

Special Board Meeting
Monday, July 20, 2026 6:00 PM Eastern

Forest Hills District Office Board Room
549 Locust Street
Sidman, PA 15955

1. The Executive Session will be held from 5:30 p.m. until 6:00 p.m. to discuss personnel and legal matters.
2. Call to Order and Roll Call
3. Consent Meeting Agenda
4. Public Comments and Recognitions if applicable:
5. Personnel Recommendations
6. Agreements, Proposals, Requests
7. Approve Board Policy Revisions/Adoptions; Overnight or Out-of-State Travel as presented:
8. Adjournment



QUOTE

Intermediate Unit 1
One Intermediate Unit Drive
Coal Center, PA 15423
Phone: (724) 938-3241
Fax: (724) 938-6665

Quote Expires 7/1/2026

Date: 6/11/2026

Bill To:
Forest Hills School District
549 Locust Street, PO Box 158
Sidman, PA 15955
ATTN: Walter Christ

Comments or Special Instructions:

The term of commitment for this service runs through June 30, 2029 and will be billed annually.

Item	Description	QTY	Rate	Total
SentinelOne Workstation License	Year 1 - 7/1/2026 through 6/30/2027	400	\$26.25	\$10,500.00
SentinelOne Server License	Year 1 - 7/1/2026 through 6/30/2027	12	\$39.00	\$468.00
SentinelOne Workstation License	Year 2 - 7/1/2027 through 6/30/2028	400	\$26.25	\$10,500.00
SentinelOne Server License	Year 2 - 7/1/2027 through 6/30/2028	12	\$39.00	\$468.00
SentinelOne Workstation License	Year 3 - 7/1/2028 through 6/30/2029	400	\$26.25	\$10,500.00
SentinelOne Server License	Year 3 - 7/1/2028 through 6/30/2029	12	\$39.00	\$468.00
			3-Year Total	\$32,904.00

Billed Year 1 - 2026-2027 - \$10,968.00
Billed Year 2 - 2027-2028 - \$10,968.00
Billed Year 3 - 2028-2029 - \$10,968.00

Terms & Approval: By signing and returning this quotation, I authorize Intermediate Unit 1 to order the above products.

****SCHOOL DISTRICT PURCHASE ORDER MUST ACCOMPANY THIS SIGNED AGREEMENT****

Any questions contact:
Joe Lape
(724) 938-3241 ext. 224
joseph.lape@iu1.org

Buyer's Signature

THANK YOU FOR YOUR BUSINESS

INTERMEDIATE UNIT 1 – CONSORTIUM LICENSE PURCHASE AGREEMENT

Made this 11th day of June 2026,

BETWEEN

Forest Hills School District, a Pennsylvania public school district operating pursuant to the Public-School Code of 1949, as amended, having an address of 549 Locust street, PO Box 158, Sidman, Pennsylvania 15955 hereinafter "SCHOOL DISTRICT,"

AND

INTERMEDIATE UNIT 1, an educational institution organized pursuant to the Public-School Code of 1949, as amended, having an address of One Intermediate Unit Drive, Coal Center, Pennsylvania 15423, hereinafter "IU1."

WHEREAS, IU1 can purchase certain software licenses, hereinafter "Licenses," for member school districts at a fixed price from certain vendors through the Pennsylvania Association of Intermediate Units; and

WHEREAS SCHOOL DISTRICT is one such member school district that is requesting IU1 purchase a number of Licenses on its behalf from the vendor as set forth on Exhibit "A."

NOW, THEREFORE, in consideration of the mutual covenants herein contained and with the intent to be legally bound hereby, both parties hereto agree as follows:

1. **Term:** The term of this Agreement shall begin July 1, 2026, and terminate on June 30, 2029.
2. **Services and Materials:**
 - a. SCHOOL DISTRICT will notify IU1 in writing of the Licenses it wants IU1 to obtain from the vendor as set forth in Exhibit "A."
 - b. Such a request by SCHOOL DISTRICT for the Licenses as described in Exhibit "A" is irrevocable and may not be amended or altered without the written consent of both parties.
 - c. IU1 will send SCHOOL DISTRICT an invoice for the Licenses that SCHOOL DISTRICT is purchasing, which may include a service fee.
 - d. IU1 will be responsible for paying the vendor set forth on Exhibit "A" directly.

3. **Payment for Services:** SCHOOL DISTRICT shall pay the invoices sent by IU1 pursuant to paragraph 2. herein, within thirty (30) days of receipt of the invoices.
4. **Confidentiality of Personally Identifiable Information:** SCHOOL DISTRICT will safeguard the confidentiality of enrolled students' personally identifiable information consistent with the Family Educational Rights and Privacy Act and its accompanying regulations.
5. **Default/Termination:** In the event that either party defaults under any provision of this Agreement, and such default is not cured within thirty (30) days of receipt of written notice, the non-defaulting party shall have the right to terminate this Agreement upon subsequent written notice.
6. **Indemnity:** Subject to paragraph 7. below and any immunities provided by law, each party agrees to defend, indemnify, and hold harmless the other party from and against liability for costs and damages (including reasonable attorneys' fees) finally awarded against the indemnified party on or in connection with a third-party claim that the indemnifying party breached its obligations under this Agreement. In no case will IU1's obligation for indemnification exceeds the limits of liability or immunity under the Political Subdivision Tort Claims Act.
7. **Limitation of Liability:** The total liability of IU1 and its affiliates, directors, officers, employees, subcontractors, agents, and representatives for all claims of any kind arising out of this Agreement, whether in contract, tort, or otherwise, shall be limited to the total fees paid to IU1 by SCHOOL DISTRICT under this Agreement. IU1 shall not in any event be liable for any indirect, consequential, or punitive damages, even if IU1 has been advised of the possibility of such damages. No action, regardless of form, arising out of or relating to this Agreement, may be brought by either party more than one (1) year after the cause of action has accrued, except an action for non-payment may be brought within one (1) year following the date of the last payment due under this Agreement.
8. **Agreement Not Assignable:** This Agreement shall not be assigned by either party.
9. **No Representation or Warranty:** School District expressly acknowledges that IU1 makes no representation or express or implied warranty as to the Licenses.
10. **Notice:** All notices required under this Agreement shall be delivered via certified mail, return receipt requested, or Federal Express delivery services to the following parties at the addresses set forth below:

To SCHOOL DISTRICT:

Dr. David Lehman
Forest Hills School District
549 Locust Street, PO Box 158
Sidman, PA 15955

To IU1:

Dr. Donald Martin, Executive Director
Intermediate Unit 1
One Intermediate Unit Drive
Coal Center, PA 15423

11. **Governing Law:** This Agreement shall be governed by the laws of the Commonwealth of Pennsylvania.
12. **Authorizations:** The parties represent that the representatives set forth below are authorized to enter into this Agreement on behalf of their respective Boards of Directors.
13. **No Waiver:** No consent or waiver, express or implied, by either party to this Agreement or any breach or default by the other in the performance of any obligations hereunder shall be deemed or construed to be a consent to or waiver of any other breach or default by such party hereunder. Failure on the part of any party hereto to complain of any act or failure to act of the other party or to declare the other party in default hereunder, irrespective of how long such failure continues, shall not constitute a waiver of the rights of such party hereunder.
14. **Force Majeure:** In the event either party is unable to perform any of the respective obligations set forth in this Agreement by reason of "force majeure," those obligations shall be suspended during, but no longer than, the continuance of the force majeure, and this Agreement shall remain in effect only during its term as set forth herein. The phrase "force majeure" shall include an act of God, strike, lockout, or other industrial disturbance, an act of the public enemy, war, terrorism, sabotage, insurrection, disease epidemic, disease pandemic, weather emergency or other act of nature, or any governmental delay.
15. **Arbitration:** Should there be any dispute as to the application or interpretation of any provision of this Agreement, the aforesaid dispute shall be submitted to arbitration pursuant to the provisions of the Pennsylvania Arbitration Act. In the event the parties are unable to agree upon an arbitrator, an arbitrator shall be selected by the Court of Common Pleas of Fayette County.
16. **Counterparts:** This Agreement may be signed by any number of counterparts, each of which shall be an original, but all of which together shall constitute one

instrument. Facsimile copies of signatures shall serve as acceptable substitutes for original signatures and shall be legally binding.

17. **Entire Agreement:** This Agreement constitutes the entire agreement between SCHOOL DISTRICT and IU1, it shall supersede any prior verbal or written agreements, and it may not be amended except in writing signed by duly authorized representatives of both parties.

IN WITNESS WHEREOF, the parties hereto have set their hands and seals the day and year first above written.

(SEAL)
ATTEST:

BY _____
Dr. David Lehman, Superintendent

Secretary

FOREST HILLS SCHOOL DISTRICT

INTERMEDIATE UNIT 1

(SEAL)
ATTEST:

BY _____
Dr. Donald W. Martin, Executive Director

Secretary

IU1

EXHIBIT "A"

400 Workstation Licenses (\$26.25 ea.) and 12 Server Licenses (\$39.00 ea.) = number/type of

License(s) from SentinelOne (Vendor)

Year One (1) Cost = \$10,968.00

Year Two (2) Cost = \$10,968.00

Year Three (3) Cost = \$10,968.00

For the total amount of

\$32,904.00 for the three (3) year agreement.

