Activity Club Fundraising Recap

Club/Activity _____ Beginning/End Sale Dates _____

Faculty Advisor Name_____

Product/Item Sold/Activity _____

INVENTORY (Product Sales Only)

Total number of items purchased from vendor _____

Number of items returned to vendor _____

Number of items unaccounted for (attach explanation) _____

ACTUAL INCOME (Product Sales or Sale of Services)

Actual number of items sold or serviced _____

Price per item $_____

Total Sales (Should equal Deposit, if not attach explanation) $_____

Amount of Deposit $_____

Uncollected Funds (Explain on page 2) $ _____

Total Expenses (Itemize on page 2 if any) $_____

Profit (Total deposit minus total expenses) $_____

Expense Itemization

Materials/Supplies (List) $ Amount

_____ _____

_____ _____

_____ _____

Services (Example Security, DJ, etc)

_____ _____

_____ _____

_____ _____

Explanation for Deposit Discrepancy and/or Uncollected Funds

_____

_____

_____

_____ _____

Faculty Advisor/Date Fund Custodia/Date

_____ _____

Student Officer/Date Principal Signature/Date

Forest Area School District

Student Activity Purchase Order

Date : _____ **Class/Club** _____

School (Circle one) EFE EFHS WFE WFHS

Vendor: _____ **Check #** _____

_____ **Check date** _____

_____

QTY	Description	Unit Price	Total $

Subtotal _____

Shipping _____

Grand Total _____

Signatures:

Club Treasurer _____

Club Advisor _____

Account Custodian _____

Principal _____

Forest Area School District

Student Activity Budgeting Worksheet

Activity Club: _____ Activity Advisor: _____

Date: _____

Proposed Activity Budget

Beginning Balance: July 1, _____

Estimated Receipts:

Description	**Amount**
Total Estimate Receipts	**$**

Total Available for Activity Expenditures (Beginning Balance + Est. Receipts)_____

Estimated Expenditures:

Description	**Amount**
Total Estimate Expenditures	**$**

End Balance (Total Available Receipts - minus Total Est. Expenditures) _____

Signatures: **Date:**

Advisor _____ _____

Club President _____ _____

Club Secretary _____ _____

Club Treasurer _____ _____

Account Custodian _____ _____

Forest Area School District

Pre-K Counts Handbook

2026-2027

Board Approved:

8/19/2026



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Pennsylvania Pre-K Counts Overview

Pennsylvania Pre-K Counts, established by the Pennsylvania Department of Education, is bringing quality half-day and full-day pre-kindergarten to nearly 19,000 three and four year olds in Pennsylvania.

What can I expect from a PA Pre-K Counts classroom?

Pennsylvania Pre-K Counts classrooms will:

- have teachers with the education and expertise to teach young children
- use a curriculum that will help your child grow academically and socially
- regularly review your child's progress and choose teaching and learning activities that are best for your child
- help you and your child adjust to pre-kindergarten and smoothly transition to kindergarten
- offer a small class size (no more than 20 students per one teacher and one classroom aide) so that your child has plenty of one-on-one time with the teacher
- operate 180 days a school year

Who is eligible for Pre-K Counts?

- Children must be 3 or 4 years old by September 1st of the enrollment year
- Children are only eligible for the Pre-K Counts program for the 2 years preceding their eligibility for kindergarten
- Income eligibility is up to 300% of the Federal Poverty Level

2026 Federal Poverty Level Guidelines Based On Annual Income

Family Size	100% (Head Start Eligible)	300% (Pre-K Counts Eligible)
1	$15,960	$47,880
2	$21,640	$64,920
3	$27,320	$81,960
4	$33,000	$99,000
5	$38,680	$116,040
6	$44,360	$133,080
7	$50,040	$150,120
8	$55,720	$167,160
Each Additional	+$5,680 for each additional family member	+$17,040 for each additional family member

East Forest Contacts

Teacher	Katelyn DeLay	kdelay@forestareaschools.org 814-927-6688
Aide	Aimee Carbaugh	acarbaugh@forestareaschools.org 814-927-6688
School Nurse	Shenessa Rossetti	srossetti@forestareaschools.org 814-927-6688
Head Teacher	TBD	
Specials Teacher- Health, Safety, and Physical Education	Michael Wright	mwright@forestareaschools.org 814-927-6688

West Forest Contacts

Teacher	Jennifer Fish	jfish@forestareaschools.org 814-755-3302
Aide	Cindy Hoovler	choovler@forestareaschools.org 814-755-3302
School Nurse	Krista Wright	kwright@forestareaschools.org 814-755-3302
Head Teacher	Leann Sharrar	lsharrar@forestareaschools.org 814-755-3302
Specials Teacher- Health, Safety, and Physical Education	Joe Mays	jmays@forestareaschools.org 814-755-3302

District Contacts

Position	Name	Contact Information
Principal	Luke Alex	lalex@forestareaschools.org 814-755-3302
School Counselor	Jennifer Myler	jmyler@forestareaschools.org 814-755-3302 or 814-927-6688
Specials Teacher- Art	Jessica Kennedy	jkennedy@forestareaschools.org 814-755-3302 or 814-927-6688
Specials Teacher- Library	Jane Cislon	jcislon@forestareaschools.org 814-755-3302 or 814-927-6688
Specials Teacher- Music	Shanay Jackson	sjackson@forestareaschools.org 814-755-3302 or 814-927-6688
Superintendent	Amy Beers	abeers@forestareaschools.org 814-755-4491
Director of Curriculum & Technology	Elisha Pospisil	epospisil@forestareaschools.org 814-755-4491

Staff Qualifications

The teacher in our pre-k classroom has a Bachelor's Degree in Early Childhood education and has a Pennsylvania teaching certificate. Teacher aides are required to achieve the status of "highly qualified" to maintain their position. In addition, the teacher and aide are required to attend various training and professional development activities each year.

Curriculum Information

The Pre-K Counts program uses ***The Creative Curriculum® for Preschool*** which is comprehensive, research-based curriculum that features exploration and discovery as a way of learning. Our goal is to develop confidence, creativity, and lifelong critical thinking skills. *The Creative Curriculum® for Preschool* allows children to master skills at their own pace. It enhances social/emotional, physical, cognitive and language development. It also uses steps that sequence the development of a child as an approach to learning. All lesson plans are aligned with **Pennsylvania Early Learning Standards**. The classroom is arranged in centers. A description of each center is listed below.

Art

A creative outlet for kids to help express their emotions and ideas. Children can experience different textures and use different materials as they create their works of art. Fine motor skill development and improved hand-eye coordination are developed in this center.

Blocks

Block play enables children to improve their motor skills, practice problem solving, and to learn how to work with their classmates. It allows children to explore their creative side by building unique structures and communities with blocks, block people, and block animals while teaching children about basic engineering and architecture concepts.

Literacy

There's a quiet area where children practice their reading, writing, and comprehension skills. This area helps children express their ideas, explore their interests, and learn about the world around them.

Technology

A variety of great educational resources that can be utilized to teach children new subjects in a fun and interactive way. The goal of this center is to help children become digitally literate, explore information about their world and can use technology to accomplish various tasks.

Dramatic Play

Allows children to role play as adults in everyday situations and explore a variety of careers. Dramatic play encourages creativity, self-expression, and knowledge of the community. It is also used to help teach children about other countries, cultures, and customs.

Sand and Water

Children can explore with sand and water and learn to share with others as they play in this learning center. This center broadens children's sensory play experiences and encourages creativity.

Nature and Science

This center brings the outdoors indoors and gives children opportunities to explore nature and science concepts.

Music and Movement

Encourages children to be physically active, and gives them opportunities to experiment with sound and music. A music and movement center can also promote self-expression, foster creativity, and help children relax.

Math and Manipulatives

Children can practice problem-solving skills and improve their hand-eye coordination, in this center. This center also fosters a positive attitude about math.

Family Engagement

The Forest Area School District believes that family support and involvement are key to an effective education. The six standards found within Pennsylvania's Family Engagement Birth through College, Career, Community Ready Framework are a focus of our PKC program.

- Standard 1- Connect families to community resources that support their goals, interests, and needs.
- Standard 2 - Build partnerships with families that are strengths-based, authentic, reciprocal, and respectful.
- Standard 3 - Partner with families to identify information, resources, and strategies to support them in their roles as teachers, models, encouragers, monitors, leaders, and advocates as they support their child's learning and development.
- Standard 4 - Provide intentional opportunities for families to connect and engage with each other.
- Standard 5 - Support families as they develop their leadership and advocacy skills.
- Standard 6 - Build partnerships with families during times of transition."

You will receive more information about the Forest Area Family Engagement Plan during the first month of school.

Challenging Behavior

In our Pre K counts program we strive to create a classroom environment in which all children are successful and challenging behaviors are minimized. All of our teachers and staff have been trained in Promoting Alternative Thinking Strategies (PATHS) which is the way for our school to encourage good behavior. With PATHS, we teach children about behavior just as we would teach about other subjects like reading or math. The focus of PATHS is prevention, not punishment. Our teachers strive to create a nurturing classroom environment and build positive relationships with all children and their families. We work closely with families to address concerns or challenges in school or at home.

When challenging behavior arises, our teachers and staff analyze the situation including looking at the classroom, patterns in behavior, and tailoring their response to the needs of each child. In addition, our staff works closely with families to communicate their concerns, as well as brainstorm solutions. The teacher has a variety of resources within our school community to call upon when needed including administration and our school counselor. In addition, our program will help families connect with Early Intervention and other community resources when needed.

Ultimately our goal is to provide a positive high quality introduction to school for all our students, and to communicate and work closely with families when situations arise. In turn, we ask that all families communicate with the classroom teacher any concerns they are having as they arise. Please keep in mind that we cannot share specifics about other children with you, and we take the confidentiality of all children very seriously. If you would like additional information about outside resources, our schools' procedures, or ways you can help your child succeed at school, please contact your child's classroom teacher or administrator anytime.

Inclusion

Pre- K Counts supports the definition of inclusion provided in the joint position statement on early childhood inclusion from the National Association for the Education of Young Children (NAEYC) and the Council for Exceptional Children's Division for Early Childhood (DEC) as follows:

Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports (2009)

Pre-K Counts recognizes that inclusion benefits everyone and has as its highest value in early childhood practices that include ALL children.

The following topics address Access, Participation and Supports:

Alignment with Federal and State Policies

Staff is trained on Federal Laws and Regulations including the Individuals with Disabilities Education Act of 2004 (IDEA) and the Americans with Disabilities Act of 1990 (ADA). Staff is also trained in Pennsylvania Laws

and Regulations including the Pennsylvania Early Intervention Service System Act 212 of 1990, Chapter 14 and Pre-K Counts Regulations. 474

Highly Skilled Workforce

All Pre-K teachers hold Pennsylvania certificates in Early Childhood Education. All staff receive ongoing professional development throughout the school year. Teaching assistants are included in these professional development activities. Technical assistance is also provided by the Pre-K Counts Coordinator.

Strong Parent Partnerships

It is the belief of the Pre-K program that parents are an important part of their child's education. Staff communicates with parents via communication notebooks, newsletters and emails/texts. Parents are also invited into the classrooms to see what their children are working on. Two-way communication is emphasized. Parents are given support for specific student needs as appropriate. Confidentiality of student information and situations is valued, and a Confidentiality policy is in place and followed by all staff.

Setting Goals and Tracking Data

Parent input is included in setting goals for their child for the year. Ongoing communication occurs throughout the year regarding student progress. Teachers collect data and parental input is continually encouraged. Teacher and parent input is used by Pre-K Counts and the school to set long-term program goals.

Universal Screening

All children receive an initial screening which includes a developmental, vision, hearing and review of general health information. The screening results are used to individualize instruction and to help identify student strengths and needs. Screening information is also used to facilitate appropriate referrals.

Resources and Supports

Collaboration to include children in community settings is planned and intentional to meet the specific needs of the family and child. Parents and personnel from inclusive sites are invited to all IEP meetings. Ongoing support is provided to families and personnel in community settings. Early Intervention and Pre-K staff participate in collaborative meetings.

Parent Connection

Communication

Every child will have a folder in their book bag. Important notes from the teacher, calendars and newsletters will be sent home in the folder. Parents are encouraged to place any important paperwork or notes in their child's folder. Teachers assist children in emptying and filling their folder every day. In addition, please feel free to call or email your child's teacher anytime you have any questions or concerns.

Open House

An evening school wide open house is held in the fall. We invite all preschoolers and their families to come in and check out the classroom. We will share our daily routine with you and show you what your children have been learning. It will also be an opportunity to explore the rest of the school building.

Parent-Teacher Conferences

Parental involvement is the key to your child's educational success so we encourage you to attend parent-teacher conferences! Our school district will hold parent-teacher conferences in **November** for all students and as needed throughout the year. Conferences are a wonderful time to look at progress, see samples of student's growth and set goals together. More information will come home about conferences. Stay tuned!

Visitors and Volunteers

We encourage parent volunteers in our classroom throughout the year. Whether you are sharing a special talent, reading a story or volunteering during a school party, we would love to see you in our classroom! Whenever you need to visit the school, access us through the main front doors only. You must press the door buzzer, enter the main office, sign-in and present identification to obtain a visitation pass which is to be worn at all times while in the building. Our school district has a policy that all volunteers must have their clearances in order to volunteer in our school building for the protection of all students. The process of obtaining clearances is fairly simple and free. To find out more please contact Central Office at 755-4491 or visit our website: http://www.forestareaschools.org/parents/volunteer-information/

Parent-Teacher Organization (PTO)

Our school has a very active PTO. Please plan to attend a meeting. PTO holds a variety of family fun activities throughout the year. Please pay attention to school calendars that come home for dates and times.

Screenings

Pre-K Counts classrooms will complete a developmental screening known as *Ages and Stages* (ASQ) and *Ages and Stages: Social-Emotional* (ASQ-SE). Input from parents is very important. We will either meet with you to fill out the screenings or send them home for you to complete. In addition, our school nurse will conduct vision and hearing screenings and also arrange for a dental screening for all students. A permission will be sent home early on so that IU9 Early Intervention can screen your child's speech and language development. Please contact your child's teacher at any time if you have any questions about these screenings or your child's development.

Classroom and School Procedures

Birthdays

Birthdays are very important to young children! Our teacher acknowledges each child's birthday and does their best to make your child feel special. If you would like to send in a special treat to celebrate, please remember only store bought treats are permitted.

Special Occasions

Holidays such as Christmas, Halloween, and Valentine's Day will be celebrated at school. However, we realize that not all families are comfortable having their children participate in these holidays. Please let your teacher know if your cultural beliefs conflict with these holiday celebrations and arrangements can be made that respect your family's culture and beliefs.

Meals, Nutrition and Allergies

All students enrolled in the Pre-K Counts classroom are provided with Breakfast, Lunch, and Snack every day free of charge. Meals are offered at a set time in our school cafeteria, and snack time is in the classroom. Your child will be given nutritious choices every day, and a breakfast and lunch calendar will be sent home every month to inform you of these choices.

Meal/snack time is a great time to practice self-help, communication and social skills. Our staff works hard to help your children learn meal time routines, encourage them to try new things, teach them how to serve themselves and share with others. They also learn to help with preparation and clean up.

If your child has allergies, is on a restricted diet or has medical needs, please let your child's teacher know as soon as possible. In addition, if you have any questions or concerns about dietary or nutritional policies, please let us know.

Transportation

Transportation will be provided by the school district. You will receive a letter in the mail closer to the start of the school year, letting you know pick up/drop off times.

When dropping your child off at the school after 8:00, children must be signed in at the office by an adult.

When picking up children they must be signed out in the school office by an adult. Children will need to be picked up by 2:45 or you will have to wait until after the school buses leave the school.

If someone different is going to pick up your child, the individual picking up your child should be aware that they may be asked to present photo identification.

Supplies

Families should consider a book bag large enough to hold a folder and rest blanket. In addition, a change of clothes, gym shoes and a small rest blanket is requested at the beginning of the school year. These items will be stored in your child's cubby throughout the year. Rest blankets will go home on the last school day of each week to be washed and returned to school. We also ask that anything you send into the classroom be labeled with your child's name. Toys from home are discouraged. Children become upset if they get broken or lost in the classroom.

Clothing

Preschoolers spend their days moving, creating and discovering! Often this means playing on the floor, exploring and making a mess. Play clothes that are easily washed and velcro sneakers are encouraged.

Outdoor Play

We try to play outside whenever possible. Please dress your children for the weather. If it is not raining and the temperature is above 32ºF and below 90ºF, we are permitted to go outside. Open-toed shoes are hazardous on the playground.

Sample Daily Schedule

8:10–8:30 — Arrival
8:30–8:50 — Breakfast
8:50–9:05 — Meeting
9:05–9:20 — Large Group
9:20–9:35 — Music and Movement
9:35–9:53 — Story
9:53–10:23 — Free Choice/Small Group
10:23–11:11 — Gross Motor
11:11–11:39 — Free Choice/Centers
11:39–12:12 — Lunch
12:12–1:00 — Free Choice/Centers
1:00–1:48 — Specials
1:48–2:06 — Rest Time
2:06–2:36 — Free Choice/Small Group
2:36–2:54 — Closing
2:54–3:07 — Snack

Classroom Expectations

The parent-home connection is very important, especially when it comes to reinforcing good behavior. Our classroom behavioral expectations are listed below and your child's teacher will refer to these rules and consequences throughout the day.

1. **Walk in school** (Go back to where they started running and practice walking)
2. **Share** (With teacher support, explain reasons for sharing toys and materials)
3. **Hands to yourself** (Moved to a new location in the group)
4. **Treat classroom materials with care** (child will lose the privilege of using those materials for the day)
5. **Use inside voice** (Reminders to use quieter voice)

School Closing

If there is a need to cancel classes for the day or to call for a delay in the school starting time, we will use the District's phone calling system and request the radio and television stations listed below to make the emergency announcements. Radio and television stations generally begin making announcements no later than 6:00 A.M.

RADIO STATIONS

Brookville	WMKX 105.5 FM/WJNG 100.5 FM
Bradford	WPIG 95.7 / BIG OLY 107.1
Clarion	WWCH 1300 AM / WCCR 92.7 FM
DuBois	WIFT 102 FM/WZDB 95.9 FM
	WQYX 93.1 FM/ WCPA 900 AM
	WCPA 101.7 FM / WITF 101.3 FM
	WKFT 101.3 FM
Franklin	WGYI 98.5 FM/FROGGY 100.3 FM
	WFRA 1450 AM/MAJIC 99.3 FM
Johnstown	WKYE 96.5 FM/ WFGI 95.5 FM
	WJHT 92.1 FM /WRKW 99.1 FM
	WNTJ 1490 AM / WNTW 990 AM
Oil City	WKQW 96.3 FM/WUUZ 107.7
	WHMJ 99.3
Titusville	WTIV 1230 AM
Warren	WNAE 1310 AM & 96.7 FM
	WRRN 92.3 FM / WKNB 104.3 FM

TELEVISION STATIONS

Erie	WJET Channel 24
Erie	FOX Channel 66
Erie	WICU Channel 12
Erie	WSEE Channel 35
Altoona	WTAJ Channel 10
Johnstown	WJAC Channel 6
Pittsburgh	KDKA Channel 2
Pittsburgh	WPXI Channel 11
Pittsburgh	WTAE Channel 4

WEBSITE
WWW.FORESTAREASCHOOLS.ORG

Delayed Starting Time: A delay of one or two hours in the school's starting time may be called to permit highway crews more time to clear and salt the roadways or for other emergency conditions. These announcements will be made over the radio and television stations listed above. An announcement calling for a delay in the starting time for school may be followed by a later announcement canceling classes for the day.

Early Dismissal from School: If an early dismissal is required due to a forecast of extremely heavy snowfall or other unsafe condition, this information will be broadcast as soon as possible over the phone calling system and the radio and television stations listed above. When possible, the school district will post delays and cancellations on the district's website. **WWW.FORESTAREASCHOOLS.ORG**.

In case of an early dismissal, parents who may be away from home during the day should instruct their children on what the children are to do if they arrive home early from school. Arrangements should be made with an adult relative, friend, or neighbor to look after the children until the parents return home.

During the winter season, parents are requested to be alert for the changing weather conditions that could cause a cancellation of classes, a delay in the start of school, or an early dismissal. Parents are advised to stay tuned to one of the stations listed above for any such announcement.

On any day that you feel uncertain whether or not school will be in session and no announcements have been made, we ask that you send the children to their bus stops at the usual time. On such a day, children should be instructed to wait for a reasonable period of time (15 - 20 minutes) before returning home should the bus not arrive. It is also important to remind children to wait for the bus at a safe distance from the roadway since it is often difficult for drivers to see the road during bad weather. Your cooperation in this matter will be greatly appreciated.

Flexible Instruction Days (FID)

Flexible instruction days may be used in place of Snow Days and to ensure that PKC students are enrolled for 180 of instruction each year.. These days will be announced in the same way as school delays or cancellations.
On Flexible Instruction Days follow: Flexible Instructional Days (FID) Expectations for Teachers, Student…

Emergency Weather Procedures: Listed below are the steps that Forest Area School District takes during potential emergency weather situations while the children are in the buildings.

- Listen to NOAA or Emergency Alert System broadcasts during severe weather watches or warnings.
- Direct all staff and students to come indoors if the hazard is a lightning storm or another weather situation that poses an immediate threat.
- Implement shelter-in-place or evacuation based on National Weather Service forecasts and Emergency Management Agency advice.
- Contact the Superintendent to communicate the status of the situation. The Central Office will handle necessary parent/community communications.
- Notify the transportation director of evacuation or shelter-in-place.
- Warn staff and students to stay away from glass doors and windows, telephones, and all electrical appliances, including computers.
- Move staff and students to interior rooms with no windows if a Tornado Warning is issued (Shelter in Place).
- Issue an all clear when the weather emergency is over.

If students are in the process of being transported when an emergency occurs, the bus drivers are instructed regarding emergencies as part of their training and reminded by the district at the annual bus driver in-service training. In the case of severe weather, drivers are to proceed to the nearest location where students and the driver can shelter in place. The drivers do have cell phones and will communicate with the transportation office regarding their location and any information regarding students. The Central Office will disseminate information to parents as it is needed and as it becomes available.

Attendance Policy

Your child's potential for growth and development is maximized through consistent participation in a high quality preschool environment. It is very important that your child attend preschool on a regular basis. We understand that children are susceptible to illness and may miss some days due to illness. Absences due to illness will be considered unexcused absences until an excuse is provided. Please email or talk to your child's teacher when your child is absent. A doctor's excuse is required after 3 consecutive days of absence.

You should also email or talk to your child’s teacher if your child is going to be out of school for any other reason. Depending on the circumstances, children who miss 10 days or more may be in danger of losing their preschool slot.

Confidentiality

All information obtained from families enrolled in the Pre-K Counts Program will be kept in confidence. No information regarding your child or family will be released to another agency or individual without the written consent of the parent or guardian.

Transitioning into Pre-K Counts Classroom

Registration

Our school's Pre-K registration will be in April. Registration information can be found in our local newspaper, on the radio station, on the school website and on our Facebook page. Children on the waiting list will be contacted as spaces become available throughout the year.

