IU1 Board of Directors

Thursday, August 13, 2026 6:00 PM
IU1 Greene Room, One Intermediate Unit Drive, Coal Center, PA 15423

1. **OPENING ITEMS**

1.A. Call To Order

1.B. Roll Call

1.C. Pledge of Allegiance

1.D. Approval of Minutes from June 25, 2026 Board Meeting

1.E. Approval of the August 13, 2026 Agenda

2. **UPDATES AND PRESENTATIONS**

2.A. Comments from the Executive Director

3. **EXECUTIVE SESSION**

3.A. Convene into Executive Session

3.B. Reconvene in Public Session

4. **SOLICITOR REPORT**

5. **PERSONNEL**

5.A. Resignations and Retirements

5.B. Request for Leaves of Absence

5.C. Employment of Temporary Professional Employee Full-Time (Non-Tenured)

5.D. Employment of Paraprofessional

5.E. Extra Duty Assignment-Central Office Cleaning 2026-27 School Year

5.F. Substitute Professional and Support Staff for the 2026-2027 School Year

5.G. Approval of Additional Administrative Duties - Anthony Watkins (Mental Health Program)

5.H. Reclassification of Position/Assignment: Administrative Assistant II to Administrative Assistant I

5.I. Rescind Resignation

5.J. Professional Employee Contracts (Tenure)

5.K. Approval of Personnel Items

6. **POLICIES**

6.A. Policy - First Reading

7. **ACTION ITEMS - IU1**

7.A. 2026-2027 AEDY Student Handbook for the IU1 McMurray Campus

7.B. 2026-2027 IU1 Campus School Emergency Operations Plans

7.C. 2026-2027 IU1 Empowerment School Handbook

7.D. 2026-2027 IU1 Campus School Handbooks

7.E. 2026-2027 IU1 Course Catalog and Assessment Calendar

7.F. 2026-2027 IU1 Partial Hospitalization Program Handbook

7.G. 2026-2027 Drivers Approval for Student Transportation

7.H. 2026-2027 Head Teacher Recommendations for IU1 Campus Schools

7.I. 2026-2027 Head Teacher Recommendation for Early Intervention

7.J. 2026-2027 Occupational/Physical Therapist

7.K. Berks County Intermediate Unit

7.L. Claude Worthington Benedum Foundation

7.M. Conference/Convention Requests

7.N. Field Placement Practicum Student: ESL Classroom

7.O. The Grable Foundation

7.P. Intermediate Unit 1 Annual Convention

7.Q. Internship - School Psychology

7.R. Internship - Social Worker

7.S. IU1 Social Media Accounts

7.T. Literacy Council of Southwestern PA Summer Family Literacy Events

7.U. PA Disability Inclusive Curriculum Pilot Program Grant

7.V. Pearson-eDynamicLearning

7.W. Southeastern Greene Special Education Admin Service Agreement

7.X. Permission to Hire Appropriate Staff, Accept Resignations/Retirements, Approve Leases, Service Agreements, Transportation Contracts; and Pay Bills and Payroll.

7.Y. Services Agreements

7.Z. Collective Bargaining Agreement

7.AA. **Approval of IU1 Foundation Board Members**

8. **ACTION ITEMS - PaTTAN West**

8.A. Career Assessment Access Initiative

8.B. Tri County Society for Children and Adults DBA The Keystone Partnership "Keystone"

9. **FINANCES**

9.A. Treasurer's Report

9.B. Bills Paid

9.C. Bills Due & Payable

9.D. Approval of Finances

10. **CLOSING ITEMS**

10.A. Announcements:

10.B. Adjournment

Regular Meeting (Thursday, June 25, 2026)
Generated by Michele McVicker on Friday, June 26, 2026

Members present
John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty,
Ashley Moss and Kelly Jones were not able to participate in the motions until after the Reorganization.

Meeting called to order at 7:07 PM
1. OPENING ITEMS
A. Call To Order
B. Roll Call - Heather Dougherty, Richard Gates, John Greenlee, Joseph Grodz, Paul Harshman, Kenneth Meadows, Robert Mitchell, Gary Moser, John Petrisek, Carl Planiczka

C. Pledge of Allegiance

D. Annual Reorganization of the Intermediate Unit 1 Board (Section 901-A (b)) of the School Laws of Pennsylvania.
Motion to approve the Annual Reorganization of the Intermediate Unit 1 Board (Section 901-A (b)) of the School Laws of Pennsylvania.
Motion by Kenneth Meadows, second by Richard Gates.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty

REORGANIZATION
Annual Reorganization of the Intermediate Unit 1 Board (Section 901-A (b)) of the School Laws of Pennsylvania.
Motion to approve the Annual Reorganization of the Intermediate Unit 1 Board (Section 901-A (b)) of the School Laws of Pennsylvania.
Motion by Ken Meadows second by Richard Gates
Final Resolution: Motion Carries
Yea: Heather Dougherty, Richard Gates, John Greenlee, Joseph Grodz, Paul Harshman, Kenneth Meadows, Robert Mitchell, Gary Moser, John Petrisek and Carl Planiczka

Approve Nominations for 2026–2028 Officers. Mr. Paul Harshman, President, called for nominations to elect a Temporary Chairperson. Motion was made by Kenneth Meadows seconded by Richard Gates to nominate Attorney William Martin as Temporary Chairperson. Attorney William Martin, Temporary Chairperson, called for a motion to nominate 2026–2028 Officers. Motion was made by Mr. Gates, seconded by Heather Dougherty, to nominate Mr. Robert Mitchell, President; Mr. John Greenlee, Vice President and Mr. Kenneth Meadows, Treasurer. The Treasurer receives an annual stipend of $900.00. The three elected officers will serve from July 1, 2026 to June 30, 2028. Attorney William Martin called for a motion to close the nominations, and a vote was made of (8 Yea's and 2 Abstain's).

The following were present to vote for the election of officers for the 2026-2028 school years:
Motion was made by Mr. Richard Gates, seconded by Mr. Gary Moser to close the nomination of officers. The motions passed unanimously.
Dr. Heather Dougherty - Yea
Mr. Richard Gates - Yea
Mr. John Greenlee – Abstained
Mr. Paul Harshman – Yea
Mr. Kenneth Meadows – Abstained
Mr. Robert Mitchell - Yea
Mr. Gary Moser – Yea
Mr. John Petrisek – Yea
Mr. Carl Planiczka - Yea

Mr. Robert Mitchell, President called for a motion to appoint Radcliffe Law, as Intermediate Unit 1's Solicitor for 2026–2027 at a yearly retainer of $5,500, with hourly rates at $150 for attorneys and $95 for paralegals. The motion was made by Mr. Gary Moser, seconded by Mr. Richard Gates. The motion passed unanimously.

Mr. Robert Mitchell, President called for a motion to retain Andrew's and Price, as special counsel to Intermediate Unit 1 for 2026-2027 at an hourly rate of $150 for attorneys and $80 for paralegals. The motion was made by Mr. Gary Moser, seconded by Mr. Paul Harshman. The motion passed unanimously.

Mr. Robert Mitchell, President called for a motion to nominate Michele McVicker for Intermediate Unit 1's Board Secretary at the annual salary of $5,500.00. Mrs. McVicker will serve from July 1, 2026 to June 30, 2027. The motion was made by Mr. Richard Gates seconded by Mr. Paul Harshman. The motion passed unanimously.

Mr. Robert Mitchell, President called for a motion to set the Bond for the Secretary at $5,000 and the Bond for the Treasurer at $10,000. The motion was made by Mr. Richard Gates, seconded by Mr. John Greenlee. The motion passed unanimously.

Mr. Robert Mitchell, President called for a motion to name Somerset Trust as the depository for Intermediate Unit 1 accounts from July 1, 2026 to June 30, 2027. The motion was made by Mr. Richard Gates, seconded by Mr. Paul Harshman. The motion passed unanimously.

Mr. Robert Mitchell, President called for a motion to name Arthur J. Gallagher as broker of record for insurances for Intermediate Unit 1 from July 1, 2026 to June 30, 2027. The motion was made by Mr. Paul Harshman, seconded by Mr. Carl Planiczka. The motion passed unanimously.

Mr. Robert Mitchell, President called for a motion To cancel the July 2026 meeting of the Board and approve the payment of bills and payroll for the month of July 2026; establish the fourth Thursday of each month as the regular meeting date, except for August **(August 13, 2026)**, November **(November 12, 2026)**, and December **(December 10, 2026)** when the meetings will be held the second Thursday of the month; establish that the Board will meet at 6:00 p.m. in the Intermediate Unit 1 Board Room of the Central Office located in Coal Center for all regular meetings; and establish the fourth Tuesday of the month of March as the date for the annual convention **(March 23, 2027)** when the Board will meet at 6:00 p.m. at a location to be determined. The motion was made by Mr. Richard Gates, seconded by Mr. John Greenlee. The motion passed unanimously.

Mr. Robert Mitchell, President called for a motion to Adjourn Reorganization. The motion was made by Mr. Paul Harshman, seconded by Dr. Heather Dougherty. The motion passed unanimously.
E. Roll Call - Heather Dougherty, Richard Gates, John Greenlee, Joseph Grodz, Paul Harshman, Kelly Jones, Kenneth Meadows, Robert Mitchell, Gary Moser, Ashley Moss, John Petrisek, Carl Planiczka

F. Approval of Minutes from May 28, 2026 Board Meeting
Motion to Approve Minutes as attached.
Motion by Paul Harshman, second by Heather Dougherty.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

G. Approval of June 25, 2026 Agenda
Motion to Approve the June 25, 2026 Agenda.
Motion by Richard Gates, second by Heather Dougherty.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

H. Opportunity for Residents of Intermediate Unit 1 for Public Comments

2. **UPDATES AND PRESENTATIONS**
ments from the Executive Director
B. 2026-2027 Budget Presentation - Tom Shetterly

3. **EXECUTIVE SESSION**
A. Convene into Executive Session
Motion to convene into Executive Session.
Motion by Richard Gates, second by Heather Dougherty.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

B. Reconvene in Public Session
Motion to Reconvene in to Public Session at 8:37 PM.
Motion by Richard Gates, second by Heather Dougherty.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

4. **SOLICITOR REPORT**
A. Motion to Amend the Agenda – Approval of Hourly Rate for Extra-Duty Central Office Cleaning
Motion to amend this evening's agenda to add an item for the approval of an hourly wage rate for extra-duty assignments to clean the Central Office. This item was not included on the original agenda because the contract with our current cleaning service provider, ServiceMaster, expires on June 30. Rather than waiting until the Board's August meeting to address this matter, the Board wishes to consider the hourly rate this evening to ensure cleaning services can continue without interruption.

Motion by Paul Harshman, second by Richard Gates.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

B. Approval of Hourly Rate for Extra-Duty Central Office Cleaning
Motion to to authorize an hourly rate of $22.73 for extra-duty assignments for select Central Office staff to perform cleaning services at the Central Office building outside of their regular work schedule.
Motion by Richard Gates, second by Heather Dougherty.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

C. Motion to Amend the Agenda - Approval of Memorandum of Understanding (MOU) – Tuition Reimbursement
Motion to amend this evening's agenda to include an item for approval of a Memorandum of Understanding (MOU) regarding tuition reimbursement. This item was not included on the original agenda as it was discussed in executive session and was initially anticipated for action at the August meeting. However, the Board wishes to take action this evening in order to act prior to consideration by the Support Staff Association.
Motion by Gary Moser, second by John Greenlee.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

D. Approval of Memorandum of Understanding (MOU) – Tuition Reimbursement
Motion to approve the Memorandum of Understanding (MOU) regarding tuition reimbursement between Intermediate Unit 1 and the Intermediate Unit 1 Educational Support Professional Association.
Motion by Richard Gates, second by Gary Moser.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

E. Motion to Amend the Agenda - Approval of Salary Increases – Act 93 Employees
Motion to amend this evening's agenda to include an item for approval of salary increases for certain Act 93 employees.
This item was not included on the original agenda as it was discussed in executive session. The Board wishes to include it under the Solicitor's Report and act on it prior to July 1 due to the absence of a July meeting.
Motion by Paul Harshman, second by John Greenlee.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

F. Approval of Salary Increases - Act 93 Employees
Motion to approve salary increases of 6%, effective July 1, 2026 through June 30, 2027, for the following individuals: Nicole Cline, Ronald Gallagher, Sara Hoffman, Joseph Lape, Lisa Steratore, and Nativa Tamasy.
Motion by Heather Dougherty, second by Richard Gates.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

G. Motion to Amend the Agenda - Board Meeting Schedule Change – Start Time Modification
Motion to amend the agenda to include a change in the regular meeting time of the Intermediate Unit 1 Board of Directors from 7:00 p.m. to 6:00 p.m.
This item was discussed in executive session and is being brought forward for action so the new meeting time may take effect at the August 13,2026 IU1 Board of Directors meeting.
Motion by Richard Gates, second by Paul Harshman.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

H. Approval of the IU1 Board Meeting Schedule Change - Start Time Modification
Motion to change regular meetings except the March 2027 meeting to 6:00 PM versus 7:00 PM.
Motion by Richard Gates, second by Carl Planiczka.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

5. **POLICIES**

A. Board Policy - Adoption
Motion to approve the following policies that have been reviewed by the Administration and previously presented for first reading. The administration is recommending the adoption of the policies as listed.
Motion by Richard Gates, second by Gary Moser.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

B. Board Policy - Adoption
Motion to approve the following policies that have been recommended by the Administration for adoption.
Motion by Richard Gates, second by Gary Moser.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

C. Board Policy - Retirement
Motion to retire the policy listed below.
Motion by Richard Gates, second by Gary Moser.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

6. **PERSONNEL**
A. Resignations and Retirements
Motion to approve the resignations and retirements as listed.
Motion by Richard Gates, second by Gary Moser.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

B. Request for Leaves of Absence
To approve the requests for leaves of absences as listed.
Motion by Richard Gates, second by Gary Moser.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

C. Professional Employee Contracts (Tenure)
Motion to approve the following employee(s) have completed three (3) years of satisfactory service with Intermediate Unit 1 and are being recommended for a professional employee contract and tenure.
Motion by Richard Gates, second by Gary Moser.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

D. School Social Workers-Tenure Status
Motion to approve the following social worker(s) that have completed three (3) years of satisfactory service with the School Social Worker certification with Intermediate Unit 1 and are being recommended for tenure.
Motion by Richard Gates, second by Gary Moser.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

E. Amendment to the Non-Supervisory Agreement
To approve the amendment to the Non-Supervisory Compensation and Benefits Plan in accordance with the attached document.
Motion by Richard Gates, second by Gary Moser.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

F. Reclassification of Position/Assignment: Early Intervention Service Coordinator, Category 2 (FT) to Category 1 (FT)
To approve the Reclassification of Position/Assignment: Early Intervention Service Coordinator, Category 2 (FT) to Category 1 (FT)
Motion by Richard Gates, second by Gary Moser.
Final Resolution: Motion Carries

Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

G. Reclassification of Position/Assignment: Early Intervention Service Coordinator, Category 2 (FT) to Category 1 (FT)
To approve the Reclassification of Position/Assignment: Early Intervention Service Coordinator, Category 2 (FT) to Category 1 (FT)
Motion by Richard Gates, second by Gary Moser.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

H. Substitute Professional and Support Staff for the 2026-2027 School Year
To approve the substitute professional and support staff for the 2026-2027 school year as listed.
Motion by Richard Gates, second by Gary Moser.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

I. Substitute Rates for the 2026-2027 School Year
To approve the substitute rates for professional and support substitutes as outlined below for the 2026-2027 school year.
Motion by Richard Gates, second by Gary Moser.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

J. Amendment to Employment Contract for Thomas Shetterly
To approve the amendment to the employment contract of Thomas Shetterly.
Motion by Richard Gates, second by Gary Moser.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

K. Employment of Part-time Adult Education Teachers for the 2026–2027 Program Year.
Motion to approve the Employment of Part-time Adult Education Teachers for the 2026–2027 Program Year as listed. Services are scheduled on an as-needed basis.
Motion by Richard Gates, second by Gary Moser.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

L. Presentation for Approval of Job Descriptions
To approve the job description updates as listed below.
Motion by Richard Gates, second by Gary Moser.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

M. Approval of Personnel Items
To approve the above listed personnel actions in accordance with Board Policy and pending receipt of required clearances and related forms, including salary credit documentation (where applicable), and Act 168 Forms, upon release from present position no later than sixty (60) days from the date of employment, where applicable.
Motion by Paul Harshman, second by Gary Moser.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

7. **IU1 - ACTION ITEMS**
A. Conference/Convention Requests
Motion to Approve Conference/Convention Requests.
Motion by Richard Gates, second by Gary Moser.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

B. 2026-2027 Assurance for the Operation of Preschool Early Intervention Special Education Services and Programs/Quality Space

Motion to approve the Assurance for the Preschool Early Intervention (EI) Program Grantee assures that it will comply with the requirements of 22 PA Code Chapter 14, 11 P.S. 875, 34 CFR Part 300 and with the policies and procedures of PDE. PDE will specify, in writing, policies and procedures to be followed, including OCDEL Announcements.
Motion by Richard Gates, second by Gary Moser.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

C. 2026-2027 Drivers Approval for Student Transportation
Motion by the Administration for the Board to approve the listed drivers for the 2026-2027 School Year.
Motion by Richard Gates, second by Gary Moser.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

D. 2026-2027 Insurance Renewals
Motion to approve the 2026-2027 Insurance Renewals as listed.
Motion by Richard Gates, second by Gary Moser.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

E. 2026-2027 Intermediate Unit 1 Program Budgets
Motion to approve the program budgets as submitted and to authorize submission to the Pennsylvania Department of Education.
Motion by Richard Gates, second by Gary Moser.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

F. 2026-2027 PennWest University IU1 Annual Events Agreement
Motion to approve the 2026-2027 PennWest University IU1 Annual Events agreement as listed. Pending Solicitor Review.
Motion by Richard Gates, second by Gary Moser.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

G. 7Mindsets Revised Pricing Agreement
Motion to approve 7Mindsets revised pricing for the 2026-2027 school year as listed.
Motion by Richard Gates, second by Gary Moser.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

H. Biz Communication, Inc.
Motion to approve the Biz Communications, Inc. quote in the amount of $5,747.00 for a door access system for the IU1 Waynesburg Campus Thrift Shop as listed. Paid through PCCD Funds.
Motion by Richard Gates, second by Gary Moser.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

I. Daniel Solomon Agreement
Motion to approve the agreement for Daniel Solomon to provide Business Manager Services to the Uniontown Area School District.
Motion by Richard Gates, second by Gary Moser.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

J. Joseph R. Pyle Auctions
Motion to approve Joseph R. Pyle Auctions to assist in the sale of the IU1 Redstone Campus as listed.
Motion by Richard Gates, second by Gary Moser.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

K. Northwest Tri-County Intermediate Unit 5 - Migrant Education Program
Motion to approve the Northwest Tri-County Intermediate Unit 5 Migrant Education Program MOU as listed. The MOU will be in effect from July 13, 2026 through July 30, 2026.
Motion by Richard Gates, second by Carl Planiczka.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

L. PDE Certification Project (Partnered with IU17)
Motion to approve the PDE Certification Project between IU1 and IU17 for Private Driver Training School (PDTS) Exams as listed.
Motion by Richard Gates, second by Gary Moser.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

M. Pearson DALS Renewal Quote
Motion to approve the Pearson DALS Renewal Quote as listed in the amount of $183,701.20 for Psychological Testing.
Motion by Richard Gates, second by Gary Moser.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

N. DALS Agreement - Uniontown Area School District
Motion to approve IU1 to provide two licenses to the Pearson Digital Assessment Library for Schools (DALS) to the Uniontown Area School District as listed.
Motion by Richard Gates, second by Gary Moser.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

O. Referral Incentive
Motion to renew the Referral Incentive for the 2026-2027 school year as listed.
Motion by Richard Gates, second by Gary Moser.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

P. Third Amended Bylaws of the IU1 Foundation
Motion for the Approval of a resolution authorizing the Third Amended Bylaws of the IU1 Foundation.
Motion by Richard Gates, second by Gary Moser.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

Q. Western PA School for the Deaf Independent Contractor Agreement
Motion to approve the Independent Contractor Agreement with the Western PA School for the Deaf as listed. Pending Solicitor Review
Motion by Richard Gates, second by Gary Moser.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

R. Westmoreland Intermediate Unit 7 ESL Agreement
Motion to approve the agreement for Westmoreland Intermediate Unit 7 ESL Agreement as listed.
Motion by Richard Gates, second by Gary Moser.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

S. Cancellation of the July 23, 2026 Board Meeting
Motion to approve the cancellation of the July 23, 2026 Board Meeting. Permission is requested because of the length of time between the June and August board meeting. This will authorize the administration to pay the bills due, bills due and payable, accept resignations/retirements, act on any vacancies that are urgent, and authorize the Administration to make operational decisions of the Intermediate Unit 1, assuming the Board approves to cancel the July 23, 2026 Board Meeting.
Motion by Richard Gates, second by Gary Moser.

Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

T. Permission to Hire Appropriate Staff; Accept Resignations/Retirements; Approve Leases, Service Agreements, Transportation Contracts; and Pay Bills and Payroll.
Motion is requested to grant the Executive Director permission to act because of the length of time between the June and August board meeting. This will authorize the administration to pay the bills due, bills due and payable, accept resignations/retirements, act on any vacancies that are urgent, and authorize the Administration to make operational decisions of the Intermediate Unit 1.
Motion by Richard Gates, second by Gary Moser.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

U. Staff Realignment for the 2026-2027 School Year
Motion to approve if deemed necessary by the Executive Director, to authorize him to take the necessary steps to implement a staff realignment plan, including notifying personnel of furloughs, terminations, demotions and/or transfers according to applicable laws and Board Policies/Association Agreements.
Motion by Richard Gates, second by Gary Moser.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

V. Service Agreements
Motion to enter into Service Agreements.
Motion by Richard Gates, second by Gary Moser.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

W. Purchase of Furniture from the Food Helpers
Motion to approve the purchase of furniture from the Food Helpers Building at a cost of $1,500.
Motion by Richard Gates, second by Gary Moser.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

8. PATTAN - ACTION ITEMS
A. PaTTAN - The Pennsylvania State University-Harrisburg (IHE)
Motion to approve the Intermediate Unit 1/Pennsylvania Training & Technical Assistant Network Subrecipient Agreement between IU1 & IHE as listed.
Motion by Richard Gates, second by Gary Moser.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

9. **FINANCES**
A. Treasurer's Report
B. Bills Paid
C. Bills Due & Payable

D. Approval of Finances
A resolution is needed to approve the treasurer's reports, bills paid, and bills due and payable, name the Depositories for the various programs of Intermediate Unit 1 and retains Arthur J. Gallagher as the Broker of Record.
Motion by Richard Gates, second by Gary Moser.
Final Resolution: Motion Carries
Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

10. **CLOSING ITEMS**
A. Announcements
B. Adjournment at 8:45 PM
Motion to adjourn meeting.
Motion by Gary Moser, second by Paul Harshman.
Final Resolution: Motion Carries

Yea: John Greenlee, Paul Harshman, Richard Gates, Robert Mitchell, Kenneth Meadows, Joe Grodz, John Petrisek, Carl Planiczka, Gary Moser, Heather Dougherty, Ashley Moss, Kelly Jones

Policy 718 — Service Animals in Schools

Printed 8/6/2026

Policy Number	718
Title	Service Animals in Schools
Version	v1 · 6/25/2026 · DRAFT

Service Animals in Schools

Purpose

The Board adopts this policy to ensure that individuals with disabilities are permitted to participate in and benefit from Intermediate Unit 1 (IU1) programs, activities and services, and to ensure that IU1 does not discriminate on the basis of disability.

Definition

Service animal means any dog individually trained to do work or perform tasks for the benefit of an individual with a disability.[1]

Miniature horses may be utilized as service animals if:[2]

1. The miniature horse is individually trained to do work or perform tasks for the benefit of an individual with a disability.
2. The facility can accommodate the type, size and weight of the miniature horse.
3. The presence of the miniature horse does not compromise the safe operation of the facility.

The work or tasks performed by a service animal shall be directly related to the individual's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing nonviolent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.[1]

~~The crime deterrent effects of an animal's presence, and~~ The provision of emotional support, well-being, comfort, or companionship do**es** not constitute work or tasks for the purpose of ~~the~~ **this** definition ~~of a service animal, and will not therefore be reasons to justify the use of a service animal in the District by any individual.~~[1]

Authority

The Board shall permit individuals with disabilities to use service animals in IU1 buildings; on IU1 property; and on vehicles that are owned, leased or controlled by IU1, in accordance with this policy and applicable state and federal law and regulations.[3][4][5][6]

Guidelines

Admission of Service Animals to Schools

A student or an employee with a disability may submit a request to bring a service animal to school for educational or employment purposes. A student or employee seeking to bring a service animal to an IU1 program or activity must comply with the requirements as set forth in this policy and any administrative regulations governing this issue.

Parents/Guardians of students with disabilities may submit a request to the building administrator or program supervisor for their student to bring a service animal to an IU1 program or activity. The building administrator or program supervisor shall forward the request to the appropriate Section 504 or IEP team. The team shall gather the necessary information and evaluate the request to bring a service animal to an IU1 program or activity. **The student's IEP or Section 504 Service Agreement shall be updated to reflect the use of the service animal.** Any service animal accompanying a student with a disability to an IU1 program or activity shall be handled and cared for in a manner detailed in the student's IEP or Section 504 Service Agreement. **The team shall develop appropriate plans for integrating the service animal into the educational environment.** **[7] [8]**

~~Before a service animal shall be allowed in an IU1 building, or on IU1 property or vehicles, IU1 shall request the following documentation from and it shall be provided by the owner or handler of the animal:~~

1. ~~Official verification of the individual's need for a service animal from a licensed professional.~~
2. ~~Description of the function(s) the service animal is trained to perform in relation to the individual's disability.~~

3. ~~The service animal and its primary handler must be certified for "public access". Any purported service animal that is being brought into a school setting must have sufficient training to be certifiable for public access. Assistance Animals International (ADI), Inc. uses a standardized Public Access Test that results in the animal and its handler being awarded a certificate. Having "Public Access" certification is an important, objective measure of the animal's ability to behave appropriately in public and the handler's ability to handle the animal in public. If such a certificate cannot be produced by the handler, then either the animal must pass the ADI Public Access Test or the handler must produce credible proof that the animal has met the ADI's "Minimum Standards for Training Service Animals."~~
4. ~~Proof of current vaccinations and immunizations of the service animal.~~

~~In the event use of a service animal is allowed by IU1, IU1 may implement/establish any or all of the following:~~

- ~~a rest place for the animal (such as a crate in a quiet place);~~
- ~~rest times for the animal (gym, lunch and recess are especially difficult school periods for a service animal to successfully endure);~~
- ~~emergency evacuation plan;~~
- ~~fire drill plan/participation;~~
- ~~pre-treating the school facility on a regular basis to reduce animal-borne allergens;~~
- ~~an alternate accommodation/plan in the event the animal's primary handler (if not the child or employee) or the animal is not able to accompany the disabled child or employee to school due to illness, injury or death;~~
- ~~training for any third parties who are authorized to handle the animal, other than the primary handler; and~~
- ~~a school-wide educational program to educate others on how to behave appropriately around the service animal.~~

Before approving a request for a service animal, IU1 may only ask:[6]

1. **If the service animal is required due to a disability**.[2]
2. **What work or tasks the service animal is trained to perform.**[2]

IU1 may not:

1. **Request documentation of the need for a service animal.**
2. **Request documentation regarding training of the service animal.**
3. **Request a demonstration of the animal's abilities.**
4. **Inquire about the nature of the individual's disability.**

Reasonable Modification Considerations for Miniature Horses

If a miniature horse qualifies as a service animal by having been trained to do work or perform tasks for a student with a disability, IU1 must make reasonable modifications in policies, practices or procedures to permit the use of the miniature horse.[2]

IU1 shall consider the following factors to determine whether modifications to policies, practices or procedures are reasonable:[2]

1. **The type, size and weight of the miniature horse and whether the facility can accommodate those features;**
2. **Whether the handler has sufficient control of the miniature horse;**
3. **Whether the miniature horse is housebroken; and**
4. **Whether the miniature horse's presence in a specific facility compromises the legitimate safety requirements necessary for safe operations.**

Admission of Service Animals to Public Events

Individuals with disabilities may be accompanied by their service animals while on IU1 property for events that are open to the general public. This right of access does not extend to the schools generally or to other activities that are not open to the general public.[2][3] **[9]**

IU1 administrators may inquire of the owner or handler of ~~an~~ **a service** animal whether the animal is required because of a disability and the specific **work or** tasks that the animal has been trained to perform, but shall not ask questions about an individual's disability.[2]

~~IU1 shall not require an owner or handler of a service animal to pay an extra charge for the animal to attend events for which a fee is charged.~~

Surcharges

IU1 shall not ask or require an individual with a disability to pay a surcharge, even if individuals accompanied by pets are required to pay fees, or to comply with other requirements generally not applicable to individuals without pets. If IU1 normally charges individuals for the damage they cause, an individual with a disability may be charged for the damage caused by their service animal.[2]

IU1 shall not require an owner or handler of a service animal to pay an extra charge for the animal to attend events for which a fee is charged**, such as at a football game or school play**.[2]

Delegation of Responsibility

The Executive Director or designee may develop and disseminate administrative regulations to implement Board policy and accommodate individuals with disabilities requesting use of a service animal in IU1 buildings, ~~and~~ on IU1 property and vehicles.

The designated administrator shall ensure that all individuals involved in a situation where a service animal will regularly accompany an individual in IU1 buildings, ~~or~~ on IU1 property or vehicles are informed of the Board policy and administrative regulations governing this issue. Involved individuals can include administrators, appropriate employees, **the** student and **their** parent/guardian.

The owner or handler of a service animal shall be solely responsible for:

1. Supervision and care of the animal, including any feeding, exercising, clean up and stain removal.[2]
2. Control of the animal at all times through the use of a harness, leash, tether or by other effective means.
3. Damages to Intermediate Unit buildings, property and vehicles caused by the animal, ~~itself, or the use of the animal as described in this Policy~~.
4. Injuries to students, employees, volunteers and visitors caused by the animal.
5. Annual submission of documentation of vaccinations and immunizations.

The building administrator or program supervisor shall receive and forward to the ~~Director of Special Education~~ **Executive Director or designee** each completed request by an individual with a disability to be accompanied by a service animal. The ~~Director of Special Education~~ **Executive Director or designee** shall respond to the request ~~in writing~~.

IU1 administrators may exclude a service animal from IU1 buildings, property and vehicles under the following circumstances:

1. Presence of the animal poses a direct threat to the health and safety of others.

2. Owner or handler is unable to control the animal.

3. Presence of the animal would require a fundamental alteration to the program.

4. Animal is not housebroken.

Any individual with a service animal who is aggrieved by a decision to exclude, limit or remove a service animal may appeal that decision in accordance with **applicable Board policy. The appeal must be in writing and provide detailed information regarding the basis of the appeal.** ~~the complaint procedure set forth in this policy~~ **[7] [10] [11]**

~~Complaint Procedure~~

~~All complaints/appeals must be in writing and provide detailed information regarding the basis of the complaint/appeal.~~

~~A complainant has the right to be accompanied by a third party, including legal representation, during all steps of this procedure.~~

~~***Step One –***~~

~~Any individual who feels that IU1 is not in compliance with this Policy should submit his/her complaint in writing to the building administrator or program supervisor.~~

~~***Step Two –***~~

~~The building administrator or program supervisor shall review the complaint filed and shall reply to the complainant within a period of two (2) weeks as to his/her interpretation of IU1's position regarding the complaint.~~

~~***Step Three –***~~

~~Should the complainant continue to feel that the resolution as proposed in the previous step is unacceptable, s/he shall be invited to a meeting with the Director of Special Education to further attempt to resolve the problem. This meeting shall be called within a period of one (1) month from the date of receipt from the complainant that the resolution as proposed in Step Two was unacceptable.~~

~~***Step Four –***~~

~~If the action in Step Three failed to resolve the complaint to the satisfaction of the affected parties, the complaint will be referred to the Board for a hearing. The date of the hearing shall be mutually agreed upon by the complainant and the Board.~~

~~***Step Five –***~~

~~If the action in Step Four failed to resolve the complaint to the satisfaction of the affected parties, the complaint shall be referred to the Director of the Office for Civil Rights for an opinion.~~

Footnotes

[1] 28 CFR 35.104
ecfr.gov
ecfr.gov
Legal Reference
View source

[2] 28 CFR 35.136
ecfr.gov
ecfr.gov
Legal Reference
View source

[3] 43 P.S. 953
palegis.us
palegis.us
Legal Reference
View source

[4] 29 U.S.C. 794
uscode.house.gov
uscode.house.gov
Legal Reference
View source

[5] 42 U.S.C. 12101
uscode.house.gov
uscode.house.gov
Legal Reference
View source

[6] 28 CFR 35.130
ecfr.gov
ecfr.gov
Legal Reference
View source

[7] Pol. 103.1
Policy Reference
Open policy

[8] Pol. 113
Policy Reference
Open policy

[9] Pol. 904
Policy Reference
Open policy

[10] Pol. 104
Policy Reference
Open policy

[11] Pol. 906
Policy Reference
Open policy

Policy 817 — Employee Use of Electronic Devices

Printed 8/6/2026

Policy Number	817
Title	Employee Use of Electronic Devices
Version	v1 · 8/6/2026

Employee Use of Electronic Devices

PURPOSE

The Board recognizes that mobile phones and other electronic devices are an integral part of the daily lives and culture of many of Intermediate Unit 1 (IU1) employees. The Board further recognizes that such electronic devices are helpful to many employees to successfully execute their job duties. The Board adopts this policy because the presence of mobile phones and electronic devices in school or at the workplace has the potential to distract employees from their educational mission, to pose a safety risk to employees and students, and to otherwise disrupt the educational environment.

DELEGATION OF RESPONSIBILITY

The Executive Director may develop procedures to implement this policy, and shall delegate to his/her designee(s) the right to enforce this policy.

DEFINITIONS

Electronic Devices: shall include any personal communication device including mobile telephones and smartphones; any device that can capture still images or movies; any device that can record, store, display, transmit, or receive electronic text, audio, or video; personal digital assistants (PDAs); any device that can provide a connection to the Internet (whether wireless, wired, or through cellular reception); laptops and tablet computers, electronic gaming systems, pagers, and e-readers.

Sensitive Data: shall include any student information that includes personally identifiable information, other than directory information, pursuant to the Family Educational Rights and Privacy Act (FERPA), and any employee information that contains a social security number, home address, rate of pay, benefits received, immigration status, and any information not publicly available pursuant to the Pennsylvania Right-to-Know Law.