AGREEMENT

This agreement is executed between Camco Physical and Occupational Therapy, LLC (CAMCO) and the Forest Hills School District (DISTRICT) and supersedes any and all previously executed agreements between the two parties.

PART I

DISTRICT desires to purchase through contract the necessary expertise to provide rehabilitation services (physical and occupational therapy) to exceptional children attending school in the Forest Hills School District, Pennsylvania and speech therapy for children attending the ACRP programs and attending the Forest Hills Area School District as assigned by DISTRICT. CAMCO has the professional staff to assist in the provision of such services. Therefore, DISTRICT and CAMCO enter into this agreement to provide a full statement of their respective responsibilities in the provision of said services.

PART II

CAMCO agrees to:

1. Evaluate clients/students, set goals, write individual programs for performance by CAMCO personnel and school personnel, interpret programs and goals, and reevaluate the effectiveness of the program as assigned by DISTRICT. The evaluations are to be done every three (3) years unless the IEP team determines otherwise. These evaluations shall be of a standard nature and normally consist of no more than three (3) typewritten pages. The evaluations will be produced and available to DISTRICT staff within three (3) working days of performance of the evaluation.
2. Demonstrate techniques of handling, positioning, gross motor activities, fine motor activities, sensory stimulation, body mechanics, lifting, carrying and suggestions for feeding and dressing to teachers, aides, staff and other parties designated by DISTRICT.
3. Provide direct, monitoring and consultation services on-site at locations designated by DISTRICT personnel.
4. Consult with staff designated by DISTRICT and carry out the above assignments at times mutually agreed upon by CAMCO therapists and DISTRICT staff.
5. Provide services on a 12-month calendar on any weekday (Monday-Friday), excluding holidays observed by the client, school or provider.
6. Maintain a computerized database recording each physical, occupational, and speech therapy contact with or on behalf of clients/students referred to CAMCO by DISTRICT.
7. Work within the organizational framework and abide by the policies and procedures of DISTRICT insofar as it is necessary to conform to the regulations of federal, state, and county agencies and the laws of the Commonwealth of Pennsylvania.
8. Provide DISTRICT with monthly invoices as a basis for reimbursement for CAMCO's services. These invoices shall be accompanied by appropriate time sheets showing the amounts of time services were delivered to DISTRICT clients/students. These invoices shall be in a format that conforms to DISTRICT guidelines.
9. Maintain all records and back-up documentation for a period of three (3) years after the services have been performed.
10. Have all therapists complete the Professional Services Logs for any School-based Access Program eligible students who have been identified by the DISTRICT. DISTRICT will be responsible for all other aspects of the School-Based Access Program billing, including completing, transmitting necessary documentation to the state-appointed contractor for payment, motivating parents to sign

the Parent Letter giving permission to bill ACCESS for physical and occupational therapy services delivered in the educational setting, and obtaining the required Medical Practitioner Authorization.

11. Demonstrate that a quality assurance program is in place to ensure appropriate delivery of physical and occupational therapy services in accordance with professional standards and the principles of the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973.
12. Demonstrate what measures are taken to ensure accuracy of billing procedures for physical and occupational therapy services under this contract.

PART III

1. DISTRICT shall utilize CAMCO's services as described above during the period of this contract, subject to termination as provided in Part VI.
2. DISTRICT agrees to identify students that may require physical, occupational, and speech therapy, to secure parental permission to be evaluated for those students in collaboration with CAMCO and to refer these students to CAMCO.
3. DISTRICT agrees that physical and occupational therapy services will be initiated only after evaluation by a CAMCO physical or occupational therapist and that the recommendations of the therapist(s) will be made known to the team formulating a given student's IEP within three (3) business days of the evaluation.
4. DISTRICT agrees that CAMCO's Chief Executive Officer, Charity A. Volland, OTR/L, shall be designated administrative liaison to DISTRICT and that all requests for significant changes in services or additional services and all perceived needs for improvement of services will be directed to her.

PART IV

1. In the performance of this contract, it is mutually understood and agreed that CAMCO is at all times acting and performing as an independent contractor for DISTRICT. DISTRICT shall not have the right to exercise any control or direction over the methods by which CAMCO shall perform contracted services. The sole interest and responsibility of DISTRICT is to ensure that the contracted services shall be performed in accordance with applicable law, recognized standards of professional practice and the terms of this contract. CAMCO shall have the right to perform contracted services for individuals and entities other than DISTRICT. The parties understand that since CAMCO shall be an independent contractor, CAMCO and its clinical staff shall not have the right to participate in any benefits or programs sponsored by DISTRICT on behalf of its employees, including but not limited to workers' compensation insurance.
2. CAMCO agrees to comply with the Civil Rights Act of 1964 and the Civil Rights Act of 1991 to the end that, no person in the United States shall, on the grounds of race, color, religion, creed, national origin, disability or age, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under, any program or activity which is supported by Federal Funds. All physical and occupational therapy services will be provided in accordance with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act and the Age Discrimination in Employment Act of 1975. CAMCO understands that it is DISTRICT's policy to render services without regard to race, color, religion, creed, national origin, age, disability, or diagnosis.
3. CAMCO and DISTRICT agree to indemnify and hold each other harmless against all claims and suits for personal injury or property damage resulting from the negligent acts of omissions of their own servants, agents, and employees. CAMCO and DISTRICT agree to give each other notice in writing within 30 days after receiving notice of any such claim. It is expressly agreed that this

indemnification agreement shall not apply to any damages, losses, or expenses resulting from or caused by negligent acts or omissions of the other's agents, servants or employees. This is not a release by the parties of their obligations under this contract, including those under Part V.

4. CAMCO agrees to assure that all services are provided by therapists or therapy assistants licensed as appropriate by the Commonwealth of Pennsylvania Bureau of Professional and Occupational Affairs.
5. CAMCO agrees to have its clinical staff secure an adequate level of professional liability insurance and provide evidence of same on request of the DISTRICT Business Manager.
6. CAMCO agrees to provide on request of the DISTRICT Superintendent copies of clearances of all CAMCO therapists by the PA State Police under the Act 34 criminal background check, under the Act 151 Child Abuse History and Act 114 FBI fingerprinting.
7. CAMCO agrees that, if any due process hearing establishes that CAMCO has not provided services in accordance with a student's IEP, CAMCO will provide those services in the manner prescribed in the hearing ruling. If those services are in addition to services already provided, and if CAMCO has not already billed DISTRICT for such services, CAMCO retains the right to bill DISTRICT at the usual agreed rates for the additional mandated services. If those services are remedial to services already provided and if CAMCO has already billed for services that were deemed inadequate in the hearing, CAMCO agrees to provide the remedial services without further cost to DISTRICT. In any case, CAMCO agrees that its duty is to correct and make whole any insufficiency of its service identified in a due process hearing.

PART V

1. DISTRICT shall compensate CAMCO for physical and occupational therapy services at a rate of fifty-nine dollars and no cents (\$59.00) per contact hour of services and speech therapy services at a rate of fifty-nine dollars and no cents (\$59.00) per contact hour of services. Services shall include:
 - a) Direct, monitoring or consultation services in compliance with a student's IEP;
 - b) Consultation services pursuant to accomplishment of the student's IEP with students' parents, authorizing medical practitioners, IEP team members, DISTRICT staff, and other education personnel;
 - c) Consultation, as directed by DISTRICT, with DISTRICT attorneys or in due-process hearings or other legal proceedings;
 - d) Attendance, as directed by DISTRICT, at IEP and Circle of Support meetings;
 - e) Appropriate documentation of services rendered, including reports of evaluation, annual updates, triennial re-evaluations, and ACCESS Professional Services Logs;
 - f) Other services as authorized by DISTRICT.
2. CAMCO agrees that there will be no charge to DISTRICT for secretarial or travel services associated with provision of physical, occupational therapy, and speech therapy.
3. DISTRICT agrees to compensate CAMCO monthly upon submission of an invoice by CAMCO.
4. DISTRICT agrees that payment of the entire amount invoiced will be due on receipt of invoice by DISTRICT.

PART VI

1. DISTRICT agrees not to negotiate any personal contract with the clinical staff of CAMCO while this agreement is in effect and for one year following the termination of this agreement.
2. DISTRICT and CAMCO agree that if at any time during the term of this agreement, DISTRICT alleges that services rendered by CAMCO are unsatisfactory, DISTRICT shall give CAMCO written notice with a description of the specific services deemed unsatisfactory. Within three (3)

days of receipt of the notice, CAMCO shall have the right to an interview with DISTRICT administration to determine corrective measures to render services satisfactory again. CAMCO shall apply the corrective measures within ten (10) days of receipt of the written notice, unless DISTRICT and CAMCO agree to a longer period in writing. Failure by CAMCO to apply corrective measures within the agreed period of time shall be deemed a violation of the agreement and sufficient cause for immediate termination.

