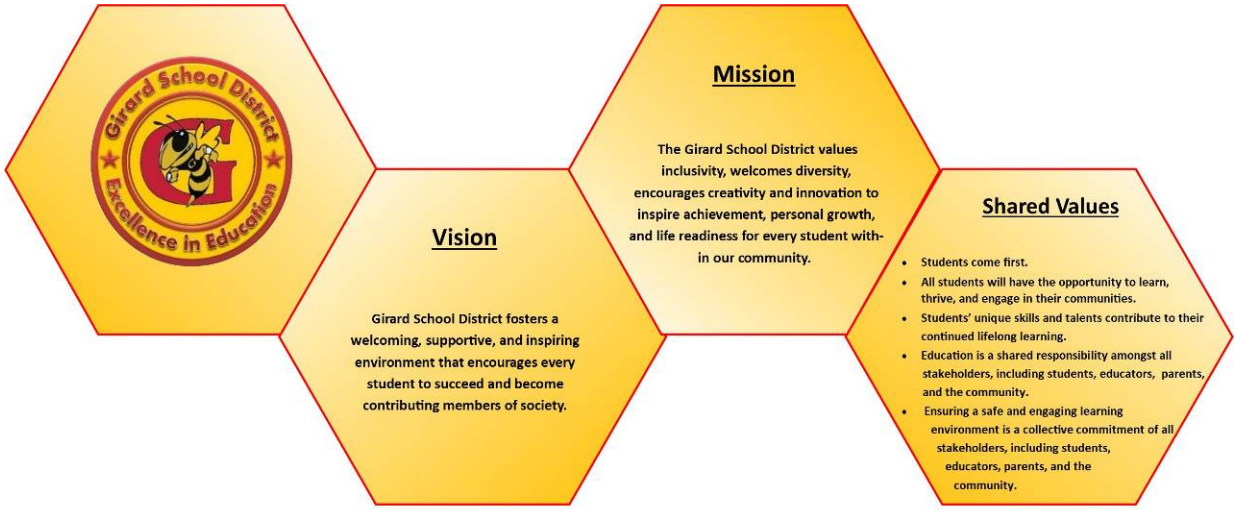


Agenda of Board of Education Meeting

The Board of Directors
Girard School District

A Board of Education Meeting of the Board of Directors of Girard School District will be held Monday, November 23, 2026, beginning at 5:45 PM Girard High School Library, 1135 Lake Street, Girard, PA 16417.

1. **Meeting Opening**
   1.1. Call to Order
   1.2. Pledge to the Flag
   1.3. Silent Meditation
   1.4. Roll Call - Members
   Description:
   BOARD MEMBERS

   ___Richard Brown, President
   ___Mike McConnell, Vice President
   ___Joseph Legnasky, Treasurer
   ___Kelly Amenta
   ___Kelly Fisher
   ___Daniel Maher
   ___Joseph Meka
   ___Brady Sager
   ___Melissa Smith

   1.5. Notation of Items to be added, deleted, or corrected to the Agenda
   Description:
   NOTE: Items notes with an asterisk will be included on the Consent Agenda.
   Any item may be removed from the Consent Agenda at the request of any member.
   1.6. Agenda Approval
   Recommended Motion(s):

Resolution to approve the Agenda as presented.

2. **Recognition of Visitors**
   2.1. Recognition of Visitors
3. **Student Presentation**
   3.1. EVES - Austynne Dixon & Trevor Hayes
   3.2. RAMS - Liam O'Neill
   3.3. GHS - Mitchell Brooks
4. **Public Comments**
   4.1. Public Comments
5. **Committee Reports**
   5.1. Education Committee - Joseph Meka
   5.2. Technology Committee - Kelly Fisher
   5.3. Erie County Technical School - Joseph Legnasky
   5.4. Facilities Committee - Mike McConnell
   5.5. Girard Foundation - Brady Sager
   5.6. Human Resources - Melissa Smith
   5.7. I.U. Board - Joseph Meka
   5.8. Policy Committee - Mike McConnell
   5.9. PSBA Report - Richard Brown
   5.10. Recreation Board - Melissa Smith
   5.11. Student Affairs/Activities - Daniel Maher
   5.12. Finance Committee - Joseph Legnasky
6. **Superintendent's Report**
   6.1. Superintendent's Report
7. **Minutes**
   7.1. *Board Workshop Minutes - October 12, 2026
   Recommended Motion(s):
   Resolution to approve the October 12, 2026 Board of Education Workshop minutes, as presented.
   7.2. *Board Meeting Minutes - October 26, 2026
   Recommended Motion(s):
   Resolution to approve the October 26, 2026 Board of Education Meeting minutes, as presented.
8. **Administration**
   8.1. *Board Policy - First Reading
   Recommended Motion(s):
   Resolution to approve the first reading of the following Board Policies, as presented:
   Description:
   Policy 707 - Use of School Facilities
   8.2. *Board Policy - Second Reading and Adoption

Recommended Motion(s):
Resolution to approve the second reading and adoption of the following Board Policies, as presented:
Description:
Policy 204.1 - Virtual Attendance and Wellness Checks
Policy 803 - School Calendar

8.3. *Approval of Curriculum Revisions
Recommended Motion(s):
Resolution to approve the following Curriculum revisions, as presented:
Description:

- AP Human Geography
- RMU Principles of Sociology
- AP Government & Politics

8.4. *PennWest University - Dual Enrollment Agreement
Recommended Motion(s):
Resolution to approve a Dual Enrollment Agreement with PennWest University, as presented.

8.5. *ESS Northeast, LLC - Addendum
Recommended Motion(s):
Resolution to approve an Addendum to the Agreement between Girard School District and ESS Northeast, LLC, as presented.

9. **Business, Finance & Property**

9.1. *Treasurer's Report
Recommended Motion(s):
Resolution to approve Treasurer's Report as of October 2026.

9.2. *Financial Report
Recommended Motion(s):
Resolution to approve General Fund Report as of November 13, 2026.

9.3. *Activity Reports
Recommended Motion(s):
Resolution to approve Activity Reports for: EVES - October 2026 RAMS - October 2026 GHS - October 2026

9.4. *Athletic Report
Recommended Motion(s):
Resolution to approve Athletic Report as of October 2026.

9.5. *Cafeteria Report
Recommended Motion(s):
Resolution to approve Cafeteria Report for October 2026.

9.6. *Investment Report
Recommended Motion(s):
Resolution to approve Investment Report for October 2026.

9.7. *Payment of Bills
Recommended Motion(s):

Resolution to approve the payment of bills.

Description:

General Fund Checks

Check # 121386 - #121419, Dated and Mailed 10/23/2026
Check # 121420 - #121443, Dated and Mailed 10/30/2026
Check # 121444 - #121447, Dated and Mailed 10/31/2026
Check # 121448 - #121461, Dated and Mailed 11/06/2026
Check # 121462 - #121478, Dated and Mailed 11/13/2026
Check # 121479 - #121545, Dated 11/24/2026

Cafeteria Fund Checks

Check # 11634- #11635, Dated and Mailed 11/19/2026

9.8. *Per Capita Exonerations

Recommended Motion(s):

Resolution to approve Per Capita Exonerations, as presented.

9.9. *Surplus Items

Recommended Motion(s):

Resolution to declare items surplus to the needs of the district and delegation of authority to the Superintendent and Director of Business to dispose of same as listed:

Description:

EVES

- (1) Nonfunctional MakerBot Replicator Z18 3D Printer - Model No. MP05950
- (2) Nonfunctional MakerBot Replicator + - Model No. MP07825

GHS

- Yearbooks
    - (7) 1990
    - (5) 1999
    - (7) 2005
    - (4) 2006
    - (13) 2007
    - (7) 2008
    - (6) 2009
    - (8) 2010
    - (8) 2011
    - (9) 2012
    - (9) 2013
    - (9) 2015
    - (10) 2016
    - (3) 2017
    - (2) 2018
    - (1) 2019
- (6) Damaged Swim Team Bookbags
- (20) Swimming Warmup Jackets (early 2000s)

9.10. 2027-2028 Act 1 Index Resolution

Recommended Motion(s):

Resolution to approve a budget resolution not to exceed Index for 2027-2028 as presented.

9.11. Northwest Tri-County Intermediate Unit 5 - Server Purchase Agreement.

Recommended Motion(s):

Resolution to approve the agreement between Girard School District and Northwest Tri-County Intermediate Unit 5 for the purchase of two (2) servers, as presented.

10. **Personnel**

10.1. *John Susnik - Adjust Start Date

Recommended Motion(s):

Resolution to retroactively adjust the start date of John Susnik as EVES Special Education Teacher from August 19, 2026 to November 17, 2026.

10.2. *Kristen Hull - Adjust Family Medical Leave Start Date

Recommended Motion(s):

Resolution to retroactively adjust the Family Medical Leave request start date for Kristen Hull (EVES Teacher) from December 1, 2026 to November 16, 2026.

10.3. *Dana Wingard - Resignation

Recommended Motion(s):

Resolution to accept the resignation of Dana Wingard (RAMS Full-Time Teacher Aide) effective end of day November 27, 2026.

10.4. *Brian Beebe - Resignation

Recommended Motion(s):

Resolution to accept the resignation of Brian Beebe (EVES Recess Aide) effective retroactive to November 18, 2026.

10.5. *Patricia Tech - Full-Time Teacher Aide

Recommended Motion(s):

Resolution to appoint Patricia Tech as Full-Time Teacher Aide at Girard High School, effective 2026-2027 school year with a start date retroactive to November 2, 2026, 7 hours per day, $17.55 per hour. Pay and benefits in accordance with the Non-Instructional Contract. Assignment may be in any school building and is subject to change. (Vacancy due to the resignation of Lauren Korb.)

10.6. *AmeriCorps Service Member at RAMS for 2026-2027 School Year

Recommended Motion(s):

Resolution to acknowledge one (1) full-time AmeriCorps Service Member for Rice Avenue Middle School for 2026-2027 school year, as presented.

Description:

Carly Boyles - retroactive to November 5, 2026

10.7. *Julia Stewart - Resignation from Volleyball Coach

Recommended Motion(s):

Resolution to accept the resignation of Julia Stewart from 2nd Assistant Volleyball Coach for the 2026-2027 school year effective November 23, 2026.

10.8. *Appoint Athletic Supplemental Positions for 2026-2027 School Year

Recommended Motion(s):

Resolution to appoint the following Athletic Supplemental Positions and Salaries as shown for the 2026-2027 school year in accordance with the Professional Contract as

presented. Salaries for Athletic Supplemental Positions will be prorated in the event a season being interrupted for any reason.

Description:

Contract Supplement B-2

(Athletic Positions)

Girls' Basketball

(Total allocated by 2026-2027 Professional Contract is $23,266)

Assistant Varsity Coach (Split)	~~(OPEN)~~ **Emma Oas** - retroactive to October 27, 2026	Salary $ 2,798
Head Coach	Sean Murphy *approved at July 27, 2026 Board Meeting	Salary $10,168
Assistant Varsity Coach (Split)	Adam Suscheck *approved at August 24, 2026 Board Meeting	Salary $ 1,500
Assistant Varsity Coach (Split)	Andy Pratt *approved at July 27, 2026 Board Meeting	Salary $ 3,000
RAMS 8th Grade Coach (Split)	Mark Amenta *approved at July 27, 2026 Board Meeting	Salary $ 1,800
RAMS 8th Grade Coach (Split)	Greg Amenta *approved at July 27, 2026 Board Meeting	Salary $ 1,800
RAMS 7th Grade Coach (Split)	Adam Suscheck *approved at August 24, 2026 Board Meeting	Salary $ 2,200

Volleyball

(Total allocated by 2026-2027 Professional Contract is $12,962)

2nd Assistant Coach (Split)	~~Julia Stewart~~ **Laurel Counasse**	Salary $ 1,380.50
2nd Assistant Coach (Split)	**Ashley Griffith**	Salary $ 1,380.50
Head Coach	Julia Stewart *approved at June 22, 2026 Board Meeting	Salary $ 5,448
1st Assistant Coach	Natalia Dunn *approved at June 22, 2026 Board Meeting	Salary $ 4,753

Wrestling

(Total allocated by 2026-2027 Professional Contract is $22,022)

Assistant Coach (split)	~~OPEN~~ **Story Buchanan** - retroactive to November 11, 2026	Salary $ 1,520
Head Coach	Curt Cardman *approved at September 28, 2026 Board meeting	Salary $ 10,168
1st Assistant Coach (split)	Jamie Greig *approved at September 28, 2026 Board meeting	Salary $ 5,200
Assistant Coach (split)	Nolan Stahl *approved at September 28, 2026 Board meeting	Salary $ 2,934
Assistant Coach	Caleeann Blarr *approved at October 24, 2026 Board meeting	Salary $

(split)		2,200

10.9. *Appoint Volunteer Assistants for 2026-2027 School Year

Recommended Motion(s):

Resolution to appoint the following as Volunteer Assistants for the 2026-2027 school year at a salary of $1.00:

Description:

Wrestling Volunteer	**Levi Friend** - retroactive to November 11, 2026
Boys Basketball Volunteer	**Katherine Nagle** - retroactive to November 13, 2026
Boys Basketball Volunteer	**Daryl Ploss** - retroactive to November 19, 2026

10.10. *The Nutrition Group Employees for 2026-2027 School Year

Recommended Motion(s):

Resolution to approve The Nutrition Group employees for the 2026-2027 school year, as presented.

Description:

Kerry Loucks - retroactive to November 2, 2026
Jessie Leopold - retroactive to November 9, 2026

10.11. *ESS Northeast, LLC., Certified Substitutes for 2026-2027 School Year

Recommended Motion(s):

Resolution to approve the following ESS Northeast, LLC., Certified Substitute Teachers for the 2026-2027 School Year:

Description:

Natalie Bowers - retroactive to November 11, 2026
Cassy Anderson - retroactive to November 11, 2026

10.12. *ESS Northeast, LLC., Emergency Permit Substitutes for 2026-2027 School Year

Recommended Motion(s):

Resolution to approve the following ESS Northeast, LLC., Emergency Permit Substitutes for the 2026-2027 School Year:

Description:

Craig Barto - retroactive to October 28, 2026
Nichole Ewing - retroactive to October 30, 2026
Carolyn McDonough - retroactive to October 30, 2026
Kevin Scully - retroactive to November 20, 2026

10.13. *ESS Northeast., LLC., Non-Instructional Substitutes for 2026-2027 School Year

Recommended Motion(s):

Resolution to approve the following ESS Northeast, LLC., Non-Instructional Substitutes for the 2026-2027 School Year:

Description:

Amy Lawrence - retroactive to November 5, 2026
April McNabb - retroactive to November 5, 2026
JoAnn Simonelli - retroactive to November 11, 2026

11. **New Business**

11.1. New Business

12. **Students**

12.1. *7th-Grade Field Trip - Rock & Roll Hall of Fame

Recommended Motion(s):

Resolution to approve the request of RAMS Principal Mike Trudnowski and Jason Chiocco, RAMS Teacher and 7th-Grade Class Advisor, to take 7th-grade students on a field trip to the Rock & Roll Hall of Fame in Cleveland, OH (approximately 85 miles), tentatively scheduled for May 21, 2027. There will be no cost to the District.

12.2. *Swimming - Ashtabula Edgwood Warrior Invitational

Recommended Motion(s):

Resolution to approve the request of Head Swim Team Coach Heather Pier for the following one-day Swim Team trip: Ashtabula Edgewood Warrior Invitational, Spire Institute, Geneva, OH (approximately 40 miles) on December 13, 2026. The cost to the district is transportation and entry fee.

13. **Consent Items**

13.1. Approval of Consent Items

Recommended Motion(s):

Resolution to approve Consent Agenda Items as presented:

Description:

Minutes:

7.1 to 7.2

Administration:

8.1 to 8.5

Business, Finance & Property:

9.1 to 9.9

Personnel:

10.1 to 10.13

Students:

12.1 to 12.2

14. **Correspondence**

14.1. I.U. Board Minutes - September 23, 2026

14.2. Erie County Technical School Minutes - September 24, 2026

14.3. Other

15. **Adjournment**

15.1. Adjournment

Recommended Motion(s):

Resolution for Adjournment.

Girard School District Board of Education
Board Workshop Minutes
Monday, October 12, 2026
5:45 p.m.
Girard High School Auditorium

1. Meeting Opening

Board President, Mr. Rich Brown, called the October 12, 2026 Board Workshop Meeting to order at 5:45 p.m.

The Pledge of Allegiance to the American Flag and a moment of silent meditation was observed.

Board Members Present:
Rich Brown, Mike McConnell, Joe Legnasky, Kelly Amenta, Kelly Fisher, Daniel Maher, Joseph Meka, Brady Sager
Absent: Melissa Smith

Informational: 1.4. Recognition of Visitors
President Brown welcomed visitors in attendance and thanked them for attending.
Others Present: Superintendent David Koma, Jacob Hagmaier, Michelle Doritty, Heather Pier, Erin Pizzo, Angel Ghastin, Mike Trudnowski, Cheryl Krachkowski, Britta Barrickman, Dave Ashton, Darrin Mayes

2. Public Comments

Informational: 2.1. Public Comments
Mr. Hagmaier stated no public comments were received.

3. Education

Informational: 3.1. Elk Valley Elementary School Updates
Mrs. Cheryl Krachkowski, Assistant Principal, reported that Fire Safety Week was successful, with local first responders visiting the school to teach students about emergency preparedness and provide hands-on experiences with emergency vehicles. Planning is underway for an upcoming reunification drill. First-quarter after-school programming concludes this week, with 89 students participating in activities including theater, soccer, board games, and fishing. EVES is also looking forward to its upcoming Night at the Museum family event, which will provide families with a private museum experience, dinner, and a snack.

Informational: 3.2. Rice Avenue Middle School Updates
Principal Mr. Mike Trudnowski reviewed the annual Washington, D.C. student trip, including transportation costs through Anderson Coach and the new requirement of a 20% nonrefundable deposit. He requested that the Board advance the deposit, acknowledging that the funds would be forfeited if student interest is insufficient. He also outlined the random selection process for participating students and the establishment of a waitlist. Additionally, due to minimal returns from recent PTO fundraisers, he proposed an overnight school fundraiser featuring supervised activities for students. A draft schedule of the event was shared. Following discussion, the Board agreed to add both items to the October agenda for consideration.

Informational: 3.3. Girard High School Updates
Mr. Dave Ashton, Co-Principal, shared that Yvonne Conley, Diversified Occupations Coordinator, reported 17 students currently participating in the program. Juniors and seniors on track to graduate take two classes at GHS before transitioning into the community to gain work experience with local businesses. September and October have focused on reestablishing the school's SWARM expectations, addressing behavioral concerns, and reinforcing positive student behavior. He noted minimal pushback regarding the restrictions on student cell phone use during school hours. Mental health, addiction, and oppositional defiant disorder (ODD) continue to be among the challenges addressed by the administration, along with instances of parents or guardians declining recommended services.

Informational: 3.4. Curriculum Updates

Mrs. Angel Ghastin reported on the recent in-service day, noting that teachers attended off campus regional break-out sessions while on-campus work focused on English Language Arts, Mathematics, Special Education, Health & Physical Education, and Intervention Pathways. The EVES Schoolwide Title I Plan for 2026-2027 has been submitted and is awaiting PDE approval, and 2026-2027 is the District's Cyclic Monitoring Year for Federal Programs. The district is reviewing English Language Arts vendors, with a recommendation and purchase planned by the end of the school year to meet the structured literacy requirement for SY 2027-28. Mathematics K-4 curriculum maps were approved in September, while Mathematics 5-12 and Science 6-12 revisions continue, and Health & Physical Education teachers have begun reviewing curriculum in light of PDE's proposed revision of the 2003 standards. PSSA/Keystone scores for Science/Biology are still pending from the state. Mrs. Ghastin also announced the first quarterly AI-focused professional development day on October 13, the first building-level wellness committee meetings on October 19 and 20, and that Dr. Danielle Garris will leave the Achievement Center of LECOM Behavioral Health, with her last day on October 23.

Informational: 3.5. Special Education Updates

Dr. Erin Pizzo reviewed the special education department's training and meetings held during the in-service day. Discussions focused on improving K-12 vertical alignment to support students transitioning into general education settings and making the IEP writing process more efficient to better meet individual student needs. A K-12 gifted alignment meeting is also planned in response to the District's growing gifted population. Dr. Pizzo reviewed district requirements for families who choose to decline services and noted that Speech and Language teachers have assumed responsibility for assistive technology services previously provided through IU5. Preparations are also underway to update the Special Education Plan, due in May, and to prepare for an upcoming special education audit.

Informational: 3.6. Athletics/Cyber School Updates

Dr. Heather Pier reported that fall sports are approximately two weeks from completion, with playoff information expected to be released October 22. The marching band will compete in championships at the end of October. Golf had three All-Region selections. Baseball and softball schedules are nearly complete, and updates to game worker job descriptions are underway. McDowell has expressed interest in having GSD serve as a co-op receiving school for girls wrestling next year. The wrestling coaches are interested, and Dr. Pier will provide an update next fall. The stadium sound system is nearing the end of its lifespan but is expected to last through the next few football games. Temporary equipment may need to be rented for the remainder of the fall sports seasons while replacement costs are explored for next year. Final quotes are also being gathered for the shot clock replacement project, which is expected to cost less than originally projected.

Dr. Pier also shared that cyber program enrollment has decreased compared to this time last year, as more students have returned to in-person learning. The district currently has more students enrolled in its in-house cyber program than in out-of-district program.

4. Technology

Informational: 4.1. Technology Updates

No report.

5. Facilities

Informational: 5.1. Facilities Updates

No report.

6. Finance

Informational: 6.1. Finance Updates

Mr. Jacob Hagmaier reported that the Act 1 Index has been released, with a base index of 3.6% and an adjusted index of 5.2% available to the District. The projected millage impact based on these figures was reviewed.

7. Human Resources/Negotiations

8. Policy

9. Student Affairs/Activities

10. Other

Discussion: 10.1. Review Board Self-Assessment/Goals

Board President Brown distributed the results of the recent Board self-assessment and led a discussion of the findings. Board members were asked to email one or two suggested goals to Mr. Brown for consideration at the November 9 workshop, where the Board will work to establish new goals.

Discussion: 10.2. Other

Board Member Dan Maher expressed interest in updating lighting for the soccer field, which currently does not meet PIAA requirements. Mr. Brown noted that all existing lights would need to be replaced to achieve compliance. Mr. Hagmaier reviewed project costs obtained through a previous grant application that was not awarded. An engineer would need to assess the site and determine potential light locations and installation requirements. Dr. Pier and Superintendent Koma also discussed other funding options being explored for the project.

Board President Brown announced that Board Members will meet in Executive Session after recess of the October 12, 2026 Board Workshop to discuss personnel and legal matters. No action will be taken.

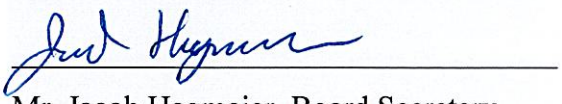
11. Items for Board Agenda

Informational: 11.1. Tentative Items for October 26, 2026 Board Meeting

Superintendent David Koma reviewed anticipated items for the October 26, 2026, Board Meeting Agenda.

The October 12, 2026 Board Workshop Meeting adjourned at 6:45 p.m.

Respectfully Submitted,



Mr. Jacob Hagmaier, Board Secretary

Girard School District Board of Education
Board Meeting Minutes
Monday, October 26, 2026
5:45 p.m.
Girard High School Auditorium

1. Meeting Opening

Procedural: 1.1 Call to Order
Board President, Mr. Rich Brown, called the October 26, 2026 Board of Education Meeting to order at 5:47 p.m.

Procedural: 1.2 Pledge to the Flag
Mr. Rich Brown led the Pledge of Allegiance to the American flag.

Procedural: 1.3. Silent Meditation
A moment of silent meditation was observed.

Procedural: 1.4. Roll Call – Members
Roll call was called and the following Board Members were present: Rich Brown, Mike McConnell, Joseph Legnasky, Kelly Amenta, Kelly Fisher, Daniel Maher, Joseph Meka, Brady Sager
Absent: Melissa Smith

Action, Procedural: 1.5 Notation of Items to be added, deleted, or corrected to the Agenda
Board Secretary, Mr. Hagmaier, announced that on Friday, October 23, 2026, resolution 11.2 Agreement Authority – National Fuel was added to the Board Agenda.

Action: 1.6. Agenda Approval
Resolution to approve the Agenda as presented.

This motion, made by Mike McConnell and seconded by Dan Maher, Carried.

Kelly Amenta: Yea, Richard Brown: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Brady Sager: Yea, Melissa Smith: Absent
Yea: 8, Nay: 0, Absent: 1

2. Recognition of Visitors

Procedural: 2.1. Recognition of Visitors
Board President Brown welcomed visitors in attendance and thanked them for coming.
Others Present: Superintendent David Koma, Jacob Hagmaier, Solicitor Rachael Glasoe, Michelle Doritty, Mary Ann Mook, Jeff Orr, Darrin Mayes, George Melnick, Lee Melnick, Joshua Melnick, Kristen Melnick, Erik Iszkula, Ainsley Iszkula, Erin Benson, Angel Ghastin, Shannon Holley, Marie Service, Gordon Service, Meghan Easter, Cheryl Krachkowski, Mike Jaruszewicz, Mike Trudnowski, Eric Louis, John Simkovitch, Mitchell Brooks, Mark Haffley, Tyra Haffley, Dave Ashton, Jeff Brasington

3. Student Presentation

3.1 EVES - George Melnick & Ainsley Iszkula
EVES students George Melnick and Ainsley Iszkula shared updates on school activities, including the selection of fourth-grade Student Council representatives and plans for community service projects, reading to younger students, and a winter student newspaper. They also highlighted the Summer Reading Club, which included 73 students who read a combined 2,401 books, and the new Bus Bucks initiative recognizing students for safe, responsible, and caring behavior on the bus.

3.2 RAMS - Gordon Service
RAMS student representative Gordon Service shared updates on several school activities. Jacket Leaders organized an upcoming Halloween spirit week and assembly, including a student costume contest. RAMS is also participating in the English Festival, offering seventh- and eighth-grade students the opportunity to read selected books and attend a day of activities at Youngstown State University. Fifth-grade art students and Jacket Leaders participated in Waldameer's annual Pumpkin Walk, showcasing pumpkins carved with donations from Penn

State Master Gardeners. The marching band is nearing the end of its competition season, while drama students are preparing for the December production of *Scrooge*. Fifth-grade students also enjoyed a science field trip to TREC and Water Works Pond at Presque Isle, where they learned about local wildlife and the environment.

3.3 GHS - Mitchell Brooks

GHS student representative Mitchell Brooks shared updates from Student Council, athletics, Key Club, and National Honor Society. The fall blood drive will be held November 4 in partnership with Community Blood Bank. The girls' soccer team advanced to the District 10 Class A semifinals, and Student Council members volunteered at the Northwest Regional Cross Country Meet. The marching band will conclude its season at the LMBA Championships. Key Club is hosting a Halloween-themed spirit week and food drive benefiting the Christian Cupboard, with a goal of collecting 500 items to earn an afternoon Halloween movie and costume contest. NHS welcomed 28 new members during its induction ceremony and continues to support the school and community through volunteer activities, trophy case maintenance, and peer tutoring. NHS also continues its *All Cancers & Causes Matter* campaign, raising awareness and funds for cancer.

4. Public Comments

Informational: 3.1. Public Comments

Board Secretary Jacob Hagmaier announced no public comments were received.

5. Committee Reports

Informational: 5.1. Education Committee - Joseph Meka

Mr. Joseph Meka shared several current education-related updates, including a new Harvest to Hallways initiative supporting school meals, a reported $17 billion settlement involving Meta related to teen social media addiction, and efforts by Pennsylvania education officials to modernize how education is delivered and accessed, particularly in response to the growing use of artificial intelligence.

Informational: 5.1.1. United Way Community School Update

United Way representatives Meghan Easter and Mike Jaruszewicz presented on the Community School initiative at Elk Valley Elementary School. They described it as a strategy, not a program, in which the school serves as a hub that connects students and families to community resources and removes non-academic barriers to success. United Way serves as the backbone organization and supports a Community School Director in the building. Highlights of the model's impact included more than 1,100 students in United Way-supported afterschool programs, more than 7,100 community closet visits, and 205 family engagement events.

Informational: 5.2. Technology Committee - Kelly Fisher

Mrs. Kelly Fisher reported that the maintenance team is preparing power for the installation of new data center closets. Members of the Technology Department attended IU5 training, and the District is preparing to conduct email campaign testing with employees.

Informational: 5.3. Erie County Technical School - Joseph Legnasky

Mr. Joseph Legnasky noted that groundbreaking has taken place for the school's solar project. ECTS was not awarded the first-round PennDOT Heavy Equipment Grant and is awaiting decisions on several other grant applications, including the Competitive Equipment Grant and the PCCD School Safety Grant. At a recent meeting with Superintendents, Director Matt Laverde was assigned to oversee long-term capital planning for the next 10 years. Superintendents also reached an agreement on a new cost structure. GSD currently has 582 students enrolled.

Informational: 5.4. Facilities Committee - Mike McConnell

Mr. Mike McConnell reported the District continues to seek a part-time custodian following Brittany LaBrecque's transfer. The annual health inspection at GHS was completed, with recommendations to replace classroom carpeting and worn door sweeps. The generator was also found to have low batteries but was fully serviced and repaired. At RAMS, additional reports of a leak in the gym RTU were received. RABE, which completed the repair last fall, has been contacted to determine whether the previous repair failed. An update will be provided at the October workshop. Another refrigerator has also stopped working, and maintenance staff are continuing to troubleshoot the issue. At EVES, the broken playground slide was repaired by M&E

Plastic Repair. The health department inspection was completed on with no violations noted. Recommendations included replacing classroom carpeting and worn door sweeps to help prevent rodents and insects from entering the building.

Informational: 5.5. Girard Foundation - Brady Sager

Mr. Brady Sager shared the Foundation received $6,153.72 through Erie Gives and confirmed PNC and STA as sponsors for the Hive of Fame event. Preparations for the event and the Hall of Fame Wall are ongoing. The Foundation also discussed reviewing Hive of Fame pricing and exploring ways to simplify the event format and increase business involvement to improve fundraising efforts. Additional follow-up items include donor thank-you letters, correspondence regarding two STEM grants, and exploring a potential Grow Erie initiative that would involve growing and selling produce within the District.

Informational: 5.6. Human Resources - Melissa Smith

In Mrs. Melissa Smith's absence, Mr. Rich Brown reported that the Negotiations Subcommittee has a meeting scheduled this week to discuss the Act 93 and Secretarial agreements.

Informational: 5.7. I.U. Board - Joseph Meka

Mr. Joe Meka noted that the IU5 migration program has demonstrated positive outcomes. He also noted that the Angel Tree initiative is getting underway and that the Pennsylvania Department of Education held fall regional workshops throughout the state, including one hosted by IU5.

Informational: 5.8. Policy Committee - Mike McConnell

Mr. Mike McConnell stated that several policies are included on this evening's agenda for first and second readings.

Informational: 5.9. PSBA Report - Richard Brown

Mr. Richard Brown shared that PSBA will host a webinar on December 11 focusing on federal updates and Supreme Court impacts on public education.

Informational: 5.10. Recreation Board - Melissa Smith

No report.

Informational: 5.11. Student Affairs/Activities - Daniel Maher

Mr. Dan Maher reported that fall sports are entering the playoff season, with soccer playoffs beginning this week, football playoff information expected November 1, and cross-country awaiting District 10 results to determine state qualifiers. The marching band will compete in the LMBA Championships on October 31. The best quote received for a pair of basketball shot clocks and control unit was $4,227 from NEVCO. The District has set aside its 2025-2026 District 10 reimbursement funds toward the purchase, with future reimbursements expected to help cover the cost. The District is also working to troubleshoot the softball field scoreboard and hopes to complete repairs before the season begins. The previously approved Bradford Swim Invitational has been canceled due to low participation, so the team will not attend. The football field sound system is beyond repair, and the District is exploring replacement options through the budget process. A temporary system borrowed from Elk Valley will be used for the remaining football games and track season.

Informational: 5.12. Finance Committee - Joseph Legnasky

Mr. Joseph Legnasky reviewed the District's monthly bills, totaling approximately $1.1 million, along with cafeteria expenses of approximately $146,000 and highlighted the largest expenditures. He also noted that the Act 1 Index and its potential millage impact on the 2027 budget were discussed at the October workshop. Additionally, the review of PTO and Booster group financials, as required by Board policy, has been completed.

6. Superintendent's Report

Informational: 6.1. Superintendent's Report

Superintendent David Koma shared several district updates. EVES is focusing on data-driven instruction through its revamped PLC process, with an emphasis on improving Math and ELA achievement. RAMS is preparing for its first quarter Breakfast of Champions and has begun developing potential building schedules for

the 2027-2028 school year to address staffing, recess requirements, and student needs. GHS Marching Band earned second place in two October LMBA competitions and achieved its goal of scoring 80 or above. GHS also welcomed members of the 2026 Hive of Fame class to speak with students about their careers and experiences. The College and Career Fair, "SWARM Into Your FUTURE," is scheduled for November. Dr. Pizzo has begun gathering information for the District's required Special Education Plan, due May 1, 2027.

7. Minutes

Action (Consent), Minutes: 7.1. *Board Workshop Minutes - September 14, 2026
Resolution to approve the September 14, 2026 Board of Education Workshop minutes.

Resolution to approve Consent Agenda Items as presented:

This motion, made by Mike McConnell and seconded by Joseph Legnasky, Carried.

Kelly Amenta: Yea, Richard Brown: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Brady Sager: Yea, Melissa Smith: Absent
Yea: 8, Nay: 0, Absent: 1

Action (Consent), Minutes: 7.2. *Board Meeting Minutes - September 28, 2026
Resolution to approve the September 28, 2026 Board of Education Meeting minutes.

Resolution to approve Consent Agenda Items as presented:

This motion, made by Mike McConnell and seconded by Joseph Legnasky, Carried.

Kelly Amenta: Yea, Richard Brown: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Brady Sager: Yea, Melissa Smith: Absent
Yea: 8, Nay: 0, Absent: 1

8. Administration

Action (Consent): 8.1. *Superintendent Goals for 2026-2027 School Year
Resolution to approve the Superintendent Goals for the 2026-2027 school year, as presented to the Board by Mr. David Koma.

Resolution to approve Consent Agenda Items as presented:

This motion, made by Mike McConnell and seconded by Joseph Legnasky, Carried.

Kelly Amenta: Yea, Richard Brown: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Brady Sager: Yea, Melissa Smith: Absent
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 8.2. *Board Policy - First Reading
Resolution to approve the first reading of the following Board Policies, as presented:

Policy 204.1 - Virtual Attendance and Wellness Checks
Policy 803 - School Calendar

Resolution to approve Consent Agenda Items as presented:

This motion, made by Mike McConnell and seconded by Joseph Legnasky, Carried.

Kelly Amenta: Yea, Richard Brown: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Brady Sager: Yea, Melissa Smith: Absent
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 8.3. *Board Policy - Second Reading and Adoption
Resolution to approve the second reading and adoption of the following Board Policies, as presented:

Policy 102 - Academic Standards
Policy 209 - Health Examinations/Screenings
Policy 246 - School Wellness
Policy 249 - Bullying/Cyberbullying
Policy 704 - Maintenance
Policy 716 - Integrated Pest Management
Policy 805.2 - School Security Personnel
Policy 822 - Automated External Defibrillators (AED)/Cardiopulmonary Resuscitation (CPR)

Resolution to approve Consent Agenda Items as presented:

This motion, made by Mike McConnell and seconded by Joseph Legnasky, Carried.

Kelly Amenta: Yea, Richard Brown: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Brady Sager: Yea, Melissa Smith: Absent
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 8.4. *Board Policy - Add Reviewed Date
Resolution to add a last reviewed date to the following policies, as presented.

Policy 830.1 Data Governance - Storage/Security

Resolution to approve Consent Agenda Items as presented:

This motion, made by Mike McConnell and seconded by Joseph Legnasky, Carried.

Kelly Amenta: Yea, Richard Brown: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Brady Sager: Yea, Melissa Smith: Absent
Yea: 8, Nay: 0, Absent: 1

Action: 8.5. Memorandum of Agreement Between Girard School District and Girard Federation of Teachers
Resolution to approve the Memorandum of Agreement by and between the Girard School District and Girard Federation of Teachers, as presented.

This motion, made by Joseph Legnasky and seconded by Joseph Meka, Carried.

Kelly Amenta: Abstain, Richard Brown: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Abstain, Joseph Meka: Abstain, Brady Sager: Yea, Melissa Smith: Absent
Yea: 5, Nay: 0, Absent: 1, Abstain: 3

Mrs. Kelly Amenta abstained and cited family member conflict.
Mr. Mike McConnell abstained and cited family member conflict.
Mr. Joseph Meka abstained and cited family member conflict.

Action: 8.6. Solvedt Enterprises, Inc Transportation Services agreement
Resolution to approve the transportation services agreement between Girard School District and Solvedt Enterprises, Inc as presented.

This motion, made by Brady Sager and seconded by Kelly Fisher, Carried.

Kelly Amenta: Yea, Richard Brown: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Brady Sager: Yea, Melissa Smith: Absent
Yea: 8, Nay: 0, Absent: 1

8. Business, Finance & Property

Action (Consent): 9.1. *Treasurer's Report
Resolution to approve Treasurer's Report as of September 2026.

Resolution to approve Consent Agenda Items as presented:

This motion, made by Mike McConnell and seconded by Joseph Legnasky, Carried.

Kelly Amenta: Yea, Richard Brown: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Brady Sager: Yea, Melissa Smith: Absent
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 9.2. *Financial Report
Resolution to approve General Fund Report as of October 16, 2026.

Resolution to approve Consent Agenda Items as presented:

This motion, made by Mike McConnell and seconded by Joseph Legnasky, Carried.

Kelly Amenta: Yea, Richard Brown: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Brady Sager: Yea, Melissa Smith: Absent
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 9.3. *Activity Reports
Resolution to approve Activity Reports for:

EVES - September 2026
RAMS - September 2026
GHS - September 2026

Resolution to approve Consent Agenda Items as presented:

This motion, made by Mike McConnell and seconded by Joseph Legnasky, Carried.