GUIDELINES

Employees may possess and use their personal electronic devices in IU1 programs and during school/work related activities subject to the guidelines below.

Device Use During the School/Workday

Employees may not use personal electronic devices for personal reasons during instructional times, while on-duty, while supervising or monitoring students, during regular workday duties, or during staff development times. Electronic devices may be used during prep time, during breaks and lunch if not supervising students, before student arrival, and after students have been dismissed for the school day, so long as such use does not detract from the employee's performance of their normal work duties.

Employees may use personal electronic devices for educational and instructional purposes during instructional times. However, if the content utilized via the electronic device is not available on IU1's network due to content filtering, prior approval must be obtained by the building administrator or program supervisor.

Nothing in this policy shall affect the ability of employees to use an electronic device because of the employee's urgent health or safety needs, or those of their family, or in the event of an emergency.

The Board prohibits all employees from any use of electronic devices in locker rooms, bathrooms, and other changing areas.

The Board prohibits employees using electronic devices to take photographs, or to record audio or video at any time during the school/work day or at any school sponsored event that is not open to the general public, unless the building administrator has authorized the photograph or recording for educational or instructional purposes by giving written consent.

Acceptable Use

If an employee's electronic device utilizes IU1's Internet connection or is connected to any IU1-owned technology resources, IU1's Acceptable Use Policy applies and is incorporated herein by reference.

Device Use During Transportation

The Board prohibits all employees from any use of electronic devices while operating a school bus or other motorized vehicle that is being used for IU1 business, even if students are not being transported at the time. Nothing, however, shall prohibit an employee from using an electronic device in an emergency, or to call for assistance, after the vehicle has been stopped.

Employee Responsibility for Phone and Data Charges

Employees who require electronic devices to complete their job duties may be supplied with the necessary device(s) by IU1 at the direction of the Executive Director or his/her designee. Any employee who chooses to utilize their own electronic device during school hours, at school sponsored activities, or to conduct school business assumes full responsibility for any phone or data charges that may result from such use.

Protection of Sensitive Data and Information

All employees of IU1 have obligations under federal law to protect students' personally identifiable information and certain personal employee information from any unauthorized disclosure or release. Employees must comply with all applicable laws and should exercise caution, and utilize appropriate security measures such as password protection on their electronic device, to prevent any unauthorized access to sensitive data. In no case shall employees store sensitive data locally on the hard drive or internal memory of the employee's personal electronic device. Subject to the foregoing, employees may use their personal electronic devices to access their IU1 email accounts through an approved and/or supported client such as Microsoft Outlook.

Upon retirement or termination of employment with IU1, access to IU1 e-mail accounts and other technology resources will be promptly terminated.

Loss or Damage to Electronic Devices

Employees are solely responsible for the safe storage of any personal electronic devices that they choose to bring to the workplace. IU1 shall not be liable or responsible for the loss or damage to any electronic devices that an employee brings to the workplace, extra-curricular activities, or to school/work sponsored events or trips.

Limitation on Technical Support

IU1 information technology staff may not provide technical assistance to employees for their personal electronic devices. However, this policy shall not prohibit IU1 information technology staff from providing general instructions for the configuration of such devices to access or connect to IU1-owned technology resources.

Reasonable Accommodation

Nothing in this policy shall prohibit employee use of an electronic device if needed as a reasonable accommodation for a disability.

Independent Contractors

In addition to any policies or guidelines that are in effect and binding on IU1's independent contractors from their principals and/or employers, this policy shall also be applicable to such independent contractors providing services through, to, or on behalf of IU1.

Penalties for Violations

Use of employee electronic devices in violation of this policy, other Board policies, administrative regulations, and/or state or federal laws will result in discipline, up to and including dismissal. If appropriate, referrals will be made to law enforcement officials.

Development of Administrative Guidelines

The Executive Director or his/her designee may develop administrative guidelines to implement this policy. The Executive Director shall ensure that all employees are made aware of this policy and any administrative guidelines by means of the IU1 website or other reasonable means of written notification.

Intermediate Unit 1
Educational Campus at McMurray
2026-2027

Alternative Education for Disruptive Youth (AEDY)

HANDBOOK



625 East McMurray Rd
McMurray, PA 15317
(724) 942-8420 – Office
(724) 942-8427 - Fax
www.iu1.org

Intermediate Unit 1
Donald Martin,
Executive Director

Mike Minor,
Program Supervisor
& Principal

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PRINCIPAL'S MESSAGE

Dear Families and Students:

The Intermediate Unit 1 Educational Campus at McMurray is committed to student learning and creating a positive school experience. As your principal, providing a quality education while ensuring the safety of all students is my highest priority.

I believe every student can achieve success. The Intermediate Unit 1 Educational Campus at McMurray team is here to support students to meet their goals and reach their fullest potential.

Students are valuable members of our school community. As members of this community, students are expected to be active participants in their education. Students need to seize each educational opportunity and make the most of it.

I look forward to a wonderful school year of learning and growth. Together, we can accomplish greatness.

Sincerely,

Mike Minor

Mike Minor
Principal/Special Education Supervisor

MISSION

The mission of the IU1 Educational Campus at McMurray is to provide all students access to a safe, orderly environment where they can acquire and apply the knowledge and skills to become productive, responsible citizens, able to compete within a high-tech, information-based society.

AEDY PROGRAM DESCRIPTION

The entire staff of the IU1 McMurray Campus welcomes you to our school! It is hoped that you will look upon our school as your school and use this opportunity to become successful in laying the groundwork for a bright and productive future.

This handbook is a guideline of the policies and procedures in effect at our school and in our classrooms. It is your responsibility to become familiar with the contents of the student handbook. It can be used as a reference tool for any questions or issues that may arise.

The AEDY program is a disciplinary placement. The program provides a challenging education and related services to students in grades 7-12. Students attend the school on a full-time basis from 8:20am – 2:40pm, 5 days per week, and 180 days per year. Students receive a minimum of 20-hours of instruction per week in the core areas of English, Math, Science, and Social Studies, in addition to physical education, health, and a variety of elective courses. The curriculum is aligned with the Pennsylvania (PA) Core Standards and teachers provide individual and group work using differentiated instruction.
*****_Refer to IU1 Board Policies_ - 102 – **Academic Standards** _and_ 105 – **Curriculum Development.**

Each student receives individual and/or group counseling a minimum of 2.5 hours per week provided by the AEDY Counselor. The AEDY Counselor may include any of the following: (a) certified school counselor; (b) certified school psychologist; (c) certified school social worker; (d) certified drug and alcohol counselor (as appropriate); (e) licensed social worker; (f) licensed clinical social worker; (g) certified/licensed therapist; or (h) licensed psychologist or psychiatrist. Other support personnel providing services include a School Nurse and a School Resource Officer. Several Paraprofessionals are available to assist staff and students.

Students Served

The AEDY program provides educational services for students in grades 7-12, identified by the administrative,

guidance, and teaching staff of the member districts and/or the IEP team, as needing an alternative placement. The home school determines if a student qualifies for placement at the alternative school if he/she meets one or more of the following criteria as developed by Pennsylvania's Alternative Education for Disruptive Youth requirements:

1. Disregard for school authority, including *persistent* violation of school policy and rules;
2. Display of or use of controlled substances on school property or during school-affiliated activities;
3. Violent or threatening behavior on school property or during school-related activities;
4. Possession of a weapon on school property, as defined under 18 Pa. C.S. Section 912 (relating to possession of weapon on school property);
5. Commission of a criminal act on school property;
6. Misconduct that would merit suspension or expulsion under school policy;

Students are placed in the AEDY program following an informal hearing at the home school district. After the hearing, and once the AEDY Referral form has been received from the district, students and families come to the McMurray campus for an intake visit. During the intake, a behavioral assessment will be administered, and academic transcripts and performance will be reviewed. Using this information, an Academic and Behavioral Support Plan with goals will be created.

Daily Schedule

2026-2027 IU1 MCMURRAY AEDY SCHEDULE

8:20 – 8:40 Arrival

8:40 – 9:25 Fab Lab T/W; Elective (Character and Leadership Development) M/TH/F

9:25 – 10:10 ELA

10:10 – 10:55 Science

10:55 – 11:40 Counseling

11:40 – 12:00 Lunch

12:00 – 12:45 Social Studies

12:45 – 1:25 Phys Education M/TH; Health W; Elective (Character and Leadership Development) T/F

1:25 – 2:10 Math

2:10 – 2:40 Career Readiness/Senior Project

FORMAL PERIODIC REVIEW

A Formal Periodic Review will occur with the students, parents, and school district at a minimum of every 45-days. The IU1 McMurray AEDY personnel will be responsible for organizing the Formal Periodic Review. All parties involved will provide input to the review. During this review, the team will determine if the student has made behavioral progress towards their goals and recommend if the student shall remain at McMurray or return to their home school district. A corresponding action plan is developed to support the student. If it is recommended the student return to the home school district, a transition plan is developed as part of the action plan and implemented. As AEDY is a temporary educational placement, our ultimate goal is to return students to their home school districts.

PARENT/GUARDIAN EXPECTATIONS

Parent/guardian involvement is critical to student success in the AEDY program. Parents/guardians are expected to participate in each Formal Periodic Review. This participation may be in-person, via phone, or via virtual meeting. Furthermore, parents/guardians are expected to be responsive to communication from the IU1 McMurray faculty and staff pertaining to the AEDY program.

COMPLAINT PROCESS

The following is a process designed to address complaints and concerns regarding any aspect of AEDY programs, including placement and exiting decisions, the quality of academic instruction, the provision or omission of language assistance services, and services to students with disabilities to include reasonable modifications.

Individuals having complaints and concerns regarding AEDY are required to seek resolution via the relevant School District rather than elevating concerns to the Pennsylvania Department of Education (PDE) in the first instance. The filing of a complaint via the AEDY Complaint Process does not limit any other rights or remedies under federal and state law. This means, for example, that a parent may still file a separate due process complaint concerning his or her child's Individualized Education Program (IEP) as provided pursuant to the Individuals with Disabilities Education Act (IDEA).

School districts will ensure that parents and students who are limited in (or have no) English proficiency

(known as Limited English Proficiency or "LEP") are provided translation and interpretation services to participate in the AEDY Complaint Process. If you need translation and interpretation services to access this document or the AEDY Complaint Process, please contact (724) 942-8420.

Filing an AEDY Complaint with the School District

Any individual or organization may submit a written complaint using the attached AEDY Complaint Form. The form must be completed and sent to the relevant School District. The complaint must include:

(1) the facts on which the statement is based;

(2) all relevant documents and supporting information;

(3) a proposed resolution to the problem to the extent known and available to the complainant at the time the complaint is filed; and

(4) the contact information for the complainant.

All relevant documents must be forwarded to the Intermediate Unit 1 Educational Campus at McMurray, at 625 East McMurray Road, McMurray, PA 15317 or faxed to (724) 938-6665, or emailed to mike.minor@iu1.org.

Failure to provide all of the information in the AEDY Complaint Form will not result in the complaint being dismissed. LEAs will work with complainants to ensure that the requested information is as complete as possible.

The Staff Member in charge of this process shall be impartial and the School District will ensure that the Staff Member handling the investigation is not the subject of the complaint. The Staff Member in charge of this process may interview any individual who is said to have knowledge of the allegations. As part of the investigation, the Staff Member may require the AEDY Program and/or School District to respond to the allegations and may contact the complainant. The Staff Member may consider any relevant evidence as part of the investigation and outcome.

If the Staff Member concludes an investigation and makes a finding of compliance, the Staff Member will notify the complainant and the School District and take no further action. If the complainant is not satisfied with the decision, the Staff Member may provide the State AEDY Complaint Process information to the complainant. If the Staff Member concludes an investigation and makes a finding of non-compliance, the Staff

Member will notify the complainant, the School District as applicable and direct corrective action to address the noncompliance.

The Staff Member will make a good faith effort to perform the actions outlined above in accordance with the following timeline: (1) investigate within 30 days of a determination that an investigation is appropriate, and (2) determine compliance or noncompliance within 30 days of the conclusion of an investigation. Depending upon the nature of the allegations and the investigation, the Staff Member may take additional time for these steps and will notify the complainant if additional time is needed. Regardless of the aforementioned timelines, the Staff Member will expedite its investigation and corrective action for allegations involving the health, safety and welfare of students or for other good cause shown.

The Staff Member will review the actions taken to address any noncompliance. If the Staff Member determines that the School District addressed the noncompliance, the matter will be closed. If the Staff Member determines that the School District failed to address the noncompliance, the Staff Member will report to a School District Administrator for appropriate enforcement action.

The Staff Member will acknowledge receipt of complaints. To determine the status of a complaint, please feel free to contact Mr. Mike Minor at (724) 942-8420. If the complainant disagrees with the School District's conclusions, a complaint may be filed with PDE.

Intermediate Unit 1
Serving Fayette, Greene, and Washington Counties

One Intermediate Unit Drive | Coal Center, PA | 15423
Telephone: 724.938.3241 | Fax: 724.938.6665
www.iu1.org

Dr. Donald W. Martin
Executive Director

MODEL LOCAL LEVEL COMPLAINT PROCESS

Dear (Complainant):

Thank you for contacting the Intermediate Unit 1 Educational Campus at McMurray and providing us with the opportunity to assist you in this matter. The following is a process designed to address complaints and concerns regarding any aspect of Alternative Education for Disruptive Youth (AEDY) programs, including placement and exiting decisions, the quality of academic instruction, the provision or omission of language assistance services, and services to students with disabilities to include reasonable modifications. This process is referred to as the "AEDY Complaint Process" throughout this document.

Individuals having complaints and concerns regarding AEDY are required to seek resolution via the relevant School District[1] rather than elevating concerns to the Pennsylvania Department of Education (PDE) in the first instance. The filing of a complaint via the AEDY Complaint Process does not limit any other rights or remedies under federal and state law. This means, for example, that a parent may still file a separate due process complaint concerning his or her child's Individualized Education Program (IEP) as provided pursuant to the Individuals with Disabilities Education Act (IDEA).

School districts will ensure that parents and students who are limited in (or have no) English proficiency (known as Limited English Proficiency or "LEP") are provided translation and interpretation services to participate in the AEDY Complaint Process. If you need translation and interpretation services to access this document or the AEDY Complaint Process, please contact (724) 942-8420.

Filing an AEDY Complaint with the School District

Any individual or organization may submit a written complaint using the attached AEDY Complaint Form. The form must be completed and sent to the relevant School District.

The complaint must include:

(1) the facts on which the statement is based;
(2) all relevant documents and supporting information;
(3) a proposed resolution to the problem to the extent known and available to the complainant at the time the complaint is filed; and
(4) the contact information for the complainant.

All relevant documents must be forwarded to the Intermediate Unit 1 Educational Campus at McMurray, at 625 East McMurray Road, McMurray, PA 15317 or faxed to (724) 938-6665, or emailed to mike.minor@iu1.org.

Failure to provide all of the information in the AEDY Complaint Form will not result in the complaint being dismissed. LEAs will work with complainants to ensure that the requested information is as complete as possible.

1 While the term "school district" is used throughout, this document pertains to charter schools as well as school districts placing students in AEDY Programs.

Intermediate Unit 1 does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, ancestry, or any other legally protected classification in its educational programs, activities, or employment practices.

The Staff Member in charge of this process shall be impartial and the School District will ensure that the Staff Member handling the investigation is not the subject of the complaint. The Staff Member in charge of this process may interview any individual who is said to have knowledge of the allegations. As part of the investigation, the Staff Member may require the AEDY Program and/or School District to respond to the allegations and may contact the complainant. The Staff Member may consider any relevant evidence as part of the investigation and outcome.
If the Staff Member concludes an investigation and makes a finding of compliance, the Staff Member will notify the complainant and the School District and take no further action. If the complainant is not satisfied with the decision, the Staff Member may provide the State AEDY Complaint Process information to the complainant. If the Staff Member concludes an investigation and makes a finding of non-compliance, the Staff Member will notify the complainant, the School District as applicable and direct corrective action to address the noncompliance.
The Staff Member will make a good faith effort to perform the actions outlined above in accordance with the following timeline: (1) investigate within 30 days of a determination that an investigation is appropriate, and (2) determine compliance or noncompliance within 30 days of the conclusion of an investigation. Depending upon the nature of the allegations and the investigation, the Staff Member may take additional time for these steps and will notify the complainant if additional time is needed. Regardless of the aforementioned timelines, the Staff Member will expedite its investigation and corrective action for allegations involving the health, safety and welfare of students or for other good cause shown.

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Executive Director

Local AEDY Complaint Form

Intermediate Unit 1

You may make copies of this form, use additional paper, or request additional copies using the contact information below:

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

You may also attach copies of relevant documents to this form.

My preferred method of contact is:

☐ By phone (please provide number):

Best time during normal business hours to call:

☐ By email (please provide email address):

☐ In person at a public facility during normal business hours. The location would probably be a school or Intermediate Unit building to permit duplication of documents.

Are you filing this complaint on behalf of a specific child? ☐ Yes ☐ No

Name of Child:

Child's Date of Birth:

Address of Child:

Complainant Information

Name:

Address:

Intermediate Unit 1 does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, ancestry, or any other legally protected classification in its educational programs, activities, or employment practices.

Home:

Work:

Cell:

E-mail:

Relationship to child or children:

☐ Parent ☐ Attorney ☐ Advocate ☐ Other

School/Program Information

Child's school and school district:

Child's AEDY Program (please include even if the child has not yet attended the program and has only been referred to attend):

Is the child currently in school? ☐ Yes ☐ No

If so, where is the child's current program:

School Building:

School District:

Charter School:

Private Provider:

Complete *only* if this Complaint is filed on behalf of a homeless child or youth.

Contact Person:

Telephone:

Complaint Information

On or about what date did the violation occur?
Date:

To clarify my allegations, I would like the School District to interview the following person(s). (Optional)

Name	Occupation/Title	Phone Number/E-Mail Address

Provide a statement about the violation or issue, which you believe has occurred. Please include a description of the problem.

List the facts that support your statement.

What, if any, is your proposed solution to this problem?

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

cc: In-house or Private Provider AEDY Program

PROGRAM EVALUATION

The effectiveness of the AEDY program at the Intermediate Unit 1 Educational Campus at McMurray is determined using the following data:

1. Number of students that demonstrate an improved attitude toward school as measured by a student survey, improved attendance, and a reduction in the number of discipline referrals.
2. Number of students showing growth in the core academic subjects in relationship to Chapter 4 Academic Standards and academic goals.
3. Number of students demonstrating skills and behaviors necessary to function in the school environment, as measured by teacher/staff observations and documenting progress on behavior goals.
4. Number of students exhibiting age appropriate life skills and career awareness through completion of career and counseling modules.
5. Number of students returning to the regular home school by meeting the exit criteria of the alternative placement.
6. Amount of group and individual counseling sessions provided that deal with topics such as anger management, appropriate social skills, self-esteem, etc.

STUDENT RIGHTS AND RESPONSIBILTIES

IU1 has the authority and responsibility to establish reasonable rules and regulations for the conduct and deportment of all students at the IU1 Educational Campus at McMurray. At the same time, no student shall be deprived of equal treatment and equal access to the educational program, due process, a presumption of innocence, and free expression and association.

Attendant upon the rights established for each student are certain responsibilities, which include respect for the rights of others, obedience to properly constituted school authority, and compliance with the policy, rules and regulations of the IU1 Educational Campus at McMurray.

All instructional materials, including teacher's manuals, audiovisuals or other supplementary instructional material to be used in the instructional program shall be available for inspection by the parents/guardians of students.

In compliance with the ***Protection of Pupil Rights Amendment*** of 2001 (PPRA), no student shall be required,

without written parental consent for students under 18 years old or written consent of students or those over 18 years of age to submit to a survey, analysis, or evaluation that reveals information concerning:

Political affiliations, mental and psychological problems potentially embarrassing to the student, sexual behavior and attitudes, illegal, antisocial self-incriminating and demeaning behavior, critical appraisals of other individuals with close family relationships, legally recognized privileged and comparable relationships, such as those with lawyers, physicians, and ministers, and income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such programs may be conducted on a wholly voluntary basis, provided that the student and parent/guardian have been notified of their rights and of their right to inspect all related materials.

Student Expression

The IU1 Educational Campus at McMurray respects the right of students to express themselves in word or symbol and to distribute materials as a part of that expression, but it also recognizes that the exercise of that right must be limited by the IU1's responsibility to maintain an orderly school environment and to protect the rights of all members of the school community.

The school reserves the right to designate and prohibit manifestations of student expression that are not protected by the right of free expression because they violate the rights of others. Such expressions are those which:

1. Label any specific person or persons.
2. Seek to establish the supremacy of a particular religious denomination, sect or point of view.
3. Advocate the use or advertise the availability of any substance or material that may reasonably be believed to constitute a direct and substantial danger to the health of students.
4. Use indecent or obscene language, or contain material deemed harmful to students who may receive them.
5. Incite violence, advocate use of force, or urge violation of federal, state, or municipal law, IU1 policy or regulations.
6. Solicit funds for non-school organizations or institutions when such solicitations have not been approved by the Board.

The school reserves the right to halt the distribution of unprotected materials. It also requires that students who wish to distribute materials submit them for prior review. The principal or designee shall not censor or restrict material that is critical of the school or administration, and the review for unprotected expression shall be

reasonable and not calculated to delay distribution. Disciplinary action may be taken by administrators for those students who distribute printed materials in violation of this policy, or who continue the manifestation of an unprotected expression after a person in authority orders that they desist.

FERPA

The IU1 Educational Campus at McMurray recognizes the legal requirement to maintain the confidentiality of collected student records, and conforms to the mandates of the Family Educational Rights and Privacy Act (FERPA) and its regulations: the Guidelines for the Collection, Maintenance, and Dissemination of Student Records, and the Standards for Special Education. Under FERPA, parents and students have the following rights afforded to them:

- The right to inspect and review education records and a description of how a parent or student may assert that right
- The right to request an amendment to the record and a method for requesting the amendment
- The right to consent to disclosures of the student's record and an explanation of the conditions under which the school may disclose without prior consent
- The right to file a complaint with the Family Compliance Office of the Federal Department of Education

In order to maintain a safe and secure environment, conducive to positive growth of all students, each student will:

1. Follow school policies and procedures and interact safely within the environment.
2. Attend school daily, report to classes on time and be ready for instruction.
3. Respect staff, students, and property.
4. Complete coursework and participate in classroom discussions and activities.
5. Use all materials appropriately and exercise proper care when using school equipment.
6. Make the necessary arrangements for 'make-up' work when absent from school.
7. Know and obey IU1, local, state, and federal laws, policies and regulations.

Refer to IU1 Board Policy* 235 – **Student Rights and Responsibilities, and 216 - **Student Records**

ATTENDANCE

Pennsylvania State Law

Compulsory school age refers to the period of a child's life from the time the child enters school as a beginner, which may be no later than six years of age, until the age of eighteen or graduation from a high school,

whichever occurs first. It is mandatory for all children of compulsory school age having a legal residence in PA to attend a day school in which the subjects and activities prescribed by the Standards of the State Board of Education are taught in the English language.
Refer to IU1 Board Policy* 204 – **Attendance.

Home School District Attendance Policy

The home school district will receive a weekly report disseminating attendance information. The home district will follow the procedures outlined by state law and its attendance policy. The home district may send a warning letter to the parent(s)/guardian(s) regarding an attendance issue. Violations of the attendance policy may result in a district hearing and/or a hearing before the local Magistrate. Such a hearing could result in truancy charges and a fine for violation of state attendance laws. It may also lead to intervention by community agencies such as Children and Youth Services (CYS).

School Tardiness

A student is considered tardy when he/she reports to school after 8:40 am. When this happens, the student must check in at the office. The student is required to provide the school secretary with an excuse from the parent(s)/guardian(s) stating the reason for the tardiness. A medical excuse is required for doctor's appointments and will not count in the accumulation of tardy absences for the year. If it is determined that the student is tardy, the number of minutes tardy will be documented.

Tardy minutes are added together as unexcused days, are cumulative for the entire school year, and will result in consequences. After four (4) unexcused "tardies" the home district will be notified, and they may calculate unexcused tardy days on a cumulative basis and refer the matter to the District Magistrate's office when the total exceeds district policy.

Excused Absences

Upon return to school from an absence, a student must report to the office with a written excuse from the parent(s)/guardian(s). A written excuse from a physician is also acceptable. The excuse must include the date of the absence, the reason for the absence and the signature of the parent(s)/guardian(s). (This includes students 18 years of age and older).

Students are <u>legally</u> excused for the following reasons:

- ➢ Illness, family emergencies, quarantine, death in the family, impassable roads, authorized religious

holidays, medical and dental appointments (with a doctor's excuse), required court appearance, family educational trip, other educational trip, and any absence approved in advance by the Principal.

A student will have 3 days from the date of return to school to produce an excuse before the absence is marked as unexcused.

A maximum of ten (10) days of cumulative lawful absences verified by parental notification may be permitted during a school year. All absences beyond ten (10) cumulative days shall require an excuse from a licensed physician.

Excused From Physical Education

Students will be excused from *Physical Education* class if a written doctor's excuse is provided, indicating the length of time the student is to be excused.

Early Dismissal

To ensure the safety of all students, parent(s)/guardian(s) must send a note with their child stating the time, date and reason for an early dismissal. Parent(s)/guardian(s) must call and/or report to the office prior to the dismissal and sign their child out of school. If a student leaves before 11:30 am due to illness, etc., it will be counted as a day of absence. Any dismissal after 11:30 am will result in a student being marked present but marked 'excused early.'

GRADES

The following procedures refer to IU1 Board Policies 212 – **Reporting Student Progress**, 213 – **Assessment of Student Progress**, 215 – **Promotion and Retention,** and 217 – **Graduation Requirements**

Grading Policy

Grades for each nine-week period are a compilation of the student's daily performance, which includes IEP goals, classroom discussion/participation, projects, class assignments, quizzes, tests, homework, and group work. Attendance is an important factor in a student's success.

Grading Scale

The following grading scale will be used to report grades to the home school districts:

A	90-100 %
B	80-90 %
C	70-80 %
D	60-70 %
F	59 % and below
I	Incomplete Grade

If a student has been absent and the time allotted to make up the missed work extends beyond the end of the 45-day grading period, he/she will receive an incomplete (I) grade. The student has a two-week period to complete the incomplete work. At the end of the two-week period, he/she will be issued a letter grade to replace the "I". If the student fails to make-up incomplete assignments during this two-week period, each incomplete assignment will be marked as an "F" and averaged into the grades earned for that grading period. This will result in the student receiving a lower grade and possibly an F.

Midterm Grade and Behavior Reports

A midterm report will be mailed home following the 22nd day of each nine-week (45 day) grading period. This report gives the student and his/her parent(s)/guardian(s) notice of current academic performance in each class, as well as progress towards behavior goals. Parent(s)/Guardian(s) are encouraged to call the school to speak with the Teacher(s), AEDY Counselor, and/or Principal to discuss any concerns.

Report Cards and IEP Progress Monitoring

At the end of each forty-five (45) day (nine week) grading period, a report card is mailed home to the parent(s)/guardian(s) along with a Progress Monitoring Report, if the student receives special education and/or related services as part of their IEP. The Progress Monitoring Report explains the student's progress on his/her IEP goals and objectives. Teachers may make comments about classroom performance on the designated section of the report card. The report card gives the parent(s)/guardian(s) the opportunity to request a conference to discuss their child's progress.

Graduation

Accurate recording of each student's achievement of academic standards shall be maintained, as required by law and state regulations. Students shall be informed of the necessary district graduation requirements, including a graduation project if required by the home district. Periodic warnings shall be issued to students in danger of

not fulfilling graduation requirements.

Students with disabilities, who satisfactorily complete the special education program developed by the Individualized Education Program team, (in accordance with the law, state regulations, and IU1 Board Policy) shall be granted a regular high school diploma by the school district of residence.
Refer to IU1 Board Policy* 217 – **Graduation

PA High School Graduation Requirements

Requirements through the 2026-27 School Year:

Students will be required to meet the graduation requirements of their home sending district, including the number of credits necessary to graduate*. Requirements through the 2026-27 school year shall include course completion and passing grades, completion of a culminating
senior project (if required by sending school district), and results of local assessments aligned with the academic standards.
*Required number and types of credits vary by district.

In accordance with Pennsylvania's Act 158 of 2018, **beginning with the graduating class of 2023, students must meet statewide graduation requirements in one of five ways.**

- **Pathway 1 - Keystone Proficiency Pathway:** Scoring proficient or advanced on each Keystone Exam - Algebra 1, Literature, and Biology.

- **Pathway 2 - Keystone Composite Pathway:** Earning a satisfactory composite score of 4452 on the Algebra 1, Literature, and Biology Keystone exams (while achieving at least a proficient score on at least one of three exams and no less than a basic on the remaining two). *A Non-Numeric Proficient (NNP) is not an eligible for this pathway.

- **Pathway 3 – CTE Pathway:** For Career and Technical Education (CTE) Concentrators, successful completion of Biology, Algebra I, and Literature 10 classes associated with each Keystone Exam on which the student did not achieve proficiency and attainment of an industry-based competency certification related to the CTE Concentrator's program of study or demonstration of high likelihood of success on an approved industry-based competency assessment or readiness for continued meaningful

engagement in the CTE Concentrator's program of study. For further explanation of the CTE Pathway, please see PDE's Act 6 guidance.

- **Pathway 4 - Alternate Assessment Pathway:** Successful completion of Biology, Algebra I, and Literature 10 classes associated with each Keystone Exam on which the student did not achieve proficiency and one of the following:
    a. Attainment of an established score on an approved alternate assessment
        i. SAT: score of 1010
        ii. PSAT: score of 970
        iii. ACT: score of 21
        iv. ASVAB: the minimum score for admission to a branch of the armed services the year the student graduates
    b. Attainment of an established score of 3 on an Advanced Placement Program (AP) in an academic content area associated with each Keystone Exam on which the student did not achieve at lease a proficient score.
    c. Successful completion of a concurrent enrollment course in an academic content area associated with each Keystone Exam in which the student did not achieve at lease a proficient score.
    d. Successful completion of a pre-apprenticeship program.
    e. Acceptance in an accredited 4-year nonprofit institution of higher education and evidence of the ability to enroll in college-level coursework.

- **Pathway 5 - Evidence Based Pathway:** Successful completion of Biology, Algebra I, and Literature 10 classes associated with each Keystone Exam on which the student did not achieve proficiency and demonstration of three pieces of evidence consistent with the student's goals and career plans. Students must achieve a *total of 3* pieces of evidence from the following list. Please note a maximum of 2 pieces of evidence is allowed from section *e.*
    a. Attainment of established score on a SAT subject test, an Advanced Placement Program Exam:
        SAT Subject Test: score of 630
        AP Program Exam: score of 3
    b. Acceptance in an accredited, other than 4-year nonprofit institution of higher education and evidence of the ability to enroll in college-level coursework.
    c. Attainment of an industry-recognized credential.

d. Successful completion of a concurrent enrollment or postsecondary course

e. (Maximum of 2 accepted from this section): Satisfactory completion of a service-learning project; attainment of a score of proficient or advanced on a Keystone Exam; a letter guaranteeing full-time employment; a certificate of successful completion of an internship or cooperative education program; or satisfactory compliance with the NCAA's core courses for college-bound student athletes with a minimum grade point average (GPA) of 2.0.

Special Education Students – Special education students are required to satisfactorily complete the program developed by an Individualized Education Program (IEP) team in order to graduate from the home school district.

Keystone Exams – The Keystone Exams are end-of-course assessments designed to assess proficiency in the subject areas of Algebra, Literature, and Biology.

Pennsylvania System of School Assessment – Every Pennsylvania student in grades 3 through 8 is assessed in English Language Arts and Math. Every Pennsylvania student in grades 5 and 8 is also assessed in science.

Supplemental instruction – Students who did not score proficient on a Keystone Exam must participate in supplemental instruction prior to re-taking the Keystone/module. The supplemental instructional support must be consistent with the student's educational program.

Re-taking Keystone Exams – A student may re-take an exam or exam module, so long as the student received supplemental instruction. There is no limit on the number of times a student may retake the test.

Cheating

A student earns grades through the completion of his/her own work, which includes but is not limited to learning contracts, daily worksheets, projects, tests and quizzes. A student who takes or copies another's work and uses it as his/her own or give his/her work to another student or students is considered to be cheating. Such actions will result in disciplinary action, a failing grade or both.

Plagiarism

Plagiarism is the unauthorized use or close imitation of the language and thoughts of another author/person and then representing them as one's own original work. Plagiarism is a serious offense and can result in a failing grade, disciplinary action or both.

Planned Courses

All courses are aligned with the PA Core/Academic Standards. Students in grades 9-12 can earn one credit for Math, Science, Social Studies and English upon successful completion of the course. In addition, students can earn partial credits for Math, Science, Social Studies and English while in enrolled in the AEDY program. Information on credits earned will be communicated to the student's home school district at the exit meeting. Students can earn full and/or partial credit in Physical Education, Health and various elective courses.

The Intermediate Unit 1 Educational Campus at McMurray may administer a series of benchmark and academic assessments throughout the school year to monitor student progress in meeting Pennsylvania's Core/Academic Standards and guide the delivery of instruction. The assessments may include the Classroom Diagnostic Tools (CDTs) and Kaufman Test of Educational Achievement-3 Brief (KTEA-3 Brief).

FOOD SERVICE

Breakfast and lunch are provided to each student attending the Intermediate Unit 1 Educational Campus at McMurray. A student may bring his/her lunch. However, students are not permitted to bring open containers (including opened bottles, cans, cups, mugs, travel mugs, etc.) into the building. Such containers will be inspected and may be discarded or taken to the cafeteria for use during breakfast or lunch. Energy drinks such as Monster brands, Red Bull, etc. are banned from the school for their high caffeine and sugar content.

Food Allergies

IU1 must provide reasonable accommodations, substitutions or modifications for students with disabling dietary needs. The student's physician will determine and document if the student has a disabling dietary need, such as diabetes or severe food allergies. The student's physician must provide a medical statement which identifies the student's special dietary disability, major life activities affected by the disability, foods to be omitted from the student's diet, and foods that can be substituted. IU1 may, at its discretion, make appropriate accommodations, substitutions or modifications for students who have a special dietary need but who do not meet the definition of a disability, such as a food intolerance or allergy that does not cause a reaction that meets the definition of a disability. The decision to accommodate such a student will be made on a case-by-case basis. For the accommodations to be considered, the student's physician must provide a medical statement identifying the medical or special condition that restricts the student's diet, foods to be omitted from the student's diet, and foods that can be substituted.

Refer to IU1 Board Policy* 209.1 **Food Allergy Management

So that every student can have a pleasant mealtime, it is necessary to maintain a calm, orderly, and reasonably quiet atmosphere in the lunchroom. Each student is expected to be polite and use table manners. Students are responsible for keeping their lunch area (i.e., table, floor) clear and to pick up any debris before leaving the lunchroom.