Upon enrollment all parents are asked to provide:

- A completed Pre-K Counts application
- Birth certificate showing your child is 4 years old before the first day of school (follow district K-enrollment timelines)
- Proof of income
- Proof of residence
- Immunization record
- Physical exam and dental form

Preparing your child for school

*Make sure your child gets plenty of rest the night before.
*Dress appropriately for the weather and play
*Can follow a routine
*Can sit and listen for the length of a story

Pre-K Orientation

A letter will be mailed out to invite you to our Back to School Night. The week before the school year begins, families and children who have registered for Pre-K are invited to the school to see their classroom, meet their classmates and teachers, ride a school bus and tour the school building. This day is designed to help your child become familiar with his/her school prior to the first day of school.

First Day for Pre-K

On the first day of Pre-K students will come to school from 8:00-1:00. Transportation will be provided. This day is provided to help your child become familiar with the routine of school. Students will gain confidence touring

the school, eating in the cafeteria, and playing with classmates while being away from their parents. The school will provide lunch however, students can pack a lunch box if they prefer. 481

Transitioning out of Pre-K Counts Classroom into Kindergarten

Kindergarten Registration

Students in the Forest Area Pre-K program are enrolled as Forest Area students. As a result, they are transitioned into kindergarten through grade advancement. Kindergarten registration is not necessary.

Transition Meetings

Transition meetings are held for all children who participate in Pre-K Counts programs. If your child receives Early Intervention Services, meetings are set up before the start of kindergarten.

Classroom Visits

Pre-K Counts children have the advantage of being in the building where they will attend kindergarten. They have already met the Principal, Support Staff and Specials Teachers. The Pre-K Counts teacher will coordinate a visit to the Kindergarten classrooms in the spring so that the children can meet the teacher and see where the classroom is in the building. They may even stay for story time or centers so that they can explore their future classroom.

Kindergarten Orientation

A week before the school year begins, families and children who have registered for Kindergarten are invited to the school to see their classroom, meet their teacher and tour the school building. Your Pre-K child will be very familiar with his/her surroundings and can probably lead you on the tour themselves at his point! Still, knowing where they will report on that first day of school, meeting their classmates and teacher will go a long way to help calm any fears that you or they may have.

2026-2027 School Calendar - PREK

FOREST AREA SCHOOL DISTRICT

22318 Route 62, Box 16
Tionesta, PA 16353
814-755-4491 (Fax) 814-755-2426

August 2026

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

September 2026

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

October 2026

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

November 2026

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

December 2026

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

January 2027

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

August	
Aug 26-27	Professional Development Days
Aug 28-31	Vacation Days
September	
Sept 1	First Day of School for Students
Sept 7	Labor Day
October	
Oct 2	Vacation Day
November	
Nov 6	1/2 Day Professional Development Day
Nov 25-27,30	Thanksgiving Vacation
December	
Dec 7-11,14-18	**Keystone Exams Winter Wave 1**
Dec 24-25,28-31	Christmas Vacation
January	
Jan 1	New Years Day
Jan 18	Vacation Day
Jan 4-8, 11-15	**Keystone Exams Winter Wave 2**
February	
Feb 12,15	Presidents' Day Break
March	
Mar 25-26,29-30	Easter Break
April	
Apr 26-30	**PSSA Test ELA**
May	
May 3-7	**PSSA Test Math, Sci, & Make-up**
May 17-21, 24-28	**Keystone Exams Springs**
May 31	Memorial Day
June	
Jun 9	Last Day of School for Students
Jun 10	Professional Development Day
Jun 8	Commencement Exercise - West
Jun 9	Commencement Exercise - East

February 2027

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

March 2027

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

April 2027

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

May 2027

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

June 2027

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

July 2027

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

Snow Make-up Dates	
Snow Day #1	Feb 12
Snow Day #2	Feb 15
Snow Day #3	Mar 25
Snow Day #4	Mar 30
Snow Day #5	Mar 29

PSSA and Keystone Exams Dates	
Apr 26-30 ELA	PSSA Testing Window
May 3-7 Math	PSSA Testing Window
May 3-7 Sci	PSSA Testing Window
May 03-07 Make up	PSSA Testing Window
Dec 07-18 or Jan 4-15	Keystone Exams
May 17-28	Keystone Exams

	School Vacation Days
⬡	First and Last Day of School
☐	Professional Development Days
—	Testing Windows

Forest Virtual Academy Handbook

2026-2027

Board Approved:

8/19/2026

Program Description

The Forest Area School District has been educating students effectively for many years and knows what it takes for students to compete in the hyper-competitive quest for college and career whether learning in the conventional classroom or online. It takes rigorous coursework coupled with a combination of live and prepared instructional support.

Our cyber school program is flexible and offers all the support parents and students need to tackle the demands of online learning to achieve their educational goals. We expect the best from our students; that's why we offer effective support to promote their success.

Enrollment

Students must meet the following criteria to participate in the Forest Virtual Academy through Forest Area School District:

- Reside within the Forest Area School District
- Obtain permission from the building principal for Forest Virtual Academy enrollment
- Meet with school district officials to determine course of study
- Attend an orientation session prior to beginning of cyber courses

Contact Information

To schedule a Forest Virtual Academy enrollment meeting, or for more information, please contact the guidance counselor.

East Forest: 814-927-6688 West Forest: 814-755-3302

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Attendance

Attendance for students enrolled in Forest Area cyber courses will be determined in 1 of 2 ways depending upon enrollment:

1. Students MUST complete the daily attendance app. The submission will also serve as a daily communication system for our students and the faculty and staff. The students must also do work in the Canvas or SeeSaw platform for the day to count as a day of lawful attendance.

2. Attendance is determined by the amount of course work completed and submitted to the course instructor. Students are expected to work on their cyber courses just as they would at the school building. The amount of time working on these courses should average 5 - 6 hours per day for full-time students and 1 hour per course for part-time students. Students are expected to complete about 3% of each course per week as outlined in the chart below. In addition, 25% of the work for each course should be completed each quarter of the school year for a full year course, 50% for a semester course etc.

Students will be held accountable for their attendance online. Students are required to submit written excuses for not completing the necessary amount of work. These excuses are to be brought or mailed to the student's home school within three (3) days. Students who fail to complete a basic amount of work and who do not submit excuses may be cited for truancy.

The following guidelines and actions will be taken when a student fails to complete the appropriate amount of work or does not meet the minimum requirement of time attempting to complete assignments:

- Notice/ truancy letter sent home to parents
- Mandatory meeting with school officials/ administration
- Implementation of Truancy Elimination Plan
- Citations filed against the parent/guardian/student
- Removal from distance learning program

Any interruptions to the timely completion of assignments such as sickness, vacations, death in the family etc. should be communicated immediately. Progress is monitored by the submission of coursework to the course teacher. No submission of work means no progress.

The "I" grade is given when a student fails to complete his/her work due to legitimate reasons. The "I" grade must be made up within 15 school days unless additional time is authorized by the principal, or it will change to a failing grade.

Any student demonstrating academic failure at the end of a course will be put on academic warning and will not be permitted to enroll in any other class until all work has been completed and a grade has been submitted. This may affect your class standing and interfere with timely graduation.

Student progress will be monitored by the teacher and the District but should also be monitored at home by the parent or guardian. Ultimately, it is the student's responsibility to complete all requirements of any course.

Wellness Checks

Students are required to complete weekly wellness checks. One documented wellness check is required each instructional week of three or more instructional days (including half days).

- The student must be visibly seen and communicate in real time with a teacher, administrator, or other
- representative who is subject to the Pennsylvania Child Protective Services Law.
- Wellness checks may occur during live instruction, office hours, advising, counseling, standardized testing, health
- screenings, tutoring, or another approved in-person or virtual school activity.

Excused Exceptions

- Excused absence for one day – complete the wellness check later that same week.
- Excused absence for the entire week – no wellness check is required.
- Documented internet or power outage – complete the wellness check later that week when access is restored.

Calendar

Students will follow the calendar of the program in which they are enrolled. This calendar may or may not be the same as the Forest Area School District calendar.

GRADUATION REQUIREMENTS

(Policy 217)

The following sections pertain to the graduation requirements of the Forest Area School District and the state of Pennsylvania.

- Credit requirements
- Career Preparation
- Graduation Pathways

CREDIT REQUIREMENTS

Class of 2027

Class of 2028

Class of 2029 and Beyond

(Policy 217)
The following sections pertain to the graduation requirements of the Forest Area School District and the State of Pennsylvania.

-Credit requirements
-College and Career Readiness
-Keystone Exams
-Graduation Pathways

Minimum Credit Requirements for the Class of 2027: 27 credits

Compulsory attendance laws in Pennsylvania require a student to be full-time. Full-time status is defined as carrying a minimum of 5 academic credits.

Transfer student credits will be evaluated and accepted at the discretion of the building principal. 27 credits are the minimum required for graduation (see table below), with many students graduating with more than the minimum set by Forest Area School District. Building principals will have the authority to waive one arts and humanities credit for vocational students by substituting a separate elective course in lieu of the required courses for a humanities credit.

****Minimum number of credits earned by academic discipline in order to graduate.*

Class of 2027	Non-Vocational Students	Venango Vo-Tech Students**
English Language Arts*	4	4
Mathematics (including Personal Finance)*	3 or 4	3
Science*	3 or 4	3
Social Studies*	3	3
Health, Physical Education, and Safety	3	2
Art and Humanities	2	2
Electives	8	10
TOTAL	**27**	**27**

*Students are strongly encouraged to pursue Dual Enrollment courses and to take the most rigorous academic path rather than the minimum graduation requirements to maximize postsecondary readiness.
**Students should focus on attaining industry-recognized credentials and demonstrating high-level competency with their approved CTE program.
***To be NCAA eligible, high school athletes must complete 16 approved core courses with 10 (including

English, Math, or science) scheduled before their 7th semester (senior year). See the guidance counselor for the NCAA-approved core courses.
****Non-Vocational Students must complete a total of 7 credits in Math and Science.

Credit Requirements for the Class of 2028: 26 credits

Students will complete a minimum of 7 credits in grade 9, no less than 6 credits during grades 10 and 11, and no less than 5 credits in grade 12. Compulsory attendance laws in Pennsylvania require a student to be full-time. Full-time status is defined as carrying a minimum of 5 academic credits.

Transfer student credits will be evaluated and accepted at the discretion of the building principal. 26 credits are the minimum required for graduation (see table below), with many students graduating with more than the minimum set by Forest Area School District. Building principals will have the authority to waive one arts and humanities credit for vocational students by substituting a separate elective course in lieu of the required courses for a humanities credit.

****Minimum number of credits earned by academic discipline in order to graduate.*

Class of 2028	Non-Vocational Students	Venango Vo-Tech Students**
English Language Arts*	4	4
Mathematics (including Personal Finance)*	3	3
Science*	3	3
Social Studies*	3	3
Health, Physical Education, and Safety	2	2
Art and Humanities	2	2
Electives	9	9
TOTAL	**26**	**26**

*Students are strongly encouraged to pursue Dual Enrollment courses and to take the most rigorous academic path rather than the minimum graduation requirements to maximize postsecondary readiness.
**Students should focus on attaining industry-recognized credentials and demonstrating high-level competency with their approved CTE program.
***To be NCAA eligible, high school athletes must complete 16 approved core courses with 10 (including English, Math, or science) scheduled before their 7th semester (senior year). See the guidance counselor for the NCAA-approved core courses.

Credit Requirements for the Class of 2029 and Beyond

Students will complete a minimum of 7 credits in grade 9, no less than 6 credits during

grades 10 and 11, and no less than 5 credits in grade 12. Compulsory attendance laws in Pennsylvania require a student to be full-time. Full-time status is defined as carrying a minimum of 5 academic credits.

Transfer student credits will be evaluated and accepted at the discretion of the building principal. 25 credits are the minimum required for graduation (see table below), with many students graduating with more than the minimum set by Forest Area School District. Building principals will have the authority to waive one arts and humanities credit for vocational students by substituting a separate elective course in lieu of the required courses for a humanities credit.

****Minimum number of credits earned by academic discipline in order to graduate.*

Class of 2029 and Beyond	Non-Vocational Students	Venango Vo-Tech Students**
English Language Arts*	4	4
Mathematics (including Personal Finance)*	3	3
Science*	3	3
Social Studies*	3	3
Health, Physical Education, and Safety	2	1
Art and Humanities	2	2
Electives	8	9
TOTAL	**25**	**25**

*Students are strongly encouraged to pursue Dual Enrollment courses and to take the most rigorous academic path rather than the minimum graduation requirements to maximize postsecondary readiness.
**Students should focus on attaining industry-recognized credentials and demonstrating high-level competency with their approved CTE program.
***To be NCAA eligible, high school athletes must complete 16 approved core courses with 10 (including English, Math, or science) scheduled before their 7th semester (senior year). See the guidance counselor for the NCAA-approved core courses.

College and Career Readiness

College and career readiness activities in Pennsylvania are mandated through the Every Student Succeeds Act (ESSA). Through this Act and 22 Pa. Code Chapter 4, every student will participate in Career Awareness and Preparation, Acquisition, Retention and Advancement, and Entrepreneurship activities that also align with Pennsylvania regulations and (Chapter 339) guidance plans to ensure meaningful postsecondary engagement and success. Completion of College and career

readiness activities is a requirement for graduation at Forest Area School District.

As a part of the high school experience, all Forest Area high school students will also be offered the opportunity to participate in resume writing, interviewing skills, job shadowing, and career exploration as a part of the secondary curriculum to ensure that students are preparing for their future and meeting the state standards for Career Education and Work.

TESTING REQUIREMENTS

Students in Grades 9-12 are required to participate in the Pennsylvania State Standardized Assessment (Keystone). Tested Courses are:

Keystone Trigger Course	**Keystone Test**
Algebra IB	Algebra I
Academic Algebra I	Algebra I
English 10	English Language Arts
Cell Biology	Biology

What are the Keystone Exams?
The Keystone Exams are end-of-course assessments designed to evaluate proficiency in academic content. Students must demonstrate proficiency on the Algebra 1, Literature, and Biology Keystone Exams. Students will be offered multiple opportunities to take the Keystones throughout their high school careers.

What is assessed on the Keystone Exams?
Pennsylvania adopted the Common Core Standards, standards aligned with expectations for success in college and the workplace. The Keystones are designed to measure these standards.

GRADUATION PATHWAYS

Through Act 158 of 2018 and Act 6 of 2017, students graduating from a Pennsylvania public high school in 2023 or later will have the flexibility to meet statewide high school graduation requirements through one of five pathways that fully illustrate their college, career, and community readiness.

Promotion Requirements

The "Guiding Philosophy" in reference to progress and promotion for the schools of the Forest Area School District is to encourage each student to achieve his/her maximum potential while in attendance in the school district. To reach this goal the administration, faculty and staff members of the school district will assist every student without partiality as much as possible without endangering the learning processes of the other members of the student's group.

Promotion to the next educational level will be based on the student's ability to profit most from experiences at that level. Factors to be considered in cases where retention at the same grade level is a possibility are:

- Achievement of the student in an academic subject.
- Attendance record of the student.
- Ability of the student to do school work as reflected by a standardized test of mental ability.
- Attitudes of the student toward the school, the faculty, and his/her peer group.
- Sociological or psychological factors resulting from the student's home life or community relationships that would influence his/her level of educational achievement.
- Age and size of the student in comparison to the age of the group he/she will enter.

A student will be considered for retention at the same grade level in grades 7 or 8 if he/she has failed two or more major subjects .

PSSA and Keystone Testing

All students are required to report to their home school for PSSA and/or Keystone testing as required by the state. Testing dates and times will be provided to you by the guidance counselor. PSSA testing occurs in the spring. Keystone testing occurs mid-year and at the end of the school year.

Field Trips/ Extracurricular Activities

Any student enrolled in distance learning is eligible to go on any field trips available to traditional students. Transportation, admission or any other fees are dependent on trip parameters and are not the sole responsibility of the Forest Area District. Behavior policies are the same as any traditional student and will be adhered to closely.

All students enrolled in distance learning are eligible to participate in school sponsored sports and special events such as dances, community service etc. Events may be viewed through the district website. All eligibility requirements and criteria are outlined in the handbook and will be followed as with any traditional student. It is up to the student to meet their academic

responsibilities in order to participate. Infractions of the discipline code as outlined in the handbook will result in loss of privileges.

Venango Technology Center

All cyber-students in grades 10-12 are eligible for attendance at the Venango Technology Center. Please contact the school counselor for additional details.

Internet Reimbursement

Students who are 100% enrolled in the District's Cyber program, will be eligible for internet reimbursement at the following rate:

Up to $40/month for students obtaining Honor Roll status. Honor Roll is determined by the same standard set forth for all Forest Area School District students.

Up to $35/month for students who are passing. Passing is to be determined based on the PIAA standard for passing which are:

- You must pursue a full-time curriculum defined and approved by your Principal.
- You must be passing at least four full-credit subjects, or the equivalent.
- You must have passed at least four full-credit subjects or the equivalent during the previous grading period, except that eligibility for the first grading period is based on your final grades for the preceding school year.

There will be no reimbursement for cyber students who do not meet the passing requirements which are set by the PIAA.

There is no internet reimbursement for credit recovery classes.

Calculations for reimbursement will be made at the conclusion of each 9 week grading period set forth by the Forest Area School District. If the cyber student is eligible for reimbursement under the above-mentioned rates, the parent/guardian will submit the appropriate paperwork and will receive reimbursement within 30 days of approval.

Blended Learning: Enrichment and Credit Recovery

The Forest Area School District may offer online courses to students who attend East Forest and West Forest schools. The following is a list of guidelines and parameters that will be followed:

- Students cannot take an online course if the same course is offered on-campus by the District.
- Students must be passing all on-campus classes before being eligible for cyber classes.
- Students must get principal approval before enrolling in a cyber course.
- Students must meet all prerequisite requirements before taking a cyber course.
- Students can only take cyber classes that are offered by the District or its subcontracted provider(s).
- If a student does not pass the first semester of a cyber course, they will be removed from the class and will not be eligible to take another cyber class until the next academic year.
- Taking cyber courses is to be viewed as a privilege. Cyber course offerings can be discontinued at any time.

Enrichment

Enrichment classes are designed to enhance a student's educational opportunities above-and-beyond what is offered through the traditional course offerings. Enrichment courses are available only to students who demonstrate academic proficiency and a grade point average of 3.0 and above. Students will follow pre-existing behavior policies as per the school code concerning classroom behavior, Internet and technology usage. The primary responsibility of course work completion and behavior while engaged in the courses is the students. Forest Area personnel will monitor progress and attendance of all cyber courses. Any student found to be in violation of these codes will not be permitted to continue with cyber classes. There is no internet reimbursement for enrichment coursework.

Credit Recovery

Credit recovery coursework is designated for students who do not meet academic requirements during the regular school year. Cyber coursework may be used for credit recovery**. Financial responsibility for cyber coursework used for credit recovery is the responsibility of the parents/guardian.** Eligibility for credit recovery is at the discretion of the administration. Student progress will be monitored by the District but should also be monitored at home by the parent or guardian. Ultimately, it is the student's responsibility to complete all requirements of any course.

Late Fees

Any fees incurred as the result of an extension needed for failure to complete work by the deadline for each course are the responsibility of the students.

Non-discrimination in School and Classroom Practices

The Board declares it to be the policy of this district to provide an equal opportunity for all students to achieve their maximum potential through the programs offered in the schools regardless of race, color, age, creed, religion, sex, sexual orientation or gender, ancestry, national origin, marital status, pregnancy or handicap/disability.[10][12][13][14][1][2][3][4][5][6][7][8][9][15] (Policy 104)

The district shall provide to all students, without discrimination, course offerings, counseling, assistance, employment, athletics and extracurricular activities. The equitable distribution of district resources is one means the district shall use to ensure all students receive a quality education. The district shall make reasonable accommodations for identified physical and mental impairments that constitute handicaps and disabilities, consistent with the requirements of federal and state laws and regulations. (Policy 103)

Forest Area School District
Chromebook Handbook
2026-2027



Board Approved:
8/19/2026

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Taking Care of Your Chromebook:

Students are responsible for the general care of the Chromebook that they have been issued by the school. Chromebooks that are broken or fail to work properly must be taken to the building office as soon as possible so that they can be taken care of properly. District-owned

Chromebooks should never be taken to an outside computer service for any type of repairs or maintenance. Students should never leave their Chromebooks unattended.

1. General Precautions

a No food or drink should be used with Chromebooks.
b Cords, cables, and removable storage devices must be inserted carefully into Chromebooks.
c Chromebooks should not be used or stored near pets.
d Chromebooks should not be used with the power cord plugged in when the cord may be a tripping hazard.
e Chromebooks must remain free of any writing, drawing, stickers, and labels.
f Heavy objects should never be placed on top of Chromebooks.

2. Carrying Chromebooks

a. Never lift Chromebooks by the screen.
b. Never carry Chromebooks with the screen open

3. Screen Care

a. The Chromebook screen can be damaged if subjected to heavy objects, rough treatment, some cleaning solvents, and other liquids. The screens are particularly sensitive to damage from excessive pressure.
b. Do not put pressure on the top of a Chromebook when it is closed.
c. Do not store a Chromebook with the screen open.
d. Make sure there is nothing on the keyboard before closing the lid (ex. pens, pencils or disks).
e. Only clean the screen with a soft, dry microfiber cloth or anti-static cloth.
f. Chromebook covers provided by the school district shall not be removed unless authorized by the principal or technology department

4. Asset Tags

a. All Chromebooks will be labeled with a district asset tag.
b. Asset tags may not be modified or tampered with in any way.
c. Students may be charged up to the full replacement cost of a Chromebook for tampering with a district asset tag or turning in a Chromebook without a district asset tag.

Using Your Chromebook At School:

Students are expected to bring a fully charged Chromebook to school every day and bring their Chromebooks to all classes unless specifically advised not to do so by their teacher.

Elementary students will leave their Chromebooks at school except in extenuating circumstances.

1. If a student does not bring his/her Chromebook to school

a. A student may check out a loaner for the day, if available.
b. A student borrowing a Chromebook must sign it out and will be responsible for any damage to or loss of the issued device.
c. District personnel will document the number of times a loaner is issued to each student for not having his/her own Chromebook at school and will send reports to the principal's office for those students that have more than two occurrences per quarter.
d. The students that obtain a loaner will be responsible for returning the borrowed device before the specified time.
e. If a loaner is not turned in by the end of the day, a report will be filed with the principal's office.

2. Chromebook Care

It is the responsibility of each student to care for his / her Chromebook and to maintain it as well as possible. Defacing the Chromebooks will result in repairs costs to replace whatever parts of the Chromebook are defaced. Examples of defacing/intentional damage include but are not limited to...

- Writing on the case, front, back, bottom or top
- Removing keys
- Writing on keys
- Painting on or otherwise discoloring any part of the case
- Breaking the hinge covers or screen surround
- Breaking the corners of the case through harsh treatment of the Chromebook

No student or person should at any time dismantle the Chromebook case or attempt to perform physical repairs of any kind to the Chromebook. If the case is opened, the Chromebook will be replaced at the parents' cost.
Please keep in mind that Chromebooks may be issued to another student when your child is done with it.