3. This agreement shall be for the period August 1, 2026 to July 31, 2029. Termination by either party at any time shall be permitted for any reason or no reason with at least sixty (60) days' written notice. Termination notices of fewer than sixty (60) days will result in a penalty payment by the terminating party of the entire month's costs of the month immediately prior to the month of termination.
4. This agreement may be altered only by mutual consent of the parties hereto, and such alteration is only valid if stipulated in writing and attached to this document.
5. CAMCO and DISTRICT agree that, if one or more provisions of this agreement are held to be invalid, illegal or unenforceable, no other provision shall thereby be affected.
6. CAMCO and DISTRICT agree that this agreement is to be interpreted in accordance with the laws of the Commonwealth of Pennsylvania.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement.

ATTEST:


WITNESS


Charity A. Voland
Chief Executive Officer

Camco Physical and Occupational Therapy, LLC

____ 6/25/2026 _____

Date

WITNESS

Dr. David Lehman
Superintendent
Forest Hills School District

Date



We're lighting the way to a brighter future!

2025 Bedford Street • Johnstown, PA 15904 • 814-262-0732 • Fax: 814-262-0837 • thelearninglamp.org

Memorandum of Understanding

School-Age Child Care Services Partnership

This Memorandum of Understanding ("MOU") is entered into between **The Learning Lamp (TLL)** and the **Forest Hills School District (FHSD)** for the purpose of collaborating to provide licensed before- and after-school child care services for students in Kindergarten through Grade 6 attending the Forest Hills School District.

The child care program will be owned, operated, managed, and insured by The Learning Lamp and will be located within facilities provided by the Forest Hills School District.

The program will be licensed through the Pennsylvania Department of Human Services (DHS) and will comply with all applicable DHS licensing regulations. As a licensed child care provider, the program will accept Child Care Works (CCW) subsidy assistance for eligible families.

The Learning Lamp agrees to provide qualified staff, age-appropriate programming, and a safe, enriching environment for enrolled students. Participation in the program is voluntary and will be available to all eligible students within the district, subject to enrollment capacity. Families will be charged **\$82.50 per week** for Before Care or After Care and **\$150.00 per week** for Before and After Care. Billing will occur after services have been rendered in accordance with The Learning Lamp's established billing procedures.

This Memorandum of Understanding is effective for the **2026–2027 school year** unless terminated in accordance with the provisions outlined below.

Responsibilities of Forest Hills School District

1. Provide The Learning Lamp with designated space within the school district to operate a licensed before- and after-school child care program.
2. Provide reasonable access to building amenities necessary for program operations, including nearby restroom facilities, building exits, internet service, telephone access, and other resources customarily available to school programs.
3. Notify The Learning Lamp as far in advance as reasonably possible if the program space must be temporarily relocated due to maintenance, construction, cleaning, special events, or other building needs. Advance notice will allow The Learning Lamp to notify enrolled families and, when required, the Pennsylvania Department of Human Services.
4. Coordinate student arrival and dismissal procedures to ensure enrolled students are safely transferred between school personnel and The Learning Lamp staff before and after the school day.



The Learning Lamp is an Equal Opportunity Employer (EOE) and provider whose mission is to engage all children in the support they need to succeed. The Learning Lamp is a 501(c)(3) nonprofit organization, donations to which are tax-deductible to the fullest extent permitted by law. The official registration and financial information of The Learning Lamp may be obtained from the Pennsylvania Department of State by calling toll-free within Pennsylvania; 1-800-732-0999. Registration does not imply endorsement.

Responsibilities of The Learning Lamp

1. Provide all classroom materials, equipment, educational supplies, games, and consumable items necessary for daily program operations.
2. Employ and supervise qualified staff who meet all Pennsylvania Department of Human Services licensing requirements, including required background clearances, training, and certifications.
3. Maintain compliance with all Pennsylvania Department of Human Services licensing regulations applicable to licensed school-age child care programs.
4. Maintain general liability insurance and provide proof of insurance to Forest Hills School District annually or upon request.
5. Maintain enrollment records, emergency contact information, medical information as required by licensing regulations, attendance records, and liability waivers for all enrolled children.
6. Be responsible for all enrollment, staffing, supervision, billing, tuition collection, regulatory compliance, and day-to-day operation of the child care program.

General Provisions

1. This Memorandum of Understanding represents the mutual understanding between The Learning Lamp and the Forest Hills School District regarding the operation of the licensed before- and after-school child care program.
2. The parties agree to review this agreement annually and may amend it by mutual written consent.
3. Either party may terminate this Memorandum of Understanding by providing ninety (90) days' written notice to the other party.
4. This Memorandum of Understanding does not create a partnership, joint venture, or employment relationship between the parties. Each organization shall remain solely responsible for its own employees, operations, and obligations.

Signatures

By signing below, the parties acknowledge that they have read, understood, and agree to the terms of this Memorandum of Understanding.

 7-9-20

Christy Leiato, Executive Director

Date

Dr. David Lehman, Superintendent Date

Forest Hills JSHS

TSI non-Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Forest Hills JSHS		108112203
Address 1		
PO Box 325		
Address 2		
535 Locust Street		
City	State	Zip Code
Sidman	PA	15955
Chief School Administrator		Chief School Administrator Email
Dr David L Lehman Jr		dlehman@fhrangers.org
Principal Name		
Kristin Wilson		
Principal Email		
krwilson@fhrangers.org		
Principal Phone Number		Principal Extension
8144877613		3600
School Improvement Facilitator Name		School Improvement Facilitator Email
Kristin Wilson		Krwilson@fhrangers.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Kristin Wilson	Principal	FHJSHS	krwilson@fhrangers.org
Rebecca Roberts	District Level Leaders	FHSD	rroberts@fhrangers.org
Dr. David Lehman	Chief School Administrator	FHSD	dlehman@fhrangers.org
Dr. Rob Dill	Chief School Administrator	FHSD	rdill@fhrangers.org
Tammy Ohler	Teacher	FHJSHS	tohler@fhrangers.org
Scott Krise	Teacher	FHJSHS	skrise@fhrangers.org
Eric Stone	Teacher	FHJSHS	estone@fhrangers.org
Michelle Beyer	Teacher	FHJSHS	mbeyer@fhrangers.org
Stephanie Partsch	Teacher	FHJSHS	spartch@fhrangers.org
Amanda Williamson	Education Specialist	IU08	awilliamson@iu08.org
Christopher Evans	Principal	FHJSHS	cevans@fhrangers.org
Dominic Vescovi	Teacher	FHJSHS	dvescovi@fhrangers.org

Vision for Learning

Vision for Learning

The vision of Forest Hills School District is to promote personal and educational excellence and to empower our students to be career, college, and future-ready graduates who are capable of making a positive impact in the community and beyond.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

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

Comments/Notable Observations

We have not met the state standard to be Proficient or Advanced in ELA, but we are within 1% of meeting that goal.

False Strengths	False Challenges	True N/A
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Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	More than 1/3 of students in this category were proficient.
White	This group has demonstrated consistent academic performance over the past four years, reflecting sustained instructional effectiveness and student achievement.
Economically Disadvantaged	Economically disadvantaged students have consistently performed at levels comparable to the full student group, indicating minimal performance gaps and reflecting equitable access to instruction and academic supports.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Scores continue to decrease for our group of students with disabilities.
Economically Disadvantaged	Economically disadvantaged students continue to experience declining academic performance, although the pace of the decline has slowed.
Students with Disabilities	Consistent data that is below 10%.

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

Math continues to be an area of struggle.

False Strengths	False Challenges	True N/A
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Strengths

ESSA Student Subgroups	Indicator
White	This group has demonstrated consistent academic performance over the past four years, reflecting sustained instructional effectiveness and student achievement.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Fluctuation of scores over the years.
Students with Disabilities	We are testing students at their grade level and not their instructional level.

Economically Disadvantaged	Data indicate a downward trend in performance. Although results have not reached the lowest levels previously observed, the continued decline warrants targeted intervention.
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Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

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

Comments/Notable Observations

In four categories we are below proficiency/growth expectations.

False Strengths	False Challenges	True N/A
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Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	We have seen improved scores with our students with disabilities since last school year, and scores have been steady the previous four (4) years.
Students with Disabilities	Highest score for PVAAS has been achieved this past year.
Economically Disadvantaged	In a comparison, the highest group in 2022-23 was white and economically disadvantaged.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Data indicate a downward trend in performance.
White	Data indicate a downward trend in performance.

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

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

Comments/Notable Observations

We are well below expectation for meeting annual academic growth expectations in Math/Algebra with low to moderate growth.

False Strengths	False Challenges	True N/A
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Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	Outperforming the larger groups: white, economically disadvantaged, and all test takers.

Challenges

ESSA Student Subgroups	Indicator
White	Data is stagnant with limited growth.
Economically Disadvantaged	Data is fluctuating and inconsistent.

English Language Growth and Attainment

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

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
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Challenges

ESSA Student Subgroups	Indicator

Regular Attendance

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

Comments/Notable Observations

We have seen an increase overall for attendance numbers, and our data is close to state average.

False Strengths	False Challenges	True N/A
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Strengths

ESSA Student Subgroups	Indicator
Combined Ethnicity	Numbers continue to increase and are trending in the right direction.
Students with Disabilities	Data is trending in the right direction.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Inconsistent and fluctuating attendance records going up and down.
Students with Disabilities	This is our largest subgroup of absence.

Career Standards Benchmark

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

Comments/Notable Observations

We exceed state standards in the Career Standards Benchmark.