TRANSPORTATION SERVICES

A student must exhibit safe and responsible behavior on the ride to and from school. Misbehavior is especially difficult to manage in this environment because the bus driver must focus his/her attention on the road and stay on schedule. The bus driver's number one interest is your safety. Since each school district provides transportation services for the students who reside in their home district, the policies, rules, regulations and consequences of the home school districts are in effect during the trip to and from school.

Students who live in different school districts may not ride home together on the bus or van. A student must ride to and from school on his/her home district vehicle.

If a student fails to exhibit proper behavior on the bus/van, the driver will complete a "Bus Misconduct Report," and turn it into the principal or designee. The following bus/van misbehavior will result in disciplinary action, in conjunction with the home school district:

1. Possession or use of tobacco, alcohol, illegal drugs, or vaping device
2. Getting on another bus/van without prior office approval and a temporary bus permit
3. Throwing objects inside or outside the vehicle
4. Getting off at the wrong stop
5. Not following the driver's directions and/or behaving in any way that would endanger others and/or the safe operation of the vehicle
6. Defacing or vandalizing the vehicle.

HEALTH SERVICES

Nurse's Office

The nurse's office is provided so that every student can benefit from its services. The following is necessary in order to provide efficient medical attention:

- Every student must have an emergency information card updated, completed and on file.
- Any student with a health problem (e.g. allergies, asthma, diabetes, epilepsy) should have his/her parent/guardian notify the school nurse with specific requirements for treatment.

- If a student becomes ill, he/she must ask the teacher to be seen by the school nurse. A staff member will escort the student to and from the nurse's office.
- No student will be excused to go home when ill without permission from the principal or designee, as well as permission from parents.
- If the school nurse is not available, a student is to report to the main office.
- No student is permitted to make false statements about medical conditions he/she may or may not have. This would include pregnancy, skin irritations, contagious diseases and any other alarming false medical statements.

The legally mandated School Health Program of the Commonwealth of PA requires that school districts provide nursing services to school children. A school nurse is responsible for assessing the health needs of students and school personnel, as well as evaluating, planning and implementing health plans within the school. Health records are transferred from the home school district and maintained by the school nurse. The following chart highlights yearly mandated health services to be provided by schools:

Service	K-1	2	3	4	5	6	7	8	9	10	11	12	SE
Vision	X	X	X	X	X	X	X	X	X	X	X	X	X
Growth	X	X	X	X	X	X	X	X	X	X	X	X	X
Hearing	X	X	X				X				X		A/N
Physical Exam	X					X					X		A/N
Dental Exam	X		X				X						A/N
Scoliosis Screen						X	X						
Immunization Assessment	X	X	X	X	X	X	X	X	X	X	X	X	X

The present school immunization minimum requirements are as follows:

Children in ALL grades (K-12) need the following vaccines:

- 4 doses of tetanus, diphtheria, and acellular pertussis* (1 dose on or after the 4th birthday)
- 4 doses of polio (4th dose on or after the 4th birthday)
- 2 doses of measles, mumps, rubella
- 3 doses of hepatitis B
- 2 dose of varicella (chickenpox) vaccine or history of disease

Children that are age 12 years in 7th GRADE need the following vaccines:

- 1 dose of tetanus, diphtheria, acellular pertussis (Tdap) on the first day of 7th grade
- 1 dose of meningococcal conjugate vaccine (MCV) on the first day of 7th grade
- Children that are age 18 in 12th GRADE need the following vaccines:
- 1 dose of MCV on the first day of 12th grade. If the one dose was given at 16 years of age or older, that shall count as the 12th grade dose.

ON THE FIRST DAY OF 7th or 12th GRADE, unless the child has a medical or religious/philosophical exemption, a child must have had above vaccines or risk exclusion from school.
Proof of immunization means a written record showing the dates (month, day, year) that the child was immunized.

A student who has not been immunized in accordance with state regulations shall not be admitted to or permitted to attend Intermediate Unit 1 programs, unless exempted for medical or religious reasons, or provisionally admitted by the Executive Director, in consultation with the district of residence, after beginning a multiple dose vaccine series and submitting proof of immunization or a medical certificate on or before the fifth school day of attendance.

Parent(s)/Guardian(s) are asked to inform the school of any health conditions. State law requires that any student who does not meet the immunization requirements must be excluded from school.

A family who does not have medical insurance for their child can contact the school social worker or the school secretary to obtain information regarding Pennsylvania's Children's Health Insurance Program *(CHIP).*

Communicable Diseases

Intermediate Unit 1 shares with others a responsibility to safeguard the welfare of all students and employees. In order to safeguard the school community from the spread of certain communicable diseases, the Board requires that the established policy and guidelines of the member school district concerning communicable diseases and immunization be followed for students admitted from that district into programs of the Intermediate Unit. Therefore, IU1 will review each diagnosed case of communicable disease to determine how each student's educational needs can best be met and how to protect the health and welfare of all students and employees with whom s/he might come in contact.
Refer to IU1 Board Policy* 203 – **Immunizations and Communicable Diseases

Student Medication

Parent(s)/Guardian(s) have the primary responsibility for the health of their child. Although the Intermediate Unit strongly recommends that medication be given at home, we realize that the health of some children require that they receive medication while in school. In order for any prescription or non-prescription medication to be administered in school, the IU1 Authorization Form must be completed by the student's parent(s)/guardian(s). This form along with a copy of the physician's original order(s) must be provided to the school nurse.

- **No medication will be given without an order from the child's doctor.**
- **All medication must be brought to the school in the original container by the parent or designated adult.**

During school hours, the school nurse or parent/guardian will administer the medication as directed by the student's physician. A student will be permitted to self-administer (in the presence of the school nurse) his/her medication only when the family physician specifies this in his/her orders. The person administering medication will record the name of the student; the prescribing physician, dosage, and the time the medication is given. This person will sign or initial the medication log.

Prescription Medication

When it is necessary for the nurse to dispense prescription medication to a student, the following procedure will be followed:

- The parent/guardian completes and signs the Authorization to Administer Prescribed Medication (AAPM) form.
- The parent/guardian attaches the physician's order to the AAPM form.
- Parent/Guardian (not the student) must provide any medication that is to be given during school hours directly to the nurse, principal or designee in its original container.
- A prescription medication log is kept for any child receiving prescription medicine during school hours.

Non-Prescription Medication

When students need non-prescription medication, the following procedure is strictly enforced:

- A student is not permitted to carry non-prescription medications to school.
- Parent/Guardian must bring any non-prescription medication to the school in its original container along with specific orders from the family physician.
- The person administering the medication will record non-prescription medications taken at school in

the medication log.

Refer to IU1 Board policies 209 – **Health Services and Medical Records** *and* 210 **Use of Medications**.

Student Illness Guidelines

The following guidelines are used by the IU1 Campus at McMurray for student illnesses and are recommended if your child is ill:

- If your child's temperature is 100 degrees or higher, the child should stay home. Children should be fever free for 24 hours before returning to school.
- If your child vomits or has diarrhea, the child should stay home for 24 hours from the last episode.
- If your child's eyes are red, swollen, itchy, have drainage, or have a crusty appearance on awakening, the child should stay home and be seen by the doctor.
- If your child has a productive cough that cannot be controlled with medication, the child should stay home and be seen by a doctor.
- If your child has been diagnosed with a communicable illness such as head lice, impetigo, ringworm, or chickenpox, the child should stay home, and the school nurse should be called.
- If your child receives a serious injury or appears obviously ill, the child should be seen by the doctor.

If your child presents with any of the above symptoms during the school day, you will be called to pick up the child in a timely manner.

Head Lice

At any time throughout the school year, the school nurse, principal, or appointed designee may examine any student(s) for lice. If live lice are identified during the examination the following procedure will be implemented:

1. Your child will remain in the classroom until the end of the day but discouraged to have close head contact with others.
2. On the day of lice identification, the school nurse, principal or appointed designee will contact you and counsel you on the proper treatment for this condition.
3. Your child may return to school following the first treatment. The school nurse, principal, or designee will assess your child before returning to the classroom.
4. You will have UP TO TWO CONSECUTIVE days to treat your child (THIS INCLUDES WEEKENDS AND HOLIDAYS). Absences starting on the third day will be considered unexcused.
5. Seven days following the first treatment, the school nurse, principal, or designee will again assess your child for evidence of live lice. If lice are identified, the above steps will be followed again.

A student who continues to have a chronic issue with lice infestation will be referred by the school nurse, principal, or designee for further treatment.

DISCIPLINE POLICY

The following procedures refer to IU1 Board policies 218 – **Student Discipline** and 113.1 – **Discipline of Students with Disabilities.**

School-Wide Positive Behavior Interventions and Supports Program

The school has established a school-wide positive behavior interventions and supports (SWPBIS) program that promotes positive and respectful interactions between the student and his/her environment, including other students and staff. SWPBIS focuses on effective classroom management and preventative school discipline. The SWPBIS theme for our school is **PAWS**:

Positive Attitude
Act Respectfully
Work Hard
Safe Choices

As part of the SWPBIS program, our school has established a set of behavioral expectations, which are outlined in a matrix (Please see Appendix A). These expectations are posted throughout our school and in the classrooms. Your child will be taught the expectations throughout the school year.

Each student is expected to follow the school-wide rules listed below:

1. We respect the rights, person and property of others.
2. We comply with persons in authority.
3. We are responsible for a safe and orderly environment.
4. We are on time and ready to work.
5. We follow all school-wide policies and procedures.

Most school leaders share the belief that better relationships between adults and students contribute to improved educational outcomes. Extensive research supports the fact that strong relationships between young people and adults are created through interactions in which the young person experiences the adult:

- Providing valuable psychological resources (time, respect, caring);

- Setting high, clear and fair expectations and standards, and
- Encouraging expressions of individuality.

The conduct standards outlined in the **Code of Student Conduct** apply at all times while students are on or about school property or areas adjacent thereto, which shall include: any IU1 property being used for an official school activity; property not owned by IU1 being used for school sponsored activities or events; and any vehicle, including school buses or vans, while such vehicle is being used to transport students to or from the McMurray Campus.

School personnel may discipline students for misconduct that occurs in and around school property or activities. Minor Problem Behaviors are behaviors that disrupt the learning environment but are normally not severe enough to need referral to the principal. The classroom teacher is the first level of intervention to correct Minor Problem Behaviors. In most cases, the use of informal intervention strategies and/or the strategies outlined in a written behavior plan is sufficient to bring the student's behavior to an acceptable level.

When these strategies do not quell the behavior or the student is exhibiting Major Problem Behaviors, the teacher will make a discipline referral to the principal. Major Problem Behaviors are more serious in nature. These behaviors disrupt the learning environment, are not reflective of the high expectations set for the students and will not be tolerated. The consequences of Major Problem Behaviors may include the involvement of law enforcement officials and/or a secondary incident being entered into the Leader System (Please see *Secondary Incidents)*.

A student acknowledgement system is also in place as part of behavioral plans, which provide various rewards for students who attain the standards of behaviors outlined in the plan.

Minor and Major Problem Behaviors are explained in the charts on the next two pages, and are not limited to the items described in said charts.

Minor Problem Behaviors

**Include but not limited to:*

Inappropriate verbal language	Student engages in low intensity instance of inappropriate language
Physical contact/aggression	Student engages in non-serious, but inappropriate physical contact

Defiance/ disrespect/non-compliance	Student engages in brief or low intensity failure to respond to adult requests
Disruption	Student engages in low intensity, but inappropriate disruption
Dress Code	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/IU1.
Information and Other Electronics Technology Violation	Student engages in non-serious but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and computer.
Property misuse	Student engages in low-intensity misuse of property
Tardy	Student arrives at class after the bell
Other	Student engages in any other minor problem behaviors that do not fall within the above categories

Major Problem Behaviors

**Include but not limited to:*

Abusive language/inappropriate language/profanity	Verbal messages that include swearing, name calling or use of words in an inappropriate way.
Alcohol	Student is in possession of or is using alcohol.
Arson	Student plans and/or participates in malicious burning of property.
Bomb threat/False alarm	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.
Combustibles	Student is in possession of substances/objects readily capable of causing bodily harm and/ or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).
Defiance/disrespect/ insubordination/non-compliance	Refusal to follow directions, talking back and/or socially rude interactions
Disruption	Behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Dress Code Violation	Student wears clothing that does not fit within the dress code guidelines practiced by the school/IU.
Fighting/physical aggression	Actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).
Forgery/theft	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission.

Harassment/Bullying	Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.
Inappropriate Display of Affection	Student engages in inappropriate (as defined by school) verbal and/or physical gestures/ contact, of a sexual nature to another student/adult, either consensual or non-consensual.
Information and Other Electronics Technology Violation	Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.
Lying/Cheating	Student delivers message that is untrue and/or deliberately violates rules.
Other	Problem behavior causing this referral is not listed above. Staff using this area will specify the problem behavior observed.
Drugs	Student is in possession of or is using illegal drugs/controlled substances or imitations.
Out of Bounds/ Off School Location	Student is in an area that is outside of school boundaries (as defined by school)
Property Damage	Student deliberately impairs the usefulness of property.
Skip class/truancy	Student leaves class/ school without permission or stays out of class/ school without permission
Tardy	Student is late (as defined by the school) to class or the start of the school day (and Tardy is not considered a minor problem behavior in the school).
Tobacco/Vaping Devices	Student is in possession of or is using tobacco and/or a vaping device.
Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property.
Weapons	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm.

BEHAVIOR SUPPORT

Student Behavior

Student attitude and behavior are key to improved academic achievement. We expect every student to treat each staff member and fellow students with respect and dignity, just as every student should expect to receive mutual respect from all staff. Violations of the School-Wide Positive Behavior Interventions and Supports (SWPBIS) Program, the Code of Student Conduct, and Federal and State Regulations governing student behavior are outlined in the Student Discipline policy. Incidents involving students with special needs will be considered on an individual basis and dealt with in accordance with their IEP, Chapter 14 and IDEA.

Refer to IU1 Board Policy* 218-Student Discipline**.

The IU1 SWPBIS program focuses on positive, rather than negative measures. Treatment of a demeaning nature, the use of aversive techniques and the unreasonable use of restraints are not permitted. The SWPBIS program maximizes academic and social behavior outcomes for all students. The IU1 SWPBIS program is:

1. *Proactive*
    a. Adjusting the environment to reduce the likelihood of problem behavior occurring
    b. Allowing the student to be independent and successful
    c. Examples: modifying the curriculum, reorganizing the physical setting, teaching and clarifying routines and expectations
2. *Educative*
    a. Teaching replacement skills
    b. Allowing students to meet objectives in more effective, efficient, and appropriate ways (e.g., communication alternatives)
    c. Examples: Communication alternatives, alternative strategies
3. *Effective*
    a. Managing consequences to reinforce desired behaviors and replacement skills
    b. Withholding reinforcement following targeted behavior
    c. Examples: praise, access to reward, verbal redirection, loss of privilege

Staff Authority

Teachers and Administrators are given authority by §13-1317 of the School Code to have the same authority over the conduct and behavior of their students as that exercised by any person in a parental relationship to the students (***in loco parentis***.) School authorities may exercise this authority while the students are "going to and from their homes" as well as while they are attending school. This authority is over conduct and behavior and

does not include making decisions regarding medical matters.

Substitute Teachers

Substitute teachers have all of the authority and responsibility of regular teachers with respect to classroom management, implementation of curriculum and enforcement of discipline.

Verbal De-Escalation and Physical Intervention Training

All staff is trained in verbal de-escalation and physical intervention procedures to respond effectively to the warning signs that a student is beginning to lose control, but also to address how they can deal with their own stress, anxieties, and emotions when confronted with these challenging situations. Staff are trained to prevent disruptive behavior by communicating with individuals respectfully and with concern for their well-being. Physical intervention techniques are used only as a last resort—when an individual presents an imminent danger to self or others.

Of course, not every incident can be prevented. When preventative and more intrusive techniques prove ineffective, it may become necessary for the school police officer or staff, who are trained in physical restraints, to use such methods to keep all students and staff safe. In such instances, the parent/guardian or his/her designee will be contacted. Physical restraints involving students with special needs require an IEP meeting.
* *Refer to IU1 Board Policy* 113.1 – **Discipline of Students With Disabilities**

School personnel may use reasonable physical intervention in any of the following situations:

1. When safety is an issue, and a student has clearly demonstrated a lack of ability to control his/herself.
2. To stop a fight, physical assault or disturbance
3. To take away a weapon or other dangerous object
4. For self-defense
5. For the protection of other students, staff or property
6. To intervene when a student is attempting to injure him/herself

Physical Intervention

The staff will not use physical intervention or physical contact against a student or strike a student as punishment for a violation of the **Code of Student Conduct**. However, nothing in IU1 policy shall be construed to prevent staff from using reasonable and necessary physical intervention to restrain a student in order to protect oneself, other persons, prevent the destruction of property, or to prevent any illegal overt act on the part

of the student. Physical interventions are short-term strategies for safety purposes only.

The use of physical restraints will be used in accordance with guidelines set forth by the Pennsylvania Department of Education (PDE) and IU1 Board Policy. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques, have proved to be ineffective. Restraints used to control acute or episodic aggressive behavior may be used only when the student is acting in a manner as to be a clear and present danger to him/herself, to other students, or to employees, and only when less restrictive measures and techniques have proven to be or are less effective. **Refer to IU1 Board Policy* 113.1 – ***Discipline of Students With Disabilities***

DISCIPLINARY ACTIONS

Consequence Chart

As part of the SWPBIS program, a school-wide system of consequences has been established. When a student engages in a problem behavior, the following procedure is utilized by staff:

Non-Verbal Warning (proximity, signal, visuals)

⬇

Redirection If…then…statement

⬇

Verbal Warning with reference to the Behavior Matrix

⬇

Re-Teach Expectation

The consequences utilize restorative practices, natural consequences, and other positive disciplinary approaches. The consequences are progressive in nature and are based on the severity of the discipline infraction. Consequence charts have been developed.

Secondary Incidents

If an incident that meets the criteria of an AEDY placement occurs while a student is already placed in an AEDY program, the LEA will be notified of the behavior on the same date the incident occurred. Within 10 days, the LEA will complete due process requirements of Informal Hearing procedures (22 Pa Code § 12.8 Hearings), if required, and the Manifestation Determination Review (MDR). Once the due process is completed, the AEDY program will "transfer to LEA" in the Leader System. The LEA will accept and close the original

referral to the AEDY program. The LEA will then create a new referral for the secondary incident, including all of the information concerning the incident. The LEA will submit the referral to the AEDY program. The AEDY Program will accept the student and new presumptive exit dates will be created in the Leader System.

Weapons Policy

The Law

It is a misdemeanor of the first degree for any person to possess a weapon in the buildings of, on the grounds of, or in any conveyance providing transportation to or from any publicly funded elementary or secondary school. The student does not have to use the weapon; it is enough to carry it, keep it in a locker or book bag, or hold it for a friend. A weapon is defined by Pennsylvania school law as "any knife, cutting instrument, cutting tool, nun chukkas, firearm, shotgun, rifle, and [anything else] capable of inflicting serious bodily injury." This definition may include box cutters, kitchen knives, penknives on key chains, and other common household items.

Pennsylvania Act 26 of 1995 and Act 30 of 1997 requires local school districts to expel for a period of not less than one year, any student who is determined to have brought onto or is in possession of a weapon on any school property, any school-sponsored activity or any public conveyance providing transportation to a school or school-sponsored activity. Act 26 requires school officials to notify the police whenever they discover any weapon covered by this Act.

Due to the AEDY program being a disciplinary placement, after notification, the LEA will enter a secondary incident into the Leader System. The corresponding procedures for due process and new AEDY referral with new presumptive exit dates will be followed.

The Federal Gun-Free Schools Act of 1994 requires each State receiving Federal funds to have in effect a State law requiring local educational agencies to expel from school for a period of not less than one year a student who is determined to be in possession of a weapon. This law also stipulates that no local educational agency may receive federal financial assistance unless it has in effect a policy requiring the expulsion from school for a period of not less than one year of any student who is determined to have brought to the school. The Gun-Free Schools Act requires that when a local educational agency requests financial assistance, it must provide assurance that it has in effect such a policy.

Refer to IU1 Board policy* 218.1 - **Weapons

Weapon Prohibition Policy

A student is prohibited from possessing a weapon:

1. In the IU1 Educational Campus at McMurray building and on the surrounding grounds
2. In any conveyance (including private) providing transportation to or from the IU1 Educational Campus at McMurray
3. At any school function, activity or event whether or not held at the IU1 Educational Campus at McMurray
4. While the student is on his/her way to school

The use of a metal detecting device is utilized to ensure the safety and well-being of the student population and staff at the McMurray Campus. Each student will be searched upon entry to the AEDY program. Prohibited items that are confiscated may result in disciplinary action and/or charges being filed with the civil authorities. Searches of student book bags, purses and outer garments occur daily throughout the school year.

Possession and Use of Tobacco/Nicotine

Both State and Federal laws (Act 145 of 1997, Pro-Kids Act, SED & Public Health Law) prohibit tobacco use in school buildings, on school transportation and on school grounds. Tobacco is defined as a lighted or unlighted cigarette, cigar, pipe, or other lighted smoking product and smokeless tobacco in any form, including imitation tobacco products (i.e., spit and spitless tobacco, also known as smokeless, dip, chew, snus and snuff). Additionally, no student is permitted to possess cigarettes, other tobacco products, papers used to roll cigarettes, lighters, or other paraphernalia at any time.

Students may not use, posses, or display vaping devices or any other smoking device on campus. This applies to even if the device does not contain tobacco related products. Such devices will be confiscated for parent pick up.

Tobacco/Nicotine Policy Guidelines

No student, staff member, volunteers or school visitor shall knowingly possess, use, furnish, transfer, or distribute tobacco and/or vaping related products while:

- In the school building or on school grounds during, immediately before and after school hours
- On school grounds at any other time when the school is being used by any school group
- Off school grounds while attending any school activity, function, event or school sponsored

activities

- In transit to and from school or a school activity, event, function or school sponsored activity.

A student who violates any of the above provisions is committing a summary criminal offense. Student violators are subject to prosecution initiated by the school police officer and shall upon conviction be sentenced to pay court costs as determined by the local magistrate. Act 145 expressly states that a summary offense under this legislation will neither be a criminal offense of record, be recorded as a criminal act or be placed on criminal record of the offender.

Refer to IU1 Board policy* 222 – **Tobacco/Nicotine Use

Possession of Controlled Substances and Paraphernalia

The Intermediate Unit 1 strives to prevent the abuse and use of controlled substances. Controlled substances and associated paraphernalia are strictly prohibited from the Intermediate Unit 1 Educational Campus at McMurray. A controlled substance includes all of the following:

1. Controlled substances prohibited by federal and state law.
2. Look-alike drugs, including any pill, capsule, tablet, powder, plant matter or other item or substance that is designed or intended to resemble a controlled substance, or is used in a manner likely to induce others to believe the material is a controlled substance.
3. Alcoholic beverages.
4. Anabolic steroids.
5. Drug paraphernalia.
6. Any volatile solvents or inhalants, such as but not limited to glue and aerosol products.
7. Substances that when ingested cause a physiological effect that is similar to the effect of a controlled substance as defined by state or federal law.
8. Prescription or nonprescription (over-the-counter) medications, except those for which permission for use in school has been granted pursuant to Board policy.

Students are not permitted to use, possess, distribute, and/or be under the influence of any controlled substances during school hours, at any time while on Intermediate Unit 1 property, at any program or activity sponsored by the Intermediate Unit 1, and during the time spent traveling to and from programs and activities sponsored by the Intermediate Unit 1. If any incidence of the above occurs, the offense will promptly be reported to law enforcement; thus, potentially resulting in criminal charges.

If based on the student's behavior, medical symptoms, vital signs or other observable factors, the principal has reasonable suspicion that the student is under the influence of alcohol or a controlled substance, the student may be required to submit to drug or alcohol testing. The testing may include but is not limited to the analysis of blood, urine, saliva, or the administration of a Breathalyzer test.
Refer to IU1 Board Policy* 227 – **Controlled Substances/Paraphernalia

The principal or designee will report any violations of the controlled substance policy to the home school. Furthermore, after notification, the LEA will enter a secondary incident into the Leader System. The corresponding procedures for due process and new AEDY referral with new presumptive exit dates will be followed. The school and/or district may require participation in drug counseling, rehabilitation, testing or other programs as a condition of reinstatement to the school. Criminal charges and/or a juvenile allegation may also be filed against the student.

STUDENT SEARCHES

In an effort to provide a safe, secure and peaceful environment, each student must acknowledge a reduced expectation of privacy. Random unannounced inspections or sweeps of school property may be performed to assist in enforcing school policies/procedures and provide a deterrent to prohibited items, substances, or activities. Inspections or sweeps of school property may result in reasonable suspicion that prompts a search.

Each student will be searched upon entry to the AEDY program. The Principal and School Resource Officer or designee are authorized to search a student's personal possessions (including but not limited to bags and book bags, purses, pockets or shoes) or motor vehicle parked on IU1 property upon entry to the school *or* when there is reasonable suspicion that the student is violating the law, Board policy or program rules, or he/she poses a threat to him/herself or the entire school population. Searches conducted by the administration may include but not be limited to utilization of certified drug dogs, metal detection units, or any device used to protect the health, safety and welfare of the school population. All students will be required to go through the metal detector units on a daily basis. This will include removal of shoes and belts and other items that may cause the alarm to respond.
Refer to IU1 Board Policy* 226 – **Searches

HARASSMENT/SEXUAL HARASSMENT/TITLE IX SEXUAL HARASSMENT POLICY

It is the policy of the Intermediate Unit 1 (IU1) to maintain an environment for learning and working that is free from harassment, sexual harassment and Title IX sexual harassment, as defined herein, and such conduct is prohibited. It is also the policy of the IU1 to comply with federal law and regulations under Title IX prohibiting sexual harassment, which is a form of unlawful discrimination on the basis of sex. Such discrimination shall be referred to throughout this policy as Title IX sexual harassment. Additionally, the IU1 does not discriminate in any manner, including Title IX sexual harassment, in any IU1 education program or activity. Inquiries regarding the application of Title IX to the IU1 may be referred to the Title IX Coordinator.

The IU1's Title IX Coordinators are:

Jennifer Judge
Assistant to the Executive Director for Human Resources/Lead Title IX Coordinator
724-938-3241 ext. 254
jennifer.judge@iu1.org

Dr. Kristin Szewczyk
Assistant Executive Director/Title IX Coordinator
724-938-3241 ext. 242
kristin.szewczyk@iu1.org

The IU1's Board Policy 103 **Discrimination/Title IX Sexual Harassment Affecting Students** and the associated Attachment 2 Discrimination Complaint Procedures and Attachment 3 Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints are set forth in full on the IU1's website and can be accessed at:

https://www.iu1.org/about-us/title-ix

Definitions

"Discrimination" shall mean to treat individuals differently, or to harass or victimize based on a protected classification including race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy and/or handicap/disability.

"Harassment" is a form of discrimination based on the protected classifications listed above consisting of unwelcome conduct such as graphic, written, electronic, verbal or nonverbal acts including offensive jokes, slurs, epithets and name-calling, ridicule or mockery, insults or put-downs, offensive objects or pictures,

physical assaults or threats, intimidation or other conduct that may be harmful or humiliating or interfere with a person's school or school-related performance when such conduct is:

1. sufficiently severe, persistent or pervasive; and
2. A reasonable person in the complainant's position would find that it creates an intimidating, threatening or abusive educational environment such that it deprives or adversely interferes with or limits an individual or group of the ability to participate in or benefit from the service, activities or opportunities offered by the IU1 or a school.

It shall be a violation of this policy to harass a student or IU1 employee. Bullying can be a form of harassment. A student's sending, sharing, viewing, selling, purchasing or otherwise disseminating of obscene, pornographic, lewd, sexually explicit or nude images, photographs or video content of another student may be considered harassment.

"Title IX Sexual Harassment" - means conduct on the basis of sex that satisfies one or more of the following:

1. An IU1 employee conditioning the provision of an aid, benefit, or IU1 service on an individual's participation in unwelcome sexual conduct, commonly referred to as *quid pro quo sexual harassment*.

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to an IU1 education program or activity.

3. Sexual assault, dating violence, domestic violence or stalking.
   a. *Dating violence* means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship is determined by the following factors:
      i. Length of relationship.
      ii. Type of relationship.
      iii. Frequency of interaction between the persons involved in the relationship.

   b. *Domestic violence* includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family

violence laws of the jurisdiction receiving federal funding, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

c. *Sexual assault* means a sexual offense under state or federal law that is classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

d. *Stalking*, under Title IX means stalking on the basis of sex, for example when the stalker desires to date a victim. Stalking means to engage in a course of conduct directed at a specific person that would cause a reasonable person to either:
   i. Fear for their safety or the safety of others.
   ii. Suffer substantial emotional distress

Such conduct must have taken place during an IU1 education program or activity and against a person in the United States to qualify as sexual harassment under Title IX. An education program or activity includes the locations, events or circumstances over which the IU1 exercises substantial control over both the respondent and the context in which the harassment occurs. Title IX applies to all of an IU1's education programs or activities, whether such programs or activities occur on-campus or off-campus.

Violations of this **Harassment/Sexual Harassment/Title IX Sexual Harassment Policy**, as set forth more fully in Board Policy 103 Discrimination/Title IX Sexual Harassment Affecting Students and associated Attachments 2 and 3, including acts of retaliation as described in the policy, or knowingly providing false information, may result in disciplinary consequences under applicable Board policy and procedures. This Policy prohibits individuals from knowingly submitting false information during the Title IX grievance process outlined in Attachment 3 of Policy 103 and during other grievance or hearing processes established by Board policy and procedures and/or the Student Code of Conduct.

Reports of Title IX Sexual Harassment and Other Discrimination and Retaliation and Grievance Procedure:

The Board encourages students and third parties who believe they or others have been subject to Title IX sexual harassment, other discrimination or retaliation to promptly report such incidents to the building principal or the

Title IX Coordinator, even if some elements of the related incident took place or originated away from school grounds, school activities or school conveyances. A person who is not an intended victim or target of discrimination but is adversely affected by the offensive conduct may file a report of discrimination.

The student's parents/guardian or any other person with knowledge of conduct that may violate this policy is encouraged to immediately report the matter to the building principal or the Title IX Coordinator.

A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the building principal or Title IX Coordinator, as well as properly making any mandatory police or child protective services reports required by law.

If the building principal is the subject of a complaint, the student, third party or a reporting employee shall report the incident directly to the Title IX Coordinator.

The complainant or the individual making the report may use the Intermediate Unit 1 Discrimination/Harassment Incident Reporting Form which has been developed for purposes of reporting an incident or incidents in writing; however, verbal reports of an incident or incidents shall be accepted, documented and the procedures of this policy and the relevant attachments followed. A copy of this Report Form can be accessed on the IU1's website at: https://www.iu1.org/about-us/title-ix, and through the building principal or the Title IX Coordinator.

The building principal shall promptly notify the Title IX Coordinator of all reports of discrimination, Title IX sexual harassment or retaliation. The Title IX Coordinator shall promptly contact the complainant regarding the report to gather additional information as necessary, and to discuss the availability of supportive measures as defined by Title IX. The Title IX Coordinator shall consider the complainant's wishes with respect to supportive measures.

The Title IX Coordinator shall conduct an assessment to determine whether the reported circumstances are most appropriately addressed through the IU1's Discrimination Complaint Procedures (Attachment 2 to Policy 103) or if the reported circumstances meet the definition of Title IX sexual harassment and shall be addressed through the Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints (Attachment 3 to Policy 103). Those procedures are lengthy and copies of the procedures are not reproduced in full in this

AEDY Handbook but can be accessed on the IU1's website at: https://www.iu1.org/about-us/title-ix and/or hard copies are available in the building principal's office and through the Title IX Coordinator.

Bullying

The Intermediate Unit 1 is committed to providing a safe, positive learning environment for students attending Intermediate Unit 1 programs. The Board recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, the Board prohibits bullying by Intermediate Unit 1 students.

Bullying means intentional and unwelcome electronic, verbal, written or physical conduct directed at a student by another student or students that is severe, persistent or pervasive and has the intent and effect of:

- Physically harming a student
- Damaging, extorting, or taking a student's personal property.
- Placing a student in reasonable fear of physical harm.
- Substantially disrupting the orderly operation of the school.
- Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities.

Cyberbullying means unwelcome written and/or audio and cell phone/camera information directed at a student by another student that has the intent and effect of:

- Sending cruel, vicious, and sometimes threatening messages.
- Creating web sites that have stories, cartoons, pictures, and jokes ridiculing others.
- Posting pictures of classmates online and making or asking for inappropriate comments.
- Breaking into an email account and sending vicious or embarrassing materials/messages to others.
- Engaging someone in IM (Instant Messaging), tricking that person into revealing sensitive personal information, and forwarding the information to others.
- Taking an inappropriate picture of a person on school property and sending that picture to others with the intent to humiliate, ridicule or harm.

Refer to IU1 Board Policy* 249 – **Bullying/Cyberbullying

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

All students and staff are expected to immediately report incidents of bullying to the principal or designee. All other members of the school community, including students, parent(s)/ guardian(s), volunteers, and visitors, are also encouraged to report incidents of bullying. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

The principal or designee is responsible for determining whether an alleged act constitutes bullying. The principal or designee shall conduct a prompt, thorough, and complete investigation of each alleged incident.

Acts of reprisal or retaliation against any person who reports an act of harassment or bullying are prohibited. The principal or designee will determine the consequences and appropriate remedial action for a person who engages in reprisal or retaliation based upon the nature, severity, and circumstances of the act.

The IU1 Board of Directors prohibits any student from falsely accusing another as a means of harassment or bullying. The consequences and appropriate remedial action for a person found to have falsely accused another as a means of harassment or bullying will be determined on a case-by-case basis.

Consequences for a student who commits an act of harassment or bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with the *IU1 Board Policy* 249 – **Bullying/Cyberbullying Policy** and the **Code of Student Conduct**. Remedial measures shall be designed to: correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act.

Terroristic Threats/Acts

The IU1 Educational Campus at McMurray recognizes the danger that terroristic threats and acts by students presents to the safety and welfare of McMurray School students, staff and community. An immediate and effective response to a situation involving a threat or act is necessary. A ***Terroristic Threat*** shall mean a threat to commit violence communicated with the intent to terrorize another; to cause evacuation of a building; or to cause serious public inconvenience, in reckless disregard of the risk of causing such terror or inconvenience. A ***Terroristic Act*** shall mean an offense against property or involving danger to another person.

The IU1 prohibits any student from communicating terroristic threats or committing terroristic acts directed at any student, employee, community member or school building. The principal or designee shall react promptly

and appropriately to information and knowledge concerning a possible or actual terroristic threat or act. Staff members and students shall be responsible for informing the principal regarding any information or knowledge relevant to a possible or actual terroristic threat or act.