Kelly Amenta: Yea, Richard Brown: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Brady Sager: Yea, Melissa Smith: Absent
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 9.4. *Athletic Report
Resolution to approve Athletic Report as of September 2026.

Resolution to approve Consent Agenda Items as presented:

This motion, made by Mike McConnell and seconded by Joseph Legnasky, Carried.

Kelly Amenta: Yea, Richard Brown: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Brady Sager: Yea, Melissa Smith: Absent
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 9.5. *Cafeteria Report
Resolution to approve Cafeteria Report for September 2026.

Resolution to approve Consent Agenda Items as presented:

This motion, made by Mike McConnell and seconded by Joseph Legnasky, Carried.

Kelly Amenta: Yea, Richard Brown: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Brady Sager: Yea, Melissa Smith: Absent
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 9.6. *Investment Report
Resolution to approve Investment Report for September 2026.

Resolution to approve Consent Agenda Items as presented:

This motion, made by Mike McConnell and seconded by Joseph Legnasky, Carried.

Kelly Amenta: Yea, Richard Brown: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Brady Sager: Yea, Melissa Smith: Absent
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 9.7. *Payment of Bills
Resolution to approve the payment of bills:

General Fund Checks
Check # 121167 - #121214, Dated and Mailed 09/25/2026
Check # 121215 - #121261 Dated and Mailed 10/02/2026
Check # 121262 - #121289 Dated and Mailed 10/09/2026
Check # 121290 - #121303 Dated and Mailed 10/16/2026
Check # 121304 - #121385 Dated 10/27/2026

Cafeteria Fund Checks
Check # 11631 - #11633 Dated and Mailed 10/15/2026

Resolution to approve Consent Agenda Items as presented:

This motion, made by Mike McConnell and seconded by Joseph Legnasky, Carried.

Kelly Amenta: Yea, Richard Brown: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Brady Sager: Yea, Melissa Smith: Absent
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 9.8. *Surplus Items
Resolution to declare items surplus to the needs of the district and delegation of authority to the Superintendent and Director of Business to dispose of same as listed:

Athletics

- 1 broken wrestling scale
- 16 Swim parkas - purchased 1992
- 25 tennis pants - 2010s
- 10 tennis shorts - 2010s
- 8 yellow tennis warm-up shirts

Resolution to approve Consent Agenda Items as presented:

This motion, made by Mike McConnell and seconded by Joseph Legnasky, Carried.

Kelly Amenta: Yea, Richard Brown: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Brady Sager: Yea, Melissa Smith: Absent
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 9.9. *Per Capita Exonerations
Resolution to approve Per Capita Exonerations, as presented.

Resolution to approve Consent Agenda Items as presented:

This motion, made by Mike McConnell and seconded by Joseph Legnasky, Carried.

Kelly Amenta: Yea, Richard Brown: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Brady Sager: Yea, Melissa Smith: Absent
Yea: 8, Nay: 0, Absent: 1

10. Personnel

Action (Consent): 10.1. *Brittany LaBrecque – Transfer to Custodial Maintenance
Resolution to acknowledge the voluntary transfer of Brittany LaBrecque from Part-Time Custodian to EVES Full-Time Custodial Maintenance effective retroactive to October 12, 2026. Assignment may be in any school building and is subject to change.

Resolution to approve Consent Agenda Items as presented:

This motion, made by Mike McConnell and seconded by Joseph Legnasky, Carried.

Kelly Amenta: Yea, Richard Brown: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Brady Sager: Yea, Melissa Smith: Absent
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 10.2. *Lauren Korb – Resignation
Resolution to accept the resignation of Lauren Korb (EVES Full-Time Teacher Aide) effective retroactive to end of day October 16, 2026.

Resolution to approve Consent Agenda Items as presented:

This motion, made by Mike McConnell and seconded by Joseph Legnasky, Carried.

Kelly Amenta: Yea, Richard Brown: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Brady Sager: Yea, Melissa Smith: Absent
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 10.3. *Lacy Brant - Family Medical Leave
Resolution to acknowledge the intermittent Family Medical Leave request of Lacy Brant (GHS Teacher) effective retroactive to October 16, 2026 through June 9, 2027, not to exceed 60 days, in accordance with Board Policy 335.

Resolution to approve Consent Agenda Items as presented:

This motion, made by Mike McConnell and seconded by Joseph Legnasky, Carried.

Kelly Amenta: Yea, Richard Brown: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Brady Sager: Yea, Melissa Smith: Absent
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 10.4. *Appoint Athletic Supplemental Positions for 2026-2027 School Year
Resolution to appoint the following Athletic Supplemental Positions and Salaries as shown for the 2026-2027 school year in accordance with the Professional Contract as presented. Salaries for Athletic Supplemental Positions will be prorated in the event of a season being interrupted for any reason.

Contract Supplement B-2
(Athletic Positions)

Wrestling

(Total allocated by 2026-2027 Professional Contract is $22,022)

Assistant Coach (split)	~~OPEN~~ **Caleeann Blarr**	Salary $ 2,200
Head Coach	Curt Cardman *approved at September 28, 2026 Board meeting	Salary $ 10,168
1st Assistant Coach (split)	Jamie Greig *approved at September 28, 2026 Board meeting	Salary $ 5,200
Assistant Coach (split)	OPEN	Salary $ 1,520

Assistant Coach (split)	Nolan Stahl	*approved at September 28, 2026 Board meeting	Salary $ 2,934

Resolution to approve Consent Agenda Items as presented:

This motion, made by Mike McConnell and seconded by Joseph Legnasky, Carried.

Kelly Amenta: Yea, Richard Brown: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Brady Sager: Yea, Melissa Smith: Absent
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 10.5. *The Nutrition Group Employees for 2026-2027 School Year
Resolution to approve The Nutrition Group employees for the 2026-2027 school year, as presented.

Laurie Hayden - retroactive to October 26, 2026

Resolution to approve Consent Agenda Items as presented:

This motion, made by Mike McConnell and seconded by Joseph Legnasky, Carried.

Kelly Amenta: Yea, Richard Brown: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Brady Sager: Yea, Melissa Smith: Absent
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 10.6. *ESS Northeast, LLC., Certified Substitutes for 2026-2027 School Year
Resolution to approve the following ESS Northeast, LLC., Certified Substitute Teachers for the 2026-2027 School Year:

Cheri McGuire - retroactive to October 22, 2026

Resolution to approve Consent Agenda Items as presented:

This motion, made by Mike McConnell and seconded by Joseph Legnasky, Carried.

Kelly Amenta: Yea, Richard Brown: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Brady Sager: Yea, Melissa Smith: Absent
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 10.7. *ESS Northeast, LLC., Emergency Permit Substitutes for 2026-2027 School Year
Resolution to approve the following ESS Northeast, LLC., Emergency Permit Substitutes for the 2026-2027 School Year:

Brandon Lehman - retroactive to September 30, 2026
Giniean Rapp - retroactive to September 30, 2026
Curt Cardman - retroactive to October 7, 2026
Kimberly Christiansen - retroactive to October 7, 2026
Danielle McGowan - retroactive to October 9, 2026
Buxton McCaslin - retroactive to October 22, 2026

Resolution to approve Consent Agenda Items as presented:

This motion, made by Mike McConnell and seconded by Joseph Legnasky, Carried.

Kelly Amenta: Yea, Richard Brown: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Brady Sager: Yea, Melissa Smith: Absent
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 10.8. *ESS Northeast., LLC., Non-Instructional Substitutes for 2026-2027 School Year
Resolution to approve the following ESS Northeast, LLC., Non-Instructional Substitutes for the 2026-2027 School Year:

Nicholas Scarpino - retroactive to September 30, 2026
Lynette Ristau - retroactive to October 2, 2026
Kristen Lenox - retroactive to October 13, 2026
Sharese McDonald - retroactive to October 13, 2026

Resolution to approve Consent Agenda Items as presented:

This motion, made by Mike McConnell and seconded by Joseph Legnasky, Carried.

Kelly Amenta: Yea, Richard Brown: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Brady Sager: Yea, Melissa Smith: Absent
Yea: 8, Nay: 0, Absent: 1

11. New Business

11.1. New Business
None.

Action: 11.2. Agreement Authority – Natural Gas
Resolution delegating authority to the Superintendent and/or Director of Business to enter into an agreement for Natural Gas with Vineyard Oil and Gas Company.

This motion, made by Mike McConnell and seconded by Dan Maher, Carried.

Kelly Amenta: Yea, Richard Brown: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Brady Sager: Yea, Melissa Smith: Absent
Yea: 8, Nay: 0, Absent: 1

12. Students

Action (Consent): 12.1. *Girls Wrestling Tournament - Conneaut, OH
Resolution to approve the request of Curt Cardman (Head Wrestling Coach) to travel with GHS Girls Wrestling Team to attend the 3rd Annual Lady Spartan Invitational held at Conneaut High School in Ohio on February 7, 2027. Cost to the District is the tournament entry fee and transportation.

Resolution to approve Consent Agenda Items as presented:

This motion, made by Mike McConnell and seconded by Joseph Legnasky, Carried.

Kelly Amenta: Yea, Richard Brown: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Brady Sager: Yea, Melissa Smith: Absent
Yea: 8, Nay: 0, Absent: 1

Action: 12.4. 8th Grade Overnight Class Field Trip to Washington, DC
Resolution to approve the request of Randy Styborski, RAMS Teacher and 8th-Grade Class Advisor, to take 8th-grade students who sign up to attend on a field trip to Washington, D.C. tentatively scheduled for April 15-16, 2027. There will be no cost to the District.

This motion, made by Joseph Meka and seconded by Kelly Fisher, Carried.

Kelly Amenta: Yea, Richard Brown: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Brady Sager: Yea, Melissa Smith: Absent
Yea: 8, Nay: 0, Absent: 1

Action: 12.5. 8th Grade Overnight Class Field Trip to Washington, DC Transportation Deposit Advance
Resolution to authorize the District to advance the $1,440.38 nonrefundable deposit to secure a 56-passenger bus for the 8th-grade overnight field trip to Washington D.C. tentatively scheduled for April 15-16, 2027. These funds will be fully reimbursed to the District before the end of the school year through payments collected from participating students.

This motion, made by Joseph Meka and seconded by Dan Maher, Carried.

Kelly Amenta: Yea, Richard Brown: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Brady Sager: Yea, Melissa Smith: Absent
Yea: 8, Nay: 0, Absent: 1

13. Consent Items

Action (Consent): 13.1. Approval of Consent Items
Resolution to approve Consent Agenda Items as presented:

Minutes:
7.1 to 7.2

Administration:
8.1 to 8.4

Business, Finance & Property:
9.1 to 9.9

Personnel:
10.1 to 10.8

Students:
12.1 to 12.3

This motion, made by Mike McConnell and seconded by Joseph Legnasky, Carried.

Kelly Amenta: Yea, Richard Brown: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Brady Sager: Yea, Melissa Smith: Absent
Yea: 8, Nay: 0, Absent: 1

14. Correspondence

Informational: 14.1. I.U. Board Minutes - August 26, 2026
Informational: 14.2. Erie County Technical School Minutes - August 13, 2026

Discussion, Informational: 14.3. Other
Board President Brown reminded members to send him Board goals they wish to discuss at the November Workshop.

Board President Brown announced that Board Members will meet in Executive Session after recess of the October 26, 2026 Board Workshop to discuss personnel and legal matters. No action will be taken.

15. Adjournment

Action: 15.1. Adjournment
Resolution for Adjournment.

This motion, made by Brady Sager and seconded by Dan Maher, Carried.

Kelly Amenta: Yea, Richard Brown: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Brady Sager: Yea, Melissa Smith: Absent
Yea: 8, Nay: 0, Absent: 1

The October 26, 2026 Girard School District Board of Directors Meeting adjourned at 6:39 p.m.

Respectfully Submitted,

Board Secretary

POLICY

707

BOARD POLICY

Use of School Facilities

POLICY NUMBER	ADOPTED	REVISED	LAST REVIEWED
707	5/20/2002	9/23/2024	11/23/2026
VERSION	**DOCUMENT STATUS**		
v1.3	FIRST READING		

Purpose

The Board recognizes that although the primary purpose of the school buildings, facilities and property is to provide students with an appropriate learning environment, the Board may make school facilities available to individuals and community groups without discrimination and in accordance with this policy, provided the use does not interfere with the educational program of the schools. The Board also recognizes that these facilities are financed and supported, to a large degree, by the citizens of the communities; therefore, these facilities should be made available for community use. Thus, it shall first be made available for the school program, and community use of these facilities will be encouraged. The Board has the responsibility for protecting all school facilities against damage and from increased operating costs due to extended after-school use of such facilities.

This policy establishes conditions, restrictions and procedures for the use of school facilities for nonschool-sponsored purposes.

Permission for use of school facilities in no way implies the district's endorsement of the goals or activities of any individual or group receiving such permission. Individuals and groups approved to use school facilities shall not discriminate against any individual on the basis of age, race, sex, ethnicity, or relation with respect to access to the school facilities.

Authority

It is the policy of the Board to limit the use of school facilities during instructional time to curriculum and curriculum-related activities only. The laws of the State of Pennsylvania provide that Boards of Education may authorize school property to be used for any lawful or proper purpose and shall charge such fees as it deems reasonable for the use of said property without discrimination and in accordance with this policy provided; however, such use of property shall not interfere with the educational purpose and operation of the public schools.

No person(s), groups, or entity shall be permitted to use school facilities at any time, unless specifically permitted pursuant to this policy.

The Board directs that use of school facilities may be granted to individuals and community groups for the following types of activities:

1. Instruction in any branch of education, learning and the arts, consistent with the district's mission.

2. Social, civic and recreational meetings and entertainment, and other uses pertaining to the welfare of the community; but such use shall be non-exclusive and open to the public.

3. Recreation, physical training and athletics, including competitive athletic contests, for children and adults.

The Board shall establish a schedule of fees for the use of school facilities by approved groups.[1]

Delegation of Responsibility

The Girard School District Board of Directors authorizes the Superintendent and his/her designees to permit the use of the school facilities for community purposes in accordance with this policy. School facilities include buildings (i.e. gymnasium, auditorium, ~~**swimming pool**~~, cafeteria, classroom, etc.), and grounds (i.e. stadium, and practice/athletic fields). The Superintendent or designee has the discretion to authorize the use of district facilities to serve the needs of the community, residents and students.

The Board establishes rates for the rental of school facilities for groups and organizations other than school groups or organizations with direct school connections or organizations of a semi-educational nature. These rates are subject to change from time to time.

The Superintendent has the authority to impose sanctions for groups that fail to follow this policy.

The Superintendent shall ensure that this policy is posted on the district's publicly accessible website.[2]

The Superintendent or designee shall implement administrative regulations or procedures for requesting and granting permission for use of school facilities and shall distribute the necessary information to individuals affected by them.

A~~n~~ ~~**application**~~ **request** for use of school facilities may be disapproved because of noncompliance with established policy and procedures by the Superintendent or designee~~**, building principal, assistant principal, and/or the District Maintenance Supervisor**~~.

Guidelines

Any activity carried on in school facilities shall be according to Pennsylvania Law and in conformity with Borough and Township ordinances and the dignity and moral standards associated with the Girard and Lake City communities.

Certain rules and regulations pertaining to such use must be adopted and certain fees must be charged to cover the additional operating expenses incurred. Regulations and fees are intended to accomplish the purpose of permitting and encouraging full use of the school facilities to the general public without decreasing the use of such facilities to the school itself.

School equipment to be used in conjunction with requested facilities shall be identified at the time that the request for use is made. Users of school equipment must accept liability for any damage to or loss of equipment that occurs while in their use. Where rules so specify, no equipment may be used except by a qualified operator.

Users shall be financially responsible for damage to the facilities and for proper chaperones.

Non-school affiliated individuals or groups granted permission to use school facilities shall include in any and all publicity (including flyers) regarding the event, the following statement: **~~"Girard School District does not specifically endorse the program or individual associated with this event."~~** **"The Girard School District is not responsible for, and does not endorse, any statement, sentiment or opinion published or expressed in this document. This document is not part of, and has not been distributed as part of, the District's curricular or extracurricular programs."**

Each non-school affiliated user must present written evidence of purchase of organizational liability insurance, to the limit prescribed **~~by district rules~~** **in Policy 707 Administrative Regulations**, when registering for use of facility on the Girard School District online **~~application~~** system. This insurance must name Girard School District as an additional insured. Otherwise, the date will become available for another group.

~~Application~~ **Request** Process

An individual or community group requesting permission to use school buildings, facilities or school property must submit a request on the Girard School District online **~~application form~~** **system** at least ten (10) days in advance of the proposed date to the District Maintenance Supervisor.

The District Maintenance Supervisor will approve or deny the request based on the information provided, availability and custodial/cafeteria coverage. Once approved, the District Maintenance Supervisor shall forward the request to the building assistant principal for his/her final approval. Schedule changes must immediately be entered on the district's online system and communicated to the **~~District Maintenance Supervisor and/or assistant principal~~** **building-specific District Administrator**.

The online **~~application~~** request must specify the organization or group name; contact information; portion of the school facilities requested for use; proposed activities; number of individuals participating; equipment/supplies; and the date, time and duration of the proposed event.

Along with the completed **~~application~~** **request**, the individual or group must submit the following:

1. Evidence of organizational liability to limits required by district guidelines naming Girard School District as an additional insured.

2. Documentation evidencing the district shall be held harmless by the user for any liability that arises from use of school facilities by the individual or group.

Payment of the specified rental and/or custodial/cafeteria support fees. Fees must be paid by check payable to Girard School District and mailed to the Administration Office at 1203 Lake Street, Girard, PA 16417. **District reserves the right to require payment prior to the event date.**

~~**Application**~~ **Request** Evaluation

No application to use school facilities shall be approved if the proposed activity would result in any of the following:

1. Conflict with any school-sponsored activity.

2. Access to school facilities closed due to renovations, maintenance, cleaning, the school calendar, or Board action.

3. Access to school facilities containing equipment or furnishings which would be detrimental to the operation of a district program if damaged or operated by an unqualified operator.

4. The proposed use would prevent or encumber district personnel from preparing school facilities for their primary purpose, because of the nature or duration of the activity.

5. Danger to the health, safety or welfare of the students, staff or community of the Girard School District.

Sports "In-Season" Category 1 School Sponsored List:

FALL	WINTER	SPRING
Football: Varsity	Boys Basketball: Varsity	Baseball: Varsity
Football: JV	Boys Basketball: JV	Baseball: JV
Football: 7th and 8th Grade	Boys Basketball: 9th Grade	
	Boys Basketball: 8th Grade	Softball: Varsity
Boys Soccer: Varsity	Boys Basketball: 7th Grade	Softball: JV
Boys Soccer: JV		
	Girls Basketball: Varsity	Track & Field: Co-Ed (~~9~~ 7-12)
Girls Soccer: Varsity	Girls Basketball: JV	
Girls Soccer: JV		Volleyball: 8th Grade
	Wrestling: Varsity/JV	Volleyball: 7th Grade
Volleyball: Varsity	Wrestling: Grades 7-9	
Volleyball: JV		Girls Soccer: 7th and 8th Grade
	Swimming: Co-Ed (9-12)	Boys Soccer: 7th and 8th Grade
Cross Country: Co-Ed (7-12)		
8th Grade Girls Basketball		
7th Grade Girls Basketball		
Golf		
~~***Effective 2017, Golf on hiatus***~~		
*Effective 2017, Tennis on hiatus		

*Refer to Administrative Regulations for complete details.

Approved Categories Listed in Priority Order:

Category 1 is covered by Girard School District Liability Insurance

CATEGORY 1 (SCHOOL-SPONSORED): School groups, such as Instructional/Classroom Activities, high school and middle school (grades 7 and 8) PIAA school-sponsored athletic programs; school theater, art and musical programs; and other district functions of an instructional nature.

Categories 2-6 MUST provide Certificate of Liability Insurance

CATEGORY 2 (SCHOOL-AFFILIATED): Organizations whose rental activities are designed to benefit Girard School District students and/or programs as determined by the administration. Examples: Student Clubs, Booster Organizations supporting PIAA sanctioned athletics, and PTA Groups, Elk Creek Recreation Board, and Girard School District Community Foundation. *School-Affiliated designation requires that ninety percent (90%) or more of the children participating in the activity must reside in the Girard School District.

CATEGORY 3 (COMMUNITY YOUTH): Organizations whose rental activities are designed to benefit Girard School District students, as determined by the administration. Examples: Religious Education Classes, Youth Athletic Organizations and Scout Groups. *Community Youth designation requires that ninety percent (90%) or more of the children participating in the activity must reside in the Girard School District.

CATEGORY 4 (COMMUNITY/CHARITABLE): Organizations whose rental activities are designed to benefit Girard School District citizens, whose motive is to raise funds to support the general community welfare. Examples: Churches, Religious Organizations, Borough Councils/Township Commissioners, Fire/Police/EMS, Employee Recreation Groups, and Service Clubs.

CATEGORY 5 (COMMUNITY NON-CHARITABLE): Groups or organizations that have their principal place of business in the Girard School District whose rental activities are for-profit or personal gain. Example: Local Businesses.

CATEGORY 6 (NON-COMMUNITY/NON-CHARITABLE): All other outside groups or individuals requesting use of school facilities.

*Specific building activities at Elk Valley Elementary School will have first priority for facility usage.

*When an overlap of "In-Season" occurs due to playoffs, the Athletic Director will collaborate with the coaches to allocate playing time for the affected sports. Upon completion of playoffs, the team is no longer considered "In-Season" and any previously scheduled gym time is removed and open for the next "In-Season" sport to schedule.

Limitations

When individuals and community groups receive notification that their request has been approved to use school facilities under this policy, such use shall be conditioned upon strict compliance with the following:

1. Individuals shall not use, access or enter upon any portions of the school facilities or their contents not specified in the approved request form.

2. Individuals shall refrain from any conduct or activities not specifically identified in the approved request form.

3. All activities must begin after student dismissal.

4. All activities must terminate and all individuals and community group members must exit the school premises by 10:00 p.m. **Extensions may be approved by the Superintendent.**

5. Sunday facility use is available on a limited basis and is subject to the availability of custodial/maintenance staff. The express permission of the Superintendent or designee is required prior to the event.

6. When advertising or promoting activities held at school facilities, individuals and community groups shall clearly communicate that the activities are not being sponsored by the district **by including the following statement: "The Girard School District is not responsible for, and does not endorse, any statement, sentiment or opinion published or expressed in this document. This document is not part of, and has not been distributed as part of, the District's curricular or extracurricular programs."**.

7. School equipment used in conjunction with requested facilities shall be identified when the ~~**application**~~ **request** is submitted. Users of school equipment must accept liability for any damage to or loss of equipment that occurs while in their use. Where rules so specify, no equipment may be used except by a qualified operator, provided by the school.

Prohibited Activities

The following activities are strictly prohibited in school facilities when individuals and community groups are granted written permission to use said school facilities:[3]

1. Possession, use or distribution of controlled substances prohibited by state or federal law.
2. Possession of weapons.
3. Conduct that would alter, damage or be injurious to any district property, equipment or furnishings.
4. Conduct that would constitute a violation of the Pennsylvania Crimes Code and/or state and federal laws and regulations.
5. Use of tobacco and vaping products, and other e-cigarettes, as defined in the law.[4] [5] [6] **[7]**

   Products approved by the United States Food and Drug Administration for sale as a tobacco cessation product or for other therapeutic purposes where the product is marketed and sold solely for such approved purpose, are permitted, as long as the product is not inhaled.
6. Medical marijuana products as prohibited by federal law.
7. Possession, use or distribution of alcoholic beverages.
8. Gambling, games of chance, lotteries, raffles or other activities requiring a license under the Local Option Small Games of Chance Act, unless such activity has been expressly authorized by the Board or administration.[8] [9]

Violations

The district reserves the right to remove from district premises any individual or community group who fails to comply with the terms and conditions of this policy and established procedures.[3]

In the event an individual or community group violates this policy or the terms under which permission was granted to use school facilities, that individual or community group forfeits the right to submit future written requests to use district property, unless otherwise decided by the Board.

Fee Schedule

Use of school facilities for activities directly related to the educational program and district operations shall be without cost to users, except that the user shall be responsible for extra custodial and cafeteria helper fees.

Legal Footnotes

[1] 24 P.S. 775
LEGAL REFERENCE

[2] 24 P.S. 510.2
LEGAL REFERENCE

[3] 24 P.S. 511
LEGAL REFERENCE

[4] 18 Pa. C.S.A. 6306.1
LEGAL REFERENCE

[5] 20 U.S.C. 7972
LEGAL REFERENCE

[6] 20 U.S.C. 7973
LEGAL REFERENCE

[7] Pol. 904 — Public Attendance at School Events
POLICY REFERENCE

[8] 10 P.S. 328.101 et seq
LEGAL REFERENCE

[9] 61 PA Code 901.701
LEGAL REFERENCE

POLICY 707 Administrative Regulations

SCHEDULING PROCESS

Strong ties with the community lead to more partnerships and programs outside the classroom, which in turn can be utilized to directly support instruction and empower students to learn. Whenever possible utilizing our community partnership with the Elk Creek Recreation Board, for youth athletics in grades 8 and under is recommended.

Facilities Use Request Process

The following provisions must be met before the Girard School District will make facilities available for use by organized groups:

1. Facilities are available only when their use does not interfere with school programs staff use of individual rooms, school maintenance, or the rescheduling of school activities and during the regular hours of custodial/maintenance staff unless overtime for custodial/maintenance staff can be arranged.

2. All groups and individuals requesting use of the school facilities must ~~**complete**~~ **submit** a facilities use ~~**application**~~ **request** through the District's scheduling software found on the District's Web site at least ten (10) days in advance. Exceptions may be granted under extenuating circumstances. Use of facilities will be considered in accordance with the Approved Categories priority listing.

3. Facilities are not available for use on holidays, when school is closed, or when school has been cancelled for emergencies or inclement weather.

4. The use of facilities after regular school hours or on weekends at Elk Valley Elementary and Rice Avenue Middle School is contingent upon the availability of a custodian and/or cafeteria employee, responsible school employee, or approved activity sponsor. Regular Saturday custodial hours at Girard High School have been established from 9**:00** AM – 5:30 PM**, subject to change**.

5. Sunday facility use ~~**restricted to after 2 PM,**~~ **is available on a limited basis and** is subject to the availability of custodial/maintenance staff, and with the express permission of the Superintendent **or designee prior to the event**. When appropriate, use of facilities on Sunday for the purpose of practice, will be allowed and must be pre-approved by the Superintendent **or designee** prior to the practice(s). Use of the facilities on Sunday for non-practice related events, must also be preapproved by the Superintendent **or designee** and are subject to related fees. A custodian will be assigned to events unless a school district employee, or approved supervisor, assumes responsibility for the facility and is present for the event.

   Charges will be imposed on the group for custodial response during non-working hours or other circumstances deemed extraordinary by administrators.

6. A minimum of one trained school employee or approved technical specialist must be present when a group uses the auditorium.

7. A minimum of one cafeteria employee must be present when a group uses a kitchen

facility, unless an appropriately certificated person is approved to replace the café employee.

8. The group agrees to name one (1) adult to be responsible for:
   a. Supervising the activity and participants throughout the duration of the event.
   b. Remaining in the area during the event and until all persons have left the building.
   c. Confining the activity and its participants/observers to those portions of the building previously agreed upon.
   d. Ensuring that the facility is secure when leaving by confirming all accessible exits are locked.
   e. Monitoring the activities and use so that the facility and equipment remain in pre-existing condition.
   f. Keeping exterior doors locked to maintain safety, security and energy conservation.

9. The group agrees to leave the facility in a clean and orderly condition with all items returned to their proper places. When a kitchen facility is used, the area must be thoroughly cleaned before leaving. An additional cleaning fee may be charged if deemed appropriate by the Superintendent or designee.

10. Groups requiring use of audio-visual, amplifying or other District-owned equipment agrees to make prior arrangement through application for that equipment. Fees may be charged for the set-up, use and/or damage of said equipment.

11. The group agrees that no food or drinks may be served or consumed in classrooms, auditorium or gymnasiums.

12. The group agrees to accept responsibility for all damages to any part of the building, equipment, furnishings or grounds which may occur, and does agree to indemnify and hold forever harmless the Girard School District, its successors and assigns, its Directors, administrators, employees and insurers from and against loss from any and all claims, demands, suits, actions in law or that may hereafter at any time be brought against the GSD arising out of or on account of any accident or injury to person or property sustained by any such person or such property in consequence of the use of the premises of the School District pursuant to the grant of permission by School District to use~~s~~ such premises. (Requires signed Indemnity Agreement.)

13. The group agrees to remit payment to the District business office within thirty (30) calendar days following receipt of an invoice. Any amount due for damages as result of using the facilities must be paid within the same period of time.

14. The organization (or individual) using the facility agrees to provide liability insurance in the amount of $1,000,000.00 listing Girard School District as additional insured.

Time of Use

1. When school is in session, school buildings ordinarily will be available only between the hours of 2:45 until 10 PM for Girard High School and Rice Avenue Middle School and 3:45 until 10 PM for Elk Valley Elementary. Other times must be specifically arranged with the Superintendent or designee.

2. Buildings will be opened one-half hour before the scheduled time of the program and closed one-quarter hour after the scheduled end of the program. Extended time requirements must be requested in advance.

3. When classes are cancelled for any reason, all scheduled activities will be cancelled as determined by the Superintendent ~~**of Schools**~~ or designee.

Services

1. Special room equipment, or requests for installation or movement of furniture or equipment in conjunction with an organization's use of a school facility should be requested at the time the space is reserved. Such permission must be so stated on the ~~**application**~~ **request form**. School equipment such as overhead projectors and public address systems, and technical equipment (i.e. computers, software, etc.) may not be used by outside organizations without the service of school operators or permission by the school principal or their designee.

2. The Board, because of its responsibility for protecting the school district's buildings and property therein, restricts rental of space or buildings to certain times and areas. It may also revoke a permit at any time and must have free access to all rooms at all times.

3. Physical education, science, business, or any other equipment or supplies will not be used by any group except school organizations.

4. The permit holder agrees to save and hold harmless the School District and agrees to assume responsibility for all liabilities arising from the occupancy of building use, it being understood and agreed that the Girard School District assumes no obligation respecting the use of such premises. Organizations not providing proper security and supervision for children attending events, may not be considered for future facilities use.

5. Admission charges to activities held in school facilities shall be made only as stated by the ~~**application**~~ **request form**.

6. Non-school groups sponsoring or representing programs for which admission is charged are required to file a copy of the statement with the office of the Business Manager. The School District will not be liable for the payment of any taxes due on admission charges.

7. Organizations that have been granted the use of school facilities shall assume full responsibility for the care and maintenance of facilities and school property, and for the safety of participants and spectators during the event.

8. Any recognized organization or group of individuals requesting the use of the facility shall be required to provide the ~~**Director of Facilities and Property Services**~~ **Director of Business or designee** with a certificate of insurance in the amount of at least $1,000,000 which specifically names the Girard School District as additional insured.

9. A charge for the use of school facilities will be made according to the rental policies and fee schedule adopted by the Board of Education.

10. No equipment of any type (sound, lighting, musical, electrical, etc.) shall be moved or altered without specific contract approval. The moving of heavy equipment (e.g. pianos), shall be done only by authorized personnel assigned by the School District.

11. The School District reserves the right to cancel or modify the lease contract or to preempt school facilities at any and all times that this may become necessary to serve school and community purposes.

12. Failure to adhere to any and all regulations outlined above may be cause for damage claims by the School District, for cancellation of lease contracts, or for future denial of rental privileges.

13. Any decorations shall be erected in a manner that will not be destructive to school property, and such erection shall be approved by the Principal and/or District Maintenance Supervisor. All decorations shall be removed from the building before the rental time expires. The use of any materials on floors or other parts of the building without specific approval of the custodian on duty is strictly prohibited.

14. All advertising except that incidental to programs, and all sales of merchandise, printed matter, or other material is forbidden unless special approval is given by the Superintendent or designee.

15. Any right or privilege granted to any person, persons, or organizations to use any building or property is personal and shall not be transferable to any other person, persons, or organizations.

16. The Board reserves the right to adjust fees on an individual basis when it believes conditions are warranted.

17. Cancellation Procedure – All approved facility rentals must be cancelled prior to 48 hours of the start of the reservations. All cancellations made after this deadline will result in the forfeiture of the full rental fee and any and all costs associated. Furthermore, failure to meet this cancellation timeframe may result in the denial of any future requests.

Public Use of Recreational Facilities During the School Day/School Year

Access to all Girard School District campuses, athletic facilities, and playgrounds will be restricted as outlined below.

a. All school district campuses and recreational facilities will be closed to the public between the hours of 6:00 am and 3:30 pm with the exception of the walking track. School district facilities include: football field, tennis courts, soccer fields, baseball/softball fields, gym, ~~**pool**~~, fitness centers and playgrounds.
b. All school district facilities will be closed to the public during school hours and while in use by Girard School District sponsored athletic teams to include: all athletic fields, tennis courts, gymnasiums, ~~**pool**~~, fitness centers and playgrounds. Failure to comply will result in a visitor being asked to leave District property.
c. All school district recreational facilities will close at 10:00 p.m.
d. All school district playgrounds will close at dusk.

Public Use of Recreational Facilities During the Summer

Access to all Girard School District campuses, athletic facilities, and playgrounds will be restricted as outlined below.

a. All school buildings undergo cleaning and repairs over the summer in preparation for

the next school year. For this reason, requests for use of facilities must ~~be coordinated with the District Maintenance Supervisor and Principal of the building~~ **submitted on the District's online request system**.

Use of Scoreboards

The scoreboards in the gyms and/or the stadium and practice fields can be used by all the local organizations provided qualified personnel are there to operate them. Qualified personnel will be determined and approved by the District.

~~Swimming Pool~~

~~1. Swimming will not be permitted at any time unless an appropriate number of lifeguard are present. Lifeguard certifications must be on file with the Director of Facilities and Property Services prior to approval. If more than 20 individuals are to be in the pool, the services of an additional guard will be required. It may be required that additional guards be on duty when special circumstances exist.~~

~~2. Participants in the swimming program must remove excessive facial treatments, oily hair lotions, hairpins, bobby pins and contact lens before entering the pool area.~~

~~3. A shower must be taken by individuals before entering the swimming pool. It is recommended that a shower also be taken after leaving the pool.~~

~~4. Any person showing evidence of a communicable physical condition shall be denied permission to use the swimming pool unless written approval is presented from one of the physicians of the School District.~~

~~5. Bathing suits are required for all participants in any swimming program.~~

~~6. Bathing suits must be made from fabric such as nylon or Dacron that will not add to the load of the filtering system.~~

~~7. Cleanliness must be emphasized since the germ content of the water must be kept at a minimum level or the pool will be closed by officials from the Department of Health. The germ content can be kept at the acceptable level only if individuals bathe carefully before entering the pool, wear clean suits and refrain from practices which will contaminate the water in any way.~~

~~8. Any boy or girl under 4' 6" in height must be accompanied by at least one parent and the parent must accept full responsibility.~~

~~9. Personal swimming equipment normally used in outdoor swimming areas will not be permitted.~~

~~10. There is to be no running in the swimming pool area.~~

~~11. Glass containers are prohibited in the swimming pool area. This~~

~~**includes the swimming pool deck and spectator viewing area.**~~

~~**12. All school groups requesting authorization to use the swimming pool are to be scheduled by the Director of Facilities and Property Services.**~~

~~**13. The School District will not be responsible for items belonging to participants using the swimming pool.**~~

~~**14. The School District will not be liable for injuries to participants using the swimming pool except as required by law.**~~

Skateboards, Roller Skates, In-Line Skates, Hover Boards, Drones

No person shall use skateboards, roller skates, in-line skates, hover boards or drones upon the property and grounds of the School District unless approved by School District Administration. **See policy 719 for further information on drone usage.** Any person using a skateboard, roller skates, ~~**or using**~~ in-line skates, hover boards, drones or assisting another us**e**ing these upon school property or grounds is hereby deemed a defiant trespasser pursuant to Section 3503 of the Pennsylvania Crimes Code, 18 P.S. Sec. 3503 (b), and shall be subject to summary criminal prosecution. The appropriate officers of the school district shall post School District grounds pursuant to Section 3503 of the Pennsylvania Crimes Code regarding the use of skateboards, roller skates, in-line skates, hover boards, or drones.

Dogs

No person shall cause a dog under his/her control or ownership to be allowed to run freely upon the property and grounds of the School District.

Fireworks/Skyrockets

No fireworks**/skyrockets** will be shot off on School District property, unless pre-approved by the building principal as part of the regular school curriculum. No fireworks**/skyrockets** of any kind are permitted on District property unless pre-approved in writing by the Superintendent ~~**of Schools**~~ or designee. References SC 511, 775 PA Code Title 22 Sec. 12.9 707-10

~~**The scoreboards in the gyms and/or the stadium and practice fields can be used by all the local organizations provided qualified personnel are there to operate them. Qualified personnel will be determined and approved by the District.**~~

Safe and Secure School/Building Door Access Procedure – ~~Effective 2020-2021 School Year~~

1. All doors will now be locked and require badge access for all groups including athletics, band, theater, chorus, clubs, boosters, PTA, and outside organizations. A facilities request agreement must be signed before any access will be given.

2. Organizations will designate a responsible individual as their "contact" person in writing to the District. The organization will provide a written list of those individuals within the organization who will receive a badge. The designated contact person will then be responsible for distributing these badges to the individuals in their organization that will use them to get

access to the facilities. The District reserves the right to limit the number of badges per organization.

3. All badges are to be returned to the IT Department at the end of their season. Badges will then be reassigned when the new season starts and a request/agreement ~~**have**~~ **has** been finalized. Organizations that require year-long access are not required to return badges between seasons.

4. Each time the designated contact or an individual that has been assigned a badge changes within the organization, the District must be informed in writing.

5. Badges will be set to open:

a. Only those doors that have been assigned.
b. Only the buildings that have been approved ~~**o**~~ **and** only during the time period that access has been granted.