3. Chromebooks being repaired

a. Loaner Chromebooks may be issued to students when they leave their school-issued Chromebook with the district IT staff for repair.
b. A student borrowing a Chromebook must sign for a loaner and will be responsible for any damage to or loss of the issued device.
c. Chromebooks on loan to students having their devices repaired may be taken home.
d. The IT staff will contact students when their devices are repaired and available to be picked up.
e. If a loaner is not turned in by the specified time, a report will be filed with the principal's office.

4. Background and Themes

Backgrounds and themes must be school appropriate.

5. Sound

a. Sound must be muted at all times unless permission is obtained from a teacher.
b. Headphones may be used at the discretion of the teachers.

6. Printing

a. Students will be encouraged to digitally publish and share their work with their teachers and peers when appropriate. On-campus printing will not be supported.
b. Students may set up their home printers with the Google Cloud Print solution to print from their Chromebooks at home. Information about Google Cloud Print can be obtained here: http://www.google.com/cloudprint/learn.

7. Logging into a Chromebook

a. Students will log into their Chromebooks using **only** school-issued Google Apps for Education accounts.
b. Students should never share their account passwords with others.

8. Managing and Saving Your Digital Work With a Chromebook

a. The majority of student work will be stored in Internet/cloud applications and can be accessed from any computer with an Internet connection and most mobile Internet devices.
b. Students should always remember to save frequently when working on digital media.
c. The district will not be responsible for the loss of any student work.

d. Students are encouraged to maintain backups of their important work on a portable storage device or by having multiple copies stored in different Internet storage solutions.

9. Using Your Chromebook Outside of School

a. Students are encouraged to use their Chromebooks at home and other locations outside of school.
b. Applications including Google Drive, Google Presentations and Gmail are available offline.
c. Chromebooks can connect to any WiFi network.

Operating System and Security

Students may not use or install any operating system on their Chromebook other than the current version of Chrome OS that is supported and managed by the district.

1. Updates

The Chromebook operating system, Chrome OS, updates itself automatically. Students do not need to manually update their Chromebooks. Chromebooks must be power cycled for Chrome updates to be installed. Be sure you are turning your Chromebook off at the end of each day.

2. Virus Protection

a. Chromebooks have built in security to protect them from viruses, malware and other online threats
b. There is no need for additional virus protection.

Content Filter

Forest Area School District utilizes an Internet content filter that is in compliance with the federally mandated Children's Internet Protection Act (CIPA). All Chromebooks, regardless of physical location (in or out of school), will be subject to Internet filtering and monitoring of Internet usage. If a website is blocked in school, then it will be blocked out of school. If an educationally valuable site is blocked, students should contact their teachers to request the consideration of a filtering change.

Software

1. Google Apps for Education

a. Chromebooks seamlessly integrate with the Google Apps for Education suite of productivity and collaboration tools. This suite currently includes Google Docs, Spreadsheets, Presentations, Drawings, Forms, Sites, Gmail, Groups, Voice and Blogger. Apps may be added or deleted.
b. All work is stored on Google servers.

2. Chrome Web Apps and Extensions

a. Students are allowed to install appropriate Chrome web apps and extensions from the Chrome web store.
b. Students are responsible for the web apps and extensions they install on their Chromebooks. Inappropriate material will result in disciplinary action.
c. Some web apps will be available to use when the Chromebook is not connected to the Internet.

Chromebook Identification

1. Records

The district will maintain a log of all Chromebooks that includes the Chromebook condition, serial number, asset tag code, and name of the student assigned to the device.

2. Users

Each student will be assigned the same Chromebook for the duration of his/her time at Forest Area School District. Take good care of it.

Repairing/Replacing Your Chromebook

1. Tech Support

All Chromebooks in need of repair should be taken to the designated area as soon as possible.

2. Vendor Warranty

The Chromebook comes with a limited vendor warranty. The vendor warranty does not warrant against damage caused by misuse, abuse or accidents.

3. Estimated Costs (subject to change)

a. The following are estimated costs of Chromebook parts and replacements.

i. Replacement Chromebook - $400.00
ii. Screen - $100.00
iii. Keyboard/touchpad - $50.00
iv. Power cord - $30.00
V. Chromebook case - $40.00

4. Financial Responsibility

a. Families will receive a **notification** each time a repair is made so that parents can be informed about how the Chromebook is being cared for and maintained.
b. Parents will have the option to appeal a charge based upon eligibility for free and reduced lunch, and other extenuating circumstances. Repairs needed as the result of behavior requiring disciplinary action will not be eligible for a waiver.

No Expectation of Privacy

Students have no expectation of confidentiality or privacy with respect to any usage of a Chromebook, regardless of whether that use is for district-related or personal purposes, other than as specifically provided by law. The district may, without prior notice or consent, log, supervise, access, view, monitor and record use of student Chromebooks at any time for any reason related to the operation of the district. By using a Chromebook, students agree to such access, monitoring, and recording of their use.

Monitoring Software

Teachers, school administrators, and the technology department staff may use monitoring software that allows them to view the screens and activity on student Chromebooks on campus.

Appropriate Uses and Digital Citizenship:

School-issued Chromebooks should be used for educational purposes and students are to adhere to the Acceptable Use of Technology and all of its corresponding administrative procedures at all times.

While working in a digital and collaborative environment, students should always conduct themselves as good digital citizens by adhering to the following:

A. I understand that the use of District resources is a privilege, not a right, and that the system administrator(s) may close my account at any time deemed necessary. Inappropriate use may result in a suspension of privileges and/or other disciplinary measures.

B. I will accept personal responsibility for reporting any misuse of District resources to school staff.

C. I will not use District resources to post any web pages for commercial activities, product advertisement, or political advocacy.

D. I will not use District resources to transmit or post any harassing, obscene, discriminatory or offensive material. All material posted will be in keeping with school assignments.

E. I understand that school administration has the right to monitor all postings and that e-mail sent through District resources may be scanned for content violating the terms of this agreement and that suspect email may be reviewed by school administration. There should be no expectation of privacy for any information transmitted/stored in District resources.

F. I understand that email sent via District resources must be school related and must abide by the guidelines outlined here. Student email accounts are restricted to only send and receive mail to/from other Forest Area School District addresses, and no attempts should be made to exchange email with outside domains. I will immediately report any threatening, obscene, or harassing email to school staff.

G. I understand that I will not share my passwords with other students and am responsible for all e-mail and postings sent through my account.

H. I will not harm or destroy data of another user or student.

I. I understand and will abide by the generally accepted rules of network etiquette. These rules include (but are not limited to) the following:

a. Being Polite: Never sending or encouraging others to send abusive messages.

b. Using Appropriate Language: I understand that I am a representative of our school and District on the Internet and will use polite and appropriate language.

c. Privacy: I will not reveal my home address or personal phone number or the addresses and phone numbers of staff members of other students.

Forest Area
School District

Coach's Handbook
2026-2027

Board Approval:8/19/2026

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FOREST AREA SCHOOL DISTRICT COACH/MANAGER HANDBOOK

It is our pleasure to invite you to read and refer to this document to learn about the Forest Area School District and help you to prepare a successful extracurricular program. For your convenience, matters of policy and procedure are included in this guide.

We all would agree that success requires planning. As you begin to prepare for your activity, please keep in mind all the traits our students will need to acquire to take advantage of the opportunity to succeed in society. While you strive to teach the skills and knowledge required to succeed in your particular activity, it is equally important also to concentrate on instilling certain personal skills. Learning self-discipline and responsibility; developing character and self-esteem; getting along and dealing with people better; and learning to become

decision-makers and critical thinkers are essential to success in today's society.

Please further remember that all students learn best when provided a positive, nurturing environment. Coaching, like teaching, without positive and consistent reinforcement, usually does not generate the long term results we hope to achieve. Therefore, be cautious in the manner in which criticism is given and remember that it takes years to build a child's self-esteem yet it can be torn down instantly with an ill-timed comment or cruel remark.

Successful coaches emphasize the positive, not the negative, and build upon them.
At your extracurricular activity, the skills and character developed are designed to enhance the academic curriculum. Your particular activity is geared toward providing students with the skills and confidence they will need to create within them an attitude that contributes they will need to create within them an attitude that contributes to the entire process of learning and succeeding. We sincerely hope that all students will take advantage of what we have to offer and enjoy the challenges that will make this year a rewarding one.

COACHING DUTIES

1. All coaches are required to have clearances. Employed FASD Faculty Coaches: Follow staff protocol regarding clearances. Coaches: Clearances need to be within 1 year and updated every 5 years thereafter. Act 168 is required as a new hire. Questions about clearances may be directed to Mrs. Darla Kennedy in the district central office prior to performing any activities with students. All coaches must also have all required training and certification as required by PIAA. These currently include concussion, cardiac, naloxone and epi-pen trainings, but will be updated as new requirements are established by the PIAA and/or the Forest Area School District. The coach must provide the school district with all necessary documentation.

2. Mandated Reporting: All district employees are mandated reporters. To examine a brief overview of your obligations as a mandated reporter and what to report, visit the following website:
http://www.dhs.state.pa.us/cs/groups/webcontent/documents/communication/p_011835.pdf

3. All coaches are required to submit evidence of a tuberculosis test upon hiring. A break in employment will require a new test.

4. Be aware that all athletes must have a physical examination before the athlete can begin practice or conditioning. Coaches must verify with the school nurse/principal/athletic director that physicals are completed for all of their athletes. No athletes will be permitted to practice until a signed physical form has been returned to the school nurse or athletic

director.

5. The coach should also make sure the athlete is covered by insurance. The district does not provide student insurance coverage, parents or caretaker are responsible for athletes coverage and must show proof of insurance prior to participation.

6. Emergency cards and accident reports need to be carried to all practices and games by all coaches. It will be the responsibility of the coach to keep waiver forms on file (in med. kit) and complete accident reports, if necessary. Emergency cards will also be kept on file by the nurse. The coach must notify the athletic director/ principal and school nurse of all accidents, medical emergencies, talking with parents, etc. Parent contact should be made in all instances involving an accident of injury as soon as possible (See Emergency Sports Injury Procedures on page 7).

7. Coaches must notify the AD, principal, and school nurse about any physical contact between teammates or opponents that results in parent contact. (pushing/punching/kicking)

8. The coach is responsible for notifying all athletes of the starting date, practice times, game schedules, and bus schedules that will be provided by the athletic director. Coaches will provide the athletic director copies of all written materials shared with athletes.

9. The head coach of all varsity sports is required to attend a rules interpretation meeting each year as stated by P.I.A.A. Dates and times are available from the athletic director and on the PIAA website. Proof of attendance must be provided to the Athletic Director. Failure to attend this meeting will result in a $100 PIAA fine being deducted from the coaching paycheck.

10. The head coach of all varsity sports is required to attend the all conference team selection meeting. Dates, times, and location are available from the athletic director. Failure to attend this meeting will result in a $100 KSAC fine being deducted from the coaching paycheck.

11. Before the start of the season the coach is responsible for notifying the athletic director and/or principal of keys needed. Key fobs will also be needed in order to gain access to the building. All coaches are responsible for the keys and key fobs issued to them and their assistants. All coaches must return all keys and key fobs issued to them and their assistants, at the end of the activity, unless otherwise authorized by the principal and athletic director.

12. The Head coach is responsible for establishing team rules and guidelines within the school code and philosophy. Copies of the rules and guidelines must be provided to the

athletic director and principal for approval prior to the activity.

13. The head coach must inventory both preseason and post-season and provide the athletic director with a list of all uniforms and equipment. Included in this inventory should be the general condition of all of all equipment, i.e. new, good, fair, replace. Distribution and collection of equipment/uniforms will be the responsibility of the coach. A maximum effort should be made to ensure that all school issued equipment/uniforms are collected not later than two weeks after the season has ended. A list must be provided to the athletic director of all athletes who have received and have not returned equipment. No equipment/uniforms will be collected by the athletic director or principal unless all reasonable efforts by the coach/advisor have been exhausted. Administration reserves the right to deduct the cost of damaged uniform pieces from the coach's paycheck, if the damage was caused by a coach's careless monitoring of the uniform piece.

14. It is the responsibility of the coach to notify the principal 24 hours prior to the day any coverage is needed.

15. It is the duty of coaches to have their athletes maintain the gymnasium, locker rooms, weight room, storage rooms, coaches offices, and buses in neat and orderly fashion. (I.e. pick up all equipment and trash left by the team.)

16. Coaches are responsible for ensuring that no damage is caused to school property as the result of a planned drill or practice procedure. Please respect and care for all school property.

17. The coach will provide a medical kit at team practices and competitions. The coach may request medical supplies in writing and in advance from the athletic director.

18. All coaches must report any ejection(s) against any coach or player to the AD and building administrator. This is expected to be done the next morning school is in session.

19. Head coaches should report any planned resignations to the administration as soon as possible.

20. Coaches must secure all the district's equipment and uniforms to the equipment room at the close of the season before coaching payment will be released.

21. Coaches may be expected to share the gym/fields with other coaches/teams when there is a need.

COACHES GENERAL RULES AND REGULATIONS

1. All coaches must uphold all the rules and regulations contained in the handbook and enforce all the extra-curricular student discipline guidelines listed in section VI of this guide.

2. A coach, employed by the school district, must remain at practices, games, matches, and events until all their students have left school grounds.

3. A coach, employed by the school district, will ride the team bus to and from away events, unless otherwise authorized by the principal. Students riding on an activity bus are strongly urged to ride home on the bus but may ride home with their parents only if they provide the coach or director of the activity with a written excuse signed and presented by their parent(s) or legal guardian. Students may ride home with another adult parent or other adult member of his/her immediate family, providing they present the coach with written permission signed by their parent(s) or legal guardian. Under no circumstances are students allowed to ride with another student.

4. All coaches must adhere to the practice schedule and should not make changes without going through the athletic director.

5. Bus time change requests must be made to the athletic director.

6. No coach may schedule or change a game, match, meet time, date or site without the authorization of the athletic director. The athletic director will decide if requests are legitimate and contact the participating school for approval. Strict penalties are enforced by P.I.A.A. for breaking game contacts.

7. It is the responsibility of the coach to ensure that facilities are secure and lights are off after practices, unless another coach is entering the building immediately following his/her scheduled practice. When in doubt, turn off all lights and lock all doors when leaving.

8. The coach should be aware of departure times and destinations.

9. No signs or banners are permitted in the gymnasium unless these items are approved by the athletic director and put up at the beginning of the season. This rule also applies when visiting other schools. The K.S.A.C and P.I.A.A. demand the strict enforcement of this rule.

10. During competition, all teams/squads must wear the school issued uniforms. They should not be worn as clothes for physical education class.

11. The athletic director will complete all requests for expense money, with the assistance

of the coach. It is the responsibility of the coach to keep an accurate record of all expenses including receipts and mileage. The coach will return all receipts to the athletic director or principal immediately following the event in which expense money was issued. All money must be accounted for by receipts that are dated correctly.

12. Cancellation Policy – The administration will make the determination to cancel an event due to weather, power failure, etc. The athletic director will then contact the coach. If school is canceled or dismissed early, all activities are canceled on that evening (practice, game etc.) unless otherwise notified by the administration. Forest Area School District will honor the cancellation policy of any other school involved.

13. Attendance at pre season conditioning/open gym cannot be made mandatory for any student athlete. Coaches must invite all players from both schools to all open gyms and summer league games.

14. All coaches should check with the athletic director every week to verify any schedule changes.

15. Coaches are requested to keep accurate statistics for their sport.

16. All coaches must conduct themselves with reasonable decorum and maintain common sense at all times. If a coach is unsure about a decision they are to consult with the athletic director before making the decision.

17. All head coaches are expected to report the results of varsity contests to the local media regardless of the outcome of the contest. Coaches are further expected to be positive and factual in their reporting and never place blame on a player, official, etc.

18. When two sports requiring the same facility are running concurrently, the athletic director shall make a schedule for using that facility.

19. Each coach or their designee is responsible to attend all meetings assigned by the Athletic Director, Administrator or league – no exceptions. Failure to do so results in a fine of $100 by the PIAA which is taken from the head coach's supplemental salary.

20. Coaches must give a list of needed trophies and letter winners to the athletic director upon request.

21. Coaches should make the bus drivers aware of any stops that have been added, as approved by the athletic director.

22. Coaches are encouraged to survey their teams in order to obtain feedback that may help set goals for the next season.

23. The coach should explain the chain of command to his/her players. If a player or parent has a concern, the order in which they should proceed is as follows:
    -coach, athletic director, principal, superintendent, school board

EMERGENCY SPORTS INJURY PROCEDURES

The coach must submit the written injury report to the building principal within 24 hours. Significant events requiring ambulance transportation, emergency room care or hospitalization should be immediately reported to the principal by phone.

If an injury does occur, the emergency plan should follow this sequence:

1. Assess the injury and administer first aid using universal precautions (gloves, mask, etc.).
2. Using Emergency Cards for Athletes, contact parent, athletic director/principal, if available.
3. Assist emergency personnel in preparing the athlete for transportation to a medical facility.
4. Appoint someone to go with the athlete if the parents are not available. This person should be responsible, calm, and familiar with the athlete. Assistant coaches or parents are best for this job.
5. Complete an injury report form within 24 hours.
6. Notify Building Principal and Athletic Director.
7. Submit the completed injury report to the principal/copy to the school nurse.

For these so-called “minor” injuries, take these steps:

1. Evaluate the injury and contact the athletic director or principal, if available.
2. Administer first aid using universal precautions (gloves, mask, etc.)
3. Remove the athlete from participation if the athlete is in a great deal of pain or suffers from a loss of function (can’t walk, run, jump, throw, etc.).
4. Contact the athlete’s parents.
5. Complete an injury report form within 24 hours.
6. Discuss the injury with the parents.
7. Suggest that the athlete see a physician to rule out a serious injury.
8. Submit the completed injury report to the principal/copy to the school nurse.

ATHLETIC DIRECTOR AND GAME MANAGER GUIDELINES

Notification, preferably both oral and written, should be given to all adult followers that inform them they are guests of the school and that unruly conduct will not be tolerated.

Athletic events should not be oversold. Previous experience has demonstrated clearly that problems are more likely to occur when an athletic event is attended by more spectators than the capacity of the facility.

An administrator-coach conference should be held prior to the start of each sport season. Each coach should be advised that the athletic area is his/her classroom, and immature outbursts will not be tolerated.

The host principal and athletic director should assure that:

(a) Proper parking is available for officials.
(b) A representative of the school greets and escorts the officials while they are at the contest facility.
(c) Officials are quartered in dressing facilities separate from those of their team.
(d) Officials' game vouchers are distributed prior to the beginning of the contest. This precludes any further visit to the officials' locker room.
(e) No member of the coaching staff of either team visits the officials' dressing room.

Eligibility for athletic programs shall be checked every Friday and coaches will be notified before 3:00 on Monday.

The principal or his/her designee is responsible for checking the eligibility of students engaged in the following activities: soccer, volleyball, boys and girls basketball, softball, baseball, golf, cheerleading, football, track, and cross country.

A student who is ineligible may not physically practice with the team. Ineligible students may not travel with the team or dress in uniform for a game or scrimmage.
Should a student be ineligible three successive weeks, that student will be removed from the team.

A student, who is ejected from an athletic contest by P.I.A.A. officials, shall not be permitted to participate in the next contest.

If a student is arrested for possession, use, or sale of drugs or alcohol, the student shall be suspended from the team pending the outcome of the charges. If a student is found guilty they will be removed from the team. If a student is caught on school property in possession using, or selling drugs, alcohol, or tobacco products, the student shall be suspended pending the outcome of the investigation.

POLICIES

Arrest/Conviction Reporting Requirements (Act 24 & Act 82)

Employees shall use the designated form to report to the Superintendent or designee, within seventy-two (72) hours of the occurrence, an arrest or conviction required to be reported by law.[15][16]

Employees shall also report to the Superintendent or designee, in writing, within seventy-two (72) hours of notification, that the employee has been named as a perpetrator in a founded or indicated report pursuant to the Child Protective Services Law.[17]

An employee shall be required to submit new criminal history background checks if the Superintendent or designee has a reasonable belief that the employee was arrested or has been convicted of an offense required to be reported by law, and the employee has not notified the Superintendent or designee.[15]

An employee shall be required immediately to submit a new child abuse history certification if the Superintendent or designee has a reasonable belief that the employee was named as a perpetrator in a founded or indicated report or has provided written notice of such occurrence.[17]

Failure to accurately report such occurrences may subject the employee to disciplinary action up to and including termination and criminal prosecution. All school employees must complete and return to their school administrator a PDE Form 6004 (PDF) within 72 hours of any arrest or conviction of an offense listed in Section 111(e). If an employee refuses to submit the form, Act 24 requires that the School Administrator submit the employee to a new background check under Section 111. (Policy 317, Policy 317.1)

Employees may be asked to complete form 6004 annually to certify that no new arrest or convictions of an offense listed in Section 111(e) have been accrued.

Bullying & Cyber Bullying

The Board directs that complaints of bullying shall be investigated promptly, and corrective action shall be taken when allegations are verified. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations. No reprisal or retaliation shall occur as a result of good faith reports of bullying.

This policy shall be accessible in every classroom and posted in a prominent location within each school building and on the district website, if available. The Superintendent or designee shall ensure that this policy and administrative regulations are reviewed annually with students. (Policy 249)

Civil Rights

The Forest Area School District does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs, activities or employment practices and provides equal access to the Boy Scouts and other designated youth groups. Inquiries may be directed to Mrs. Amanda Hetrick, Title VI Coordinator, Mrs. Elisha Pospisil, Title IX Coordinator, or Mrs. Debra Arner, Section 504 Coordinator at (814) 755-4491.

Confidentiality

Employees should not discuss individual children, specific incidents, or general school observations except with appropriate school personnel. Compliance with FERPA and HIPPA regulations is expected at all times (Policy 216, Policy 113.4)

Crowdfunding

The district reserves the right to withhold approval of any crowdfunding request or terminate a pre-approval for a crowdfunding campaign for any reason. All crowdfunding efforts must be pre approved. (Policy 702.1)

Dress and Grooming

All employees of the Forest Area School District serve as role models for the students with whom they work and as leaders in the community. Consistent with these roles, all faculty and employees shall dress in a manner and have an appearance that is appropriate and professional in light of the environment in which they work, the duties of their jobs and the youth they serve. Administrators are authorized to interpret this policy and their interpretations shall be given deference.

During the work day and any time employees attend work-related activities, employees shall appear in appropriate dress. Examples of professional attire include, but are not limited to, collared shirts, dress slacks, capri pants, skirts, blouses, sweaters, suits, dresses, ties and sport coats.

Employees are to wear clothing that is neat and clean. Employees are not to wear clothing that is tight, revealing, short, torn, tattered, dirty and excessively faded, or with visual, written, or implied messages that are likely to disrupt the school environment. Sweat suits, pajama pants and shorts should not be worn, with the exception of physical education staff or on special dress days.