When the principal or designee has evidence that a student has made a terroristic threat or committed a terroristic act, the following guidelines shall be applied:

1. The principal shall immediately inform the home school district. The LEA will enter a secondary incident into the Leader System. The corresponding procedures for due process and new AEDY referral with new presumptive exit dates will be followed.
2. Based on further investigation, the principal may report the student to law enforcement officials.
3. The principal may inform any person directly referenced or affected by a terroristic threat.

Refer to IU1 Board Policy* 218.2 – **Terroristic Threats/Acts

Fighting

Fighting is defined as the exchange of punches, blows, and physical force or with weapons between two or more students to harm or gain power. Harassment and/or Disorderly Conduct charges may be brought against any or all participants. Depending on the severity of the fight, a secondary incident may be entered by the LEA in the Leader System. The corresponding procedures for due process and new AEDY referral with new presumptive exit dates will be followed.

Unauthorized Departure from School Grounds

Students are not permitted to depart from school grounds without permission granted through the school office. The principal or designee will notify the parents as well as the local or state police regarding the student leaving school property. Disciplinary action may occur.

Theft/Stolen Property

Any student who is found to have taken the personal property of another individual and/or of IU1 will be referred to the principal and school police officer for disciplinary action and/or prosecution according to Pennsylvania's Crime Code. Charges may be filed against the individual by the person(s) or entity that had the property stolen and/or by the principal or school police officer.

A student who finds or receives the property of another individual that he/she knows to have been lost, mislaid

or delivered by mistake must take reasonable measures to restore the property to the owner. Additionally, a student shall not intentionally receive, retain, or dispose of property of another, knowing that it has been stolen or having suspicion that it may be stolen.

CARE OF SCHOOL PROPERTY

It is the belief of the staff that a student should be instructed in the proper use of school facilities, equipment, instructional materials, and textbooks. Each student should be taught to respect property and to develop feelings of pride in community institutions. Respect for school property is essential for a safe, healthy and clean environment. Respect is demonstrated by:

1. Keeping our school clean and neat
2. Taking good care of school property
3. Respecting other's belongings
4. Asking permission before touching or borrowing anyone else's property
5. Looking after your own belongings

Each student is charged with the responsibility for the proper care of school property and the school supplies and equipment entrusted to him/her to use. Each student should realize that vandalism to school property is costly to repair and is directly related to increased school taxes.

A student who willfully causes damage to Intermediate Unit 1 property (i.e. textbooks, computers, desks, equipment, windows, etc.) shall be subject to disciplinary measures. A student is responsible for the repair and replacement of school property damaged by his/her intentional or negligent actions. Parent(s)/Guardian(s) are responsible for actual damage to school property caused by the willful and malicious acts of their child to the extent allowable under Pennsylvania law. The IU1 may hold a student and his/her parent(s)/guardian(s) responsible for the full costs of restitution including prosecution to the full extent of the law if such costs are not paid.

A student whose damage of school property has been serious or chronic in nature will be reported to the appropriate juvenile authorities. In no case will referral to juvenile authorities be made without prior notification to the student's parent(s)/ guardian(s).

Refer to IU1 Board Policy* 224 – **Care of School Property

Restrooms

Students found to be disfiguring restroom facilities or littering the area will be disciplined according to the severity of the offense. Excess damage will result in the student and his/her parents having to make restitution. **Refer to IU1 Board Policy* 224 – **Care of School Property**

TECHNOLOGY POLICY

The Acceptable Use of Technology Policy was revised March 26, 2013 by IU1 and will be strictly enforced. It is expected that employees, students, and anyone granted access to Intermediate Unit 1 technologies will use these technologies for professional and educational purposes only as it relates to the mission, goals, and objectives of Intermediate Unit 1.

In addition, this is a pornography/violence/hate -free educational institution. Any activities that could be considered obscene, offensive, threatening, disruptive, and/or counterproductive to this environment or any environment associated with Intermediate Unit 1 will be subject to disciplinary actions. The Intermediate Unit Board establishes that use of Intermediate Unit 1 technological services is a privilege, not a right.

Neither employees nor students may intentionally intercept, eavesdrop, record, read, alter, or receive another's person e-mail messages without proper authorization. The Intermediate Unit prohibits all unauthorized or unlawful uses of its technological services.

The illegal use of copyrighted software by students and staff is prohibited. Any data uploaded to or downloaded from the Internet or Intermediate Unit 1 network shall be subject to fair use guidelines.

Any Intermediate Unit 1 computer/server utilized by students and staff shall be equipped with Internet blocking/filtering and/or safety software. In accordance with the Children's Internet Protection Act (CIPA), filtering will be implemented on all computers regardless of whether they are used by student or staff.

Internet safety measures shall effectively address the following:

1. Control of access by minors to inappropriate matter on the Internet and World Wide Web.
2. Safety and security of minors when using e-mail, chat rooms, and other forms of direct electronic communications while adhering to CIPA requirements.
3. Prevention of unauthorized online access by minors, including "hacking" and other unlawful activities.

4. Unauthorized disclosure, use, and dissemination of personal information regarding minors.
5. Restriction of minor's access to materials harmful to them.

Students and staff have the responsibility to respect and protect the rights of every other user of Intermediate Unit 1 technologies.

Enforcement of Technology Policy

1. Intermediate Unit 1 reserves the right to monitor online activities and transmissions.
2. Despite the use of filtering software, students and staff may inadvertently gain access to inappropriate information. If an inappropriate site has been reached or inappropriate information has been accessed, all staff shall contact Intermediate Unit 1 Technology Department in order for the site to be blocked in the future.
3. Illegal use of the Internet or Intermediate Unit 1 network, intentional deletion or damage to files of data belonging to others, copyright violations, and theft of services will be reported to the appropriate legal authorities for possible prosecution.
4. Vandalism will result in cancellation of access privileges. "Vandalism" is defined as any malicious attempt to harm or destroy data, Internet or other networks; this includes, but is not limited to, uploading or creating computer viruses.
5. The end user, whether student or staff shall be responsible for damages to equipment, systems, data, and software resulting from deliberate, willful or negligent acts. Theft, intentional damage, or careless use causing damage of any device will not be tolerated. The repair or replacement cost of damaged equipment will be paid by the party determined to be responsible for such damage or loss. In addition, that party may be denied access to Intermediate Unit 1 technological services.

Computer usage will be limited to software and web-based programs that enhance subject-specific lessons and aid the student in the attainment of skills outlined in the PA Academic Standards. IU1 uses a filtering system to ensure that students do not access banned or inappropriate websites. Students are expected to comply with the limits set by this system and not try to access sites that are deemed inappropriate by breaking into or disabling the system.

Refer to IU1 Board Policy* 815 – **Acceptable Use of Technology

ELECTRONIC DEVICES

A student is not permitted to bring and/or use a CD player, "MP3" player/iPod, cell phone, pager, radios, and the like to school or on school grounds. If an emergency situation exists and a student needs to bring a cell phone to school, it must be turned in to the principal, check-in staff, or school secretary upon arrival and will be returned

at the end of the day.

The principal, police officer, or other designee reserves the right to monitor, inspect, and review a personally owned device or file when administration has a reasonable suspicion that a violation has occurred. Intermediate Unit 1 shall not be liable for the loss, damage, misuse, theft of any personally owned device brought to the Intermediate Unit 1 Educational Campus at McMurray. Continued violation on the Electronic Devices policy will result in discipline and will result in permanent confiscation of the device.
Refer to IU1 Board Policy* 237 **– Electronic Devices.

Intermediate Unit 1 Issued Devices, Student Use, Rights, and Responsibilities

The Intermediate Unit 1 (IU1) serves a nexus for information technology and innovation. IU1 continuously cultivates a culture of learning to better prepare students for life after high school. Educational technologies are central to this mission. To that end, the IU1 will issue devices to students to further energize personal intellectual development and construct knowledge for college, careers, and beyond.

Rules

The following rules shall apply with respect to IU1 devices:

1. Annual written notice will be provided to all parents/legal guardians of students enrolled in IU1 programs who are to be issued an IU1 device. The notice will contain information relating to the one-to-one technology initiative and pertinent procedures.
2. Each student and the student's parent/legal guardian must sign an agreement for the IU1 issued device use setting forth the terms and conditions set forth in this and other policies and acknowledging receipt of guidelines for use of the device.
3. The agreement shall also include an acknowledgement that the student's use of the IU1 device shall comply with the IU1's policy on Acceptable Use of Technology Policy No. 815, Intermediate Unit 1 Issued Devices, Student Use, Rights, and Responsibilities Policy No. 815.1the student handbook. Compliance with the foregoing shall be required without regard to whether the student is connected to the IU1 Network.
4. Students and parents/legal guardians shall be wholly responsible for the safety, care and security of the IU1 devices assigned to students, and shall be liable to IU1 for the cost of any necessary repair or replacement due to intentional or unintentional damage, loss or theft of the IU1 devices.
5. IU1 issued devices will at all times remain the property of the IU1. Students are responsible for the appropriate use of the IU1 devices, both at school and at home. If an IU1 device needs repair, service or

other maintenance, students and/or their parents/legal guardians are to inform the respective building administrator or supervisor. Students should not attempt to repair or service IU1 devices. Vandalism to any device or accessory is strictly prohibited.

6. The IU1 Network includes blocking of websites potentially harmful to minors per the terms of the federal Children's Internet Protection Act. Parents/legal guardians are advised to monitor Internet usage when the IU1 issued device is used at home.
7. Students are not permitted to install, modify or tamper with the IU1 device hardware.
8. Operating System Software installations and configuration changes shall be completed by or under the direction of IU1 Technology Staff or others authorized by the Executive Director.
9. Students will be trained regarding use of the IU1 issued device. An orientation will also be available to parents/legal guardians, with respect to the use, care and maintenance of IU1 devices.

Review of Student Files

The use of the IU1 technology resources is not private. Students should not expect that files stored on or transmitted via the IU1's resources will be confidential. All digital transmissions are subject to monitoring by the IU1 employees and other officials. Digital storage is the IU1's property, and as such, network administrators may review files and communications to maintain system integrity and ensure that students are responsibly using technology.

If the IU1 has a reasonable suspicion that the student is violating rules or policies, the IU1 administrators authorized by the Executive Director may review student files and/or data stored on the device. Reasonable suspicion means reasonable grounds exist that the search will uncover evidence that the student violated the law, school rules, or policies. The scope of the search must be reasonably related to the violation that justified the search.

Remote Access

IU1 devices are equipped with the ability to be accessed and/or monitored remotely. When the IU1 issued device is on the IU1 Network and/or on property, the IU1 is permitted to remotely access and/or monitor the device at any time. When the device is connected to an off-site network and/or not on IU1 property, the organization is prohibited to remotely access the IU1 issued device, except in the following instances:

Technical Problems

In some instances, it may be necessary for the IU1 Technology Staff and/or designee to access an IU1 issued device remotely to resolve a technical problem. The IU1 will implement remote access when the device is on the IU1 Network when possible. However, the foregoing protocol does not apply to the IU1's use of remote access to perform software maintenance, and the IU1 may use remote access to perform software maintenance without informing the student. Software maintenance may involve the correction of altered coding or programming, and in some cases may remove files from the device, if the files are deemed to be a threat to the operation or security of the IU1 Network or are stored in unauthorized software.

Device Reported Missing or Stolen

If a student or a parent/legal guardian believes an IU1 issued device is missing or stolen, the student or parent/guardian must immediately notify the building administrator or supervisor. Once the IU1 is notified, the organization may:

- Remotely disable the device,
- Activate IP tracking or other location-based loss-prevention application,
- Delete all data stored on the device, and/or
- Notify the police (in the event of suspected theft).

At no time will the IU1 device camera be activated remotely, nor will audio or video be remotely monitored.

Discipline

A student's failure to abide by the above guidelines will be subject to possible discipline as established in the applicable Student Code of Conduct or in IU1 policies. Such discipline is in addition to, and not in place of, the student and parent/legal guardian fulfilling their duty to pay for any costs associated with damage, loss or theft of IU1 devices, and to indemnify and hold the IU1 harmless with respect to any loss or damage incurred arising from any violation of terms and conditions in the agreement for use of IU1 devices.

Refer to IU1 Board Policy* 815.1 - **Intermediate Unit 1 Issued Devices, Student Use, Rights, and Responsibilities

DRESS CODE

Dress and Grooming

A student's style of dress and/or grooming may reflect individual preference; however, such preferences must be selected within the constraints of reasonable rules and appropriate standards that are consistent with the maintenance of an effective learning atmosphere and good personal hygiene. The IU1 Board expects each student's attire and grooming to promote a positive, safe and healthy environment within the school.

The Board has determined that reasonable regulation of school attire and personal adornment is within its authority and consistent with its responsibility to provide an appropriate environment for learning. Although the Board recognizes that individual students have a right to free expression, that right must be balanced with the Board's responsibility to provide a safe, secure and orderly educational environment for all students.
Refer to IU1 Board Policy* 221 – **Dress and Grooming

Section 1 – General Clothing Guidelines

Students may not wear the following:

- Clothing considered a safety hazard such as baggy or excessive layers
- Torn or ripped clothing that reveals private body parts
- Spandex or skin-tight clothing
- Outer wear (coats and jackets) after the student has gone through check-in.
- Cutoffs

Section 2 – Tops

- Blouses and shirts must have sleeves
- Tops may not be low cut or exposing, such as bare backs and bare midriffs
- Unacceptable tops include: tank, halter and mesh tops, see through blouses and shirts, tube or crop tops, spaghetti straps
- Shirts may not have writing, pictures or insignia that endorse vulgarity, violence, tobacco, drugs and alcohol, weapons or exhibit obscenities and double meanings

Section 3 – Pants, Shorts and Skirts

- Shorts and skirts must not be shorter than the length of the fingertips with arms extended down the sides of the legs

- Extremely tight pants, shorts, and skirts are not permitted
- Splits in dresses and skirts are not to be longer than 3 inches
- Pants, shorts and skirts must be secured and worn so that no skin and/or undergarments are exposed
- Pants with lace material or that have lace above the knee are not permitted

Section 4 – Footwear

- Shoes must be worn at all times
- Shoes with laces must be tied
- Sandals must be secured on the feet by the straps provided
- Shoes with heels must be no higher than one inch
- Appropriate footwear must be worn for physical education class (i.e. Shoes with laces secured to feet)

Section 5 – Jewelry and Accessories

- Spiked jewelry, chains, or any other jewelry that may cause injury or is a safety hazard is not permitted
- Smart watches are not permitted.
- Jewelry is to remain on during the course of the day
- Hats, bandannas, visors, sweatbands, sunglasses, and any other headgear are not permitted.
- If a student wears a hoodie, the hoodie must be down and not covering his or her head.
- Patches, buttons, pins, tattoos, jewelry, belts, purses, etc. may not have any writing, pictures or insignia that are obscene, sexually explicit, violent, or drug, alcohol or tobacco related

Section 6 - Hair

- A student whose hair length would cause a safety or health hazard in such courses as Vocational Education, Physical Education, Technology Education, Family and Consumer Science, Crafts, and/or co-curricular activities will be required to take appropriate accommodations to secure one's hair.

Section 7 – Health and Hygiene

- All students are expected to maintain good personal hygiene.
- Blankets and pillows from home are not permissible in school.

- Any clothing that is unhealthy or unsanitary is discouraged (i.e. dirty or giving off a foul odor).
    - If health and hygiene is consistently an issue, it will be addressed with your child by the school social worker so that the appropriate skills can be taught.

Section 8 – Consequences/Remedies

- Student will remove article(s) that violate the dress code
- Student will call his/her parent to bring a change of clothing or will wear clothing that is provided by the office
- Student may be isolated if situation cannot be corrected
- Student will turn clothing inside out if requested to do so
- Refusal to comply with these remedies will result in disciplinary action

GENERAL INFORMATION

School Calendar

The Intermediate Unit 1 Educational Campus at McMurray will follow a designated calendar for the 2026-2027 school year. A copy of the calendar is mailed and sent home with each student. Additional copies can be obtained from the school secretary.

School Delays and Cancellations

The Intermediate Unit I Educational Campus at McMurray will announce school delays and cancellations separately from the student's home school district. Any school delay or cancellation will be reported on the following radio and TV stations:

WJPA Radio – 1450 AM	KDKA TV – Channel 2
	WPXI TV – Channel 11
	WTAE TV – Channel 4

Announcements

Announcements are made daily over the PA system. Students are responsible for listening to and adhering to the daily announcements.

Pledge Of Allegiance

It is the responsibility of every citizen of the United States of America to show respect for his/her country and its Flag. A student may choose not to recite the Pledge of Allegiance to the Flag on the basis of personal belief or religious convictions. A student who chooses to refrain from participation will respect the rights and interests of his/her classmates who wish to participate. A student who chooses to refrain from participation may stand or sit and will remain respectfully silent throughout the Pledge of Allegiance.

Valuables

The school is not responsible for lost or stolen items. A student is prohibited from bringing large sums of money and other items of value to school.

Lost and Found

Lost and Found items are located in the office. Unclaimed items will be disposed of after the completion of Semester 1 (January) and then again after the last day of school.

Lost or Damaged Textbooks

A student is responsible for the proper use and care of his/her textbooks. A student will pay for lost or damaged books.

Emergency Contacts/Legal Documentation/Change of Address and Number

A student and/or his/her parent(s)/guardian(s) must report any change of address and/or telephone number to the office secretary. This information is very important in the event that the school needs to communicate with a parent/guardian (e. g., when a child becomes ill, in emergency situations, etc.).

If the court issues updated custody agreements, legal documentation must be submitted to the school immediately upon receipt. If this would change any information listed on the emergency contact sheet, an updated one must be submitted along with the custody agreement.

Public Display of Affection

Displays of affection including but not limited to kissing and fondling are not permitted in school. If a verbal warning does not end this problem, then parents/guardians will be notified, and disciplinary action may be taken.

Dismissal/End of the School Day

All students must remain in their classroom until their buses/vans has been called by school district. Only the designated exit is to be used to load buses/vans. Never cross in front of or go between buses. No one is to loiter in the loading area.

Field Trips

A field trip is defined as any activity that is designed to culminate or enrich a unit of instruction. Students participating in a field trip are transported away from school premises, are provided with a first-hand educational experience not available in the classroom, and are supervised by one or more of the McMurray Campus staff. During field trips, students remain under the supervision and responsibility of the McMurray Campus staff and are subject to all rules and regulations.

Refer to IU1 Board Policy* 121 – **Field Trips

Recruiters

Act 10 of 1991 and the No Child Left Behind Act of 2001 created mandates for receiving federal funds to provide student names, addresses, and telephone numbers available to military recruiters. Parents/guardians may opt out so that information is not released without their prior consent. Parents/guardians must notify the principal in writing of this decision.

Work Permits

A student wishing to obtain a permit for a part-time job during the school year must report to his/her home school to obtain the required forms.

Visitors

Under normal operating conditions, the staff welcomes and encourages visits to our school by parent(s)/guardian(s), community residents, agency personnel and educators. To ensure order, a visitor must comply with the policies and procedures of IU1 and have their photo identification readily available. Visitors may also be subject to the school's entry procedures, including the use of metal detectors, searches, etc. All building policies are clearly displayed at each entrance to the building. Individuals participating in approved activities (e.g. student teaching, social work internship, staff trainings, etc.) and agency personnel providing services to a student will follow the applicable procedures governing their visits, including acquiring the appropriate clearances. Visitors must sign in and out at the main office and must wear any visitor identification

provided to them.
Refer to IU1 Board Policy* 907 - **Visitors

Integrated Pest Management

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

Integrated Pest Management (IPM) is the coordinated use of pest and environmental information to design and implement pest control methods that are economically, environmentally and socially sound. IPM promotes prevention over remediation and advocates integration of at least two (2) or more strategies to achieve long-term solutions.

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

The Board established that the Intermediate Unit should use pesticides only after consideration of the full range of alternatives, based on analysis of environmental effects, safety, effectiveness and costs.

The Board adopted an Integrated Pest Management Plan for buildings and grounds that complies with policies and regulations promulgated by the Department of Agriculture.

The Executive Director or designee is responsible to implement integrated pest management procedures and to coordinate communications between the Intermediate Unit 1 and the approved contractor.
Refer to IU1 Board Policy* 716 – **Integrated Pest Management

Safety Drills

A fire drill will be held monthly, and other safety drills will be held periodically throughout the school year. Emergency bus evacuation drills will be held twice per year, one during the first week of school and one in March. An emergency weather drill will also be held, according to guidelines provided by the Pennsylvania Emergency Management Agency (PEMA). Also, once per year, an emergency evacuation drill will be held. Each student will participate in these practice drills in a safe and orderly manner. On the next two pages is a

letter from the principal explaining the emergencies, types of responses and the roles of parent(s)/ guardian(s) in time of crisis.

Dear Parent(s)/Guardian(s):

This letter is to assure you of our concern for the safety and welfare of students attending the Intermediate Unit 1 Educational Campus at McMurray. Our Emergency Operations Plan provides for response to all types of emergencies. Depending on the circumstances of the emergency, we will use one of the following protective responses:

1. ***Immediate evacuation*** *Students will be evacuated to a safe area on the school grounds in the event of a fire, gas leak, etc.*

2. ***Modified Operation*** *This action may include cancellation/postponement or rescheduling of normal operations. This action is normally taken in cases of inclement weather or building problems (such as utility disruptions, heating issues) that make it unsafe for students to be in attendance.*

3. ***In-house sheltering*** *Provide refuge for students, staff and the public within the school building during an emergency such as sudden and severe weather, hazardous material spills/leakages, etc.*

4. ***Evacuation*** *Total evacuation of the campus may be necessary if the school is in an endangered area. In this case, students will be taken to another location outside of the endangered area.*

If your residence is in a disaster/endangered area and the McMurray Campus is not, your child will be cared for at the school until the danger has subsided, or until you or your authorized designee comes to the school to get him/her.

Please listen to *WJPA Radio or Channel 4 WTAE TV* for announcements relating to any emergency situation.

We ask that you refrain from calling the school during an emergency situation. This will keep the telephone lines open so that campus staff will be able to make emergency calls and relay information to the appropriate authorities and the media.

The media will advise you when and where to report to regain custody of your child. This will avoid traffic congestion that may impede the response of emergency personnel and vehicles further endangering the safety of students and staff.

When you report to the designated student release area, you will need to:

- Produce a photo identifying you as the authorized person designated to pick up the student.
- Sign a student release form.

Included with this letter is the form that the school uses for parents to designate the person or persons authorized to pick up your child. Please complete and return the form to the school office no later than *September 10, 2026.* This form will be used for *ALL INSTANCES* when your child is released from the school. Please ensure that only those persons you list on the form attempt to pick up your child.

I specifically urge you **not** to telephone the school or attempt to make different arrangements during an emergency situation. Such action will only create additional confusion and divert staff from their assigned responsibilities.

All instructions will be provided to the media for dissemination. Should the media be unable to operate because of a power outage, etc., Emergency Management personnel in your area will activate an alternate alerting system.

Emergency conditions/situations may require that the school close for a period of time. You will be informed via the news media or neighborhood alerting system of procedures to be followed.

In order to assure the safety of our students and staff, and in an effort to assure the continuity of the educational process, I ask your understanding and cooperation should any emergency occur. If you have additional questions regarding our emergency operating procedures, please contact me at mike.minor@iu1.org.

Sincerely,

Mike Minor

Mike Minor
Principal/Special Education Supervisor

Intermediate Unit 1 does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, ancestry or any other legally protected classification in its educational programs, activities or employment practices.

I have received a copy of the IU1 Educational Campus at McMurray AEDY Handbook and understand the Intermediate Unit 1 and McMurray School Policies and Procedures are located in this handbook. I agree to the follow the **Code of Student Conduct** and all rules and procedures explained in this handbook.

_____ _____

Student Name and/or Signature Date

I have received a copy of the IU1 Educational Campus at McMurray AEDY Handbook and understand the Intermediate Unit 1 and McMurray School Policies and Procedures are located in this handbook.

_____ _____

Parent/Guardian Date

	Arrival/ Dismissal	Hallways/ Stairwells	Classroom	FabLab	Gym	Office/ Health Room	Bathroom	Calm Down Room
Positive Attitude	Walk into/from school Turn in/collect bookbag and phone Go through metal detector Remove shoes	Use kind words Be Attentive	Use Kind words and actions Accept and apply feedback Focus on self	Be a leader Focus on your own behavior Help others	Stay in assigned area Use equipment/ materials as directed Ask Permission	Identify what you need Remain calm	Use as properly One student at a time	Take deep breaths Use kind words
Act Respectfully	Follow staff directions Use respectful language and Voice level 1	Voice level 1 Personal space Listen Raise hand Use good manners	Follow staff directions Respect school property Use respectful language Follow technology guidelines Raise hand before speaking Take turns speaking Voice Level-0-1	Follow staff directions Respect property and projects Use respectful language and have respectful conversations	Help peers Invite others to join Report unsafe behaviors to staff Act Respectfully	Follow staff directions Use respectful language Voice level 1	Leave it as it was when you came in	Follow staff directions Leave pieces intact Voice level 1
Work Hard	Follow adult directions on first request Maintain	Go to location directly and safely	Show what YOU can do Complete assignments Participate	Participate in all projects Put forth your best effort Ask for	Good Sportsmanship Help clean up	Have staff call office/nurse before coming down Be escorted by a staff	Go, flush, and wash	Breathe and stretch Follow staff directions

	an organized, safe area		in class Be productive	assistance	Go to assigned area promptly	member Have a purpose for visiting		Use coping skills
Safe Choices	Hands and feet to self Bring only school essentials	Hands and feet to self Body facing forward Make sure shoes are tied Walk on right side	Stay in seat Request permission to leave room Make safe choices Be on time Hands and feet to self	Clean up area Use tools and machines appropriately Follow all lab safety procedures	Follow staff directions Use kind words Respectful Language Personal Space	Hands and feet to self Wait calmly for your turn Practice healthy choices	Leave it as you found it	Exit when using safe hands and feet Follow staff directions Keep mats in room One student at a time

IU1 Educational Campus At McMurray School Emergency Operations Plan

Intermediate Unit 1 Educational Campus at McMurray

625 E. McMurray Rd

McMurray, PA 15317

Date: July 2026

Copy Number _____

Foreword

This Emergency Operations Plan is part of a systematic planning effort on the part of the **Intermediate Unit 1 and its Educational Campus at McMurray** to provide for the care and the well-being of the students, faculty and staff. This plan is meant to address extraordinary circumstances wherein the lives and property of individuals are in imminent danger. The procedures outlined in this plan constitute those temporary measures that will be taken to maximize the protection available for threatened individuals as well as preparatory measures that should be accomplished during non-emergency time. The plan does not create elaborate new structures, but relies on the organization, skills and procedures that are followed on a day-to-day basis.

Much of the information that is needed to implement a plan like this one should be treated as sensitive. The exact locations of shelters and rallying points, the routes to be taken during an evacuation, the location of a command post to centralize information and decision-making and the means of communication may be useful information to potential terrorists or other criminals. Additionally, items of personal information about key personnel or persons with special needs must be available. For this reason, only part of the plan is subject to public scrutiny.

The plan itself is organized into two distinct parts; the “Basic Plan” and a series of checklists and resource listings. The basic plan provides overall concepts and assignment of responsibility. It does not contain great amounts of detail. The detail in the annexes and checklists makes them sensitive and not considered to be public documents. The information in the checklists is arranged by function, recognizing that the evacuation planned for a HAZMAT spill will work just as well for a winter storm (and probably gets practiced several times each year.)

This plan is required by the Pennsylvania Emergency Management Services Code, which states that "every school district, in cooperation with the local Emergency Management Agency shall develop and implement emergency preparedness plans." The plan is applicable to all staff, students as well as outside contractors and other guests in the school at the time of an emergency. Maintenance and implementation of the plan is the responsibility of those officials elected to the school board, and its appointed agents.

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BASIC PLAN

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B. CHECKLISTS *(published separately - not included as part of the basic plan)*

Basic Plan

1. **PURPOSE**
   - **A.** To provide for the protection of persons and property in the event of a natural, technological, or human imposed emergency or disaster.
   - **B.** To establish procedures for alerting the administrators and staff.
   - **C.** To define the roles and responsibilities of the Intermediate Unit 1 Educational Campus at McMurray administrators and staff.
   - **D.** To assure coordination and cooperation with municipal and county government and emergency services.

2. **SITUATION AND ASSUMPTIONS**
   - **A.** The Intermediate Unit 1 Educational Campus at McMurray is headquartered at 625 E. McMurray Rd, McMurray, Pennsylvania and has a normal student population of **100** and **45** faculty/staff serving this student population. This also includes other Intermediate Unit I employees (secretaries, social workers, itinerant teaching staff, supervisors, support teachers, etc).
   - **B.** Primary assistance during emergencies will be dispatched through the **Washington County 9-1-1** and be coordinated by the **Washington County Emergency Management Agency (724)-228-6911**.
   - **C.** The school is subject to the following natural disasters and emergencies:
     1. Natural Disasters:
        a. Blizzard, flood, tornado, high winds, fires, pandemic

     2. Technological Disasters:
        a) HAZMAT spills, natural gas, carbon monoxide, mine subsidence/explosion

     3. Human-Caused Emergencies or Disasters:
        a. School violence, deliberately released biohazards, deliberately set fires, bomb threats, internet threats, terrorism, prison issues, intruder, kidnapping

3. **CONCEPT OF OPERATIONS**

A. General:

1. Direction and Control – The head teacher and/or building/program supervisors of the IU 1 Educational Campus at McMurray will exercise control over emergency actions in the building. A command post (CP) will be established from where this incident control (IC) will be exercised. The head teacher/program supervisors will merge into a unified command with municipal emergency services when they arrive on site.
2. In the command post, the head teacher/program supervisors will gather and record information necessary to decide what emergency actions should be

taken. The decision of whether to remove the students, faculty and staff from the danger area (evacuate) or to try to provide shelter within the school will be made there.

3. In an emergency, school officials will continue only those functions necessary. All personnel and resources will be focused on providing the safety and well-being of students and staff.

B. Assistance to Emergency Services: In compliance with the Pennsylvania Emergency Management Services Code (Title 35, Pa C.S.);
   1. All publicly-funded schools shall be made available to municipal, county and Commonwealth of Pennsylvania officials for emergency planning and exercise purposes and actual service as mass care facilities in the event of an emergency.
   2. Transportation:. Provision is made in district contracts that all bus and transportation vehicles, owned or leased, shall be made available to Commonwealth, county and municipal officials for emergency planning and exercise purposes and actual service in the event of an emergency evacuation.

C. Every school, in cooperation with municipal and county emergency management agencies, shall develop a plan including more specific procedures, responsibilities, duties, and precautions to be followed in the event of natural, technological, or human-caused disasters or emergencies.

D. Succession of Authority:
   Succession of authority to activate this emergency plan and make emergency decisions for the school is, in order of sequence is:
   (a) Building Principal
   (b) Head Teacher
   (c) Police Officer

E. Communication: The school principal will notify the Safety Coordinator, Assistant Executive Director, and Executive Director who will in turn notify the district superintendents who have students in the building.

F. Drills and exercises: Regular drills will be conducted in order to:
   1. Provide training for all faculty and staff, including substitutes and bus drivers, on emergency plans, procedures and duties;
   2. Orient students on emergency procedures and responsibilities; and
   3. Develop skills needed for a real emergency.

G. Accountability of Students and Staff:
   1. School policies regarding release of students only to those known parents or guardians will continue to be followed
   2. In case of an evacuation, classes will be escorted from the building to pre-designated student evacuation areas or host sites/schools. Attendance will be taken at the student evacuation area/site and promptly relayed to the administration located at the Command Post.

H. Special Needs Populations: The school will identify staff and students with special needs (language, physical and other) and designate individuals to assist and support them during emergencies.

4. ORGANIZATION AND RESPONSIBILITIES

A. Program Supervisors/Head Teacher/Lead Paraprofessionals
   1. Determine a course of action to be taken during an emergency and coordinate the school's response to the emergency.
   2. Maintain school/Intermediate Unit 1 doctrine, plans and procedures (including this plan) in a current and usable state.
   3. Ensure effective communication within the school/IU and serve as the single conduit for communication to agencies outside the school district.
   4. Work through the Public Information Officer (PIO) and local mass media to ensure that families and the general public are aware of what's happening in the schools.
   5. Report to the school command post and act as Incident Commander until the arrival of emergency services.
   6. Act as liaison between emergency services on-site and the rest of the school/district.
   7. Keep the staff apprised of the emergency.
   8. If necessary, arrange for meals for students and others who may be confined to the school building.
   9. Review and assist in keeping plans and checklists current.

B. Transportation Manager/Logistics:
   1. Review and assist in keeping plans and checklists current.
   2. Determine the number and types of transportation needed.
   3. Coordinate availability of buses and drivers.
   4. Ensure that traffic control is in place and functioning.
   5. Work with municipal/county transportation coordinators to ensure optimum utilization of resources.

C. Faculty/Staff:
   1. Review and assist in keeping plans and checklists current.
   2. Maintain accountability of all personnel.
   3. Perform special assignments as specified in the plan checklists.

D. Director of Business Services/Operations:
   1. Maintain records of overtime and emergency expenditures.
   2. Procure emergency supplies and equipment, as needed.
   3. Ensure purchase, maintenance and monitoring of the school/district NOAA Weather Alert Radio.

E. School Nurse:
   1. Review and assist in keeping plans and checklists current.
   2. Review procedures and prepare for continued supply of medicines for students with special needs and common student population maladies.
   3. Package and move records to a host facility (if needed).

** (In the event the school nurse is acting as Incident Commander, the building secretary will assume this responsibility)

4. Assist emergency responders in identifying those students/staff who may need special assistance, including mental health issues.

F. Parents:
   1. Be familiar with plans and procedures for ensuring safety of the children.
   2. Tune to local media for information and instructions during an emergency.

5. ADMINISTRATION AND LOGISTICS

A. Administration
   1. Parents will be informed of the provisions of this plan through student take-home literature (must be in language parents understand).
   2. Memoranda of understanding or mutual aid agreements will be executed with "host" locations/schools and other support providers during non-emergency time.

B. Logistics
   1. Should a school's resources prove to be inadequate, the Safety Coordinator will ask other buildings for assistance.
   2. Unmet needs will be reported to the local/county emergency management agency.