6. Consideration for entry without utilization of an assigned badge may be reviewed for large events and/or special events on a case-by-case basis. Examples may include tournaments, concerts, recitals and large community events.

7. Individuals caught propping doors open, using their access card inappropriately, violating District policies and procedures, or purposely trying to circumvent the established access controls, will risk the organization's approved use of the facilities.

8. The District reserves the right to assign buildings and hours of usage. The School District's goal is not to restrict the use of the facilities for any group, but to provide required access for our commitment in providing safe and secure schools for everyone at all times.

Facilities Rental Fee Structure

	Category 1 -4		Category 5-6	
		Fee per hour	Bundle 25+ Hours	Season 50+ Hours
Indoor Facilities				
Elk Valley Elementary School	N/A	50/hr.	47/hr.	45//hr.
Rice Ave Middle School	N/A	50/hr.	47/hr.	45//hr.
Girard High School	N/A	50/hr.	47/hr.	45//hr.
Energy Costs per location	N/A	25/hr.		
Custodial costs if after hours	N/A	42.25/hr.		
Technology Support/Setup	N/A	30/hr.		
Outdoor Facilities		Fee Per Day	Bundle 10+ days	Season 25+ days
Baseball/softball Per field	N/A	200/day	175/day	150/ day
Soccer	N/A	200/day	175/day	150/ day
Football/Track	N/A	200/day	175/day	150/ day
Football/Track with Lights	N/A	400/day	350/day	300/ day

*Proof of insurance must be provided for Category 2-6. The minimum coverage must be 1 million per occurrence and 2 million aggregate

** Bundle discount applies to a commitment of at least 25 hours for indoor facilities and 10 days for outdoor facilities during a two (2) month period

** Season discount applies to a commitment of at least 50 hours for indoor facilities and 25 days for outdoor facilities during a two (3) month period

POLICY

204.1

BOARD POLICY

Virtual Attendance and Wellness Checks

POLICY NUMBER	VERSION	DOCUMENT STATUS	LAST REVIEWED
204.1	v2.2	SECOND READING	11/28/2026

PURPOSE

This policy establishes standards for wellness checks for students who receive academic instruction exclusively through the district's virtual instruction program for the full school year. Wellness checks are conducted to verify attendance and to facilitate the safety and well-being of students.

AUTHORITY

The Board directs the maintenance of a wellness check process that complies with state law.[1]

This policy shall be posted on the district's publicly accessible website.[1]

DEFINITION

District employee/representative – a district teacher, administrator or other district representative who is subject to mandated reporter requirements for child abuse under the Child Protective Services Law.[2][3]

DELEGATION OF RESPONSIBILITY

The Superintendent or designee shall be responsible for implementing this policy.

It shall be the responsibility of the designated district employee/representative to administer wellness check procedures in accordance with applicable law and this policy.

GUIDELINES

Weekly Wellness Checks

Weekly wellness checks must be conducted for each student enrolled in the district's virtual instruction program who receives academic instruction exclusively through virtual means for the full school year.[1]

At least once during any week consisting of three (3) or more full or partial academic instructional days, a district employee/representative shall ensure that each student is visibly seen and communicated with in real time either, in person or through electronic means.[1]

Wellness Check Methods

Acceptable methods of conducting wellness checks include:[1]

1. A student turning on a webcam and the district employee/representative visibly seeing and communicating with the student during synchronous online instruction.
2. Virtual or face-to-face participation by the student in any of the following activities:
    a. Health screenings.
    b. Standardized testing.
    c. Advising sessions.
    d. Tutoring sessions.
    e. In person, school-sponsored activities chaperoned by a district employee/representative.

Excused Absence Exemptions

A student may be exempt from a wellness check on the day a check is attempted if the student has an excused absence pursuant to applicable attendance requirements.[1] [4][5]

If this occurs, the district shall conduct the wellness check on the next school day or another school day during the same week. If a student has an excused absence for all school days during the same week, the student shall be exempt from the wellness check requirement for that week.[1] [4][5]

Internet or Power Outage Exemptions

A student may be exempt from a wellness check when the student's household experiences a documented Internet or power outage during the day and time of the attempted wellness check.[1]

If this occurs, the district shall conduct the wellness check on the next school day or another school day during the same week following resolution of the outage.[1]

The student's parent/guardian shall provide documentation of the outage to the district as soon as possible.[1]

Failure to Complete a Required Wellness Check

Within one (1) school day after a student fails to complete a required wellness check, the district shall:[1]

1. Make documented and ongoing efforts to complete the required wellness check and contact the student's parent/guardian using at least two (2) different methods of communication; and
2. Provide written notice to the parent/guardian, in the parent's/guardian's preferred language, stating that the required wellness check has not been completed.

Wellness Review Conference

If the required wellness check is not completed within three (3) school days following the issuance of written notice, the district shall immediately schedule a wellness review conference to occur within one (1) school day. The wellness review conference may be conducted in person or through electronic means.[1]

The wellness review conference will be conducted to:[1]

1. Complete the required wellness check through real-time visual interaction with the student;
2. Reestablish communication with the student and the student's parent/guardian; and
3. Identify interventions to facilitate future participation in wellness checks.

The wellness review conference shall convene as scheduled regardless of whether the student or the student's parent/guardian participates.[1]

In-Person Wellness Check

If a student does not participate in the wellness review conference, the district must conduct an in-person wellness check within twenty-four (24) hours of the scheduled conference, even if this time period falls on a weekend or holiday.[1]

~~{ } When the district has been unable to reach or obtain a response from the student or the student's parent/guardian, the Superintendent or designee shall consult with the district solicitor for guidance.~~

Wellness Check Records

The district shall maintain accurate records of all wellness checks, including the date, time, method, and outcome of each check.[1]

District administrators are prohibited from altering attendance records for wellness checks after a wellness check has been performed, except to correct an identified error.[1]

Reporting Requirements

Any district employee/representative who observes an indications of abuse, neglect or harm to a child during a wellness check, wellness review conference, or related contact, the district employee/representative is required to report the concerns in accordance with law and Board policy.[1][2][3]

The district shall maintain documentation sufficient to demonstrate compliance with this policy and applicable law.[1]

Such documentation shall be provided to the Pennsylvania Department of Education (PDE) upon request. Failure to comply with the with such requests may result in:[1]

1. A requirement to report to PDE the date, time and method of each wellness check for each student enrolled exclusively in the district's virtual instruction program.
2. Mandating district educators, administrators and staff to complete child abuse recognition, prevention and reporting training annually.
3. Requiring the district to meet in person with each student enrolled in a virtual instruction program at least once during the school year following the school year in which the district was found to be out of compliance.
4. Prohibiting the district from being awarded a competitive state grant by PDE until the district demonstrates compliance.

Legal Footnotes

[1] **24 P.S. 1327.4**
LEGAL REFERENCE

[2] **23 Pa. C.S.A. 6301 et seq**
LEGAL REFERENCE

[3] **Pol. 806 — Child Abuse**
POLICY REFERENCE

[4] **24 P.S. 1329**
LEGAL REFERENCE

[5] **Pol. 204 — Attendance**
POLICY REFERENCE

GIRARD SCHOOL DISTRICT
HOME OF THE YELLOWJACKETS

Weekly Cyber Student Wellness Checks: *Grades K-8*

A Family Guide to State Well-Being & Participation Requirements (PA Act 14)

■ **IMPORTANT FOR GIRARD FAMILIES: Weekly wellness checks are a state mandate. To ensure all virtual students are seen and supported, wellness check procedures are formally initiated every Thursday for any student who has not already completed their check earlier in the week. Please help us keep our Yellowjackets safe and connected by completing checks promptly!**

Understanding PA Act 14 Wellness Checks

Under Pennsylvania State School Code Section 1327.4 (Act 14), school districts must conduct **weekly wellness checks** for all students enrolled in full-time virtual/cyber instruction programs. During any school week with 3 or more instructional days, the district is legally required to ensure that each cyber student is **visibly seen and communicated with in real time** by a certified teacher, administrator, or authorized representative.

What Counts as a Wellness Check?

• **Webcam Verification:** Turning on webcams so a teacher can visibly see and talk with the student in real time during synchronous online classes.

• **Educational Services:** Student participation in virtual or face-to-face tutoring, academic advising, health screenings, or standardized testing.

• **Chaperoned Events:** Attending in-person, school-sponsored activities chaperoned by an authorized district employee (includes participating in sports, band, school musicals, clubs, extracurricular events, etc.).

Approved Exceptions & Absences

• **Excused Absences:** If a student has an excused absence on the day of a wellness check, it must be completed on the next school day during that week. If a student is excused for the *entire* week, they are exempt for that week.

• **Internet & Power Outages:** If an outage prevents a check, the check is deferred to the next school day. Parents must provide documentation of the power/internet outage to the district as soon as possible.

Mandatory Missed Check Protocol (PA State Law)

Timeline	Required District Actions	Parent & Student Responsibilities
Within 1 School Day	The district must begin documented, ongoing contact efforts using at least two different communication methods (phone, email, etc.) and send a formal written notice.	Parents must immediately respond to the district's communication and coordinate a quick visual check for the student by logging in at the specified time through **Google Meet** with the code: ***GSDWellness***. The student must be seen and heard. The camera and microphone must be on during the wellness check.
Within 3 School Days	If the check remains incomplete 3 days after written notice is sent, the district is legally mandated to schedule a Wellness Review Conference to occur within 24 hours.	The student and parent must join this conference (in-person or virtually) to perform a real-time visual check and establish support plans.
Within 24 Hours of Conference	The district is legally required to conduct an in-person, face-to-face wellness check if the student does not attend the scheduled Wellness Review Conference.	The student must be made available for an in-person visual visit by an authorized school district representative.

■■ **Legal Commitment & Safety Mandate:** Under 23 Pa.C.S. Ch. 63 (Child Protective Services), if school representatives observe any indications of abuse, neglect, or harm during a wellness check, they are legally mandated reporters and must immediately file a report. Furthermore, school administrators are legally prohibited from altering wellness check attendance records after the check is performed (unless correcting a clerical error).

GIRARD SCHOOL DISTRICT
HOME OF THE YELLOWJACKETS

Weekly Cyber Student Wellness Checks: *Grades 9-12*

A Family Guide to State Well-Being & Participation Requirements (PA Act 14)

■ **IMPORTANT FOR GIRARD FAMILIES: Weekly wellness checks are a state mandate. To ensure all virtual students are seen and supported, we will be conducting virtual wellness checks every Wednesday via Google Meet with the code: *wellness.* Google Meet will be open from *8:00-9:10am for block 1, 9:20-10:20am for block 2, 11:15-12:15pm for block 3, and 1:10-2:10pm for block 4*. Students must login during one of those times to complete their weekly Wednesday wellness check. Missed wellness checks will be formally initiated every Thursday for any student who has not completed their Wednesday wellness check following the protocol below. Please help us keep our Yellowjackets safe and connected by completing checks promptly!**

Understanding PA Act 14 Wellness Checks

Under Pennsylvania State School Code Section 1327.4 (Act 14), school districts must conduct **weekly wellness checks** for all students enrolled in full-time virtual/cyber instruction programs. During any school week with 3 or more instructional days, the district is legally required to ensure that each cyber student is **visibly seen and communicated with in real time** by a certified teacher, administrator, or authorized representative.

What Counts as a Wellness Check?

• **Webcam Verification:** Turning on webcams so a teacher can visibly see and talk with the student in real time during synchronous online classes.

• **Educational Services:** Student participation in virtual or face-to-face tutoring, academic advising, health screenings, or standardized testing.

• **Chaperoned Events:** Attending in-person, school-sponsored activities chaperoned by an authorized district employee (includes participating in sports, band, school musicals, clubs, extracurricular events, etc.).

Approved Exceptions & Absences

• **Excused Absences:** If a student has an excused absence on the day of a wellness check, it must be completed on the next school day during that week. If a student is excused for the *entire* week, they are exempt for that week.

• **Internet & Power Outages:** If an outage prevents a check, the check is deferred to the next school day. Parents must provide documentation of the power/internet outage to the district as soon as possible

Mandatory Missed Check Protocol (PA State Law)

Timeline	Required District Actions	Parent & Student Responsibilities
Within 1 School Day	The district must begin documented, ongoing contact efforts using at least two different communication methods (phone, email, etc.) and send a formal written notice.	Students must immediately respond to the district's communication and coordinate a quick visual check by logging in at the specified time through **Google Meet** with the code: ***wellness***. The student must be seen and heard. The camera and microphone must be on during the wellness check.
Within 3 School Days	If the check remains incomplete 3 days after written notice is sent, the district is legally mandated to schedule a Wellness Review Conference to occur within 24 hours.	The student and parent must join this conference (in-person or virtually) to perform a real-time visual check and establish support plans.
Within 24 Hours of Conference	The district is legally required to conduct an in-person, face-to-face wellness check if the student does not attend the scheduled Wellness Review Conference.	The student must be made available for an in-person visual visit by an authorized school district representative.

■■ **Legal Commitment & Safety Mandate:** Under 23 Pa.C.S. Ch. 63 (Child Protective Services), if school representatives observe any indications of abuse, neglect, or harm during a wellness check, they are legally mandated reporters and must immediately file a report. Furthermore, school administrators are legally prohibited from altering wellness check attendance records after the check is performed (unless correcting a clerical error).

Girard School District

1203 Lake Street, Girard, Pennsylvania 16417 • 814-774-5666 • www.girardsd.org

FORMAL WRITTEN NOTICE

Required Weekly Wellness Check Not Completed

Issued in accordance with Section 1327.4(a)(5)(ii) of the Public-School Code (Act 14 of 2026)

Date of Notice: _____

Sent To (Parent/Guardian Name): _____

Student Name: _____

Student ID / Grade: _____ / *Grade* _____

School Week of Missed Check (Mon–Fri): _____

Date Wellness Check Was Attempted: _____

Preferred Language for Notice: _____

Notice to Parent/Guardian

This letter is to inform you that the required weekly wellness check for the above-named student, enrolled in **Girard School District's** full-time virtual/cyber instruction program, was not completed as required by Pennsylvania law (24 P.S. § 13-1327.4). Under state law, a wellness check must occur at least once during any school week that includes three or more full or partial days of academic instruction, so that the student is visibly seen and communicated with in real time by a teacher, administrator, or other authorized district representative.

Documented Contact Efforts

State law requires the school district to make documented, ongoing efforts to complete the wellness check and to contact the parent/guardian using at least two different methods of communication. The following contact attempts have been made:

- ☐ **Phone call** — Date/Time: _____ Outcome: _____
- ☐ **Email** — Date/Time: _____ Outcome: _____
- ☐ **Text message** — Date/Time: _____ Outcome: _____
- ☐ **Mailed letter** — Date/Time: _____ Outcome: _____
- ☐ **Other** (specify): _____

Action Required

Please contact the school district immediately to schedule and complete the wellness check. You may:

- ☐ Enable your student's webcam during their next scheduled synchronous class so a teacher or administrator can visibly see and speak with them in real time; or
- ☐ Contact the district representative listed below to arrange an alternative real-time wellness check by phone/video conferencing or Google Meet at a mutually convenient time.

IMPORTANT: If this wellness check is not completed within three (3) school days of the date of this notice, the district is required by law to immediately schedule a Wellness Review Conference, to occur within one (1) school day of that deadline. The conference will take place regardless of whether the parent/guardian or student participates. If the student does not participate in the Wellness Review Conference, the District is required to conduct an in-person wellness check within 24 hours of the scheduled conference.

Girard School District
1203 Lake Street, Girard, Pennsylvania 16417 • 814-774-5666 • www.girardsd.org

District Representative Contact Information

Contact Name: _____

Title: _____

Phone: _____

Email: _____

Office Hours: _____

Legal Notice

Pennsylvania law (23 Pa.C.S. Ch. 63) requires school district representatives to report any indication of abuse, neglect, or harm to a child observed in the course of a wellness check. Attendance records for wellness checks may not be altered by a school district administrator after the check is performed, except to correct an error.

_____ _____

Signature — School District Representative Date

_____

Printed Name and Title of School District Representative

For office use only: A copy of this notice and all documented contact efforts must be retained in the student's file in accordance with the District's Act 14 wellness check policy.

POLICY
803

BOARD POLICY

School Calendar

POLICY NUMBER	ADOPTED	REVISED	LAST REVIEWED
803	5/20/2002	8/26/2024	11/28/2026

DOCUMENT STATUS
SECOND READING

PURPOSE

The Board recognizes that preparation of an annual school calendar is necessary for the efficient operation of the district and communication with students, staff, parents/guardians and the school community.

AUTHORITY

The Board shall determine annually the days and the hours when the schools will be in session for instructional purposes, in accordance with state law and regulations. This may include, as appropriate, activities qualifying as instructional days or hours under the direction of certified school employees for fulfilling the minimum required days or hours of instruction under law, regulations and state guidance.[1][2][3][4][5][6][7][8][9]

The school calendar shall normally consist of a minimum of [1][2][8][10]

{**X**} 180 student days **or**

{**X**} 900 hours of instruction ~~for full-time PreK-6~~ **at the elementary level** and 990 hours of instruction ~~for secondary grades 7-12~~ **at the secondary level**.

~~{ } 450 hours of instruction for half-day kindergarten programs.~~

~~{ } and prekindergarten programs.~~

The Board reserves the right to alter the school calendar when it is in the best interests of the district, **including in cases of emergency, in accordance with applicable law and regulations. The Board shall take action to establish temporary provisions in cases of emergency, in accordance with law, and shall document such actions with the PA Department of Education when required.**[2][5][6][7][9][11][12][13][14]

~~When an emergency arises, which the Board could not anticipate or foresee, and such emergency results in the district being unable to provide for the in-person attendance of all students during the established length of school days, number of days per week or hours of classes, the Board may establish temporary provisions during the period of emergency.~~

~~During an open regular or special Board meeting, the Board shall take action to identify the emergency and establish the temporary provisions. Such action shall be recorded in the Board minutes for the open meeting and certified with the Secretary of Education in the form prescribed by the PA Department of Education for review or approval. The Board shall enact the temporary provisions in response to the emergency, which may remain in effect for a period of no more than four (4) years.~~[2][5][6][7][9][11][12][13]~~[14]~~

Temporary provisions established in accordance with law may include but are not limited to: [1][2][5][6][7][8][9][12][13] **[15]**

1. Keeping schools in session such days and hours as the Board deems necessary, which shall include maintaining the requirement for a minimum of 180 student days or 900 hours of instruction at the elementary level and 990 hours of instruction at the secondary level.
   ~~{ } 450 hours of instruction for half-day kindergarten programs.~~
   ~~{ } and prekindergarten programs.~~
2. Reducing the length of time of daily instruction for courses and classes.
3. Implementing remote and other alternative methods of delivering instruction under the direction of certified school employees.

Each year, prior to finalizing the school calendar, the Board must discuss the use or potential use of flexible instructional days and remote or virtual instructional days at a public Board meeting.[7] [14]

DELEGATION OF RESPONSIBILITY

The Superintendent **or designee** shall annually prepare a school calendar for Board consideration.

The Superintendent or designee shall document alterations to the school calendar and any temporary provisions in accordance with law, regulations, guidance from the PA Department of Education and Board policy.[7][14] **[15]**

PSBA Revision 8/26 © 2026 PSBA

Legal Footnotes

[1] 24 P.S. 133
LEGAL REFERENCE

[2] 24 P.S. 1501
LEGAL REFERENCE

[3] 24 P.S. 1502
LEGAL REFERENCE

[4] 24 P.S. 1503
LEGAL REFERENCE

[5] 24 P.S. 1504
LEGAL REFERENCE

[6] 24 P.S. 1505
LEGAL REFERENCE

[7] **24 P.S. 1506**
LEGAL REFERENCE

[8] **22 PA Code 11.1**
LEGAL REFERENCE

[9] **22 PA Code 11.2**
LEGAL REFERENCE

[10] **22 PA Code 4.4**
LEGAL REFERENCE

[11] **24 P.S. 520**
LEGAL REFERENCE

[12] **24 P.S. 520.1**
LEGAL REFERENCE

[13] **24 P.S. 1501.3**
LEGAL REFERENCE

[14] **Pol. 14**
POLICY REFERENCE
Referenced policy is not available in this policy book.

[15] **Pol. 805 — Emergency Preparedness and Response**
POLICY REFERENCE

GIRARD SCHOOL DISTRICT

AP Human Geography Curriculum & Pacing Guide

Unit 1: *Thinking Geographically*

Unit Overview

Students learn the geographer's toolkit: maps, spatial data, spatial concepts and scale. These tools frame every later unit, so the unit is short but its skills are revisited all semester

Essential Questions

- How do geographers use maps and data to reveal spatial patterns?
- How does the scale of analysis change what we see and conclude?
- How do humans and the environment shape each other?
- Why do geographers divide the world into regions, and who decides the boundaries?

Unit 1: I Can Statements (Week 1)

- I can identify types of maps and map projections and explain the distortions each one creates.
- I can explain how geographic data is collected (field work, census, satellite imagery, GIS, GPS) and how it is used.
- I can apply spatial concepts such as absolute and relative location, distance decay, time-space compression and patterns of distribution.
- I can explain human–environment interaction using environmental determinism, possibilism and sustainability.
- I can analyze how a pattern looks different at global, regional, national and local scales.
- I can distinguish formal, functional and perceptual regions and give an example of each.

Unit 1 Reference — Thinking Geographically (Week 1)

Standards Addressed — Unit 1

- 7.1.12. A, B
- 7.4.12. A, B

Source: Content reorganized into this format with the assistance of Claude (Anthropic AI), based on the Girard School District AP Human Geography Syllabus and AP Central College Board Course and Exam Description, November 2026.

- CC.8.5.11-12.G
- CC.8.6.11-12.B

Vocabulary

Content: absolute location, relative location, site, situation, place, space, map projection (Mercator, Robinson, Peters, Goode homolosine), reference map, thematic map (choropleth, dot density, graduated symbol, isoline, cartogram), map scale, scale of analysis, GIS, GPS, remote sensing, field observation, distance decay, time-space compression, friction of distance, pattern, clustering, dispersal, density, distribution, environmental determinism, possibilism, sustainability, land use, formal region, functional region, perceptual (vernacular) region.

Resources: AP Classroom: AP Daily videos 1.1–1.7, Topic Questions, PPC 1, Question Bank items tagged Unit 1; CED Unit 1 pages and the Course at a Glance (AP Central); Projection comparison tool such as The True Size Of; ESRI ArcGIS StoryMaps or ArcGIS Online for a short GIS lab; Local hook: map Erie's site (Lake Erie, Presque Isle) and situation (I-79/I-90 corridor) to teach site versus situation, and have students draw a perceptual map of "Western PA."

Multilingual Learner / Language Support

- Pre-teach the unit vocabulary lists in this guide with visuals, cognates and student-made Frayer models; post a running word wall by unit.
- Give FRQ sentence frames tied to the task verbs: identify (one word or phrase), describe (what it looks like), explain (how or why, with "because"), compare (similarities and differences).
- Use images, maps and data stimuli heavily; they carry meaning with less reading load, and they match the exam's stimulus questions.

IEP Learner or 504 Plan Learner

- Follow all accommodations; guided notes for AP Daily videos; chunked primary sources; extended time on practice FRQs; apply for College Board exam accommodations early

Source: Content reorganized into this format with the assistance of Claude (Anthropic AI), based on the Girard School District AP Human Geography Syllabus and AP Central College Board Course and Exam Description, November 2026.

1-Week Pacing at a Glance

Weekly pacing reflects a suggested sequence based on the unit's standards and content; adjust to align with specific lesson in AP Classroom.

Day(s)		Focus
1	*1.1 Introduction to Maps*	*AP Daily 1.1; Topic Questions 1.1*
2	*1.2 Geographic Data; 1.3 The Power of Geographic Data*	*AP Daily1.2-1.3; Topic Questions*
3	*1.4 Spatial Concepts; 1.5 Human-Environmental Interaction*	*AP Daily 1.4-1.5; Topic Questions*
4	*1.6 Scales and Analysis; 1.7 Regional Analysis*	*AP Daily 1.6.1.7; Topic Questions*
5	*Review and Assessment*	*PPC 1MCQ and FRQ; unit test*

Source: Content reorganized into this format with the assistance of Claude (Anthropic AI), based on the Girard School District AP Human Geography Syllabus and AP Central College Board Course and Exam Description, November 2026.

GIRARD SCHOOL DISTRICT

AP Human Geography Curriculum & Pacing Guide

Unit 2: *Population and Migration Patterns and Processes*

Unit Overview

Students analyze where people live, how populations grow and change, and why people move. Population pyramids, the Demographic Transition Model and migration theories give students their first major data-analysis and model-critique practice.

Essential Questions

- Why is the world's population distributed unevenly, and what are the consequences?
- How do birth, death and migration rates shape a country's future?
- How useful are models like the DTM and Malthusian theory for predicting population change?
- How do government policies and the status of women affect population change?
- What causes people to migrate, and how does migration change both origin and destination?

Unit 2: I Can Statements (Weeks 2-4)

- I can explain physical and human factors that shape population distribution and calculate arithmetic, physiological and agricultural density.
- I can interpret a population pyramid and predict its political, economic and social effects.
- I can calculate and explain CBR, CDR, TFR, IMR, RNI and doubling time.
- I can explain each stage of the Demographic Transition Model and the Epidemiological Transition Model and evaluate their limits.
- I can compare Malthusian and neo-Malthusian views with their critics.
- I can compare pronatalist and antinatalist policies and explain how women's education and employment affect fertility.
- I can explain the causes and consequences of aging populations and the dependency ratio.

Source: Content reorganized into this format with the assistance of Claude (Anthropic AI), based on the Girard School District AP Human Geography Syllabus and AP Central College Board Course and Exam Description, November 2026.

- I can apply Ravenstein's laws, push–pull factors and intervening obstacles and opportunities to real migrations.
- I can distinguish forced and voluntary migration and explain the effects of migration on origin and destination.

Unit 2 Reference — Population and Migration Patterns and Processes (Week 2-4)

Standards Addressed — Unit 2

- 7.3.12.A
- 7.1.12.A
- 7.4.12. A
- CC.8.5.11-12.C
- CC.8.6.11-12. A

Vocabulary

Content: population distribution, ecumene, arithmetic density, physiological density, agricultural density, carrying capacity, population pyramid, sex ratio, dependency ratio, crude birth rate (CBR), crude death rate (CDR), total fertility rate (TFR), infant mortality rate (IMR), rate of natural increase (RNI), doubling time, life expectancy, replacement level, Demographic Transition Model (DTM), Epidemiological Transition Model (ETM), Malthusian theory, neo-Malthusian, overpopulation, pronatalist policy, antinatalist policy, aging population, Ravenstein's laws of migration, push factor, pull factor, intervening obstacle, intervening opportunity, chain migration, step migration, transnational migration, internal migration, interregional and intraregional migration, guest worker, refugee, internally displaced person (IDP), asylum seeker, remittances, brain drain, counterurbanization.

Resources: APAP Classroom: AP Daily videos 2.1–2.12, Topic Questions, PPC 2, Question Bank FRQs on population and migration; Population Reference Bureau World Population Data Sheet; U.S. Census Bureau International Database (population pyramids); Gapminder for DTM data stories; UNHCR Global Trends report for refugee and IDP data; Migration Policy Institute data hub; Local hook: compare Erie County's population pyramid with Pennsylvania's using Census QuickFacts, and discuss refugee resettlement in Erie as a case of migration effects at the local scale.

Multilingual Learner / Language Support

- Pre-teach the unit vocabulary lists in this guide with visuals, cognates and student-made Frayer models; post a running word wall by unit.
- Give FRQ sentence frames tied to the task verbs: identify (one word or phrase), describe (what it looks like), explain (how or why, with "because"), compare (similarities and differences).

Source: Content reorganized into this format with the assistance of Claude (Anthropic AI), based on the Girard School District AP Human Geography Syllabus and AP Central College Board Course and Exam Description, November 2026.

- Use images, maps and data stimuli heavily; they carry meaning with less reading load, and they match the exam's stimulus questions.

IEP Learner or 504 Plan Learner

- Follow all accommodations; guided notes for AP Daily videos; chunked primary sources; extended time on practice FRQs; apply for College Board exam accommodations early

3 Week Pacing at a Glance

Weekly pacing reflects a suggested sequence based on the unit's standards and content; adjust to align with specific lesson in AP Classroom.

Day(s)		AP Classroom
6	*2.1 Population Distribution*	*AP Daily 2.1; Topic Questions*
7	2.2 Consequences of Population Distribution	*AP Daily 2.2; Topic Questions*
8	*2.3 Population Composition*	*AP Daily 2.3; Topic Questions*
9	*2.4 Population Dynamics*	*AP Daily 2.4; Topic Questions*
10	*2.5 The Demographic Transition Model*	*AP Daily 2.5; Topic Questions*
11	*2.6 Malthusian Theory*	*AP Daily 2.6; Topic Questions*
12	*2.7 Population Policies;* *2.8 Women and Demographic Change*	*AP Daily 2.7-2.8; Topic Questions*
13	*2.9 Aging Populations*	*AP Daily 2.9; Topic Questions*
14	*2.10 Causes of Migration*	*AP Daily 2.10; Topic Questions*
15	*2.11 Forced and Voluntary Migration*	*AP Daily 2.11; Topic Questions*
16	*2.12 Effects of Migration*	*AP Daily 2.12; Topic Questions;* *PPC 2 MCQ*
17	*Review and assessment*	*PPC 2 FRQ; unit test*

Source: Content reorganized into this format with the assistance of Claude (Anthropic AI), based on the Girard School District AP Human Geography Syllabus and AP Central College Board Course and Exam Description, November 2026.

GIRARD SCHOOL DISTRICT

AP Human Geography Curriculum & Pacing Guide

Unit 3: *Cultural Patterns and Processes*

Unit Overview

Students examine how culture is expressed on the landscape and how cultural traits, languages and religions spread. The unit builds Skill 4 (source analysis of images and landscapes) and introduces diffusion types that return in agriculture, cities and development.

Essential Questions

- How is culture reflected in the landscapes people build?
- How and why do cultural traits spread from one place to another?
- Why are some languages and religions found worldwide while others stay local?
- Does globalization make cultures more alike or spark efforts to preserve difference?

Unit 3: I Can Statements (Weeks 4-6)

- I can define culture and distinguish cultural traits, folk culture and popular culture.
- I can analyze a photo of a cultural landscape for sequent occupance, religion, ethnicity and identity.
- I can explain how attitudes toward gender and ethnicity show up in the landscape.
- I can identify relocation, expansion (hierarchical, contagious, stimulus) diffusion with examples.
- I can explain how colonialism, imperialism and trade spread culture historically.
- I can explain how communication technology and urbanization speed contemporary cultural diffusion.
- I can describe the hearths and diffusion of major language families and of universalizing and ethnic religions.
- I can explain acculturation, assimilation, syncretism and multiculturalism as effects of diffusion.

Source: Content reorganized into this format with the assistance of Claude (Anthropic AI), based on the Girard School District AP Human Geography Syllabus and AP Central College Board Course and Exam Description, November 2026.

Unit 3 Reference — Population and Migration Patterns and Processes (Week 4-6)

Standards Addressed — Unit 3

- 7.3.12.B
- 7.1.12.B
- 7.4.12. A
- CC.8.5.11-12.A, G
- CC.8.6.11-12. B

Vocabulary

Content: culture, cultural trait, cultural complex, folk culture, popular culture, cultural landscape, sequent occupance, placemaking, sense of place, placelessness, ethnicity, ethnic enclave, gender roles in landscapes, cultural relativism, ethnocentrism, centripetal and centrifugal cultural forces, hearth, relocation diffusion, expansion diffusion, hierarchical diffusion, contagious diffusion, stimulus diffusion, colonialism, imperialism, globalization, time-space compression, lingua franca, language family, language branch, dialect, creole, pidgin, toponym, universalizing religion, ethnic religion, diaspora, acculturation, assimilation, syncretism, multiculturalism, cultural convergence, cultural divergence.

Resources: AP Classroom: AP Daily videos 3.1–3.8, Topic Questions, PPC 3, image-based Question Bank items; Pew Research Center religion and global landscape data; Ethnologue overview maps for language families; Google Earth Street View tours for landscape comparison (sacred sites, ethnic neighborhoods); Local hook: photograph and analyze Erie or Pennsylvania cultural landscapes (Pennsylvania German barns, ethnic churches, Little Italy and refugee-owned businesses) as a sequent occupance study.

Multilingual Learner / Language Support

- Pre-teach the unit vocabulary lists in this guide with visuals, cognates and student-made Frayer models; post a running word wall by unit.
- Give FRQ sentence frames tied to the task verbs: identify (one word or phrase), describe (what it looks like), explain (how or why, with "because"), compare (similarities and differences).
- Use images, maps and data stimuli heavily; they carry meaning with less reading load, and they match the exam's stimulus questions.

IEP Learner or 504 Plan Learner

- Follow all accommodations; guided notes for AP Daily videos; chunked primary sources; extended time on practice FRQs; apply for College Board exam accommodations early

Source: Content reorganized into this format with the assistance of Claude (Anthropic AI), based on the Girard School District AP Human Geography Syllabus and AP Central College Board Course and Exam Description, November 2026.

3 Week Pacing at a Glance

Weekly pacing reflects a suggested sequence based on the unit's standards and content; adjust to align with specific lesson in AP Classroom.

Day(s)		AP Classroom
18	*3.1 Introduction to Culture*	*AP Daily 3.1; Topic Questions*
19	3.2 Cultural Landscapes	*AP Daily 3.2; Topic Questions*
20	*3.3 Cultural Patterns*	*AP Daily 3.3; Topic Questions*
21	*3.4 Types of Diffusion*	*AP Daily 3.4; Topic Questions*
22	*3.5 Historical Causes of Diffusion*	*AP Daily 3.5; Topic Questions*
23	*3.6 Contemporary Causes of Diffusion*	*AP Daily 3.6; Topic Questions*
24	*3.7 Diffusion of Religion and Language (language families)*	*AP Daily 3.7; Topic Questions*
25	*3.7 Diffusion of Religion and Language (religions)*	*AP Daily 3.7; Topic Questions*
26	*3.8 Effects of Diffusion*	*AP Daily 3.8; Topic Questions*
27	*Cultural landscape photo analysis lab*	*PPC 3 FRQ*
28	*Review and assessment*	*Unit test*

Source: Content reorganized into this format with the assistance of Claude (Anthropic AI), based on the Girard School District AP Human Geography Syllabus and AP Central College Board Course and Exam Description, November 2026.

GIRARD SCHOOL DISTRICT

AP Human Geography Curriculum & Pacing Guide

Unit 4: *Political Patterns and Processes*

Unit Overview

Students study how space is divided and controlled, from nation-states and boundaries to voting districts. They weigh the forces that hold states together against those that pull them apart. The unit closes with the cumulative midterm.

Essential Questions

- How do states, nations and nation-states differ, and why does the difference matter?
- How are boundaries drawn, and how do they shape conflict and cooperation?
- How do internal boundaries such as voting districts affect political power?
- Why do some states devolve or fragment while others stay unified?
- Are supranational organizations and globalization weakening state sovereignty?

Unit 4: I Can Statements (Weeks 6-8)

- I can distinguish a nation, state, nation-state, multinational state, multistate nation and stateless nation.
- I can explain how colonialism, imperialism and independence movements shaped today's political map.
- I can explain sovereignty and territoriality and apply them to contemporary disputes.
- I can classify boundaries as antecedent, subsequent, consequent, superimposed, geometric or relic.
- I can explain how boundaries are defined, delimited, demarcated and administered, including maritime boundaries under UNCLOS.
- I can explain redistricting and gerrymandering (cracking and packing) and their effects.
- I can compare unitary and federal states.
- I can explain physical, cultural, economic and political causes of devolution.
- I can explain how supranational organizations challenge sovereignty and evaluate centripetal and centrifugal forces in a given state.

Source: Content reorganized into this format with the assistance of Claude (Anthropic AI), based on the Girard School District AP Human Geography Syllabus and AP Central College Board Course and Exam Description, November 2026.

Standards Addressed — Unit 4

- 7.3.12.E
- 7.1.12.B
- 7.4.12. B
- CC.8.5.11-12. F
- CC.8.6.11-12. A

Vocabulary

Content: political geography, state, nation, nation-state, multinational state, multistate nation, stateless nation, autonomous region, semi-autonomous region, sovereignty, territoriality, self-determination, colonialism, imperialism, neocolonialism, choke point, shatterbelt, boundary, antecedent boundary, subsequent boundary, consequent boundary, superimposed boundary, geometric boundary, relic boundary, define, delimit, demarcate, administer, UNCLOS, territorial sea, exclusive economic zone (EEZ), voting district, redistricting, reapportionment, gerrymandering, cracking, packing, unitary state, federal state, devolution, balkanization, irredentism, ethnic separatism, terrorism, supranationalism, supranational organization (UN, EU, NATO, ASEAN, African Union, USMCA), centripetal force, centrifugal force, failed state.

Resources: AP Classroom: AP Daily videos 4.1–4.10, Topic Questions, PPC 4, Question Bank for building the midterm; Council on Foreign Relations Global Conflict Tracker; CIA World Factbook for boundary and government data; Redistricting lab: Dave's Redistricting App or Princeton Gerrymandering Project maps; Local hook: examine Pennsylvania's 2018 congressional map redraw (League of Women Voters v. Commonwealth) and how Erie's district lines have changed.

Multilingual Learner / Language Support

- Pre-teach the unit vocabulary lists in this guide with visuals, cognates and student-made Frayer models; post a running word wall by unit.
- Give FRQ sentence frames tied to the task verbs: identify (one word or phrase), describe (what it looks like), explain (how or why, with "because"), compare (similarities and differences).
- Use images, maps and data stimuli heavily; they carry meaning with less reading load, and they match the exam's stimulus questions.

IEP Learner or 504 Plan Learner

- Follow all accommodations; guided notes for AP Daily videos; chunked primary sources; extended time on practice FRQs; apply for College Board exam accommodations early

Source: Content reorganized into this format with the assistance of Claude (Anthropic AI), based on the Girard School District AP Human Geography Syllabus and AP Central College Board Course and Exam Description, November 2026.