False Strengths	False Challenges	True N/A
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Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	This group of students is above the state-wide average.
White	This group of students is above the state-wide average.
Students with Disabilities	This data is trending upward and showing an improvement.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	While there is a downward trend, our data still places us at the state average.

High School Graduation Rate Four-Year Cohort

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

Comments/Notable Observations

Our school exceeds graduation rates for the State standard.

False Strengths	False Challenges	True N/A
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Strengths

ESSA Student Subgroups	Indicator
White	This group of students is above the state-wide average.
Economically Disadvantaged	This group of students is comparable to the state-wide average.
Students with Disabilities	We were seeing an upward trend until 22-23, when there was insufficient data for the sample group.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	This group of students is well below the state-wide average.

Summary

Strengths

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

Increase overall percentage for attendance numbers and to be close to the state average.
Exceeds or meets state standard for graduation rate.
The District is exceeding state standards for career and college readiness.
The District's special education subgroup has shown growth in math.
Economically disadvantaged students are not underperforming in relation to the rest of the group.

Challenges

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

Well below expectation in math academic growth.
We have not met the state standard although we are within 1% for Proficient or Advanced in ELA.
Proficient or Advanced percentage in Math has not met standards.
Students with disabilities have data that is stagnant or inconsistent.
The District is experiencing negative growth in 4 of the categories. Unfortunately, this is due to students being tested at grade level who are not working at grade level.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
IXL	IXL is used in Grades 7-8 at the junior high school as part of the core class as well as enrichment. This content is at student level and although it is to grow students, when done independently, growth does not always occur at a rate we would like to see. It was difficult to compare growth due to the change in testing mid-year.
LinkIt	It should be noted that the benchmarking for LinkIt is not comparable to the scores on PSSA testing. Even this past school year, we have seen lower scores on LinkIt Form C predictions than what the students scored on the PSSA tests.

English Language Arts Summary

Strengths

Students were placed at their academic level while completing grade level content.
Standards aligned content and a review of curriculum with Intermediate Unit personnel this school year.
Adjustment to schedule (courses and time) at each grade level to meet our district's vision.
A series of multi-year targeted professional development

Challenges

Although we have not met the state standard, we are within 1% of doing so.
Differentiation and targeted interventions require continued development.
Data suggests that interventions have not yet produced a level of required growth.

Mathematics

Data	Comments/Notable Observations
IXL	IXL is used in Grades 7-8 at the junior high school as part of the core class as well as enrichment. This content is at student level and although it is to grow students, when done independently, growth does not always occur at a rate we would like to see.
Spring Math	As fluency is required to complete math content, the data shows that since beginning this program there has been an increase in the time of completion of the mastery target. The District has used Spring Math since 2018. This is also now used at the K level.
LinkIt	It should be noted that the benchmarking for LinkIt is not comparable to the scores on PSSA testing. Even this school year we have seen lower scores on LinkIt than what the students scored, specifically in the area of math.

Mathematics Summary

Strengths

A series of multi-year targeted professional development including schemas and ups check.
Continued support from Intermediate Unit 8 at the high school level

Challenges

Slow growth for all students in the area of math, including subgroups
Current rates of student growth are insufficient to close achievement gaps.
A need for a more systematic approach to intervention and instructional decision making
Differentiation and targeted interventions require continued development.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
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Science, Technology, and Engineering Education Summary

Strengths

Challenges

Related Academics

Career Readiness

Data	Comments/Notable Observations
Smart Futures	Smart Futures is targeted to reach certain content and surveys at various grade levels. This has proven successful for transition purposes as well as scheduling and students enter grade 9.
Transition surveys	Utilized specifically for students receiving special education services as a means to guide career paths. This begins at age 14 and a different survey is done yearly.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Summary

Strengths

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

Smart Futures is targeted to reach certain content and surveys at various grade levels. This has proven successful for transition purposes as well as scheduling and students enter grade 9.
Transition surveys are utilized specifically for students receiving special education services as a means to guide career paths. This begins at age 14 and a different survey is done yearly.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Facilitation of providing the necessary surveys.
Loss of core content that is required by the state to administer/provide the necessary information.

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

All students are provided an opportunity, with supports as needed, to the full curriculum.
Collaboration time is allotted at each grade level to ensure students receive appropriate supports.
Staff members support the success of all learners and maintain high expectations.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Attendance concerns continue to create barriers.
Transportation concerns create barriers for student work experiences and shadowing.
Communication and/or engagement with families can be challenging which limits opportunities for partnership.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Not Yet Evident

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

Summary

Strengths

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

>

Implementation of Spring Math in grades K-8.
Through concerted efforts with local businesses, we have established and maintain community partnerships to enhance learning in the classroom and prepare students outside the classroom.
Continued professional development through the IU.

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

>

Change from single period to double period math class for 26-27 SY and in grades 7 & 8.
Implementing the science of math and the continuum of math instruction.
Transportation in the rural area is a concern for continued growth towards our district's vision.
A more effective means of communication to reach all families is needed.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
Increase overall percentage for attendance numbers and to be close to the state average.	True
Exceeds or meets state standard for graduation rate.	True
The District's special education subgroup has shown growth in math.	True
Economically disadvantaged students are not underperforming in relation to the rest of the group.	True
The District is exceeding state standards for career and college readiness.	True
Students were placed at their academic level while completing grade level content.	False
All students are provided an opportunity, with supports as needed, to the full curriculum.	True
Standards aligned content and a review of curriculum with Intermediate Unit personnel this school year.	True
Adjustment to schedule (courses and time) at each grade level to meet our district's vision.	True
A series of multi-year targeted professional development	True
A series of multi-year targeted professional development including schemas and ups check.	False
Continued support from Intermediate Unit 8 at the high school level	True
Smart Futures is targeted to reach certain content and surveys at various grade levels. This has proven successful for transition purposes as well as scheduling and students enter grade 9.	True
Transition surveys are utilized specifically for students receiving special education services as a means to guide career paths. This begins at age 14 and a different survey is done yearly.	True
Implementation of Spring Math in grades K-8.	True
Continued professional development through the IU.	False
Collaboration time is allotted at each grade level to ensure students receive appropriate supports.	True
Staff members support the success of all learners and maintain high expectations.	True
Through concerted efforts with local businesses, we have established and maintain community partnerships to enhance learning in the classroom and prepare students outside the classroom.	True

Challenges

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

Strength	Check for Consideration in Plan
Well below expectation in math academic growth.	True
We have not met the state standard although we are within 1% for Proficient or Advanced in ELA.	False
Proficient or Advanced percentage in Math has not met standards.	True
Students with disabilities have data that is stagnant or inconsistent.	True
The District is experiencing negative growth in 4 of the categories. Unfortunately, this is due to students being tested at grade level who are not working at grade level.	True

Although we have not met the state standard, we are within 1% of doing so.	False
Differentiation and targeted interventions require continued development.	True
Data suggests that interventions have not yet produced a level of required growth.	True
Slow growth for all students in the area of math, including subgroups	False
Current rates of student growth are insufficient to close achievement gaps.	True
A need for a more systematic approach to intervention and instructional decision making	True
Differentiation and targeted interventions require continued development.	True
Facilitation of providing the necessary surveys.	False
Loss of core content that is required by the state to administer/provide the necessary information.	False
Change from single period to double period math class for 26-27 SY and in grades 7 & 8.	True
Attendance concerns continue to create barriers.	True
Transportation concerns create barriers for student work experiences and shadowing.	False
Communication and/or engagement with families can be challenging which limits opportunities for partnership.	True
Implementing the science of math and the continuum of math instruction.	True
Transportation in the rural area is a concern for continued growth towards our district's vision.	True
A more effective means of communication to reach all families is needed.	True