6. AUTHORITY AND REFERENCES

A. Authority
   1. Public School Code of 1949, as amended, 24 P.S. § 1-101, et seq.
   2. Public School Code of 1949, as amended, 24 P.S. § 15-1518
   3. Public School Code of 1949, as amended, 24 P.S. § 13-11301-A through 13-1313-A (Pennsylvania Safe Schools Act)
   4. Pennsylvania Emergency Services Code, 35 Pa.C.S.A.§ 7101-7707, as amended

B. References
   1. The Commonwealth of Pennsylvania Emergency Operations Plan (EOP),
   2. "Multi-Hazard Safe Schools" course, Pennsylvania Emergency Management Agency (PEMA)
   3. Pennsylvania Department of Education/PEMA, School Emergency Planning Guide
   4. "Hazard Vulnerability Analysis", Washington County
   5. The County of Washington Emergency Operations Plan (EOP), 2008.

7. TRAINING AND EXERCISES

A. Training
   1. Annual training sessions shall be conducted on the Intermediate Unit 1

Educational Campus at McMurray's Emergency Operations Plan (EOP), duties and related procedures.

2. Fire safety and CPR/first aid training should incorporate the EOP, and responsibilities assigned in it.

B. Exercises and Disaster Drills: The Intermediate Unit 1 Educational Campus at McMurray School will participate in the following:
   1. County/National Weather Service (NWS) sponsored exercises: at least one disaster type drill annually.
   2. Evacuation drills at least annually.
   3. Fire drills monthly
   4. Lock down drills monthly

8. PLAN DEVELOPMENT, MAINTENANCE AND DISTRIBUTION

A. As elected officials, the school board members have responsibility for the development and execution of Intermediate Unit 1's emergency plans.

B. The Pennsylvania Department of Education has responsibility for oversight of Intermediate Unit 1 planning.

C. Principals/administrators will coordinate the development and maintenance of the Emergency Operations Plan for their campuses. The plan will be reviewed annually and updated as needed.

D. Basic distribution of the Emergency Operations Plan is one copy (except as noted) to:
   1. Intermediate Unit 1 Central Office
   2. Peters Township Emergency Management Agency
   3. Washington County Emergency Management Agency

Record of Change

Date of Change	Summary of Change	Signature of Person Making Change	Date Change Distributed
7.7.26	Changed date to July 2026 on the front page	Mike Minor	7.7.26

Concurrence

This plan has been reviewed and has been found to be consistent with the operations and capabilities of the below-mentioned organizations.

Date	Organization	Signature	Date Plan Received	Copy Number

This table can have as many lines as needed to accommodate the agencies reviewing and concurring. The plan should be coordinated with all outside agencies that will play a role in its implementation (e.g. local government; local emergency services; host schools, if outside the district). Ideally, they will be involved in the planning process. As a minimum, invite each to attend the meeting at which your board will adopt the plan. This is the ideal time for all to sign the concurrence page. You need one (1) original of this page. Copies of the page can be placed in the distribution copies of the plans.

Promulgation

Your solicitor may prefer other wording If not, this is provided as guidance.

Resolution # _____ of the _____Intermediate Unit 1 Board of Directors

This plan is adopted as the Emergency Operations Plan for emergencies and disasters occurring within the Intermediate Unit 1 Educational Campus at McMurray. This plan is designed to comply with all applicable federal and Commonwealth of Pennsylvania laws and regulations and provides the policies and procedures to be followed in dealing with emergency conditions.

This plan supersedes all previously developed emergency plans.

Adopted this _____ day of _____, 20___.

Appropriate signatures would go here. Usually includes Executive Director, President and Secretary of the Board.

_____

_____

_____

_____

Intermediate Unit 1

Educational Campus at McMurray

EMERGENCY PLAN FLIP CHART

LEAVE BLANK

Page 1B. Place text here

EMERGENCY CONTACTS

- **9-1-1**
- **PETERS TOWNSHIP POLICE: (724) 942-5030**
- **STATE POLICE: (724) 223-5200**
- **WASHINGTON COUNTY EMERGENCY MANAGEMENT: (724) 228-6911**
- **PETERS TOWNSHIP FIRE DEPARTMENT: (724) 941-4176**
- **AMBULANCE & CHAIR: (724) 225-8050**

EMERGENCY CONTACTS

Page 2B. Place text here, if necessary

SHELTERING IN PLACE/LOCKDOWN

***Communication of a Lockdown situation shall be made in plain language utilizing PA system, telephones, cell phones and walkie-talkies.**

All teachers are required to have the following information updated in Lock Down Procedure Kit:

1. Updated roster
2. Parent Contact and Emergency numbers
3. Medical Information- Medications students are required to take.
4. SIP/Lockdown and Evacuation Procedures

Administrative Lockdown/SIP

*** Administrative Lockdowns shall be utilized to restrict movement in the building.**

1. Continue with normal classroom operations, with the exception that all students and staff are required to report to their scheduled classrooms immediately.
2. No one is authorized to leave until the "All Clear" message is given.
3. Students/staff participating in out of building activities (Community-Based Instruction, Vo-Tech, Field Trips, etc.) shall be directed to shelter in place, not to return to school, or to report to a pre-determined site in the building until the "All Clear" is given.

SHELTERING IN PLACE (SIP)/LOCKDOWN

Exterior Threat Lockdown/SIP

***This lockdown will be used when there is a threat outside of the school, with no immediate risk or potential risk to the staff/students inside.**

1. Clear the hallways and proceed to assigned classroom.
2. Lock classroom doors.
3. Close exterior shades.
4. Continue class as normal as warranted by the situation.
5. Should the situation worsen, either through announcement or personal observation, the following options shall be considered for protection: take refuge under the windows in the classroom, remove students from classroom to hallway while preparing to lockdown in the classroom in case the event moves to the interior, or taking refuge behind barricade at windows. Staff are to use best judgment in responding.
6. Students/staff participating in out-of-building activities (Community-Based Instruction, Vo-Tech, Field Trips, etc.) shall be directed to shelter in place or to report to a pre-determined site until the "All Clear" is given.

Interior Threat Lockdown/SIP

***This lockdown shall be employed in response to an intruder inside the school or a severe or imminent threat.**

1. Clear the hallways and proceed into the nearest classroom.
2. Lock classroom door.
3. Turn the classroom lights off.
4. Seat students out of sight of the windows and doors. All should remain silent.
5. Raise exterior window blinds to allow law enforcement to see inside the building.
6. "Duck and Cover" in an area in the classroom away from windows/doors.
7. If the fire alarm is activated during an Interior Threat Lockdown, do not begin Evacuation procedures until notified via announcement or by known personnel.
8. Do not open the classroom door to anyone. When the Interior Threat Lockdown is cleared, staff must wait for school officials and/or a uniformed law enforcement officer to unlock the classroom door.
9. Students participating in outdoor/out-of-building activities (Community-Based Instruction, Vo-Tech, Field Trips, etc.), shall shelter in place or be directed to a pre-determined site as indicated in the Emergency Operations Plan.

ON-SITE EVACUATION/OFF-SITE EVACUATION

For All Evacuations:

1. Close and lock doors.
2. Turn out lights.
3. Monitor students and encourage them to exit the building in a quiet and orderly fashion.
4. Designated staff will monitor the evacuation process in the hallways and doorways.
5. Assemble by Principal's Office or in Multi-Purpose Room.

For On-Site Evacuations:

1. Take student roll.
2. Use Green cards to indicate all students are present, Red cards for missing, injured, or extra students.
3. In the case of a missing/injured student, a Paraprofessional shall report to the Command Center the names of students missing or unaccounted.
4. Maintain control of students in assigned location until instructed to return to classroom or to another location.

For Off-Site Evacuations:

- **1st Host Facility – St Benedict the Abbot Church**
- **2nd Host Facility– IU1 McMurray parking lot/grassy areas**

1. Take roll prior to boarding transportation. Any missing students shall be reported to the Command Center.
2. Students/Staff will be assigned to buses by Homeroom.
3. Student contact information cards and Family Reunification forms shall be taken to Host Facility by staff.
4. Upon arrival at Host Facility, take roll again and report to Command Post.
5. Maintain supervision and accountability for all students while at Host Facility.
6. Remain at Host facility until all students have been released.
7. Assist in returning the Host Facility to pre-evacuation condition.

ON-SITE/OFF-SITE EVACUATION

Page 4B. Place text here, if necessary

FAMILY REUNIFICATION/STUDENT RELEASE

1. Students will be released from a pre-determined Reunification Station at the Host Facility.
2. Students will be released to their parents, guardians, or designee, as prearranged on the Emergency Contact Card, with government issued photo identification and following completion of the Reunification Form.
3. A designee will radio the Homeroom Teacher of the student who is leaving.
4. A designated Paraprofessional or Social Worker will escort student to the reunification station, and the student will be marked as leaving.
5. The student will then be released to his/her parents, guardians, or designee.

FAMILY REUNIFICATION, STUDENT RELEASE

Page 5B. Place text here, if necessary

TORNADO, HIGH WINDS, OR OTHER SEVERE WEATHER

1. An announcement will be made in plain English to report to the Principal's Office area.
2. Bring all persons inside the building.
3. Close windows and blinds.
4. Line students in the hallway by homeroom.
5. Take roll upon arrival.
6. Use Green Card to indicate all students are present. Use Red Card to indicate missing, injured, or extra students.
7. All should assume a "Duck and Cover" hold.
8. Remain in place until an "All Clear" signal is given by known personnel.

*** If outside, students and staff should move to the nearest interior safe area. If time does not permit, have students get down in the nearest ravine, open ditch, or low spot away from trees or power poles. Remain in safe area until "All Clear" has been issued.**

SEVERE WEATHER

Page 6B. Place text here, if necessary

UTILITY FAILURE-ELECTRICITY, WATER, GAS

1. Notify the administrator of the utility failure.
2. Consult with the administrator as to the safety of continuing normal activities as appropriate.
3. In the event of a gas leak or failure, do not allow the use of open flames such as matches or candles due to possible leaks in the area. Do not operate electrical switches.
4. Be prepared for a possible On-Site Evacuation or Off-Site Evacuation & Family Reunification.

UTILITY FAILURE

Page 7B. Place text here, if necessary

HAZARDOUS MATERIALS RELEASE

1. If the substance released is inside a room or building, you may be instructed to Evacuate. If so, evacuate students and staff to a safe location at right angles to and upwind of the agent.
2. If it is too dangerous to evacuate the facility,
    - Secure the building, including closing all windows and doors.
    - Shut off all heating, cooling, and /or ventilation systems. Cut "OFF" all motors, fans, and appliances.
    - Place wet towels in door cracks and/or tape around the doors and windows to block air from the outside.
3. Listen to emergency alert broadcasts on all available media, and follow their instructions.
4. After evacuation, persons who have come into direct contact with hazmat substances should be taken to a decontamination area.
5. Be prepared to render first aid, if necessary.

FOOD OR BEVERAGE CONTAMINATION

1. Notify the administrator immediately.
2. Take immediate action to prevent others from consuming food or beverages until the actual source of contamination can be determined.
3. Follow the directions of the administrator.

HAZARDOUS MATERIALS, FOOD/BEVERAGE CONTAMINATION

Page 8B. Place text here, if necessary

FIRE

1. Activate fire alarm. Call 911.
2. Report the exact location of the fire to the main office.
3. Close room doors.
4. Evacuate to designated area at least 300 feet from the building. Take rosters and Emergency Contact Cards with you.
5. From the designated assembly area, hold up the Green Card, if all students are present. If any missing, injured, or extra students, hold up the Red Card.

***Fire Safety Reminder: If someone has flames on their body, remind them to, "Stop, Drop & Roll." If possible, use a blanket to smother flame.**

FLOODING

1. Follow the directions of local emergency management officials.
2. Unplug all appliances. Do not touch electrical equipment. Avoid downed electrical lines.
3. If there has been flooding in the community, do not drink tap water due to possible contamination.
4. Do not stack sandbags against the facility as this may lead to structural damage.
5. Keep everyone indoors.

EARTHQUAKE

1. Keep calm and remain where you are. Assess the situation. Then act.
2. Remember that falling and flying debris causes injuries and death. Seek shelter under desks or other heavy furniture. Move away from windows and overhead hazards.
3. If outdoors, teachers should direct students to move away from buildings, gas and electrical lines.
4. If indoors, advise everyone to seek cover under sturdy furniture or against a wall near the center of the building and away from glass.
5. Do not allow the use of open flames such as matches or candles due to possible gas leaks in the area.
6. After tremors have stopped, if it is safe to do so, evacuate the building. Do not reenter.
6. Upon reaching the designated assembly areas, take roll. If all students are present, hold up the Green Card. If any missing, injured, or extra students, hold up the Red Card.
7. Prepare for aftershocks.

FIRE, FLOODING, EARTHQUAKE

Page 9B. Place text here, if necessary

BOMB THREAT/SUSPICIOUS PACKAGE

***Bomb Threat Checklist should be kept by each phone.**

1. Visually scan area of responsibility for any packages or items that could contain an explosive device (objects that they do not recognize as normally being present).
2. If any suspicious items are noted, they should not be disturbed. Notify the administrator upon evacuation from the area.
3. Follow the Evacuation protocol to an assembly area at least 1000 ft. from building. Have students bring their book bags and other hand carry articles with them.
4. Prop or leave doors open as you go through them on your way out to your evacuation location.
5. Do not turn lights off if they are on and do not turn lights on if they are off.
6. Take roll. Hold up Green Card if students are all present. Hold up Red Card if missing, injured, or extra students.
7. Refrain from using cellular or digital telephones or portable radios during these situations unless a life-threatening emergency exists. In some instances, radio frequency energy can trigger an explosive device to detonate. Explain to students that any electronic communication devices that are observed in use will be seized. Explain to the students that the use of such devices can pose a safety hazard.

Page 10B. Place text here, if necessary

Page 11B. Place text here, if necessary

TOPIC 11

Page 12B. Place text here, if necessary

IU 1 McMurray Emergency Operations Plan Checklists

2026-27 version

-changed year on cover page to July 2026

-page 9 added “hallway” wall

-page 18 changed date in evacuation letter to September 10, 2026

IU 1 Educational Campus at McMurray School

Emergency Operations Plan

CHECKLISTS

The attached checklists outline suggested procedures to be used during emergencies. You should review them carefully to be sure that they fit the unique needs of your school and potential situation. If local policy and situations indicate that a different procedure is more practical, change the checklists.

It is important that the emergency planning process be a coordinated effort involving educators, local emergency responders (police/fire/Emergency Medical) and the local or county emergency management agencies.

The Incident Commander/decision-maker should decide which checklists need to be implemented based on the situation.

Date: July 2026

CHECKLIST A: DIRECTION AND CONTROL 2

CHECKLIST B: IMMEDIATE EVACUATION 5

CHECKLIST C: IMMEDIATE SHELTER 6

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CHECKLIST K: TRANSPORTATION 24

CHECKLIST L: FACILITIES AND SERVICES 25

CHECKLIST M SEARCH AND RESCUE 26

CHECKLIST N: RECORDS MANAGEMENT 27

CHECKLIST A: DIRECTION AND CONTROL

DATE OF ACTIVATION: _____ **REASON FOR ACTIVATION:** _____

The direction and control activities outlined in this annex are generally applicable to all emergency situations and will provide adequate direction and control of emergency operations.

Completed or N/A	By (initials)	Time	Item
			Warning
			Received from NOAA Weather Alert Radio located at IU I Central Office
			Notification of danger received from _____ _____(outside the school)
			Notification from outside the school confirmed by calling back to verify.
			Notification of incident/danger received from _____ ___(faculty/staff)
			Decision to activate Command Post made by_____(name)
			Notification
			9-1-1 called (include "9", if needed **9-9-1-1**)
			IU I Executive Director, **(Executive Director ext. 429)** ; Assistant Executive Director **(ext. 242)** ; Safety Coordinator **(Ken Meadows – ext. 306)** notified
			Municipal EMA notified **(Ryan Frazee/Ron Sicchitano) – 724-228-6911)**
			Implemented Notification Tree (see phone number list)
			Peters Township Police: 724-942-5030**; Peters Township Fire** 724-941-4176**; Washington Ambulance and Chair: 724-225-8050 Sheltering Areas-St Benedict the Abbot Church** (724) 941-9406
			Command Post (CP) Established Primary location: Principal's Office (M. Minor) Secondary location: Secretary's Office
			Supervisor assumed incident command (IC) M. Minor
			In the Absence of the Supervisor, 2nd choice for IC, Building/ Program Supervisor(s) assumed command: **Head Teacher**
			In the Absence of the building supervisor/program supervisors, 3rd choice for IC, classroom teacher assumed command- **Police Officer**
			All unassigned staff and faculty reported to the CP to assist the Incident Commander
			Incident commander appointed Operations Officer (sequence is other program supervisor and a teacher: **Principal- M. Minor, Head Teacher, Police Officer**
			Incident commander appointed Logistics Officer **Secretary**
			Incident commander appointed Transportation Officer (**same as Logistics Officer**)
			Incident commander appointed Security Officer **Police Officer**
			Incident commander appointed PIO (TBD by Donald Martin)
			Logistics Officer with secretarial support initiated a CP Log
			Monitored EAS (emergency alert system) & Local radio
			Established EOC Log - Recorded time and action officer for all activities (include this checklist)
			Local Emergency Services arrived on-scene. TIME:
			School IC briefed Emergency Services IC. TIME:

			School Security Officer briefed Police. TIME:
Completed or N/A	**By (initials)**	**Time**	**Item**
			Local Emergency Services assumed incident Command, w/ support from school personnel
			Considerations for Protective Action Decision *Evacuation may not be the best decision. Examples of circumstances that make sheltering appropriate are sudden occurrences (explosions, tornadoes, etc.), violent storms/weather conditions, hazardous materials events and an armed intruder or suspicious person outside.*
			Information gathered from sources in the school
			Information gathered from County/Local EMA & Emergency Services
			Considered: Is there time to evacuate?
			Considered: Is it safe outside?
			Considered: Is there time to move to homeroom?
			Considered: Is there time to send the students home?
			Considered: Are the student's homes in a danger area?
			Considered: Can the students & staff be safe inside the building?
			Considered: How long will this event last?
			Students whose homes are not in safe areas identified
			Protective Action Decision
			Decision to _____ (Shelter Immediately, Evacuate Immediately, Shelter in Place, Modify Operations, Evacuate to Host or to Do nothing) made by school Incident Commander (Senior official present).
			Checklist B (Evacuate Immediately) initiated
			Checklist C (Shelter Immediately) initiated
			Checklist D (Evacuation to Host) initiated
			Checklist E (Shelter in Place) initiated
			Modified Operations (See Below) initiated
			Notified (9) **9-1-1** & County EMA (Ryan Frazee 724-228-6911)
			Nurse/Health Officer notified to begin medical preparations
			Notified District office or next senior school officials
			Prepared and distributed a press release (check with Don Martin - 429)
			Communications (See Communications Annex)
			Sounded appropriate alarm for Protective Action decided (evacuate immediately, return to homeroom or immediate shelter)
			Contact established between Intermediate Unit and affected school.
			Contact established between Intermediate Unit and county/municipal EMA **(Phone: Ryan Frazee 724-228-6911; Ron Sicchitano 724-228-6911)**
			Contact established with Host school/host site as soon as evacuation is contemplated **(St. Benedict the Abbot Church – (724) 941-9406 Peters Township Fire** 724-941-4176**;**
			Modified Operations
			Cancelled all outside and out-of school activities.
			Determined the extent of cancellations and schedule modifications
			Ensured transportation provider and faculty/staff/students are aware of cancellations and schedule modifications **Secretary – Steph Woodruff**
			Announced cancellations and schedule modifications to students

			PIO made public announcement of cancellations and schedule modifications (Office of Executive Director)
			Provisions made to keep in the school those students whose homes are not is a safe area
			Resource Management
			Logistics Officer appointed **Secretary – Steph Woodruff**
			Register of resource requests initiated
			Unmet needs communicated to the County EMA **(Ryan Frazee – 724-228-6911)**
			After Action Review
			Meeting of all "officers", team members and off-site emergency responders to discuss the response to the incident and make recommendations
			Create a written record

CHECKLIST B: IMMEDIATE EVACUATION

DATE OF ACTIVATION: _____ REASON FOR ACTIVATION: _____

Procedures to immediately evacuate the school building

Completed or N/A	By (initials)	Time	Item
			Evacuation
			Activated Alarms
			Ensured that the pre-designated assembly areas **St Benedict the Abbot Church 724-941-9406; IU1 McMurray Parking Lot** are safe
			Evacuation monitors posted in hallways and at doors Name: **AEDY staff:** Location: **door by cafeteria/ground floor** Name: **Police Officer** Location: **front door** Name: **Principal:** Location: **front door** Name: **Phys Ed Teacher** Location: **gym door**
			Building Searched to ensure that everyone is out Search Team Members: Name: **Nurse: From MDS and AS classrooms/hallway** Name: **CTES Social Worker: From CTES secondary classrooms and male/female bathrooms** Name: **Building Paraprofessional: Elem CTES classrooms**
			Command Post activated at pre-designated spot **(Principal's office or Secretary's Office)**
			(9) 9-1-1 notified
			Emergency services arrived on-site and were briefed
			Supervision of Students
			Teachers moved their students to one of the three assembly areas **St Benedict the Abbot Church 724-941-9406; IU 1 McMurray Parking Lot**
			Teachers maintained control of their class until instructed to return to classroom, or to another location
			Accountability
			Teachers conducted attendance as soon as the class arrived in the assembly area
			Designated runner, **(building paraprofessionals, CTES K-5 social worker)** transported roll numbers to the Command Post
			CP reconciled assembly area roll with known attendance list to ensure all students are accounted for: Green Card = all present/Red Card = missing/injured student
			Return to School
			Search of building revealed no hazards
			"All-Clear" signal (announcement/bell) sounded
			Need for debriefings, other interventions or follow-up by MH/MR officials considered

CHECKLIST C: IMMEDIATE SHELTER OR LOCKDOWN

DATE OF ACTIVATION: _____ REASON FOR ACTIVATION: _____

In case there isn't time to move to a safer spot, or it may be unsafe to take students into the hallways, below are procedures to shelter students and staff inside the school, near or in their classrooms. Not all procedures will be applicable in all situations.

Completed or N/A	By (initials)	Time	Item
			Alert
			Alarm Sounded (different than for evacuation), or announcement made: **"To shelter immediately/shelter in place/lockdown procedures for _____ (ex. interior/exterior intruder). Announcement made in plain English.**
			Notification of persons outside the school (students on work release)
			Command Post (CP) activated at pre-designated spot ***(*Principal's office or Secretary's Office)**
			9-1-1 notified
			Emergency services on-site and briefed
			Lockdown
			Persons outside the building move to safe area
			Doors to all classrooms locked from the inside
			Windows covered (time permitting)
			Lights turned out
			Everyone moved away from windows and doors (if necessary)
			Everyone "Duck and Cover"
			Exterior building doors locked
			Teachers continue with classes – when appropriate
			Close Shelter
			Teachers moved their classes to the closest shelter areas (See Annex to this Checklist)
			Teachers maintain control of their class until instructed to return to classroom, or to move to another location.
			Facilities/Operations Officer
			Doors to closets and utility spaces designated as shelters unlocked
			Outside air intakes for HVAC Closed
			Utilities turned off to avoid fire/explosion (if situation warrants) **Main water valve, main electric box, main gas shut off (Custodian)**
			Closed windows, blinds, drapes & doors to impede debris from becoming missiles
			Accountability
			Teachers conducted roll as soon as the immediate hazard passes
			Designated runner, **(Building Paraprofessional/ Nurse)** transported roll numbers (taken after hazard passes) to the Command Post
			CP reconciled assembly area roll with known attendance list to ensure all students are accounted for

			Return to School
			Search of building revealed no hazards or the hazardous situation has been resolved
			"All-Clear" signal sounded

ANNEX 1 to Checklist C: "CLOSEST SHELTER"

If it is unsafe for the occupants of the facility to go outside, provisions should be made to provide “protected spaces” inside. Sometimes, there isn't time to return to homeroom, take roll and move in an orderly manner. In those cases, teachers should move their class to the "closest shelter". These aren't optimal, but are available.

These spaces should:

- Be in the interior of the building, away from glass that may shatter.
- Not be in rooms with large ceiling spans (like gymnasiums or auditoriums) that may fall if subjected to shaking from an earthquake or tornado.
- Have furniture and wall-hangings secured so that they will not fall onto occupants

Suggestions are:

- Interior halls,
- Rest rooms, Closets or other small areas
- If hallways are not suitable, use the inside wall of a room.

Have everyone sit facing the hallway wall, protecting head and face with arms against the wall.

CHECKLIST D: EVACUATION TO A HOST FACILITY

DATE OF ACTIVATION: _____ REASON FOR ACTIVATION: _____

Procedures to evacuate students to another school or other safe facility

Completed or N/A	By (initials)	Time	Item
			Evacuation
			Host Facility – areas **St Benedict the Abbot Church 724-941-9406; IU1 McMurray Parking Lot** are safe notified
			Notified County EMA **(Ryan Frazee – (9) 724-228-6911)** ensured that bus evacuation routes are clear
			Press release made to notify parents/family that students are being moved (See PIO Checklist) (Executive Director - 429)
			Security established around school to ensure no one comes in or out during the evacuation process.
			Transportation Coordinator **(Secretary, Building Paraprofessional)** reported to the CP
			Buses (Logistics Officer)
			Bus provider **(GG&C Bus Company – (9) 724-272-2320); D&W (9) 724-222-8053** put on notice to provide buses
			Buses will be called by assigned group at time of the incident
			Bus provider provided with exact number of buses needed: 2 big buses, 5 handicap buses
			If bus provider is unable to fill entire request, unmet needs reported to county EMA, **Ryan Frazee (9) 724-228-6911**
			Buses assembled at normal loading area
			Each driver given a map to host facility, (See Annex to this Checklist) in case they get separated
			Buses departed for host site/school
			Buses traveled pre-designated route that has been coordinated with county EMA
			Buses arrived at host site/students & faculty moved to areas designated for their use
			Students (Operations)
			Students told to return to homeroom
			Roll taken for accountability and to determine exact number of bus seats needed
			Students moved to buses by mobility of students
			Teachers/staff assigned to each bus
			Supervision at Host Facility
			Evacuated School staff retained supervision and accountability for all students.
			Roll taken and numbers reported to CP.
			Home school staff will remain at host site until all of their students have been released

Annex 1 to Checklist D: EVACUATION ROUTES

Note: Include either or both:
Written directions from the evacuation point to the host facility.
A map showing the key routes from the evacuation point to the host facility.

To St Benedict the Abbot Church:

Exit the building. Cross the parking lot and take paved path across bridge to the church.

To IU 1 McMurray Parking Lot:

Exit the building in the front and walk to the grassy area beside the parking lot.

(See attached maps)

CHECKLIST E: SHELTERING IN PLACE

DATE OF ACTIVATION: _____ REASON FOR ACTIVATION: _____

Procedures for incidents where there is time to be deliberate, but the most logical protective response will be to take shelter inside school buildings.

Completed or N/A	By (initials)	Time	Item
			Movement to Sheltered Area
			Ensured that designated shelter areas (See Annex to this Checklist) are ready to receive and shelter students and staff.
			Students moved to homeroom, before movement to pre-designated sheltered area
			Closed windows, blinds, drapes & doors
			Took roll & established accountability for all students and staff
			Remained in place and awaited further instructions from the CP
			Supervision of Students
			Teachers moved their classes to the pre-designated shelter areas
			Teachers maintained control of their class until instructed to return to classroom, or to another location
			Accountability
			Teachers conducted roll as soon as they arrived in the sheltered area
			Designated runner, **(Building Paraprofessional/ School Nurse)**, transported roll numbers to the Command Post when safe
			CP reconciled assembly area roll with known attendance list to ensure all students were accounted for
			Return to Normal Operations
			Search of building revealed no hazards
			"All-Clear" signal sounded
			Maintenance Staff
			Closed air intakes for HVAC
			Minimized all other sources of external air
			Prepared to provide meals to sheltered students and staff if the duration of the emergency warrants

ANNEX 1 to Checklist E: CRITERIA FOR SELECTION OF INTERIOR SHELTER

If it is unsafe for the occupants of the facility to go outside, provisions should be made to provide "protected spaces" inside.

These spaces should:

- Be in the interior of the building, away from glass that may shatter.
- Not be in rooms with large ceiling spans (like gymnasiums or auditoriums) that may fall if subjected to shaking from an earthquake or tornado.
- Have furniture and wall-hangings secured so that they will not fall onto occupants

Suggestions on where to find these "protected spaces" are:

- Use identified shelters.
- Use interior hallways.
- Use rest rooms or other areas away from large glassed-in areas or open rooms.

If hallways are not suitable, use the inside wall of a room on the opposite side of the corridor from which the storm is approaching.

Rest rooms are usually suitable, especially if the room is centrally located.

At McMurray School, the designated areas are:

Interior hallways away from windows

Restrooms

CHECKLIST F: "HOST" FACILITY

DATE OF ACTIVATION: _____ REASON FOR ACTIVATION: _____

Procedures for sheltering students in a "host" school after evacuation from their home school

.

Completed or N/A	By (initials)	Time	Item
			Notification
			Host site/facility areas **St Benedict the Abbot Church 724-941-9406; IU 1 McMurray Parking Lot** notified of # of evacuees and arrival time
			MOU
			Written agreement reviewed
			Accountability
			Faculty/staff from the home school took & reported roll of students
			Student Supervision
			Faculty/staff from the home school exercised control of evacuated students
			Students assigned to specific holding areas by homeroom
			Departure/Recovery
			Staff from visiting home school returned all used facilities to pre-disaster condition
			Long-Term Continuation of Education
			Considered virtual classes (Continuation of Education Plan)
			Considered re-starting classes

CHECKLIST G: PUBLIC INFORMATION

DATE OF ACTIVATION: _____ **REASON FOR ACTIVATION:** _____

Procedures for the dissemination of official information and instructions to parents and to the general public.

Completed or N/A	By (initials)	Time	Item
			Notification
			Designated PIO (Executive Director, Dr. Martin) notified of emergency
			PIO arrived at CP
			Established Contact with County PIO at **(724-228-6911 – County EMS)**
			For all Press Releases
			Gathered and prepared Information specific to this incident
			Cleared through (acting) PIO
			Drafted & Proofread press release
			Cleared through CP
			Cleared through Administration
			Coordinated w/ EMA
			Sent out to media via fax
			Sent out to media via E-mail
			Rumor Control
			Incoming calls monitored to detect patterns
			Questions referred to EMA at their EOC
			Joint Information Center (JIC)
			Provided PIO or liaison to JIC (If established by EMA or local government)
			Record Keeping (Logistics Officer)
			Initiated & maintained telephone log **Secretary, Head Teacher**
			Maintained a copy of all messages released

CHECKLIST H: WARNING AND COMMUNICATIONS

DATE OF ACTIVATION: _____ **REASON FOR ACTIVATION:** _____

To describe the communications systems and capabilities that are available for emergency operations in the school system and to provide for the establishment and maintenance of the communications in use.

Completed or N/A	By (initials)	Time	Item
			Warning Received
			Received from NOAA Weather Alert Radio
			Received from County EMA
			Received from other source _____
			In-School Warning (Dependent on situation)
			Alarms sounded
			Public Address Announcement made: In plain English: "Report to _____ (shelter in place, shelter immediately, immediate lockdown) for _____ (tornado, intruder, etc.).
			Runners
			Runners, **Building Paraprofessional**, reported to the CP to carry messages throughout the school
			Commercial Telephone (Primary Means of Communication)
			Backup systems made available (cell phones)
			Backup systems made available – walkie talkies in the classrooms, office; all call 795 on phone intercom
			Communication within the school
			PA System made operational
			Backup radio system for staff made operational: All classrooms have walkie talkies Mike Minor (supervisor)/Steph Woodruff (secretary) – walkies in main office School Police Officer – walkies in main office Tama Kowalski (nurse) – walkies in nurse's office
			Volunteer Radio Support
			Contacted County EMA, **(Ryan Frazee – (9) 724- 228-6911)** to request radio support
			Volunteer radio personnel; arrived at school
			Communication With Parents
			Press release or statement sent out (See PIO checklist)

ANNEX 1 to CHECKLIST H: COMMUNICATIONS WITH PARENTS

Parents and guardians need to be informed of provisions in the Emergency Operations Plan. This letter will provide the information that they need. In schools with students who are English language learners, notification to parents must be provided in language they understand. Translation of all communications with parents is highly recommended.
Insert your own wording here, or use this suggested script. See next page.

To the Parent (s)/Guardian (s) of ***(student's name)*****:**

This letter is to assure you of our concern for the safety and welfare of students attending The Intermediate Unit I Educational Campus at McMurray School. Our Emergency Operations Plan provides for response to all types of emergencies. Depending on the circumstances of the emergency, we will use one of the following protective responses.

Type of Protective Response

Immediate evacuation	Students are evacuated to a safe area on the school grounds in the event of a fire, etc.
Modified Operation,	May include cancellation/postponement or rescheduling of normal activities. These actions are normally taken in case of a winter storm or building problems that make it unsafe for students (such as utility disruptions,) but may be necessary in a variety of situations.
In-place sheltering	Sudden occurrences, weather or hazardous materials related, may dictate that taking cover inside the building is the best immediate response.
Evacuation	Total evacuation of the campus may become necessary if the school is in an endangered area. In this case, students may be taken to another site outside of the endangered area. The "host" facility for The Intermediate Unit I Educational Campus at McMurray School is the St Benedict the Abbot Church or the Peters Township Administration/IU 1 McMurray location.

Additionally, if your residence is in a disaster area and the school is not, your children will be cared for in their regular school location until the danger has subsided, or until you or your authorized designee comes to the school to get them.

Please listen to **WJPA radio or WTAE TV** for announcements relating any of the emergency actions listed above.

We ask that you refrain from calling the school during the emergency. This will keep telephone lines open so that campus administrators will be able to make emergency calls and relay information to the media.

The media will advise you when and where to report to regain custody of students. This will avoid traffic congestion that may impede the response of emergency vehicles and threaten the safety of students and staff.

You will need to do the following when reporting to the designated student release area:

- produce a photo identifying yourself as the authorized person designated at the beginning of the school year to pick up the student.
- be prepared to sign a student release form.

The form designating persons to pick up your student is included with this letter for you to complete and have returned to the school no later than September 10, 2026. This form will be used for ALL INSTANCES when your student is released from the school. Please ensure that only those persons you list on the form attempt to pick up your student.

In the event your student has a personal means of transportation at school at the time of the emergency or evacuation, your consent is also required before the student will be permitted to leave with their own mode of transportation.

I specifically urge you **not** to telephone the school or attempt to make different arrangements during an event. This action will only create additional confusion and divert staff from their assigned emergency

duties.

All instructions will be provided to the media for dissemination. Should the media be unable to operate because of power loss, etc, a route alerting system will be activated in your area.

Emergency conditions may also require that the school will have to close for a period of time. In that event, students may be required to complete assignments at home or at another location. You will be informed via the news media or neighborhood alerting system of procedures to be followed.