The principal may designate no more than one day per week as a casual day. On that particular day, it is permissible to wear jeans, and more casual tops, such as T-shirts. On special days/events (i.e., Red Ribbon Week, Spirit Week, field trips and Fun Day), the principal may designate special attire. (Policy 325, Procedure for Policy 325)

Epi-pens

All district employees involved in administration or supervision of self-administration of inhalers/epi pens shall receive documented and appropriate training before performing this responsibility. (Policy 210.1)

Harassment/Sexual Harassment/Title IX Sexual Harassment Policy

It is the policy of the District to maintain an environment for learning and working that is free from harassment, sexual harassment and Title IX sexual harassment, as defined herein, and such conduct is prohibited. It is also the policy of the District to comply with federal law and regulations under Title IX prohibiting sexual harassment, which is a form of unlawful discrimination on the basis of sex. Such discrimination shall be referred to throughout this policy as Title IX sexual harassment. Additionally, the District does not discriminate in any manner, including Title IX sexual harassment, in any District education program or activity. Inquiries regarding the application of Title IX to the District may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

The District's Title IX Coordinator is: Elisha Pospisil, Director of Curriculum and Technology
epospisl@forestareaschools.org
The District's Board Policy 103 "Discrimination/Title IX Sexual Harassment Affecting Students" and the associated Attachment 2 "Discrimination Complaint Procedures" and Attachment 3 "Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints" are set forth in full on the District's website and can be accessed at: www.forestareaschools.org/title-ix. (Policy 103, Policy 104)

Hazardous Chemicals

Employees that work with chemicals for the purposes of instruction or cleaning are responsible for being familiar with the appropriate Material Data Safety (MDS) sheets and implementing proper use and safety precautions associated with each.

Hazing

Hazing is defined as any activity that recklessly or intentionally endangers the mental health, physical health or safety of a student for the purpose of initiation or membership in or affiliation with any organization recognized by the board.

· **Endanger the physical health** shall include but not be limited to any brutality of a physical nature, such as whipping; beating; branding; forced calisthenics; exposure to the elements; forced consumption of any food, alcoholic beverage, drug, or controlled substance; or other forced physical activity that could adversely affect the physical health or safety of the individual.

· **Endangering mental health** shall include any activity that would subject an individual to extreme mental stress, such as prolonged sleep deprivation, forced conduct which could result in

extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual.

Any hazing activity, whether by an individual or a group, shall be presumed to be a forced activity, even if a student willingly participates.

Naloxone (aka Narcan)

In an effort to ensure the health and safety of its students and staff, the Board hereby authorizes the district to store and administer Naloxone (aka Narcan) for use during emergencies related to a known or suspected opioid overdose. Our school nurses are trained to administer Narcan (Policy 210)

Nondiscrimination in Employment and Contract Practices

The Board declares it to be the policy of this district to provide to all persons equal access to all categories of employment in this district, regardless of race, color, age, creed, religion, gender, sexual orientation, ancestry, national origin or handicap/disability. The district shall make reasonable accommodations for identified physical and mental impairments that constitute disabilities, consistent with the requirements of federal and state laws and regulations.(Act 694 of 1959)

The Board encourages employees and third parties who have been subject to discrimination to promptly report such incidents to designated employees.

Nondiscrimination in School and Classroom Practices

The Board declares it to be the policy of this district to provide an equal opportunity for all students to achieve their maximum potential through the programs offered in the schools regardless of race, color, age, creed, religion, sex, sexual orientation or gender, ancestry, national origin, marital status, pregnancy or handicap/disability. (Policy 104)

The district shall provide to all students, without discrimination, course offerings, counseling, assistance, employment, athletics and extracurricular activities. The equitable distribution of district resources is one means the district shall use to ensure all students receive a quality education. The district shall make reasonable accommodations for identified physical and mental impairments that constitute handicaps and disabilities, consistent with the requirements of federal and state laws and regulations. (Policy 103)

Outside Activities

The following guidelines are provided for school personnel:

Do not utilize school material for personal gain. Copyrights to materials or equipment developed, processed, or tested by district employees in the performance of district activities in fulfillment of the terms of their employment reside with and may be claimed by the district.

Do not use school property or school time to solicit or accept customers for private enterprises.

Do not use school time for outside activities when there is no valid reason to be excused from assigned duties.

Do not make public statements that are inconsistent with district policies and could serve to harm the effectiveness of district programs. (Policy 319, Policy 321)

Professional Adult/Student Boundaries

All adults shall be expected to maintain professional, moral and ethical relationships with district students that are conducive to an effective, safe learning environment. This policy addresses a range of behaviors that include not only obviously unlawful or improper interactions with students, but also precursor grooming and other boundary-blurring behaviors that can lead to more egregious misconduct. (Policy 824)

Safe2Say Something

Safe2Say Something reports may be submitted by any individual, including students, parents/guardians, staff and others as a secure and anonymous report about unsafe, potentially harmful, dangerous, violent or criminal activities in a school entity or threat of such activities in a school entity through:

1. A twenty-four (24) hours a day, seven (7) days a week telephone hotline maintained by the Office of the Attorney General's Safe2Say Something Crisis Center 1-814-SAF2SAY or 1-844-723-2729;
2. A Safe2Say Something program secure website https://www.p3campus.com/tipform.aspx?ID=3085&C=e780ab ; or
3. A Safe2Say Something software program application, or "app" accessed through a mobile electronic device.https://www.safe2saypa.org/download/

School Wellness

Employees should be familiar with the School Wellness Policy including guidelines for nutrition education and promotion, physical activity, physical education, school activities, nutrition guidelines, and management of food allergies. (Policy 246)

Sexual Harassment

It is important be aware of legal issues related to and including Sexual Harassment.

Sexual Harassment definition in the student handbook: Unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal, written, graphic or physical conduct of a sexual nature when:

- Submission to such conduct is made explicitly or implicitly a term or condition of a student's academic status.

- Submission to or rejection of such conduct is used as the basis for academic or work decisions affecting the individual.
- Such conduct deprives a student of educational aid, benefits, services or treatment.
- Such conduct is sufficiently severe, persistent or pervasive that it has the purpose or effect of substantially interfering with the student's school performance or creating an intimidating, hostile, or offensive education environment.

Social Media

The district shall not authorize, endorse or participate in posting on private social media accounts of individual school employees.

School employees are strongly encouraged to use privacy settings on social media accounts and to clearly identify that it is their personal social media account and that it does not officially represent the Board or District.

In accordance with Board policy establishing professional boundaries, school employees should only communicate with students through district-provided communication devices or platforms, and shall not follow, accept to make requests to connect or be friends with current students on personal social networking or social media platforms.

The district respects employees' freedom of expression. The district does not actively monitor personal social media accounts of current school employees; however, the district reserves the right to address employees' job-related speech or employee speech posted on social media that has the potential to affect the district's operations. Speech that takes place off-site and on an employee's own time, including posting on social media accounts, may be addressed if the district establishes that the employee's expression infringed on the interests of the district in promoting the efficient and effective functioning and educational purpose of the district. If employee speech or expression would violate law or Board policy in a traditional forum, it is also prohibited in an online forum. When an employee speaks as a citizen on a matter of public concern, the district shall consult with the school solicitor in determining the appropriate course of action, in accordance with the applicable law, regulations and Board policy. (Policy 815.1)

Special Education Services and Child Find

(Faculty, Support, Substitute, Coach)

Under the Individuals with Disabilities Education Act (IDEA), special education means "specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability." Children who receive special education and related services are entitled to a free and appropriate public education (FAPE). This includes opportunities to participate in the school's general curriculum and to make progress towards meeting annual goals. Children who receive special education will have opportunities to take part in other typical school activities that are appropriate to their individual needs.

In Pennsylvania, schools are required to serve eligible children from birth until the age of 21, or graduation from high school, whichever comes first. Services are provided by licensed personnel and include special teaching, materials, and techniques. An IEP is a legal document and it is the responsibility of the teacher and support staff to implement adaptations and modifications listed

in the IEP. If you are uncertain about implementation of an IEP, seek advice from the special education teacher assigned to the student.

The Forest Area School District provides a full continuum of special education programs and/or services for students identified as exceptional. Programs/services are provided at no cost to the parents and are individualized to meet the educational needs of each and every student at Forest Area.

Forest Area School District provides students with special education services in the following disability areas:

Hearing impairment (including deafness)
Speech or Language Impairment
Visual Impairment (including blindness)
Emotional Disturbance
Orthopedic Impairment
Other Health Impairment
Specific Learning Disability
Intellectual Disability

There are specific criteria that need to be met in order to qualify for special education. Although medical information is important, know that the criteria needed to meet educational criteria may differ from medical diagnoses.

If any of the situations below are present and you are concerned, contact your principal and/or the administrator overseeing special education services..

When birth complications or a medical disorder interferes with development and/or learning
When a child seems to have difficulty hearing or seeing
When you or others do not understand a child's speech
When a child appears to be learning more slowly than other children their age
When a child appears to have social emotional difficulties that affect their ability to learn
When a child has motor difficulties (moving, jumping, using their hands, etc.) that interferes with their ability to keep with other children
(Policy 113)

Tobacco/Drug and Substance Abuse

When engaged in assigned duties, district employees shall not use, possess, distribute, or sell alcohol, drugs or other illegal substances. (Policy 317)

FOREST AREA SCHOOL DISTRICT

COACH EVALUATION FORM

Coach:_____ Sport:_____

All Areas Rated 1 – 5

5 = Excellent
4 = Above Average
3 = Average
2 = Below Average
1 = Unsatisfactory

1. **Professional and Personal Relations**

_____ **Cooperates/communicates with Principal/AD**

_____ **Positive Rapport with Coaching Staff**

_____ **Organization of Staff**

_____ **Relationship with Team**

_____ **Respects authority and the chain of command**

_____ **Decision Making**

_____ **Communication with Parents**

_____ **Relations with Media**

_____ **Respects Officials**

____ ___ **Interaction with Opponents Staff, Students and Players**

_____ **Game Conduct**

_____ **Practice Conduct**

_____ **Attendance at All-Conference Voting**

_____ **Attends PIAA Rules Meeting or Designates Staff**

_____ **Motivation of Staff and Players**

1. **Coaching and Related Areas**

_____ **Quality of Instruction**

_____ **Handling of Injuries**

_____ **Equipment Inventory and Maintenance**

_____ **Supervision of Athletes**

_____ **Organization of Practices**

_____ **Budget Preparation and Purchasing Procedures**

_____ **Game Strategy and Organization**

_____ **Follows NFHS, State, District and League Rules**

*** The school district administration has the discretion to not recommend a coach for retention based on a single area of unsatisfactory performance**

Areas of Strength

_____

_____

_____

Areas of Improvement

_____

_____

_____

_____ _____

Coach Signature **Principal Signature**

_____ _____

Date **Date**

Please initial each line and sign/date the bottom of this form and turn it in prior to the first day of practice.

_____ I have read and understand the athletic handbook and coach's handbook.

_____ I have successfully completed the required cardiac arrest and concussion training, as well as PIAA coaching education, and have turned my printed certificates into the athletic director prior to my first day of practice.

_____ I understand that I have to attend a preseason rules interpretation meeting a postseason all conference voting meeting. If I do not attend these meetings a $100 fine for each will be deducted from my paycheck.

_____ I understand that I cannot collect my paycheck until all equipment and collected uniforms are turned in to the equipment room, I turn in all keys and key fobs to the principal or athletic director, unless otherwise authorized by the principal, and I attend the required all conference meeting.

_____ I will complete and turn in an inventory list (to the Athletic Director) that includes equipment and uniforms.

_____ _____

Coach Signature Date

Forest Area School District



Athletic Handbook

2026-2027

Pending Board Approval: 8/19/2026

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FOREST AREA ATHLETIC PROGRAM

Nickname: Fires
Colors: Black and Gold
PIAA District: IX
PIAA Classification: A
Website: www.forestareaschools.org

Sports Offered: Grades 9-12

FALL	WINTER	SPRING
Football - co-op @Kane	Girls JV/Varsity Basketball	Softball
CC – co-op @ NC	Boys JV/Varsity Basketball	Baseball-co-op @NC
Golf	Cheerleading	Track – co-op @ NC
Boys Soccer co-op @ NC		
Girls Soccer		
Volleyball		

Sports Offered: Grades 7-8

FALL	WINTER	SPRING
Golf	Girls Basketball	Volleyball
Soccer	Boys Basketball	Track
CC - co-op @ NC		

Team Selection

Each coach is given the autonomy to make cuts. The coach must inform the team if there will be cuts. The coach will clearly define the criteria that will be used to evaluate each student-athlete trying out for the team, and providing a time frame for the team tryouts. Tryouts must be a minimum of at least 2 practices.

Scrimmages and Games

Teams are permitted to have only two varsity interscholastic scrimmages per season. Scores of scrimmages will not count towards the regular season record. The number of regular competitions may not exceed the maximum allowed by PIAA. This number varies per sport. All scrimmages and games have to be set up by the athletic directors.

EDUCATIONAL PHILOSOPHY/MISSION

Mission Statement

Forest Area School District creates a foundation for life-long learners prepared to excel in a diverse world. PREPARE TO EXCEL

SHARED VALUES

The District recognizes that:

- All students have the potential to be contributing citizens through their achievements and will instill positive behaviors which encourage respect for self and others.
- All actions will instill a collaborative attitude among students, faculty, and staff focused on engaging family and the community in reaching the highest levels of success for students.
- Our schools will be a safe, welcoming and productive environment.
- In order to maximize learning potential, individual and diverse learning approaches will be utilized.

To the Parent

This material is presented to you because your daughter or son has indicated a desire to participate in scholastic athletics and you have expressed your willingness to permit her/him to compete. Your family's interest in this phase of our school program is gratifying. We believe that participation in sports provides a wealth of opportunities and experiences that assists students in personal adjustments.

We, who are concerned with the educational development of boys and girls through athletics, feel that a properly controlled, well-organized sports program meets with the students' needs of self-expression, mental alertness and physical growth. It is our hope to maintain a program that is sound in purpose and will further each student's educational maturity.

To the Athlete

Participating as a member of a Forest Area School District athletic team is the fulfillment of an ambition for many students. The attainment of this goal carries with it certain traditions and responsibilities that must be maintained. A great athletic tradition is not built overnight; it takes the hard work of many people over many years. As a member of an interscholastic squad in the Forest Area School District, you have inherited a wonderful tradition, a tradition you are challenged to uphold. It will not be easy to contribute to such a great athletic tradition. When you wear the colors of our school, we assume that you not only understand our traditions, but are willing to assume the responsibilities that go with them.

1. **RESPONSIBILITIES TO YOU:** The most important of these responsibilities is to broaden yourself and develop strength of character. You owe it to yourself to get the greatest possible

good from your high school experiences. Your academic studies, your participation in other extracurricular activities as well as sports, prepare you for your life as an adult.

2. **RESPONSIBILITIES TO YOUR SCHOOL:** Another responsibility you assume as a squad member is to your school. Forest Area School District cannot maintain its position as an outstanding district unless you do your best in whatever activity you wish to engage in. By participating in athletics to the maximum of your ability, you are contributing to the reputation of your school. You assume a leadership role when you are on the athletic squad. The student body, our community and other communities judge our school by your conduct and attitudes, both on and off the field of play. Because of this leadership role, you can contribute greatly to your school spirit and community pride. Make the Forest Area School District proud of you, and your community proud of your school, by your faithful exemplification of these details.

3. **RESPONSIBILITIES TO OTHERS:** As a squad member you also bear a responsibility to your home. If you never give your parents anything to be ashamed of, you will have measured up to the ideal. When you know in your heart that you have lived up to all the team expectations, that you have practiced to the best of your ability everyday, and that you have played the game "all out" you can keep your self-respect and your family can be justly proud of you. The younger students in the schools are watching you. They will copy you in many ways. Do not do anything to let them down. Set good examples for them.

Philosophy of Forest Area Athletics

Interscholastic athletics are an extension of the basic educational program of Forest Area School District. As such, they provide the individual student with the privilege of participating on a more competitive level than afforded by physical education classes or intramural programs.

Athletics provide the student with the opportunity to develop mental and physical skills, discipline, and with the opportunity to strive for individual and group achievement and recognition. The athlete learns to appreciate the value of rules, authority, and fair play.

An active effort on the part of the coaching staff will make athletics a true learning experience and the goals of athletics will remain basic, rather than incidental, objectives

Objectives of the Forest Area School District Athletic Program

The major objectives of the athletic program in the FASD are:

1. To provide a quality athletic program for the students of the Forest Area School District.

2. To develop in each participant the group ideals of good sportsmanship, fair competition, and team play, as well as the individual ideals of self-sacrifice and self-denial.

3. To develop such desirable qualities of citizenship as: a sense of responsibility, respect for authority, leadership, and respect for the rights of property of others.

4. To foster the development of student morale and school spirit.

5. To provide athletes with an opportunity to reach their educational, personal and potential.

SPORTSMANSHIP

GOOD SPORTSMANSHIP IS EVERYONE'S RESPONSIBILITY

Below are guidelines and fundamentals of good sportsmanship that parents and student athletes should review together. They give us a roadmap to follow on a journey toward a more educational atmosphere for interscholastic athletes.

Athletic events are always among the most popular activities for participants and spectators, and these contests provide another learning experience. Integrity, fairness and respect, and the principles of good sportsmanship are lifetime values taught through athletics. With them, the spirit of the competition thrives, fueled by honest rivalry, courteous relations and graceful acceptance of the results.

The role of the parent in the education of a youngster cannot be overestimated. The support shown in the home is often manifested in the ability of the student to accept the opportunities presented at school, in the classroom and through co-curricular activities.

Parents have a major influence on their youngster's attitude about academics and athletics. The leadership role parents take in sportsmanship will help influence their child, and the community, for years to come.

There is a value system – established in the home, nurtured in the school – which young people are developing. Their involvement in the classroom and other activities contributes to that development.

FASD is a part of and in support of the PIAA program called "SPORTSMANSHIP: The Only Missing Piece Is You!" This is a program designed to positively change behavior in our schools and reinforce and reward the need for sportsmanship as one of the values taught through educational athletics.

A good sport, whether a student or a parent, is a true leader within the school and our community. Parents' and students' sportsmanship goals should include:

- Realizing that athletics are part of the educational experience, and the benefits of involvement go beyond the final score of a Contest;
- Encouraging our students to perform their best, just as we would urge them on with their class work, knowing that others will always turn in better or lesser performances;
- Participating in positive cheers that encourage our athletes; and discouraging any cheer that would redirect that focus;
- Learning, understanding, and respecting the rules of the Contest, the officials who administer them and their decisions;
- Respecting the task our coaches face as teachers; and supporting them as they strive to educate our youth;
- Respecting each official and realizing they are an essential part of every Contest;
- Respecting our opponents as students, and acknowledging them for striving to do their best;
- Developing a sense of dignity under all circumstances;
- Being a FAN… not a fanatic!

Parents and student athletes are spokespersons for our school when attending an athletic, or any co-curricular event. Family and friends, opposing fans, the local community and the media, view your actions. Your display of good sportsmanship will show the most positive things about you and our school; and hopefully remind us that sport is meant to be fun. Negative displays by students and parents will be addressed by school officials with disciplinary actions assigned as needed in order to maintain a positive environment for all.

Have a great school year!

FUNDAMENTALS OF GOOD SPORTSMANSHIP

1. GAIN AN UNDERSTANDING AND APPRECIATION FOR THE RULES OF THE CONTEST.
2. EXERCISE REPRESENTATIVE BEHAVIOR AT ALL TIMES.
3. RECOGNIZE AND APPRECIATE SKILLED PERFORMANCES OF BOTH THE HOME AND VISITING TEAMS.
4. EXHIBIT RESPECT FOR OFFICIALS.
5. OPENLY DISPLAY A RESPECT FOR THE OPPONENT AT ALL TIMES.
6. DISPLAY PRIDE IN YOUR ACTIONS AT EVERY OPPORTUNITY.

REMEMBER

SPORTSMANSHIP, THE ONLY MISSING PIECE IS YOU!

FOREST AREA ELIGIBILITY POLICY

The Forest Area School District shall follow the student eligibility requirements as put forth in the P.I.A.A. Handbook, **See Appendix A**. The P.I.A.A. is the governing organization of interscholastic sports for the state of Pennsylvania and the requirements quoted below are consistent with the requirements that will be followed by our fellow competitors. PIAA rules and regulations will supersede district policies/procedures if there is a conflict in language or interpretation. They read as follows:

SECTION 1: To be eligible for interscholastic athletic competition, a pupil must pursue a curriculum defined and approved by the principal as a full-time curriculum. Where required, this curriculum or its equivalent must be approved by, and conform to, the regulations of the State Board of Education and the Pennsylvania School Code, as well as any local policies established by the local school board. The pupil must be passing at least four full-credit subjects, or the equivalent. Eligibility shall be cumulative from the beginning of a grading period, shall be reported on a weekly basis, and shall be filed in the principal's office. In cases where a student's cumulative work from the beginning of the grading period does not as of any Friday meet the standards provided for in this section, he shall be ineligible from the immediately following Sunday through the Saturday immediately following the next Friday as of which his cumulative work from the beginning of the grading period meets the standards provided for in this section. Where a school is closed on a Friday for any reason the principal may, at his/her election, determine whether the student as of that day meets the standards provided for in this section

SECTION 2: In order to be eligible for interscholastic athletics, a pupil must have passed at least four .full-credit subjects, or the equivalent, during the previous grading period, except as provided in Section 5. Back work may be made up, providing it is in accordance with the regular rules of the school. Students who participate in co-curricular activities must meet minimum academic requirements to maintain their eligibility. Students must maintain passing grades in four (4) full time classes or the equivalency for the nine (9) week grading period to be eligible. Students not meeting academic standards will be ineligible to participate in co-curricular activities for fifteen (15) days. At the end of the student's 15-day exclusion, the student's work will be re-evaluated to determine if he/she is maintaining passing grades in four (4) full-time classes or their equivalents. If not, the student's exclusion from co-curricular activities will be extended an additional 15 days. At that time, the work will be re-evaluated again. At the end of the school year, a student's final credits in his/her subjects, rather than his/her eligibility for the last grading period, shall be used to determine his/her eligibility for the next grading period. The building administrator will notify the parent and the student of his/her ineligibility.

SECTION 3: A student who has been absent from school during a semester for a total of twenty (20) or more school days shall not be eligible to participate in any co-curricular activity until the student has met the prescribed requirements of Section 3 of Article 3 of the PIAA By-Laws, accepting absences certified by a physician as due to illness, injury or quarantine In cases where a student's work in any

preceding grading period does not meet the standards provided for in Section 2, said student shall be ineligible to participate in interscholastic athletics for at least fifteen (15) school days of the next grading period where the school has four (4) grading periods per school year, or for at least ten (10) school days of the next grading period where the school has six (6) grading periods per school year, beginning on the first day report cards are issued, except as provided in Section 5.

1. Grades will be posted by teachers by 3:00 Thursday of each week. The Athletic Director/Principal is responsible for checking eligibility for athletes and letting them know if they are ineligible for the coming week.