Most Notable Observations/Patterns

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

All are listed above.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Change from single period to double period math class for 26-27 SY and in grades 7 & 8.	There is a need for depth and breadth of content.	True
Well below expectation in math academic growth.	Over a number of years we have not seen the growth necessary in the area of math. In the last year we have worked closely with IU8 on curriculum writing and aligning curriculum vertically and horizontally while not overlapping previous year's content.	False
Proficient or Advanced percentage in Math has not met standards.		False
Students with disabilities have data that is stagnant or inconsistent.		False
The District is experiencing negative growth in 4 of the categories. Unfortunately, this is due to students being tested at grade level who are not working at grade level.	Achievement gaps persist among subgroups indicating a need for targeted supports and differentiated instruction.	True
Differentiation and targeted interventions require continued development.		False
Data suggests that interventions have not yet produced a level of required growth.		False
Current rates of student growth are insufficient to close achievement gaps.		False
A need for a more systematic approach to intervention and instructional decision making		False
Differentiation and targeted interventions require continued development.		False
Attendance concerns continue to create barriers.	Options available to students including not attending brick and mortar. Societal trends relating to education and the importance of attending school to be successful.	True
Communication and/or engagement with families can be challenging which limits opportunities for partnership.		False
Implementing the science of math and the continuum of math instruction.		False
Transportation in the rural area is a concern for continued growth towards our district's vision.		False
A more effective means of communication to reach all families is needed.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
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All students are provided an opportunity, with supports as needed, to the full curriculum.	ESSA provides a framework that the District utilizes to identify needs of students in the school through academic testing.
Implementation of Spring Math in grades K-8.	Foundational fluency enables students to be more successful. The District has implemented the program in all grade levels now since fall 2022.
Increase overall percentage for attendance numbers and to be close to the state average.	Increase in attendance results in an increase of learning.
Exceeds or meets state standard for graduation rate.	Through our change in vision, we have an increase in graduation rates due to student opportunity for work outside of the building (college and career).
The District's special education subgroup has shown growth in math.	Intervention strategies are yielding positive results.
Economically disadvantaged students are not underperforming in relation to the rest of the group.	All students are held to high standards.
The District is exceeding state standards for career and college readiness.	This is due to the implementation of the career and college readiness initiative in the District over the last 3 years and continued support of our community.
Standards aligned content and a review of curriculum with Intermediate Unit personnel this school year.	Provides a vertical and horizontal view of all content and its purpose.
Adjustment to schedule (courses and time) at each grade level to meet our district's vision.	The District is focusing on student interests to improve engagement which includes new courses and student selection of courses.
A series of multi-year targeted professional development	The District prioritizes faculty development.
Continued support from Intermediate Unit 8 at the high school level	Professional development includes: relationship building, bridges out of poverty, curriculum writing, science of reading, science of math, PBIS, MTSS, engagement, career readiness.
Smart Futures is targeted to reach certain content and surveys at various grade levels. This has proven successful for transition purposes as well as scheduling and students enter grade 9.	Beneficial for student's to be provided opportunities for future experiences both in and out of high school. This assists in scheduling and job shadowing as well as consideration for CTC.
Transition surveys are utilized specifically for students receiving special education services as a means to guide career paths. This begins at age 14 and a different survey is done yearly.	Beneficial for student's to be provided opportunities for future experiences both in and out of high school. This assists in scheduling and job shadowing as well as consideration for CTC.
Collaboration time is allotted at each grade level to ensure students receive appropriate supports.	Consistent instructional practices and a shared responsibility.
Staff members support the success of all learners and maintain high expectations.	Success of all means meeting diverse needs and access to growth.
Through concerted efforts with local businesses, we have established and maintain community partnerships to enhance learning in the classroom and prepare students outside the classroom.	Expands resources and enhances opportunities.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Transitioning to a block schedule math period provides increased instructional time for deeper conceptual understanding, structured practice and targeted intervention.

	Focus on Tier I instruction is a priority as data indicates that student subgroups are performing state growth expectations to require and strengthen core instruction.
	Chronic absenteeism is limiting consistent access to Tier I instruction and/or learning opportunities.

Goal Setting

Priority: Transitioning to a block schedule math period provides increased instructional time for deeper conceptual understanding, structured practice and targeted intervention.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By June 2027, 100% of grades 7-8 mathematics courses will operate using a block-scheduled instructional model that incorporates conceptual instruction, guided practice, intervention/enrichment opportunities, and formative assessment structures, resulting in at least a 5% increase in the percentage of students demonstrating proficiency on district mathematics benchmark assessments.			
Measurable Goal Nickname (35 Character Max)			
Math Block Schedule Implementation			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
100% implementation of the math block instructional model; baseline benchmark data collected and analyzed.	Benchmark data show at least a 2% increase in proficiency from baseline	Benchmark data show at least a 4% increase in proficiency from baseline.	Benchmark data show at least a 5% increase in proficiency from baseline.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Measurable Goal Nickname (35 Character Max)			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Priority: Focus on Tier I instruction is a priority as data indicates that student subgroups are performing state growth expectations to require and strengthen core instruction.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By June 2027, at least 70% of students with disabilities enrolled in grades 7-8 mathematics will improve their baseline assessment score measured by district-approved local mathematics assessments. Growth will be supported through targeted intervention and differentiated instruction within the mathematics block period.			
Measurable Goal Nickname (35 Character Max)			
Subgroup Math Growth			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Individual growth targets are established for 100% of students with disabilities based on baseline data from local mathematics assessments (unit diagnostics, curriculum-based measures, and/or progress monitoring tools).	Local assessment data and progress monitoring indicate that at least 50% of students with disabilities have improved their baseline scores by 2% or more.	Local assessment data and progress monitoring indicate that at least 60% of students with disabilities have improved their baseline scores by 4% or more.	Local assessment data and progress monitoring indicate that at least 70% of students with disabilities have improved their baseline scores by 5% or more.

Priority: Chronic absenteeism is limiting consistent access to Tier I instruction and/or learning opportunities.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By June 2027, grades 7–12 will demonstrate improved student attendance and on-time graduation outcomes through the implementation of consistent attendance systems, improved student engagement practices, and strengthened monitoring of at-risk students. The average daily attendance rate will increase by at least 2 percentage points from baseline, and the cohort graduation rate will increase by at least 3 percentage points from baseline, as measured by district attendance data and state-reported graduation data.			
Measurable Goal Nickname (35 Character Max)			
Absenteeism Reduction and increase grad rate			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Baseline data are established for average daily attendance and cohort graduation rate. Attendance monitoring systems and graduation tracking procedures are reviewed and implemented consistently across grades 7–12.	Average daily attendance increases by at least 1-2 percentage points from baseline. Early indicators of graduation readiness (credit accumulation/on-track status) show improvement for at-risk students compared to baseline.	Average daily attendance increases by at least 3 percentage points from baseline. Reduction in the number of students off-track for graduation compared to Q1 baseline data.	Average daily attendance increases by at least 4 percentage points from baseline, and cohort graduation rate increases by at least 4 percentage points from baseline.

Action Plan

Measurable Goals

Math Block Schedule Implementation	
Subgroup Math Growth	Absenteeism Reduction and increase grad rate

Action Plan For: Science of Math

Measurable Goals:
- By June 2027, 100% of grades 7-8 mathematics courses will operate using a block-scheduled instructional model that incorporates conceptual instruction, guided practice, intervention/enrichment opportunities, and formative assessment structures, resulting in at least a 5% increase in the percentage of students demonstrating proficiency on district mathematics benchmark assessments. - By June 2027, at least 70% of students with disabilities enrolled in grades 7-8 mathematics will improve their baseline assessment score measured by district-approved local mathematics assessments. Growth will be supported through targeted intervention and differentiated instruction within the mathematics block period.

Action Step	Anticipated Start Date	Anticipated Completion Date
The FHSD will utilize Intermediate Unit 08 and PaTTAN to provide professional development on the Science of Math and instructional practices in a block schedule model.	2026-07-01	2026-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Kristin Wilson, FHSD	Amanda Williamson IU08; PaTTAN	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teachers will develop a consistent instructional lesson structures aligned to the block model to increase allocated time for differentiation and reteaching opportunities.	Weekly Professional Learning Community Meeting Walk through assessments Regular support from IU08

Action Plan For: Attendance and graduation rate

Measurable Goals:
By June 2027, grades 7–12 will demonstrate improved student attendance and on-time graduation outcomes through the implementation of consistent attendance systems, improved student engagement practices, and strengthened monitoring of at-risk students. The average daily attendance rate will increase by at least 2 percentage points from baseline, and the cohort graduation rate will increase by at least 3 percentage points from baseline, as measured by district attendance data and state-reported graduation data.

Action Step	Anticipated Start Date	Anticipated Completion Date
Implement a consistent school wide attendance monitoring system that includes daily tracking, weekly attendance review, and identification of students at risk for chronic absenteeism.	2026-08-26	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?

Chris Evans, Assistant Principal	Google Sheet Power School data for ADA School Counselors Student Attendance Improvement Plan template	No	
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Identified list of students at risk for chronic absenteeism updated regularly, clear attendance reports and consistent review of the process.	Reviewed bi-weekly by Assistant Principal and other administrative staff; track the number of students flagged at risk over time to evaluate needs

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Science of Math	The FHSD will utilize Intermediate Unit 08 and PaTTAN to provide professional development on the Science of Math and instructional practices in a block schedule model.

Science of Math

Action Step		
The FHSD will utilize Intermediate Unit 08 and PaTTAN to provide professional development on the Science of Math and instructional practices in a block schedule model.		
Audience		
Math Department grades 3-8.		
Topics to be Included		
Virtual and Horizontal Alignment and the Science of math.		
Evidence of Learning		
Curriculum Mapping; Walk Through Evaluations.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Kristin Wilson, Principal; additional support: IU8 Personnel	2026-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Classroom/school visitation	weekly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Learning Format

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

Approvals & Signatures

Uploaded Files

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



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Date: August 2026 through June 2027

Forest Hills School District

Letter of Agreement between **Forest Hills School District (FHSD)** and Sign Language Specialists of Western PA, Inc., (SLSWPA) with the corporate office at the above address.

SLSWPA will provide Educational Interpreting services when requested by **FHSD**.

During the term of this Agreement and for a period of twelve (12) months following its termination or expiration, **FHSD** shall not, directly or indirectly, solicit for employment, hire, engage as an independent contractor, or otherwise retain any employee or independent contractor of SLSWPA who provided services to **FHSD** during the term of this Agreement, without the prior written consent of SLSWPA. This restriction applies regardless of whether the individual initiates the contact with **FHSD**.