In order to assure the safety of our students and staff, and in an effort to assure the continuity of the educational process, I ask your understanding and cooperation. Should you have additional questions regarding our emergency operating procedures contact:

Mike Minor, IU 1 McMurray Principal/Building Supervisor 724-942-8420 or mike.minor@iu1.org

Sincerely,

Mike Minor

Mike Minor
IU 1 McMurray Principal/Building Supervisor

Enclosure

ANNEX 2 to CHECKLIST H: STUDENT PICK-UP AUTHORIZATION

I, _____, authorize Intermediate Unit I to release my child (children) to the person (s) designated. This is in agreement with the Intermediate Unit I Educational Campus at McMurray Emergency Operations Plan.

Student's Name	**Designated Custodian (s) Name & Relationship**
_____	_____
_____	_____
_____	_____
_____	_____

_____
Your Signature Relationship Date

_____
Print Name

_____
Address

_____
Address

(Home Phone)_____(Work)_____(Cell)_____

In the event my child (children) has/have a personal mode of transportation at school when an emergency or evacuation occurs, I authorize him/her to use the personal mode of transportation for evacuation travel purposes and to transport other immediate family members if feasible.

_____
Signature Relationship Date

_____
Print Name

NOTE: Parents and guardians should designate themselves as designated custodians. Friends, neighbors and other relatives may also be designated. PLEASE PRINT CLEARLY.

CHECKLIST I: SECURITY & POLICE SERVICES

DATE OF ACTIVATION: _____ REASON FOR ACTIVATION: _____

Provides a security program within the Intermediate Unit I Educational Campus at McMurray to protect life and property in the event of emergencies and to assist in the event that an evacuation is ordered.

Completed or N/A	By (initials)	Time	Item
			Building Intruder
			Alarm given to lock all doors & shelter students.
			Police Officer reported to the CP.
			9-1-1 notified
			Building searched to find intruder
			CP Operations
			Police Officer reported to the CP.
			CP established contact with municipal EOC **(724-228-6911)**
			Local law enforcement arrived
			CP directed all school district security personnel to work with municipal law enforcement
			Facility Security
			Building security team activated. Members of security team are: **Head Teacher, Building Principal, Police Officer** _____ _____
			Facilities locked with only one entry/exit point
			Checkpoints manned to ensure there are no intruders (see diagram – Annex A)
			Unmet law enforcement needs transmitted to municipal EOC
			Traffic Control
			Traffic Control Points manned by designated school personnel (see diagram – Annex B)
			Traffic Control Points at busy intersections manned by uniformed police

ANNEX 1 to CHECKLIST I: BUILDING SECURITY PLAN

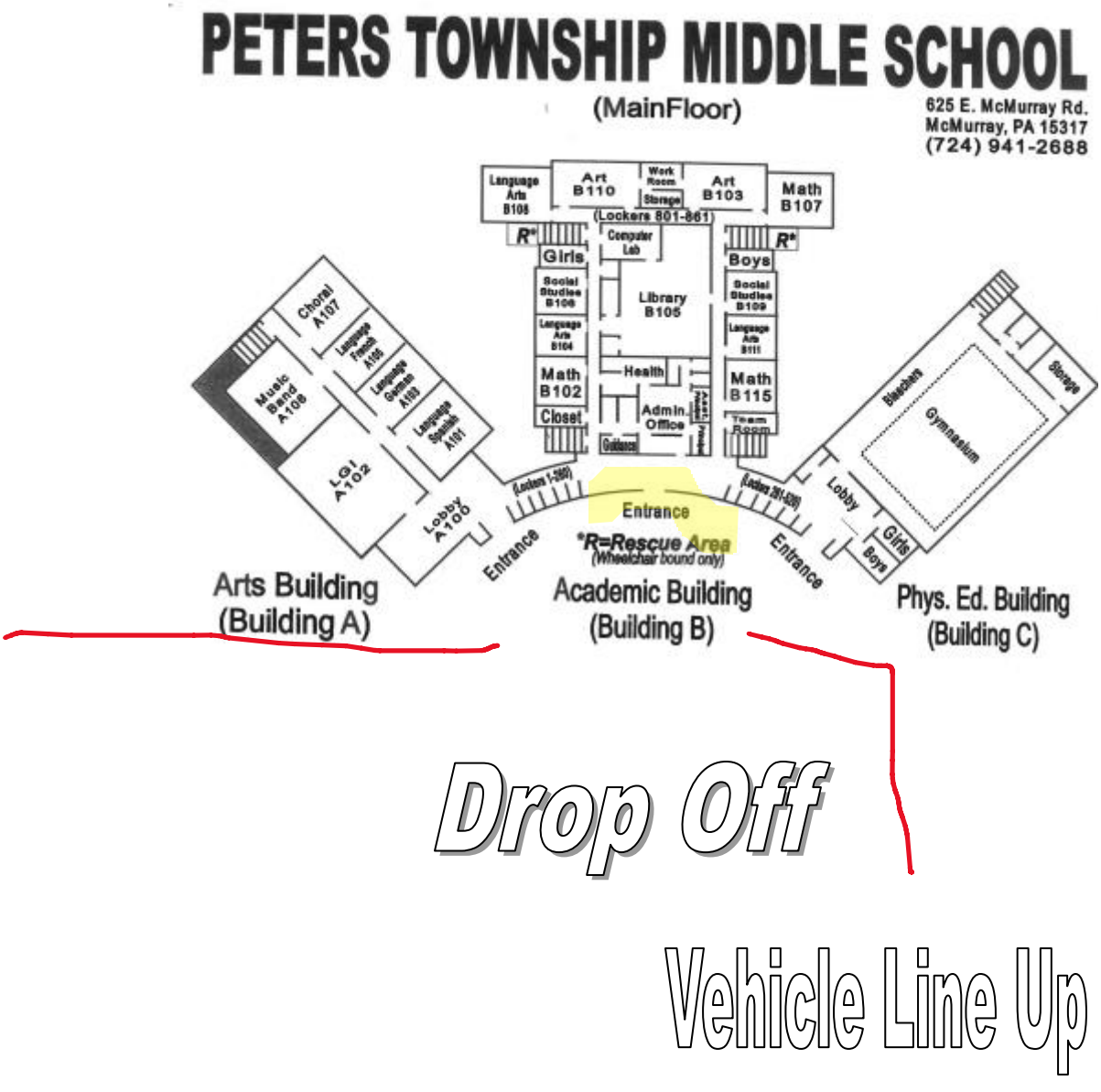
(Include a floor plan of the school with all entrances marked, listing the names of those staff who are responsible to guard that entrance.)

(Provide copies to local law enforcement and fire department.)

ANNEX 2 to CHECKLIST I: TRAFFIC/ACCESS CONTROL

(Include a site diagram of the school grounds, showing traffic flow and bus access/egress. Designate staff to initially control traffic, then turn the Control Points over to local police or fire police when they arrive.)

Enter the location and drive around the front of the school building. Vans and buses will be lined up single file with students exiting one vehicle at a time. Safety cones will be present along with designated staff.



CHECKLIST J: HEALTH AND MEDICAL SERVICES

DATE OF ACTIVATION: _____ REASON FOR ACTIVATION: _____

Procedures for school health and medical personnel to follow to reduce deaths and injuries and to identify assistance needed during emergencies or disasters.

Completed or N/A	By (initials)	Time	Item
			Medical Emergencies
			NURSE, ext 116, school nurse, assumed responsibilities of in-school medical officer
			Medical officer renders first aid as needed/feasible
			Medical officer established triage area as needed/feasible
			In-school medical officer briefed ambulance/EMS personnel when they arrive
			Student Medications
			Medications on hand inventoried
			Medications packaged & prepared to be moved with students
			Medications given to staff member in charge of the bus where student is located
			In School Sheltering
			First aid kits in shelter areas checked
			Special Needs Students
			Reviewed list of special needs students
			Ensured individual assistants are with special needs students
			Student Medical Records
			Records boxed to accompany students if evacuated
			Records loaded on buses with students
			After the Emergency
			All students/faculty/staff examined for injuries
			Mental Health Counseling
			District Mental Health Counselor notified
			Contracted counselor requested **Activate IU 1 Crisis Response Counseling team**
			County MH/MR notified **(724)-225-2061)**
			At Host Site/School
			School nurse reported to host site/school infirmary to assist with increased workload and bring knowledge of sheltered students
			Record-keeping
			Established and maintained log of all medical services provided and to whom

CHECKLIST K: TRANSPORTATION

DATE OF ACTIVATION: _____ REASON FOR ACTIVATION: _____

Procedures for transportation during emergency operations including evacuation of students & staff and the transportation of supplies and records from a threatened area.

.

Completed or N/A	By (initials)	Time	Item
			Transportation Coordinator
			Logistics Coordinator **(Secretary, Head Teacher)** reported to the CP
			Determined the status of all assigned buses, vans and trucks
			Established list of transportation commitments
			Identified potential sources in case more are needed
			Passed unmet needs to the **county EMA – 724-228-6911**
			Modified Operations
			Ensured that buses are on hand for early dismissal
			Ensured that bus drivers are aware of cancellations/revised schedules
			Evacuation
			Ensured that buses are on hand
			Coordinated evacuation routes with **County EMA (724-228-6911)** to ensure that they are open
			Ensured that all bus drivers have maps

CHECKLIST L: FACILITIES AND SERVICES

DATE OF ACTIVATION: _____ REASON FOR ACTIVATION: _____

Procedures and responsibilities for the restoration of facilities and services.

Completed or N/A	By (initials)	Time	Item
			Notification
			Facility maintenance supervisor, **ext. 306** , in contact with the CP
			Utility Shutoff
			Electricity shut off manually **Custodian**
			Water shut off manually **Custodian**
			Gas shut off manually **Custodian**
			Damage Survey
			As soon as it is safe to move around, facility manager, **Ken Meadows,** conducts a survey of damage to the building.
			As information about major damage to school facilities becomes available, it is reported to the municipal/county EMA
			Ken Meadows and Peters Township SD accompanies municipal/County/State EMA personnel for a formal damage assessment
			Recovery
			Based on damage survey, a plan is developed to clean up the school and make it safe for reoccupation
			Cleanup and repair begun
			School reoccupied
			Record Keeping
			All expenditures and extraordinary labor costs recorded for possible reimbursement from federal disaster funds

CHECKLIST M SEARCH AND RESCUE

DATE OF ACTIVATION: _____ REASON FOR ACTIVATION: _____

Procedures to be followed when discrepancies in prescribed accountability procedures indicate that a student or staff member is missing. Search team will not initiate a search unless someone is missing. Do not enter unsafe areas.

Completed or N/A	By (initials)	Time	Item
			Command Post
			Accountability reports reviewed
			__(name)_____ found to be missing
			Other locations queried
			Search team activated. Members: **Principal, Head Teacher, Nurse, Police Officer, Assigned CTES Social Worker**
			Search Team Operations
			Team chief organized search plan
			Area to be searched determined safe for searchers
			Rooms marked as clear when searched
			Outside Help
			Initial search team failed to locate missing person
			County EMA (724-228-6911); 9-1-1 contacted for assistance with search
			Emergency Service (fire department) personnel arrived and took over the search.

CHECKLIST N: RECORDS MANAGEMENT

DATE OF ACTIVATION: _____ REASON FOR ACTIVATION: _____

Procedures to be followed to preserve essential records in case the building is evacuated or is in danger.

Completed or N/A	By (initials)	Time	Item
			Command Post
			Health records prepared to accompany evacuating students
			Determination made that administrative records are in danger, and they can be moved to off-site storage without endangering personnel
			Records recovery team assembled **(Classroom teachers; classroom paraprofessionals)**
			Off-site storage location notified to be prepared to receive records (**Intermediate Unit 724-938-3241) Ken Meadows, ext 306**
			Records Recovery Team Operations
			Records are to be evacuated identified
			Procured boxes to hold records
			Moved boxes to vehicles for transfer
			Electronic Records
			Identified electronic records to be saved
			Copied records onto disks
			Transported disks to off-site storage area



School Emergency Operations Plan

Intermediate Unit 1 Educational Campus at Waynesburg

100 Evergreene Drive
Suite #102
Waynesburg, PA 15370

(724) 627-4656

Updated: 7/9/2026

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B. CHECKLISTS (published separately - not included as part of the basic plan)

Foreword

This Emergency Operations Plan is part of a systematic planning effort on the part of the **Intermediate Unit 1 Educational Campus at Waynesburg** to provide for the care and the well-being of the students, faculty and staff. This plan is meant to address extraordinary circumstances wherein the lives and property of individuals are in imminent danger. The procedures outlined in this plan constitute those temporary measures that will be taken to maximize the protection available for threatened individuals as well as preparatory measures that should be accomplished during non-emergency time. The plan does not create elaborate new structures, but relies on the organization, skills and procedures that are followed on a day-to-day basis.

Much of the information that is needed to implement a plan like this one should be treated as sensitive. The exact locations of shelters and rallying points, the routes to be taken during an evacuation, the location of a command post to centralize information and decision-making and the means of communication may be useful information to potential terrorists or other criminals. Additionally, items of personal information about key personnel or persons with special needs must be available. For this reason, only part of the plan is subject to public scrutiny.

The plan itself is organized into two distinct parts; the “Basic Plan” and a series of checklists and resource listings. The basic plan provides overall concepts and assignment of responsibility. It does not contain great amounts of detail. The detail in the annexes and checklists makes them sensitive and not considered to be public documents. The information in the checklists is arranged by function, recognizing that the evacuation planned for a HAZMAT spill will work just as well for a winter storm (and probably gets practiced several times each year.)

This plan is required by the Pennsylvania Emergency Management Services Code, which states that "every school district, in cooperation with the local Emergency Management Agency shall develop and implement emergency preparedness plans." The plan is applicable to all staff, students as well as outside contractors and other guests in the school at the time of an emergency. Maintenance and implementation of the plan is the responsibility of those officials elected to the school board, and its appointed agents.

Basic Plan

1. PURPOSE

A. To provide for the protection of persons and property in the event of a natural, technological, or human imposed emergency or disaster. It further prescribes procedures for Prevention/Mitigation, Preparedness, Response and Recovery.

B. To establish procedures for alerting the administrators and staff.

C. To define the roles and responsibilities of the IU1 Educational Campus at Waynesburg officials and staff.

D. To assure coordination and cooperation with municipal and county government and emergency services.

E. To minimize the negative consequences of any incident on the school and its staff, students, parents/guardians.

2. SITUATION AND ASSUMPTIONS

A. The IU1 Educational Campus at Waynesburg is headquartered at 100 EverGreene Drive, Suite #102, Waynesburg, PA 15370 and has a normal student population of 70 students and 30 faculty/staff. The school is comprised of 1 school building.

B. Primary assistance during emergencies will be dispatched through the Greene County 9-1-1 and be coordinated by the Greene County Emergency Management Agency (724) 627-5387.

C. The school and its surrounding area is subject to the following natural disasters and emergencies:

1. **Natural Disasters:** blizzard, flood, tornado, high winds, fires and other catastrophic natural disasters, pandemics

2. **Technological Disasters:** internet threats, HAZMAT spills, natural gas and carbon monoxide release, mine subsidence

3. ***Human-Caused Emergencies or Disasters:*** deliberately released biohazards, school violence, acts of terrorism, bomb threats, explosions, prisoner escape/riots, intruders, kidnapping, suicide threats, shootings, area robberies, civil disorder, riots and terrorist incidents

3. CONCEPT OF OPERATIONS

A. **General:**

1. **Direction and Control** – The principal (or designee stated in attached checklists) of the IU1 Educational Campus at Waynesburg building will exercise control over emergency actions in his/her building. A command post (CP) will be established from where this incident control (IC) will be exercised. The principal will merge into a unified command with municipal emergency services when they arrive on site.
2. In the **command post**, the principal will gather and record information necessary to decide what emergency actions should be taken. The decision of whether to remove the students, faculty and staff from the danger area (evacuate) or to try to provide shelter within the school will be made from that location.
3. In an emergency, school officials will continue only those functions necessary. All personnel and resources will be focused on providing for the safety and well-being of students and staff.
4. Throughout any incident, the Incident Command Post will maintain records of critical information to describe the severity and scope of the incident.

B. **Assistance to Emergency Services**: In compliance with the Pennsylvania Emergency Management Services Code (Title 35, Pa C.S.);

1. All publicly-funded schools shall be made available to municipal, county and Commonwealth of Pennsylvania officials for emergency planning and exercise purposes and actual service as mass care facilities in the event of an emergency.
2. Transportation: Provision is made in district contracts that all bus and transportation vehicles, owned or leased, shall be made available to Commonwealth, county and municipal officials for emergency planning and exercise purposes and actual service in the event of an emergency evacuation.

C. Every school, in cooperation with municipal and county emergency management agencies, shall develop a plan including more specific procedures, responsibilities, duties, and precautions to be followed in the event of natural, technological, or human-caused disasters or emergencies.

D. **Succession of Authority**:

Succession of authority to activate this emergency plan and make emergency decisions for the Intermediate Unit 1 Educational Campus at Waynesburg is, in order of sequence is:

a) Principal
b) Police Officer
c) Head Teacher

K. **Communication**: The school principal will notify the IU1 Safety Coordinator, Director of Special Education, Assistant Executive Director, and Executive Director, who will in turn notify the participating district superintendents.

E. **Drills and exercises:** Regular monthly drills will be conducted in order to:

1. Provide training all for faculty and staff, including substitutes and bus drivers, on emergency plans, procedures and duties;
2. Orient students on emergency procedures and responsibilities; and
3. Develop skills needed for a real emergency.

F. **Accountability of Students and Staff:**

K. School policies regarding release of students only to those known parents or guardians will continue to be followed.

K. In case of an evacuation, classes will be escorted from the building to pre-designated student evacuation areas or host schools. Attendance will be taken at the student evacuation area/host school and promptly relayed to the administration located at the Command Post.

K. **Special Needs Populations**: The school will identify staff and students with special needs (language, physical and other) and designate individuals to assist and support them during emergencies.

3. ORGANIZATION AND RESPONSIBILITIES

A. **Principal, School Police Officer, Head Teacher (Incident Command Team) will:**

1. Determine a course of action to be taken during an emergency and coordinate the school's/IU1's response to the emergency.
2. Maintain school or IU1 doctrine, plans and procedures, including this plan, in a current and useable state.
3. Ensure effective communication within the school/IU1, and serve as the single conduit for communication to agencies outside the Intermediate Unit 1.
4. Work through the Public Information Officer (PIO) and local mass media to ensure that families and the general public are aware of what's happening in the school.
5. Report to the school command post and act as Incident Commander until the arrival of emergency services.
6. Act as liaison between emergency services on-site and the rest of the school/district.
7. Keep the staff and school board members apprised of the emergency.
8. If necessary, arrange for meals for students and others who may be confined to school building.
9. Review and assist in keeping plans and checklists current.

B. **Logistics/Transportation Manager:**

1. Review and assist in keeping plans and checklists current.
2. Determine the number and types of transportation needed.
3. Coordinate availability of buses and drivers.
4. Ensure that traffic control is in place and functioning.
5. Work with municipal/county transportation coordinators to ensure optimum utilization of resources.

C. **Faculty/Staff:**

1. Review and assist in keeping plans and checklists current.
2. Maintain accountability of all personnel.
3. Perform special assignments as specified in the plan checklists.

D. **Director of Business Services**:

1. Maintain records of overtime and emergency expenditures.
2. Procure emergency supplies and equipment, as needed.
3. Ensure purchase, maintenance and monitoring of the school/IU1 NOAA Weather Alert Radio.

E. **School Nurse:**
   1. Review and assist in keeping plans and checklists current.
   2. Review procedures and prepare for continued supply of medicines for students with special needs and common student population maladies.
   3. Package and move records to a host facility (if needed).
   4. Assist emergency responders in identifying those students/staff who may need special assistance, including mental health issues.

F. **Parents:**
   1. Be familiar with plans and procedures for ensuring safety of the children.
   2. Tune to local media for information and instructions during an emergency.

5. ADMINISTRATION AND LOGISTICS

A. **Administration**
   1. Parents will be informed of the provisions of this plan through student take-home literature and the IU1 Educational at Waynesburg student handbook (must be in language parents understand).
   2. Memoranda of understanding or mutual aid agreements will be executed with "host" locations and other support providers during non-emergency time.

B. **Logistics**
   1. Should a school's resources prove to be inadequate, the Safety Coordinator will task other buildings for assistance.
   2. Unmet needs will be reported to the local/county emergency management agency.

6. AUTHORITY AND REFERENCES

A. **Authority**
   1. Public School Code of 1949, as amended, 24 P.S. § 1-101, et seq.
   2. Public School Code of 1949, as amended, 24 P.S. § 15-1518
   3. Public School Code of 1949, as amended, 24 P.S. § 13-11301-A through 13-1313-A (Pennsylvania Safe Schools Act)
   4. Pennsylvania Emergency Services Code, 35 Pa.C.S.A.§ 7101-7707, as amended.

B. **References**
   1. The Commonwealth of Pennsylvania Emergency Operations Plan (EOP),
   2. "Multi-Hazard Safe Schools" course, Pennsylvania Emergency Management Agency (PEMA)
   3. Pennsylvania Department of Education/PEMA, School Emergency Planning Guide
   4. "Hazard Vulnerability Analysis", Greene County
   5. The County of Greene Emergency Operations Plan (EOP), 2008

7. TRAINING AND EXERCISES

A. **Training**

1. Annual training sessions shall be conducted on the Intermediate Unit 1 Educational Campus at Waynesburg's Emergency Operations Plan (EOP), duties and related procedures.
2. Fire safety and CPR/first aid training should incorporate the EOP, and responsibilities assigned in it.

B. **Exercises and Disaster Drills:** The Intermediate Unit 1 Educational Campus at Waynesburg will participate in the following:

1. County/National Weather Service (NWS) sponsored exercises: At least one disaster type drill annually.
2. Evacuation drills at least annually.
3. Lockdown/safety and fire drills to be held monthly.

8. PLAN DEVELOPMENT, MAINTENANCE AND DISTRIBUTION

A. As elected officials, the school board members have responsibility for the development and execution of Intermediate Unit 1 emergency plans.

B. The Pennsylvania Department of Education has responsibility for oversight of: Intermediate Unit 1 planning.

C. Principals/supervisors/IU1 administrators will coordinate the development and maintenance of the Emergency Operations Plan for their campuses. The plan will be reviewed annually and updated as needed.

D. Basic distribution of the Emergency Operations Plan is one copy (except as noted) to:

1. Intermediate Unit 1 Central Office
2. State Police Department located in Waynesburg, PA
3. Emergency Medical Agencies located in Waynesburg, PA (Fire, Ambulance)
4. Greene County Emergency Management Agency
5. Board, Directors, Administrators and Staff covered in plan

Record of Change

Date of Change	Summary of Change	Signature of Person Making Change	Date Change Distributed

Concurrence

This plan has been reviewed and has been found to be consistent with the operations and capabilities of the below-mentioned organizations.

Date	Organization	Signature	Date Plan Received	Copy Number

IU1 Educational Campus at Waynesburg

School Emergency Operations Plan

CHECKLISTS

The attached checklists outline suggested procedures to be used during emergencies. You should review them carefully to be sure that they fit the unique needs of your school and potential situation. If local policy and situations indicate that a different procedure is more practical, change the checklists.

It is important that the emergency planning process be a coordinated effort involving educators, local emergency responders (police/fire/Emergency Medical) and the local or county emergency management agencies.
The Incident Commander/decision-maker should decide which checklist needs to be implemented based on the situation.

Updated 7/9/2026

2026-2027 School Year

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CHECKLIST A: DIRECTION AND CONTROL

DATE OF ACTIVATION: _____ **REASON FOR ACTIVATION: _____**

The direction and control activities outlined in this annex are generally applicable to all emergency situations and will provide adequate direction and control of emergency operations.

Completed or N/A	By (initials)	Time	Item
			Warning
			Received from NOAA Weather Alert Radio from **Intermediate Unit 1 Central Office.**
			Notification of danger received from _____ (outside the school)
			Notification from outside the school confirmed by calling back to verify.
			Notification of incident/danger received from _____ (faculty/staff)
			Decision to activate Command Post made by_____
			Notification
			9-1-1 notified: **Include 9 and 1 if needed**
			Executive Director **(ext. 429)**, Assistant Executive Director **(ext. 242)**, Safety Coordinator **(ext. 306)**, Central Greene Superintendent **9-1-(724)-627-8151**
			Municipal EMA notified **9-1-(724)-627-5387**
			Implemented Notification Tree: IC commander will call emergency personnel and the Logistic Officer will notify Central Office and Transportation.

Completed or N/A	By (Initials)	Date/ Time	Command Post (CP) Established **Primary location: Principal Office** **Secondary location: Multi-Purpose Room**
			Principal assumed incident command (IC)
			In the Absence of the principal, 2nd choice for IC, **School Police Officer** assumes command
			In the Absence of the principal, 3rd choice for IC, **Head Teacher** assumes command
			All unassigned staff and faculty reported to the CP to assist the Incident Commander
			Incident commander appointed Operations Officer: **(1) Head Teacher, (2) MS CTES Teacher, (3) HS CTES Teacher**
			Incident commander appointed Logistics Officer/Transportation Officer: **(1) Secretary, (2) MS CTES Teacher, (3) MS Social Worker**
			Incident commander appointed Transportation Officer: **Same as Logistics**
			Incident commander appointed Police Officer: **School Police Officer will do safety and security. Janitor will focus on shut offs.**
			Incident commander appointed PIO: (Determined by IU1 Executive Director)
			Finance/Records Officer initiated a CP Log **(Logistics Officer w/MS CTES Teacher Support)**
			Monitored EAS & Local radio
			Established EOC Log - Recorded time and action officer for all activities (include this checklist)
			Local Emergency Services arrived on-scene. Time:
			School IC briefed Emergency Services IC Time:
			School Police Officer/IC briefed Police Time:
			Local Emergency Services assumed incident Command, with support from school personnel Time:
Completed or N/A	**By (Initials)**	**Date/ Time**	**Considerations for Protective Action Decision – (Joint decision between IC, OO, Security)** Evacuation may not be the best decision. Examples of circumstances that make sheltering appropriate are sudden occurrences (explosions, tornadoes, etc.), violent storms/weather conditions, hazardous materials events and an armed intruder or suspicious person outside.
			Information gathered from sources in the school
			Information gathered from County/Local EMA & Emergency Services
			Considered: Is there time to evacuate?
			Considered: Is it safe outside?
			Considered: Is there time to move to homeroom?
			Considered: Is there time to send the students home?
			Considered: Are the student's homes in a danger area?
			Considered: Can the students & staff be safe inside the building?
			Considered: How long will this event last?
			Students whose homes are not in safe areas identified

			Decision to _____ (Shelter Immediately, Evacuate Immediately, Shelter in Place, Modify Operations, Evacuate to Host or to Do nothing) made by school Incident Commander (Senior official present).
			Checklist B (Evacuate Immediately) initiated
			Checklist C (Shelter Immediately) initiated
			Checklist D (Evacuation to Host) initiated
			Checklist E (Shelter in Place) initiated
			Modified Operations (See Below) initiated
			Notified **9-1-1** & County EMA-**9-1- (724)-627-5387**
			Nurse/Health Officer notified to begin medical preparations **(1st School Nurse; 2nd HS CTES Teacher)**
			Notified District office or next senior school officials
			Notified school board members
			Prepared and distributed a press release **(Completed by Executive Director's Office)**
Completed or N/A	**By (Initials)**	**Date/ Time**	**Communications (Incident Commander or Designee)**
			Sounded appropriate alarm for Protective Action decided (evacuate immediately, return to homeroom, or immediate shelter)
			Contact established between Intermediate Unit 1 and affected school
			Contact established between Intermediate Unit 1 and County/Municipal EMA **(Phone: 9-1-(724) 627-5387)**
			Contact established with Host school as soon as evacuation is contemplated: **1. EQT Rec Center-9-1-(724)-627-2739** **2. Central Greene School District, Superintendent: 9-1-(724)-627-8151; Waynesburg Central High School, Principal: 9-1-(724) 852-1050**
			Contact established with Host school as soon as evacuation is contemplated
Completed or N/A	**By (Initials)**	**Date/ Time**	**Modified Operations (Incident Commander)**
			Cancelled all outside and out-of school activities.
			Determined the extent of cancellations and schedule modifications
			Ensured transportation provider and faculty/staff/students are aware of cancellations and schedule modifications **(Secretary)**
			Announced cancellations and schedule modifications to students
			PIO made public announcement of cancellations and schedule modifications **(Office of Executive Director)**
			Provisions made to keep in the school those students whose homes are not in a safe area

Completed or N/A	By (Initials)	Date/ Time	**Resource Management (Logistics Officer)**
			Logistics Officer appointed: **(1) Secretary, (2) MS CTES Teacher, (3) MS Social Worker**
			Register of resource requests initiated
			Unmet needs communicated to the County EMA **(Phone: 9-1-(724) 627-5387)**
Completed or N/A	**By (Initials)**	**Date/ Time**	**After Action Review**
			Meeting of all "officers", team members and off-site emergency responders to discuss the response to the incident and make recommendations
			Create a written record

CHECKLIST B: IMMEDIATE EVACUATION

DATE OF ACTIVATION: _____ **REASON FOR ACTIVATION:** _____

Procedures to immediately evacuate the school building

			Item
Completed or N/A	**By (Initials)**	**Date/ Time**	**Evacuation (Incident Commander)**
			Activated Alarms
			Ensured that the pre-designated assembly area is safe: **EQT**
			Evacuation monitors posted in hallways and at doors **Name: High School CTES Teacher Location: CTES Wing** **Name: Partial Mental Health Technician Location: Partial Wing and Autistic Classroom**
			Building Searched to ensure that everyone is out Search Team Members: **School Police Officer-Building Sweep** **HS CTES Teacher-CTES Classrooms** **Partial Mental Health Technician -Partial Classrooms and Autistic Classroom**
			Command Post activated at pre-designated spot: **(1) Principal's Office and (2) Multi-Purpose Room**
			9-1-1 notified: **Include 9 and 1 if needed**
			Emergency services arrived on-site and were briefed
Completed or N/A	**By (Initials)**	**Date/ Time**	**Supervision of Students (Teachers and Paraprofessionals)**
			Teachers moved their classes to the assembly area. **All teachers and paraprofessionals will provide supervision of students.**
			Teachers maintained control of their class until instructed to return to classroom, or to another location

Completed or N/A	By (Initials)	Date/ Time	**Accountability (Operations Officer)**
			Teachers conducted roll as soon as the class arrived in the assembly area. **GREEN CARD** – all present; **RED CARD** – missing/injured student.
			Designated runner **(Paraprofessional)** transported roll numbers to the Command Post.
			Command Post reconciled assembly area roll with known attendance list to ensure all students are accounted for (Secretary to take attendance book upon evacuation)
Completed or N/A	**By (Initials)**	**Date/ Time**	**Return to School (Incident Commander)**
			Search of building revealed no hazards
			"**All-Clear**" signal sounded
			Need for debriefings, other interventions or follow-up by MH/MR, IU1 Crisis Team officials considered

CHECKLIST C: IMMEDIATE SHELTER OR LOCKDOWN

DATE OF ACTIVATION: _____ **REASON FOR ACTIVATION:** _____

In case there isn't time to move to a safer spot, or it may be unsafe to take students into the hallways, below are procedures to shelter students and staff inside the school, **near or in their classrooms.** Not all procedures will be applicable in all situations.

			Item
Completed or N/A	**By (Initials)**	**Date/ Time**	**Alert (Incident Commander)**
			Alarm Sounded (different than for evacuation), or announcement made. **To _____ (*S*helter Immediately, Shelter in Place, Initiate Lockdown Procedures) for _____ (ex., Interior/Exterior Intruder). Announced in plain English.**
			Notification of persons outside the school**: Executive Dir. ext. 429, Asst. Executive Director ext. 242, Safety Coordinator ext. 306, EMA: (724) 627-5387**
			Command Post (CP) activated at pre-designated spot **(1) Principal's Office and (2) Multi-Purpose Room**
			9-1-1 notified: **Include 9 and 1 if needed**
			Emergency services on-site and briefed
Completed or N/A	**By (Initials)**	**Date/ Time**	**Lockdown (Teachers)**
			Persons outside the building move to safe area
			Doors to all classrooms locked from the inside
			Windows covered (time permitting)
			Lights turned out
			Everyone moved away from windows and doors (if necessary)
			Everyone **"Duck and Cover"**
			Exterior building doors locked **(School Police Officer)**
			Teachers continue with classes.
Completed or N/A	**By** (Initials)	**Date/** Time	Close Shelter (Teachers)
			Teachers moved their classes to the closest shelter areas (See Annex to this Checklist)
			Teachers maintain control of their class until instructed to return to classroom, or to move to another location.

Completed or N/A	By (Initials)	Date/ Time	**Facilities (Operations Officer)**
			Doors to closets and utility spaces designated as shelters unlocked
			Outside air intakes for HVAC Closed
			Utilities turned off by **Janitor** to avoid fire/explosion (if situation warrants). **Main Electric Box** – Maintenance Room (Entry Code: 412) • Located on right wall. • Labeled H1A and H1B **Main Water Valve** – Maintenance Room (Entry Code: 412) • Located on left wall. • Turn lever for shut off. **Main Gas Shut-Off** – Outside Wall in Back of Building • Exit through Emergency Exit Door • Gas gauges are gray and labeled IU1. • Entry Code: 135 **Fire Alarm Annunciator Box** ○ Follow instructions to locate fire alarm box activated. ○ Hold "Alarm Silence" to stop alarm. ○ Hold "System Reset" to return to normal operations. ○ Hold "Drill" 2 seconds for fire drill, hold "Alarm Silence" to stop alarm.
			Closed windows, blinds, drapes & doors
Completed or N/A	**By (Initials)**	**Date/ Time**	**Accountability (Operations Officer)**
			Teachers conducted roll as soon as the immediate hazard passes
			Designated runner **(Paraprofessional)** transported roll numbers (taken after hazard passes) to the Command Post
			Command Post reconciled assembly area roll with known attendance list to ensure all students are accounted for
Completed or N/A	**By (Initials)**	**Date/ Time**	**Return to School (Incident Commander)**
			Search of building revealed no hazards or the hazardous situation has been resolved
			"All-Clear" signal announced

ANNEX to Checklist C: "CLOSEST SHELTER"

If it is unsafe for the occupants of the facility to go outside, provisions should be made to provide “protected spaces” inside. Sometimes, there isn't time to return to homeroom, take roll and move in an orderly manner. In those cases, teachers should move their class to the "closest shelter.” These aren't optimal, but are available.

These spaces should:

- Be in the interior of the building, away from glass that may shatter.
- Not be in rooms with large ceiling spans (like gymnasiums or auditoriums) that may fall if subjected to shaking from an earthquake or tornado.
- Have furniture and wall-hangings secured so that they will not fall onto occupants

Suggestions are:

- Interior halls,
- Rest rooms, Closets or other small areas
- If hallways are not suitable, use the inside wall of a room.