2. The principal or his/her designee is responsible for checking the eligibility of students engaged in the following activities: cross country, soccer, volleyball, boys and girls basketball, softball, baseball, golf, track, and cheerleading.

3. A student who is ineligible may not physically practice with the team and may only attend practice with permission from the coach. Ineligible students may not travel with the team or dress in uniform for a game or scrimmage.

4. Should a student be ineligible three successive weeks, that student may be removed from the team if the student has not made measurable efforts to improve their status.

5. A student, who is ejected from an athletic contest by P.I.A.A. officials, shall not be permitted to participate in the next contest, sometimes 2 if determined by the PIAA.

6. Students who use, sell or are in possession of drugs, alcohol, or paraphernalia shall be removed from the team for the remainder of the season. If the remainder of the season is less than 45 practice/game days, then the remainder of the suspension will continue into the next season in which the student participates. Students, at the coach's discretion, may resume play the next sports season after any remaining days are served. The second offense will result in a one calendar year suspension from all sports activities. A third offense would deny the student the chance to participate in Forest Area School District athletics.

7. The use, sale and/or possession of tobacco or tobacco alternatives/products, including vaping, by a student shall result in the suspension from athletic activities. The first offense will result in a minimum 30 practice/game day suspension or the remainder of the season as determined by the principal. In lieu of 30 practice/game day suspension for the first offense, the principal may administer a 10 practice/gameday athletic suspension, if the student/parent agrees to participate in the SAP program and follow any recommendations including a tobacco education program. The second offense will result in a 30-45 practice/game day suspension or the remainder of the season, as determined by the principal.

8. Students and parents will be required to sign the forms in the appendix of this handbook.

9. Students should attend all scheduled practices/contests. Missing practices/contests may result in a reduction of playing time. Making a commitment to your team is an important part of any sport.

10. Student athletes that do not turn in their uniforms may be billed for its replacement.

RULES AND EXPECTATIONS

1. During a season or period of an activity, any student assigned detention, including in or out of school suspension, will not be eligible to attend or participate on those day(s). Subsequent suspensions may result in longer suspensions from athletics.

2. Students must be in school by 10:00 AM to practice or play for the day. Students who miss more than 1½ hours of school must have an excuse signed by a doctor to be eligible to participate in any activity that day. Students who sign out or leave early cannot return to practice or play without a doctor's note. The building principal may make limited exceptions to this based upon individual circumstances. Students are encouraged to seek pre-approval.

3. Students visiting a college, university, or other postgraduate school for academic reasons are considered present and eligible to participate. Absences for other reasons may be reviewed and approved at the discretion of the principal.

4. Athletes are permitted to drive to practices with written parent permission. Written parent permission must be turned in to the athletic director/principal at the beginning of each school year. Students are also permitted to drive to home games at East Forest and West Forest. Student athletes can not transport more than one minor that is not their sibling. If a student is going to transport another student, the athletic director/principal must receive written permission from both student's parents at the beginning of each school year. All athletes are required to ride game buses to all away games. All students must ride the away game bus home unless riding home with their parents/guardian and with the approval of the coach. All athletes are expected to follow all established bus rules. Depending upon where the bus originates and where the coach works or lives, there may not always be a coach on the bus. If the coach is not present, the bus driver will be the adult in charge. Any exceptions must be requested to the principal 24 hours in advance and include parent permission.

5. Unacceptable behavior at an activity or on a bus shall result in disciplinary action according to our student handbook. Violations of the school discipline code will be dealt with according to school disciplinary procedures.

6. Before and after all games and practices, students are to be in their assigned area only and should never be in the building without the supervision of their coach or other school employee. If practices and contests take place outside, students are to only use the entrances designated by their coach(es), go immediately to the locker room, then leave the building using the designated exit. For sports and activities that take place inside the building, no student is to be in the locker room or on the gym floor until their coach is present, and then only with their required warm-ups and footwear.

7. Consequences for missing practices will be at the coach's discretion according to their team rules. Consequences may include removal from the team.

8. Parents/guardians are not to be in or around the team's area unless requested by a district official. This includes approaching the court/field/dugout during practices or games.

9. If a player or parent has a concern, it should be presented politely and respectfully to the coach. If it is not resolved at that level, then the parent or player should follow the chain of command in this order: the athletic director, the principal, the superintendent and then the school board.

10. At the beginning of the season, players should inform coaches if they are requesting an additional bus stop other than one that is already scheduled. Scheduled stops are the Visitor Center, North Clarion, the Sawmill.

11. Students may not join a team after the second week of mandatory practice. If a player joins after the start date, they must participate in 10 team events before playing in a game.

FOREST AREA SCHOOL DISTRICT DISCIPLINE CODE

The district discipline code applies to all students. See the board approved Forest Area District's discipline policy on the FASD website. All students and parents/guardians must sign the attached Athletic Handbook Acknowledgement Agreement form and return to the coach. **See Appendix C**

Harassment/Sexual Harassment/Title IX Sexual Harassment Policy

It is the policy of the District to maintain an environment for learning and working that is free from harassment, sexual harassment and Title IX sexual harassment, as defined herein, and such conduct is prohibited. It is also the policy of the District to comply with federal law and regulations under Title IX prohibiting sexual harassment, which is a form of unlawful discrimination on the basis of sex. Such discrimination shall be referred to throughout this policy as Title IX sexual harassment. Additionally, the District does not discriminate in any manner, including Title IX sexual harassment, in any District education program or activity. Inquiries regarding the application of Title IX to the District may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

The District's Title IX Coordinator is: Elisha Pospisil, Director of Curriculum and Technology epospisil@forestareaschools.org

The District's Board Policy 103 "Discrimination/Title IX Sexual Harassment Affecting Students" and the associated Attachment 2 "Discrimination Complaint Procedures" and Attachment 3 "Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints" are set forth in full on

the District's website and can be accessed at: www.forestareaschools.org/title-ix. (Policy 103, Policy 104)

Hazing

Hazing is defined as any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a person or which willfully destroys or removes public or private property for the purpose of initiation or admission into or affiliation with, or as a condition of continued membership in, any organization. Hazing activities of any type, including initiation into an athletic team, are inconsistent with the educational goals of the school district and are prohibited at all times. No student shall plan, direct, encourage, aid or engage in hazing.

Bullying & Cyberbullying

The Board directs that complaints of bullying shall be investigated promptly, and corrective action shall be taken when allegations are verified. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations. No reprisal or retaliation shall occur as a result of good faith reports of bullying.

This policy shall be accessible in every classroom and posted in a prominent location within each school building and on the district website, if available. The Superintendent or designee shall ensure that this policy and administrative regulations are reviewed annually with students. (Policy 249)

Safe2Say Something

Safe2Say Something reports may be submitted by any individual, including students, parents/guardians, staff and others as a secure and anonymous report about unsafe, potentially harmful, dangerous, violent or criminal activities in a school entity or threat of such activities in a school entity through:
1. A twenty-four (24) hours a day, seven (7) days a week telephone hotline maintained by the Office of the Attorney General's Safe2Say Something Crisis Center 1-814-SAF2SAY or 1-844-723-2729;
2. A Safe2Say Something program secure website https://www.p3campus.com/tipform.aspx?ID=3085&C=e780ab ; or
3. A Safe2Say Something software program application, or "app" accessed through a mobile electronic device.https://www.safe2saypa.org/download/

INSURANCE COVERAGE

The district does not provide student insurance coverage, parents or caretaker are responsible for athlete's coverage and must show proof of insurance prior to participation. **See Appendix D.**

Athletes must also complete impact testing as required by the district or PIAA and sign the Liability Form prior to the start of activity. **See Appendix F.**

REQUIREMENTS FOR LETTERING

1. Basketball - Students must participate in at least half the quarters throughout the season.

2. Baseball and softball – Position players must play in at least 50% of the innings throughout the season. Specialty players such as pitchers and pinch hitters must make a noticeable contribution to the team and may be recommended by the head coach to earn a letter.

3. Soccer – Students must play at least five (5) minutes of at least half the halves throughout the season.

4. Golf – Students must play as one of the top six in at least half the matches.

5. Volleyball – Students must play in half the games throughout the season.

6. Cheerleading – Cheerleaders must cheer in at least 90% of the games and 90% of practices.

7. Seniors who have been with the team for two or more seasons but have not met the requirements may receive a letter at the discretion of the head coach. First year seniors must meet the requirements to letter.

8. Managers who attend at least 90% of the games over two seasons to earn a letter.

9. Statisticians must attend 90% of the games over two seasons to earn a letter.

10. Students who miss five (5) or more games or matches during a season for illness must have permission from the athletic director to receive a letter.

11. Exchange students who participate as part of an athletic program may receive a letter at the discretion of the head coach.

12. The first time a student letters in a sport he/she is eligible to purchase a varsity jacket that will have a letter sewn onto it with the emblem of that sport on the letter. The student will also receive a certificate for lettering in that sport.

13. For each successive letter earned by a student he/she shall receive a gold pin to represent the sport and/or year in which they received the letter. The pin is to be placed on the jacket. The student shall also receive any other certificates and/or awards that they earn.

14. Students receiving more than two letters shall receive a certificate and a bar for each successive letter.

REQUIREMENTS FOR TRANSPORTATION:

1. All students are expected to turn in permission to drive signed by parents or ride on the district provided transportation for district sponsored athletic activities. Students can only drive to home practices/games and must ride the bus to away games.
2. Students are expected to follow all school handbook rules during transportation.

Appendix A: PIAA Eligibility Rules

Appendix B: Athlete's Pledge

Appendix C: Handbook Acknowledgement Form

Appendix D: Proof of Insurance coverage

Appendix E: Liability Form

Appendix F: Emergency Card for Athletes

Appendix A

PIAA Eligibility Rules

Know Your Eligibility Rules for Pennsylvania Interscholastic Athletic Association, Inc. Sponsored Athletic Competition

(Revised: July 1, 2011)

Know Your Eligibility Rules

A student who participates in interscholastic athletics at a school which is a member of the Pennsylvania Interscholastic Athletic Association, Inc. ("PIAA") must comply with PIAA eligibility rules. If you fail to comply with these rules, you will lose your eligibility to participate in interscholastic athletics. If you participate while ineligible, you, your school, and/or your Team will be penalized. It is, therefore, important for you to be aware of applicable eligibility provisions.

The information set forth below highlights and summarizes the major requirements you must meet to be eligible. It does not identify every rule or every detail. Unless otherwise indicated, each requirement applies to students in grades 7 through 12.

The Principal of your school is responsible for certifying your athletic eligibility. If you have any questions concerning your athletic eligibility, either now or in the future, you should discuss the matter with your school Principal or Athletic Director. If they are uncertain about a matter, they can request guidance and even a formal ruling from PIAA as to your athletic eligibility. A complete copy of the PIAA eligibility rules may be viewed on the PIAA Website at www.piaa.org/resources/handbook, or may be obtained from your Principal or Athletic Director.

Age

To be eligible to participate in grades 10 through 12, you must not have reached your 19th birthday by June 30 immediately preceding the school year. Where you will participate only in grades 7 and 8, you may not have reached your 15th birthday by June 30 immediately preceding the school year; where you will participate only in grades 7 through 9, you may not have reached your 16th birthday by June 30 immediately preceding the school year.

Amateur Status and Awards

To be eligible to participate in a sport, you must be an amateur in that sport. Amateur status, and eligibility, is lost if you, or your parent(s) or guardian(s), receive money or property for or related to your athletic ability, participation, performance, services, or training in a sport.

You may be recognized and receive awards for your participation only from your school or

school-affiliated booster club, the sponsor of an athletic event, a non-profit service organization approved by your school Principal, or the news media. Permissible awards include items of apparel, a blanket, watch, ring, scroll, carry-on or warm-up bag, photograph, medal, plaque, or similar award, which must bear appropriate institutional insignia or comparable identification. The fair market value of all of the items provided to you may not exceed $200. If they do, you must return the items in excess of $200.

Attendance

You must be enrolled in and in full-time attendance at a PIAA member school, Charter, Cyber-Charter School, or be home-schooled.

Generally, you are eligible only at the school at which you are enrolled or, if a home-schooled student, at a public school in the public school district in which you reside. If you are a student enrolled in either a Charter School or Cyber Charter School, you should consult with your Principal to determine the school at which you are eligible.

If you are absent from school during a semester for a total of 20 or more school days, you will lose your eligibility until you attend school for a total of 45 school days following your 20th day of absence.

Consent of Parent or Guardian

You are eligible only if there is a certificate on file with the Principal of your school signed by your parent(s) or guardian(s) consenting to your participation in the particular sport(s) involved.

Comprehensive Initial Pre-Participation Physical Evaluation

You are eligible only if you have completed a comprehensive initial pre-participation physical evaluation ("CIPPE"), performed by an Authorized Medical Examiner (as that term is defined in the GLOSSARY of the PIAA By-Laws) before your first sport season's first Practice of that school year. If you want to participate in subsequent sport(s) in the same school year, you may be required to be re-evaluated and re-certified that your physical condition is satisfactory. Check with your Principal or Athletic Director to determine whether re-evaluation and re-certification is needed.

Wrestlers must also obtain a certification of the minimum wrestling weight at which they may wrestle during that season.

In all cases, an Authorized Medical Examiner must certify, on the PIAA CIPPE form, as to your physical fitness to participate in the particular sport(s) involved. A CIPPE may be performed no earlier than June 1st; and, regardless of when performed during the school year, remains effective only until the next May 31st.

Transfers

You are treated as having transferred whenever you seek eligibility to participate in interscholastic athletics at a school other than the one at which you were previously either enrolled or otherwise eligible. You are considered to have transferred even if you are promoted to a higher level school or are out-of-school for a period of time before entering the new school. If your Transfer from one school to another is materially motivated in some way by an athletic purpose, you will lose your athletic eligibility in each sport in which you participate within a period of one year immediately following the date on which you transferred. This requirement applies even if you would be otherwise eligible at the school to which you transferred. If your school eliminates a sport for budgetary reasons, you may be permitted to Transfer to another school to participate in that sport. You must enroll and attend the other school. If you desire to participate in any other sports at that school, your PIAA District Committee will assess whether the Transfer was materially motivated in some way by an athletic purpose relating to those sports.

Period of Time After Eighth Grade, Participation, and Grade Repetition

Your athletic eligibility extends only until you have reached the end of your fourth consecutive year (8th consecutive semester or the equivalent) beyond the eighth grade. Therefore, if you repeat a grade after eighth, you will be ineligible as a senior.

Additionally, you may participate in (1) a maximum of six seasons in each sport during grades seven through twelve, (2) a maximum of four seasons in each sport during grades nine through twelve, and (3) a maximum of three seasons in each sport during grades seven through nine.

You may participate in only one season in each sport during each school year.

Outside Participation

If you participate in a non-school athletic program during the PIAA Season for that sport, while enrolled at a school which has a Team in that sport, you will not be eligible for District and Inter-District Championship Contests in that sport unless you are in uniform and available to participate as a member of your school Team for at least 75% of its Regular Season Contests.

Academic and Curricular Requirements

You must pursue a full-time curriculum defined and approved by your Principal.

You must be passing at least four full-credit subjects, or the equivalent, as of each Friday during a grading period. If you fail to meet this requirement, you will lose your eligibility from the immediately following Sunday through the Saturday immediately following the next Friday as of which you meet this requirement.

You must have passed at least four full-credit subjects or the equivalent during the previous grading period, except that eligibility for the first grading period is based on your final grades for the preceding school year. If you fail to meet this requirement, you will lose your eligibility for at least 15 or 10 school days of the next grading period, beginning on the first day that report cards are issued. If your school has four grading periods, you will be ineligible for at least 15 school days; if your school has six grading periods, you will be ineligible for at least 10 school days.

All-Star Contests

You will lose your eligibility in a sport for one year if you participate in an all-star Contest in that sport. Your eligibility will not be affected if you participate in an event that (1) is not advertised or promoted as an all-star Contest; (2) is open to all participants on the basis of a tryout or a uniform standard of qualification; and (3) you do not represent your school and do not wear any school-affiliated uniform or apparel in the event.

Out-of-Season Participation

All PIAA sports have a defined season. If your school Team conducts Practice and/or participates in Inter-School Practices, Scrimmages, and/or Contests outside that PIAA defined season, your school will be penalized.

If you desire to play interscholastic football for a PIAA member school, and you engage in Physical Contact (as that term is defined in ARTICLE XVI, SEASON AND OUT-OF-SEASON RULES AND REGULATIONS, Section 2, Rules and Regulations, subsection C, Football, sub-subsection 1, of the PIAA By-Laws) outside the PIAA-defined football season, you will be ineligible to participate in interscholastic football for a period up to one year from the date of such participation.

Use of Anabolic Steroids

By state law, all Pennsylvania school districts are required to adopt and enforce rules and regulations prohibiting the use of anabolic steroids, except for a valid medical purpose, by students involved in school-related athletics. School Boards are also required to establish penalties for students found in violation of the adopted rules and regulations. As penalties may vary from school district to school district, you should consult with your Principal or Athletic Director as to the penalties that your School Board has adopted.

Concussion Recognition and Management

A concussion is a brain injury that results in a temporary disruption of normal brain function. A concussion occurs when the brain is violently rocked back and forth or twisted inside the skull as a result of a blow to the head or body. Athletes at your age are particularly vulnerable to the effects of concussions. Once considered little more than a minor "ding" on the head, it is now understood that a

concussion has the potential to result in death or short- and/or long-term changes in brain function.

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If a sports official removes you from a Contest because you have exhibited signs, symptoms, or behaviors consistent with a concussion (such as loss of consciousness, headache, dizziness, confusion, and/or balance problems) you may not return to participating in Practices, Inter-School Practices, Scrimmages, and/or Contests until cleared by a licensed physician of medicine or osteopathic medicine who is sufficiently familiar with current concussion management.

http://www.piaa.org/schools/eligibility/default.aspx

Appendix B

FASD ATHLETE'S PLEDGE & RESPONSIBILITY

LIST SPORT(S): _____

As a participant in Forest Area School District athletics, I have read and understand Forest Area's Drug, Alcohol, and Tobacco Policy for Student Athletes. I understand that this pledge is for the entire school year, not just the current sports season. I agree to abide by all rules regarding the use of alcohol, drugs, and tobacco. Chemical dependency is a progressive but treatable disease, characterized by continued drinking and drug use in spite of recurring problems resulting from that use. Therefore, I accept and pledge to abide by the rules listed on the title page of this policy and others established by my coaches.

I understand that risks are involved in all forms of athletics. I agree to abide by all the rules established by the Forest Area School District, P.I.A.A., and my coaches. I agree to be responsible for equipment and uniforms issued by the school and agree to return all equipment and uniforms issued at the end of the season. Should any equipment or uniform be lost or ruined (other than normal wear and tear), I agree to pay the cost of replacement. With this in mind, I hereby request permission to participate in the Forest Area School District's Athletic Program during this current school year.

_____

Student Signature Date

PARENT'S PLEDGE AND RESPONSIBILITY

I/We have read and understand the Forest Area School District's Drug, Alcohol, and Tobacco Policy in the Student and Athletic Handbooks. I/We understand that this pledge is for the entire school year, not just the current sports season. As a parent/guardian of an athlete participating in Forest Area School District athletics, I/We will support our son/daughter's agreement to abide by all the training rules because chemical dependency is a progressive but treatable disease, characterized by continued drinking and drug use in spite of recurring problems resulting from that use.

I/We understand that my son/daughter can transport themselves to home practices and games or have the option to ride the district transportation to and from practices/games. I/We further understand that I/we are responsible for my/our son/daughter's transportation to and from practices and/or games and competitions when district transportation is not provided. Ex: Open Gyms.

I/We understand that my son/daughter is expected to attend all practices/games unless excused by illness, injury, or any other approved absence from school.

I/We understand that risks are involved in all forms of athletics. In consideration for the making arrangements for athletic participation by Forest Area School District, I/we hereby release and save harmless Forest Area School District and any and all employees of the school from any and all liability for any injuries, loss, or other claims arising out of or resulting from my/our son/daughter's participation in athletics. The undersigned parent/guardian(s) agree to accept all responsibility for the risks, conditions, and hazards which may occur whether or not they are now known. By signing this acknowledgement and assumption of risk and release as the parent/guardian(s), I/we am/are consenting to my/our son/daughter's participation and acknowledge that I/we understand any and all risks, whether known or unknown, is expressly assumed by me/us and all claims, whether known or unknown, are expressly waived in advance. With these things in mind, I/we hereby request that my/our son/daughter be allowed to participate in athletics at Forest Area School District during this current school year.

_____

Parent/Guardian's Signature Date

FOREST AREA SCHOOL DISTRICT

ATHLETIC HANDBOOK

ACKNOWLEDGEMENT AGREEMENT

(Please sign and return this form to your COACH)

Student:

I have read and I understand the Rules/Regulations/Policies that are set forth in the Forest Area Athletic and Student handbooks. I also understand that I am to abide by the handbooks as an approved document of the Forest Area School Board.

Student Name (Print) _____

Student Signature _____

Date _____

Parent:

As the parent/guardian, I have read and discussed the handbooks with my child. I understand that the Rules/Regulations/Policies set forth are designed to provide a quality education for the students and that the handbooks will be enforced. I also understand that I can schedule meetings with the coach, athletic director, or principal to discuss my concerns but I can not approach the coach during a practice or game.

Parent/Guardian Name (Print) _____

Signature _____

Date _____

Appendix D

PROOF OF INSURANCE COVERAGE

Dear Parent:

The Forest Area School District requires all participants in Interscholastic Athletics be required to have medical insurance coverage. Be advised that the school district provides **NO** insurance but suggests to the parent/guardian of a young person participating in such activities these two (2) alternatives:

1) Purchase the insurance as offered on the school district website.
2) Sign the form below indicating you will cover the cost of any needed medical services arising because of your son/daughter's participation in Interscholastic Athletics by providing, at your own expense, personal medical insurance covering any such cost.

Complete and return to the school:

1. _____ I have purchased the insurance as offered on the school district website.
2. _____ I will be responsible for any needed medical service arising because of my son/daughter's participation in Interscholastic Athletics by covering such through my personal medical insurance and will provide evidence of such coverage to the school district upon request.

   Policy Holder's Name _____
   Insurance Company _____
   ID Number _____ Group Number _____

Student's Name _____ Grade _____

Address _____ Phone # _____

_____ Date _____

Appendix E

WARNING, AGREEMENT TO OBEY INSTRUCTION, RELEASE, ASSUMPTION OR RISK, AND AGREEMENT TO HOLD HARMLESS. 548

-Both the applicant student and a parent/guardian must read carefully and sign.

_____

List ALL sports student will be participating in for the school year

STUDENT

I am aware playing or practicing to play/participate in any sport can be a dangerous activity involving **MANY RISKS OR INJURY.** I understand that the dangers and risks of playing or practicing to play/participate in the above sport(s) include, but are not limited to: death, serious neck and spinal injuries which may result in complete or partial paralysis, brain damage, serious injury to virtually all internal organs, serious injury to virtually all bones, joints, ligaments, muscles, tendons, and other aspects of the muscular and skeletal system, and serious injury or impairment to other aspects of my body, general health and well-being. I understand that the dangers and risks of playing or practicing to play/participate in the above sport may result not only in serious injury but in a serious impairment of my future abilities to earn a living, to engage in other business, social and recreational activities, and generally to enjoy life.