If the School District hires or contracts directly with an interpreter introduced or assigned by SLSWPA during the term of this Agreement or within twelve (12) months after the last assignment, the School District agrees to pay a placement fee of 20% of the interpreter's anticipated annual compensation before the individual begins providing services directly.

SLSWPA agrees that no person, including the children who are served under this contract, shall be discriminated against by SLSWPA or its employees because of race, color, religious creed, ancestry, national origin, sex, age, or disability.

SLSWPA agrees to maintain the confidentiality of all confidential and proprietary information to which they gain access or is exposed during the course of working and further agrees not to divulge or allow the disclosure of any confidential/proprietary information to third parties except as may be required to perform the services hereunder. For the purposes of this agreement "confidentiality/proprietary information" includes all information that is not in the public domain, not generally available to the public, and which the district considers to be designated confidential or proprietary. This includes but is not limited to personally identifiable student(s) information, pupil records and the links.

SLSWPA shall maintain insurance coverage for comprehensive commercial general liability by a carrier that is licensed to provide such coverage. The policy shall reflect coverage of \$1,000,000 per occurrence for general liability, \$1,000,000 per occurrence for personal injury and \$1,000,000 for property damage.

SLSWPA has on file Certificates of Insurance for Workman’s Compensation, appropriate Liability Insurance, valid Child Abuse and Criminal History Clearances, which will be made available with this agreement

Any dispute between **FHSD** and SLSWPA shall be resolved by negotiations between involved parties

Fee Schedule – Long-Term Educational Assignments

- **Discounted rate for long-term educational assignments.**
- **\$56.00 per hour (\$60.00 per hour for after-school and weekend activities), with a 2-hour minimum.**
- **If the interpreter is commuting more than 10 miles, portal-to-portal charges will apply.**

Fee Schedule – Substitute & Additional Services

- **Applies to substitute interpreter coverage, IEP meetings, and other interpreting services that are not part of a long-term educational placement.**
- **\$75.00 per hour, portal-to-portal, with a 2-hour minimum.**
- **This rate also applies to after-school and weekend assignments.**

This rate will be charged if school is in session. If the student does not attend and the cancellation is not made within 24 hours, a full day will be charged. School delays, early dismissals, special closings, and holidays will not incur charges, provided advance notice is given.

Indemnification; SLSWPA shall indemnify and hold harmless the **FHSD**, its servants, agents, officials and employees for all damages, losses, claims suits, actions, judgments, which may hereafter brought against any or all them, that arise as a result in whole or in part, of the intentional acts, negligence, errors, omissions, or failure to perform by SLSWPA employees, agents or its consultants. Said damages shall include, but not limited to court costs and attorney fees.

IN WITNESS WHEREOF the parties hereto have here unto set their hands and seals the day and date first written above.

FHSD Representative

Sign Language Specialists of W.PA, Inc.

Print Name of FHSD Representative

Print the Name of Operations Manager

Signature of FHSD Representative

Signature of Operations Manager

Date:

Date:

FOREST HILLS SCHOOL DISTRICT

IMPACT STATEMENT

ISSUE: Add fence and gate between the ES front and middle playgrounds.

PERSON(S) MAKING REQUEST: Walter Christ III, Director of Facilities and IT Operations

DATE OF REQUEST: 16 July 2026

FISCAL YEAR TO BE IMPACTED: 2026-2027

SCHOOL (S) IMPACTED: Elementary

IMPACT STATEMENT: We are proposing that we contract with Sturdy Mountain Fencing to install fencing between the school and the current fence to segregate the front playground from the next. In order to preserve access along the walking path, a gate would also be installed to permit passage when the playgrounds are not in use for recess.

This is proposed to address a safety concern raised by faculty that use the front playground (which serves our youngest students) regarding students who may not yet understand the bounds of the playground and elope to other playgrounds. Current practice is to use a faculty member to monitor this.

It is understood that this concern is limited to only this playground as students are expected to develop sufficiently that they understand the concept of a playground's boundaries by the time they advance to the middle playground and beyond.

EFFECT ON OTHERS: These minor additions will provide additional safety measures, particularly for our Kindergarten and First Grade students.

COST TO THE DISTRICT: \$ 1,400.00



Policy 236.1 — Threat Assessment

Printed 7/14/2026

Policy Number	236.1
Title	Threat Assessment
Revised	7/14/2026
Version	v1 · 7/14/2026 · DRAFT

Threat Assessment

Purpose

The Board is committed to protecting the health, safety and welfare of its students and the school community and providing the resources and support to address identified student needs. The Board adopts this policy to address student behavior that may indicate a threat to the safety of the student, other students, school employees, school facilities, the community and others. [\[1\]](#)

Authority

The Board directs the Superintendent or designee, in consultation with the School Safety and Security Coordinator, to establish a threat assessment team and develop procedures for assessing and intervening with students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community and others. [\[1\]](#)

The established procedures must include protocols for the timely consultation between the team and law enforcement, juvenile justice agencies, county agencies, health care providers or behavioral service providers, as appropriate, to refer students whose behavior indicates a potential threat for additional interventions or supports, including the exchange of relevant information in accordance with federal and state law. [\[1\]](#)[\[2\]](#)[\[3\]](#)

Definitions

Behavioral service providers – includes, but is not limited to, a state, county or local behavioral health service provider, crisis intervention center or psychiatric hospital. The term includes a private service provider which contracts with a state, county or local government to act as a behavioral health agency. [\[4\]](#)

Bias – the attitudes or beliefs we have about a person or group that affects our understanding,

actions and decisions in a conscious or subconscious manner.

Individualized Management Plan – a plan developed for a student who is referred to the threat assessment team that documents the concerns that brought a student to the team’s attention, as well as the resources and supports a student might need based on the information gathered during the assessment.

Threat assessment – 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.

Delegation of Responsibility

The Superintendent or designee, in consultation with the School Safety and Security Coordinator, shall appoint [\[1\]](#)

[Note: districts should only select one of the appropriate options if the designated team is made up of required personnel under 24 P.S. 1302-E]

☒ } individuals to a district threat assessment team, [and/or,](#) [-](#)

☒ } individuals to a threat assessment team at each school building in the district.

~~{ } the district’s Student Assistance Program team to serve as the threat assessment team.~~

~~-~~

~~{ } the district’s Safe2Say Something crisis team to serve as the threat assessment team.~~

~~-~~

~~{ } the district’s suicide prevention crisis response/crisis intervention team to serve as the threat assessment team.~~

~~-~~

~~{ } the district’s _____ to serve as the threat assessment team.~~

The Superintendent or designee shall designate a member of the team as team leader for the threat assessment team. [\[1\]](#)

The threat assessment team shall include the School Safety and Security Coordinator and individuals with expertise in school health; counseling, school psychology or social work; special education; and school administration. [\[1\]](#)

~~{ } members of the Student Assistance Program team. [\[5\]](#)~~

-

~~{ } school security personnel. [6]~~

-

~~{ } law enforcement agency representatives.~~

-

~~{ } behavioral health professionals.~~

-

~~{ } members of the Safe2Say Something crisis team. [7]~~

-

~~{ } suicide prevention coordinators and/or members of the crisis response/crisis intervention team. [8]~~

-

~~{ } juvenile probation professionals.~~

-

~~**{ } an individual who serves on a local or county threat assessment team, if applicable.**~~

{X} The Superintendent or designee may assign additional staff members or designated community resources to the threat assessment team for assessment and response support.

The Superintendent or designee shall develop and implement administrative regulations to support the threat assessment process.

Guidelines

Training

The

{X} Superintendent or designee and the

{X} School Safety and Security Coordinator

shall ensure that threat assessment team members are provided individual and/or group training annually on: [1]

1. Responsibilities of threat assessment team members.
2. Process of identifying, reporting, assessing, responding to and intervening with threats.
3. Identifying and avoiding racial, cultural or disability bias. [\[9\]](#) [\[10\]](#)
4. Confidentiality requirements under state and federal laws and regulations, and Board policies. [\[5\]](#) [\[7\]](#) [\[11\]](#) [\[12\]](#) [\[13\]](#)
- 5.
6. ~~{ } Student Assistance Program process.~~ [\[5\]](#)
-
7. ~~{ } Youth suicide awareness, prevention and response.~~ [\[8\]](#)
-
8. ~~{ } Trauma-informed approach.~~ [\[14\]](#)
-
9. ~~{ } Safe2Say Something procedures.~~ [\[7\]](#)
-
10. ~~{ } Multi-tiered systems of support.~~
-
11. ~~{ } Positive Behavioral Intervention and Support.~~
- 12.