Everyone should sit facing the wall, protecting head and face with arms against the wall.

CHECKLIST D: EVACUATION TO A HOST FACILITY

DATE OF ACTIVATION: _____ **REASON FOR ACTIVATION: _____**

Procedures to evacuate students to another school or other safe facility

			Item
Completed or N/A	**By (Initials)**	**Date/ Time**	**Evacuation (Incident Commander)**
			Host Facility notified**:** **(1) EQT Rec Center-9-1-(724)-627-2739** **(2) Waynesburg Central High School, Bob Stephenson-Principal-9-1-(724)-852-1050**
			Notified County EMA**: (724) 627-5387**; ensured that bus evacuation routes are clear.
			Press release made to notify parents/family that students are being moved (See PIO Checklist) **(Executive Director)**
			Security established around school to ensure no one comes in or out during the evacuation process.
			Logistics/Transportation Coordinator reported to the Command Post: **(1) Secretary, (2) MS CTES Teacher, (3) MS Social Worker**
Completed or N/A	**By (Initials)**	**Date/ Time**	**Buses (Logistics/Transportation Officer)**
			Bus Contractor (**see attached list)** put on notice to provide buses
			Buses will be called by assigned group at the time of the incident.
			Bus provider provided with exact number of buses needed**: 2 buses.**
			If bus provider is unable to fill entire request, unmet needs reported to county EMA: **9-1-(724)-627-5387**
			Buses assembled at normal loading area
			Each driver given a map to host facility, in case they get separated (See Annex to this Checklist). *Maps/directions available to EQT Rec Center and Waynesburg Central High School.*
			Buses departed for host site/school.
			Buses traveled pre-designated route that has been coordinated with county EMA
			Buses arrived at host school/students & faculty moved to areas designated for their use
Completed or N/A	**By (Initials)**	**Date/ Time**	**Students (Operations Officer)**
			Students told to return to homeroom or other safe location.
			Roll taken for accountability and to determine exact number of bus seats needed
			Students moved to buses by homeroom.
			Teachers/staff assigned to each bus by homeroom.
Completed or N/A	**By (Initials)**	**Date/ Time**	**Supervision at Host Facility (Operations Officer/Teachers)**

			Evacuated School staff retained supervision and accountability for all students. **All teachers and paraprofessionals will provide supervision of students.**
			Roll taken and numbers reported to Command Post.
			IU1 Campus at Waynesburg school staff will remain at host school until all of their students have been released

Annex to Checklist D: EVACUATION ROUTES

Maps located in binder and Emergency Bag

CHECKLIST E: SHELTERING IN PLACE

DATE OF ACTIVATION: _____ **REASON FOR ACTIVATION:** _____

Procedures for incidents where there is time to be deliberate, but the most logical protective response will be to take shelter inside school buildings. Includes Weather Emergencies.

Completed or N/A	By (initials)	Time	Item
			Movement to Sheltered Area
			Ensured that designated shelter areas (See Annex to this Checklist) are ready to receive and shelter students and staff.
			Students moved to homeroom, before movement to pre-designated sheltered area
			Closed windows, blinds, drapes & doors
			Took roll & established accountability for all students and staff
			Remained in place and awaited further instructions from the Command Post
Completed or N/A	**By (initials)**	**Time**	**Supervision of Students (Teachers)**
			Teachers moved their classes to the pre-designated shelter areas **All teachers and paraprofessionals will provide supervision of students.**
			Teachers maintained control of their class until instructed to return to classroom, or to another location
Completed or N/A	**By (initials)**	**Time**	**Accountability (Operations Officer)**
			Teachers conducted roll as soon as they arrived in the sheltered area
			Designated runner **(Paraprofessional)** transported roll numbers to the Command Post when safe
			Command Post reconciled assembly area roll with known attendance list to ensure all students were accounted for
Completed or N/A	**By (initials)**	**Time**	**Return to Normal Operations (Incident Commander)**
			Search of building revealed no hazards
			"All-Clear" signal announced
Completed or N/A	**By (initials)**	**Time**	**Maintenance Staff**
			Closed air intakes for HVAC (N/A)
			Minimized all other sources of external air
			Prepared to provide meals to sheltered students and staff if the duration of the emergency warrants

ANNEX to Checklist E: CRITERIA FOR SELECTION OF INTERIOR SHELTER

If it is unsafe for the occupants of the facility to go outside, provisions should be made to provide “protected spaces” inside.

These spaces should:

- Be in the interior of the building, away from glass that may shatter.
- Not be in rooms with large ceiling spans (like gymnasiums or auditoriums) that may fall if subjected to shaking from an earthquake or tornado.
- Have furniture and wall-hangings secured so that they will not fall onto occupants

Suggestions on where to find these “protected spaces” are:

- In facilities.
    - Use identified shelters.
    - Use interior hallways.
    - Use rest rooms or other areas away from large glassed-in areas or open rooms.

If hallways are not suitable, use the inside wall of a room on the opposite side of the corridor from which the storm is approaching.

Rest rooms are usually suitable, especially if the room is centrally located.

CHECKLIST F: "HOST" FACILITY

DATE OF ACTIVATION: _____ **REASON FOR ACTIVATION:** _____

Procedures for sheltering students in a "host" school after evacuation from their home school

.

			Item
Completed or N/A	**By (initials)**	**Time**	**Notification (Incident Commander)**
			Host school notified of # of evacuees and arrival time: **(1) EQT Rec Center-9-1-(724)-627-2739** **(2) Waynesburg Central High School, Bob Stephenson-Principal-9-1-(724)-627-8151**
Completed or N/A	**By (initials)**	**Time**	**MOU (Incident Commander)**
			Written agreement reviewed
Completed or N/A	**By (initials)**	**Time**	**Accountability (Operations Officer)**
			Faculty/staff from the home school took & reported roll of students
Completed or N/A	**By (initials)**	**Time**	**Student Supervision (Teachers)**
			Faculty/staff from the home school exercised control of evacuated students. **All teachers and paraprofessionals will provide supervision of students.**
			Students assigned to specific holding areas by homeroom.
Completed or N/A	**By (initials)**	**Time**	**Departure/Recovery (Operations Officer)**
			Staff from IU1 Educational Campus at Waynesburg returned all used facilities to pre-disaster condition
Completed or N/A	**By (initials)**	**Time**	**Long-Term Continuation of Education**
			Considered virtual classes (Contiuation of Education Plan)
			Considered re-starting classes

CHECKLIST G: PUBLIC INFORMATION

DATE OF ACTIVATION: _____ **REASON FOR ACTIVATION:** _____

Procedures for the dissemination of official information and instructions to parents and to the general public.

			Item
Completed or N/A	**By (initials)**	**Time**	**Notification**
			Designated PIO **(Executive Director)** notified of emergency
			PIO arrived at CP
			Established Contact with County PIO at **9-1-(724)-627-5387 (Greene County EMS)**
Completed or N/A	**By (initials)**	**Time**	**For all Press Releases**
			Gathered and prepared Information specific to this incident
			Cleared through (acting) PIO
			Drafted & Proofread press release
			Cleared through CP
			Cleared through Administration **(Executive Director, Assistant Executive Director, Director of Special Education, Safety Coordinator)**
			Coordinated w/ EMA **9-1-(724)-627-5387 (Greene County EMS)**
			Sent out to media via fax
			Sent out to media via E-mail
Completed or N/A	**By (initials)**	**Time**	**Rumor Control**
			Incoming calls monitored to detect patterns **(Secretary)**
			Questions referred to EMA at their EOC
Completed or N/A	**By (initials)**	**Time**	**Joint Information Center (JIC)**
			Provided PIO or liaison to JIC (If established by EMA or local government)
Completed or N/A	**By (initials)**	**Time**	**Record Keeping (Logistics Officer or designee)**
			Initiated & maintained telephone log: **(1) Secretary, (2) MS CTES Teacher, (3) MS Social Worker**
			Maintained a copy of all messages released **(Secretary)**

CHECKLIST H: WARNING AND COMMUNICATIONS

DATE OF ACTIVATION: _____ **REASON FOR ACTIVATION: _____**

To describe the communications systems and capabilities that are available for emergency operations in the school system and to provide for the establishment and maintenance of the communications in use.

			Item
Completed or N/A	**By (Initials)**	**Date/ Time**	**Warning Received**
			Received from NOAA Weather Alert Radio
			Received from County EMA
			Received from other source _____
Completed or N/A	**By (Initials)**	**Date/ Time**	**In-School Warning (Dependent on situation)**
			Alarms sounded: **Announcement in Plain English to _____ (*S*helter Immediately, Shelter in Place, Initiate Lockdown Procedures) for _____ (tornado, severe weather, etc.)**
			Public Address Announcement made
Completed or N/A	**By (Initials)**	**Date/ Time**	**Runners**
			Runners reported to the Command Post to carry messages throughout the school: **Paraprofessional**
Completed or N/A	**By (Initials)**	**Date/ Time**	**Commercial Telephone (Primary Means of Communication)**
			Backup systems made available **(Cell Phones)**
			Backup systems made available **(Volunteer Radio/School Walkie-Talkies)**
Completed or N/A	**By (Initials)**	**Date/ Time**	**Communication within the school**
			PA System made operational
			Backup radio system for staff made operational *(list staff who have radios)* **All staff (teachers, paraprofessionals, social workers, janitor) have walkie-talkies and is carried with them at all times throughout the instructional day.**
Completed or N/A	**By (Initials)**	**Date/ Time**	**Volunteer Radio Support**
			Contacted County EMA To request radio support
			Volunteer radio personnel; arrived at school
Completed or N/A	**By (Initials)**	**Date/ Time**	**Communication With Parents**
			Press release or statement sent out (See PIO checklist)

ANNEX 1 to CHECKLIST H: COMMUNICATIONS WITH PARENTS

Parents and guardians need to be informed of provisions in the Emergency Operations Plan. This letter will provide the information that they need. In schools with students who are English Language Learners (ELLs), notification to parents must be provided in language they understand. Translation of all communications with parents is highly recommended.

This letter is included in the Student-Parent Handbook for the IU1 Educational Campus at Waynesburg.

Dear Parent(s)/Guardian(s):

This letter is to assure you of our concern for the safety and welfare of students attending the Intermediate Unit 1 Educational Campus at Waynesburg. Our Emergency Operations Plan provides for response to all types of emergencies. Depending on the circumstances of the emergency, we will use one of the following protective responses:

1. **Immediate Evacuation** — Students will be evacuated to a safe area on the school grounds in the event of a fire, gas leak, etc.

2. **Modified Operation** — This action may include cancellation/postponement or rescheduling of normal operations. This action is normally taken in cases of inclement weather or building problems (such as utility disruptions, heating issues) that make it unsafe for students to be in attendance.

3. **In-House Sheltering** — *P*rovide refuge for students, staff and the public within the school building during an emergency such as sudden and severe weather, hazardous material spills/leakages, etc.

4. **Evacuation** — Total evacuation of the campus may be necessary if the school is in an endangered area. In this case, students will be taken to another location outside of the endangered area.

If your residence is in a disaster/endangered area and the Intermediate Unit 1 Educational Campus at Waynesburg is not, your child will be cared for at the school until the danger has subsided, or until you or your authorized designee comes to the school to get him/her.

Please listen to WANB/105.1 FM, Channel 2 KDKA TV, Channel 4 WTAE TV or Channel 11 WPXI TV for announcements relating to any emergency situation.

Please refrain from calling the school during an emergency situation. This will keep the telephone lines open so that Intermediate Unit 1 Educational Campus at Waynesburg staff will be able to make emergency calls and relay information to the appropriate authorities and the media.

The media will advise you when and where to report to regain custody of your child. This will avoid traffic congestion that may impede the response of emergency personnel and vehicles further endangering the safety of students and staff.

When you report to the designated student release area, you will need to:

- Produce a photo identifying you as the authorized person designated to pick up the student.
- Sign the Parent Reunification form.

Included with this letter is the form that the school uses for parents to designate the person or persons authorized to pick up your child. Please complete and return the form to the school office no later than **September 10, 2026.** This form will be used for *ALL INSTANCES* when your child is released from the school. Please ensure that only those persons you list on the form attempt to pick up your child.

In the event your child has a personal vehicle at school at the time of an emergency or evacuation, your consent is also required before the student will be permitted to leave the campus using this vehicle.

I specifically urge you **not** to telephone the school or attempt to make different arrangements during an emergency situation. Such action will only create additional confusion and divert staff from their assigned responsibilities.

All instructions will be provided to the media for dissemination. Should the media be unable to operate because of a power outage, etc., Emergency Management personnel in your area will activate an alternate alerting system.

Emergency conditions/situations may require that the school close for a period of time. In that event, students may be required to complete assignments at home or at another location. You will be informed via the news media or neighborhood alerting system of procedures to be followed.

In order to assure the safety of our students and staff, and in an effort to assure the continuity of the educational process, I ask your understanding and cooperation should any emergency occur. If you have additional questions regarding our emergency operating procedures, please contact me at 724-627-4656.

Sincerely,

Tammy D Mandich

Intermediate Unit 1
Principal/Supervisor of Special Education
Intermediate Unit 1 Educational Campus at Waynesburg

ANNEX 2 to CHECKLIST H: COMMUNICATIONS WITH PARENTS

I, _____, authorize **Intermediate Unit 1 Educational Campus at Waynesburg** to release my child (children) to the person (s) designated. This is in agreement with the **Intermediate Unit 1 Educational Campus at Waynesburg's** Emergency Operations Plan.

Student's Name	**Designated Custodian (s) Name & Relationship**

_____
Your Signature Relationship Date

_____
Print Name

_____
Address

_____
City State Zip

_____
(Home Phone) (Work) (Cell)

In the event my child (children) has/have a personal mode of transportation at school when an emergency or evacuation occurs, I authorize him/her to use the personal mode of

transportation for evacuation travel purposes and to transport other immediate family members if feasible.

_____

Signature Relationship Date

_____

Print Name

NOTE: Parents and guardians should designate themselves as designated custodians. Friends, neighbors and other relatives may also be designated. PLEASE PRINT CLEARLY.

CHECKLIST I: SECURITY & POLICE SERVICES

DATE OF ACTIVATION: _____ REASON FOR ACTIVATION: _____

Provides a security program within the **Intermediate Unit 1 Educational Campus at Waynesburg** to protect life and property in the event of emergencies and to assist in the event that an evacuation is ordered.

			Item
Completed or N/A	**By (initials)**	**Time**	**Building Intruder**
			Alarm given to lock all doors & shelter students.
			School Police Officer reported to the Command Post.
			9-1-1 notified: **Include 9 and 1 if needed**
			Building searched to find intruder
Completed or N/A	**By (initials)**	**Time**	**Command Post Operations**
			School Police Officer - reported to the Command Post.
			Command Post established contact with municipal EOC
			Local law enforcement arrived Time:
			Command Post directed all school district security personnel to work with municipal law enforcement
Completed or N/A	**By (initials)**	**Time**	**Facility Security (Operations/Police Officer)**
			Building security team activated. Members of security team are: **Principal, School Police Officer, HS CTES Teacher, Mental Health Technician-Partial Program**
			Facilities locked with only one entry/exit point
			Checkpoints manned to ensure there are no intruders (see diagram – Annex A)
			Unmet law enforcement needs transmitted to municipal EOC
Completed or N/A	**By (initials)**	**Time**	**Traffic Control**

			Traffic Control Points manned by designated school personnel (see diagram-Annex B)
			Traffic Control Points at busy intersections manned by uniformed police

ANNEX 1 to CHECKLIST I: BUILDING SECURITY PLAN

(Include a floor plan of the school with all entrances marked.)

(Provide copies to local law enforcement and fire department.)

Floor plan located in the main Safety Plan book, as well as in the Emergency Bag located in the main office

ANNEX 2 to CHECKLIST I: TRAFFIC/ACCESS CONTROL

(Include a site diagram of the school grounds, showing traffic flow and bus access/egress. Designate staff to initially control traffic, then turn the Control Points over to local police or fire police when they arrive.)

Diagram located in main School Safety Plan book as well as Emergency Bag located in the main office

CHECKLIST J: HEALTH AND MEDICAL SERVICES

DATE OF ACTIVATION: _____ **REASON FOR ACTIVATION:** _____

Procedures for school health and medical personnel to follow to reduce deaths and injuries and to identify assistance needed during emergencies or disasters.

			Item
Completed or N/A	**By (initials)**	**Time**	**Medical Emergencies (Medical Officer)**
			School Nurse assumes responsibilities of medical officer.
			Medical officer renders first aid as needed/feasible
			Medical officer established triage area as needed/feasible
			In-school medical officer briefed ambulance/EMS personnel when they arrive
Completed or N/A	**By (initials)**	**Time**	**Student Medications (Medical Officer)**
			Medications on hand inventoried
			Medications packaged & prepared to be moved with students
			Medications given to staff member in charge of the bus where student is located
Completed or N/A	**By (initials)**	**Time**	**In School Sheltering**
			First aid kits in shelter areas checked
Completed or N/A	**By (initials)**	**Time**	**Special Needs Students**
			Reviewed list of special needs students
			Ensured individual assistants are with special needs students
Completed or N/A	**By (initials)**	**Time**	**Student Medical Records (Medical Officer)**
			Records boxed to accompany students if evacuated
			Records loaded on buses with students
Completed or N/A	**By (initials)**	**Time**	**After the Emergency**
			All students/faculty/staff examined for injuries
Completed or N/A	**By (initials)**	**Time**	**Mental Health Counseling**
			School Mental Health Counselor notified **(CTES Social Workers)**
			Contracted counselor requested **(Activate IU1 Crisis Response Counseling Team (Through IU1 Executive Director of Special Education's office)**
			County MH/MR notified **9-1-(724) 852-5276**

Completed or N/A	By (initials)	Time	At Host School
			School nurse reported to host school infirmary to assist with increased workload and bring knowledge of sheltered students
Completed or N/A	**By (initials)**	**Time**	**Record-keeping**
			Established and maintained log of all medical services provided and to whom

CHECKLIST K: TRANSPORTATION

DATE OF ACTIVATION: _____ **REASON FOR ACTIVATION:** _____

Procedures for transportation during emergency operations including evacuation of students & staff and the transportation of supplies and records from a threatened area.

			Item
Completed or N/A	**By (initials)**	**Time**	**Transportation Coordinator (Logistics Officer)**
			Transportation (Logistics) Coordinator reported to the Command Post
			Determined the status of all assigned buses, vans and trucks
			Established list of transportation commitments
			Identified potential sources in case more are needed
			Passed unmet needs to the Greene County EMS **9-1-(724)- 627-5387**
Completed or N/A	**By (initials)**	**Time**	**Modified Operations**
			Ensured that buses are on hand for early dismissal
			Ensured that bus drivers are aware of cancellations/revised schedules
Completed or N/A	**By (initials)**	**Time**	**Evacuation**
			Ensured that buses are on hand
			Coordinated evacuation routes with County EMA to ensure that they are open
			Ensured that all bus drivers have maps

CHECKLIST L: FACILITIES AND SERVICES

DATE OF ACTIVATION: _____ **REASON FOR ACTIVATION:** _____

Procedures and responsibilities for the restoration of facilities and services.

			Item
Completed or N/A	**By (initials)**	**Time**	**Notification**
			Facility maintenance manager **(IU1 Maintenance-Ken Meadows (724) 938-3241 ext. 306** in contact with the Command Post
Completed or N/A	**By (initials)**	**Time**	**Utility Shut-Off (Operations Officer)**
			Electricity Shut-Off Manually: **Main Electric Boxes are located in the Maintenance Room on the right wall. They are labeled H1A and H1B. The entry code for the Maintenance Room is 412.**
			Water Shut-Off Manually: **Water Main Valve is located in the Maintenance Room on the left wall. The entry code for the Maintenance Room is 412.**
			Gas Shut-Off Manually: **Main Gas Shut-Offs are located on the Outside Wall in the back of the building near the gym/cafeteria. Exit through the Emergency Exit door. They are gray and labeled IU1. The entry code Emergency Exit door is 135.**
Completed or N/A	**By (initials)**	**Time**	**Damage Survey**
			As soon as it is safe to move around, facility manager conducts a survey of damage to the building.
			As information about major damage to school facilities becomes available, it is reported to the municipal/county EMA.
			Safety Coordinator and Director of Business Services accompanies municipal/County/State EMA personnel for a formal damage assessment
Completed or N/A	**By (initials)**	**Time**	**Recovery**
			Based on damage survey, a plan is developed to clean up the school and make it safe for reoccupation
			Cleanup and repair begun
			School reoccupied
Completed or N/A	**By (initials)**	**Time**	**Record Keeping**
			All expenditures and extraordinary labor costs recorded for possible reimbursement from federal disaster funds

CHECKLIST M: SEARCH AND RESCUE

DATE OF ACTIVATION: _____ **REASON FOR ACTIVATION:** _____

			Item
Completed or N/A	**By (initials)**	**Time**	**Command Post (Incident Commander)**
			Accountability reports reviewed
			_(name)_____ found to be missing
			Other locations queried
			Search team activated. Members: **School Police, HS CTES Teacher, Mental Health Technician-Partial Program**
Completed or N/A	**By (initials)**	**Time**	**Search Team Operations (Operations Officer)**
			Team chief organized search plan
			Area to be searched determined safe for searchers
			Rooms marked as clear when searched
Completed or N/A	**By (initials)**	**Time**	**Outside Help**
			Initial search team failed to locate missing person
			County EMA /**9-1-1** contacted for assistance with search
			Emergency Service (fire department) personnel arrived and took over the search.

CHECKLIST N: RECORDS MANAGEMENT

DATE OF ACTIVATION: _____ **REASON FOR ACTIVATION:** _____

Procedures to be followed to preserve essential records in case the building is evacuated or is in danger.

			Item
Completed or N/A	**By (initials)**	**Time**	**Command Post**
			Health records prepared to accompany evacuating students **(School Nurse)**
			Determination made that administrative records are in danger, and they can be moved to off-site storage without endangering personnel
			Records recovery team assembled **(IU1 at Waynesburg Staff)**
			Off-site storage location notified to be prepared to receive records: **Intermediate Unit 1, Coal Center PA (Ken Meadows-IU1 Warehouse Manager)**
Completed or N/A	**By (initials)**	**Time**	**Records Recovery Team Operations**
			Records are to be evacuated identified
			Procured boxes to hold records **(IU1 Warehouse Staff)**
			Moved boxes to vehicles for transfer **(IU1 Warehouse Staff)**
Completed or N/A	**By (initials)**	**Time**	**Electronic Records**
			Identified electronic records to be saved
			Copied records onto disks **(IU1 Information Services Department)**
			Transported disks to off-site storage area **(IU1 Information Services Department)**

Intermediate Unit 1 Educational Campus at Waynesburg

2026-2027

August 2026 Board Meeting

CHANGES TO SCHOOL EMERGENCY OPERATIONS PLAN and SCHOOL EMERGENCY OPERATIONS PLAN CHECKLIST

School Emergency Operations Plan

No changes were needed.

School Emergency Operations Plan Checklist

Page 5:

Evacuation monitors posted in hallways and at doors- added Autistic Classroom

Building searched to ensure that everyone is out- added Autistic Classroom

Page 18:

Safety Drills/Parent Letter

Changed the date from September 11, 2025 to September 10, 2026

Page 24:

Mental Health Counseling

Contracted counselor requested- Changed IU1 Special Education Director to IU1 Executive Director of Special Education

Intermediate Unit 1
Empowerment School
2026-2027

STUDENT-PARENT HANDBOOK

Address:
IU1 Empowerment School
625 East McMurray Road
McMurray, PA 15317

Phone: 724-942-8420
Fax: 724-942-8427
www.iu1.org

Intermediate Unit 1
Dr. Donald Martin,
Executive Director

Michael Minor,
Principal/Supervisor of Special Education

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PRINCIPAL'S MESSAGE

Dear Families and Students:

The IU1 Empowerment School team is so excited to be welcoming students through our doors for the 2026-2027 school year. Together, we will learn and grow while making memories to last a lifetime.

Our team of educators and support staff is committed to providing a nurturing and engaging atmosphere where each student can thrive academically, socially, and emotionally. We believe in celebrating diversity and fostering a sense of belonging for all members of our school family.

Whether you are joining us for the first time or continuing your journey with us, we are excited to partner with you in unlocking your child's full potential. Together, we will work hand in hand to create meaningful learning experiences that promote growth, independence, and lifelong success.

Thank you for entrusting us with the privilege of guiding your child's educational journey. We look forward to a year filled with discovery, progress, and shared achievements.

Sincerely,

Michael Minor

Michael Minor
Principal/Special Education Supervision

PROGRAM OVERVIEW

The Empowerment Collaborative is a unique, innovative school experience designed to prepare students for success in life, college, and careers by transforming the classroom into a simulated workplace. Instead of learning only through textbooks and lectures, students take an active role in their education by working on real-world projects, authentic job roles, and community partnerships.

This handbook is a guideline of the policies and procedures in effect at our school and in our classrooms. It is your responsibility to become familiar with the contents of the student handbook. It can be used as a reference tool for any questions or issues that may arise.

Mission

The mission of the IU1 Empowerment school is to empower students and teachers through authentic, workplace-modeled learning that builds communication, collaboration, critical thinking, and self-empowerment skills for success in school, careers, and life.

Program Objectives

As an educational program for students with disabilities, the IU1 Empowerment School strives to:

- Provide opportunities for students to make decisions, share leadership, and take responsibility for their learning.
- Create classroom environments that mirror workplace expectations, including job roles, teamwork, and accountability.
- Equip students with essential workplace skills such as communication, collaboration, problem-solving, and professionalism.
- Connect academic standards to meaningful, real-world projects that build critical thinking and creativity.
- Strengthen connections with local businesses, organizations, and community members

to enhance career exploration and opportunities.

- Support students in developing resumes, digital portfolios, and long-term career plans aligned with their strengths and interests.
- Teach students about money management, workplace expectations, and responsibility through systems like student currency and thrift store operations.
- Provide scaffolded supports so that every student, regardless of ability, can fully participate and succeed.
- Help students grow as self-advocates who take pride in their work, set goals, and build independence.
- Ensure students graduate ready for employment, further education, and active participation in their communities.

Program Description

The Empowerment Collaborative is an innovative educational program for those in grades 7-9 designed to prepare students for success in school, careers, and life by transforming the classroom into a simulated workplace. In this model, students do more than complete assignments—they step into authentic roles, work as part of a professional team, and take ownership of their learning. Students attend the school on a full-time basis from 8:20am – 2:40pm, five days a week, and 180 days per year.

Through project-based learning, career exploration, and community partnerships, students develop the skills, confidence, and independence needed to thrive after graduation. The program emphasizes both academic growth and the development of essential soft skills such as communication, teamwork, problem-solving, and leadership.

A hallmark of the Empowerment Collaborative is its commitment to student voice and choice. Students are empowered to make decisions, take on leadership responsibilities, and actively participate in shaping their educational experience. This fosters a sense of ownership, accountability, and pride in their work.

Students also engage in career readiness activities such as employer visits, internships, guest speaker sessions, and hands-on projects tied to real-world industries. Unique opportunities—such as operating a thrift store and managing a student currency system—help students practice financial literacy, responsibility, and customer service in meaningful ways.

At its core, the Empowerment Collaborative is about empowering students to see themselves as capable, valued, and prepared individuals who are ready to contribute positively to their communities and future workplaces.

As an IU1 operated program, students and staff are afforded the benefits of all the services and programs, offered by IU1, such as:

- Pennsylvania Certified Regular and Special Education teachers
- Curricula and instruction aligned to the Pennsylvania Core/Academic Standards, Assessment Anchors and Eligible Content
- Staff development in research-based best practices
- The opportunity to participate in IU1 grant funded projects

Pennsylvania certified special education teachers assure all special needs students are provided a Free Appropriate Public Education (FAPE) as outlined in their Individualized Education Programs (IEPs).

RELATED SERVICES

The IU1 Empowerment School offers these additional services for those students who require them:

- Speech/Language Services
- Occupational Therapy (OT)
- Physical Therapy (PT)
- Vision Support
- Hearing Support

- Assistive Technology (AT)
- Orientation and Mobility
- Nursing Services

Student Rights and Responsibilities

IU1 has the authority and responsibility to establish reasonable rules and regulations for the conduct and deportment of all students at the IU1 Empowerment School. At the same time, no student shall be deprived of equal treatment and equal access to the educational program, due process, a presumption of innocence, and free expression and association.

Attendant upon the rights established for each student are certain responsibilities, which include respect for the rights of others, obedience to properly constituted school authority, and compliance with the policy, rules and regulations of the IU1 Empowerment School.

All instructional materials, including teacher's manuals, audiovisuals or other supplementary instructional material to be used in the instructional program shall be available for inspection by the parents/guardians of students.

In compliance with the ***Protection of Pupil Rights Amendment*** of 2001 (PPRA), no student shall be required, without written parental consent for students under 18 years old or written consent of students or those over 18 years of age to submit to a survey, analysis, or evaluation that reveals information concerning:

Political affiliations, mental and psychological problems potentially embarrassing to the student, sexual behavior and attitudes, illegal, antisocial self-incriminating and demeaning behavior, critical appraisals of other individuals with close family relationships, legally recognized privileged and comparable relationships, such as those with lawyers, physicians, and ministers, and income other than that required by law to determine eligibility for

participation in a program or for receiving financial assistance under such programs may be conducted on a wholly voluntary basis, provided that the student and parent/guardian have been notified of their rights and of their right to inspect all related materials.

Student Expression

The IU1 Empowerment School respects the right of students to express themselves in word or symbol and to distribute materials as a part of that expression, but it also recognizes that the exercise of that right must be limited by the IU1's responsibility to maintain an orderly school environment and to protect the rights of all members of the school community.

The school reserves the right to designate and prohibit manifestations of student expression that are not protected by the right of free expression because they violate the rights of others. Such expressions are those which:

1. Label any specific person or persons.
2. Seek to establish the supremacy of a particular religious denomination, sect or point of view.
3. Advocate the use or advertise the availability of any substance or material that may reasonably be believed to constitute a direct and substantial danger to the health of students.
4. Use indecent or obscene language, or contain material deemed harmful to students who may receive them.
5. Incite violence, advocate use of force, or urge violation of federal, state, or municipal law, IU1 policy or regulations.
6. Solicit funds for non-school organizations or institutions when such solicitations have not been approved by the Board.

The school reserves the right to halt the distribution of unprotected materials. It also requires that students who wish to distribute materials submit them for prior review. The building administrator or designee shall not censor or restrict material that is critical of the school or

administration, and the review for unprotected expression shall be reasonable and not calculated to delay distribution. Disciplinary action may be taken by building administrators for those students who distribute printed materials in violation of this policy, or who continue the manifestation of an unprotected expression after a person in authority orders that they desist.

FERPA

The IU1 Empowerment School recognizes the legal requirement to maintain the confidentiality of collected student records, and conforms to the mandates of the Family Educational Rights and Privacy Act (FERPA) and its regulations: the Guidelines for the Collection, Maintenance, and Dissemination of Student Records, and the Standards for Special Education. Under FERPA, parents and students have the following rights afforded to them:

- The right to inspect and review education records and a description of how a parent or student may assert that right
- The right to request an amendment to the record and a method for requesting the amendment
- The right to consent to disclosures of the student's record and an explanation of the conditions under which the school may disclose without prior consent
- The right to file a complaint with the Family Compliance Office of the Federal Department of Education

In order to maintain a safe and secure environment, conducive to positive growth of all students, each student will:

1. Follow school policies and procedures and interact safely within the environment.
2. Attend school daily, report to classes on time and be ready for instruction.
3. Respect staff, students, and property.
4. Complete coursework and participate in classroom discussions and activities.
5. Use all materials appropriately and exercise proper care when using school equipment.
6. Make the necessary arrangements for 'make-up' work when absent from school.

7. Know and obey IU1, local, state, and federal laws, policies and regulations.

Please refer to IU1 Board Policy #235 – **Student Rights/Responsibilities**, and #216 - **Student Records**

ATTENDANCE

Pennsylvania State Law

Compulsory school age refers to the period of a child's life from the time the child enters school as a beginner, which may be no later than 6 years of age, until the age of 18 or graduation from a high school, whichever occurs first. It is mandatory for all children of compulsory school age having a legal residence in PA to attend a day school in which the subjects and activities prescribed by the Standards of the State Board of Education are taught in the English language.

Please refer to IU1 Board Policy #204 – **Attendance**

Home School District Attendance Policy

The home school district will receive a weekly report disseminating attendance information. The home district will follow the procedures outlined by state law and its attendance policy. The home district may send a warning letter to the parent(s)/guardian(s) regarding an attendance issue. Violations of the attendance policy may result in a district hearing and/or a hearing before the local Magistrate. Such a hearing could result in truancy charges and a fine for violation of state attendance laws. It may also lead to intervention by community agencies such as Children and Youth Services (CYS).

IU1 Empowerment School Attendance Policy

During the 2026-2027 school year, when participating in distance learning in accordance with Section 520.1 of the School Code to meet the minimum instructional time requirements in the event of an emergency, student attendance will be measured using evidence the student has accessed the resources required for the assigned learning activities, as well as evidence the student completed the assigned learning activities. Student attendance will be documented in the designated Student Information System (SIS).

School Tardiness

A student is considered tardy when he/she reports to school after 8:40 am. When this happens, the student must check in at the office. The student is required to provide the school secretary with an excuse from the parent(s)/guardian(s) stating the reason for the tardiness. A medical excuse is required for doctor's appointments and will not count in the accumulation of tardy absences for the year. If it is determined that the student is tardy, the number of minutes tardy will be documented.

Tardy minutes are added together as unexcused days, are cumulative for the entire school year, and will result in consequences. After four (4) unexcused "tardies" the home district will be notified and they may calculate unexcused tardy days on a cumulative basis and refer the matter to the District Magistrate's office when the total exceeds district policy.

Excused Absences

Upon return to school from an absence, a student must report to the office with a written excuse from the parent(s)/guardian(s). A written excuse from a physician is also acceptable. The excuse must include the date of the absence, the reason for the absence and the signature of the parent(s)/guardian(s). This includes students 18 years of age and older.

Students are <u>legally</u> excused for the following reasons:

- ➢ Illness, family emergencies, quarantine, death in the family, impassable roads, authorized religious holidays, medical and dental appointments (with a doctor's excuse), required court appearance, family educational trip, other educational trip, and any absence approved in advance by the building administrator.

A student will have 3 days from the date of return to school to produce an excuse before the absence is marked as unexcused.

A maximum of ten (10) days of cumulative lawful absences verified by parental notification may be permitted during a school year. All absences beyond ten (10) cumulative days shall require an excuse from a licensed physician.