Because of the dangers of participating in the above sport(s), I recognize the importance of following coaches' instructions regarding play techniques, training and other team rules, etc., and agree to obey such instructions.

In consideration of the Forest Area School District permitting me to participate in this sport and to engage in all activities related to the sport, including, but not limited to, trying out, practicing or playing/practicing in that sport. I hereby assume all the risks associated with participation and agree to hold the Forest Area School District, its' employees, agents, representatives, coaches, and volunteers harmless from any and all liability, actions, causes of action, debts, claims, or demand of any kind and nature whatsoever which may arise by or in connection with any participation in any activities related to Forest Area School District. The terms hereof shall serve as a release and assumption of risk for my heirs, estate, executor, administrator, assignees, and for all members of my family.

Student Signature:_____
Date:_____

PARENT OR GUARDIAN

I,_____, am the parent/legal guardian of_____. I have read the above warning and release and understand its terms. I understand that all sports can involve many **RISKS O**F **INJURY**, including but not limited to those risks outlined in the above student section.

In consideration of the Forest Area School District permitting my child/ward to try out for this sport(s) to engage in all activities related to, but not limited to, trying out, practicing or playing/participating in this sport, I hereby agree to the Forest Area School District, its employees, agents, representatives, coaches, and volunteers harmless from any and all liability, actions, causes of action, debts, claims, or demands of any kind and nature whatsoever which may arise by or in connection with participation of my child/ward in any activities related to the Forest Area School District. The terms hereof shall serve as a release for my heirs, estate, executor, administrator, assignees, and for all members of my family.

Parent/Guardian Signature:_____
Date:_____

Appendix F

SPORT:_____ 550

FOREST AREA SCHOOL DISTRICT SPORTS EMERGENCY CARD

Student's Name:	DOB:
Address:	Telephone #
Father's Name:	Cell Phone #
Father's Place of Employment:	Telephone #
Mother's Name:	Cell Phone #
Mother's Place of Employment:	Telephone #
Next of Kin (18 or older):	Telephone#
Place of Employment:	Telephone#
If child resides with someone other than Parent:	
Relationship/Telephone #:	

Dear Parent:

The purpose of this card is to assist the school/Coach in contacting you in case of an illness or emergency. Please inform the school immediately when any of this data changes.In case of an accident or illness requiring emergency care, I request the school to contact me. If the school is unable to reach me immediately, I hereby authorize the school to call the physician listed below and follow his/her instruction.

Family Physician's Name _____Address_____Phone_____

Do you belong to an ambulance association?_____ Which one?_____

If it is impossible to reach the parent/guardian or next of kin (listed above), I hereby authorize the school to take the student to a local hospital? ____YES ____NO

_____

Insurance Carrier Policy Number

_____

✍ Signature of Parent/Guardian Date

Please Complete if your child has any of the following:

Allergies: Food _____ Diabetes:_____

Medication_____ Epilepsy:_____

Insect Stings_____ Asthma:_____

Other Allergies_____ Hearing Loss:_____

_____ Heart Condition:_____

List any illness or health problem which you or your family physician feels should be known to school Authorities:_____

_____

Is your child under medical treatment: ____YES ____NO Reason:_____

Does your child require special equipment or devices for sports participation: ____YES ____NO

If yes, what?_____

551

***Use the back for further explanations.**

Forest Area School District Grants 2026-2027

Applicant Name:	Grant Name:	Purpose of the grant:	Amount requested:	Deadline for application:	Requirements of the District:	Amount Awarded
Lisa Banner	G5 REAP	Federal support for rural schools	$1,891.00	5/18/2026	submission of required reporting	$1,891.00
Lisa Banner	Ready to Learn Block Grant	Full Day Kindergarten	$202,046.00	10/16/2026	submission of required reporting	
Lisa Banner	Title I	Reading and Math Support	$228,113.00	6/30/2026	submission of required reporting	
Lisa Banner	Title II	Reading and Math Support	$19,921.00	6/30/2026	submission of required reporting	
Lisa Banner	Title IV	Reading and Math Support	$19,117.00	6/30/2026	submission of required reporting	
Lisa Banner	PCCD Physical Safety and Mental Health Grant	Mental Health Personnel	$106,894.00	1/28/2026	submission of required reporting	$106,894.00
Lisa Banner	PCCD BOOST Grant	Elementary after-school High School Immersive Experience programs (3 years)	$102,298.00	1/26/2026	submission of required reporting	$102,298.00
Lisa Banner	Public School Facility Improvement Grant	West Forest roof, stairwell tread, library flooring, tree removal	$589,126.00	3/13/2026	25% Match, project total $785,501.	
Total			**$1,269,406.00**			**$211,083.00**

Type	Serial Number	Tт	Asset Tag	Deprovisioned
Old Lenovo Thinkpad	N/A		N/A	N/A
Old Lenovo Thinkpad	N/A		08782	N/A
Old Lenovo Thinkpad	N/A		08768	N/A
Dell Latitude 3510	CRNZWZ2		N/A	N/A
Dell Chromebook 3100	N/A		Alexis Oswald 17615?	N/A
CMS Autobackup System (Mac)	7731600389		N/A	N/A
Asus Chromebook Model C202S	G5NXC02Y709201		N/A	N/A
Apple AirPort Extreme Base Station	6F024TYSACC		08074	N/A
4x Dell Docking Station D3000	N/A		N/A	N/A
2x Plugable Model UD-3900	N/A		N/A	N/A
Dell Chromebook 3110	FKY7DW3		N/A	X
Dell Chromebook 3110	75P9DW3		N/A	X
Dell Chromebook 3110	DNN8DW3		N/A	X
Dell Chromebook 3110	CCM7DW3		N/A	X
Dell Chromebook 3110	34M7DW3		FASD-0357	X
Dell Chromebook 3100	37G1RM3		N/A	X
Dell Chromebook 3100	DF6SYM3		N/A	X
Dell Chromebook 3100	2TV7063		N/A	X
Dell Chromebook 3100	7HD2433		N/A	X
Dell Chromebook 3100	28V1433		N/A	X
Dell Chromebook 3100	F3DK173		N/A	X

Type	Serial Number	Tт	Asset Tag	Deprovisioned
Dell Chromebook 3100	5H54673		N/A	X
Dell Chromebook 3100	9PL5733		N/A	X
Dell Chromebook 3100	84QY073		N/A	X
Dell Chromebook 3100	H0L2433		N/A	X
Dell Chromebook 3100	1JZQ373		N/A	X
Dell Chromebook 3100	FMBD2D3		N/A	X
Dell Chromebook 3100	7JQ6063		N/A	X
Dell Chromebook 3100	BXW3433		N/A	X
Dell Chromebook 3100	6Q45433		N/A	X
Dell Chromebook 3100	CNQ6063		N/A	X
Dell Chromebook 3100	BGS3433		N/A	X
Dell Chromebook 3100	HJD7063		N/A	X
Dell Chromebook 3100	5JV6063		N/A	X
Dell Chromebook 3100	17880		N/A	X
Dell Chromebook 3100	36J7063		N/A	X
Dell Chromebook 3100	J8X5063		N/A	X
Dell Chromebook 3100	3RR5733		N/A	X
Dell Chromebook 3100	G7LK173		N/A	X
Dell Chromebook 3100	3FR7063		N/A	X
Dell Chromebook 3100	5GV6063		N/A	X
Dell Chromebook 3100	4VVK173		N/A	X

Type	Serial Number	Tт	Asset Tag	Deprovisioned
Dell Chromebook 3100	612W073		N/A	X
Dell Chromebook 3100	1MG6063		N/A	X
Dell Chromebook 3100	DMLG573		N/A	X
Dell Chromebook 3100	J5JY073		N/A	X
Dell Chromebook 3100	2GWK173		N/A	X
Dell Chromebook 3100	95SG573		N/A	X
Dell Chromebook 3100	G0Z6063		N/A	X
Dell Chromebook 3100	HZRHYM3		N/A	X
Dell Chromebook 3100	DZKQ7F3		N/A	X
Dell Chromebook 3100	DPHVP13		N/A	X
Dell Chromebook 3100	52G1433		N/A	X
Dell Chromebook 3100	DDLG573		N/A	X
Dell Chromebook 3100	B8V1433		N/A	X
Dell Chromebook 3100	BRLK173		17494	X
Dell Chromebook 3100	2LB0633		17711	X
Dell Chromebook 3100	4DPR573		N/A	X
Dell Chromebook 3100	HQL6063		17889	X
Dell Chromebook 3100	2DX5063		17903	X
Dell Chromebook 3100	BKHY073		17468	X
Dell Chromebook 3100	DCV6063		17906	X
Dell Chromebook 3100	5MPFYM3		FASD-0239	X

Type	Serial Number	Tт	Asset Tag	Deprovisioned
Dell Chromebook 3100	GGV6063		17867	X
Dell Chromebook 3100	HWVVN13		N/A	X
Dell Chromebook 3100	5MFK173		17497	X
Dell Chromebook 3100	4YH8063		17904	X
Dell Chromebook 3100	FHQ6063		17846	X
Dell Chromebook 3100	8RQ6063		17890	X
Dell Chromebook 3100	BMD2433		17634	X
Asus Chromebook Model C204E	K7NXCV07V506299		17337	X
Asus Chromebook Model C204E	K7NXCV07V49229A		17339	X
Asus Chromebook Model C204E	K7NXCV07V430297		17335	X
Asus Chromebook Model C202S	H4NXCX027177163		Mackenzie Contrael#8670?	X
Asus Chromebook Model C202S	H4NXCX01F829155		1998	X
Dell Chromebook 3110	GPV9DW3		16117	X
Dell Chromebook 3100	N/A		17689	X
Dell Chromebook 3100	N/A		N/A	
Netgear GS605	1FE17257026E7		N/A	N/A
Netgear GS605	1FE1665600DE5		N/A	N/A
Netgear GS110TP	3R73486L00F12		08540	N/A
Netgear GS110TP	2AY6175Y00175		08205	N/A
Netgear GS110TP	3R73485T00F18		08541	N/A
Netgear GS110TP	2AY4145K007B6		N/A	N/A

Type	Serial Number	Tт	Asset Tag	Deprovisioned
Netgear Printer Server PS113	PS13A07000483		N/A	N/A
Canon Pixma	LMGC94570		N/A	N/A
HP Laserjet P2055dn	CNBJ545090		15813	N/A
Dell Optiplex	J83F2G3		FASD-0093	N/A
7 Old Monitors	N/A		N/A	N/A
Box of Old Hard Drives	N/A		N/A	N/A
Samsung Chromebook XE303C12	N/A		N/A	N/A
Dell Latitude 3540	DC5T702		N/A	N/A
Dell Vostro 3590	CNPCC33		17809	N/A
Dell Latitude 3510	4YLZWZ2		N/A	N/A
Dell Latitude 3510	H3MZWZ2		17784	N/A
Dell Latitude 3510	9Z8XWZ2		17793	N/A
Polycom Phone			08715	N/A
Polycom Phone			08966	N/A
HP 2530 Switch	CN57FP74NX		08826	
Netgear GS748T	1RB7013200DF3			
Ruckus Zone Director	411208000294		15888	X
Ruckus Zone Director	151636000012		08850	X
Ruckus Zone Director	151636000066		08851	X
HP Procurve 2848	SG61SK089			
Card Scanner	6392051310339		15990	

Type	Serial Number	Tт	Asset Tag	Deprovisioned
Card Scanner	6392051310367		15991	
Asus Transformer				
iPad A1395	DMVG858FDFHW		15830	
Kindle Fire SV98LN				
Dell Latitude 3540	JV0Q402		08461	
Dell Latitude 3540	C7NMKY3		302053	
Earobics Server	CLX090727R010			
Ruckus R600 AP	931603008999		08761	
Ruckus R600 AP	941603501455		08803	
Ruckus R600 AP	941603700621		08809	
Ruckus R600 AP	941603600586		08799	
Ruckus R600 AP	931603209057		08806	
Ruckus R600 AP	941603400573		08807	
Ruckus R600 AP	941603100629		08801	
Ruckus R600 AP	941603000257		08810	
Ruckus R600 AP	941603600439		08802	
Ruckus R600 AP	941603100458		08805	
Ruckus R600 AP	931603808988		08800	
Ruckus R600 AP	941603300598		08804	
Ruckus ZoneFlex 7982 AP	361205000046		15895	
Ruckus ZoneFlex 7982 AP	361205000065		15899	

Type	Serial Number	Tт	Asset Tag	Deprovisioned
Ruckus ZoneFlex 7982 AP	361205000045		15893	
Ruckus ZoneFlex 7982 AP	361205000807		15896	
Ruckus ZoneFlex 7982 AP	361205000428		15898	
Ruckus ZoneFlex 7982 AP	361205000997		15903	
Ruckus ZoneFlex 7982 AP	361205000262		15894	
Ruckus ZoneFlex 7982 AP	361205000089		15897	
Ruckus ZoneFlex 7982 AP	361205000638		15891	
Ruckus ZoneFlex 7982 AP	361205000534		15890	
Netgear Prosafe GS724TPS Switch	23P41137000CB			
Netgear Prosafe GS724TPS Switch	23P4163K0000C		15811	
Netgear Prosafe GSM7352S Switch	24P30C470004E		08127 / 08188	
Netgear Prosafe GS748T Switch	2H31153F00169		15763	
Netgear Prosafe GS748T Switch	2H31153E00168		15762	
Netgear Prosafe GS748T Switch	2H31153R000BB		15800	
Netgear Prosafe GS748T Switch	2H31153S000BC		15801	
Netgear Prosafe GS748T Switch	2H31153D00167		15803	
Netgear Prosafe GS748T Switch	2H31153P000BA		15802	
Netgear Prosafe Gs724T Switch	16B2594T003CC		15845	
Netgear Prosafe Gs724T Switch	23H51454005CB		15810	
Netgear Prosafe Gs724T Switch	23H51452005D7		09256	
Advidia A-37-FW Camera	511710997			

Type	Serial Number	Tт	Asset Tag	Deprovisioned
Advidia A-37-FW Camera	213384612		17118	
Advidia A-37-FW Camera	502330480			
Ruckus ZoneFlex 7982 AP	361205000485		15913	
Ruckus ZoneFlex 7982 AP	361205001001		15908	
Ruckus R600 AP	931603509024		08789	
Ruckus R600 AP	941603701370		08793	
Ruckus R600 AP	941603200491		08792	
Ruckus R600 AP	941603401499		08794	
Ruckus R600 AP	931603605985		08797	
Ruckus R600 AP	941603300649		08796	
Ruckus R600 AP	931603809292		08791	
Ruckus R600 AP	931603909265		08798	
Ruckus R600 AP	941603100592		08795	
Ruckus R600 AP	941603501403		08790	
Ruckus ZoneFlex 7982 AP	361205000803		15914	
Ruckus ZoneFlex 7982 AP	361205000276		15910	
Ruckus ZoneFlex 7982 AP	361205000079		15906	
Ruckus ZoneFlex 7982 AP	361205000029		15909	
Ruckus ZoneFlex 7982 AP	361205000818		15905	
Ruckus ZoneFlex 7982 AP	361205000577		15892	
Ruckus ZoneFlex 7982 AP	361205000016		15904	

Type	Serial Number	Tт	Asset Tag	Deprovisioned
Ruckus ZoneFlex 7982 AP	361205000042		15911	
Ruckus ZoneFlex 7982 AP	361205000423		15907	
Ruckus ZoneFlex 7982 AP	361205000097		15912	
Netgear Prosafe GS748T Switch	2H31153N001B6		08120	
Netgear GS748T	1RB80536001F6		08130	
Apple AirPort Extreme Base Station	6F1166X1ACC		08057	
Apple AirPort Extreme Base Station	6F1164B3ACC		08056	
2 Old Monitors at East				
Polycom Phone	64167F8086E1		08750	
Polycom Phone	64167F8087A5		08739	
Polycom Phone	64167F8086F3		08745	
Polycom Phone	64167F8087A7		08738	
Polycom Phone	64167F8026A5		08364	
Polycom Phone	64167F80870D		08744	
Polycom Phone	64167F8026F2		08367	

Old Hand Held Radios 2024 - August 2026 Surplus

NUMBER	RECEIVED	DATE	INSTRUCTION SHEET	Serial #	Surplused DATE	Model #
1				17971	8/12/26	TD-M8
2					8/12/26	TD-M8s
3					8/12/26	TD-M8
					8/12/26	TD-M8
4						
5					8/12/26	TD-M8s
6					8/12/26	TD-M8
7				17992	8/12/26	TD-M8
8				17625	8/12/26	TD-M8
9						TD-M8
10						
11					8/12/26	TD-M8
12				17979	8/12/26	TD-M8
13				17624	8/12/26	TD-M8
14					8/12/26	TD-M8s
15					8/12/26	TD-M8s
16				17621	8/12/26	TD-M8
17					8/12/26	TD-M8s
18				17999	8/12/26	TD-M8
18				17055	8/12/26	BF-888S
18					8/12/26	TD-M8
19					8/12/26	TD-M8
20					8/12/26	TD-M8
21					8/12/26	TD-M8
22				17627	8/12/26	TD-M8
23					8/12/26	TD-M8s
24				17996	8/12/26	TD-M8
27				17976	8/12/26	TD-M8
28					8/12/26	TD-M8
29					8/12/26	TD-M8s
30					8/12/26	TD-M8s
31					8/12/26	TD-M8
32				17970	8/12/26	TD-M8
33				17629	8/12/26	TD-M8
33					8/12/26	TD-M8
34				17626	8/12/26	TD-M8
35					8/12/26	TD-M8
36					8/12/26	TD-M8
37				17620	8/12/26	TD-M8
38				17991	8/12/26	TD-M8
				17973	8/12/26	TD-M8
					8/12/26	TD-M8s
39				17628	8/12/26	TD-M8
40					8/12/26	TD-M8s
				17977	8/12/26	TD-M8
41					8/12/26	TD-M8s
43					8/12/26	TD-M8s

44					8/12/26	TD-M8
45				17994	8/12/26	TD-M8
46					8/12/26	TD-M8
47					8/12/26	TD-M8s
					8/12/26	TD-M8s
					8/12/26	TD-M8
					8/12/26	TD-M8
					8/12/26	TD-M8
					8/12/26	TD-M8
					8/12/26	TD-M8
					8/12/26	TD-M8s
					8/12/26	TD-M8
					8/12/26	TD-M8
					8/12/26	TD-M8

Joseph Muccio Transportation, LLC
2026-2027

Bus Drivers	Location	Reg/Sub
Anderson, Molly	EF	Reg-Bus
Baker, Dana	FA/NC	Sub - Bus
Braun, Diana	FA/NC	Reg-Bus
Brinkley, Charles (Mike)	EF	Sub - Bus
Chapman, Dan	FA/NC	Sub-Bus
Cribbs, John	All locations	Sub-Bus
Davis Richard	FA/NC	Sub-Bus
Fitzgerald, Wayne	EF	Sub-Bus
Gawalski, Donald	EF	Reg-Bus
Hanson,Mark	FA/KA	Sub-Bus
Hart, Brandy	FA/NC	Reg -Bus
Huefner, Cheryl	All locations	Sub- Bus
LaCombe, Joseph	WF	Sub-Bus
Lander, Dottie	FA/NC	Sub-Bus
Leicher, Harry	WF	Reg - Bus
Lobaugh, Howard	All locations	Sub - Bus
Mays, Jamie	EF	Reg - Bus
McFarland, Jessica	WF	Reg - Bus
McWilliams,Paige	WF	Reg-Bus
Muccio, Anthony	All locations	Sub - Bus
Muccio, Joseph A.	All locations	Sub - Bus
Muccio, Joseph R.	All locations	Sub - Bus
Myers,Alexis	WF	Reg-Bus
Parrett, Craig	EF	Sub-Bus
Scaife, Charles I	WF/EF	Sub - Bus
Scharfeld, Thomas	WF	Reg-Bus
Settnek,Greg	WWF/EF/NC	Sub-Bus
Strotman, Leigh T.	WF	Reg - Bus
Thornton, Roxanne	EF	Reg - Bus

Van Drivers	Location	Reg/Sub
Chvala, Doug	EF	Sub-Van
Crowe,Cynthia	WF	Reg-Van
Everett, Rosey	EF	Reg-Van
Gardner, Kathy	EF	Reg - Van
Hall,Lori	WF	Sub-Van
Harp, Darrell	EF	Reg-Van
Holland, George	WF	Reg-Van
Johnston, Troy	WF	Reg - Van
Kennedy, Darla	WF	Sub-Van
Leicher, Patti	WF	Reg - Van
Lencer, Irene	EF	Sub-Van
Mlakar, JoAnn C.	WF	Reg - Van
Mlakar, John	WF	Sub-Van
Schrader, Diane	WF	Reg-Van
Sharrow,Dan	EF	Reg-Van
Sharp, Erica	WF	Reg - Van
Six, Chuck	WF	Reg - Van

PROFESSIONAL STAFF - **ESS** SUBSTITUTE PERSONNEL			
		emergency certed	
BA DATE	**FIRST NAME**	**LAST NAME**	**AREA CERT.**
08-19-2026	KAYLIE	BRUCE	GR PK-4
08-19-2026	Alyce	Busch	EMERGENCY GUEST
08-19-2026	LOGAN	CARLL	Social Studies 7-12
08-19-2026	BREANNA	CAIRNS	EMERGENCY GUEST
08-19-2026	COURTNEY	COCHRAN	EMERGENCY GUEST
08-19-2026	ISAAC	COON	EMERGENCY GUEST
08-19-2026	MARGARET	DITTY	LOCAL EMERGENCY CERT
08-19-2026	LEVI	EAKER	SOCIAL STUDIES 7-12
08-19-2026	MICHELLE	FETZER	EMERGENCY GUEST
08-19-2026	Corinne	Filipowski	English + Communications 7-12
08-19-2026	PENNY	GAWELSKI	ELEMENTARY
08-19-2026	HEATHER	GEER	LOCAL EMERGENCY CERT
08-19-2026	AIDEN	HARTLE	Local Emergency Cert Eff 1/7/2026
08-19-2026	Elizabeth	Hoovler	EMERGENCY GUEST
08-19-2026	BARB	HUWAR	SE K-12, EARLY CHILD N-3, , GRADES K-6
08-19-2026	EMILY	ION	LOCAL EMERGENCY CERT
08-19-2026	Lauren	Johnson	GR PK-4
08-19-2026	AMY	KEITZER-WALLACE	EMERGENCY GUEST
08-19-2026	FRANK	KAMINSKI	EMERGENCY GUEST
08-19-2026	PAIGE	KLINGLER	LOCAL EMERGENCY CERT
08-19-2026	MARYBETH	KOBER	MATH 7-12
08-19-2026	SARAH	KORCHAK	MUSIC PK-12
08-19-2026	TIMOTHY	LAVAN	MATH 7-12
08-19-2026	ELISSA	LETOT	EMERGENCY GUEST
08-19-2026	FRANK	MACHOKAS	EMERGENCY GUEST
08-19-2026	WENDY	MCKAIN	MATH 7-12
08-19-2026	KERIANN	MIZERAK	CHEMISTRY 7-12
08-19-2026	ALBERT	MODRZEJEWSKI	EMERGENCY GUEST
08-19-2026	Zoe	Moore	Elementary PK-4
08-19-2026	KATHE	PREISEL	ELEMENTARY
08-19-2026	MARY	PREISEL	EMERGENCY GUEST
08-19-2026	CHRISTOPHER	ROSSETTI	EMERGENCY GUEST
08-19-2026	PATRICK	SEWAK	ENGLISH 7-12
08-19-2026	Autumn	Shaw	Elementary PK-4
08-19-2026	STEPHEN	SHERWOOD	EMERGENCY GUEST
08-19-2026	JAMES	STEWART	EMERGENCY GUEST
08-19-2026	Aaron	Stoddard	Elementary PK-4
08-19-2026	STEPHANIE	SWINEFORD	EARLY CHILD PK-4
08-19-2026	CHRYSTAL	THOMPSON	EMERGENCY GUEST
08-19-2026	KATHRYN	WELLMAN	EMERGENCY GUEST

SUPPORT STAFF - ESS SUBSTITUTE PERSONNEL

BA DATE	First Name	Last Name
08-19-2026	JACQUELYN	BRADY
08-19-2026	LEANNE	DAVIS
08-19-2026	HARLEY	ELLENBERGER
08-19-2026	CARISSA	FRAZER
08-19-2026	HEATHER	GEER
08-19-2026	PENNY	GAWELSKI
08-19-2026	LuAnn	Gold
08-19-2026	Julie	Homan
08-19-2026	JACQUELINE	KAISER
08-19-2026	Darla	Kennedy
08-19-2026	Amanda	Morris
08-19-2026	STEPHANIE	SWINEFORD
08-19-2026	YOLANDA	VARGASON
08-19-2026	KATHRYN	WELLMAN

	NURSE SUBS	
08-19-2026	JANE	PARRETT
08-19-2026	BERNADETTE	MURPHY
08-19-2026	RACHEL	ROESSNER
08-19-2026	YOLANDA	VARAGSON

Facilities Report
August 2026

District

- Custodial yearly evaluations were conducted in June.
- Cintas Fire completed the fire extinguisher and kitchen hood suppression inspections.
- Fire alarms, pull stations, and strobes were inspected by Cintas Fire.
- Vinyl Graphics applied the placards to the two newest vans.
- Cummins Generator performed Preventative Maintenance on both generators. A recommendation for battery replacement for the West Forest generator will need to be done next service year.
- A walkthrough was performed with Administration in both buildings.
- Band Camp was in mid-July, and everything went well.
- Pennsylvania State Police performed a walkthrough at both buildings.
- Gymnasiums were scrubbed and waxed the second week of August. The West Forest Elementary gym floor was top scrubbed this year. It will be waxed in the 2027- 2028 school year.
- Maffei Strayer performed bleachers, backstops, climbing ropes, and all safety requirements for hoops, cabling, and safety straps. Some replacements are suggested.