Threat assessment team training shall be credited toward professional education requirements and school safety and security training requirements for staff, in accordance with applicable law and Board policy. [\[1\]](#) [\[7\]](#) [\[15\]](#) [\[16\]](#) [\[17\]](#) [\[18\]](#)

Information for Students, Parents/Guardians and Staff

The district shall annually notify students, staff and parents/guardians about the existence and purpose of the threat assessment team through posting information on the district website, publishing in handbooks and through other appropriate methods. [\[1\]](#)

The threat assessment team shall make available age-appropriate informational materials to students regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report concerns, including through the Safe2Say Something program and other district reporting hotlines or methods. Informational materials shall be available for review by parents/guardians. [\[1\]](#) [\[8\]](#) [\[9\]](#) [\[19\]](#) [\[20\]](#) [\[21\]](#)

The threat assessment team shall make available informational materials for school employees

regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report concerns, including through the Safe2Say Something program and other district reporting hotlines or methods. Information for school employees shall include a list of the staff members who have been appointed to the threat assessment team. [\[1\]](#) [\[8\]](#) [\[9\]](#) [\[19\]](#) [\[21\]](#)

The district shall annually provide mandatory training for school staff on identification or recognition of student behavior that may indicate a threat to the safety of the student, other students, school employees, other individuals, school facilities or the community, in accordance with law, Board policy and the standards specified by the state's School Safety and Security Committee. [\[7\]](#) [\[17\]](#)

Reporting and Identification

The threat assessment team shall document, assess and respond to reports received regarding students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others. [\[1\]](#)

The threat assessment team shall assist in assessing and responding to reports that are received through the Safe2Say Something Program identifying students who may be a threat to themselves or others. [\[1\]](#) [\[7\]](#)

The threat assessment team shall assist in assessing and responding to reports of students exhibiting self-harm or suicide risk factors or warning signs, as identified in accordance with applicable law and Board policy. [\[1\]](#) [\[8\]](#)

When the threat assessment team has made a preliminary determination that a student's reported behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others, the team shall immediately take the following steps: [\[1\]](#)

1. Notify the Superintendent or designee and School Safety and Security Coordinator of the reported threat.
2. Notify the building principal of the school the student attends of the reported threat, who shall notify the student's parent/guardian of the reported threat.

When a reported student's behavior indicates that there may be an imminent threat to the safety of the student or others, or an emergency situation, a threat assessment team member shall take immediate action, which may include promptly reporting to the appropriate law

enforcement agency and school administration. [\[1\]](#) [\[6\]](#) [\[7\]](#) [\[22\]](#)

Where a threat assessment team member has reasonable cause to suspect that a reported situation indicates that a student may be a victim of child abuse, the member shall make a report of suspected child abuse in accordance with law and Board policy. [\[1\]](#)[\[23\]](#) [\[24\]](#)

Inquiry and Assessment

In investigating, assessing and responding to threat reports, the threat assessment team shall make a determination if the report should be addressed under one or more specific Board policies or administrative regulations, based on the subject matter of the report and the requirements of law, regulations and Board policy, including, but not limited to, reports involving:

1. Discrimination/Harassment. [\[9\]](#) [\[19\]](#)
2. Bullying/Cyberbullying. [\[21\]](#)
3. Suicide Awareness, Prevention and Response. [\[8\]](#)
4. Hazing. [\[25\]](#)
5. Dating Violence. [\[26\]](#)

Members of the threat assessment team shall engage in an assessment of the reported student behavior that may indicate a threat, in accordance with training and established procedures. This process may include, but is not limited to:

1.
 1. ~~{ } Interviewing the student, other students, staff, parents/guardians or others regarding the subject(s) of the reported threat.~~
 -
 2. ~~{ } Reviewing existing academic, health and disciplinary records and assignments, as appropriate, regarding the subject(s) of the report.~~
 -
 3. ~~{ } Conducting searches of lockers, storage spaces and other possessions on school property as applicable, in accordance with applicable law, regulations and Board policy.~~ [\[27\]](#)
 -

4. ~~{ } Examining outside resources such as social media sites, in coordination with law enforcement, or contacting law enforcement, juvenile probation or community agencies to request additional information about the subject(s) of the report, in accordance with law, regulations and Board policies.~~
-
5. ~~{ } Where appropriate, convening the appropriate team to assess and/or address the situation that is the subject of the report, such as the Individualized Education Program (IEP) team, Section 504 Team, Behavior Support team, Student Assistance Program team or others.~~ [\[5\]](#) [\[10\]](#) [\[28\]](#) [\[29\]](#) [\[30\]](#) [\[31\]](#)

The threat assessment team shall establish and implement procedures, in accordance with the district's memorandum of understanding with each law enforcement agency having jurisdiction over school property, to address situations where the investigation of a reported threat shall be transferred to the appropriate law enforcement agency. [\[6\]](#) [\[22\]](#)

The threat assessment team may request that the county agency or juvenile probation department consult and cooperate with the team in assessing the student who is the subject of a preliminary determination regarding a threat. [\[1\]](#)

When assessment of a student's behavior determines that it is not a threat to the student, other students, school employees, school facilities, the community or others, the threat assessment team shall document the assessment and may refer the student to other appropriate resources such as a child study team, the Student Assistance Program team, an IEP or Section 504 Team or other district supports and services.

Response and Intervention

The threat assessment team shall develop an Individualized Management Plan for each student identified and assessed as posing a threat to the student, other students, school employees, school facilities, the community or others. The plan should document the team's evaluation of the threat and recommendations for disposition of the threat, including the information gathered during the assessment and recommendations for response and intervention.

Following notification to the student's parent/guardian, the threat assessment team may refer the student to an appropriate program or take action to address the reported situation in accordance with applicable Board policy, which may include, but is not limited to: [\[1\]](#)

1. A referral to the Student Assistance Program. [\[5\]](#)
2. A referral to the appropriate law enforcement agency. [\[6\]](#) [\[7\]](#) [\[22\]](#)

3. An appropriate evaluation to determine whether the student is a qualified student with a disability in need of a Section 504 Service Agreement or in need of special education services through an Individualized Education Program (IEP), in accordance with applicable law and Board policy. [\[10\]](#) [\[28\]](#) [\[31\]](#)
4. A referral to the student's IEP Team to review and address the student's IEP and/or Positive Behavior Support Plan. This could include, but is not limited to, a manifestation determination or functional behavioral assessment in accordance with applicable law, regulations and Board policy. [\[28\]](#) [\[29\]](#) [\[30\]](#) [\[31\]](#)
5. A referral to the student's Section 504 Team to review and address the student's Section 504 Service Agreement and/or Positive Behavior Support Plan. [\[10\]](#)
6. With prior parental consent, a referral to a behavioral service provider, health care provider or county agency. [\[32\]](#)
7. Addressing behavior in accordance with applicable discipline policies and the Code of Student Conduct. [\[33\]](#) [\[34\]](#) [\[35\]](#) [\[36\]](#)
8. Ongoing monitoring of the student by the threat assessment team, a child study team, Student Assistance Program team or other appropriate school personnel.
9. Taking steps to address the safety of any potential targets identified by the reported threat. [\[7\]](#) [\[37\]](#)

School Safety and Security Incident Reporting –

For reporting purposes, the term **incident** means an instance involving an act of violence; the possession of a weapon; the possession, use or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use or sale of alcohol or tobacco products; or conduct that constitutes an offense listed in the school safety and security provisions of School Code. [\[22\]](#) [\[38\]](#) [\[39\]](#) [\[40\]](#)

When a reported threat also meets the definition of an incident, in accordance with reporting requirements, the Superintendent or designee shall immediately report required incidents, if not previously reported by district staff, and may report discretionary incidents committed by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the law enforcement agency that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with law enforcement and Board policies. [\[22\]](#) [\[33\]](#) [\[38\]](#) [\[39\]](#) [\[41\]](#) [\[42\]](#) [\[43\]](#)

The Superintendent or designee shall notify the parent/guardian, if not previously notified by

district staff, of any student directly involved in an incident on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity, who is a victim or suspect, immediately, as soon as practicable. The Superintendent or designee will inform the parent/guardian whether or not the law enforcement agency that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee will document attempts made to reach the parent/guardian.

[22] [39] [44]

Students With Disabilities –

When reporting an incident committed by a student with a disability or referring a student with a disability to a law enforcement agency, the district shall provide the information required by state and federal laws and regulations and shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by these authorities. The district shall ensure compliance with the Family Educational Rights and Privacy Act when transmitting copies of the student's special education and disciplinary records. [2] [3] [11] [13]

[45] [46]

Monitoring and Management

If a student has an Individualized Management Plan, the threat assessment team shall monitor the Individualized Management Plan and coordinate with the designated team or resource to provide support and follow-up assessment as necessary. Follow-up assessments, referrals, re-entry plans and other supports shall be documented as part of the student's Individualized Management Plan.

The threat assessment team, in coordination with other appropriate teams and supports, shall determine when the student's Individualized Management Plan is no longer needed for disposition of the threat(s), and may transfer appropriate information in accordance with applicable law, regulations and Board policy. [5] [8] [10] [11] [13] [28]

Records Access and Confidentiality

In order to carry out their duties and facilitate the timely assessment of and intervention with students whose behavior may indicate a threat, the threat assessment team shall have access to the following student information to the extent permitted under applicable law and regulations:

[1]

1. Student health records. [47] [48]

2. Prior school disciplinary records. [\[11\]](#) [\[13\]](#) [\[49\]](#)
3. Records related to adjudication under applicable law and regulations. [\[49\]](#) [\[50\]](#) [\[51\]](#) [\[52\]](#) [\[53\]](#) [\[54\]](#)
4. Records of prior behavioral or mental health or psychological evaluations or screenings maintained by the district.
5. Other records or information that may be relevant to evaluating a threat or determining treatment or referral options for a student that are maintained by the district.