3 Week Pacing at a Glance

Weekly pacing reflects a suggested sequence based on the unit's standards and content; adjust to align with specific lesson in AP Classroom.

Day(s)		AP Classroom
29	*4.1 Introduction to Political Geography*	*AP Daily 4.1; Topic Questions*
30	4.2 Political Processes	*AP Daily 4.2; Topic Questions*
31	*4.3 Political Power and Territoriality*	*AP Daily 4.3; Topic Questions*
32	*4.4 Defining Political Boundaries*	*AP Daily 4.4; Topic Questions*
33	*4.5 The Function of Political Boundaries*	*AP Daily 4.5; Topic Questions*
34	*4.6 Internal Boundaries*	*AP Daily 4.6; Topic Questions*
35	*4.7 Forms of Governance*	*AP Daily 4.7; Topic Questions*
36	*4.8 Defining Devolutionary Factors*	*AP Daily 4.8; Topic Questions*
37	*4.9 Challenges to Sovereignty*	*AP Daily 4.9; Topic Questions*
38	*4.10 Consequences of Centrifugal and Centripetal Forces*	*AP Daily 4.10; Topic Questions; PPC 4 and FRQ*
39	*Unit 4 test*	*Question bank custom assessment; Unit test*

Source: Content reorganized into this format with the assistance of Claude (Anthropic AI), based on the Girard School District AP Human Geography Syllabus and AP Central College Board Course and Exam Description, November 2026.

GIRARD SCHOOL DISTRICT

AP Human Geography Curriculum & Pacing Guide

Unit 5: *Agriculture and Rural Land-Use Patterns and Processes*

Unit Overview

Students trace agriculture from its hearths through three agricultural revolutions to today's global food system. They apply the von Thünen model and weigh the environmental and social costs of how food is produced.

Essential Questions

- How do physical geography and economics determine what is farmed where?
- How did the agricultural revolutions change where and how people live?
- Does the von Thünen model still explain agricultural land use in a global economy?
- What are the environmental, social and economic costs of modern agriculture?
- How do the roles of women and small farmers shape global food production?

Unit 5: I Can Statements (Weeks 8-10)

- I can compare intensive and extensive farming practices and explain where each occurs.
- I can identify rural settlement patterns (clustered, dispersed, linear) and survey methods (metes and bounds, township and range, long lot).
- I can explain the hearths and diffusion of plant and animal domestication and the Columbian Exchange.
- I can explain the causes and effects of the Second Agricultural Revolution and the Green Revolution.
- I can match agricultural production regions with climate and explain subsistence versus commercial agriculture.
- I can explain economies of scale, commodity chains, bid-rent and agribusiness in the spatial organization of agriculture.
- I can apply and critique the von Thünen model.
- I can explain the global system of agriculture, including food deserts, fair trade and food insecurity.
- I can explain environmental consequences such as desertification, soil salinization, deforestation and pollution, and evaluate responses such as organic, sustainable and local food movements.
- I can explain the role of women in agricultural production and how it varies by region.

Source: Content reorganized into this format with the assistance of Claude (Anthropic AI), based on the Girard School District AP Human Geography Syllabus and AP Central College Board Course and Exam Description, November 2026.

Unit 5 Reference — Agriculture and Rural Land-Use Patterns and Processes (Week 8-10)

Standards Addressed — Unit 5

- 7.3.12.C, D
- 7.4.12. A, B
- 7.2.12.B
- CC.8.5.11-12. C
- CC.8.6.11-12. B

Vocabulary

Content: agriculture, primary sector, intensive agriculture, extensive agriculture, market gardening, plantation agriculture, mixed crop and livestock, shifting cultivation, slash-and-burn, pastoral nomadism, ranching, Mediterranean agriculture, subsistence agriculture, commercial agriculture, clustered settlement, dispersed settlement, linear settlement, metes and bounds, township and range, long-lot system, agricultural hearth, domestication, Columbian Exchange, Neolithic (First) Agricultural Revolution, Second Agricultural Revolution, Green Revolution, high-yield seeds, mechanization, monocropping, monoculture, commodity chain, economies of scale, agribusiness, bid-rent theory, von Thünen model, food desert, food insecurity, fair trade, cash crop, value-added specialty crops, genetically modified organisms (GMOs), aquaculture, terraced farming, irrigation, salinization, desertification, overgrazing, deforestation, organic farming, sustainable agriculture, community-supported agriculture (CSA), local food movement.

Resources: AP Classroom: AP Daily videos 5.1–5.12, Topic Questions, PPC 5, Question Bank data-stimulus FRQs; USDA Census of Agriculture and USDA ERS Food Access Research Atlas (food deserts); FAO FAOSTAT for global production data; Our World in Data agricultural land use and crop yield charts; Local hook: map Erie County's Concord grape belt and dairy farms against distance to market to test von Thünen, and use the Food Access Research Atlas to find food deserts in Erie.

Multilingual Learner / Language Support

- Pre-teach the unit vocabulary lists in this guide with visuals, cognates and student-made Frayer models; post a running word wall by unit.
- Give FRQ sentence frames tied to the task verbs: identify (one word or phrase), describe (what it looks like), explain (how or why, with "because"), compare (similarities and differences).
- Use images, maps and data stimuli heavily; they carry meaning with less reading load, and they match the exam's stimulus questions.

Source: Content reorganized into this format with the assistance of Claude (Anthropic AI), based on the Girard School District AP Human Geography Syllabus and AP Central College Board Course and Exam Description, November 2026.

IEP Learner or 504 Plan Learner

- Follow all accommodations; guided notes for AP Daily videos; chunked primary sources; extended time on practice FRQs; apply for College Board exam accommodations early

3 Week Pacing at a Glance

Weekly pacing reflects a suggested sequence based on the unit's standards and content; adjust to align with specific lesson in AP Classroom.

Day(s)		AP Classroom
40	*5.1 Introduction to Agriculture*	*AP Daily 5.1; Topic Questions*
41	5.2 Settlement Patterns and Survey Methods; 5.3 Agricultural Origins and Diffusions	*AP Daily 5.2-5.3; Topic Questions*
42	*5.4 The Second Agricultural Revolution*	*AP Daily 5.4; Topic Questions*
43	*5.5 The Green Revolution*	*AP Daily 5.5; Topic Questions*
44	*5.6 Agricultural Production Regions*	*AP Daily 5.6; Topic Questions*
45	*5.7 Spatial Organization of Agriculture*	*AP Daily 5.7; Topic Questions*
46	*5.8 Von Thünen Model (local application lab)*	*AP Daily 5.8; Topic Questions*
47	*5.9 The Global System of Agriculture*	*AP Daily 5.9; Topic Questions*
48	*5.10 Consequences of Agricultural Practices*	*AP Daily 5.10; Topic Questions*
49	*5.11 Challenges of Contemporary Agriculture; 5.12 Women in Agriculture*	*AP Daily 5.11-5.12; Topic Questions; PPC 5 MCQ*
50	*Review and assessment*	*PPC 5 FRQ; unit test*

Source: Content reorganized into this format with the assistance of Claude (Anthropic AI), based on the Girard School District AP Human Geography Syllabus and AP Central College Board Course and Exam Description, November 2026.

GIRARD SCHOOL DISTRICT

AP Human Geography Curriculum & Pacing Guide

Unit 6: *Cities and Urban Land-Use Patterns and Processes*

Unit Overview

Students explain why cities form, grow and connect, then analyze their internal structure with urban models. The unit ends with the challenges of urban change and sustainability, using real urban data.

Essential Questions

- Why do cities form where they do, and what drives their growth?
- How are cities connected in a global hierarchy?
- How well do urban models explain land use in cities in different world regions?
- How do infrastructure, density and policy shape who lives where in a city?
- How can cities grow while remaining livable, equitable and sustainable?

Unit 6: I Can Statements (Weeks 11-13)

- I can explain how site and situation influence the origin and growth of cities.
- I can describe the processes of suburbanization, sprawl and edge-city development and explain megacities and metacities.
- I can explain the world city hierarchy and how cities function as nodes of globalization.
- I can apply the rank-size rule, primate city and central place theory (threshold and range).
- I can compare the Burgess, Hoyt, Harris–Ullman and galactic models with the Latin American, African and Southeast Asian city models.
- I can explain bid-rent and how residential density varies within a city.
- I can explain how transportation and infrastructure shape urban development.
- I can evaluate smart-growth policies, new urbanism, greenbelts and mixed-use zoning.
- I can use quantitative and qualitative urban data (census, surveys, field observation) to analyze a city.
- I can explain the causes and effects of gentrification, redlining, blockbusting, squatter settlements and urban environmental problems.

Source: Content reorganized into this format with the assistance of Claude (Anthropic AI), based on the Girard School District AP Human Geography Syllabus and AP Central College Board Course and Exam Description, November 2026.

Standards Addressed — Unit 6

- 7.3.12.C,
- 7.1.12.A
- 7.4.12.B
- CC.8.5.11-12. G
- CC.8.6.11-12. G, H

Vocabulary

Content: urbanization, site, situation, suburbanization, urban sprawl, edge city, boomburb, exurb, megacity, metacity, megalopolis, world city, global city hierarchy, primate city, rank-size rule, central place theory, threshold, range, hinterland, gravity model, Burgess concentric zone model, Hoyt sector model, Harris–Ullman multiple nuclei model, galactic city (peripheral) model, Latin American city model (Griffin–Ford), African city model, Southeast Asian city model (McGee), central business district (CBD), bid-rent theory, zone in transition, density gradient, infrastructure, smart growth, new urbanism, greenbelt, mixed-use development, urban growth boundary, zoning, redlining, blockbusting, filtering, gentrification, disamenity zone, squatter settlement (informal settlement), urban renewal, brownfield, urban heat island, food desert, inclusionary zoning.

Resources: AP Classroom: AP Daily videos 6.1–6.11, Topic Questions, PPC 6, Question Bank image and data FRQs; U.S. Census Bureau data.census.gov and American Community Survey for urban data; University of Richmond Mapping Inequality (historical redlining maps); GaWC world city rankings; UN World Urbanization Prospects data; Local hook: field study of Erie's urban structure (downtown CBD, bayfront redevelopment, Millcreek suburban retail corridor) and compare it with the Burgess and Harris–Ullman models; view Erie's 1930s HOLC map on Mapping Inequality if available.

Multilingual Learner / Language Support

- Pre-teach the unit vocabulary lists in this guide with visuals, cognates and student-made Frayer models; post a running word wall by unit.
- Give FRQ sentence frames tied to the task verbs: identify (one word or phrase), describe (what it looks like), explain (how or why, with "because"), compare (similarities and differences).
- Use images, maps and data stimuli heavily; they carry meaning with less reading load, and they match the exam's stimulus questions.

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IEP Learner or 504 Plan Learner

- Follow all accommodations; guided notes for AP Daily videos; chunked primary sources; extended time on practice FRQs; apply for College Board exam accommodations early

3 Week Pacing at a Glance

Weekly pacing reflects a suggested sequence based on the unit's standards and content; adjust to align with specific lesson in AP Classroom.

Day(s)		AP Classroom
51	*6.1 The Origin and Influences of Urbanization*	*AP Daily 6.1; Topic Questions*
52	6.2 Cities Across the World	*AP Daily 6.2; Topic Questions*
53	*6.3 Cities and Globalization*	*AP Daily 6.3; Topic Questions*
54	*6.4 The Size and Distribution of Cities*	*AP Daily 6.4; Topic Questions*
55	*6.5 The Internal Structure of Cities (North American models)*	*AP Daily 6.5; Topic Questions*
56	*6.5 The Internal Structure of Cities (world regional models)*	*AP Daily 6.5; Topic Questions*
57	*6.6 Density and Land Use;* *6.7 Infrastructure*	*AP Daily 6.6-6.7; Topic Questions*
58	*6.8 Urban Sustainability*	*AP Daily 6.8; Topic Questions*
59	*6.9 Urban Data;* *6.10 Challenges of Urban Changes*	*AP Daily 6.9-6.10; Topic Questions*
60	*6.11 Challenges of Urban Sustainability*	*AP Daily 6.11; Topic Questions;* *PPC 6 MCQ*
61	*Review and assessment*	*PPC 6 FRQ; unit test*

Source: Content reorganized into this format with the assistance of Claude (Anthropic AI), based on the Girard School District AP Human Geography Syllabus and AP Central College Board Course and Exam Description, November 2026.

GIRARD SCHOOL DISTRICT

AP Human Geography Curriculum & Pacing Guide

Unit 7: *Industrial and Economic Development Patterns and Processes*

Unit Overview

Students explain how industrialization spread, how development is measured, and why the world economy is unevenly developed. The unit ties together population, culture, politics, agriculture and cities, making it a natural bridge into exam review.

Essential Questions

- How did the Industrial Revolution reshape where people live and work?
- How should development be measured, and what do different measures hide?
- Which theory best explains why some countries are wealthier than others?
- How do trade, globalization and deindustrialization create winners and losers?
- Can economic development be sustainable?

Unit 7: I Can Statements (Weeks 13-15)

- I can explain how the Industrial Revolution diffused and how it changed demographics and settlement.
- I can classify economic activities into primary, secondary, tertiary, quaternary and quinary sectors and explain shifts between them.
- I can explain Weber's least cost theory, including agglomeration and break-of-bulk points.
- I can compare development using GDP, GNP, GNI per capita, sectoral structure, income distribution, fertility, IMR, access to health care, literacy and the HDI.
- I can explain the Gender Inequality Index and how women's roles affect economic development.
- I can compare Rostow's stages of growth, Wallerstein's world system theory, dependency theory and commodity dependence.
- I can explain the roles of complementarity, comparative advantage, neoliberal policies, free trade agreements and international lenders (World Bank, IMF) in the world economy.
- I can explain outsourcing, offshoring, deindustrialization, special economic zones, free trade zones and growth poles.
- I can explain microloans, ecotourism and the UN Sustainable Development Goals as approaches to sustainable development.

Source: Content reorganized into this format with the assistance of Claude (Anthropic AI), based on the Girard School District AP Human Geography Syllabus and AP Central College Board Course and Exam Description, November 2026.

Unit 7 Reference — Industrial and Economic Patterns and Processes (Week 13-15)

Standards Addressed — Unit 7

- 7.3.12.D,
- 7.4.12.A, B
- 7.1.12.B
- CC.8.5.11-12. H
- CC.8.6.11-12. A

Vocabulary

Content: Industrial Revolution, primary sector, secondary sector, tertiary sector, quaternary sector, quinary sector, Weber's least cost theory, agglomeration, break-of-bulk point, bulk-gaining and bulk-reducing industries, labor-intensive, capital-intensive, Fordism, post-Fordism, just-in-time delivery, gross domestic product (GDP), gross national product (GNP), gross national income (GNI) per capita, purchasing power parity (PPP), formal and informal economy, Human Development Index (HDI), Gender Inequality Index (GII), Rostow's stages of economic growth, Wallerstein's world system theory, core, semi-periphery, periphery, dependency theory, commodity dependence, complementarity, comparative advantage, neoliberalism, free trade agreement, World Trade Organization (WTO), World Bank, International Monetary Fund (IMF), outsourcing, offshoring, deindustrialization, Rust Belt, special economic zone (SEZ), free trade zone, export processing zone, maquiladora, growth pole, multiplier effect, new international division of labor, microloan (microfinance), ecotourism, sustainable development, UN Sustainable Development Goals (SDGs).

Resources: AP Classroom: AP Daily videos 7.1–7.8, Topic Questions, PPC 7, Question Bank development-data FRQs; UNDP Human Development Reports (HDI and GII data); World Bank Open Data; Our World in Data development indicators; WTO trade profiles; UN SDG Tracker; Local hook: trace Erie's shift from heavy manufacturing (locomotives, paper, plastics) to health care, insurance and education services as a case of deindustrialization and sector change.

Multilingual Learner / Language Support

- Pre-teach the unit vocabulary lists in this guide with visuals, cognates and student-made Frayer models; post a running word wall by unit.
- Give FRQ sentence frames tied to the task verbs: identify (one word or phrase), describe (what it looks like), explain (how or why, with "because"), compare (similarities and differences).
- Use images, maps and data stimuli heavily; they carry meaning with less reading load, and they match the exam's stimulus questions.

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IEP Learner or 504 Plan Learner

- Follow all accommodations; guided notes for AP Daily videos; chunked primary sources; extended time on practice FRQs; apply for College Board exam accommodations early

3 Week Pacing at a Glance

Weekly pacing reflects a suggested sequence based on the unit's standards and content; adjust to align with specific lesson in AP Classroom.

Day(s)		AP Classroom
62	*7.1 The Industrial Revolution*	*AP Daily 7.1; Topic Questions*
63	7.2 Economic Sectors and Patterns	*AP Daily 7.2; Topic Questions*
64	*7.3 Measures of Development*	*AP Daily 7.3; Topic Questions*
65	*7.4 Women and Economic Development*	*AP Daily 7.4; Topic Questions*
66	*7.5 Theories of Development (Rostow, Wallerstein)*	*AP Daily 7.5; Topic Questions*
67	*7.5 Theories of Development (dependency, commodity dependence); development data project*	*AP Daily 7.5; Topic Questions*
68	*7.6 Trade and the World Economy*	*AP Daily 7.6; Topic Questions*
69	*7.7 Changes as a Result of the World Economy*	*AP Daily 7.7; Topic Questions*
70	*7.8 Sustainable Development*	*AP Daily 7.8; Topic Questions*
71	*Review and assessment*	*PPC 7 FRQ; unit test*

Source: Content reorganized into this format with the assistance of Claude (Anthropic AI), based on the Girard School District AP Human Geography Syllabus and AP Central College Board Course and Exam Description, November 2026.

GIRARD SCHOOL DISTRICT

RMU Principles of Sociology Curriculum & Pacing Guide

Unit 1: *Foundations of Sociology*

Unit Overview

Students learn to see the world through the sociological perspective and the sociological imagination, compare the three major theoretical perspectives, and learn how sociologists gather data. They then apply those tools to culture, socialization and the social structures that guide everyday interaction.

Essential Questions

- How does the sociological imagination connect personal troubles to public issues?
- How do functionalism, conflict theory and symbolic interactionism explain the same event differently?
- How do sociologists know what they know?
- How does culture shape what we think is normal?
- How do we become who we are?

Unit 1: I Can Statements (Weeks 1-5)

- I can explain the sociological perspective and apply C. Wright Mills' sociological imagination to a personal trouble and a public issue.
- I can identify the contributions of Comte, Spencer, Marx, Durkheim, Weber, Martineau and Du Bois.
- I can compare functionalism, conflict theory and symbolic interactionism and apply each to one social issue.
- I can describe the steps of the research process and compare surveys, participant observation, experiments, secondary analysis and case studies, including ethical safeguards.
- I can distinguish material and nonmaterial culture and explain norms, values, symbols, language, subcultures and countercultures.
- I can explain ethnocentrism and cultural relativism and give an example of each.
- I can explain how agents of socialization (family, school, peers, media, religion, work) shape the self, using Cooley, Mead and Piaget.
- I can distinguish macro- and microsociology and explain status, roles, groups and institutions.

Source: Content reorganized into this format and differentiation strategies drafted with the assistance of Claude (Anthropic AI), November 2026.

- I can apply dramaturgy, ethnomethodology and the social construction of reality to everyday interactions.

Unit 1 Reference — Foundations of Sociology (Weeks 1-5)

Standards Addressed — Unit 1

- 7.3.12.A, B
- 8.1.12.A, B, D
- 5.2.12.G
- CC.8.5.11-12.C, H
- CC.8.6.11-12.B

Vocabulary

Content: sociology, sociological perspective, sociological imagination, personal trouble, public issue, positivism, social facts, *Verstehen*, theory, functional analysis, manifest function, latent function, dysfunction, conflict theory, symbolic interactionism, macro-level, micro-level, research method, hypothesis, variable, operational definition, survey, population, sample, random sample, participant observation, experiment, secondary analysis, case study, reliability, validity, correlation, causation, informed consent, culture, material culture, nonmaterial culture, symbolic culture, culture shock, ethnocentrism, cultural relativism, gestures, language, values, norms, sanctions, folkways, mores, taboo, subculture, counterculture, ideal culture, real culture, cultural diffusion, cultural lag, socialization, feral children, self, looking-glass self, role taking, generalized other, significant other, agents of socialization, peer group, anticipatory socialization, resocialization, total institution, life course, social structure, status, ascribed status, achieved status, master status, status inconsistency, role, role conflict, role strain, social institution, social integration, mechanical solidarity, organic solidarity, *Gemeinschaft*, *Gesellschaft*, dramaturgy, impression management, front stage, back stage, ethnomethodology, social construction of reality, Thomas theorem.

Resources: *Henslin, Essentials of Sociology: A Down-to-Earth Approach, 13th ed., Chapters 1–4 (Revel e-text and student resources); McGraw Hill Sociology: A Brief Introduction, 14th ed., High School Edition: chapter outline notes for the matching chapters; Crash Course Sociology (YouTube): episodes on the sociological imagination, major theories, research methods, culture, socialization and social interaction; Pew Research Center reports for reading real studies; American Sociological Association TRAILS teaching materials; Horace Miner, "Body Ritual Among the Nacirema" (1956).*

Source: Content reorganized into this format and differentiation strategies drafted with the assistance of Claude (Anthropic AI), November 2026.

Multilingual Learner / Language Support

- Pre-teach each chapter's vocabulary list with visuals, cognates and student-made Frayer models; many sociology terms have Spanish and French cognates (*sociedad*, *cultura*, *estratificación*).
- Set a language objective for each lesson using the WIDA ELD Standards Framework, for example "I can compare two theories using whereas, similarly and in contrast."
- Give sentence frames for weekly journals, discussions and test essays tied to theory language: "A functionalist would argue… because…"
- Pair the Henslin reading with the McGraw Hill chapter outline notes and Crash Course videos with captions on.
- Allow home-language discussion and notes during learning, with final products in English for college credit.
- Invite students to compare cultural norms, family structures or schooling in their home country (Units 1 and 4) when they are comfortable sharing.

IEP Learner or 504 Plan Learner

- Provide every accommodation in the IEP or 504 plan on all class work and assessments. These plans fall under PA Chapter 14 (special education) and Chapter 15 (Section 504).
- Reading: Revel e-text with text-to-speech, chapter outline notes in advance, and chunked readings with focus questions.
- Writing: essay organizers using the RMU rubric (claim, theory, evidence, explanation), speech-to-text where the plan allows, and annotated model essays.
- Testing: extended time and breaks as approved; split the 100-point unit test across two blocks where the plan requires it.
- Discussions and presentations: advance notice of discussion prompts, prepared notes, and small-group or recorded options where the plan allows.
- Executive function: a printed unit calendar from this guide, weekly Schoology checklists for journals, and check-ins before the Media Review and case study due dates.

Source: Content reorganized into this format and differentiation strategies drafted with the assistance of Claude (Anthropic AI), November 2026.

Pacing at a Glance

Weekly pacing reflects a suggested sequence based on the unit's standards and content; adjust to align with specific lessons and readings.

Day(s)		Activities and assessments
1	Course launch; Ch 1 the sociological perspective	Syllabus review; "Why do you sit where you sit?" bell ringer
2	Ch 1 origins of sociology; key founders	Founders gallery walk; journal 1
3	Ch 1 theoretical perspectives	Theory lens activity: one photo, three perspectives
4	Ch 1 the research model; research methods	Methods matching cards
5	Ch 1 ethics in research; reading a study	Analyze a Pew Research Center report
6	Ch 1 review	Chapter vocabulary quiz
7	Ch. #1 Test Essay	50 summative point essay
8	Ch. #1 Content Test	25 multiple choice questions- 50 summative points
9	Ch 2 Culture	Intro: Student Perspective on Ch. #2- video from e-textbook
10	Ch 2 components of symbolic culture: symbols, language, values, norms	Norm-breaking discussion
11	Ch 2 ethnocentrism and cultural relativism	Horace Miner, "Body Ritual Among the Nacirema"
12	Ch 2 subcultures, countercultures and values in U.S. society	Subculture case studies
13	Ch 2 review	Chapter activity; exit ticket

Source: Content reorganized into this format and differentiation strategies drafted with the assistance of Claude (Anthropic AI), November 2026.

Day(s)		Activities and assessments
14	Ch. #2 Test Essay	50 summative point essay
15	Ch. #2 Content Test	25 multiple choice questions- 50 summative points
16	Ch 3 Socialization	Case discussion (Isabelle, Genie)
17	Ch 3 development of the self: Cooley, Mead, Piaget	Looking-glass self journal
18	Ch 3 agents of socialization	Agent mapping: "Who taught me that?"
19	Ch 3 gender socialization; resocialization and the life course	Toy and media ad analysis
20	Ch 3 review	Chapter activity
21	Ch. #3 Test Essay	Two 50 point summative essays= 100 summative points
	End of Unit One- not including chapter #4- Social Structure and Social Interaction	

Source: Content reorganized into this format and differentiation strategies drafted with the assistance of Claude (Anthropic AI), November 2026.

GIRARD SCHOOL DISTRICT

RMU Principles of Sociology Curriculum & Pacing Guide

Unit 2: *Groups, Deviance and Social Control*

Unit Overview

Students study how groups and organizations shape behavior, from small-group conformity to bureaucracy. They then ask who defines deviance, why people break norms, and how societies respond. Students choose their Case Study Research Assignment topic here, and the unit lays the groundwork for the mock trial capstone in Weeks 17–18.

Essential Questions

- How do groups pressure us to conform, and when do people resist?
- Why do large organizations become bureaucracies?
- Who decides what counts as deviant?
- Why do people commit crimes, and does the justice system treat everyone equally?

Unit 2: I Can Statements (Weeks 5-7)

- I can distinguish primary groups, secondary groups, in-groups, out-groups and reference groups.
- I can explain how group size and leadership styles affect group dynamics.
- I can explain conformity and groupthink using the Asch and Milgram experiments.
- I can describe the characteristics of bureaucracy and explain the McDonaldization of society.
- I can explain why deviance is relative and how norms and sanctions create social control.
- I can compare symbolic interactionist (differential association, control theory, labeling), functionalist (strain theory, illegitimate opportunity) and conflict explanations of deviance.
- I can analyze patterns in the U.S. criminal justice system, including incarceration rates and recidivism, using data.
- I can select a case study topic and frame a research question.

Source: Content reorganized into this format and differentiation strategies drafted with the assistance of Claude (Anthropic AI), November 2026.

Unit 2 Reference — Groups, Deviance and Social Control (Weeks 5-7)

Standards Addressed — Unit 2

- 5.2.12.A, F, G
- 5.3.12.G
- 8.3.12.C, D
- CC.8.5.11-12.F
- CC.8.6.11-12.A

Vocabulary

Content: society, hunting and gathering society, pastoral society, horticultural society, agricultural society, industrial society, postindustrial (information) society, bioeconomic society, group, primary group, secondary group, in-group, out-group, reference group, social network, bureaucracy, formal organization, goal displacement, alienation, McDonaldization, dyad, triad, small group, leader, instrumental leader, expressive leader, authoritarian, democratic and laissez-faire leadership, conformity, groupthink, deviance, stigma, social control, sanctions (positive and negative), differential association, control theory, techniques of neutralization, labeling theory, strain theory, cultural goals, institutionalized means, illegitimate opportunity structure, white-collar crime, corporate crime, street crime, criminal justice system, recidivism rate, capital punishment, hate crime, medicalization of deviance.

Resources: *Henslin, Essentials of Sociology, 13th ed., Chapters 5–6; McGraw Hill Sociology: A Brief Introduction chapter outline notes; Crash Course Sociology: groups, formal organizations, deviance and theories of crime; Bureau of Justice Statistics and FBI Crime Data Explorer for crime and incarceration data; Asch conformity and Milgram obedience experiment videos (classroom-appropriate excerpts); Case Study Research Assignment topic list and research guide (Schoology)*.

Multilingual Learner / Language Support

- Pre-teach each chapter's vocabulary list with visuals, cognates and student-made Frayer models; many sociology terms have Spanish and French cognates (*sociedad*, *cultura*, *estratificación*).
- Set a language objective for each lesson using the WIDA ELD Standards Framework, for example "I can compare two theories using whereas, similarly and in contrast."
- Give sentence frames for weekly journals, discussions and test essays tied to theory language: "A functionalist would argue… because…"
- Pair the Henslin reading with the McGraw Hill chapter outline notes and Crash Course videos with captions on.

Source: Content reorganized into this format and differentiation strategies drafted with the assistance of Claude (Anthropic AI), November 2026.

- Allow home-language discussion and notes during learning, with final products in English for college credit.
- Invite students to compare cultural norms, family structures or schooling in their home country (Units 1 and 4) when they are comfortable sharing.

IEP Learner or 504 Plan Learner

- Provide every accommodation in the IEP or 504 plan on all class work and assessments. These plans fall under PA Chapter 14 (special education) and Chapter 15 (Section 504).
- Reading: Revel e-text with text-to-speech, chapter outline notes in advance, and chunked readings with focus questions.
- Writing: essay organizers using the RMU rubric (claim, theory, evidence, explanation), speech-to-text where the plan allows, and annotated model essays.
- Testing: extended time and breaks as approved; split the 100-point unit test across two blocks where the plan requires it.
- Discussions and presentations: advance notice of discussion prompts, prepared notes, and small-group or recorded options where the plan allows.
- Executive function: a printed unit calendar from this guide, weekly Schoology checklists for journals, and check-ins before the Media Review and case study due dates.

Source: Content reorganized into this format and differentiation strategies drafted with the assistance of Claude (Anthropic AI), November 2026.

Pacing at a Glance

Weekly pacing reflects a suggested sequence based on the unit's standards and content; adjust to align with specific lessons and readings.

Day(s)	Topic	Activities and assessments
22	Ch 5 Social Groups and Formal Organizations	Introductory Story on Gang Membership- Bloods and Crips
23	Ch 5 primary, secondary, in-, out- and reference groups; social networks	Social network map
24	Ch 5 bureaucracies and formal organizations; McDonaldization	Fast food bureaucracy analysis
25	Ch 5 group dynamics: size, leadership, conformity (Asch, Milgram), groupthink	Experiment video and discussion
26	Ch 5 review; Discussion #1	Schoology discussion
27	Ch. #5 Summative Test Essay	50 summative point essay
28	Ch. #5 Content Test	25 multiple choice content questions- 50 summative points
29	Ch. #6 Deviance and Social Control	View movie Trailer- Cool Hand Luke and discussion questions on evasive conditioning
30	Ch 6 symbolic interactionist theories: differential association, control theory, labeling	Theory application cards
31	Ch 6 functionalist and conflict theories: strain theory, illegitimate opportunities, white-collar crime	Merton strain chart
32	Ch 6 the criminal justice system: incarceration, recidivism, the death penalty, medicalization of deviance	Bureau of Justice Statistics data analysis; Case Study topics chosen
33	View: Cool Hand Luke	Content Questions

Source: Content reorganized into this format and differentiation strategies drafted with the assistance of Claude (Anthropic AI), November 2026.

Day(s)	Topic	Activities and assessments
34	Conclude: Cool Hand Luke	Assign: Short Essay Questions: 5 summative for 50 summative points
35	Ch. #6 Content Test	25 multiple choice questions= 50 summative points
36	End of Unit Two	Not including #37
37	Unit 2 test (Ch 5–6)	100-point test with essay

Source: Content reorganized into this format and differentiation strategies drafted with the assistance of Claude (Anthropic AI), November 2026.

GIRARD SCHOOL DISTRICT

RMU Principles of Sociology Curriculum & Pacing Guide

Unit 3: *Social Inequality*

Unit Overview

Students analyze how societies rank people: globally between nations, and within the United States by social class, race and ethnicity, gender and age. The unit carries the RMU objective most directly tied to how social, economic and political trends vary by race, class, gender and age.

Essential Questions

- Why are some nations rich and others poor?
- Is the United States a land of opportunity, or does class position determine life chances?
- Are race and ethnicity biological facts or social constructions?
- How do gender and age shape access to power, income and respect?

Unit 3: I Can Statements (Weeks 7-11)

- I can explain the systems of stratification (slavery, caste, estate, class) and why stratification is universal.
- I can compare the Most Industrialized, Industrializing and Least Industrialized Nations and evaluate colonialism, world system theory, dependency theory and the culture of poverty as explanations of global inequality.
- I can explain Marx's and Weber's views of social class and describe the components of class: wealth, power and prestige.
- I can describe the U.S. class structure and analyze the consequences of class for health, education, family life and justice.
- I can explain poverty and social mobility in the United States using Census data.
- I can explain race and ethnicity as social constructions and distinguish prejudice from discrimination, including institutional discrimination.
- I can describe patterns of intergroup relations, from genocide and segregation to assimilation and pluralism.
- I can distinguish sex from gender and analyze gender inequality in work, pay and violence.

Source: Content reorganized into this format and differentiation strategies drafted with the assistance of Claude (Anthropic AI), November 2026.

- I can explain how age is socially constructed and analyze the effects of an aging population.

Unit 3 Reference — Social Inequality (Weeks 7-11)

Standards Addressed — Unit 3

- 7.3.12.A, B, D
- 7.1.12.B
- 5.3.12.G
- 5.1.12.J
- 8.3.12.A, C, D
- CC.8.5.11-12.G
- CC.8.6.11-12.A

Vocabulary

Content: social stratification, slavery, caste system, estate stratification, class system, meritocracy, divine right of kings, ideology, Most Industrialized Nations, Industrializing Nations, Least Industrialized Nations, colonialism, world system theory, dependency theory, culture of poverty, neocolonialism, multinational corporation, social class, means of production, bourgeoisie, proletariat, class consciousness, wealth, income, power, power elite, prestige, status consistency, underclass, working poor, social mobility (intergenerational, structural, exchange, upward, downward), poverty line, feminization of poverty, race, ethnicity, minority group, dominant group, ethnic work, prejudice, discrimination, racism, institutional discrimination, scapegoat, authoritarian personality, genocide, population transfer, internal colonialism, segregation, assimilation, multiculturalism (pluralism), sex, gender, gender stratification, patriarchy, glass ceiling, pay gap, sexual harassment, feminism, ageism, graying of America, life expectancy, dependency ratio, disengagement theory, activity theory.

Resources: *Henslin, Essentials of Sociology, 13th ed., Chapters 7–10; McGraw Hill Sociology: A Brief Introduction chapter outline notes; Crash Course Sociology: stratification, social class, poverty, race and ethnicity, gender, and aging; U.S. Census Bureau (data.census.gov) income, poverty and age data; Gapminder and Dollar Street for global comparisons; University of Richmond Mapping Inequality (redlining maps, including Pittsburgh); Pew Research Center reports on social mobility, race and gender.*

Multilingual Learner / Language Support

- Pre-teach each chapter's vocabulary list with visuals, cognates and student-made Frayer models; many sociology terms have Spanish and French cognates (*sociedad*, *cultura*, *estratificación*).

Source: Content reorganized into this format and differentiation strategies drafted with the assistance of Claude (Anthropic AI), November 2026.

- Set a language objective for each lesson using the WIDA ELD Standards Framework, for example "I can compare two theories using whereas, similarly and in contrast."
- Give sentence frames for weekly journals, discussions and test essays tied to theory language: "A functionalist would argue… because…"
- Pair the Henslin reading with the McGraw Hill chapter outline notes and Crash Course videos with captions on.
- Allow home-language discussion and notes during learning, with final products in English for college credit.
- Invite students to compare cultural norms, family structures or schooling in their home country (Units 1 and 4) when they are comfortable sharing.

IEP Learner or 504 Plan Learner

- Provide every accommodation in the IEP or 504 plan on all class work and assessments. These plans fall under PA Chapter 14 (special education) and Chapter 15 (Section 504).
- Reading: Revel e-text with text-to-speech, chapter outline notes in advance, and chunked readings with focus questions.
- Writing: essay organizers using the RMU rubric (claim, theory, evidence, explanation), speech-to-text where the plan allows, and annotated model essays.
- Testing: extended time and breaks as approved; split the 100-point unit test across two blocks where the plan requires it.
- Discussions and presentations: advance notice of discussion prompts, prepared notes, and small-group or recorded options where the plan allows.
- Executive function: a printed unit calendar from this guide, weekly Schoology checklists for journals, and check-ins before the Media Review and case study due dates.

Source: Content reorganized into this format and differentiation strategies drafted with the assistance of Claude (Anthropic AI), November 2026.

Pacing at a Glance

Weekly pacing reflects a suggested sequence based on the unit's standards and content; adjust to align with specific lessons and readings.

Day(s)	Topic	Activities and assessments
39	Ch. #7 Global Stratification	Stratification system comparison chart
39	Ch 7 why stratification exists: functionalist and conflict views; how elites maintain power	Davis–Moore vs. Tumin debate
40	Ch 7 global stratification: the three worlds of development	Gapminder Dollar Street exploration
41	Ch 7 how nations became stratified: colonialism, world system, dependency, culture of poverty	Theory jigsaw
42	Ch 7 maintaining global stratification: neocolonialism, multinational corporations	Commodity chain case study
43	Global Stratification: Case Study	Model UN Security Council Meeting- 50 summative points
44	Ch 8 Social Class in the United States	Occupational prestige ranking
45	Ch 8 sociological models of the U.S. class structure	Class ladder activity
46	Ch 8 consequences of social class: health, education, family, justice	Census data lab
47	Ch 8 social mobility; poverty in the United States	Poverty budget simulation
48	Ch 8 review	Chapter activity; journal
49	Ch. #8 Chapter Quiz	50 summative points
50	Ch. #9 Race and Ethnicity	Social construction of race discussion

Source: Content reorganized into this format and differentiation strategies drafted with the assistance of Claude (Anthropic AI), November 2026.