East Forest

- Halstrom Clark installed a Data Logger for information on the Solar Array. The logger will be removed within the month. Everything appears to be running as it should.
- Glass Erectors replaced the old closures and parts on four doors due to safety reports and concerns.
- MVFD performed a walk-through inspection of the school building. Since the volunteer fire company acquired a few new members, I have asked McClure to coordinate and conduct the training for the Solar Array also. The report states that everything went well.
- Floor repairs will be completed by the custodial staff in the building entrance. The existing tile will be removed and replaced with new tile. This is due to salt deterioration and cracked tiles.
- Exhaust fans were replaced on the roof in two locations.
- A proposal for a replacement of motor bearings on air handler #1 in the gymnasium is being looked into.

West Forest

- Due to Metiri/Europhins not sampling correctly or meeting the required deadline for reported sampling, West Forest has discontinued their services and has started using Pace Analytical, from Altoona, PA. Improper sampling by the Metiri/Europhins laboratory created a violation with DEP.
- Attended the Pennvest meeting with Mrs. Beers and others regarding our time frame for the Grant application for the water treatment system.
- An RTU (rooftop unit) stopped working, and further investigation determined that the main Carel controller had failed. This is the primary computer control board for RTU #3. Once the replacement is approved and installed, we will coordinate with Gardiner to program the controller and connect it to our HVAC system. There was no warranty left on this controller.
- Lutons replaced a circulating pump flange and impeller on the domestic hot water system.
- Zero turns have been repaired: one had hydraulic pump issues, while the other had deck raising/lowering issues and damaged blades.
- A garbage disposal was replaced in the dishwasher room in the kitchen. The old disposal was unable to be rebuilt for the second time.
- WHVFD performed a walk-through of the building and suggestions were offered.

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pennsylvania
DEPARTMENT OF COMMUNITY & ECONOMIC DEVELOPMENT

STATE TAX EQUALIZATION BOARD
Governor's Center for Local Government Services
PA Department of Community and Economic Development
Commonwealth Keystone Building
400 North Street, 4th Floor | Harrisburg, PA 17120-0225
T: 717-787-5950 F: 717-783-1402
www.dced.pa.gov rw-stebweb@state.pa.us

Date : 6/18/2025

TO THE BOARD OF SCHOOL DIRECTORS:

SCHOOL DISTRICT: Forest Area

AS REQUIRED IN SECTION 3 OF 71 P.S. §§ 1709.1507, KNOWN AS CHAPTER 15 OF THE COMMUNITY AND ECONOMIC DEVELOPMENT ENHANCEMENT ACT, THE STATE TAX EQUALIZATION BOARD HAS DULY CERTIFIED TO THE DEPARTMENT OF EDUCATION ON 7/1/2025. THE CHANGES IN THE 2024 MARKET VALUES WHICH RESULT FROM PROPERTIES GOING ON OR OFF THE ASSESSMENT ROLLS AS FOLLOWS:

COUNTY	TOTAL 2024 MARKET VALUE
Elk	$21,673,404
Forest	$491,868,426
Venango	$66,005,452
	$579,547,282

SECTION 4 OF 71 P.S. §§ 1709.1507, PROVIDES THAT ANY SCHOOL DISTRICT AGGRIEVED BY ANY FINDING OR CONCLUSION OF THE BOARD AFFECTING THE AMOUNT OF ANY COMMONWEALTH SUBSIDY PAYABLE TO IT MAY, IN WRITING, STATE ITS OBJECTIONS THERETO.

SUCH OBJECTIONS MUST BE FILED IN THE OFFICE OF THE STATE TAX EQUALIZATION BOARD, HARRISBURG, PA, ON OR BEFORE, 9/16/2025, AND NOT THEREAFTER, EXCEPT UPON CAUSE SHOWN AT THE DISCRETION OF THE BOARD. AS SOON THEREAFTER AS POSSIBLE, EACH DISTRICT FILING OBJECTIONS WILL BE GRANTED A HEARING BY THE BOARD, AT WHICH THE DISTRICT SHALL HAVE THE RIGHT TO SUBMIT EVIDENCE FOR THE PURPOSE OF SHOWING THAT THE FINDINGS OF THE BOARD ARE INCORRECT.

STATE TAX EQUALIZATION BOARD

Peter P. Barsz, Chairman
Brittany J. Mercadante, Member
Gary S. Baker, Member

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pennsylvania
DEPARTMENT OF COMMUNITY & ECONOMIC DEVELOPMENT

STATE TAX EQUALIZATION BOARD
Governor's Center for Local Government Services
PA Department of Community and Economic Development
Commonwealth Keystone Building
400 North Street, 4th Floor | Harrisburg, PA 17120-0225
T: 717-787-5950 F: 717-783-1402
www.dced.pa.gov rw-stebweb@state.pa.us

Date : 6/17/2026

TO THE BOARD OF SCHOOL DIRECTORS:

SCHOOL DISTRICT: Forest Area

AS REQUIRED IN SECTION 3 OF 71 P.S. §§ 1709.1507, KNOWN AS CHAPTER 15 OF THE COMMUNITY AND ECONOMIC DEVELOPMENT ENHANCEMENT ACT, THE STATE TAX EQUALIZATION BOARD HAS DULY CERTIFIED TO THE DEPARTMENT OF EDUCATION ON 7/1/2026. THE CHANGES IN THE 2025 MARKET VALUES WHICH RESULT FROM PROPERTIES GOING ON OR OFF THE ASSESSMENT ROLLS AS FOLLOWS:

COUNTY	TOTAL 2025 MARKET VALUE
Elk	$23,488,127
Forest	$492,790,557
Venango	$67,017,028
	$583,295,712

SECTION 4 OF 71 P.S. §§ 1709.1507, PROVIDES THAT ANY SCHOOL DISTRICT AGGRIEVED BY ANY FINDING OR CONCLUSION OF THE BOARD AFFECTING THE AMOUNT OF ANY COMMONWEALTH SUBSIDY PAYABLE TO IT MAY, IN WRITING, STATE ITS OBJECTIONS THERETO.

SUCH OBJECTIONS MUST BE FILED IN THE OFFICE OF THE STATE TAX EQUALIZATION BOARD, HARRISBURG, PA, ON OR BEFORE, 9/15/2026, AND NOT THEREAFTER, EXCEPT UPON CAUSE SHOWN AT THE DISCRETION OF THE BOARD. AS SOON THEREAFTER AS POSSIBLE, EACH DISTRICT FILING OBJECTIONS WILL BE GRANTED A HEARING BY THE BOARD, AT WHICH THE DISTRICT SHALL HAVE THE RIGHT TO SUBMIT EVIDENCE FOR THE PURPOSE OF SHOWING THAT THE FINDINGS OF THE BOARD ARE INCORRECT.

STATE TAX EQUALIZATION BOARD

Peter P. Barsz, Chairman
Brittany J. Mercadante, Member
Gary S. Baker, Member

FOREST AREA SCHOOL DISTRICT
STEB MARKET VALUE AND MILLAGE HISTORY

	SY 2024-2025					SY 2025-2026					SY 2026-2027					SY 2027-2028		
	STEB 2022				Inc./	STEB 2023				Inc./	STEB 2024				Inc./	STEB 2025		
County	MV	% of MV	Inc./(Dec.)	Mills	(Dec.)	MV	% of MV	Inc./(Dec.)	Mills	(Dec.)	MV	% of MV	Inc./(Dec.)	Mills	(Dec.)	MV	% of MV	Inc./(Dec.)
Elk	$17,445,821	3.24%	$2,712,491	43.01	4.36	$18,596,487	3.50%	$1,150,666	46.17	3.16	$21,673,404	3.74%	$3,076,917	49.15	2.98	$23,488,127	4.03%	$1,814,723
Forest	$463,966,670	86.11%	$34,460,123	64.51	0.85	$454,473,610	85.63%	($9,493,060)	67.04	2.53	$491,868,426	84.87%	$37,394,816	66.78	(0.26)	$492,790,557	84.48%	$922,131
Venango	$57,385,826	10.65%	$3,284,393	16.47	(0.09)	$57,640,060	10.86%	$254,234	16.90	0.43	$66,005,452	11.39%	$8,365,392	18.34	1.44	$67,017,028	11.49%	$1,011,576
Total MV	**$538,798,317**	**100.00%**	**$40,457,007**			**$530,710,157**	**100.00%**	**($8,088,160)**			**$579,547,282**	**100.00%**	**$48,837,125**			**$583,295,712**	**100.00%**	**$3,748,430**

Board Summary Report 2026-2027 EXPENDITURES

7-1-2026 to 7-31-2026

General Fund

Account		Description	Original Budget	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstand Enc	Balance	YTD% Used
1000		**INSTRUCTION**							
	1100	REG PROG ELEM/SECONDARY	5,733,752.56	5,733,752.56	102,786.19	102,786.19	547.83	5,630,418.54	1.79%
	1200	SPEC PROG ELEMEN/SECOND	1,628,623.83	1,628,623.83	19,788.48	19,788.48	282.36	1,608,552.99	1.22%
	1300	VOCATIONAL EDUCATION	922,483.69	922,483.69	28,501.60	28,501.60	0.00	893,982.09	3.09%
	1400	OTHER INSTRUCTION PROG	43,845.17	43,845.17	1,722.42	1,722.42	23.95	42,098.80	3.93%
	1500	NON-PUBLIC SCH. PROG	11,274.00	11,274.00	0.00	0.00	0.00	11,274.00	0.00%
	1700	Community/Jr. College Ed/	0.00	0.00	0.00	0.00	0.00	0.00	#DIV/0!
	1800	PRE-K	121,260.31	121,260.31	2,887.04	2,887.04	886.72	117,486.55	2.38%
		Total	**8,461,239.56**	**8,461,239.56**	**155,685.73**	**155,685.73**	**1,740.86**	**8,303,812.97**	**1.84%**
2000		**SUPPORT SERVICES**							
	2100	SUPPORT SVCS-STUDENTS	440,762.10	440,762.10	9,847.99	9,847.99	1,404.72	429,509.39	2.23%
	2200	SUPPORT SERVICES-INSTRU	361,143.30	361,143.30	17,690.69	17,690.69	397.38	343,055.23	4.90%
	2300	SUPPORT SERVICES-ADMIN	1,279,204.42	1,279,204.42	113,603.92	113,603.92	40.72	1,165,559.78	8.88%
	2400	SUPP SVC-PUBLIC HEALTH	312,496.16	312,496.16	9,034.92	9,034.92	0.00	303,461.24	2.89%
	2500	SUPP SERVICES-BUSINESS	298,270.44	298,270.44	26,362.15	26,362.15	0.00	271,908.29	8.84%
	2600	OP/MAINT PLANT SVCS	1,499,762.30	1,499,762.30	75,745.41	75,745.41	23,264.29	1,400,752.60	5.05%
	2700	STUDENT TRANSP SERVICES	1,624,183.60	1,624,183.60	1,619.30	1,619.30	0.00	1,622,564.30	0.10%
	2800	SUPPORT SVCS-CENTRAL	343,241.16	343,241.16	14,202.58	14,202.58	17,365.20	311,673.38	4.14%
	2900	OTHER SUPPORT SERVICES	15,820.00	15,820.00	0.00	0.00	0.00	15,820.00	0.00%
		Total	**6,174,883.48**	**6,174,883.48**	**268,106.96**	**268,106.96**	**42,472.31**	**5,864,304.21**	**4.34%**
3000		**OPERATION OF NON-INSTRUCTIONAL SERVICES**							
	3100	FOOD SERVICES - REIMB CAFÉ FUND	0.00	0.00	0.00	0.00	0.00	0.00	#DIV/0!
	3200	STUDENT ACTIVITIES	116,416.24	116,416.24	(2,912.06)	(2,912.06)	0.00	119,328.30	-2.50%
	3300	COMMUNITY SERVICES	9,750.00	9,750.00	0.00	0.00	0.00	9,750.00	0.00%
	3400	SCHOLARSHIPS	0.00	0.00	0.00	0.00	0.00	0.00	#DIV/0!
		Total	**126,166.24**	**126,166.24**	**(2,912.06)**	**(2,912.06)**	**0.00**	**129,078.30**	**-2.31%**
4000		**FACILITIES IMPROVEMENT**							
	4200	EXISTING SITE IMPROVE	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
	4600	EXISTING BLDG IMPROVE	785,501.00	785,501.00	0.00	0.00	0.00	785,501.00	0.00%
		Total	**785,501.00**	**785,501.00**	**0.00**	**0.00**	**0.00**	**785,501.00**	**0.00%**
5000		**OTHER EXPENDITURES AND FINANCING USES**							
	5100	Debt Service	730,901.26	730,901.26	0.00	0.00	0.00	730,901.26	0.00%
	5200	INTERFUND TRANSFERS-OUT	249,433.53	249,433.53	0.00	0.00	0.00	249,433.53	0.00%
	5900	BUDGETARY RESERVE	278,137.00	278,137.00	0.00	0.00	0.00	278,137.00	0.00%
		Total	**1,258,471.79**	**1,258,471.79**	**0.00**	**0.00**	**0.00**	**1,258,471.79**	**0.00%**
		Total Expenditure	**16,806,262.07**	**16,806,262.07**	**420,880.63**	**420,880.63**	**44,213.17**	**16,341,168.27**	**2.50%**

Board Summary Report 2026-2027 REVENUES

7-1-2026 to 7-31-2026

General Fund

Account		Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	Balance	YTD% Used
6000		**REVENUE FROM LOCAL SOURCES**					
	6100	TAXES LEVIED/ASSESSED BY THE LEA	(7,408,806.95)	(71,534.18)	(71,534.18)	(7,337,272.77)	0.97%
	6400	DELINQUENCES ON TAXES LEVIED/ASSESSED BY LEA	(425,000.00)	0.00	0.00	(425,000.00)	0.00%
	6500	EARNINGS ON INVESTMENTS	(200,000.00)	(11,614.61)	(11,614.61)	(188,385.39)	5.81%
	6700	REVENUES FROM LEA ACTIVITIES	(8,000.00)	0.00	0.00	(8,000.00)	0.00%
	6800	INTERMEDIARY SOURCES/PASS THRU FUNDS	(83,000.00)	0.00	0.00	(83,000.00)	0.00%
	6900	OTHER REVENUE FROM LOCAL SOURCES	(171,272.00)	(19,311.20)	(19,311.20)	(151,960.80)	11.28%
		Total	**(8,296,078.95)**	**(102,459.99)**	**(102,459.99)**	**(8,193,618.96)**	**1.24%**
7000		**REVENUE STATE SOURCE**					
	7100	BASIC INSTRUCT. & OPERATING	(3,810,019.00)	0.00	0.00	(3,810,019.00)	0.00%
	7200	SUBSIDY SPECIFIC EDUCATIONAL PROGRAMS	(625,077.00)	(74,916.00)	(74,916.00)	(550,161.00)	11.99%
	7300	NON-EDUCATIONAL PROGRAMS	(1,902,836.00)	0.00	0.00	(1,902,836.00)	0.00%
	7500	OTHER REVENUE/GRANTS, ETC.	(202,046.00)	0.00	0.00	(202,046.00)	0.00%
	7800	REV FROM COMMONWEALTH/ST. PD. BENEFITS	(1,079,663.00)	0.00	0.00	(1,079,663.00)	0.00%
		Total	**(7,619,641.00)**	**(74,916.00)**	**(74,916.00)**	**(7,544,725.00)**	**0.98%**
8000		**REVENUE FROM FEDERAL SOURCES**					
	8500	RESTRICT GRANTS-IN-AID	(378,410.00)	(19,788.27)	(19,788.27)	(358,621.73)	5.23%
	8700	FEDERAL STIMULUS FUNDING	0.00	0.00	0.00	0.00	0.00%
	8800	MED ASSIST REIMBURSE	(166,450.00)	0.00	0.00	(166,450.00)	0.00%
		Total	**(544,860.00)**	**(19,788.27)**	**(19,788.27)**	**(525,071.73)**	**3.63%**
		Total Revenue	**(16,460,579.95)**	**(197,164.26)**	**(197,164.26)**	**(16,263,415.69)**	**1.20%**

Board Summary Report 2025-2026 EXPENDITURES

6-1-2026 to 6-30-2026

General Fund

Account		Description	Original Budget	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstand Enc	Balance	YTD% Used
1000		**INSTRUCTION**							
	1100	REG PROG ELEM/SECONDARY	5,772,870.27	5,566,819.35	1,043,756.36	5,667,105.53		(100,286.18)	101.80%
	1200	SPEC PROG ELEMEN/SECOND	1,640,846.35	1,771,264.04	304,684.27	1,783,399.10		(12,135.06)	100.69%
	1300	VOCATIONAL EDUCATION	925,282.08	933,935.79	76,702.92	933,959.64		(23.85)	100.00%
	1400	OTHER INSTRUCTION PROG	10,058.91	16,451.98	8,134.55	18,136.96		(1,684.98)	110.24%
	1500	NON-PUBLIC SCH. PROG	2,000.00	22,121.90	31.90	10,857.90		11,264.00	49.08%
	1600	OTHER INSTR PROG - ADULT	0.00	0.00	0.00	0.00		0.00	#DIV/0!
	1700	COMMUNITY/JR COLLEGE ED	0.00	0.00	0.00	0.00		0.00	#DIV/0!
	1800	PRE-K	118,440.00	121,260.00	45,319.20	126,184.59		(4,924.59)	104.06%
		Total	**8,469,497.61**	**8,431,853.06**	**1,478,629.20**	**8,539,643.72**	**0.00**	**(107,790.66)**	**101.28%**
2000		**SUPPORT SERVICES**							
	2100	SUPPORT SVCS-STUDENTS	425,884.30	466,420.33	79,037.05	448,805.25		17,615.08	96.22%
	2200	SUPPORT SERVICES-INSTRU	357,004.05	336,330.20	44,811.17	338,779.47		(2,449.27)	100.73%
	2300	SUPPORT SERVICES-ADMIN	1,409,165.14	1,454,378.24	125,229.36	1,442,806.03		11,572.21	99.20%
	2400	SUPP SVC-PUBLIC HEALTH	302,005.06	301,306.27	55,344.46	301,322.79		(16.52)	100.01%
	2500	SUPP SERVICES-BUSINESS	344,090.77	374,207.32	25,214.06	371,817.14		2,390.18	99.36%
	2600	OP/MAINT PLANT SVCS	1,352,791.76	1,465,334.44	149,699.82	1,429,938.84		35,395.60	97.58%
	2700	STUDENT TRANSP SERVICES	1,572,285.86	1,434,594.60	47,050.65	1,378,543.19		56,051.41	96.09%
	2800	SUPPORT SVCS-CENTRAL	403,902.59	393,363.69	80,657.85	351,345.75		42,017.94	89.32%
	2900	OTHER SUPPORT SERVICES	16,400.00	16,400.00	0.00	15,819.84		580.16	96.46%
		Total	**6,183,529.53**	**6,242,335.09**	**607,044.42**	**6,079,178.30**	**0.00**	**163,156.79**	**97.39%**
3000		**OPERATION OF NON-INSTRUCTIONAL SERVICES**							
	3100	FOOD SERVICES - REIMB CAFÉ FUND	0.00	0.00	0.00	0.00		0.00	#DIV/0!
	3200	STUDENT ACTIVITIES	136,958.50	215,918.72	49,709.64	255,817.21		(39,898.49)	118.48%
	3300	COMMUNITY SERVICES	12,750.00	15,924.60	4,399.43	11,346.60		4,578.00	71.25%
	3400	SCHOLARSHIPS	0.00	0.00	0.00	0.00		0.00	#DIV/0!
		Total	**149,708.50**	**231,843.32**	**54,109.07**	**267,163.81**	**0.00**	**(35,320.49)**	**115.23%**
4000		**FACILITIES IMPROVEMENT**							
	4200	EXISTING SITE IMPROVE	0.00	0.00	0.00	0.00		0.00	0.00%
	4600	EXISTING BLDG IMPROVE	0.00	0.00	0.00	0.00		0.00	0.00%
		Total	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00%**
5000		**OTHER EXPENDITURES AND FINANCING USES**							
	5100	Debt Service	726,288.76	726,288.76	80,841.88	726,288.76		0.00	100.00%
	5200	INTERFUND TRANSFERS-OUT	288,115.58	115,000.00	0.00	115,000.00		0.00	100.00%
	5900	BUDGETARY RESERVE	252,598.00	322,417.75	0.00	0.00		322,417.75	0.00%
		Total	**1,267,002.34**	**1,163,706.51**	**80,841.88**	**841,288.76**	**0.00**	**322,417.75**	**72.29%**
		Total Expenditures	**16,069,737.98**	**16,069,737.98**	**2,220,624.57**	**15,727,274.59**	**0.00**	**342,463.39**	**97.87%**