The threat assessment team shall use all information or records obtained in fulfilling the team's duty in accordance with law to evaluate a threat or to recommend disposition of a threat. Team members shall not redisclose any record or information obtained or otherwise use any record of a student beyond the purpose for which the disclosure was made to the team, in accordance with law. [\[1\]](#)

The threat assessment team shall maintain confidentiality and handle all student records in accordance with applicable law, regulations, Board policy, the Student Records Plan and the district's legal and investigative obligations. [\[2\]](#) [\[3\]](#) [\[5\]](#) [\[8\]](#) [\[11\]](#) [\[12\]](#) [\[13\]](#) [\[21\]](#) [\[49\]](#) [\[55\]](#)

Threat assessment members whose other assignments and roles require confidentiality of specific student communications, in accordance with law, shall ensure that all confidential communications and information are addressed in accordance with applicable law, regulations, Board policy and administrative regulations. [\[12\]](#) [\[56\]](#) [\[57\]](#) [\[58\]](#) [\[59\]](#)

Annual Board Report

The threat assessment team shall provide the required information to the Superintendent, in consultation with the School Safety and Security Coordinator, to annually develop and present to the Board, at an executive session, a report outlining the district's approach to threat assessment, which shall include: [\[1\]](#)

1. Verification that the district's threat assessment team and process complies with applicable law and regulations.
2. The number of threat assessment teams assigned in the district, and their composition.
3. The total number of threats assessed that year.

4. A summary of interactions with outside law enforcement agencies, juvenile probation and behavioral service providers.
5. An assessment of the district's threat assessment team(s) operation.
6. Recommendations for improvement of the district's threat assessment processes.
7. Any additional information required by the Superintendent or designee.

{X} The annual threat assessment report shall be presented as part of the annual report to the Board by the School Safety and Security Coordinator on district safety and security practices.^[1]^[6]

The threat assessment team's information addressing verification of compliance with law and regulations, the number of threat assessment teams assigned in the district and their composition, the total number of threats assessed that year, and additional information required by the Superintendent or designee shall be included in the School Safety and Security Coordinator's annual report on district safety and security practices that is submitted to the state's School Safety and Security Committee.^[1]^[6]^[60]

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Footnotes

[1] 24 P.S. 1302-E [View source](#) 

[2] 20 U.S.C. 1232g [View source](#) 

[3] 34 CFR Part 99 [View source](#) 

[4] 24 P.S. 1301-E [View source](#) 

[5] Pol. 236
Policy Reference [Open policy](#) 

[6] Pol. 805.2
Policy Reference [Open policy](#) 

[7] Pol. 805
Policy Reference [Open policy](#) 

[8] Pol. 819
Policy Reference [Open policy](#) 

[9] **Pol. 103**
Policy Reference [Open policy](#) 

[10] **Pol. 103.1**
Policy Reference [Open policy](#) 

[11] **Pol. 113.4**
Policy Reference [Open policy](#) 

[12] **Pol. 207**
Policy Reference [Open policy](#) 

[13] **Pol. 216**
Policy Reference [Open policy](#) 

[15] **24 P.S. 1205.2** [View source](#) 

[16] **24 P.S. 1205.5** [View source](#) 

[17] **24 P.S. 1310-B**
Policy Reference [Open policy](#) 

[18] **Pol. 333**
Policy Reference [Open policy](#) 

[19] **Pol. 104**
Policy Reference [Open policy](#) 

[20] **Pol. 105.1**
Policy Reference [Open policy](#) 

[21] **Pol. 249**
Policy Reference [Open policy](#) 

[22] **Pol. 805.1**
Policy Reference [Open policy](#) 

[23] **23 Pa. C.S.A. 6311** [View source](#) 

[24] **Pol. 806**
Policy Reference [Open policy](#) 

[25] **Pol. 247**
Policy Reference [Open policy](#) 

[26] **Pol. 252**
Policy Reference [Open policy](#) 

[28] **Pol. 113**
Policy Reference [Open policy](#) 

[29] **Pol. 113.1**
Policy Reference [Open policy](#) 

[30] **Pol. 113.2**
Policy Reference [Open policy](#) 

[31] **Pol. 113.3**
Policy Reference [Open policy](#) 

[32] **Pol. 146**
Policy Reference [Open policy](#) 

[33] **Pol. 218**
Policy Reference [Open policy](#) 

[34] **Pol. 218.1**
Policy Reference [Open policy](#) 

[35] **Pol. 218.2**
Policy Reference [Open policy](#) 

[36] **Pol. 233**
Policy Reference [Open policy](#) 

[37] **Pol. 709**
Policy Reference [Open policy](#) 

[38] **24 P.S. 1319-B** [View source](#) 

[39] **22 PA Code 10.2** [View source](#) 

[40] **35 P.S. 780-102** [View source](#) 

[41] **24 P.S. 1306.2-B** [View source](#) 

[42] **22 PA Code 10.21** [View source](#) 

[43] 22 PA Code 10.22 [View source](#) 

[44] 22 PA Code 10.25 [View source](#) 

[45] 20 U.S.C. 1415 [View source](#) 

[46] 34 CFR Part 300 [View source](#) 

[47] 24 P.S. 1409 [View source](#) 

[48] Pol. 209
Policy Reference [Open policy](#) 

[49] Pol. 216.1
Policy Reference [Open policy](#) 

[50] 24 P.S. 1304-A [View source](#) 

[51] 24 P.S. 1305-A [View source](#) 

[52] 24 P.S. 1307-A [View source](#) 

[53] 42 Pa. C.S.A. 6341 [View source](#) 

[54] Pol. 218.3
Policy Reference [Open policy](#) 

[55] 24 P.S. 1304-D [View source](#) 

[56] 22 PA Code 12.12 [View source](#) 

[57] 42 Pa. C.S.A. 5945 [View source](#) 

[58] 42 Pa. C.S.A. 8337 [View source](#) 

[59] 42 CFR Part 2 [View source](#) 

[60] 24 P.S. 1309-B [View source](#) 

**Policy 716 — Integrated Pest Management - Vol II 2026**

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Title Integrated Pest Management - Vol II 2026
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Integrated Pest Management - Vol II 2026

PURPOSE

The district shall utilize integrated pest management procedures to manage structural and landscape pests and the toxic chemicals used for their control in order to alleviate pest problems with the least possible hazard to people, property and the environment.

DEFINITIONS

Integrated Pest Management (IPM) is the **managed use of combined pest control alternatives, including cultural, mechanical, biological and chemical to most effectively prevent or reduce to acceptable levels damage caused by pests.**[\[1\]](#)

Integrated Pest Management Plan is a plan that establishes a sustainable approach to managing pests by combining biological, cultural, physical and chemical tools in a way that minimizes economic, health and environmental risks.[\[2\]](#)

AUTHORITY

The Board establishes that the district shall use pesticides only after consideration of the full range of alternatives, based on analysis of environmental effects, safety, effectiveness and costs.[\[3\]](#)[\[4\]](#)

The Board shall adopt an **IPM** Plan for district buildings and grounds that complies with policies and regulations promulgated by the Department of Agriculture.[\[2\]](#)[\[4\]](#)

The Board shall designate an employee to **facilitate IPM for the district. The designated employee will be referred to as the district's IPM Coordinator or as otherwise specified at the district.**

DELEGATION OF RESPONSIBILITY

The IPM Coordinator shall be responsible to implement the **IPM** Plan and to coordinate communications between the district and the approved contractor.

The IPM Coordinator shall be responsible to annually notify parents/guardians of the procedures for requesting notification of planned and emergency applications of pesticides in school buildings and on school grounds. [\[5\]](#)

The IPM Coordinator shall maintain detailed records of all chemical pest control treatments for at least three (3) years. Information regarding pest management activities shall be available to the public at the district's administrative office. [\[5\]](#)

{X} Appropriate personnel involved in making decisions relative to pest management shall participate in **periodic** training, **as needed**.

GUIDELINES

Pest management strategies may include education, exclusion, sanitation, maintenance, biological and mechanical controls, and site appropriate pesticides.

{X} An **IPM** Plan ~~may shall~~ include the education of staff, students and the public about IPM policies and procedures.

When pesticide applications are scheduled **for district** buildings and grounds, the district shall provide notification **at least seventy-two (72) hours in advance** in accordance with law, including: [\[5\]](#)

1. Posting a pest control sign in an appropriate area, **at the place to be treated. The sign shall remain in place for at least two (2) days following each planned treatment.**
2. Providing the pest control information sheet to all individuals working in the **affected** school building.
3. Providing required notice to all parents/guardians of students or to a list of parents/guardians who have requested notification of individual applications of pesticides.

Where pests pose an immediate threat to the health and safety of students or employees, the district may authorize an emergency pesticide application and shall notify by telephone any parent/guardian who has requested such notification. [\[5\]](#)

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Footnotes

[1] 7 PA Code 128.2 [View source](#) [↗](#)

[2] 24 P.S. 772.1 [View source](#) [↗](#)

[3] 3 P.S. 111.21 et seq [View source](#) [↗](#)

[4] 7 PA Code 128.1 et seq [View source](#) [↗](#)

[5] 24 P.S. 772.2 [View source](#) [↗](#)