Day(s)	Topic	Activities and assessments
51	Ch 9 prejudice and discrimination; individual and institutional discrimination	Implicit bias reading; redlining maps
52	Ch 9 theories of prejudice	Theory application
53	Ch 9 global patterns of intergroup relations	Continuum activity: genocide to pluralism
54	Ch 9 racial and ethnic relations in the United States	Group research jigsaw
55	Ch 9 review; Discussion #2	Schoology discussion
56	Summative Assessment	Create a google slideshow on a Civil Rights Issue from American Society- 50 summative points
57	Ch. #10 Gender and Age	Introductory reading in text, p. 304-305- College Students Visit the Red Light District in Tunisia
58	Ch 10 gender inequality in the United States: work, pay, violence	Pay gap data analysis
59	Ch 10 aging in global perspective; the graying of America	Population pyramid analysis
60	Ch 10 the symbolic interactionist, functionalist and conflict views of aging	Media portrayal of aging analysis
61	Ch. #10 Test Essay	50 summative point essay
62	Ch. #10 Content Test	25 multiple choice questions= 50 summative points
63	End of Unit 3	Not including #64 or #65
64	Unit 3 review	Review stations
65	Unit 3 test (Ch 7–10)	100-point test with essay

Source: Content reorganized into this format and differentiation strategies drafted with the assistance of Claude (Anthropic AI), November 2026.

GIRARD SCHOOL DISTRICT

RMU Principles of Sociology Curriculum & Pacing Guide

Unit 4: *Social Institutions*

Unit Overview

Students examine the institutions that organize social life (politics, the economy, the family, education and religion) and how each meets society's needs while reproducing inequality. The Sociology Celebration falls in this unit, the week before Thanksgiving, and the unit is a strong fit for the class field trip.

Essential Questions

- What makes power legitimate, and who really holds power in the United States?
- How has the economy changed work and inequality?
- What is a family, and how has it changed?
- Does education reduce inequality or reproduce it?
- Why does religion persist in modern societies?

Unit 4: I Can Statements (Weeks 12-15)

- I can distinguish power, authority and coercion and explain Weber's traditional, rational-legal and charismatic authority.
- I can compare democracy, dictatorship and oligarchy and evaluate the pluralist and power elite views of U.S. politics.
- I can describe the transformation of economic systems and compare capitalism and socialism.
- I can explain how globalization and technology are changing work.
- I can define marriage and family across cultures and apply the three perspectives to family life.
- I can analyze diversity and change in U.S. families, including divorce, blended families and cohabitation, using data.
- I can explain the manifest and latent functions of education and how the hidden curriculum and tracking affect students.
- I can apply Durkheim's, Marx's and Weber's views to religion and distinguish cults, sects, churches and ecclesias.

Source: Content reorganized into this format and differentiation strategies drafted with the assistance of Claude (Anthropic AI), November 2026.

Standards Addressed — Unit 4

- 5.1.12.C
- 5.3.12.A, B, K
- 5.2.12.E
- 7.3.12.B, D
- 8.3.12.C
- CC.8.5.11-12.G
- CC.8.6.11-12.B

Vocabulary

Content: power, authority, coercion, traditional authority, rational-legal authority, charismatic authority, routinization of charisma, monarchy, democracy, representative democracy, dictatorship, oligarchy, totalitarianism, citizenship, pluralism, power elite, checks and balances, lobbyists, special-interest groups, terrorism, economy, market, capitalism, socialism, democratic socialism, welfare capitalism, globalization of capitalism, multinational corporations, postindustrial economy, gig economy, household, marriage, family, nuclear family, extended family, family of orientation, family of procreation, endogamy, exogamy, polygyny, polyandry, patriarchy, matriarchy, egalitarian, homogamy, blended family, cohabitation, empty nest, divorce, family violence, education, credential society, manifest function, latent function, gatekeeping, tracking, hidden curriculum, cultural transmission of values, self-fulfilling prophecy, religion, sacred, profane, rituals, beliefs, religious experience, Protestant ethic, spirit of capitalism, cult, sect, church, ecclesia, secularization, civil religion.

Resources: *Henslin, Essentials of Sociology, 13th ed., Chapters 11–13; McGraw Hill Sociology: A Brief Introduction chapter outline notes; Crash Course Sociology: politics, the economy, family, education and religion; U.S. Census Bureau families and living arrangements tables; Pew Research Center Religious Landscape Study; Field trip options: Allegheny County Courthouse, a place of worship, a local government meeting or an RMU campus visit.*

Multilingual Learner / Language Support

- Pre-teach each chapter's vocabulary list with visuals, cognates and student-made Frayer models; many sociology terms have Spanish and French cognates (*sociedad*, *cultura*, *estratificación*).
- Set a language objective for each lesson using the WIDA ELD Standards Framework, for example "I can compare two theories using whereas, similarly and in contrast."
- Give sentence frames for weekly journals, discussions and test essays tied to theory language: "A functionalist would argue… because…"

Source: Content reorganized into this format and differentiation strategies drafted with the assistance of Claude (Anthropic AI), November 2026.

- Pair the Henslin reading with the McGraw Hill chapter outline notes and Crash Course videos with captions on.
- Allow home-language discussion and notes during learning, with final products in English for college credit.
- Invite students to compare cultural norms, family structures or schooling in their home country (Units 1 and 4) when they are comfortable sharing.

IEP Learner or 504 Plan Learner

- Provide every accommodation in the IEP or 504 plan on all class work and assessments. These plans fall under PA Chapter 14 (special education) and Chapter 15 (Section 504).
- Reading: Revel e-text with text-to-speech, chapter outline notes in advance, and chunked readings with focus questions.
- Writing: essay organizers using the RMU rubric (claim, theory, evidence, explanation), speech-to-text where the plan allows, and annotated model essays.
- Testing: extended time and breaks as approved; split the 100-point unit test across two blocks where the plan requires it.
- Discussions and presentations: advance notice of discussion prompts, prepared notes, and small-group or recorded options where the plan allows.
- Executive function: a printed unit calendar from this guide, weekly Schoology checklists for journals, and check-ins before the Media Review and case study due dates.

Source: Content reorganized into this format and differentiation strategies drafted with the assistance of Claude (Anthropic AI), November 2026.

Pacing at a Glance

Weekly pacing reflects a suggested sequence based on the unit's standards and content; adjust to align with specific lessons and readings.

Day(s)	Topic	Activities and assessments
64	Ch 11 Politics and the Economy	View: e-textbook- Interview with a student for perspective on Ch. #11
65	Ch 11 types of government; the U.S. political system	Political participation data analysis
66	Ch 11 who rules the United States? Pluralism vs. the power elite; war and terrorism	Structured debate
67	Ch 11 the transformation of economic systems; capitalism and socialism	Economic system comparison chart
68	Ch 11 the globalization of capitalism; the changing nature of work	Future of work journal
69	Ch. #11 Test Essay	50 point summative essay
70	Ch. #11 Content Test	25 multiple choice questions= 50 summative points
71	Ch. #12 Marriage and Family	Family definitions activity
72	Ch 12 theoretical perspectives on the family; the family life cycle	Theory application
73	Ch 12 diversity in U.S. families	Census family data lab
74	Sociology Celebration (week before Thanksgiving)	Class celebration of sociology topics studied so far
75	Ch 12 trends in U.S. families; divorce and remarriage; family violence	Trend graph analysis
76	Ch 12 review; Discussion #3	Schoology discussion

Source: Content reorganized into this format and differentiation strategies drafted with the assistance of Claude (Anthropic AI), November 2026.

Day(s)	Topic	Activities and assessments
77	Ch. #13 Religion and Education	Manifest vs. latent functions of school
78	Ch 13 education: conflict and symbolic interactionist perspectives; tracking and the hidden curriculum	Hidden curriculum observation of our school
79	Ch 13 religion: what is religion? Three perspectives	Durkheim's sacred and profane
80	Ch 13 religion: types of religious groups; religion in the United States	Pew Religious Landscape data
81	Field trip to the Millcreek Mall for Participant Observation	Review of fieldwork observations of visitors and shoppers at the mall
82	Unit 4 review	Test Review Sheet with Class Notes
83	Unit 4 test (Ch 12–13)	100-point test with essay

Source: Content reorganized into this format and differentiation strategies drafted with the assistance of Claude (Anthropic AI), November 2026.

GIRARD SCHOOL DISTRICT

RMU Principles of Sociology Curriculum & Pacing Guide

Unit 5: *Population and Social Change*

Unit Overview

Students close the content sequence by studying population growth, urbanization, and the forces that drive social change, from technology to social movements to the environment. The unit returns to the promise of sociology (CO5): using what we know to build a better society. The Media Review is due at the end of the unit.

Essential Questions

- Is the world overpopulated, or are resources unequally distributed?
- Why do people move to cities, and what makes a city livable?
- What causes societies to change?
- How can sociology help solve environmental and social problems?

Unit 5: I Can Statements (Weeks 15-17)

- I can compare the Malthus theorem with the anti-Malthusian view and explain the demographic transition.
- I can calculate and interpret basic demographic measures and read a population pyramid.
- I can explain the push and pull factors of migration and the effects of immigration on the United States.
- I can describe the process of urbanization and apply the concentric zone, sector and multiple nuclei models to Pittsburgh or another U.S. city.
- I can explain urban problems and responses, including suburbanization, gentrification and urban renewal.
- I can explain theories of social change, including Ogburn's cultural lag, and the role of technology.
- I can explain the types and stages of social movements.
- I can analyze environmental problems from a sociological perspective, including environmental injustice, and propose a response.

Source: Content reorganized into this format and differentiation strategies drafted with the assistance of Claude (Anthropic AI), November 2026.

Unit 5 Reference — Population and Social Change (Weeks 15-17)

Standards Addressed — Unit 5

- 7.3.12.A, C
- 7.4.12.A, B
- 8.3.12.C
- 5.2.12.E
- CC.8.5.11-12.G
- CC.8.6.11-12.A

Vocabulary

Content: demography, Malthus theorem, exponential growth, demographic transition, demographic variables, fertility rate, crude birth rate, crude death rate, net migration rate, push factors, pull factors, zero population growth, population pyramid, city, urbanization, megacity, megalopolis, metropolis, urban renewal, suburbanization, gentrification, concentric zone model, sector model, multiple nuclei model, edge city, alienation, community, social change, modernization, cultural lag, natural cycles, conflict over power, technology, social movement, proactive social movement, reactive social movement, alterative, redemptive, reformative and transformative movements, mass society, propaganda, environmental sociology, environmental injustice, sustainable environment, ecosabotage.

Resources: *Henslin, Essentials of Sociology, 13th ed., Chapters 14–15; McGraw Hill Sociology: A Brief Introduction chapter outline notes; Crash Course Sociology: demographics, urbanization, social change and social movements; Population Reference Bureau data sheets; U.S. Census Bureau population pyramids; Gapminder; University of Richmond Mapping Inequality (Pittsburgh's 1930s HOLC map); Media Review guidelines and rubric (Schoology).*

Multilingual Learner / Language Support

- Pre-teach each chapter's vocabulary list with visuals, cognates and student-made Frayer models; many sociology terms have Spanish and French cognates (*sociedad*, *cultura*, *estratificación*).
- Set a language objective for each lesson using the WIDA ELD Standards Framework, for example "I can compare two theories using whereas, similarly and in contrast."
- Give sentence frames for weekly journals, discussions and test essays tied to theory language: "A functionalist would argue… because…"
- Pair the Henslin reading with the McGraw Hill chapter outline notes and Crash Course videos with captions on.

Source: Content reorganized into this format and differentiation strategies drafted with the assistance of Claude (Anthropic AI), November 2026.

- Allow home-language discussion and notes during learning, with final products in English for college credit.
- Invite students to compare cultural norms, family structures or schooling in their home country (Units 1 and 4) when they are comfortable sharing.

IEP Learner or 504 Plan Learner

- Provide every accommodation in the IEP or 504 plan on all class work and assessments. These plans fall under PA Chapter 14 (special education) and Chapter 15 (Section 504).
- Reading: Revel e-text with text-to-speech, chapter outline notes in advance, and chunked readings with focus questions.
- Writing: essay organizers using the RMU rubric (claim, theory, evidence, explanation), speech-to-text where the plan allows, and annotated model essays.
- Testing: extended time and breaks as approved; split the 100-point unit test across two blocks where the plan requires it.
- Discussions and presentations: advance notice of discussion prompts, prepared notes, and small-group or recorded options where the plan allows.
- Executive function: a printed unit calendar from this guide, weekly Schoology checklists for journals, and check-ins before the Media Review and case study due dates.

Source: Content reorganized into this format and differentiation strategies drafted with the assistance of Claude (Anthropic AI), November 2026.

Pacing at a Glance

Weekly pacing reflects a suggested sequence based on the unit's standards and content; adjust to align with specific lessons and readings.

Day(s)	Topic	Activities and assessments
84	Ch. #14 Population and Urbanization	Textbook- read and discuss: Celia at age 30 giving birth to her 13th child
85	Ch 14 population growth: fertility, mortality, migration; population pyramids	Population pyramid lab
86	Ch 14 urbanization: the development of cities; models of urban growth	Map Pittsburgh with urban models
87	Ch 14 city life and urban problems; suburbanization and gentrification	Mapping Inequality and Census tract comparison
88	Ch. #15 Social Change and the Environment	Change timeline: our grandparents' world vs. ours
89	Ch 15 technology and social change; cultural lag	Technology impact debate
90	Ch 15 social movements: types, tactics and stages	Social movement case study
91	Ch 15 the environment: environmental problems, environmental justice, the environmental movement	Environmental justice case study (for example, air quality in the Pittsburgh region)
92	Ch. #14-15 Unit Test/Final Exam	Two short summative test essays= 50 summative points and 50 multiple choice questions= 100 summative points

Source: Content reorganized into this format and differentiation strategies drafted with the assistance of Claude (Anthropic AI), November 2026.

GIRARD SCHOOL DISTRICT

AP Government & Politics Curriculum & Pacing Guide

Unit 1: *Foundations of American Democracy*

Unit Overview

Students trace the philosophical roots of American democracy, the failure of the Articles, the compromises and ratification debate behind the Constitution, and the changing balance of federal and state power.

- Philosophical foundations: the Declaration, social contract theory, republicanism, types of democracy, and liberty vs. order
- Why the Articles of Confederation failed and how the framers addressed liberty and order in the Constitution
- Convention compromises and the Federalist–Anti-Federalist ratification debate
- The evolving federal–state relationship: grants, policy issues (ADA, Medicaid, marijuana), and devolution

Essential Questions

- How did the founders of the U.S. Constitution attempt to protect individual liberty, while also promoting public order and safety?
- How have theory, debate, and compromise influenced the U.S. constitutional system?
- How does the Constitution affect you and the choices you make?
- Why are there debates about the balance of power between the federal and state governments?
- Is the Bill of Rights necessary? Why or why not?

Unit 1: I Can Statements (Weeks 1-4)

- I can explain how Hobbes, Locke, Rousseau, and Montesquieu shaped American ideas about natural rights, the social contract, and separation of powers.
- I can explain how democratic ideals appear in the Declaration of Independence, the Constitution, and the Gettysburg Address.

Source: Content reorganized into this format with the assistance of Claude (Anthropic AI), based on the Girard School District AP Government & Politics Syllabus and AP Central College Board Course and Exam Description, November 2026.

- I can compare participatory, pluralist, and elite theories of who rules in American democracy.
- I can explain how Adam Smith's free-enterprise principles shaped American views of limited government in the economy.
- I can explain the weaknesses of the Articles of Confederation and the compromises of the Constitutional Convention.
- I can compare the arguments of Federalist No. 10 and Brutus No. 1 on the size of the republic and the danger of factions.
- I can explain how Federalist No. 51 uses separation of powers and checks and balances to prevent tyranny.
- I can explain how Federalist No. 39 describes a government with both national and federal features.
- I can explain how grants, mandates, and policy conflicts such as the ADA, Medicaid, and marijuana laws shift power between levels of government.
- I can explain how McCulloch v. Maryland and United States v. Lopez define the limits of national power.

Unit 1 Reference — Foundations of Government (Weeks 1–4)

Standards Addressed — Unit 1

- 5.1.12. A, B, C, E. M
- 5.3.12.A
- CC.8.5.11-12 A

Vocabulary

Content: natural rights, state of nature, social contract, popular sovereignty, republicanism, limited government, participatory democracy, pluralist democracy, elite democracy, free enterprise, faction, Articles of Confederation, Shays' Rebellion, Great (Connecticut) Compromise, Three-Fifths Compromise, Electoral College, ratification, Federalists, Anti-Federalists, separation of powers, checks and balances, federalism, enumerated powers, implied powers, Necessary and Proper Clause, Supremacy Clause, Commerce Clause, Tenth Amendment, reserved powers, concurrent powers, categorical grants, block grants, unfunded mandates

Required documents: Declaration of Independence, Articles of Confederation, U.S. Constitution, Federalist No. 10, Brutus No. 1, Federalist No. 51, Federalist No. 39, Gettysburg Address, *The Wealth of Nations*

Required cases: McCulloch v. Maryland, United States v. Lopez

Source: Content reorganized into this format with the assistance of Claude (Anthropic AI), based on the Girard School District AP Government & Politics Syllabus and AP Central College Board Course and Exam Description, November 2026.

Additional resources: AP Classroom; National Constitution Center Interactive Constitution; The Avalon Project (Yale) for document texts; Oyez for McCulloch and Lopez summaries and oral argument audio; Bill of Rights Institute document-based lessons

Textbook: O'Connor, Karen and Sabato, Larry J. *American Government: Roots and Reform: 13th Edition*. Pearson Education. Hoboken, N.J.

Supplemental texts:

Edwards, George C., Wattenberg, Martin P. and Howell, William G. *Government in America; 17th ed*. Pearson Longman. New York. 2006.

Serow, Ann G. and Ladd, Everett C. The Lanahan Readings in American Polity. Lanahan. Baltimore, MD. 2003

4-Week Pacing at a Glance

Weekly pacing reflects a suggested sequence based on the unit's standards and content; adjust to align with specific lessons in AP Classroom.

Wk(s)	Chapter	Readings	Focus
1	***Chapter 1:*** American Government: Roots, Context, and Culture	Hobbes, *Of the First and Second Natural Laws*; Locke, *Of the Ends of Political Society and Government*; Rousseau, *The Social Compact*; Montesquieu, *Of the Principle of Democracy*; Gettysburg Address; Adam Smith, *The Wealth of Nations*; LRAP: *Enduring Culture War*; LRAP: *Diversity in the Power Elite*	*Theories of governing: who rules?*
Chapter 1 Test at conclusion.			
2-3	***Chapter 2:*** The Constitution	Federalist Nos. 10, 31, and 51; Brutus No. 1; U.S. Constitution; LRAP: *A Machine That Would Go of Itself*; LRAP: *The Constitution and America's Destiny*	*Federalist and Anti-Federalist positions*
Chapter 2 Test at conclusion.			
3-4	***Chapter 3:*** The Federal System	Federalist No. 39; LRAP: Democratic Laboratories; LRAP: Renegade	*Federalism and the separation of powers*

Source: Content reorganized into this format with the assistance of Claude (Anthropic AI), based on the Girard School District AP Government & Politics Syllabus and AP Central College Board Course and Exam Description, November 2026.

Wk(s)	Chapter	Readings	Focus
		Cities, Public Policy, and the Dilemmas of Federalism.	
Chapter 3 Test at conclusion. **Layer and Marble Cake examples as well.**			

Multilingual Learner / Language Support

- Visual timeline from the Declaration to ratification; vocabulary cards with images

IEP Learner or 504 Plan Learner

- Follow all accommodations; guided notes for AP Daily videos; chunked primary sources; extended time on practice FRQs; apply for College Board exam accommodations early

Source: Content reorganized into this format with the assistance of Claude (Anthropic AI), based on the Girard School District AP Government & Politics Syllabus and AP Central College Board Course and Exam Description, November 2026.

GIRARD SCHOOL DISTRICT

AP Government & Politics Curriculum & Pacing Guide

Unit 2: *Interactions Among the Branches of Government*

Unit Overview

Students analyze Congress, the presidency, the bureaucracy, and the courts, and how each competes and cooperates with the others to govern.

- Structure of Congress, including differences between the chambers in organization, leadership, incumbency, and powers
- Congressional representation and gerrymandering
- The president's formal and informal powers
- Judicial independence, Federalist No. 78, Marbury v. Madison, and judicial decision-making
- How the bureaucracy operates and its place in checks and balances
- The future of entitlement spending in the United States

Essential Questions

- How do the branches of the national government compete and cooperate in order to govern?
- To what extent have changes in the powers of each branch affected how responsive and accountable the national government is in the 21st century?
- Which branch of government is the most powerful? Why?
- Are there really checks and balances when one political party controls all three branches of government? Why or why not?
- In what ways has the evolution of government powers affected Americans and their daily lives?

Unit 2: I Can Statements (Weeks 1-6)

- I can compare the structure, leadership, and powers of the House and Senate.
- I can explain how a bill becomes a law and how committees, rules, filibusters, and leadership shape the process.
- I can explain how redistricting, gerrymandering, Baker v. Carr, and Shaw v. Reno affect representation.
- I can explain the incumbency advantage and the trustee, delegate, and politico models of representation.

Source: Content reorganized into this format with the assistance of Claude (Anthropic AI), based on the Girard School District AP Government & Politics Syllabus and AP Central College Board Course and Exam Description, November 2026.

- I can explain the difference between mandatory and discretionary spending and why entitlement growth challenges the federal budget.
- I can explain the formal and informal powers of the president, using Federalist No. 70 to explain the case for a single executive.
- I can use the Emancipation Proclamation to explain how presidents have used executive power in a crisis.
- I can explain how the bureaucracy implements policy and how Congress, the president, and courts hold it accountable.
- I can explain how judicial review, established in Marbury v. Madison, and judicial independence, defended in Federalist No. 78, shape the courts' power.
- I can compare judicial activism and judicial restraint and explain how precedent and stare decisis operate.

Unit 2 Reference — Institutions of Government (Weeks 5-10)

Standards Addressed — Unit 2

- 5.1.12. L
- 5.2.12.D
- 5.3.12.A, B, C, D, E, I
- 5.4.12.D

Vocabulary

Content: bicameral, enumerated powers, Speaker of the House, majority leader, whip, committees (standing, joint, conference, select), House Rules Committee, filibuster, cloture, hold, unanimous consent, pork barrel, logrolling, discretionary spending, mandatory spending, entitlements, budget deficit, national debt, redistricting, gerrymandering, apportionment, incumbency advantage, divided government, gridlock, lame duck, trustee, delegate, politico, logrolling, veto, pocket veto, executive order, signing statement, executive agreement, treaty, bully pulpit, impeachment, Twenty-Second Amendment, judicial review, original jurisdiction, appellate jurisdiction, precedent, stare decisis, majority opinion, concurring opinion, dissenting opinion, judicial activism, judicial restraint, bureaucracy, iron triangle, merit system, patronage, discretionary authority, rule-making authority, congressional oversight

Required documents: Federalist No. 70, Federalist No. 78, U.S. Constitution (Articles I–III), Emancipation Proclamation (read in Ch. 7 as an example of presidential power)

Required cases: Baker v. Carr, Shaw v. Reno, Marbury v. Madison

Additional resources: AP Classroom; Congress.gov for tracking real bills; C-SPAN Classroom clips of hearings and floor debate; Oyez and Street Law case summaries, including Street Law's

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comparison-case lists for the SCOTUS FRQ; Federal Register for rule-making examples, *Wag the Dog* movie

Textbook: O'Connor, Karen and Sabato, Larry J. *American Government: Roots and Reform: 13th Edition*. Pearson Education. Hoboken, N.J.

Supplemental texts:

Edwards, George C., Wattenberg, Martin P. and Howell, William G. *Government in America; 17th ed*. Pearson Longman. New York. 2006.

Serow, Ann G. and Ladd, Everett C. The Lanahan Readings in American Polity. Lanahan. Baltimore, MD. 2003

6-Week Pacing at a Glance

Weekly pacing reflects a suggested sequence based on the unit's standards and content; adjust to align with specific lessons in AP Classroom.

Wk(s)	Chapter	Readings	Focus
1-2	***Chapter 6:*** Congress	LRAP: *In Praise of Pork*; *Women in the Club*; *Dog Whistles, Walk Backs, and Washington Handshakes*; *Senate Syndrome* (optional)	*Legislative structure and powers and how they shape policymaking*
Chapter 6 Test at conclusion.			
3	***Chapter 7:*** The Presidency	Emancipation Proclamation; LRAP: *Presidential Power and the Modern Presidents*; *The Rise of the Plebiscitary Presidency*; *The Paradoxes of the American Presidency*; *With the Stroke of a Pen*; recommended addition: Federalist No. 70, *Wag the Dog* movie	*Scope of presidential power and influences on presidential decisions*
Chapter 7 Test at conclusion.			
4	***Chapter 8:*** The Federal Bureaucracy	LRAP: *Rulemaking*; *A Government Ill Executed*; *Bureaucracy*	*How the unelected implement and enforce laws and policies.* • *Independent Study Chapter*

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Wk(s)	Chapter	Readings	Focus
Chapter 8 Quiz at conclusion.			
5	***Chapter 9:*** The Judiciary	Federalist No. 78; LRAP: *Storm Center; Pursuit of Justices; The Roberts Court*	*Interpreting the Constitution and laws; judicial review*
Chapter 9 Test at conclusion.			
Public Policy Connection Embedded in Chapters 6, 7, 8, 9	***Chapter 15:*** Social and Economic Policy ***Chapter 16:*** Foreign and Defense Policy	LRAP: *Red Ink;*	*Budgets and entitlement; War Powers Resolution of 1973*

Multilingual Learner / Language Support

- Paired readings with diagrams; sentence frames for comparing branches ("Unlike Congress, the president can…").

IEP Learner or 504 Plan Learner

- Follow all accommodations; guided notes for AP Daily videos; chunked primary sources; extended time on practice FRQs; apply for College Board exam accommodations early

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GIRARD SCHOOL DISTRICT

AP Government & Politics Curriculum & Pacing Guide

Unit 3: *Civil Liberties and Civil Rights*

Unit Overview

Students analyze how courts, the Due Process and Equal Protection Clauses, and social movements have expanded civil liberties and civil rights.

- The role of the courts and the Due Process and Equal Protection Clauses in expanding liberties and rights, including selective incorporation
- The expansion of liberties protected by the First and Second Amendments
- The development of the right to privacy and its implications for reproductive rights and Fourth Amendment protections
- How historically disadvantaged groups have achieved greater equality and equitable treatment

Essential Questions

- To what extent do the U.S. Constitution and its amendments protect against undue government infringement on essential liberties and from invidious discrimination?
- How have U.S. Supreme Court rulings defined civil liberties and civil rights?
- How can individuals and groups help protect civil liberties and civil rights?
- Why have Supreme Court decisions about civil liberties and civil rights changed over time?

Unit 3: I Can Statements (Weeks 11-12)

- I can distinguish between civil liberties and civil rights.
- I can explain selective incorporation through the Due Process Clause, using McDonald v. Chicago and Gideon v. Wainwright.
- I can explain how the Establishment and Free Exercise Clauses apply in Engel v. Vitale and Wisconsin v. Yoder.
- I can explain the limits on free speech and press using Schenck, Tinker, and New York Times Co. v. United States.
- I can trace the development of the right to privacy, including the shift from Roe v. Wade to Dobbs v. Jackson Women's Health Organization, and its Fourth Amendment implications.

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- I can explain how the Emancipation Proclamation, the Thirteenth Amendment, and Brown v. Board of Education marked shifts toward civil rights.
- I can explain how "Letter from Birmingham Jail" justifies civil disobedience to achieve equality.
- I can explain how Congress, courts, and social movements expanded rights through the Civil Rights Act of 1964, the Voting Rights Act of 1965, and Title IX.

Unit 3 Reference — Civil Liberties and Civil Rights (Weeks 11-12)

Standards Addressed — Unit 3

- 5.1.12. F, J, L, M
- 5.2.12.A
- 5.3.12.G

Vocabulary

Content: civil liberties, civil rights, Bill of Rights, selective incorporation, Due Process Clause, Equal Protection Clause, Establishment Clause, Free Exercise Clause, clear and present danger, symbolic speech, prior restraint, libel, slander, Second Amendment, exclusionary rule, Miranda rights, probable cause, unreasonable search and seizure, double jeopardy, right to counsel, cruel and unusual punishment, right to privacy, substantive due process, procedural due process, separate but equal, de jure segregation, de facto segregation, civil disobedience, Civil Rights Act of 1964, Voting Rights Act of 1965, Title IX, affirmative action, majority-minority district

Required documents: Bill of Rights and Fourteenth Amendment, "Letter from Birmingham Jail," Emancipation Proclamation (revisited from Unit 2)

Required cases: Engel v. Vitale, Wisconsin v. Yoder, Tinker v. Des Moines, New York Times Co. v. United States, Schenck v. United States, McDonald v. Chicago, Gideon v. Wainwright, Brown v. Board of Education

Additional resources: AP Classroom; Oyez, Street Law, and Annenberg Classroom case summaries and videos; National Archives for the Emancipation Proclamation and the Reconstruction Amendments; the King Institute at Stanford for "Letter from Birmingham Jail"; Mahanoy Area School District v. B.L. (2021), a Pennsylvania student-speech case, as a comparison to Tinker, *Mississippi Burning* movie.

Textbook: O'Connor, Karen and Sabato, Larry J. *American Government: Roots and Reform: 13th Edition*. Pearson Education. Hoboken, N.J.

Supplemental texts:

Edwards, George C., Wattenberg, Martin P. and Howell, William G. *Government in America; 17th ed*. Pearson Longman. New York. 2006.

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Serow, Ann G. and Ladd, Everett C. The Lanahan Readings in American Polity. Lanahan. Baltimore, MD. 2003

3-Week Pacing at a Glance

Weekly pacing reflects a suggested sequence based on the unit's standards and content; adjust to align with specific lessons in AP Classroom.

Wk(s)		Readings	Focus
11-12	***Chapter 4:*** Civil Liberties	LRAP: *You Can't Say That!*; LRAP: *Rights Talk*	*How the Bill of Rights protects personal freedoms from government power*
Chapter 4 Test at conclusion.			
12-13	***Chapter 5:*** Civil Rights	LRAP: *Simple Justice*; LRAP: *Obergefell v. Hodges and Chief Justice Roberts' Dissent*; recommended addition: "Letter from Birmingham Jail"	*How government protects groups from discrimination and secures equal protection*
Chapter 5 Test at conclusion.			

Multilingual Learner / Language Support

- Visual case cards; short-answer practice before the full SCOTUS Comparison FRQ.

IEP Learner or 504 Plan Learner

- Follow all accommodations; guided notes for AP Daily videos; chunked primary sources; extended time on practice FRQs; apply for College Board exam accommodations early

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GIRARD SCHOOL DISTRICT

AP Government & Politics Curriculum & Pacing Guide

Unit 4: American *American Political Ideologies and Beliefs*

Unit Overview

Students examine how Americans form political beliefs, how polls measure them, and how ideology and party platforms shape policy.

- Elements of a scientific poll, the types of polls, and how they are used
- The basic tenets of American political culture, conservative and liberal ideologies, and how they are acquired through political socialization
- Differences between Democratic and Republican policies and platforms

Essential Questions

- How are American political beliefs formed and how do they evolve over time?
- How do political ideology and core values influence government policy making?
- How do our core beliefs about the role of government affect our behavior?
- How does our view of what freedom is shape our opinions?
- Why are some opinion polls better than others?
- How can policymakers use information from political science to

Unit 4: I Can Statements (Weeks 13-14)

- I can explain how core values such as individualism, equality of opportunity, free enterprise, and rule of law affect attitudes about government.
- I can explain how political socialization and generational and life-cycle effects shape beliefs.
- I can identify the elements of a scientific poll and evaluate a poll's reliability using sampling, question wording, and margin of error.
- I can analyze the results of a recent Gallup poll and draw a conclusion, as in FRQ 2.
- I can compare liberal, conservative, and libertarian views on the role of government.
- I can compare the Democratic and Republican party platforms on major policy issues.
- I can explain how ideology shapes fiscal and monetary policy positions.

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Unit 4 Reference — Political Ideologies and Beliefs (Weeks 13-14)

Standards Addressed — Unit 4

- 5.1.12. C
- 5.3.12.I
- CC.8.5.11-12.G

Vocabulary

Content: political culture, core values, individualism, equality of opportunity, free enterprise, rule of law, limited government, political socialization, generational effects, life-cycle effects, public opinion, opinion poll, tracking poll, exit poll, benchmark poll, push poll, random sample, sampling error, margin of error, political ideology, liberal, conservative, libertarian, party platform, party coalition, polarization, supply-side economics, fiscal policy, monetary policy, Federal Reserve

Required documents: *The Wealth of Nations* (revisited from Unit 1 for core values and free enterprise)

Required cases: none assigned; apply earlier cases to policy debates

Additional resources: AP Classroom; Gallup and Pew Research Center trend data; Pew Political Typology quiz; Current Democratic and Republican national party platforms

Textbook: O'Connor, Karen and Sabato, Larry J. *American Government: Roots and Reform: 13th Edition*. Pearson Education. Hoboken, N.J.

Supplemental texts:

Edwards, George C., Wattenberg, Martin P. and Howell, William G. *Government in America; 17th ed*. Pearson Longman. New York. 2006.

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2-Week Pacing at a Glance

Weekly pacing reflects a suggested sequence based on the unit's standards and content; adjust to align with specific lessons in AP Classroom.

Wk(s)		Readings	Focus
13	***Chapter 10:*** Public Opinion and Political Socialization	LRAP: *Politicians Don't Pander; The Opinion Makers; Diversity Explosion*	*How polls are built and conducted; analyzing a recent Gallup poll*
Chapter 10 Test at conclusion.			
14	***Chapter 11:*** Political Parties	LRAP: *The Big Sort; Are We in an Electoral Realignment?; The Second Civil War; American Grace*	*Differences between Democrats and Republicans: policies and platforms*
Chapter 11 Group Project			
Public Policy Connection embedded	***Chapter 15:*** Social and Economic Policy	*Free to Choose and the Price of Inequality*	*Contrasting views on markets and government*

Multilingual Learner / Language Support

- Pre-teach polling terms with a simple class survey; graphs before text.

IEP Learner or 504 Plan Learner

- Follow all accommodations; guided notes for AP Daily videos; chunked primary sources; extended time on practice FRQs; apply for College Board exam accommodations early

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GIRARD SCHOOL DISTRICT

AP Government & Politics Curriculum & Pacing Guide

Unit 5: *Political Participation*

Unit Overview

Students analyze voting, campaigns and elections, media, and interest groups as the links between citizens and government.

- The evolution of voting rights and the current state of voter turnout
- Factors that influence voter choice
- The functions of political parties and third parties (building on Ch. 11)
- Candidate-centered campaigns and the theory of critical elections
- Interest groups; nominations, campaigns, and elections
- The media as a linkage institution, including social media and partisan media

Essential Questions

- How have changes in technology influenced political communication and behavior?
- Why do levels of participation and influence in politics vary?
- How effective are the various methods of political participation in shaping public policies?
- Why do some people choose to participate in government while others do not?
- How does your social network affect your political beliefs?
- Why might you join a political party? Why might you choose not to?
- How does who you are affect whether you participate or not?

Unit 5: I Can Statements (Weeks 15-18)

- I can explain how constitutional amendments and laws have expanded voting rights.
- I can explain factors that affect turnout and the rational-choice, retrospective, prospective, and party-line models of voting.
- I can explain why third parties struggle in a winner-take-all system and how critical elections produce realignment.
- I can explain how primaries, caucuses, the Electoral College, and candidate-centered campaigns shape elections.
- I can explain how federal elections are financed and how Citizens United v. FEC led to the rise of super PACs.
- I can explain how interest groups form and influence policy, using Federalist No. 10,

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and the free-rider problem.
- I can evaluate the media as gatekeeper, scorekeeper, and watchdog and analyze bias in social and partisan media.

Unit 5 Reference — Political Participation (Weeks 15-18)

Standards Addressed — Unit 5

- 5.1.12. A, E, G
- 5.3.12.F, H, J
- CC.8.5.11-12.G

Vocabulary

Content: suffrage, Fifteenth Amendment, Nineteenth Amendment, Twenty-Fourth Amendment, Twenty-Sixth Amendment, voter turnout, rational-choice voting, retrospective voting, prospective voting, party-line voting, political efficacy, linkage institutions, candidate-centered campaign, critical election, realignment, dealignment, third party, winner-take-all, proportional representation, interest group, lobbying, free-rider problem, political action committee (PAC), super PAC, 527 group, hard money, soft money, Bipartisan Campaign Reform Act, primary (open, closed), caucus, national convention, Electoral College, swing state, incumbency advantage, media bias, gatekeeper, scorekeeper, watchdog

Required documents: *Federalist No. 10 (revisited in Ch. 14 for factions and interest groups); voting amendments (15th, 17th, 19th, 24th, 26th)*

Required cases: Citizens United v. FEC

Additional resources: AP Classroom; U.S. Census Bureau voting data; FEC and OpenSecrets campaign finance data; Pennsylvania Department of State election results; Pew Research Center media studies; AllSides for comparing coverage

Textbook: O'Connor, Karen and Sabato, Larry J. *American Government: Roots and Reform: 13th Edition*. Pearson Education. Hoboken, N.J.

Supplemental texts:

Edwards, George C., Wattenberg, Martin P. and Howell, William G. *Government in America; 17th ed*. Pearson Longman. New York. 2006.

Serow, Ann G. and Ladd, Everett C. The Lanahan Readings in American Polity. Lanahan. Baltimore, MD. 2003

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4-Week Pacing at a Glance

Weekly pacing reflects a suggested sequence based on the unit's standards and content; adjust to align with specific lessons in AP Classroom.

Wk(s)		Readings	Focus
15	***Chapter 12:*** Campaigns, Elections, and Voting	LRAP: *Getting Primaried*; *Why We Vote*; *Going Dirty*; *Ground Wars*	Financing federal elections; evaluating voting patterns
Chapter 12 Test at conclusion.			
16	***Chapter 13:*** The Mass Media and the Political Agenda	LRAP: *Feeding Frenzy*; *Republic.com 2.0*; *How the Mass Media Divide Us*	Media bias in society
Chapter 13 Test at conclusion.			
17-18	***Chapter 14:*** Interest Groups	LRAP: *Interest Groups in American Politics*; *Citizens United v. Federal Election Commission*; *This Town*; Federalist No. 10	Interest group formation and influence on voters and politics • Independent Study Chapter
Chapter 14 Test at conclusion.			
Public Policy Connection embedded	***Chapter 16:*** Foreign and Defense Policy **Chapter 19:** Policymaking for Health Care and Environment	Post-American World, Foreign Policy Begins at home, Soft Power	Universal healthcare; environmental problems; how parties, groups, and media shape policy

Multilingual Learner / Language Support

- Election vocabulary with visual examples from current campaigns; partner data analysis.