Board Summary Report 2025-2026 REVENUES

6-1-2026 to 6-30-2026

General Fund

Account		Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstand Enc	Balance	YTD% Used
6000		**REVENUE FROM LOCAL SOURCES**						
	6100	TAXES LEVIED/ASSESSED BY THE LEA	(7,284,443.00)	(502,589.69)	(6,952,371.86)	0.00	(332,071.14)	95.44%
	6400	DELINQUENCES ON TAXES LEVIED/ASSESSED BY LEA	(400,000.00)	(55,066.12)	(536,147.13)	0.00	136,147.13	134.04%
	6500	EARNINGS ON INVESTMENTS	(250,000.00)	(14,307.74)	(199,878.71)	0.00	(50,121.29)	79.95%
	6700	REVENUES FROM LEA ACTIVITIES	(15,000.00)	0.00	0.00	0.00	(15,000.00)	0.00%
	6800	INTERMEDIARY SOURCES/PASS THRU FUNDS	(82,600.00)	(82,821.87)	(82,821.87)	0.00	221.87	100.27%
	6900	OTHER REVENUE FROM LOCAL SOURCES	(162,515.00)	(14,569.30)	(147,409.80)	0.00	(15,105.20)	90.71%
		Total	**(8,194,558.00)**	**(669,354.72)**	**(7,918,629.37)**	**0.00**	**(275,928.63)**	**96.63%**
7000		**REVENUE STATE SOURCE**						
	7100	BASIC INSTRUCT. & OPERATING	(3,805,014.00)	(992,714.71)	(3,852,564.71)	0.00	47,550.71	101.25%
	7200	SUBSIDY SPECIFIC EDUCATIONAL PROGRAMS	(621,984.00)	(124,711.23)	(498,786.23)	0.00	(123,197.77)	80.19%
	7300	NON-EDUCATIONAL PROGRAMS	(1,423,762.94)	(171,029.50)	(1,417,855.52)	0.00	(5,907.42)	99.59%
	7500	OTHER REVENUE/GRANTS, ETC.	(102,046.00)	0.00	(152,046.00)	0.00	50,000.00	149.00%
	7800	REV FROM COMMONWEALTH/ST. PD. BENEFITS	(1,124,553.00)	(208,868.69)	(1,130,394.46)	0.00	5,841.46	100.52%
		Total	**(7,077,359.94)**	**(1,497,324.13)**	**(7,051,646.92)**	**0.00**	**(25,713.02)**	**99.64%**
8000		**REVENUE FROM FEDERAL SOURCES**						
	8500	RESTRICT GRANTS-IN-AID	(317,600.00)	(19,788.27)	(264,659.08)	0.00	(52,940.92)	83.33%
	8700	FEDERAL STIMULUS FUNDING	0.00	0.00	0.00	0.00	0.00	#DIV/0!
	8800	MED ASSIST REIMBURSE	(149,500.00)	(639.00)	(6,463.20)	0.00	(143,036.80)	4.32%
		Total	**(467,100.00)**	**(20,427.27)**	**(271,122.28)**	**0.00**	**(195,977.72)**	**58.04%**
		Total Revenue	**(15,739,017.94)**	**(2,187,106.12)**	**(15,241,398.57)**	**0.00**	**(497,619.37)**	**96.84%**

KEYSTONE collections group®

Forest County TCC Meeting
Monday, July 27, 2026 – 6:30 pm

- EIT collections:
  - EIT YTD $441,395 (through June 2026)
  - EIT through June 2025 - $456,574
  - YTD calendar year 2026 EIT decreased $15,179 or 3.3% from 2025
    - Large individual decreases:
      - Harmony Township - $3,556 or 13.5%
      - Kingsley Township - $1,870 or 15.9%
      - President Township - $3,778 or 15.8%
    - Quarter by quarter:
      - Q4 (Tax year 2025) – Increase of $6,693
      - Q5 (Tax year 2025) – Decrease of $6,944
      - Q1 (Tax year 2026) – Increase of $395
      - Q2 (Tax year 2026) – Decrease of $4,347
    - DOR Collections:
      - Through June 2026: $8,976
      - Through June 2025: $17,580
      - Decrease of $8,604

- LST increase:
  - LST YTD $43,712 (through June 2026)
  - LST through June 2025 - $42,525
  - Increase of $1,187 or 2.8%

- Audits:
  - Public fund audit was completed for 2026 with no findings and sent over via email. Copy for Ed.
  - SOC 1, Type 2 "system and organizational controls" audit testing is complete, report to be completed in September/October

- Mailings:
  - Delinquent EIT letters to be mailed in early to mid August
  - Failure to file notice to be sent in late October/early November
  - Employer packets to be mailed in early December
  - Final returns to be mailed in January

- Keep Keystone in mind if you need other tax types collected

FOREST COUNTY
TAX COLLECTION COMMITTEE

JANUARY 19,2026 MINUTES

The January 19, 2026 meeting of the FCTCC was called to order at 6:30 PM by President Ed Vincent at the Green Township building.

MEMBERS PRESENT:

FASD: Elton Kline
Jenks: Elton Kline
Tionesta TWP: Philip Heck
Hickory: Ed Vincent
Green TWP: Mark Wagner

The 2026 reorganization meeting was conducted. It was decided to keep the officers the same as 2025 by unanimous vote.

Minutes of the July 2025 meeting were presented and approved.

The treasurer's report was given and approved. The current balance is $1203.14

A motion to close the reorganization meeting was made by Elton Kline and seconded by Ed Vincent at 6:35 PM

Motion approved unanimously.

The July regular meeting started at 6:35 PM

MEMBERS PRESENT:

FASD: Elton Kline
Jenks: Elton Kline
Tionesta TWP: Philip Heck
Hickory: Ed Vincent
Green TWP: Mark Wagner

Minutes of the July 2025 meeting were presented.
Motion to approve: Ed Vincent
Second: Elton Kline
Approved unanimously
The treasurer's report was given. The current balance is $1203.14

Motion to approve: Ed Vincent
Second: Mark Wagner
Approved unanimously

Ed Vincent went over the financial report that was sent by Jason Lawson of Keystone collections.

The next meeting date will be July 27, 2026 at 6:30 PM at the Green Township Building

A motion to adjourn at 6:53 PM was made by Elton Kline
Seconded by Ed Vincent
Passed unanimously

Forest Area School District Cash Flow Analysis of the General Fund

General Fund - Northwest Savings Bank Checking Account

	Actual Jul-25	Actual Aug-25	Actual Sep-25	Acutual Oct-25	Acutual Nov-25	Acutual Dec-25	Acutual Jan-26	Acutual Feb-26	Acutual Mar-26	Acutual Apr-26	Acutual May-26	Acutual Jun-26	Acutual Jul-26	ESTIMATE Aug-26	ESTIMATE Sep-26
Beginning NWSB Cash Balance	$261,588	$569,900	$591,106	$910,386	$1,677,500	$1,286,349	$425,110	$424,275	$365,720	$235,596	$332,017	$635,893	$587,976	$587,509	$867,504
Local Receipts	$433,017	$776,884	$1,597,339	$2,261,291	$968,722	$569,561	$681,064	$213,255	$175,821	$62,470	$163,632	$690,949	$87,057	$1,511,104	$1,500,000
Transfer In from PLGIT	$950,000	$650,000	$0				$300,000	$850,000	$1,500,000	$1,300,000	$1,250,000	$750,000	$900,000		
Transfer In from Invest															
Trans In from NWSB Invest. Acct.															
Trans In from NWSB Transport. Acct.												$126,349			
Transfer In from PLGIT - CD															
Expenditures	$1,074,704	$1,405,677	$1,278,059	$1,494,177	$1,359,874	$1,430,800	$981,898	$1,121,810	$1,805,945	$1,266,049	$1,109,756	$1,615,216	$987,524	$1,231,109	$1,350,000
Ending NWSB Cash Balance	$569,900	$591,106	$910,386	$1,677,500	$1,286,349	$425,110	$424,275	$365,720	$235,596	$332,017	$635,893	$587,976	$587,509	$867,504	$1,017,504

General Fund - PLGIT

	Actual Jul-25	Actual Aug-25	Actual Sep-25	Acutual Oct-25	Acutual Nov-25	Acutual Dec-25	Acutual Jan-26	Acutual Feb-26	Acutual Mar-26	Acutual Apr-26	Acutual May-26	Acutual Jun-26	Acutual Jul-26	ESTIMATE Aug-26	ESTIMATE Sep-26
Beginning PLGIT Balance	$654,920	$5,805	$114,310	$160,674	$518,224	$2,393,671	$343,254	$137,158	$835,041	$431,542	$637,326	$245,256	$935,236	$148,898	$1,172,441
Receipts	$885	$258,505	$46,364	$357,550	$1,875,452	$949,583	$93,905	$697,882	$596,501	$1,105,784	$107,930	$1,439,980	$113,662	$1,023,543	$347,885
Transfer In															
Transfer Out	$650,000	$150,000				$3,000,000	$300,000		$1,000,000	$900,000	$500,000	$750,000	$900,000		$1,000,000
Expenditures					$5										
Ending PLGIT Balance	$5,805	$114,310	$160,674	$518,224	$2,393,671	$343,254	$137,158	$835,041	$431,542	$637,326	$245,256	$935,236	$148,898	$1,172,441	$520,326

General Fund - PLGIT PRIME

	Actual Jul-25	Actual Aug-25	Actual Sep-25	Acutual Oct-25	Acutual Nov-25	Acutual Dec-25	Acutual Jan-26	Acutual Feb-26	Acutual Mar-26	Acutual Apr-26	Acutual May-26	Acutual Jun-26	Acutual Jul-26	ESTIMATE Aug-26	ESTIMATE Sep-26
Beginning PLGIT Balance	$3,690,607	$3,404,035	$2,915,674	$2,926,026	$2,936,537	$2,946,327	$5,956,761	$5,976,037	$5,141,801	$4,657,506	$3,771,026	$3,032,334	$3,041,630	$3,051,301	$3,060,976
Receipts	$13,428	$11,639	$10,352	$10,511	$9,790	$10,434	$19,276	$15,765	$15,705	$13,520	$11,308	$9,296	$9,671	$9,675	$9,750
Transfer In						$3,000,000									$1,000,000
Transfer Out	$300,000	$500,000						$850,000	$500,000	$900,000	$750,000				
Expenditures															
Ending PLGIT Balance	$3,404,035	$2,915,674	$2,926,026	$2,936,537	$2,946,327	$5,956,761	$5,976,037	$5,141,801	$4,657,506	$3,771,026	$3,032,334	$3,041,630	$3,051,301	$3,060,976	$4,070,726

General Fund - INVEST

	Actual Jul-25	Actual Aug-25	Actual Sep-25	Acutual Oct-25	Acutual Nov-25	Acutual Dec-25	Acutual Jan-26	Acutual Feb-26	Acutual Mar-26	Acutual Apr-26	Acutual May-26	Acutual Jun-26	Acutual Jul-26	ESTIMATE Aug-26	ESTIMATE Sep-26
Beginning Invest Balance	$275,683	$276,646	$277,649	$278,660	$279,623	$281,577	$282,450	$283,367	$284,188	$285,091	$285,967	$286,875	$287,761	$288,682	$289,602
Receipts	$963	$1,003	$1,011	$962	$1,955	$873	$917	$821	$902	$877	$908	$886	$921	$920	$920
Transfer Out															
Ending Invest Balance	$276,646	$277,649	$278,660	$279,623	$281,577	$282,450	$283,367	$284,188	$285,091	$285,967	$286,875	$287,761	$288,682	$289,602	$290,522

General Fund - Northwest Savings Bank Investment Savings Account

	Actual Jul-25	Actual Aug-25	Actual Sep-25	Acutual Oct-25	Acutual Nov-25	Acutual Dec-25	Acutual Jan-26	Acutual Feb-26	Acutual Mar-26	Acutual Apr-26	Acutual May-26	Acutual Jun-26	Acutual Jul-26	ESTIMATE Aug-26	ESTIMATE Sep-26
Beginning NWSB Invest. Bal.	$253,120	$253,479	$253,868	$254,218	$254,539	$254,851	$255,174	$255,493	$255,738	$255,928	$256,107	$256,292	$256,471	$256,656	$256,841
Receipts	$374	$390	$349	$322	$312	$323	$320	$245	$190	$179	$185	$179	$185	$185	$185
Transfer Out	$15														
Ending NWSB Invest. Bal.	$253,479	$253,868	$254,218	$254,539	$254,851	$255,174	$255,493	$255,738	$255,928	$256,107	$256,292	$256,471	$256,656	$256,841	$257,026

Forest Area School District Cash Flow Analysis of the General Fund

General Fund - Northwest Savings Bank Transportation Account

	Actual Jul-25	Actual Aug-25	Actual Sep-25	Acutual Oct-25	Acutual Nov-25	Acutual Dec-25	Acutual Jan-26	Acutual Feb-26	Acutual Mar-26	Acutual Apr-26	Acutual May-26	Acutual Jun-26	Acutual Jul-26	ESTIMATE Aug-26	ESTIMATE Sep-26
Beginning Transp. Bal.	$240,276	$241,017	$241,388	$242,520	$242,827	$243,925	$244,234	$245,339	$245,555	$246,537	$247,109	$247,288	$121,835	$122,323	$122,808
Receipts	$755	$371	$1,132	$307	$1,098	$309	$1,105	$216	$981	$572	$178	$896	$488	$485	$485
Expenditures	$15														
Transfer Out												$126,349			
Ending Transp. Bal.	$241,017	$241,388	$242,520	$242,827	$243,925	$244,234	$245,339	$245,555	$246,537	$247,109	$247,288	$121,835	$122,323	$122,808	$123,293

General Fund - PLGIT Certificate of Deposit

	Actual Jul-25	Actual Aug-25	Actual Sep-25	Acutual Oct-25	Acutual Nov-25	Acutual Dec-25	Acutual Jan-26	Acutual Feb-26	Acutual Mar-26	Acutual Apr-26	Acutual May-26	Acutual Jun-26	Acutual Jul-26	ESTIMATE Aug-26	ESTIMATE Sep-26
Beginning PLGIT CD Bal.	$140,000	$140,000	$146,342	$146,342	$146,342	$146,342	$146,342	$146,342	$146,342	$146,342	$146,342	$146,342	$146,342	$146,342	$146,342
Receipts	$0	$6,342	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Transfer In															
Transfer Out															
Expenditures	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Ending PLGIT CD Bal.	$140,000	$146,342	$146,342	$146,342	$146,342	$146,342	$146,342	$146,342	$146,342	$146,342	$146,342	$146,342	$146,342	$146,342	$146,342

General Fund - Chromebook Account

	Actual Jul-25	Actual Aug-25	Actual Sep-25	Acutual Oct-25	Acutual Nov-25	Acutual Dec-25	Acutual Jan-26	Acutual Feb-26	Acutual Mar-26	Acutual Apr-26	Acutual May-26	Acutual Jun-26	Acutual Jul-26	ESTIMATE Aug-26	ESTIMATE Sep-26
Beginning NWSB CD Bal.	$25,093	$25,066	$25,066	$13,296	$13,456	$13,521	$13,521	$13,561	$13,606	$13,646	$13,671	$13,671	$13,671	$13,696	$13,696
Receipts	$0	$0	$3,505	$160	$65	$0	$40	$45	$40	$25	$0	$0	$25	$0	$2,500
Expenditures	$27	$0	$15,275	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Ending NWSB CD Bal.	$25,066	$25,066	$13,296	$13,456	$13,521	$13,521	$13,561	$13,606	$13,646	$13,671	$13,671	$13,671	$13,696	$13,696	$16,196

Totals of all Funds with in General Fund

	Actual Jul-25	Actual Aug-25	Actual Sep-25	Acutual Oct-25	Acutual Nov-25	Acutual Dec-25	Acutual Jan-26	Acutual Feb-26	Acutual Mar-26	Acutual Apr-26	Acutual May-26	Acutual Jun-26	Acutual Jul-26	ESTIMATE Aug-26	ESTIMATE Sep-26
Total GF Begin. Bal.	*$5,541,287*	*$4,915,948*	*$4,565,404*	*$4,932,123*	*$6,069,049*	*$7,566,564*	*$7,666,846*	*$7,481,573*	*$7,287,992*	*$6,272,188*	*$5,689,566*	*$4,863,951*	*$5,390,922*	*$4,615,407*	*$5,930,210*
Receipts	*$449,423*	*$1,055,133*	*$1,660,052*	*$2,631,103*	*$2,857,394*	*$1,531,081*	*$796,626*	*$928,229*	*$790,141*	*$1,183,427*	*$284,140*	*$2,142,187*	*$212,009*	*$2,545,912*	*$1,861,725*
Transfers In	*$950,000*	*$650,000*	*$0*	*$0*	*$0*	*$3,000,000*	*$300,000*	*$850,000*	*$1,500,000*	*$1,300,000*	*$1,250,000*	*$876,349*	*$900,000*	*$0*	*$1,000,000*
Transfers Out	*$950,015*	*$650,000*	*$0*	*$0*	*$0*	*$3,000,000*	*$300,000*	*$850,000*	*$1,500,000*	*$1,800,000*	*$1,250,000*	*$876,349*	*$900,000*	*$0*	*$1,000,000*
Expenditures	*$1,074,746*	*$1,405,677*	*$1,293,334*	*$1,494,177*	*$1,359,879*	*$1,430,800*	*$981,898*	*$1,121,810*	*$1,805,945*	*$1,266,049*	*$1,109,756*	*$1,615,216*	*$987,524*	*$1,231,109*	*$1,350,000*
Total GF End Bal.	*$4,915,948*	*$4,565,404*	*$4,932,123*	*$6,069,049*	*$7,566,564*	*$7,666,846*	*$7,481,573*	*$7,287,992*	*$6,272,188*	*$5,689,566*	*$4,863,951*	*$5,390,922*	*$4,615,407*	*$5,930,210*	*$6,441,935*

Forest Area School

Daily School Schedules - 2026

High School and Elementary School

High School Daily Schedule		Elementary School Daily Schedule	
Time	**Activity**	**Time**	**Activity**
8:10 - 8:30	Breakfast	8:10 - 8:30	Breakfast
8:30 - 9:15	Period 1	8:30 - 9:15	Period 1
9:18 - 10:03	Period 2	9:18 - 10:03	Period 2
10:06 - 10:51	Period 3	10:06 - 10:51	Period 3
10:54 - 11:39	Period 4	10:54 - 11:39	Period 4
10:54 - 11:10	VTC Lunch	11:42 - 12:12	Elementary Lunch
11:42 - 12:27	Period 5	12:15 - 1:00	Period 5
12:30 - 1:00	High School Lunch	1:03 - 1:48	Period 6
1:03 - 1:48	Period 6	1:51 - 2:36	Period 7
1:51 - 2:36	Period 7	2:39 - 3:07	Period 8 / Advisory
2:39 - 3:07	Period 8 / Advisory		

75 West Main Street
Clarion, PA 16214
www.clarioncomputer.com

July/August Board Meeting IT Update

Completed and ongoing items

- Help Desk – less due to summer session, but still ongoing
- Completing Wi-Fi upgrades – project is about 95% complete. Fine tuning and settings updates next.
- Inventory and collect all recycling at West Forest
- Parent Square integration – ongoing
- New teacher/student laptop deployment start
- Parentsquare Sync and Setup ongoing
- Navigate 360 Data Threat Detection Setup ongoing

Upcoming Projects and Tasks

- New Chromebook and Teacher notebooks deployment finish
- Server, PC, and network discovery
    - We want to ensure that servers are secure and backed up
- Camera upgrades and replacements
    - We have 4 previously purchased cameras slated for installation

Forest Area School District
Federal Program Update August 2026

The Federal Program monitoring went well. The items needing to be addressed for compliance involve updating Policy 626 and developing Parent and Family Engagement Policies unique to each East Forest and West Forest Elementary Schools. Actions are being taken to submit the needed documents for compliance.

Pre-lim Allocations 2026-27
Title I -$228,113
Title II -$19,921
Title IV - $19,117

Final Allocation 25-26 (leveled)
Title I- $ 253,691
Title II - $22,162
Title IV -$20,971

Ready to Learn Block grant-

- We use this grant to support our full-day Kindergarten program.
- 2026-27 Award: $202,046 (an increase of $50,000).
- Application deadline: October 16, 2026.

Rural Education Achievement Program (REAP) –

- FY 2026 SRSA award: $1,891.
- Application deadline: May 18, 2026. Submitted 5/5/2026

Non-Public Students-

- 2026-27: There are 4 Title I generators at St. Joe's in Lucinda.
- An Inter-district agreement with North Clarion to serve St. Joe's is being pursued.
- Funds will be allocated in the 2026-27 Title I application to serve these students.

Every Student Succeeds Act (ESSA) – Reporting:

- 2025-26 UGG Performance Goal Output reports - due Jan 2027
- Title I Comparability Reporting – due Nov 2026
- Quarterly Reports - due July 2026 -Submitted
- FERs for the 2025-26 year - due October 31, 2026.

Workshop/conferences:

- Spring Non-public meeting, Clarion County - May 22, 2026 - attended
- Fall Non-public meeting, Clarion County - Oct 27, 2026 @ 1:00 PM
- Spring Non-public meeting, Venango County - May 26, 2026 - attended
- Fall Non-public meeting, Venango County - Oct 29, 2026 @ 1:30 PM
- Grant Compliance Summit - July 29-31, State College, PA - attended
- Fall Regional workshop - October 14, 2026, Northwest Tri-County IU5, Edinboro, PA.
- Monthly Federal Program virtual trainings occur every third Tuesday of the month
- PAFPC Conference - May 2027, Kalahari Convention Center, Pocono Manor, PA.

Respectfully submitted,
Mrs. Lisa Banner
State and Federal Program Coordinator

Athletic Board Report
August 2026

Fall Numbers:

Girls Varsity Soccer:	4 West	1 East	6 NC	11 Total
Volleyball:	11 West	5 East		16 Total
Jr. High Soccer:	11West	0 East		11 Total
Varsity Golf:	5 West	2 East		7 Total
Boys Soccer to NC:	5 West	1 East		6 Total

- Practices began August 10 for golf and August 17 for all other sports. Soccer numbers are low but we will field teams.
- Jr. High golf begins in September.

Fall Coaches:
Varsity Soccer: Joe Mays
Volleyball: Katelyn Smith
JH Soccer: Lisa McMeekin
Varsity Golf: John Wortman
JH Golf: Matt Douthett
JH Girls Basketball: Vacant