IEP Learner or 504 Plan Learner

- Follow all accommodations; guided notes for AP Daily videos; chunked primary sources; extended time on practice FRQs; apply for College Board exam accommodations early.

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Dual Enrollment

This Agreement is entered into, and by and between the Girard School District (hereinafter referred to as the "School District") and Pennsylvania Western University (hereinafter referred to as the "University"). This Agreement sets out the terms and conditions of the Dual Enrollment program offered by these institutions in accordance with Article XVI-B of the Public-School Code (hereinafter "Program").

The University and the School District do hereby agree to the following:

1. Term

It is agreed that this Agreement will be in effect as of the date of the last signature, for a period of one year. It will be renewed automatically for additional one-year terms, up to a maximum term of five years, unless formally terminated pursuant to this Agreement.

2. Dual Enrollment Committee

The Dual Enrollment Committee appointed for the term of this Agreement is comprised of the following individuals:

Dr. Kristy A. Bishop	Provost and Vice President for Academic Affairs, PennWest University
Dr. Bob Mehalik	Associate Provost, and Graduate Dean, PennWest University
Dr. Timothy Stevenson	Associate Dean, College of Education, Arts, and Humanities, PennWest University
Mrs. Ayla Phillips	Assistant Director of Admissions, Undergraduate Admissions, PennWest University
Mr. David Koma	Superintendent of Schools, Girard School District
Mrs. Angel Ghastin	Director of Curriculum and Special Programs, Girard School District
Mr. Eric Louis	High School Principal, Girard School District
Mr. Dave Ashton	High School Principal, Girard School District
Ms. Courtney Edwards	School Counselor, Girard School District
Mrs. Jessica Hadbavny	School Counselor, Girard School District

3. Student Eligibility

A. Students who meet all of the following criteria are qualified to participate in the program:

a. The student is a high school junior or senior.

b. The student is making satisfactory progress toward fulfilling applicable secondary school graduation requirements, as determined by the School District. The School District will determine satisfactory progress based on grades and credits completed, GPA, and SAT scores.

c. The student demonstrates readiness for college-level coursework in the intended subject area of study, as determined by the University. The University will determine readiness based on the home high school recommendation and required prerequisites.

d. Students must maintain good standing in their School District as outlined in the code of conduct according to School District policy. Disciplinary actions per the School District code of conduct will also impact continued participation in the Dual enrollment program.

B. Students that do not meet the criteria listed under section A may be permitted to enroll in Dual Enrollment courses if they meet the following alternative criteria and receive appropriate approval from both the University and the School District:

a. Case by case review by home school principal or school counselor using grades, curriculum, PSSA scores, and success in core curriculum courses.

b. Students who are in the 10th grade may participate in the program as long as the following criteria are met:

Standardized test scores, Gifted Individual Education and Evaluation Reports, Guidance Counselor or School Psychologist recommendation regarding social maturity and academic readiness are submitted to the University admissions office prior to enrollment in college courses through Dual enrollment.

C. In order to remain in this program, the student must maintain a university minimum cumulative grade point average (GPA) of 2.00 at the University.

D. Upon receipt of an earned grade of D or lower in a dual enrolled course at PennWest, the student will discontinue with further dual enrollment courses until they re-take the same course and receive a grade of C or higher. Repeat exceptions must be approved through the Registrar's Office.

E. The student, while enrolled in any University course, shall comply with its academic policies and requirements. However, the applicable academic policies/degree requirements in effect for the student will be as they exist at the time of the student's enrollment into the program.

F. The student while enrolled in a University course shall comply with its discipline

policies and requirements. These policies will be communicated through the online policy manual and course syllabus.

G. Students will be given the option to attend Dual Enrollment entry level courses on the University Campuses (California, Clarion, or Edinboro) or online. The course availability will be determined on a semester basis and provided to school administrators and school counselors.

4. Courses offered

The following criteria apply to all courses covered by this Agreement:

A. The courses are non-remedial.

B. The courses fulfill General Education requirements.

C. The courses, as offered to Dual Enrollment students, are identical to those offered when Dual Enrollment students are not enrolled, including the use of an identical curriculum, assessments and instructional materials.

D. The courses enforce prerequisite coursework requirements identical to those enforced for the courses when Dual Enrollment students are not enrolled.

E. The courses shall be offered in accordance with the terms of this Agreement and Article XVI-B of the Public-School Code.

F. Courses offered must appear in the University catalog.

Courses shall be offered in accordance with the terms of this Agreement and Article XVI-B of the Public-School Code.

Location: PennWest California, Clarion or Edinboro campus, or online, as determined by course availability.

Instructor: To be determined based on course availability.

Cost:

Dual Enrollment student will be responsible for:

a. Tuition:	$75 per credit
b. Fees:	Including their tuition tech fee and transcript fee (if transcript is needed)
c. Books:	Cost varies by semester and course

5. Student Courses/Credit

In order to successfully complete a course listed in this Agreement, students must earn a minimum grade point average of 2.0 in each course.

The School District may award credit for and recognize courses that are successfully completed under this Agreement as fulfilling graduation requirements.

The University will award postsecondary credit for students who successfully complete courses identified in this Agreement. The University will transcript this credit in a manner similar to other students who take a course at this institution. If a Dual Enrollment student becomes a regularly enrolled student at the University following graduation from secondary school, the University shall recognize those credits as applying to the student's degree requirements as it would for any regularly enrolled postsecondary student who took the courses.

6. Promotional material

The University and the School District agree to provide a mechanism for communicating the educational and economic benefits of higher education as well as the requirements for participation and enrollment procedures for Dual Enrollment to parents and students.

7. Additional Administrative Responsibilities

The following will be responsible for the tasks listed below:

A. Registration: School District administration in cooperation with the University.
   a. Student will have course listed on their schedule at School District.
   b. Student will be simultaneously registered at the University.

B. Record Keeping: The University will maintain records during each year students enroll directly at the University.
   a. Number of students applied, accepted, and enrolled
   b. Courses taken

C. Fiscal Transactions: Student invoicing for tuition and fees will consist of a process involving the University, and the families. Students will receive an invoice directly to their online student portal.

D. The University will provide students with information on how to access academic support for Dual Enrollment classes.

E. The University will provide library privileges to Dual Enrolled students.

F. The University will require signed releases from the students to provide grades to the home school and parent.

G. University course instructors shall acquire all required background checks pursuant to Pennsylvania and federal law, including but not necessarily limited to: (1) criminal history record information report from the Pennsylvania State Police; (2) a child abuse

certification from the Pennsylvania Department of Human Services; and (3) a federal history record information report obtained by submitting a full set of fingerprints to the FBI, as so required by Act 153 of 2014 and Act 15 of 2015 and any other applicable law.

H. University course instructors shall not be considered to be employees or independent contractors of the School District by virtue of their involvement with the program.

I. In the event a student with an I.E.P. or Section 504 plan, the School District's Director of Pupil Services and the University's Office of Accessibility Services will coordinate necessary accommodations.

8. FERPA

All institutions recognize that they are bound to comply with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment) in the administration of student records and personal information for individuals enrolled in their institutions through this Agreement.

9. Notification of Communication

The University will regularly communicate regarding changes to admission and candidacy requirements, curriculum requisites, third party standards for accreditation and licensure, as well as any other relevant issues. Institutions agree to communicate the conditions of this agreement to their respective stakeholders, external and internal. In addition to the ongoing responsibilities for notification, communication and cooperation established herein, the University will review this agreement every academic year and will make reasonable adjustments and amendments as deemed appropriate for the improvement of the transfer process and student matriculation to graduation.

10. Applicable Law

The laws of the Commonwealth of Pennsylvania shall govern this Agreement.

11. Liability and Insurance

Neither of the Institutions shall assume any liabilities to each other, except as specifically stated in this Agreement. As to liability for damage, injuries or death to persons, or damages to property, the Institutions do not waive any defense as a result of entering into this Agreement unless such a waiver is expressly and clearly written into a part of this Agreement. This provision shall not be construed to limit the sovereign immunity of the Commonwealth or of the Pennsylvania State System of Higher Education or the University.

The School District understands that as an Agency of the Commonwealth, the University is prohibited from purchasing insurance. As a public university and state instrumentality there is no statutory authority to purchase insurance and it does not possess insurance documentation. Instead, it participates in the Commonwealth's Tort Claims Self-Insurance

Program administered by the Bureau of Finance and Risk and Management of the Pennsylvania Department of General Services. This program covers Commonwealth/ University-owned property, employees and officials acting within the scope of their employment, and claims arising out of the University's performance under this Agreement, subject to the provisions of the Tort Claims Act, 42 Pa. C.S.A.§§ 8521, et seq.

12. Notice

In the event of breach or suit, the following will be served with notice via first class mail or overnight commercial carrier:

School District:

Superintendent
Girard School District
1203 Lake Street
Girard, PA 16417

University:

Legal Notices: Vice President of Finance
PennWest University of Pennsylvania
250 University Ave.
California, PA 15419

Programmatic Notices: Office of the Provost
PennWest University
250 University Ave.
California, PA 15419

13. Force Majeure

Institutions shall have no liability for any failure to perform or delay in performance due to any circumstance beyond its reasonable control, such as but not limited to fire, flood, work stoppage or strikes, loss of the use of a building or buildings due to construction or maintenance problems, acts of God and the like.

14. Accreditations

Implementation and interpretation of this agreement will be consistent with applicable and mandatory policies and procedures established by the appropriate accreditation bodies, the

United States Department of Education, and other agencies that have jurisdiction over the operation of either institution. Institutions shall maintain their respective individual accreditation and this agreement shall be binding only so long as that accreditation is maintained by both parties. Both agree to notify the other in the event of changes to their accreditations.

15. Termination Provision

This Agreement shall be effective upon execution by all parties and all necessary Commonwealth officials. Parties may terminate this Agreement for any reason with ninety (90) days written notice. Either party may terminate this Agreement in the event of substantial breach. Should the School District or the University terminate this Agreement, all students enrolled under the Agreement at the time of termination, may continue under the terms of this Agreement to complete their registered classes.

16. Modification

This Agreement shall only be modified in writing with the same formality as the original Agreement.

17. Relationship

The relationship between the parties to this Agreement to each other is that of independent contractors. The relationship of the parties to this contract to each other shall not be construed to constitute a partnership, joint venture or any other relationship, other than that of independent contractors.

18. Third Party Beneficiaries

This agreement is not a third-party beneficiary contract and confers no rights upon any students or employees of the parties.

19. Non-Discrimination

The Parties agree to continue their respective policies of nondiscrimination based on Applicable Law, including Title VI of the Civil Rights Act of 1964 in regard to sex, age, race, color, creed, national origin, Title IX of the Education Amendments of 1972 and the Americans with Disabilities Act. The School District agrees to cooperate with the University in any investigation of an allegation of discrimination and to report any known incident in which the University Student is the victim of sexual assault, dating violence, domestic violence, stalking or sexual harassment to the University.

20. Binding Signatures

For the purpose of this Agreement, a copy of the party's original signature shall be

considered to be an original signature; and as such shall be sufficient to bind such parties.

21. Entire Agreement

This Agreement represents the entire understanding between the parties. No other prior or contemporaneous oral or written understandings or promises exist in regards to this relationship.

22. Right-to-Know.

The Pennsylvania Right-to-Know Law ("RTKL"), 65 P.S. §§ 67.101-67.3104, as amended or replaced, applies to this Agreement. Unless University provides District, in writing, with the name and contact information of another person, District shall notify University using the information provided in this Agreement if District needs University's assistance in any matter rising out of the RTKL. University shall notify District in writing of any change in the name or the contact information within a reasonable time prior to the change.

Upon notification to University the District has received a request for records under the RTKL which pertains to the services contemplated by this Agreement, University shall fully assist District in responding to the request. Such assistance shall include at a minimum, providing District within five (5) business days, access to, and copies of, any document or information arising out of the Agreement in University's possession that District deems a Public Record ("Requested Information") and providing such other assistance District may request.

University's duties under this section shall service the termination or satisfaction of this agreement as long as University has Requested Information in its possession.

Signature Page

For the School District:

Mr. David Koma Superintendent of Schools, Girard School District	Date

For PennWest University:

Kristy A. Bishop, Ph.D. Provost and Vice President for Academic Affairs	Date

ADDENDUM

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

The parties hereby agree to modify the Agreement as follows, effective November 16, 2026:

1. LEA desires to utilize the managed service provider (MSP) services of Company to centralize and consolidate the management services of its temporary school-based clinical professionals and related services ("Clinical Professionals"). Exhibit A to the Agreement is amended to add Clinical Professionals and rates per the attached Pricing Page.

2. All providers of temporary staffing services of Clinical Professionals ("Staffing Suppliers") inquiring about providing school-based staffing services ("Staffing Services") to LEA will be overseen by Company during the Agreement term. LEA will notify incumbent Staffing Suppliers that were awarded contracts to work with Company to obtain necessary information and documentation from Company and all communication regarding day-to-day activity will be conducted between Company and LEA.

Company will establish a Program Management Team consisting of Company personnel to be LEA's central point for all matters relating to LEA's staffing needs. The MSP Services provided by Company to LEA will generally consist of:

1. Identifying strategic Staffing Suppliers for LEA's educational, healthcare and administrative staffing needs
2. Contracting with Staffing Suppliers
3. Onboarding Clinical Professionals and providing assignment details
4. Coordinating with LEA regarding Staffing Suppliers
5. Verify each Staffing Supplier has uploaded onboarding documentation
6. Maintain accurate and complete statuses
7. Validate submission of electronic time cards

Company agrees to act as LEA's purchasing agent. As LEA's purchasing agent, Company will enter into Staffing Supplier Agreements with Staffing Suppliers to engage such Staffing Suppliers to provide Clinical Professionals who will perform Staffing Services for the benefit of LEA. LEA shall be responsible for the direction and supervision of the Clinical Professionals. LEA shall be responsible for directing the day-to-day activities of the Clinical Professionals and will instruct all Clinical Professionals to direct all complaints related to their assignment to their Staffing Supplier.

Each executed Staffing Supplier Agreement shall contain any reasonable provision specifically required by LEA. Each Staffing Supplier Agreement will acknowledge that the services being provided thereunder by the Staffing Supplier are for the benefit of the LEA and that Company is entering into such Staffing Supplier Agreement as Purchasing Agent for LEA.

All communication regarding day-to-day activity will be conducted between Company and LEA. All requests for staffing services, candidate submissions, and related communications must flow exclusively through Company. The LEA shall not contact the Staffing Supplier directly regarding services except

as expressly authorized by Company in writing.

3. Overtime. Overtime rates are charged for all hours worked in excess of forty (40) per week or according to applicable state law. Overtime must have FACILITY supervisory approval. The overtime rate is one and one-half (1.5) times the regular billing rate for such hours.

4. Conversion Fees. A Conversion Fee, determined in accordance with the following Table, is payable by Customer if Customer hires a Contract Worker:

Fee 1 – 700 Hours of Service (Based on annual starting base salary)	Fee 701 – 900 Hours of Service (Based on annual starting base salary)	Fee 901 – 1200 Hours of Service (Based on annual starting base salary)	Fee 1201 or greater Hours of Service (Based on annual starting base salary)
20%	15%	10%	No Fee

5. Company may assign its services, rights and duties to Company's legal affiliate, ESS Clinical, Inc.

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

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

Girard School District

By_____
Signature

_____
Name and Title

Date_____

ESS Northeast, LLC

By_____
W. Andrew Hall, Executive V.P.

Date_____

EXHIBIT A
PRICING PAGE

Position	Bill Rate
Special Education Teacher	$82.00/ hour
School Psychologist	$105.00/ hour
School Social Worker	$80.00/ hour
Speech-Language Pathologist (SLP)	$92.00/ hour
Occupational Therapist (OT)	$92.00/ hour
Physical Therapist (PT)	$92.00/ hour
Board Certified Behavior Analyst (BCBA)	$115.00/ hour
Registered Behavior Technician (RBT)	$45.00/ hour
Registered Nurse (RN)	$70.00/ hour
Licensed Practical Nurse (LPN)	$60.00/ hour

Charges will be based on a LEA-approved hourly bill rate at the time an Order is posted via the Company system. Bill rates are subject to change at the time of Order posting based on LEA approval. LEA and ESS reserve the right to add additional modalities if needed and agreed upon. All LEA orders will be submitted through the Company system.

School Board Meeting November 23, 2026

GIRARD SCHOOL DISTRICT
FIRST NATIONAL BANK
TREASURER'S REPORT
October 2026

Book Balance September 30, 2026		$	2,210,384.84
September Cash Receipts		$	3,226,544.76
September Receipts By W/H			
	Sub Total	$	3,226,544.76
September Expenditures By Check		$	1,337,030.12
September Expenditures By W/H		$	1,491,525.62
September Expenditures By Bank Transfer			
Voided Checks		$	(2,881.41)
	Sub Total	$	2,825,674.33
Book Balance October 31, 2026	Total	$ $	2,611,255.27

RECONCILIATION

Bank Balance October 31, 2026		$	3,777,284.05
Less Outstanding General Fund Checks		$	(1,161,092.82)
Less Outstanding Payroll Fund Checks		$	-
Less Outstanding Payroll Liabilities		$	(4,935.96)
Book Balance October 31, 2026	Total	$	2,611,255.27
	Difference	$	-

School Board Meeting November 23, 2026

GIRARD SCHOOL DISTRICT
FIRST NATIONAL BANK
Financial Report
November 13, 2026

Book Balance October 30, 2026			$	2,611,255.27
November Receipts To Date	$	1,148,931.03		
Transfer from Money Market		1,500,000.00		
			$	2,648,931.03
November Expenditures By Check To Date	$	103,130.85		
November Expenditures By Bank Transfer		2,961,470.27		
Voided CK				
				3,064,601.12
Book Balance November 13, 2026			$	2,195,585.18

Elk Valley Elementary School - Student Activities
October 2026

Account	September Balance	Deposit	Expenses	
Student Activities	$ 9,601.98			$ 9,601.98
Interest		$2.34		$ 2.34
Check #3732			176.94	$ (176.94)
				$ -
				$ -
				$ -
				$ -
				$ -
				$ -
Total	$ 9,601.98	$ 2.34	$ 176.94	$ 9,427.38
		First National Statement Balance		
			Outstanding Checks	0.00
				$ 9,427.38
Outstanding Checks				
Total:	**0.00**			

	RICE AVENUE MIDDLE SCHOOL			
	STUDENT ACTIVITIES ACCOUNTS			
		10/10/2026		
NAME	**SEPTEMBER**	**DEPOSIT**	**EXPENSES**	**OCTOBER**
STUDENT BODY	$2,150.56	$20.00	$83.57	$2,086.99
STUDENT COUNCIL	$1,192.37			$1,192.37
CLASS OF 2030 (GR. 8)	$1.69			$1.69
LIFE SKILLS	$1,549.58	$495.72	$182.00	$1,863.30
JACKET PRIDE	$511.24			$511.24
EMOTIONAL SUPPORT	$437.04			$437.04
AUTISTIC CLASS	$30.98			$30.98
RAMS LIBRARY	$513.88			$513.88
STEEL	$365.40			$365.40
TOTALS	**$6,387.34**	**$515.72**	**$265.57**	**$7,002.89**
	First National Bank Balance			**$7,086.46**
		Less Outstanding		$83.57
		Book Balance		**$7,002.89**
OUTSTANDING CHECKS				
6706	$83.57			
TOTAL	**$83.57**			

GHS Student Activities Account-
October 2026

Activity	*September Balance*	*Deposit*	*Expenses*	October Balance
Autistic Support - Brocious	$ 21.02			$ 21.02
Band	$ 271.97			$ 271.97
Bell Choir	$ 801.02			$ 801.02
Choir	$ 3,746.62			$ 3,746.62
Cooking Club	$ 1.12			$ 1.12
Class of 2025	$ -			$ -
Class of 2026	$ -			$ -
Class of 2027	$ 1,283.96		100.00	$ 1,183.96
Class of 2028	$ 1,241.91	40.00	29.64	$ 1,252.27
Class of 2029	$ 1,838.97	105.00		$ 1,943.97
Class of 2030	$ 20.00	90.00		$ 110.00
Environmental	$ 200.68			$ 200.68
Food Bank Club	$ 100.00			$ 100.00
General Fund-Student Body	$ 2,163.31	8.61	9.00	$ 2,162.92
Key Club	$ 501.99			$ 501.99
Life Skills Class	$ 2,065.98			$ 2,065.98
NHS	$ 3,354.53		74.56	$ 3,279.97
PBIS	$ 820.37			$ 820.37
School Safety	$ -			$ -
Student Council	$ 9,554.32	40.00	350.00	$ 9,244.32
Unitas/Yearbook	$ 5,244.06	850.00		$ 6,094.06
Varsity Club	$ 91.24			$ 91.24
				$ -
				$ -
Total	$ 33,323.07	$ 1,133.61	$ 563.20	$ 33,893.48
				$ 33,893.48
Outstanding checks:	check #			
29.64	25406		Statement	$ 33,923.12
			Outstanding cks	29.64
				$ 33,893.48
29.64	**TOTAL**			

GHS Athletic Account-
October 2026

Activity	September Balance	Deposit	Expenses	October Balance
Athletics	$ 158.81	$ 2.25		$ 161.06
Cheerleading	$ 2,549.82		$ 807.12	$ 1,742.70
Cross Country	$ -			$ -
Swimming	$ 22.64			$ 22.64
Track	$ -			$ -
Unified Sports & Weight Training	$ 222.11			$ 222.11
Volleyball	$ 4,148.58	$ 1,646.50	$ 650.85	$ 5,144.23
Wrestling	$ 1,164.02			$ 1,164.02
				$ 8,456.76
Total	**$ 8,265.98**	**$ 1,648.75**	**$ 1,457.97**	**$ 8,456.76**
Outstanding Checks:				
check #	**amount**		Statement	$ 8,456.76
			Outstanding Cks	$0.00
				$ 8,456.76
TOTAL	$0.00			

THE GIRARD SCHOOL DISTRICT CAFETERIA REPORT
NOVEMBER 23, 2026 SCHOOL BOARD MEETING
OCTOBER 31, 2026 REPORT

FIRST NATIONAL BANK

BOOK BALANCE September 30, 2026		**$580,596.48**
TRANSFERS CREDITS		
CASH RECEIPTS	**12,901.02**	
INTEREST	**133.90**	**$13,034.92**
EXPENDITURES	**(146,222.44)**	
TRANSFERS DEBITS		
VOID CHECK		
		-$146,222.44
BOOK BALANCE October 31, 2026		**$447,408.96**

****

RECONCILIATION

BANK BALANCE October 31, 2026	**$447,408.96**
OUTSTANDING CHECKS	
BOOK BALANCE October 31, 2026	**$447,408.96**

DIFFERENCE **$0.00**

GIRARD SCHOOL DISTRICT INVESTMENT REPORT

INSTITUTION NAME	TYPE OF IINVESTMENT	AMOUNT	INTEREST RATE	MATURITY DATE
GENERAL FUND				
First National Bank	Checking Account	700,944.61		N/A
First National Bank	Sweep Account	3,076,339.44	0.92%	N/A
First National Bank	Money Market	12,248,609.99	3.92%	N/A
PSDLAF	Investment Pool	214,107.54	3.730%	N/A
PSDLAF	Investment Pool	1,198,552.49	3.78%	N/A
PSDLAF	Investment Pool	234,280.89	3.80%	N/A
PLGIT	Investment Pool	87,788.44	3.70%	N/A
PLGIT	Investment Pool	961,329.67	3.79%	N/A
GSD CAPITAL PROJECT				
First National Bank	Checking Account	100,000.00		N/A
First National Bank	Sweep Account	77,836.29	1.00%	N/A
First National Bank	Money Market	3,110.10	3.92%	N/A
FOOD SERVICE FUND				
First National Bank	Checking Account	447,408.96	0.30%	N/A
October 2026				

CHECK REGISTER FOR 10/19/2026 TO 6/30/2027 & CHECK NUMBERS 121386 TO 2147483647

CASH ACCT 10-0101-000-000-00-00

CHECK NUM	CHECK DATE	VENDOR NO / NAME			CHECK AMT
121386	10/23/2026	4439	AMAZON CAPITAL SERVICES		796.51
	10-2620-610-000-00-00	GENERAL SUPPLIES-GROUNDS		53.43	
	10-1224-610-890-00-00	GENERAL SUPPLIES - VI		21.50	
	10-1110-610-000-20-05	GEN.SUPPLIES LANGUAGE ARTS		149.87	
	10-1110-610-000-30-05	GEN.SUPPLIES ENGLISH		149.87	
	10-1110-610-000-10-08	GEN.SUPPLIES PHYS.ED/HEALTH		90.40	
	10-1110-610-000-10-08	GEN.SUPPLIES PHYS.ED/HEALTH		135.98	
	10-2515-610-000-00-00	GENERAL SUPPLIES		71.98	
	10-1110-610-000-20-05	GEN.SUPPLIES LANGUAGE ARTS		61.74	
	10-1110-610-000-30-05	GEN.SUPPLIES ENGLISH		61.74	
121387	10/23/2026	2898	DANIEL J. BEER		147.00
	10-3250-390-000-30-36	VOLLEYBALL		147.00	
121388	10/23/2026	2959	JASON BOBACK		88.00
	10-3250-390-000-20-49	GIRLS BASKETBALL - RAMS		88.00	
121389	10/23/2026	5044	MARTY DRABIC		85.00
	10-3250-390-000-30-41	GIRLS SOCCER		85.00	
121390	10/23/2026	4123	ERIE APPAREL		1,112.50
	10-3210-610-000-30-00	ACADEMIC RECOGNITION- GHS		1,112.50	
121391	10/23/2026	4387	ESS NORTHEAST, LLC		8,604.77
	10-1110-323-000-10-00	SUBSTITUTE EDUCATIONAL SERVICES		3,953.80	
	10-1110-323-000-20-00	SUBSTITUTE EDUCATIONAL SERVICES		1,236.60	
	10-1110-323-000-30-00	SUBSTITUTE EDUCATIONAL SERVICES		1,731.24	
	10-2420-323-000-30-00	PROFESSIONAL EDUCATIONAL SERVICES		527.60	
	10-1110-323-000-10-00	SUBSTITUTE EDUCATIONAL SERVICES		661.58	
	10-1110-323-000-20-00	SUBSTITUTE EDUCATIONAL SERVICES		214.32	
	10-2620-323-000-20-00	MAINT- PROFESSIONAL SUBS		158.32	
	10-2620-323-000-30-00	MAINT- PROFESSIONAL SUBS		121.31	
121392	10/23/2026	2878	KEVIN FOUST		88.00
	10-3250-390-000-20-49	GIRLS BASKETBALL - RAMS		88.00	
121393	10/23/2026	1399	GIRARD SCHOOL DISTRICT DENTAL ACCOUNT		0.00
				0.00	
121394	10/23/2026	1399	GIRARD SCHOOL DISTRICT DENTAL ACCOUNT		4,577.83
	10-1110-272-000-00-00	DENTAL INSURANCE		950.00	
	10-1110-272-000-10-00	DENTAL		380.00	
	10-1110-272-000-20-00	DENTAL		365.72	
	10-1110-272-000-30-00	DENTAL		826.28	
	10-1110-272-222-10-00	DENTAL INSURANCE RTL GRANT		384.00	
	10-1211-272-520-20-00	DENTAL - IDEA		75.00	
	10-1231-272-270-10-00	DENTAL		173.00	

CHECK NUM	CHECK DATE	VENDOR NO / NAME			CHECK AMT
	10-1231-272-270-20-00	DENTAL		233.33	
	10-1241-272-270-10-00	DENTAL INSURANCE		142.00	
	10-1241-272-270-30-00	DENTAL INSURANCE		194.00	
	10-2120-272-000-10-00	DENTAL		158.00	
	10-2380-272-000-20-00	DENTAL		193.00	
	10-2515-272-000-00-00	DENTAL INSURANCE		100.00	
	10-2620-272-000-00-00	DENTAL INSURANCE		66.00	
	10-2620-272-000-20-00	DENTAL		337.50	
121395	10/23/2026	4424	DANIEL GRAY		57.00
	10-3250-390-000-20-31	FOOTBALL - RAMS		57.00	
121396	10/23/2026	3970	MICHAEL HALASZ		85.00
	10-3250-390-000-30-41	GIRLS SOCCER		85.00	
121397	10/23/2026	2934	MIKE HAWLEY		90.00
	10-3250-390-000-30-31	FOOTBALL		90.00	
121398	10/23/2026	2843	DONALD HOSFORD		90.00
	10-3250-390-000-30-31	FOOTBALL		90.00	
121399	10/23/2026	4911	MICHAEL A KISIEL		147.00
	10-3250-390-000-30-33	BOYS SOCCER		147.00	
121400	10/23/2026	4230	DAVID KLIEM		57.00
	10-3250-390-000-20-31	FOOTBALL - RAMS		57.00	
121401	10/23/2026	4605	SHANE LOPER		62.00
	10-3250-390-000-30-33	BOYS SOCCER		62.00	
121402	10/23/2026	2577	MELZER'S FUEL SERVICE		8,143.95
	10-2740-626-000-00-00	GASOLINE AND OIL		8,143.95	
121403	10/23/2026	3049	NATIONAL FUEL		90.68
	10-2620-621-000-00-00	NATURAL GAS BUS GARAGE		90.68	
121404	10/23/2026	4243	SUSAN S NELSON		147.00
	10-3250-390-000-30-36	VOLLEYBALL		147.00	
121405	10/23/2026	4169	DUANE NORTHROP		85.00
	10-3250-390-000-30-32	CROSS COUNTRY		85.00	
121406	10/23/2026	1057	RESERVE ACCOUNT		332.13
	10-2120-610-000-30-00	GEN.SUPPLIES GUIDANCE/GHS		16.38	
	10-2380-610-000-10-00	GENERAL SUPPLIES EVES		13.38	
	10-2380-610-000-20-00	GENERAL SUPPLIES RAMS		20.28	
	10-2380-610-000-30-00	GENERAL SUPPLIES GHS		19.16	
	10-2440-610-000-10-00	GENERAL SUPPLIES EVES		8.58	
	10-2440-610-000-20-00	GENERAL SUPPLIES RAMS		85.02	
	10-2440-610-000-30-00	GENERAL SUPPLIES GHS		2.27	
	10-2515-530-000-00-00	COMMUNICATIONS		163.63	

CHECK NUM	CHECK DATE	VENDOR NO / NAME			CHECK AMT
	10-3210-610-000-30-53	OTHER		3.43	
121407	10/23/2026	2993	LOUIS G RUSSELL		57.00
	10-3250-390-000-20-31	FOOTBALL - RAMS		57.00	
121408	10/23/2026	3921	SCOTT H RUSSELL		270.00
	10-3250-580-000-30-32	TRAVEL EXPENSE - CROSS COUNTRY		270.00	
121409	10/23/2026	2821	TOM SCHAAF		90.00
	10-3250-390-000-30-31	FOOTBALL		90.00	
121410	10/23/2026	2820	PAUL SCHULTZ		90.00
	10-3250-390-000-30-31	FOOTBALL		90.00	
121411	10/23/2026	3093	TERRY D. SLIKER		85.00
	10-3250-390-000-30-33	BOYS SOCCER		85.00	
121412	10/23/2026	1905	BRENDA SMITH		263.00
	10-1110-271-000-00-00	MEDICAL		263.00	
121413	10/23/2026	2994	JOHN STAHON		90.00
	10-3250-390-000-30-31	FOOTBALL		90.00	
121414	10/23/2026	3940	MARY C SWIFT		261.06
	10-1110-271-000-00-00	MEDICAL		261.06	
121415	10/23/2026	2098	THOMSON REUTERS - WEST		712.53
	10-2220-650-000-00-00	GENERAL SUPPLIES - DISTRICT TECHNOL		712.53	
121416	10/23/2026	4936	TOTAL GRANT SERVICES		1,200.00
	10-2519-330-000-00-00	OTHER PROFESSIONAL SERVICES		1,200.00	
121417	10/23/2026	181	VINEYARD OIL & GAS COMPANY		2,188.92
	10-2620-621-000-10-00	NATURAL GAS EVES		465.20	
	10-2620-621-000-30-00	NATURAL GAS GHS/RAMS		1,723.72	
121418	10/23/2026	3984	MARK WESCHLER		147.00
	10-3250-390-000-30-36	VOLLEYBALL		147.00	
121419	10/23/2026	4572	JASON WILLOW		147.00
	10-3250-390-000-30-36	VOLLEYBALL		147.00	
121420	10/30/2026	4439	AMAZON CAPITAL SERVICES		1,450.38
	10-1110-610-000-30-05	GEN.SUPPLIES ENGLISH		264.95	
	10-2620-610-000-30-00	GENERAL SUPPLIES GHS		129.97	
	10-2515-610-000-00-00	GENERAL SUPPLIES		75.78	
	10-1110-610-000-10-18	GEN.SUPPLIES-GENERAL		17.98	
	10-2440-610-330-10-00	GENERAL SUPPLIES - FEMININE GRANT		289.11	
	10-2440-610-330-30-00	GENERAL SUPPLIES- FEMININE GRANT		672.59	
121421	10/30/2026	5050	ARBITER SPORTS		1,337.50
	10-3250-650-000-00-00	SUPPLIES & FEE -SOFTWARE		1,337.50	
121422	10/30/2026	3993	ERNEST AXTON		85.00

CHECK NUM	CHECK DATE	VENDOR NO / NAME			CHECK AMT
	10-3250-390-000-30-32	CROSS COUNTRY		85.00	
121423	10/30/2026	2832	BCM ONE, INC		1,797.59
	10-2220-538-000-00-00	TELECOMMUNICATION SERVICES-DISTRICT		1,797.59	
121424	10/30/2026	5051	BUCKEYE LOCAL SCHOOL DISTRICT		400.00
	10-3250-390-000-30-37	SWIMMING		400.00	
121425	10/30/2026	4334	CHARTER COMMUNICATIONS		85.53
	10-2220-538-000-00-00	TELECOMMUNICATION SERVICES-DISTRICT		85.53	
121426	10/30/2026	4523	COMMONWEALTH OF PA		100.00
	10-1110-610-000-20-13	GEN.SUPPLIES SCIENCE		100.00	
121427	10/30/2026	4387	ESS NORTHEAST, LLC		10,898.87
	10-1110-323-000-10-00	SUBSTITUTE EDUCATIONAL SERVICES		3,396.50	
	10-1110-323-000-20-00	SUBSTITUTE EDUCATIONAL SERVICES		1,896.12	
	10-1110-323-000-30-00	SUBSTITUTE EDUCATIONAL SERVICES		1,813.68	
	10-1110-323-000-10-00	SUBSTITUTE EDUCATIONAL SERVICES		1,428.66	
	10-1110-323-000-20-00	SUBSTITUTE EDUCATIONAL SERVICES		81.14	
	10-1110-323-000-30-00	SUBSTITUTE EDUCATIONAL SERVICES		64.91	
	10-2420-323-000-10-00	PROFESSIONAL EDUCATIONAL SERVICES		527.60	
	10-2420-323-000-20-00	PROFESSIONAL EDUCATIONAL SERVICES		263.80	
	10-2420-323-000-30-00	PROFESSIONAL EDUCATIONAL SERVICES		263.80	
	10-2620-323-000-20-00	MAINT- PROFESSIONAL SUBS		791.60	
	10-2620-323-000-30-00	MAINT- PROFESSIONAL SUBS		371.06	
121428	10/30/2026	4024	GANNON UNIVERSITY		730.00
	10-3210-580-000-30-53	REGISTRATION & LODGING TRAVEL		730.00	
121429	10/30/2026	1399	GIRARD SCHOOL DISTRICT DENTAL ACCOUNT		3,619.50
	10-1110-272-000-00-00	DENTAL INSURANCE		173.00	
	10-1110-272-000-10-00	DENTAL		105.00	
	10-1110-272-222-10-00	DENTAL INSURANCE RTL GRANT		142.00	
	10-1241-272-270-10-00	DENTAL INSURANCE		170.00	
	10-2380-272-000-10-00	DENTAL		184.00	
	10-2380-272-000-30-00	DENTAL		100.00	
	10-2515-272-000-00-00	DENTAL INSURANCE		1,754.50	
	10-2839-272-000-00-00	DENTAL		991.00	
121430	10/30/2026	4625	KEVIN HITE		90.00
	10-3250-390-000-30-31	FOOTBALL		90.00	
121431	10/30/2026	4302	ALAN HOSFORD		90.00
	10-3250-390-000-30-31	FOOTBALL		90.00	
121432	10/30/2026	4504	OSCAR R HUSKEY IV		147.00
	10-3250-390-000-30-36	VOLLEYBALL		147.00	
121433	10/30/2026	5043	JEFFREY R KRAEMER		90.00

CHECK NUM	CHECK DATE	VENDOR NO / NAME			CHECK AMT
	10-3250-390-000-30-31	FOOTBALL		90.00	
121434	10/30/2026	3667	NASCO EDUCATION		556.52
	10-1110-610-000-30-02	GEN.SUPPLIES ART		556.52	
121435	10/30/2026	4169	DUANE NORTHROP		85.00
	10-3250-390-000-30-32	CROSS COUNTRY		85.00	
121436	10/30/2026	4918	PJAS REGION 10		110.00
	10-3210-580-000-20-53	REGISTRATION & LODGING TRAVEL		55.00	
	10-3210-580-000-30-53	REGISTRATION & LODGING TRAVEL		55.00	
121437	10/30/2026	5053	PMEA D2		778.20
	10-3210-580-000-30-53	REGISTRATION & LODGING TRAVEL		778.20	
121438	10/30/2026	2818	CHARLES D PURSELL JR		90.00
	10-3250-390-000-30-31	FOOTBALL		90.00	
121439	10/30/2026	4133	TEACHER SYNERGY, LLC		191.99
	10-1110-640-000-10-00	TEXTBOOKS		191.99	
121440	10/30/2026	4210	T-MOBILE		135.50
	10-2220-538-000-00-00	TELECOMMUNICATION SERVICES-DISTRICT		135.50	
121441	10/30/2026	974	UNIFIRST CORPORATION		114.31
	10-2620-610-000-00-00	GENERAL SUPPLIES-GROUNDS		28.14	
	10-2620-610-000-10-00	GENERAL SUPPLIES EVES		15.34	
	10-2620-610-000-30-00	GENERAL SUPPLIES GHS		38.79	
	10-2650-610-000-00-00	GENERAL SUPPLIES		32.04	
121442	10/30/2026	4572	JASON WILLOW		147.00
	10-3250-390-000-30-36	VOLLEYBALL		147.00	
121443	10/30/2026	4425	RICHARD A ZEMANEK II		90.00
	10-3250-390-000-30-31	FOOTBALL		90.00	
121444	10/31/2026	3439	GIRARD FEDERATION OF TEACHERS		9,900.00
	10-0462-140-000-00-00	GFT UNION DUES WITHHELD		3,300.00	
	10-0462-140-000-00-00	GFT UNION DUES WITHHELD		3,300.00	
	10-0462-140-000-00-00	GFT UNION DUES WITHHELD		3,300.00	
121445	10/31/2026	3214	LOCAL #1968		1,587.67
	10-0462-110-000-00-00	LOCAL #1968 WITHHELD		524.71	
	10-0462-110-000-00-00	LOCAL #1968 WITHHELD		524.71	
	10-0462-110-000-00-00	LOCAL #1968 WITHHELD		538.25	
121446	10/31/2026	2727	AFT-PENNSYLVANIA		36.00
	10-0462-230-000-00-00	COPE WITHHELD		12.00	
	10-0462-230-000-00-00	COPE WITHHELD		12.00	
	10-0462-230-000-00-00	COPE WITHHELD		12.00	
121447	10/31/2026	321	UNITED WAY OF ERIE COUNTY		885.99
	10-0462-120-000-00-00	UNITED WAY WITHHELD		305.47	

CHECK NUM	CHECK DATE	VENDOR NO / NAME		CHECK AMT
	10-0462-120-000-00-00	UNITED WAY WITHHELD	290.26	
	10-0462-120-000-00-00	UNITED WAY WITHHELD	290.26	
121448	11/06/2026	4439 AMAZON CAPITAL SERVICES		1,026.53
	10-2360-610-000-00-00	GENERAL SUPPLIES	99.28	
	10-2440-610-330-20-00	GENERAL SUPPLIES- FEMININE GRANT	622.62	
	10-2440-610-330-30-00	GENERAL SUPPLIES- FEMININE GRANT	150.75	
	10-2620-431-000-10-00	REPAIRS & MAINT SRVCS BLDG- EVES	153.88	
121449	11/06/2026	4799 FLB MAT PARENTS		400.00
	10-3250-390-000-30-35	WRESTLING	400.00	
121450	11/06/2026	266 GIRARD BOROUGH		33,326.49
	10-2620-422-000-30-00	ELECTRICITY GHS	17,760.17	
	10-2620-424-000-30-00	WATER & SEWER GHS	175.85	
	10-2620-422-000-30-00	ELECTRICITY GHS	408.25	
	10-2620-424-000-30-00	WATER & SEWER GHS	85.96	
	10-2620-422-000-40-00	ELECTRICITY 1024 RICE AVE.	78.17	
	10-2620-422-000-20-00	ELECTRICITY RAMS	64.67	
	10-2620-422-000-20-00	ELECTRICITY RAMS	14,464.00	
	10-2620-424-000-20-00	WATER & SEWER RAMS	174.75	
	10-2620-422-000-20-00	ELECTRICITY RAMS	99.17	
	10-2620-422-000-20-00	ELECTRICITY RAMS	15.50	
121451	11/06/2026	1399 GIRARD SCHOOL DISTRICT DENTAL ACCOUNT		2,973.13
	10-1110-272-000-10-00	DENTAL	1,268.83	
	10-1110-272-000-20-00	DENTAL	336.45	
	10-1110-272-000-30-00	DENTAL	234.52	
	10-1110-272-222-10-00	DENTAL INSURANCE RTL GRANT	142.00	
	10-1211-272-520-20-00	DENTAL - IDEA	25.00	
	10-1225-272-270-10-00	DENTAL	94.00	
	10-1231-272-270-20-00	DENTAL	33.33	
	10-2120-272-000-10-00	DENTAL	142.00	
	10-2380-272-000-10-00	DENTAL	495.00	
	10-2511-272-000-00-00	DENTAL	32.00	
	10-2515-272-000-00-00	DENTAL INSURANCE	70.00	
	10-2620-272-000-00-00	DENTAL INSURANCE	100.00	
121452	11/06/2026	4243 SUSAN S NELSON		147.00
	10-3250-390-000-30-36	VOLLEYBALL	147.00	
121453	11/06/2026	3643 PSBA INSURANCE TRUST		3,176.85
	10-1110-250-000-00-00	UNEMPLOYMENT INSURANCE	3,176.85	
121454	11/06/2026	3921 SCOTT H RUSSELL		250.00
	10-3250-580-000-30-32	TRAVEL EXPENSE - CROSS COUNTRY	250.00	
121455	11/06/2026	2098 THOMSON REUTERS - WEST		712.53

CHECK NUM	CHECK DATE	VENDOR NO / NAME			CHECK AMT
	10-2220-650-000-00-00	GENERAL SUPPLIES - DISTRICT TECHNOL		712.53	
121456	11/06/2026	974	UNIFIRST CORPORATION		114.31
	10-2620-610-000-00-00	GENERAL SUPPLIES-GROUNDS		28.14	
	10-2620-610-000-10-00	GENERAL SUPPLIES EVES		15.34	
	10-2620-610-000-30-00	GENERAL SUPPLIES GHS		38.79	
	10-2650-610-000-00-00	GENERAL SUPPLIES		32.04	
121457	11/06/2026	3468	VERIZON		1,699.18
	10-2220-538-000-00-00	TELECOMMUNICATION SERVICES-DISTRICT		1,699.18	
121458	11/06/2026	311	WASTE MANAGEMENT OF PA -ERIE		1,945.62
	10-2620-411-000-10-00	GARBAGE - EVES		704.73	
	10-2620-411-000-20-00	GARBAGE - RAMS		523.96	
	10-2620-411-000-30-00	GARBAGE - GHS		541.84	
	10-2620-411-000-30-00	GARBAGE - GHS		175.09	
121459	11/06/2026	3514	WEX BANK		2,356.14
	10-2650-626-000-00-00	GASOLINE		512.78	
	10-2650-626-000-00-00	GASOLINE		125.96	
	10-2740-626-000-00-00	GASOLINE AND OIL		916.62	
	10-2740-626-000-00-00	GASOLINE AND OIL		800.78	
121460	11/06/2026	4572	JASON WILLOW		147.00
	10-3250-390-000-30-36	VOLLEYBALL		147.00	
121461	11/06/2026	1364	YOUNGSTOWN STATE UNIVERSITY		560.00
	10-3210-580-000-20-53	REGISTRATION & LODGING TRAVEL		300.00	
	10-3210-580-000-30-53	REGISTRATION & LODGING TRAVEL		260.00	
121462	11/13/2026	4439	AMAZON CAPITAL SERVICES		964.53
	10-2440-610-330-30-00	GENERAL SUPPLIES- FEMININE GRANT		49.99	
	10-2440-610-330-30-00	GENERAL SUPPLIES- FEMININE GRANT		62.23	
	10-2440-610-330-20-00	GENERAL SUPPLIES- FEMININE GRANT		151.60	
	10-1110-610-222-00-00	GENERAL SUPPLIES - RTL		130.31	
	10-2620-610-000-30-00	GENERAL SUPPLIES GHS		23.10	
	10-1110-610-000-20-22	GEN.SUPPLIES - SIXTH GRADE		101.45	
	10-2835-330-000-00-00	HEALTH SERVICES-WELLNESS		370.35	
	10-2220-610-000-00-00	GENERAL SUPPLIES - DISTRICT TECHNOL		75.50	
121463	11/13/2026	1575	ANDERSON COACH & TRAVEL		1,440.38
	10-3210-580-000-20-53	REGISTRATION & LODGING TRAVEL		1,440.38	
121464	11/13/2026	4863	BEECHWOOD GOLF CLUB		1,005.60
	10-3250-390-000-30-44	GOLF		150.00	
	10-3250-610-000-30-44	GOLF		855.60	
121465	11/13/2026	4865	ENCOVA INSURANCE		13,584.00
	10-1110-260-000-00-00	WORKMENS COMPENSATION		13,584.00	
121466	11/13/2026	4387	ESS NORTHEAST, LLC		0.00

CHECK NUM	CHECK DATE	VENDOR NO / NAME			CHECK AMT
				0.00	
121467	11/13/2026	4387	ESS NORTHEAST, LLC		16,874.61
	10-1110-323-000-10-00	SUBSTITUTE EDUCATIONAL SERVICES		3,396.50	
	10-1110-323-000-20-00	SUBSTITUTE EDUCATIONAL SERVICES		3,462.48	
	10-1110-323-000-30-00	SUBSTITUTE EDUCATIONAL SERVICES		1,566.36	
	10-2420-323-000-30-00	PROFESSIONAL EDUCATIONAL SERVICES		263.80	
	10-1110-323-000-10-00	SUBSTITUTE EDUCATIONAL SERVICES		1,446.85	
	10-1110-323-000-20-00	SUBSTITUTE EDUCATIONAL SERVICES		39.98	
	10-1110-323-000-30-00	SUBSTITUTE EDUCATIONAL SERVICES		278.64	
	10-2380-323-000-10-00	SECRETARY - PROFESSIONAL EDUCATION		88.66	
	10-2620-323-000-20-00	MAINT- PROFESSIONAL SUBS		158.32	
	10-1110-323-000-10-00	SUBSTITUTE EDUCATIONAL SERVICES		2,532.54	
	10-1110-323-000-20-00	SUBSTITUTE EDUCATIONAL SERVICES		824.40	
	10-1110-323-000-30-00	SUBSTITUTE EDUCATIONAL SERVICES		906.84	
	10-2420-323-000-10-00	PROFESSIONAL EDUCATIONAL SERVICES		131.90	
	10-1110-323-000-10-00	SUBSTITUTE EDUCATIONAL SERVICES		1,063.32	
	10-2380-323-000-30-00	SECRETARY - PROFESSIONAL EDUCATION		67.29	
	10-2620-323-000-30-00	MAINT- PROFESSIONAL SUBS		646.73	
121468	11/13/2026	1399	GIRARD SCHOOL DISTRICT DENTAL ACCOUNT		0.00
				0.00	
121469	11/13/2026	1399	GIRARD SCHOOL DISTRICT DENTAL ACCOUNT		6,662.00
	10-0132-050-000-00-00	DUE FROM CAFETERIA FUND		200.00	
	10-1110-272-000-00-00	DENTAL INSURANCE		113.00	
	10-1110-272-000-10-00	DENTAL		3,481.00	
	10-1110-272-000-20-00	DENTAL		100.00	
	10-1110-272-000-30-00	DENTAL		790.00	
	10-1225-272-270-10-00	DENTAL		126.00	
	10-1241-272-270-30-00	DENTAL INSURANCE		100.00	
	10-2120-272-000-10-00	DENTAL		175.00	
	10-2140-272-520-00-00	DENTAL - IDEA		494.00	
	10-2170-272-000-00-00	DENTAL INSURANCE		142.00	
	10-2380-272-000-20-00	DENTAL		100.00	
	10-2511-272-000-00-00	DENTAL		32.00	
	10-2620-272-000-20-00	DENTAL		142.00	
	10-2620-272-000-30-00	DENTAL		142.00	
	10-2630-272-000-00-00	DENTAL		525.00	
121470	11/13/2026	2810	NICKOLAS HENNEBERRY		540.00
	10-1231-330-270-00-00	ES OTHER		540.00	
121471	11/13/2026	2577	MELZER'S FUEL SERVICE		6,993.69
	10-2740-626-000-00-00	GASOLINE AND OIL		6,993.69	

CHECK REGISTER FOR 10/19/2026 TO 6/30/2027 & CHECK NUMBERS 121386 TO 2147483647

CASH ACCT 10-0101-000-000-00-00

CHECK NUM	CHECK DATE	VENDOR NO / NAME			CHECK AMT
121472	11/13/2026	3049	NATIONAL FUEL		2,379.73
	10-2620-621-000-30-00	NATURAL GAS GHS/RAMS		1,671.84	
	10-2620-621-000-10-00	NATURAL GAS EVES		616.04	
	10-2620-621-000-30-00	NATURAL GAS GHS/RAMS		91.85	
121473	11/13/2026	4468	NORTH EAST SWIMMING BOOSTERS		125.00
	10-3250-390-000-30-37	SWIMMING		125.00	
121474	11/13/2026	1057	RESERVE ACCOUNT		354.48
	10-2111-610-270-00-00	GENERAL SUPPLIES		6.91	
	10-2120-610-000-10-00	GEN.SUPPLIES GUIDANCE/EVES		21.06	
	10-2120-610-000-20-00	GEN.SUPPLIES GUIDANCE/RAMS		6.24	
	10-2120-610-000-30-00	GEN.SUPPLIES GUIDANCE/GHS		24.76	
	10-2380-610-000-10-00	GENERAL SUPPLIES EVES		17.23	
	10-2380-610-000-20-00	GENERAL SUPPLIES RAMS		26.52	
	10-2380-610-000-30-00	GENERAL SUPPLIES GHS		28.86	
	10-2440-610-000-10-00	GENERAL SUPPLIES EVES		24.18	
	10-2440-610-000-20-00	GENERAL SUPPLIES RAMS		70.98	
	10-2515-610-000-00-00	GENERAL SUPPLIES		127.74	
121475	11/13/2026	1775	TOSHIBA FINANCIAL SERVICES		1,685.00
	10-2220-448-000-40-00	DISTRICT COPIER LEASE		921.00	
	10-2380-440-000-10-00	EQUIPMENT RENTAL		191.00	
	10-2380-440-000-20-00	EQUIPMENT RENTAL		191.00	
	10-2380-440-000-30-00	EQUIPMENT RENTAL		191.00	
	10-2515-440-000-00-00	RENTALS		191.00	
121476	11/13/2026	974	UNIFIRST CORPORATION		228.62
	10-2620-610-000-00-00	GENERAL SUPPLIES-GROUNDS		28.14	
	10-2620-610-000-10-00	GENERAL SUPPLIES EVES		15.34	
	10-2620-610-000-30-00	GENERAL SUPPLIES GHS		38.79	
	10-2650-610-000-00-00	GENERAL SUPPLIES		32.04	
	10-2620-610-000-00-00	GENERAL SUPPLIES-GROUNDS		28.14	
	10-2620-610-000-10-00	GENERAL SUPPLIES EVES		15.34	
	10-2620-610-000-30-00	GENERAL SUPPLIES GHS		38.79	
	10-2650-610-000-00-00	GENERAL SUPPLIES		32.04	
121477	11/13/2026	4768	VERIZON BUSINESS		7.83
	10-2220-538-000-00-00	TELECOMMUNICATION SERVICES-DISTRICT		7.83	
121478	11/13/2026	198	VISION BENEFITS OF AMERICA		88.00
	10-1110-215-000-30-00	VISION		59.50	
	10-2120-215-000-20-00	VISION		28.50	

CHECK REGISTER FOR 10/19/2026 TO 6/30/2027 & CHECK NUMBERS 121386 TO 2147483647

CASH ACCT 10-0101-000-000-00-00

CHECK NUM	CHECK DATE	VENDOR NO / NAME		CHECK AMT
		TOTAL NUMBER OF CHECKS:	93	167,885.68
		TOTAL NUMBER OF EPAYMENTS:	0	0.00
		TOTAL NUMBER OF UPDATE-ONLYS:	0	0.00
				167,885.68

CHECK REGISTER FOR 11/24/2026 TO 11/24/2026 & CHECK NUMBERS 0 TO 2147483647

CASH ACCT 10-0101-000-000-00-00

CHECK NUM	CHECK DATE	VENDOR NO / NAME			CHECK AMT
121479	11/24/2026	4280	ACCELERATE EDUCATION		200.00
	10-1110-640-000-10-00	TEXTBOOKS		200.00	
121480	11/24/2026	1437	ACHIEVEMENT CENTER		24,750.67
	10-1231-330-270-20-00	ES OTHER RAMS		5,607.45	
	10-1231-330-270-30-00	OTHER PROF SERV		1,869.15	
	10-1231-330-270-10-00	ES - OTHER		5,799.38	
	10-1231-330-270-30-00	OTHER PROF SERV		1,933.12	
	10-1231-330-270-10-00	ES - OTHER		9,270.00	
	10-1231-330-270-10-00	ES - OTHER		82.03	
	10-1231-330-270-20-00	ES OTHER RAMS		104.58	
	10-1231-330-270-30-00	OTHER PROF SERV		84.96	
121481	11/24/2026	1782	ALLEGHENY EDUCATIONAL SYSTEMS, INC		1,117.69
	10-1110-610-000-30-10	GEN.SUPPLIES IND.ARTS		1,117.69	
121482	11/24/2026	2359	AMERICAN ART CLAY CO, INC		307.39
	10-2620-432-000-20-00	REPAIRS & MAINT SRVCS EQUIP RAMS		307.39	
121483	11/24/2026	3340	DR. GERTRUDE A. BARBER CENTER, INC		14,940.00
	10-1231-569-270-20-00	TUITION - OTHER		6,080.00	
	10-1290-329-000-20-00	PURCHASED SERV. - APS AIDES		4,430.00	
	10-1231-569-270-20-00	TUITION - OTHER		4,430.00	
121484	11/24/2026	3597	BARBER'S CHEMICALS		150.00
	10-2620-610-000-00-00	GENERAL SUPPLIES-GROUNDS		150.00	
121485	11/24/2026	3816	STACY N BAYUS		17.29
	10-1110-580-000-10-00	TRAVEL - EVES		17.29	
121486	11/24/2026	4017	BETHESDA LUTHERAN SERVICES		4,995.00
	10-1442-561-000-30-00	ALTERNATIVE ED TUITION		4,995.00	
121487	11/24/2026	174	MARYLOU BILLINGS		1,064.00
	10-1110-271-000-00-00	MEDICAL		532.00	
	10-1110-271-000-00-00	MEDICAL		532.00	
121488	11/24/2026	175	MARNE BOYCE		175.00
	10-1110-271-000-00-00	MEDICAL		175.00	
121489	11/24/2026	1370	BUSECK, BARGER, BLEIL & CO INC		9,700.00
	10-2350-330-000-00-00	LEGAL SERVICES		9,700.00	
121490	11/24/2026	5015	BUTLER, AGNEW AND ASSOCIATES		6,514.64
	10-2514-330-000-00-00	PURCHSE SERV. - PAYROLL		6,514.64	
121491	11/24/2026	2297	CANON-McMILLAN SCHOOL DISTRICT		15,828.75
	10-1231-561-270-30-00	TUITION TO OTHER LEA		1,181.25	
	10-1231-561-270-30-00	TUITION TO OTHER LEA		4,961.25	
	10-1231-561-270-30-00	TUITION TO OTHER LEA		4,725.00	
	10-1231-561-270-20-00	TUITION TO OTHER LEA		4,961.25	

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CHECK NUM	CHECK DATE	VENDOR NO / NAME			CHECK AMT
121492	11/24/2026	1676	DESANTIS SOLUTIONS		8,406.09
	10-2620-610-000-20-00	GENERAL SUPPLIES RAMS		4,023.94	
	10-2620-610-000-10-00	GENERAL SUPPLIES EVES		1,348.65	
	10-2620-610-000-20-00	GENERAL SUPPLIES RAMS		251.60	
	10-2620-610-000-30-00	GENERAL SUPPLIES GHS		1,356.59	
	10-2620-610-000-30-00	GENERAL SUPPLIES GHS		441.92	
	10-2620-610-000-20-00	GENERAL SUPPLIES RAMS		286.32	
	10-2620-610-000-20-00	GENERAL SUPPLIES RAMS		146.53	
	10-2620-610-000-30-00	GENERAL SUPPLIES GHS		110.48	
	10-2620-610-000-10-00	GENERAL SUPPLIES EVES		273.70	
	10-2620-432-000-20-00	REPAIRS & MAINT SRVCS EQUIP RAMS		106.70	
	10-2515-610-000-00-00	GENERAL SUPPLIES		31.40	
	10-2620-610-000-10-00	GENERAL SUPPLIES EVES		28.26	
121493	11/24/2026	2889	ELITE SPORTSWEAR		519.74
	10-3210-610-000-30-41	CHEERLEADING		459.77	
	10-3210-610-000-30-41	CHEERLEADING		59.97	
121494	11/24/2026	4038	EM CAHILL COMPANY INC		4,199.75
	10-2620-431-000-30-00	REPAIRS & MAINT SRVCS BLDG- GHS		2,188.72	
	10-2620-431-000-20-00	REPAIRS & MAINT SRVCS BLDG- RAMS		850.21	
	10-2620-431-000-10-00	REPAIRS & MAINT SRVCS BLDG- EVES		1,160.82	
121495	11/24/2026	3760	ERIE COUNTY TECHNICAL SCHOOL		37,873.83
	10-1390-564-000-30-00	TUITION TO AREA VO EDUCATION		37,873.83	
121496	11/24/2026	1418	FAIRVIEW SERVICE CENTER		1,243.93
	10-2650-433-000-00-00	REPAIRS & MAINT AUTO		1,243.93	
121497	11/24/2026	115	FNB WEALTH MANAGEMENT		0.00
				0.00	
121498	11/24/2026	115	FNB WEALTH MANAGEMENT		0.00
				0.00	
121499	11/24/2026	115	FNB WEALTH MANAGEMENT		0.00
				0.00	
121500	11/24/2026	115	FNB WEALTH MANAGEMENT		0.00
				0.00	
121501	11/24/2026	115	FNB WEALTH MANAGEMENT		394,632.00
	10-0132-050-000-00-00	DUE FROM CAFETERIA FUND		4,176.00	
	10-1110-271-000-00-00	MEDICAL		37,584.00	
	10-1110-271-000-10-00	MEDICAL		50,362.56	
	10-1110-271-000-20-00	MEDICAL		47,752.56	
	10-1110-271-000-30-00	MEDICAL		47,627.28	
	10-1110-271-222-10-00	MEDCIAL RTL GRANT		10,440.00	

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	10-1211-271-270-10-00	MEDICAL	8,352.00	
	10-1211-271-270-20-00	MEDICAL	2,088.00	
	10-1211-271-270-30-00	MEDICAL	8,352.00	
	10-1211-271-520-20-00	MEDICAL - IDEA	2,088.00	
	10-1225-271-270-10-00	MEDICAL	4,176.00	
	10-1225-271-270-20-00	MEDICAL	1,252.80	
	10-1225-271-270-30-00	MEDICAL	835.20	
	10-1231-271-270-10-00	MEDICAL	14,616.00	
	10-1231-271-270-20-00	MEDICAL INSURANCE	2,088.00	
	10-1231-271-270-30-00	MEDICAL	4,176.00	
	10-1233-271-270-20-00	MEDICAL	4,176.00	
	10-1233-271-270-30-00	MEDICAL INSURANCE	2,088.00	
	10-1241-271-270-10-00	MEDICAL HEALTH BENEFITS	6,264.00	
	10-1241-271-270-20-00	MEDICAL HEALTH BENEFITS	10,440.00	
	10-1241-271-270-20-00	MEDICAL HEALTH BENEFITS	8,352.00	
	10-1243-271-270-10-00	MEDICAL HEALTH BENEFITS	104.40	
	10-1243-271-270-20-00	MEDICAL HEALTH BENEFITS	313.20	
	10-2111-271-890-00-00	MEDICAL (ACCESS)	2,088.00	
	10-2120-271-000-10-00	MEDICAL	4,176.00	
	10-2120-271-000-20-00	MEDICAL	6,264.00	
	10-2120-271-000-30-00	MEDICAL	4,176.00	
	10-2140-271-520-00-00	MEDICAL - IDEA	2,088.00	
	10-2140-271-890-00-00	MEDICAL INSURANCE	2,088.00	
	10-2170-271-000-00-00	MEDICAL INSURANCE	2,088.00	
	10-2250-271-000-10-00	MEDICAL	2,046.24	
	10-2250-271-000-20-00	MEDICAL	20.88	
	10-2250-271-000-30-00	MEDICAL	20.88	
	10-2260-271-000-00-00	MEDICAL HEALTH BENEFITS	2,088.00	
	10-2360-271-000-00-00	MEDICAL HEALTH BENEFITS	2,088.00	
	10-2380-271-000-10-00	MEDICAL	8,352.00	
	10-2380-271-000-20-00	MEDICAL	6,264.00	
	10-2380-271-000-30-00	MEDICAL	6,264.00	
	10-2380-271-222-30-00	MEDICAL RTL GRANT	1,044.00	
	10-2440-271-000-10-00	MEDICAL	2,088.00	
	10-2440-271-000-20-00	MEDICAL	2,088.00	
	10-2440-271-000-30-00	MEDICAL	2,088.00	
	10-2511-271-000-00-00	MEDICAL	2,088.00	
	10-2515-271-000-00-00	MEDICAL HEALTH BENEFITS	6,264.00	
	10-2611-271-000-00-00	MEDICAL HEALTH BENEFITS	2,088.00	
	10-2620-271-000-00-00	MEDICAL HEALTH BENEFITS	4,176.00	
	10-2620-271-000-10-00	MEDICAL	6,264.00	
	10-2620-271-000-20-00	MEDICAL	10,440.00	

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CHECK NUM	CHECK DATE	VENDOR NO / NAME			CHECK AMT
	10-2620-271-000-30-00	MEDICAL		10,440.00	
	10-2620-271-000-30-00	MEDICAL		2,088.00	
	10-2630-271-000-00-00	MEDICAL		4,176.00	
	10-2660-271-000-00-00	MEDICAL INSURANCE		2,088.00	
	10-2818-271-000-00-00	MEDICAL		6,264.00	
	10-2839-271-000-00-00	MEDICAL		2,088.00	
	10-3250-271-000-30-30	MEDICAL INSURANCE		1,044.00	
121502	11/24/2026	3859	ANGEL L GHASTIN		93.01
	10-2170-580-000-00-00	TRAVEL		46.50	
	10-2260-580-000-00-00	TRAVEL		46.51	
121503	11/24/2026	3356	GRAINGER		2,630.60
	10-2620-432-000-20-00	REPAIRS & MAINT SRVCS EQUIP RAMS		2,630.60	
121504	11/24/2026	3725	GIRARD SCHOOL DISTRICT CAFETERIA FUND		206.99
	10-2360-610-000-00-00	GENERAL SUPPLIES		64.47	
	10-2310-635-000-00-00	MEALS - REFRESHMENTS		142.52	
121505	11/24/2026	3716	HAGAN BUSINESS MACHINES INC		6,847.69
	10-2380-610-000-10-00	GENERAL SUPPLIES EVES		70.00	
	10-2380-610-000-10-00	GENERAL SUPPLIES EVES		1,755.37	
	10-2380-610-000-20-00	GENERAL SUPPLIES RAMS		2,385.94	
	10-2380-610-000-30-00	GENERAL SUPPLIES GHS		1,795.07	
	10-2515-610-000-00-00	GENERAL SUPPLIES		131.27	
	10-2515-610-000-00-00	GENERAL SUPPLIES		242.20	
	10-2380-610-000-30-00	GENERAL SUPPLIES GHS		83.84	
	10-2380-440-000-10-00	EQUIPMENT RENTAL		384.00	
121506	11/24/2026	276	MARSHA HEATH		216.00
	10-1110-271-000-00-00	MEDICAL		216.00	
121507	11/24/2026	4474	HSI EMERGENCY CARE SOLUTIONS INC		325.79
	10-2271-580-000-00-00	IN-SERVICES TRAVEL		205.79	
	10-2271-580-000-00-00	IN-SERVICES TRAVEL		120.00	
121508	11/24/2026	4711	INDUSTRIAL COMMERCIAL ELEVATOR		1,508.16
	10-2620-431-000-20-00	REPAIRS & MAINT SRVCS BLDG- RAMS		1,130.50	
	10-2620-431-000-20-00	REPAIRS & MAINT SRVCS BLDG- RAMS		251.77	
	10-2620-431-000-30-00	REPAIRS & MAINT SRVCS BLDG- GHS		125.89	
121509	11/24/2026	2294	KEYSTONE SMILES COMMUNITY LEARNING CTR		98,050.00
	10-1110-329-000-10-00	PURCHASED SERV - EVES		48,750.00	
	10-1110-329-000-20-00	PURCHASED SERV - RAMS		32,500.00	
	10-1110-329-000-30-00	PURCHASED SERV - GHS		16,800.00	
121510	11/24/2026	178	KNOX MCLAUGHLIN GORNALL & SENNETT		6,176.00
	10-2350-330-000-00-00	LEGAL SERVICES		1,387.00	
	10-2350-330-000-00-00	LEGAL SERVICES		846.00	

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	10-2350-330-000-00-00	LEGAL SERVICES		2,020.00	
	10-2340-330-000-00-00	LABOR RELATIONS		1,923.00	
121511	11/24/2026	3689	KURTZ BROTHERS		17.97
	10-1110-610-000-30-11	GEN.SUPPLIES MATH		17.97	
121512	11/24/2026	3236	IU#13 - LANCASTER-LEBANON		117.00
	10-2220-650-000-00-00	GENERAL SUPPLIES - DISTRICT TECHNOL		117.00	
121513	11/24/2026	4758	MCCARTY PRINTING		1,078.90
	10-2515-530-000-00-00	COMMUNICATIONS		1,078.90	
121514	11/24/2026	3154	GREGG MCCLELLAND		1,072.59
	10-1110-271-000-00-00	MEDICAL		1,072.59	
121515	11/24/2026	4015	CHELSEA MCQUAID		109.64
	10-2111-580-890-00-00	TRAVEL (ACCESS)		109.64	
121516	11/24/2026	3899	MATTHEW J MIKOVICH		390.00
	10-3250-580-000-30-41	TRAVEL EXPENSE - GIRLS SOCCER		390.00	
121517	11/24/2026	2782	NATIONAL STUDENT CLEARING HOUSE		525.00
	10-1110-650-000-00-00	INSTRUCTIONAL SOFTWARE - DISTRICT		525.00	
121518	11/24/2026	1488	NCS PEARSON, INC		2,858.02
	10-1225-610-890-10-00	GENERAL SUPPLIES		197.69	
	10-2140-610-890-00-00	GENERAL SUPPLIES PSYCH ACCESS		2,949.50	
	10-2140-610-890-00-00	GENERAL SUPPLIES PSYCH ACCESS		-275.40	
	10-2140-610-890-00-00	GENERAL SUPPLIES PSYCH ACCESS		-13.77	
121519	11/24/2026	2136	NEVCO SPORTS, LLC		107.28
	10-3250-650-000-00-00	SUPPLIES & FEE -SOFTWARE		107.28	
121520	11/24/2026	3658	NORTHWEST TRI-COUNTY IU#5		13,344.98
	10-2220-538-000-00-00	TELECOMMUNICATION SERVICES-DISTRICT		77.80	
	10-1221-322-270-10-00	HEARING IMPAIRED SUPPORT - I.U.		334.80	
	10-1221-322-270-30-00	HI - IU SECONDARY		1,525.25	
	10-1224-322-270-10-00	VISUALLY IMPAIRED SUPPORT - I.U.		898.35	
	10-1224-322-270-30-00	VISUALLY IMPAIRED SUPPORT - I.U.		505.32	
	10-1225-322-270-10-00	ASSISTIVE TECHNOLOGY SUPPORT- I.U.		170.48	
	10-1225-322-270-30-00	SLP/AT - IU SECONDARY		96.19	
	10-1260-322-270-10-00	PHYSICAL SUPPORT - I.U.		3,226.09	
	10-1260-322-270-30-00	PT/OT		1,193.21	
	10-2290-322-270-10-00	PARENTING SERVICES - IU		134.66	
	10-2290-322-270-30-00	PARENTING SERVICES - IU SECONDARY		134.66	
	10-2420-322-270-10-00	OT SERVICES - IU		3,028.90	
	10-2420-322-270-30-00	IU OT – SECONDARY		2,019.27	
121521	11/24/2026	1078	COMMONWEALTH OF PA		10.00
	10-2620-610-000-00-00	GENERAL SUPPLIES-GROUNDS		10.00	

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121522	11/24/2026	2883	PERMA-BOUND		121.16
	10-2250-640-000-10-00	BOOKS & PERIODICALS EVES		121.16	
121523	11/24/2026	3643	PSBA INSURANCE TRUST		1,350.00
	10-2310-330-000-00-00	OTHER PROFESSIONAL SERVICES		1,350.00	
121524	11/24/2026	3917	ERICA M RATKOWSKI		257.21
	10-2120-610-101-20-18	SUPPLIES - RAMS GRIEF GRANT		43.28	
	10-2380-610-000-20-00	GENERAL SUPPLIES RAMS		41.98	
	10-2120-610-000-20-00	GEN.SUPPLIES GUIDANCE/RAMS		171.95	
121525	11/24/2026	4554	READBRIGHT		6,990.50
	10-1191-610-411-10-02	SUPPLIES - PRIOR YEAR		22.00	
	10-1191-610-411-10-61	GENERAL SUPPLIES - TITLE I		635.50	
	10-1195-610-421-10-02	TITLE II SUPPLIES PRIOR		4,118.00	
	10-1195-610-431-10-02	TITLE IV SUPPLIES Prior		2,215.00	
121526	11/24/2026	2112	REALLY GREAT READING LLC		3,630.00
	10-1191-610-411-10-02	SUPPLIES - PRIOR YEAR		3,630.00	
121527	11/24/2026	1717	REDPOINT ADVENTURES		1,475.00
	10-2620-431-000-10-00	REPAIRS & MAINT SRVCS BLDG- EVES		737.50	
	10-2620-431-000-20-00	REPAIRS & MAINT SRVCS BLDG- RAMS		737.50	
121528	11/24/2026	353	SCHAAL GLASS CO		148.26
	10-2620-431-000-10-00	REPAIRS & MAINT SRVCS BLDG- EVES		148.26	
121529	11/24/2026	583	SCHOLASTIC CLASSROOM MAGAZINE		329.67
	10-1110-610-000-20-05	GEN.SUPPLIES LANGUAGE ARTS		329.67	
121530	11/24/2026	514	SCOBELL COMPANY, INC		150.00
	10-2620-431-000-20-00	REPAIRS & MAINT SRVCS BLDG- RAMS		150.00	
121531	11/24/2026	343	SHIFFLER EQUIPMENT SALES		178.64
	10-2620-610-000-30-00	GENERAL SUPPLIES GHS		178.64	
121532	11/24/2026	4765	SHRED RITE LLC		93.75
	10-2380-610-000-10-00	GENERAL SUPPLIES EVES		36.75	
	10-2380-610-000-20-00	GENERAL SUPPLIES RAMS		27.50	
	10-2380-610-000-30-00	GENERAL SUPPLIES GHS		29.50	
121533	11/24/2026	1905	BRENDA SMITH		263.00
	10-1110-271-000-00-00	MEDICAL		263.00	
121534	11/24/2026	1104	STUDENT TRANSPORTATION		0.00
				0.00	
121535	11/24/2026	1104	STUDENT TRANSPORTATION		115,539.82
	10-2720-513-000-30-00	CONTRACTED TRANSP.-ALT. ED.		2,837.66	
	10-2720-513-000-40-00	CONTRACTED TRANSPORTATION		88,430.09	
	10-2750-513-000-40-00	NON-PUBLIC TRANSPORTATION		5,675.68	

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	10-3250-519-000-30-31	TRANSPORTATION-FOOTBALL	2,889.16	
	10-3250-519-000-30-36	TRANSPORTATION-VOLLEYBALL	626.25	
	10-3250-519-000-30-33	TRANSPORTATION-BOYS SOCCER	1,581.41	
	10-3250-519-000-20-49	TRANSPORTATION GIRLS BASKETBALL RAM	2,003.88	
	10-3250-519-000-30-41	TRANSPORTATION-GIRLS SOCCER	1,288.81	
	10-2720-513-270-00-00	SPECIAL EDUCATION TRANSPORTATION	418.08	
	10-3250-519-000-30-32	TRANSPORTATION - CROSS COUNTRY	1,323.70	
	10-3210-519-000-30-53	TRAVEL - OTHER STUDENT ACTIVITIES	4,582.94	
	10-2720-513-270-00-00	SPECIAL EDUCATION TRANSPORTATION	146.59	
	10-3250-519-000-20-31	TRANSPORTATION-FOOTBALL RAMS	670.26	
	10-2720-513-270-00-00	SPECIAL EDUCATION TRANSPORTATION	1,028.35	
	10-3210-519-000-30-53	TRAVEL - OTHER STUDENT ACTIVITIES	381.29	
	10-2720-513-270-00-00	SPECIAL EDUCATION TRANSPORTATION	207.33	
	10-3210-519-000-30-53	TRAVEL - OTHER STUDENT ACTIVITIES	776.76	
	10-3210-519-000-20-53	TRAVEL - OTHER STUDENT RAMS	447.18	
	10-3210-519-000-10-53	TRAVEL - OTHER STUDENT EVES	16.64	
	10-3210-519-000-30-53	TRAVEL - OTHER STUDENT ACTIVITIES	207.76	
121536	11/24/2026	2576 SUPERIOR AUTO SUPPLY INC		39.98
	10-2620-432-000-00-00	REPAIRS & MAINT SRVCS EQUIP GROUNDS	39.98	
121537	11/24/2026	1378 SWEETWATER MUSIC INSTRUMENTS & PRO AUDIO		1,422.74
	10-1110-430-000-20-12	REPAIR & MAINT. RAMS/MUSIC	249.75	
	10-1110-430-000-20-12	REPAIR & MAINT. RAMS/MUSIC	1,172.99	
121538	11/24/2026	39 LINDA TOBOLEWSKI		1,102.35
	10-1110-271-000-00-00	MEDICAL	1,102.35	
121539	11/24/2026	2350 TYLER TECHNOLOGIES		6,940.00
	10-1110-650-000-00-00	INSTRUCTIONAL SOFTWARE - DISTRICT	6,940.00	
121540	11/24/2026	4929 UPPER ST CLAIR SCHOOL DISTRICT		8,741.25
	10-1231-561-270-20-00	TUITION TO OTHER LEA	2,835.00	
	10-1231-561-270-20-00	TUITION TO OTHER LEA	4,961.25	
	10-1231-561-270-20-00	TUITION TO OTHER LEA	945.00	
121541	11/24/2026	356 W.B. MASON		133.66
	10-2111-610-890-00-00	GENERAL SUPPLIES (ACCESS)	29.70	
	10-2111-610-890-00-00	GENERAL SUPPLIES (ACCESS)	103.96	
121542	11/24/2026	3260 WELDERS SUPPLY COMPANY		22.52
	10-2620-610-000-00-00	GENERAL SUPPLIES-GROUNDS	22.52	
121543	11/24/2026	1189 WEST MUSIC CATALOG		350.50
	10-1110-610-000-10-12	GEN.SUPPLIES MUSIC	350.50	
121544	11/24/2026	2170 THE WILKINS CO, INC		8,294.09
	10-2220-768-000-00-00	EQUIPMENT - REPLACEMENT	8,009.09	
	10-2620-431-000-00-00	REPAIRS & MAINT SRVS BUILDING GROUP	285.00	

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121545	11/24/2026	52	WM. T. SPAEDER COMPANY INC.		2,477.08
	10-2620-431-000-20-00	REPAIRS & MAINT SRVCS BLDG- RAMS		642.83	
	10-2620-432-000-10-00	REPAIRS & MAINT SRVCS EQUIP EVES		650.00	
	10-2620-432-000-20-00	REPAIRS & MAINT SRVCS EQUIP RAMS		750.00	
	10-2620-432-000-30-00	REPAIRS & MAINT SRVCS EQUIP GHS		434.25	
			TOTAL NUMBER OF CHECKS:	67	822,372.57
			TOTAL NUMBER OF EPAYMENTS:	0	0.00
			TOTAL NUMBER OF UPDATE-ONLYS:	0	0.00
					822,372.57

CHECK REGISTER FOR 11/9/2026 TO 11/27/2026 & CHECK NUMBERS 0 TO 2147483647

CASH ACCT 50-0101-000-000-00-00

CHECK NUM	CHECK DATE	VENDOR NO / NAME			CHECK AMT
11634	11/19/2026	2699	NUTRITION, INC		130,523.92
	50-3100-571-000-00-00	FOOD SRVC MGT - FOOD COSTS		61,920.10	
	50-3100-572-000-00-00	FOOD SRVC MGT - NON-FOOD COSTS		9,066.68	
	50-3100-572-000-00-00	FOOD SRVC MGT - NON-FOOD COSTS		1,151.28	
	50-3100-572-000-00-00	FOOD SRVC MGT - NON-FOOD COSTS		-57.56	
	50-3100-572-000-00-00	FOOD SRVC MGT - NON-FOOD COSTS		1,151.58	
	50-3100-572-000-00-00	FOOD SRVC MGT - NON-FOOD COSTS		9,661.70	
	50-3100-572-000-00-00	FOOD SRVC MGT - NON-FOOD COSTS		47,630.14	
11635	11/19/2026	52	WM. T. SPAEDER COMPANY INC.		1,323.18
	50-3100-430-000-00-00	REPAIRS & MAINTENANCE SERVICES		356.93	
	50-3100-430-000-00-00	REPAIRS & MAINTENANCE SERVICES		774.25	
	50-3100-430-000-00-00	REPAIRS & MAINTENANCE SERVICES		192.00	
			TOTAL NUMBER OF CHECKS:	2	131,847.10
			TOTAL NUMBER OF EPAYMENTS:	0	0.00
			TOTAL NUMBER OF UPDATE-ONLYS:	0	0.00
					131,847.10

GIRARD SCHOOL DISTRICT

Per Capita Exonerations for November 2026

NAME	GIRARD BOROUGH	GIRARD TOWNSHIP	LAKE CITY BOROUGH
BELAY, SHARON			X
DARIN, VICTOR			X
DUSZA, GERTRUDE			X
DUSZA, STEPHEN			X
HARKNESS, DENNIS	X		
HARVEY, TRINITIE C	X		
HEALY, JOHN T	X		
KEEP, JEREMIAH E	X		
LUCCHESI-KIM, GENIE	X		
RIEGEL, VERONICA	X		
THORR, JHESSICA C	X		
WEBSTER, CALEB	X		
WEBSTER, DENISE	X		
GRAND TOTAL OF EXONERATIONS:	9	0	4

RESOLUTION

WHEREAS, the Board of School Directors of the Girard School District has determined that there will be no increase in the rate of any tax for the support of its public schools for the 2027-28 fiscal year by more than the Index established by the Department of Education (Department) for the district;

WHEREAS, the Index for the Girard School District is 5.2%;

WHEREAS, the Board of Directors of the Girard School District does hereby certify that the District will comply with the procedures as forth in Section 687 of the Public School Code as it relates to the annual budget for the adoption of its proposed and final budgets;

WHEREAS, the Board of School Directors certifies that increasing any tax at a rate less than or equal to the established index will be sufficient to balance its final budget;

WHEREAS, the Board of School Directors certifies that the District will submit information on a proposed increase in the rate of a tax levied for the support of the public schools to the Department on a uniform form prepared by the Department no later than five (5) days after the adoption of this resolution;

WHEREAS, the Board of School Directors certify that a copy of this resolution adopted pursuant to Section 311 of the Taxpayer Relief Act of Special Session No. 1 of 2005 will be sent to the Department no later than five (5) days after the adoption of this resolution;

WHEREAS, the Board of School Directors recognizes that the District shall not be eligible to seek referendum exceptions under Section 333 (f) of the Taxpayer Relief Act; and,

WHEREAS, the Board of School Directors recognizes that the Department shall compare the proposed percentage increase in the rate of the tax with the index; within ten (10) days of the receipt of the information as required, the Department shall inform the District whether the proposed tax rate increase is less than or equal to the index.

NOW, THEREFORE, BE IT RESOLVED, by the Board of School Directors of the Girard School District, as follows:

The Board of School Directors adopts this RESOLUTION on the 23rd day of November, 2026 indicating that it will not raise the rate of any tax for the support of its public schools for the 2027-28 fiscal year by more than the index established by the Department of Education for the district of 5.2%.

GIRARD SCHOOL DISTRICT
Girard, Pennsylvania

By: _____
President
Richard Brown

ATTEST:

_____
Secretary
Jacob Hagmaier

(SEAL)

AGREEMENT OF SALE

This Agreement of Sale (hereinafter "Agreement") is made this **4th day of December, 2023,** by and between the **Northwest Tri-County Intermediate Unit 5** (hereinafter "Seller"), with its principal place of business at 252 Waterford Street, Edinboro, PA 16412, and **Girard School District** (hereinafter " Buyer"), with its principal place of business at **1203 Lake St, Girard, PA 16417.**

WHEREAS, Seller has two HPE ProLiant DL360 Gen10 servers that it is no longer using;

WHEREAS, Seller's older model HPE ProLiant DL360 Gen10 servers have exceeded their useful life for Seller's purposes; and

WHEREAS, Buyer wishes to purchase Seller's two older model HPE ProLiant DL360 Gen10 Servers.

NOW, THEREFORE, for the promises exchanged herein and for other good and valuable consideration, receipt of which is hereby acknowledged, the parties agree as follows:

1. Seller hereby sells to Buyer, and Buyer hereby purchases from Seller, the property listed and described on Exhibit A attached hereto and incorporated herein. Said property is sold "AS IS" and subject to the limitations set forth in Paragraph 3 below.

2. Buyer shall pay Seller the sum of **Four Thousand Six Hundred Forty and** 00/100 Dollars ($4,640.00) for said property, which shall be paid in full upon execution of this Agreement.

3. **SELLER MAKES NO WARRANTIES, EITHER EXPRESS OR IMPLIED, INCLUDING WITHOUT LIMITATION ANY IMPLIED WARRANTY OF MERCHANTABILITY OR WARRANTY OF FITNESS FOR A PARTICULAR PURPOSE IN REGARD TO THE PROPERTY, AND BUYER ACCEPTS THE PROPERTY SOLD BY SELLER "AS IS" WITH NO REPRESENTATION OR WARRANTY OF ANY KIND, EXPRESS OR IMPLIED, INCLUDING WITHOUT LIMITATION IMPLIED WARRANTY OF MERCHANTABILITY OR WARRANTY OF FITNESS FOR A PARTICULAR PURPOSE. SELLER ASSUMES NO LIABILITY FOR LOSSES, DAMAGES, OR LEGAL JUDGMENTS RESULTING FROM BUYER'S USE OF THE PROPERTY SOLD UNDER THIS AGREEMENT. SELLER DOES NOT WARRANT THAT ANY OF THE PROPERTY SOLD HEREUNDER WILL PERFORM WITHOUT ERROR OR THAT IT WILL RUN WITHOUT IMMATERIAL INTERRUPTION.**

4. If any provision of this Agreement is found to be invalid, illegal, or unenforceable, that provision shall be null and void, and all other provisions shall remain in full force and effect.

5. This Agreement shall be governed by and construed in accordance with the laws of the Commonwealth of Pennsylvania, without regard to the provisions concerning conflict of laws.

6. This Agreement constitutes the entire contract between the parties.

By signing below, each person represents he/she has the authority to execute this Agreement on behalf of his/her respective party and freely enters into this Agreement with the intent to be bound hereby as of the date first set forth above.

NORTHWEST TRI-COUNTY INTERMEDIATE UNIT 5

By: William Wickstaff

Title: Supervisor of ITS

Date: 11/16/26

GIRARD SCHOOL DISTRICT

By: _____

Title: _____

Date: _____

EXHIBIT A

HPE ProLiant DL360 Gen10 Server -- Serial Number: MXQ93702MG

HPE ProLiant DL360 Gen10 Server -- Serial Number: MXQ93702MH

Northwest Tri-County Intermediate Unit Board Meeting
Wednesday, September 23, 2026
Generated by Raina George

1. **Meeting Opening:**

A. Call Board Meeting to Order:

The Board meeting of the Northwest Tri-County Intermediate Unit Board was called to order by Dr. Andrew Pushchak, President, at 5:45 p.m.

B. Roll Call:

Present were: Amanda Cox (CR); Randy Styborski (PC); Paul Mangione (WC); Joseph Meka (GR); Dr. Andrew Pushchak (WB); George Roberts (GM); Tammy Silvis (CC); Scott Taylor (FLB); Ed Williamson (CN)

Absent were: Dr. Jane Blystone (NE); Kristy Bolte (NW); Leah Merski (EC); Fran New (FV); Jennifer Sheldon (IR); Gary Winschel (MC); Kimberle Thomas (UC); David Vrenna (HC)

Present from the Intermediate Unit Leadership Team: Brad Whitman, Executive Director; Sally Daehnke; Becca Kelley; Kirk Shimshock; Brandie Stevens; JT Stewart; Nick Paolini; Amanda Porter

Also present: Solicitor Pat Kennedy; Wendy Carson; Leah Stazer

C. Moment of Silence: Dr. Pushchak asked those in attendance to stand for a moment of silence.

D. Pledge to the Flag: Dr. Pushchak led everyone present in the Pledge to the Flag.

E. Recognition of PSEA: Dr. Pushchak recognized all PSEA Representatives.

F. Recognition of Visitors: Dr. Pushchak welcomed all visitors in attendance.

G. Welcome New Board Member - Ms. Leah Merski: Dr. Pushchak welcomed Ms. Merski to the IU5 Board of Directors.

H. 2027 PSBA Officer Elections (Vice President) - Mrs. Kristy Bolte: Dr. Pushchak recognized Mrs. Bolte as she is running for the 2027 PSBA Vice President.

2. Reports:

A. Executive Director (Mr. Brad Whitman):

Early Intervention

- The information below reflects the children within the Tri-County area already receiving Early Intervention services within the infant toddler program. These children are anticipated to transition to us upon turning three years old. This reflects a minimum total of "toddler transition cases" of 436 for the 26-27 year.

26-27 SY Toddler Transitions by 3rd Birthdate and School District

	2026						2027						
School District	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Grand Total
CONNEAUT SD		2	1	1	1	2	1	2			1		11
CORRY AREA SD	1	1	1	2				1	1			3	10
CRAWFORD CENTRAL SD	4	3	6	3	3	3	5	4	4	1			36
ERIE CITY SD	22	18	13	8	10	15	16	13	19	14	12	10	170
FAIRVIEW SD	4		2		1		1		2		2		12
FORT LEBOEUF SD			2	1	1	1	1	2		2			10
GENERAL MCLANE SD	3			1	2	1	1	1	1	1	1		12
GIRARD SD	2	1	1	2		1	2			1			10
HARBOR CREEK SD	2	1		1	2	1			1			1	9
IROQUOIS SD	1		2				3	1	4	2	1	1	15
MILLCREEK TOWNSHIP SD	8	7	4	4	6	1	4	2	5	2	5	3	51
NORTH EAST SD	1	1	1	1	1		1	2	1	3	1	3	16
NORTHWESTERN SD			3				2			1		1	7
PENNCREST SD	3			1	3	4	3		2		2	1	19
UNION CITY AREA SD	1	2			1	2						1	7
WARREN COUNTY SD	2	2	5	5		2	4	6	1	2	5	1	35
WATTSBURG AREA SD	1			2		2	1						6
Grand Total	55	38	41	32	31	35	45	34	41	29	30	25	436

Federal and State Programs

- The IU5 Migrant Education Program was the only agency in the state to report positive data within summer student enrollment. Because summer enrollment data is a primary factor in determining future funding levels, this growth will have a positive impact on next year's allocation.
- The Homeless Program is preparing for its annual Angel Tree initiative by identifying sponsors who will provide holiday support to students and families in need.
- The Pennsylvania Department of Education (PDE) is conducting Fall Regional Workshops across the state throughout October. IU5 has been selected to host one of only ten Federal Programs workshop sessions and will welcome participants from across the region on October 14.

School Improvement Services

- Warren SD was selected to present their work from Success for PA Early Learners (SPEL) and Enhanced Core Reading Instruction (ECRI) at the upcoming PA Positive Behavior Support & Multi-tiered Systems of Support. Staff have dedicated countless hours to supporting Warren's efforts in the science of reading.
- With the collaborative efforts of staff from the SIS department, the 2026 SAS Institute Registration was opened on schedule on 9/16/26 with 209 currently registered as of 9/22/26. 2025 SAS had 1,047 registrations. Expectations are set to exceed this mark for 2026!
- 577 participants from our LEAs have been registered to participate in the 2026 regional common in-service on 10/12/26.

Special Education

- Carol Clancy, Bureau Director for Special Education at PDE, joined our Local Task Force meeting here at IU 5 on Thursday, September 10th.
- Our Data Specialist, in conjunction with the Assistant Executive Director and Supervisor of Student Data Services, created a data visualization tool to analyze our MA submissions. Next steps will include determining why logs are not approved and whether or not they are due to errors.
- Our IU and Erie Elect staff met for their first combined staff meeting on August 26th at the Erie office in Emerson Gridley. Their second meeting will be here at the IU.
- Elect Child Count is at 89 total students served for August.
- We will have our SAP training on October 5th and 6th. We now have 4 certified SAP train the trainers. We were very fortunate to get a grant from the Erie County D&A office for $13,000, allowing us to provide 40 free training seats to school districts.

State

PA Secretary Of Education Addresses Measles, Career Path Programs Typically, Philadelphia teachers and principals use state test scores from the prior school year to assess student learning, roster kids into the proper classes, and prepare for the year to come. Not this year. Several teachers told Chalkbeat this week they haven't seen results from the 2025-26 PSSA or Keystone exams and aren't sure why. In the past, these scores have been shared with educators and school leaders around June. Teachers returned to classrooms this week for professional development, and students will return on Aug. 24.

Read the rest of the story: "PA Secretary Of Education Addresses Measles, Career Path Programs" (WHTM Harrisburg, 8-24-26)
Pennsylvania Gov. Shapiro Signs Legislation Guaranteeing 30 Minutes Of Recess To Elementary Students Pennsylvania Gov. Josh Shapiro signed a bill Wednesday making recess mandatory for students in kindergarten through fifth grade. In a statement, Shapiro said the recess time will allow elementary school students to "take a break from learning, get outside, and just be kids."
Read the rest of the story: "Pennsylvania Gov. Shapiro Signs Legislation Guaranteeing 30 Minutes Of Recess To Elementary Students" (NPR Pittsburgh, 9-11-26)
Pennsylvania Updates Education Standards Pennsylvania education officials are working to update how students are taught and assessed as they prepare for a rapidly changing world, including one increasingly shaped by artificial intelligence. The Pennsylvania State Board of Education held multiple meetings Thursday to discuss the academic school year and efforts to prepare students for success in school, the workforce and their communities.
Read the rest of the story: "Pennsylvania Updates Education Standards" (Fox 43, 9-10-26)
Federal

Administration Announces New Initiative to Support School Meals This week, the U.S. Department of Agriculture (USDA) and Department of Health and Human Services (HHS) announced the Harvest to Hallways Initiative to provide new investments and technical assistance for school meal programs. The announcement is the latest step in a broader federal effort to change federal nutrition programs. USDA is also expected to release new school meal regulations in the coming months. More information on The Leading Edge blog.

USED Releases Guidance on Ed Tech in Schools and Annual Update on FERPA and PPRA Last week, the Department of Education released two resources: 1) non-binding guidance on Responsible Use of Education Technology and 2) the annual notice of obligations under the Family Educational Rights and Privacy Act (FERPA) and the Protection of Pupil Rights Amendment (PPRA). More information on The Leading Edge blog.

Meta Reaches $17B Settlement with States Over Teen Social Media Addiction Meta has agreed to pay $17 billion and add child-safety measures to its Facebook and Instagram platforms to end a landmark trial over teen social media addiction and settle claims filed by 47 states, state attorneys general announced Wednesday. California, Colorado, Kentucky and New Jersey were among 29 states that sued the tech giant in 2023, but the deal cuts short the trial, which was expected to see CEO Mark Zuckerberg take the stand before a jury in federal court in California.
Read the rest of the story: "Meta Reaches $17B Settlement With States Over Teen Social Media Addiction" (Education Week, 8-26-26)

Fewer Teachers, Even Fewer Students: See What's Happening In 9,500 Districts Earlier this month, the Bureau of Labor Statistics reported that public education lost 50,000 jobs between June and July. The numbers are preliminary and don't show which types of jobs were lost. They are also small in percentage terms (a decline of 0.6%). Still, they potentially mark the end of the post-pandemic surge in school staffing, which had been hitting new all-time staffing highs year after year. The gains over the last few years have been quite large. In the 2024-25 academic year, for example, schools added the equivalent of 118,000 new full-time employees in various roles, even as they served 135,000 fewer students. That followed the pattern in 2023-24, when they added 121,000 employees as they lost 110,000 students.
Read the rest of the story: "Fewer Teachers, Even Fewer Students: See What's Happening In 9,500 Districts" (The74, 8-26-26)

Report: How Gen-Z Views School And What A Sense Of Belonging Means To Them When a 20-year-old New Yorker recently reflected on her high school experience, she said the things she learned weren't "very helpful to where I am now." I don't really think most of my classes that I took in high school I have in my brain anymore," she told researchers who authored the Voices of Gen Z Study, an annual report conducted by Gallup and the Walton Family Foundation about Gen-Z's attitude toward school and life after high school. What stuck with her, however, were the teachers that "made an impact," and who she maintains relationships with years later.
Read the rest of the story: "Report: How Gen-Z Views School And What A Sense Of Belonging Means To Them" (Education Week, 9-11-26)

Quote:

"The journey of a thousand miles begins with one step." – Lao Tzu

B. Solicitor (Ms. Patricia Kennedy): Ms. Kennedy had no report.

C. Executive Committee (Dr. Andrew Pushchak): Dr. Pushchak reported that the Executive Committee met on September 16, 2026, at 10:00 am to review the board agenda. Mr. Paul Mangione and Dr. Andrew Pushchak were present.

D. Budget & Audit Committee (Mr. Paul Mangione): Mr. Paul Mangione, Chairperson, reported that the Budget & Audit Committee met on September 23, 2026 at 5:35 pm. Mr. Mangione reported that the Committee received an update on trimming the line trees along the building.

E. Personnel Committee (Dr. Jane Blystone): Dr. Pushchak and Mrs. Daehnke reported that the Personnel Committee met on September 23, 2026 at 5:35 pm. Mrs. Daehnke reported that the agenda included five items for approval.

F. Policy Committee (Mrs. Fran New): Dr. Pushchak reported that the Policy Committee met on September 23, 2026, 2026 at 5:35 pm. The agenda included 5 policies for second reading.

3. Minutes:

It was moved by Mr. Taylor and seconded by Mr. Roberts to approve the Minutes from the August 26, 2026 IU Board of Directors Meeting as presented.

Motion carried unanimously.

4. Financial Items (Mr. Paul Mangione):

It was moved by Mr. Mangione and seconded by Mr. Williamson to approve Financial Items 4A-4H as presented.

A. Approval of Bills

B. Treasurer's Report for August 31, 2026

C. Investment Report for August 31, 2026

D. PNC Easy Procure Payments as of August 27, 2026

E. August 2026 Monthly Revenue Board Report

F. August 2026 Monthly Expense Board Report

G. 2025-2026 Budget Revisions & Budgetary Transfers

H. Skywalker Tree Service - Tree Trimming

Motion carried unanimously by roll call vote Dr. Jane Blystone (NE) absent; Kristy Bolte (NW) absent; Amanda Cox (CR) yes; Leah Merski (EC) absent; Paul Mangione (WC) yes; Joseph Meka (GR) yes; Fran New (FV) absent; Dr. Andrew Pushchak (WB) yes; George Roberts (GM) yes; Jennifer Sheldon (IR) absent; Tammy Silvis (CC) yes; Randy Styborski (PC) yes; Scott Taylor (FL) yes; Kimberlee Thomas UC) absent; David Vrenna (HC) absent; Ed Williamson (CN) yes; Gary Winschel (MC) absent

5. Personnel Items (Dr. Jane Blystone):

It was moved by Mr. Taylor and seconded by Mr. Williamson to approve Personnel Items 5A-5E as presented.

A. Resignations

B. Retirement

C. Employment of Personnel

D. Position Additions and Changes

E. Separation Agreement

Motion carried unanimously by roll call vote Dr. Jane Blystone (NE) absent; Kristy Bolte (NW) absent; Amanda Cox (CR) yes; Leah Merski (EC) absent; Paul Mangione (WC) yes; Joseph Meka (GR) yes; Fran New (FV) absent; Dr. Andrew Pushchak (WB) yes; George Roberts (GM) yes; Jennifer Sheldon (IR) absent; Tammy Silvis (CC) yes; Randy Styborski (PC) yes; Scott Taylor (FL) yes; Kimberlee Thomas UC) absent; David Vrenna (HC) absent; Ed Williamson (CN) yes; Gary Winschel (MC) absent

6. Transportation Items:

It was moved by Mr. Taylor and seconded by Mr. Styborski to approve Transportation Items 6A-6B as presented.

A. 2026-27 Special Needs Drivers

B. 2026-27 Transportation Contracts

Motion carried unanimously by roll call vote Dr. Jane Blystone (NE) absent; Kristy Bolte (NW) absent; Amanda Cox (CR) yes; Leah Merski (EC) absent; Paul Mangione (WC) yes; Joseph Meka (GR) yes; Fran New (FV) absent; Dr. Andrew Pushchak (WB) yes; George Roberts (GM) yes; Jennifer Sheldon (IR) absent; Tammy Silvis (CC) yes; Randy Styborski (PC) yes; Scott Taylor (FL) yes; Kimberlee Thomas UC) absent; David Vrenna (HC) absent; Ed Williamson (CN) yes; Gary Winschel (MC) absent

7. Contracted Payroll:

It was moved by Mr. Mangione and seconded by Mr. Williamson to approve Contracted Payroll 7A - 7F as presented.

A. Ilona Burd

B. Sandra Fogle

C. Alejandra Garibay

D. Minerva Medina

E. Amahirani Zavala Polina

F. Maria Delgado-Santana

Motion carried unanimously by roll call vote Dr. Jane Blystone (NE) absent; Kristy Bolte (NW) absent; Amanda Cox (CR) yes; Leah Merski (EC) absent; Paul Mangione (WC) yes; Joseph Meka (GR) yes; Fran New (FV) absent; Dr. Andrew Pushchak (WB) yes; George Roberts (GM) yes; Jennifer Sheldon (IR) absent; Tammy Silvis (CC) yes; Randy Styborski (PC) yes; Scott Taylor (FL) yes; Kimberlee Thomas UC) absent; David Vrenna (HC) absent; Ed Williamson (CN) yes; Gary Winschel (MC) absent

8. Agreements and Contracts:

It was moved by Mr. Mangione and seconded by Mr. Taylor to approve Agreements and Contracts 8A-8L as presented.

A. Business Associate Agreement with Medical Decision Logic, Inc

B. CAOLA Services Agreement

C. Fort Leboeuf School District Professional Services Contract

D. Harbor Creek School District - Special Education Contract

E. Iroquois School District Services Agreement (ELD)

F. Dr. Maggie Jarmolowicz, D.O.

G. Millcreek Township School District - Special Education Contract

H. Presence Learning

I. Red Rover Confidentiality Agreement

J. Robert Benjamin Wiley Charter School - Special Education Contract

K. Symetra Group Benefits Proposals

L. Wayfinder Master Services Agreement

Motion carried unanimously by roll call vote Dr. Jane Blystone (NE) absent; Kristy Bolte (NW) absent; Amanda Cox (CR) yes; Leah Merski (EC) absent; Paul Mangione (WC) yes; Joseph Meka (GR) yes; Fran New (FV) absent; Dr. Andrew Pushchak (WB) yes; George Roberts (GM) yes; Jennifer Sheldon (IR) absent; Tammy Silvis (CC) yes; Randy Styborski (PC) yes; Scott Taylor (FL) yes; Kimberlee Thomas UC) absent; David Vrenna (HC) absent; Ed Williamson (CN) yes; Gary Winschel (MC) absent

9. Service Purchase Contracts:

It was moved by Mr. Mangione and seconded by Mr. Styborski to approve Contracted Payroll 9A - 9G as presented.

A. Bethesda Lutheran Services SPC 71408

B. Bethesda Lutheran Services SPC 71409

C. Bethesda Lutheran Services SPC 71410

D. Bethesda Lutheran Services SPC 71412

E. The Achievement Center SPC 71411

F. The Achievement Center SPC 71413

G. Sarah A. Reed Children's Center SPC 71407

Motion carried unanimously by roll call vote Dr. Jane Blystone (NE) absent; Kristy Bolte (NW) absent; Amanda Cox (CR) yes; Leah Merski (EC) absent; Paul Mangione (WC) yes; Joseph Meka (GR) yes; Fran New (FV) absent; Dr. Andrew Pushchak (WB) yes; George Roberts (GM) yes; Jennifer Sheldon (IR) absent; Tammy Silvis (CC) yes; Randy Styborski (PC) yes; Scott Taylor (FL) yes; Kimberlee Thomas UC) absent; David Vrenna (HC) absent; Ed Williamson (CN) yes; Gary Winschel (MC) absent

10. Policies (Mrs. Fran New):

It was moved by Mr. Mangione and seconded by Mr. Taylor to approve Policies 10A - 10E as presented.

A. Second Reading - Policy 221: Dress and Grooming

B. Second Reading - Policy 236.1: Threat Assessment

C. Second Reading - Policy 325: Dress and Grooming

D. Second Reading - Policy 332: Working Periods

E. Second Reading - Policy 619: Intermediate Unit Audit

Motion carried unanimously by roll call vote Dr. Jane Blystone (NE) absent; Kristy Bolte (NW) absent; Amanda Cox (CR) yes; Leah Merski (EC) absent; Paul Mangione (WC) yes; Joseph Meka (GR) yes; Fran New (FV) absent; Dr. Andrew Pushchak (WB) yes; George Roberts (GM) yes; Jennifer Sheldon (IR) absent; Tammy Silvis (CC) yes; Randy Styborski (PC) yes; Scott Taylor (FL) yes; Kimberlee Thomas UC) absent; David Vrenna (HC) absent; Ed Williamson (CN) yes; Gary Winschel (MC) absent

11. Request to Travel:

It was moved by Mr. Mangione and seconded by Mr. Styborski to approve Request to Travel 11A as presented.

A. Indianapolis, IN - Christy Adams

Motion carried unanimously by roll call vote Dr. Jane Blystone (NE) absent; Kristy Bolte (NW) absent; Amanda Cox (CR) yes; Leah Merski (EC) absent; Paul Mangione (WC) yes; Joseph Meka (GR) yes; Fran New (FV) absent; Dr. Andrew Pushchak (WB) yes; George Roberts (GM) yes; Jennifer Sheldon (IR) absent; Tammy Silvis (CC) yes; Randy Styborski (PC) yes; Scott Taylor (FL) yes; Kimberlee Thomas UC) absent; David Vrenna (HC) absent; Ed Williamson (CN) yes; Gary Winschel (MC) absent

12. Other Business:

Dr. Pushchak informed everyone the next Board meeting will be held on October 28, 2026.

13. Adjournment:

It was moved by Mr. Roberts and seconded by Mr. Styborski to adjorn the Northwest Tri-County Intermediate Unit Board of Directors at 5:57 p.m.

Raina George

Raina George, Board Secretary

JOC AGENDA (Thursday, September 24, 2026)

Generated by Misty Dempsey on Monday, September 28, 2026

Work Session

Student Spotlight – Heavy Equipment Operations Program

- *Administration highlighted the success of the recent Diggers & Dumpers event and recognized the contributions of students, staff, and industry partners.*
- *Heavy Equipment Operations Instructor Josh Miller and students provided an update on the newly established program, which currently has 34 enrolled students.*
- *Students shared their experiences in the program, highlighting hands-on equipment operation, construction fundamentals, and workplace safety training.*
- *Students discussed their career interests and future employment goals within the heavy equipment and construction industries.*
- *Administration recognized the students for their participation and volunteer efforts during the Diggers & Dumpers event, where they assisted younger students with equipment demonstrations and activities.*
- *Mr. Miller provided an update on the program's current equipment and anticipated additions to support student training.*

1. Call to Order @7:28
Procedural: A. Moment of Reflection
Procedural: B. Roll Call

Board Members Present: Mr. McManus, Ms. Turi, Dr. Wise, Mr. Legnasky, Ms. Brink, Mr. Coblentz, Mr. Lindner, Mr. Boyd, Mr. Ring, Mr. Gilbert

Board Members Absent: Mr. Morvay

2. Executive Session
Procedural: A. Personnel
Procedural: B. Pledge of Allegiance

3. Amendments
Action: A. NONE

4. Meeting Minutes
Action: A. Meeting Minutes
Recommended Action: Motion to approve the meeting minutes from August 13, 2026, as presented.

Motion moved by Ms. Brink with second by Mr. Lindner
Final resolution - motion carries

5. Student Accomplishments/Highlights
Information: A. Student Accomplishments/Highlights

6. Guest and Public Comment

7. Important Items Coming to the ECTS
Information: A. Important Items Coming to the ECTS

8. Operations - Old Business

9. Operations - New Business
Action: A. Field Trips / Fund Raiser Requests
Recommended Action: Motion to approve the Field Trips & Fundraiser Requests, as presented.
Action: B. Acceptance of Bull Dozer Bid
Recommended Action: Motion to approve the award of the bid to Cleveland Brothers in the amount of $79,900 for the purchase of equipment for the Heavy Equipment Operations (HEO) Program, with funding to be provided from the designated fund established for new program.
Action: C. Donations
Recommended Action: Motion to accept another donation of material (listed below) by Erie Strayer to benefit the MTF & AMT programs and donation of various welding equipment and accessories from Beverly Jones (in honor of her late husband James Jones).
Action: D. OAC Members List
Recommended Action: Motion to approve the attached OAC members list, as presented.
Action: E. Resolution_Social Media Platforms
Recommended Action: Motion to approve the resolution for entering into the multidistrict litigation against social media platforms such as Facebook, Instagram, LLC, TikTok, Inc., etc.
Action: F. Design and Bid Management Services - Skill Center Roof Replacement
Recommended Action: Motion to use the Garland Company, Inc. to provide design and bid management services for the replacement of the Skill Center Roof. The Garland Company will provide services through the Omnia Partners Purchasing Cooperative program for roofing supplies and related products and services, as priced by and awarded to Garland/DBS, Inc., resulting from the competitively solicited and publicly awarded contract #PW1925. Bids for labor and all other materials and expenses associated with the project will be advertised publicly according to applicable procurement guidelines.
Action: G. Scholarship for the PACTA Professional Learning Tour
Recommended Action: Motion to approve Matthew LaVerde accepting the PACTA Scholarship for the CTE Leaders Professional Learning trip to London in January 2027.
Action: H. Partnership with Next Star Media
Recommended Action: Motion to approve ECTS partnering with Next Star Media for a monthly Lifestyle show, at a cost of $500 per show.
Action: I. Stark Tech Agreement_2026-2027
Recommended Action: Motion to approve the Stark Tech Preventative Maintenance Service Agreement for the 2026-2027 school year in the amount of $12,990.00, authorize administration to execute the agreement, and authorize the use of available reserved funds if necessary, as this expenditure was not included in the approved budget.

Action: J. Approve Operations Section of the Agenda
Recommended Action: Motion to approve operations section of the agenda

Motion moved by Ms. Brink with second by Mr. Boyd
Final resolution - motion carries

10. New Financial Items
Reports: A. Business Manager Report
Reports: B. Treasurer Report

Reports: C. Statement of Activities
Reports: D. Payables
Information, Reports: E. VISA Procurement Card Payment
Action: F. Approval of Financial Items Section of the Agenda
Recommended Action: Motion to approve Financial Items Section of the Agenda

Motion moved by Ms. Brink with second by Mr. Legnasky
Final resolution - motion carries

11. Administrative Services and Human Resources
Information, Reports: A. Administrative Services and Human Resources Report
Action: B. Hiring & Transfers
Recommended Action: 11Ba: Motion to ratify the placement of Penny King, as Instructional Aide SAA2, on the appropriate salary step at a rate of $20.30 per hour (less $0.25 per hour during the probationary period), consistent with the Classified MOU provisions for recognizing prior experience in determining new hire compensation, effective August 18, 2026. 11Bb: Motion to ratify the hire of Matthew Fisher as a temporary/substitute School Police Officer at a rate of $46 per hour, effective on or about September 19, 2026.
Action: C. Resignations & Retirements
Recommended Action: 11Ca: Motion to ratify the resignation request of Penny King as instructional aide SAA2, effective August 31, 2026. 11Cb: Motion to ratify the resignation request of Reghan McChesney as instructional aide SAA2, effective immediately, submitted prior to commencement of employment and before reporting for her first day of work. 11Cc: Motion to ratify the resignation request of Richard Nurse as instructional aide SAA2, effective September 22, 2026. 11Cc: Motion to accept the resignation request of Jordan Berdis as a C2 Part-Time Custodian, effective September 4, 2026. 11Cc: Motion to approve the resignation request of Sara Victory as EPS instructor, effective no later than 60 days from September 10, 2026.
Action: D. Policies
Recommended Action: Motion to advance Board Policy Revisions as noted in the attached policies.
Action: E. Stipends
Recommended Action: 11Ea: Motion to approve mentor teacher stipends for Jason Klins, Lyle Taylor, and Kelly Schoullis for the 2026-2027 school year at the rate of $350 per first-year teacher mentored and $200 per second-year teacher mentored, with payments to be made in June 2027. 11Eb: Motion to approve stipends of $500 each to Allison Marendt and Mariea Sargent for advising NTHS for the 2026-2027 school year to be paid in December 2026. 11Ec: Motion to approve stipend of $1,000 to Hanni Wagner for advising SkillsUSA for 2026-2027 school year to be paid in December 2026. 11Ed: Motion to approve stipend of $2,500 to Sarah Nadolny for serving as the ECTS Supervising Nurse for the 2026-2027 school year to be paid in December 2026.
Action: F. Uncompensated Leave
Recommended Action: Motion to approve the Uncompensated Personal Leave of Absence for Nicklaus Bryant, effective September 9, 2026.
Action: G. Approve Administrative Services and Human Resources Section of the Agenda
Recommended Action: Motion to approve Administrative Services and Human Resources Section of the Agenda

Motion moved by Ms. Brink with second by Mr. Legnasky
Final resolution - motion carries

12. Reports
Information, Reports: A. Leadership Report - Director & Principal
Reports: B. Superintendent
Reports: C. Solicitor
Action: D. Approval of Reports Section of the Agenda
Recommended Action: Motion to approve the Reports Section of the Agenda

Motion moved by Ms. Brink with second by Mr. Legnasky
Final resolution - motion carries

13. Supplemental Reports and Information
Information, Reports: A. Facilities Report
Information, Reports: B. Supervisors of CIA & SEWBL
Information, Reports: C. Technology Report
Information, Reports: D. JOC Member Attendance Report
Information, Reports: E. Secondary Program & Transition Program Enrollment Report
Information, Reports: F. Disabled Population
Information, Reports: G. Business Partnership Coordinator Report
Information, Reports: H. Enrollment and Community Engagement Coordinator Report
Information, Reports: I. Career Planning Coordinator Report
Information, Reports: J. RCTC Report

14. Statute-Related Business
Reports: A. Staff Travel > 400 Miles

15. Correspondence
Information: A. Venango Technology Center Thank you email

16. Board Actions

17. Adjournment @7:36
Action: A. Adjourn
Recommended Action: Motion to adjourn

Motion moved by Ms. Brink with second by Mr. Coblentz
Final resolution - motion carries

18. Reminders
Information: A. Next Meeting Date - October 22, 2026