Excused From Physical Education

Students will be excused from *Physical Education* class if a written doctor's excuse is provided, indicating the length of time the student is to be excused.

Early Dismissal

To ensure the safety of all students, parent(s)/guardian(s) must send a note with their child stating the time, date and reason for an early dismissal. Parent(s)/Guardian(s) must call and/or report to the office prior to the dismissal and sign their child out of school. If a student leaves before 11:30 am due to illness, etc., it will be counted as a day of absence. Any dismissal after 11:30 am will result in a student being marked present but marked 'excused early.'

GRADES

*The following procedures refer to IU1 Board Policies #*212 – **Reporting Student Progress**, #213 – **Assessment of Student Progress**, #215 – **Promotion and Retention*,*** and #217 – **Graduation Requirements**

Grading Policy

Grades for each nine-week period are a compilation of the student's daily performance, which includes IEP goals, classroom discussion/participation, projects, class assignments, quizzes, tests, homework, and group work. Attendance is an important factor in a student's success.

Grading Scale

The following grading scale will be used to report grades to the home school districts:

A	90-100 %
B	80-89 %
C	70-79 %

D 60-69 %

F 59 % and below

I Incomplete Grade

If a student has been absent and the time allotted to make up the missed work extends beyond the end of the 45-day grading period, he/she will receive an incomplete (I) grade. The student has a two-week period to complete the incomplete work. At the end of the two-week period, he/she will be issued a letter grade to replace the "I". If the student fails to make-up incomplete assignments during this two-week period, each incomplete assignment will be marked as an "F" and averaged into the grades earned for that grading period. This will result in the student receiving a lower grade and possibly an F.

Midterm Grade Reports

A midterm report will be mailed home following the 22nd day of each nine-week (45 day) grading period. This report gives the student and his/her parent(s)/guardian(s) notice of current academic performance in each class. Parent(s)/Guardian(s) are encouraged to call the school to speak with the teacher(s), social worker, and/or building administrator to discuss any concerns.

Report Cards and IEP Progress Monitoring

At the end of each forty-five (45) day (nine week) grading period, a report card is mailed home to the parent(s)/guardian(s) along with a Progress Monitoring Report. The Progress Monitoring Report explains the student's progress on his/her IEP goals and objectives. Teachers may make comments about classroom performance on the designated section of the report card. The report card gives the parent(s)/guardian(s) the opportunity to request a conference to discuss their child's progress.

Graduation

Accurate recording of each student's achievement of academic standards shall be maintained,

as required by law and state regulations. Students shall be informed of the necessary district graduation requirements, including a graduation project if required by the home district. Periodic warnings shall be issued to students in danger of not fulfilling graduation requirements.

Students with disabilities, who satisfactorily complete the special education program developed by the Individualized Education Program team, (in accordance with the law, state regulations, and IU1 Board Policy) shall be granted a regular high school diploma by the school district of residence.

*Please refer to IU1 Board Policy #*217 – **Graduation Requirements**

PA High School Graduation Requirements

Requirements through the 2026-2027 school year:

Students will be required to meet the graduation requirements of their home sending district, including the number of credits necessary to graduate*. Requirements through the 2026-27 school year shall include course completion and passing grades, completion of a culminating senior project (if required by sending school district), and results of local assessments aligned with the academic standards.

*Required number and types of credits vary by district and decisions of the IEP Team.

In accordance with Pennsylvania's Act 158 of 2018, **beginning with the graduating class of 2023, students must meet statewide graduation requirements in one of five ways.**

- **Pathway 1 - Keystone Proficiency Pathway:** Scoring proficient or advanced on each Keystone Exam - Algebra 1, Literature, and Biology.

- **Pathway 2 - Keystone Composite Pathway:** Earning a satisfactory composite score of 4452 on the Algebra 1, Literature, and Biology Keystone exams (while achieving at least a proficient score on at least one of three exams and no less

than a basic on the remaining two). *A Non-Numeric Proficient (NNP) is not an eligible for this pathway.

- **Pathway 3 – CTE Pathway:** For Career and Technical Education (CTE) Concentrators, successful completion of Biology, Algebra I, and Literature 10 classes associated with each Keystone Exam on which the student did not achieve proficiency and attainment of an industry-based competency certification related to the CTE Concentrator's program of study or demonstration of high likelihood of success on an approved industry-based competency assessment or readiness for continued meaningful engagement in the CTE Concentrator's program of study. For further explanation of the CTE Pathway, please see PDE's Act 6 guidance.

- **Pathway 4 - Alternate Assessment Pathway:** Successful completion of Biology, Algebra I, and Literature 10 classes associated with each Keystone Exam on which the student did not achieve proficiency and one of the following:

a. Attainment of an established score on an approved alternate assessment
    i. SAT: score of 1010
    ii. PSAT: score of 970
    iii. ACT: score of 21
    iv. ASVAB: the minimum score for admission to a branch of the armed services the year the student graduates
b. Attainment of an established score of 3 on an Advanced Placement Program (AP) in an academic content area associated with each Keystone Exam on which the student did not achieve at lease a proficient score.
c. Successful completion of a concurrent enrollment course in an academic content area associated with each Keystone Exam in which the student did not achieve at least a proficient score.
d. Successful completion of a pre-apprenticeship program.

e. Acceptance in an accredited 4-year nonprofit institution of higher education and evidence of the ability to enroll in college-level coursework.

- **Pathway 5 - Evidence Based Pathway:** Successful completion of Biology, Algebra I, and Literature 10 classes associated with each Keystone Exam on which the student did not achieve proficiency and demonstration of three pieces of evidence consistent with the student's goals and career plans. Students must achieve a *total of 3* pieces of evidence from the following list. Please note a maximum of 2 pieces of evidence is allowed from section *e.*

  a. Attainment of established score on a SAT subject test, an Advanced Placement Program Exam:

  SAT Subject Test: score of 630

  AP Program Exam: score of 3

  b. Acceptance in an accredited, other than 4-year nonprofit institution of higher education and evidence of the ability to enroll in college-level coursework.

  c. Attainment of an industry-recognized credential.

  d. Successful completion of a concurrent enrollment or postsecondary course

  e. (Maximum of 2 accepted from this section): Satisfactory completion of a service-learning project; attainment of a score of proficient or advanced on a Keystone Exam; a letter guaranteeing full-time employment; a certificate of successful completion of an internship or cooperative education program; or satisfactory compliance with the NCAA's core courses for college-bound student athletes with a minimum grade point average (GPA) of 2.0.

Special education students – Special education students are required to satisfactorily complete the program developed by an Individualized Education Program (IEP) team in order to graduate from the home school district.

Keystone Exams – The Keystone Exams are end-of-course assessments designed to assess proficiency in the subject areas of Algebra, Literature, and Biology.

Pennsylvania System of School Assessment – Every Pennsylvania student in grades 3 through 8 is assessed in English Language Arts and Math. Every Pennsylvania student in grades 5 and 8 is also assessed in science.

Supplemental instruction – Students who did not score proficient on a Keystone Exam must participate in supplemental instruction prior to re-taking the Keystone/module. The supplemental instructional support must be consistent with the student's educational program.

Re-taking Keystone Exams – A student may re-take an exam or exam module, so long as the student received supplemental instruction. There is no limit on the number of times a student may retake the test.

Cheating

A student earns grades through the completion of their own work, which includes but is not limited to learning contracts, daily worksheets, projects, tests and quizzes. A student who takes or copies another's work and uses it as their own or give their work to another student or students is considered to be cheating. Such actions will result in disciplinary action, a failing grade or both.

Plagiarism

Plagiarism is the unauthorized use or close imitation of the language and thoughts of another author/person and then representing them as one's own original work. Plagiarism is a serious offense and can result in a failing grade, disciplinary action or both.

Planned Courses

All courses in grades K-12 are aligned with the PA Core/Academic Standards. Students in grades 9-12 can earn one credit for Math, Science, Social Studies and English upon successful completion of the course. Additionally, students can earn full and/or partial credit in Physical Education, Health and various elective courses.

Students in grades 3 – 8 will take the PSSA/PASA tests. PASA also includes grade 11. Depending upon the student's grade level, a student may be tested in two or more of these content areas: English Language Arts, Mathematics, and Science. The scores will be reported to the home schools. Parents will receive a letter stating the testing dates.

The IU1 Empowerment School may administer a series of benchmark assessments throughout the school year to monitor student progress in meeting Pennsylvania's Core/Academic Standards and guide the delivery of instruction.

STUDENT SERVICES

Counseling

Counseling services are available to each student. These services include assistance with educational planning, interpretation of test scores, career and occupational information, tutoring assistance, help with home, school and social concerns, and/or any question(s) that the student feels comfortable to discuss with the counselor. Contact with the home school district counselor to answer specific questions relative to the student's return to the home school, credit issues, financial aid, etc. will be facilitated by the building administrator or designated social worker.

Food Service

Breakfast and lunch are provided to each student attending the IU1 Empowerment School. A student may bring his/her lunch. However, students are not permitted to bring open containers into the building (e. g., opened bottles, cans, cups, mugs, travel mugs, etc.). Such containers

will be inspected and may be discarded or taken to the cafeteria for use during breakfast or lunch. Energy drinks such as Monster brands, Red Bull, Prime, etc. are banned from the school due to high caffeine and sugar content.

So that every student can have a pleasant mealtime, it is necessary to maintain a calm, orderly, and reasonably quiet atmosphere in the lunchroom. Each student is expected to be polite and use table manners. Students are responsible for keeping their lunch area (i.e. table, floor) clear and to pick up any debris before leaving the lunchroom.

Transportation Services

A student must exhibit safe and responsible behavior on the ride to and from school. Misbehavior is especially difficult to manage in this environment because the bus driver must focus his/her attention on the road and stay on schedule. The bus driver's number one interest is your safety. Since each school district provides transportation services for the students who reside in their home district, the policies, rules, regulations and consequences of the home school districts are in effect during the trip to and from school.

Students who live in different school districts may not ride home together on the bus or van. A student must ride to and from school on the home district vehicle.

If a student fails to exhibit proper behavior on the bus/van, the driver will complete a student incident report, and turn it into the building administrator or designee. The following bus/van misbehavior will result in disciplinary action, in conjunction with the home school district:

1. Possession or use of tobacco, alcohol, illegal drugs, or vaping device
2. Getting on another bus/van without prior office approval and a temporary bus permit
3. Throwing objects inside or outside the vehicle

4. Getting off at the wrong stop
5. Not following the driver's directions and/or behaving in any way that would endanger others and/or the safe operation of the vehicle
6. Defacing or vandalizing the vehicle.

HEALTH SERVICES

Nurse's Office

The nurse's office is provided so that every student can benefit from its services. The following is necessary in order to provide efficient medical attention:

- Every student must have an emergency information card updated, completed and on file.
- Any student with a health problem should have his/her parent/guardian notify the school nurse with specific requirements for treatment (e.g. allergies, asthma, diabetes, epilepsy).
- If a student becomes ill, he/she must ask the teacher to be seen by the school nurse. A staff member will escort the student to and from the nurse's office.
- No student will be excused to go home when ill without permission from the building administrator or designee, as well as permission from parents/guardians.
- If the school nurse is not available, a student is to report to the main office.
- No student is permitted to make false statements about medical conditions he/she may or may not have. This would include pregnancy, skin irritations, contagious diseases, and any other alarming false medical statements.

The legally mandated School Health Program of the Commonwealth of PA requires that school districts provide nursing services to school children. A school nurse is responsible for assessing the health needs of students and school personnel, as well as evaluating, planning and implementing health plans within the school. Health records are transferred from the home school district and maintained by the school nurse. The following chart highlights yearly

mandated health services to be provided by schools:

Service	K-1	2	3	4	5	6	7	8	9	10	11	12	SE
Vision	X	X	X	X	X	X	X	X	X	X	X	X	X
Growth	X	X	X	X	X	X	X	X	X	X	X	X	X
Hearing	X	X	X				X				X		A/N
Physical Exam	X					X					X		A/N
Dental Exam	X		X				X						A/N
Scoliosis Screen						X	X						
Immunization Assessment	X	X	X	X	X	X	X	X	X	X	X	X	X

The present school immunization minimum requirements are as follows:

Children in ALL grades (K-12) need the following vaccines:

- 4 doses of tetanus, diphtheria, and acellular pertussis* (1 dose on or after the 4th birthday)
- 4 doses of polio (4th dose on or after the 4th birthday)
- 2 doses of measles, mumps, rubella
- 3 doses of hepatitis B
- 2 dose of varicella (chickenpox) vaccine or history of disease

Children that are age 12 years in 7th GRADE need the following vaccines:

- 1 dose of tetanus, diphtheria, acellular pertussis (Tdap) on the first day of 7th grade
- 1 dose of meningococcal conjugate vaccine (MCV) on the first day of 7th grade
- Children that are age 18 in 12th GRADE need the following vaccines:
- 1 dose of MCV on the first day of 12th grade. If the one dose was given at 16 years of age or older, that shall count as the 12th grade dose.

On the first day of 7th or 12th grade, unless the child has a medical or religious/philosophical exemption, a child must have had above vaccines or risk exclusion from school. Proof of immunization means a written record showing the dates (month, day, year) that the child was immunized.

A student who has not been immunized in accordance with state regulations shall not be admitted to or permitted to attend IU1 programs, unless exempted for medical or religious reasons, or provisionally admitted by the Executive Director, in consultation with the district of residence, after beginning a multiple dose vaccine series and submitting proof of immunization or a medical certificate on or before the fifth school day of attendance.

Parent(s)/Guardian(s) are asked to inform the school of any health conditions. State law requires that any student who does not meet the immunization requirements must be excluded from school.

A family who does not have medical insurance for their child can contact the school social worker or the school secretary to obtain information regarding Pennsylvania's Children's Health Insurance Program *(CHIP).*

Communicable Diseases

IU1 shares with others a responsibility to safeguard the welfare of all students and employees. In order to safeguard the school community from the spread of certain communicable diseases, the Board requires that the established policy and guidelines of the member school district concerning communicable diseases and immunization be followed for students admitted from that district into programs of the IU1. Therefore, IU1 will review each diagnosed case of communicable disease to determine how each student's educational needs can best be met and how to protect the health and welfare of all students and employees with whom s/he might come in contact.

Please refer to IU1 Board Policy #203 – **Immunizations and Communicable Diseases**

Student Medication

Parent(s)/guardian(s) have the primary responsibility for the health of their child. Although IU1 strongly recommends that medication be given at home, we realize that the health of some children require that they receive medication while in school. In order for any prescription or non-prescription medication to be administered in school, the IU1 Authorization Form must be completed by the student's parent(s)/guardian(s). This form along with a copy of the physician's original order(s) must be provided to the school nurse.

- **No medication will be given without an order from the child's doctor.**
- **All medication must be brought to the school in the original container by the parent/guardian or designated adult.**

During school hours, the school nurse or parent/guardian will administer the medication as directed by the student's physician. A student will be permitted to self-administer (in the presence of the school nurse) their medication only when the family physician specifies this in the orders. The person administering medication will record the name of the student; the prescribing physician, dosage, and the time the medication is given. This person will sign or initial the medication log.

Prescription Medication

When it is necessary for the nurse to dispense prescription medication to a student, the following procedure will be followed:

- ➢ The parent/guardian completes and signs the Authorization to Administer Prescribed Medication (AAPM) form.
- ➢ The parent/guardian attaches the physician's order to the AAPM form.
- ➢ Parent/Guardian (not the student) must provide any medication that is to be given during school hours directly to the nurse, building administrator or designee in its original container.
- ➢ A prescription medication log is kept for any child receiving prescription medicine during

school hours.

Non-Prescription Medication

When students need non-prescription medication, the following procedure is strictly enforced:

- ➢ A student is not permitted to carry non-prescription medications to school.
- ➢ Parent/Guardian must bring any non-prescription medication to the school in its original container along with specific orders from the family physician.
- ➢ The person administering the medication will record non-prescription medications taken at school in the medication log.

*Please refer to IU1 Board policies #*209 – **Health Services and Medical Records** *and* #210 **Use of Medications**.

Student Illness Guidelines

The following guidelines are used by the IU1 Empowerment School for student illnesses and are recommended if your child is ill:

- If your child's temperature is 100 degrees or higher, the child should stay home. Children should be fever free for 24 hours before returning to school.
- If your child vomits or has diarrhea, the child should stay home for 24 hours from the last episode.
- If your child's eyes are red, swollen, itchy, have drainage, or have a crusty appearance on awakening, the child should stay home and be seen by the doctor.
- If your child has a productive cough that cannot be controlled with medication, the child should stay home and be seen by a doctor.
- If your child has been diagnosed with a communicable illness such as head lice, impetigo, ringworm, or chickenpox, the child should stay home and the school nurse should be called.
- If your child receives a serious injury or appears obviously ill, the child should be seen by the doctor.

If your child presents with any of the above symptoms during the school day, you will be called to pick up the child in a timely manner.

Head Lice

At any time throughout the school year, the school nurse, building administrator, or appointed designee may examine any student(s) for lice. If live lice are identified during the examination the following procedure will be implemented:

1. Your child will remain in the classroom until the end of the day but discouraged to have close head contact with others.
2. On the day of lice identification, the school nurse, building administrator, or appointed designee will contact you and counsel you on the proper treatment for this condition.
3. Your child may return to school following the first treatment. The school nurse, building administrator, or designee will assess your child before returning to the classroom.
4. You will have UP TO TWO CONSECUTIVE days to treat your child (THIS INCLUDES WEEKENDS AND HOLIDAYS). Absences starting on the third day will be considered unexcused.
5. Seven days following the first treatment, the school nurse, building administrator, or designee will again assess your child for evidence of live lice. If lice are identified, the above steps will be followed again.

A student who continues to have a chronic issue with lice infestation will be referred by the school nurse, building administrator, or designee for further treatment.

DISCIPLINE POLICY

*The following procedures refer to IU1 Board policies #*218 – **Student Discipline** and #113.1 – **Discipline of Students with Disabilities.**

Each student is expected to follow the school-wide rules listed below:

1. We respect the rights, person and property of others.
2. We comply with persons in authority.
3. We are responsible for a safe and orderly environment.
4. We are on time and ready to work.
5. We follow all school-wide policies and procedures.

Most school leaders share the belief that better relationships between adults and students contribute to improved educational outcomes. Extensive research supports the fact that strong relationships between young people and adults are created through interactions in which the young person experiences the adult:

- ➢ Providing valuable psychological resources (time, respect, caring);
- ➢ Setting high, clear and fair expectations and standards, and
- ➢ Encouraging expressions of individuality.

The conduct standards outlined in the **Code of Student Conduct** apply at all times while students are on or about school property or areas adjacent thereto, which shall include: any IU1 property being used for an official school activity; property not owned by IU1 being used for school sponsored activities or events; and any vehicle, including school buses or vans, while such vehicle is being used to transport students to or from the IU1 Redstone Campus. School personnel may discipline students for misconduct that occurs in and around school property or activities. Minor Problem Behaviors are behaviors that disrupt the learning environment but are normally not severe enough to need referral to the building administrator (See chart on pages 27). The classroom teacher is the first level of intervention to correct Minor Problem Behaviors. In most cases, the use of informal intervention strategies and/or the strategies outlined in a written behavior plan is sufficient to bring the student's behavior to an acceptable level.

When these strategies do not quell the behavior or the student is exhibiting Major Problem Behaviors, the teacher will make a discipline referral to the building administrator. Major Problem Behaviors are more serious in nature (See chart on pages 28-30). These behaviors disrupt the learning environment, are not reflective of the high expectations set for the students and will not be tolerated. The consequences of Major Problem Behaviors include more severe measures up to and including expulsion and the involvement of law enforcement officials. A student acknowledgement system is also in place as part of behavioral plans, which provide various rewards for students who attain the standards of behaviors outlined in the plan.

Minor and Major Problem Behaviors are explained in the charts on the following pages, and are not limited to the items described in said charts.

Minor Problem Behaviors

**Include but not limited to:*

Inappropriate verbal language	Student engages in low intensity instance of inappropriate language
Physical contact/aggression	Student engages in non-serious, but inappropriate physical contact
Defiance/ disrespect/non-compliance	Student engages in brief or low intensity failure to respond to adult requests
Disruption	Student engages in low intensity, but inappropriate disruption
Dress Code	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/IU1.
Information and Other Electronics Technology Violation	Student engages in non-serious but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and computer.
Property misuse	Student engages in low intensity misuse of property
Tardy	Student arrives at class after the bell
Other	Student engages in any other minor problem behaviors that do not fall within the above categories

Major Problem Behaviors

**Include but not limited to:*

Abusive language/inappropriate language/profanity	Verbal messages that include swearing, name calling or use of words in an inappropriate way.
Alcohol	Student is in possession of or is using alcohol.
Arson	Student plans and/or participates in malicious burning of property.
Bomb threat/False alarm	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.
Combustibles	Student is in possession of substances/objects readily capable of causing bodily harm and/ or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).
Defiance/disrespect/ insubordination/non-compliance	Refusal to follow directions, talking back and/or socially rude interactions
Disruption	Behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Dress Code Violation	Student wears clothing that does not fit within the dress code guidelines practiced by the school/IU.
Fighting/physical aggression	Actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).
Forgery/theft	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission.
Harassment/Bullying	Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks

	based on ethnic origin, disabilities or other personal matters.
Inappropriate Display of Affection	Student engages in inappropriate (as defined by school) verbal and/or physical gestures/ contact, of a sexual nature to another student/adult, either consensual or non-consensual.
Information and Other Electronics Technology Violation	Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.
Lying/Cheating	Student delivers message that is untrue and/or deliberately violates rules.
Other	Problem behavior causing this referral is not listed above. Staff using this area will specify the problem behavior observed.
Drugs	Student is in possession of or is using illegal drugs/controlled substances or imitations.
Out of Bounds/ Off School Location	Student is in an area that is outside of school boundaries (as defined by school)
Property Damage	Student deliberately impairs the usefulness of property.
Skip class/truancy	Student leaves class/ school without permission or stays out of class/ school without permission
Tardy	Student is late (as defined by the school) to class or the start of the school day (and Tardy is not considered a minor problem behavior in the school).
Tobacco/Vaping Devices	Student is in possession of or is using tobacco and/or a vaping device.
Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property.
Weapons	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily

	harm.

BEHAVIOR SUPPORT

Student Behavior

Student attitude and behavior are key to improved academic achievement. We expect every student to treat each staff member and fellow students with respect and dignity, just as every student should expect to receive mutual respect from all staff. Violations of the Code of Student Conduct and Federal and State Regulations governing student behavior are outlined in the Student Discipline policy. Incidents involving students with special needs will be considered on an individual basis and dealt with in accordance with their IEP, Chapter 14 and IDEA.

*Please refer to IU1 Board Policy #*218 **- Student Discipline**

The program at the IU1 Empowerment School focuses on positive, rather than negative measures. Treatment of a demeaning nature, the use of aversive techniques and the unreasonable use of restraints are not permitted. The IU1 program maximizes academic and social behavior outcomes for all students. The IU1 program is:

1. *Proactive*
    a. Adjusting the environment to reduce the likelihood of problem behavior occurring
    b. Allowing the student to be independent and successful
    c. Examples: modifying the curriculum, reorganizing the physical setting, teaching and clarifying routines and expectations
2. *Educative*
    a. Teaching replacement skills
    b. Allowing students to meet objectives in more effective, efficient, and appropriate ways (e.g., communication alternatives)
    c. Examples: Communication alternatives, alternative strategies
3. *Effective*
    a. Managing consequences to reinforce desired behaviors and replacement skills

b. Withholding reinforcement following targeted behavior
c. Examples: praise, access to reward, verbal redirection, loss of privilege

Staff Authority

Teachers and Building administrators are given authority by §13-1317 of the School Code to have the same authority over the conduct and behavior of their students as that exercised by any person in a parental relationship to the students (***in loco parentis***.) School authorities may exercise this authority while the students are "going to and from their homes" as well as while they are attending school. This authority is over conduct and behavior and does not include making decisions regarding medical matters.

Substitute Teachers

Substitute teachers have all of the authority and responsibility of regular teachers with respect to classroom management, implementation of curriculum and enforcement of discipline.

Verbal De-Escalation and Physical Intervention Training

All staff is trained in verbal de-escalation and physical intervention procedures to respond effectively to the warning signs that a student is beginning to lose control, but also to address how they can deal with their own stress, anxieties, and emotions when confronted with these challenging situations. Staff are trained to prevent disruptive behavior by communicating with individuals respectfully and with concern for their well-being. Physical intervention techniques are used only as a last resort—when an individual presents an imminent danger to self or others.

Of course, not every incident can be prevented. When preventative and more intrusive techniques prove ineffective, it may become necessary for staff, who are trained in physical restraints, to use such methods to keep all students and staff safe. In such instances, the

parent/guardian or his/her designee will be contacted. Physical restraints involving students with special needs require an IEP meeting.

Please refer to Board Policy #113.1 - **Discipline of Students With Disabilities**

School personnel may use reasonable physical intervention in any of the following situations:

1. When safety is an issue and a student has clearly demonstrated a lack of ability to control themself.
2. To stop a fight, physical assault or disturbance
3. To take away a weapon or other dangerous object
4. For self-defense
5. For the protection of other students, staff or property
6. To intervene when a student is attempting to injure themselves

Physical Intervention

The staff will not use physical intervention or physical contact against a student or strike a student as punishment for a violation of the **Code of Student Conduct**. However, nothing in IU1 policy shall be construed to prevent staff from using reasonable and necessary physical intervention to restrain a student in order to protect oneself, other persons, prevent the destruction of property, or to prevent any illegal overt act on the part of the student. Physical interventions are short-term strategies for safety purposes only.

The use of physical restraints will be used in accordance with guidelines set forth by the Pennsylvania Department of Education (PDE) and IU1 Board Policy. *The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques, have proved to be ineffective.* Restraints used to control acute or episodic aggressive behavior may be used only when the student is acting in a manner as to be a clear and present danger to themself, to other students, or to employees, and only when less restrictive measures and techniques have proven to be or are less effective.

Please refer to Board Policy #113.1 – **Discipline of Students With Disabilities**

Suspension

Section 13-1318 of the School Code authorizes a "building administrator or teacher in charge of a public school" to "temporarily suspend any pupil on account of disobedience or misconduct." Suspension is exclusion from school for a period of one to ten consecutive school days. Suspensions may be in school or out-of-school. The regulations of the State Board of Education contain provisions concerning suspension at 22 Pa Code § 12.6(1). Unless there is a threat to the school community, a student is informed of the reasons for the suspension and given an opportunity to respond. The parent(s)/guardian(s) and home school Superintendent or designee is given immediate written notification when a student is suspended. Suspensions may not run consecutively beyond the ten-day period. If the suspension exceeds three days, the student and parent(s)/guardian(s) are given an opportunity for an informal hearing.

An informal hearing is designed to permit a student to explain the circumstances surrounding the event that prompted the issuance of the suspension and encourage a student's parent(s)/guardian(s) to discuss ways by which future offenses can be avoided. In the event that a student and his/her parent(s)/guardian(s) choose to participate in an informal hearing with the building administrator, the building administrator will provide them with sufficient notice of the time and the place of the hearing and with written notification of the reason(s) for the suspension. These informal hearings may be held virtually or face to face.

Students with disabilities will be disciplined in accordance with the regulations established in the Individuals with Disabilities Education Act (IDEA) and Chapter 14 of the Pennsylvania School Code.

Expulsion

Expulsion is exclusion from school by the home school district Board of Directors for a period

exceeding 10 school days and may be permanent expulsion from the school rolls. Expulsions require a prior formal hearing with the home school district under §12.8 of the PA School Code. Violation (or continuous violations) of a severe nature will result in a recommendation, by the building administrator, to the home school district regarding further disciplinary action. From this point forward, the student's home school district policies take precedence. In the interim, a school district may opt to provide home study to the student.

*Please refer to IU1 Board Policy #*233 – **Suspensions and Expulsions**

WEAPONS POLICY

The Law

It is a misdemeanor of the first degree for any person to possess a weapon in the buildings of, on the grounds of, or in any conveyance providing transportation to or from any publicly funded elementary or secondary school. The student does not have to use the weapon; it is enough to carry it, keep it in a locker or book bag, or hold it for a friend. A weapon is defined by Pennsylvania school law as "any knife, cutting instrument, cutting tool, nun chukkas, firearm, shotgun, rifle, and [anything else] capable of inflicting serious bodily injury." This definition may include box cutters, kitchen knives, penknives on key chains, and other common household items.

Pennsylvania Act 26 of 1995 and Act 30 of 1997 requires local school districts to expel for a period of not less than one year, any student who is determined to have brought onto or is in possession of a weapon on any school property, any school-sponsored activity or any public conveyance providing transportation to a school or school-sponsored activity. The Superintendent of the home school district may recommend modifications of such expulsion requirements for a student on a case-by-case basis. Act 26 requires school officials to notify the police whenever they discover any weapon covered by this Act.

The Federal Gun-Free Schools Act of 1994 requires each State receiving Federal funds to have in effect a State law requiring local educational agencies to expel from school for a period of not less than one year a student who is determined to be in possession of a weapon. This law also stipulates that no local educational agency may receive federal financial assistance unless it has in effect a policy requiring the expulsion from school for a period of not less than one year of any student who is determined to have brought to the school. The Gun-Free Schools Act requires that when a local educational agency requests financial assistance, it must provide assurance that it has in effect such a policy.

*Please refer to IU1 Board Policy #*218.1 - **Weapons**

Weapon Prohibition Policy

A student is prohibited from possessing a weapon:

1. In the IU1 Empowerment School building and on the surrounding grounds
2. In any conveyance (including private) providing transportation to or from the IU1 Empowerment School
3. At any school function, activity or event whether or not held at the IU1 Empowerment School
4. While the student is on his/her way to school

The use of a metal detecting device is utilized to ensure the safety and well-being of the student population and staff at the IU1 Empowerment School. A student is checked as he/she enters the building and prohibited items that are confiscated may result in disciplinary action and/or charges being filed with the civil authorities. Searches of student book bags, purses and outer garments occur daily throughout the school year.

POSSESSION OF CONTROLLED SUBSTANCES AND PARAPHERNALIA

IU1 strives to prevent the abuse and use of controlled substances. Controlled substances and associated paraphernalia are strictly prohibited from the IU1 Empowerment School. A controlled substance includes all of the following:

1. Controlled substances prohibited by federal and state law.
2. Look-alike drugs, including any pill, capsule, tablet, powder, plant matter or other item or substance that is designed or intended to resemble a controlled substance, or is used in a manner likely to induce others to believe the material is a controlled substance.
3. Alcoholic beverages.
4. Anabolic steroids.
5. Drug paraphernalia.
6. Any volatile solvents or inhalants, such as but not limited to glue and aerosol products.

7. Substances that when ingested cause a physiological effect that is similar to the effect of a controlled substance as defined by state or federal law.
8. Prescription or nonprescription (over-the-counter) medications, except those for which permission for use in school has been granted pursuant to Board policy.

Students are not permitted to use, possess, distribute, and/or be under the influence of any controlled substances during school hours, at any time while on IU1 property, at any program or activity sponsored by the IU1, and during the time spent traveling to and from programs and activities sponsored by the IU1. If any incidence of the above occurs, the offense will promptly be reported to law enforcement; thus, potentially resulting in criminal charges.

If based on the student's behavior, medical symptoms, vital signs or other observable factors, the building administrator has reasonable suspicion that the student is under the influence of alcohol or a controlled substance, the student may be required to submit to drug or alcohol testing. The testing may include but is not limited to the analysis of blood, urine, saliva, or the administration of a Breathalyzer test.

Please refer to IU1 Board Policy #227 – **Controlled Substances/Paraphernalia**

The building administrator or designee will report any violations of the controlled substance policy to the home school. In conjunction with the sending district, disciplinary action will be taken which could include a suspension of three (3) to ten (10) days and may include expulsion proceedings. The school and/or district may require participation in drug counseling, rehabilitation, testing or other programs as a condition of reinstatement to the school. Criminal charges and/or a juvenile allegation may also be filed against the student, which may result in the student being placed on probation.

Searches

In an effort to provide a safe, secure and peaceful environment, each student must acknowledge a reduced expectation of privacy. Random unannounced inspections or sweeps of school property may be performed to assist in enforcing school policies/procedures and provide a deterrent to prohibited items, substances, or activities. Inspections or sweeps of school property may result in reasonable suspicion that prompts a search.

The building administrator or designee are authorized to search a student's personal possessions, including, but not limited to, bags and book bags, purses, pockets or shoes, or motor vehicle parked on IU1 property upon entry to the school *or* when there is reasonable suspicion that the student is violating the law, Board policy or program rules, or they poses a threat to themselves or the entire school population. Searches conducted by the administration may include but not be limited to utilization of *certified drug dogs, metal detection units, or any device used to protect the health, safety and welfare of the school population.* All students will be required to go through the metal detector units on a daily basis. This will include removal of shoes and belts and other items that may cause the alarm to respond.

*Please refer to IU1 Board Policy #*226 - **Searches**

POSSESSION AND USE OF TOBACCO/NICOTINE

Both State and Federal laws (Act 145 of 1997, Pro-Kids Act, SED & Public Health Law) prohibit tobacco use in school buildings, on school transportation and on school grounds. Tobacco is defined as a lighted or unlighted cigarette, cigar, pipe, or other lighted smoking product and smokeless tobacco in any form, including imitation tobacco products (i.e. spit and spitless tobacco, also known as smokeless, dip, chew, snus and snuff). Additionally, no student is permitted to possess cigarettes, other tobacco products, papers used to roll cigarettes, lighters, or other paraphernalia at any time.

Students may not use, posses, or display vaping devices or any other smoking device on campus. This applies to even if the device does not contain tobacco related products. Such devices will be confiscated for parent pick up.

Tobacco and Vaping Products Policy Guidelines

No student, staff member, volunteers or school visitor shall knowingly possess, use, furnish, transfer, or distribute tobacco and/or vaping related products while:

- ➢ In the school building or on school grounds during, immediately before and after school hours
- ➢ On school grounds at any other time when the school is being used by any school group
- ➢ Off school grounds while attending any school activity, function, event or school sponsored activities
- ➢ In transit to and from school or a school activity, event, function or school sponsored activity.

A student who violates any of the above provisions is committing a summary criminal offense. Student violators are subject to prosecution and shall upon conviction be sentenced to pay court costs as determined by the local magistrate. Act 145 expressly states that a summary offense under this legislation will neither be a criminal offense of record, be recorded as a criminal act or be placed on criminal record of the offender.

*Please refer to IU1 Board Policy #*222 – **Tobacco and Vaping Products**

HARASSMENT/SEXUAL HARASSMENT/TITLE IX SEXUAL HARASSMENT POLICY

It is the policy of IU1 to maintain an environment for learning and working that is free from harassment, sexual harassment and Title IX sexual harassment, as defined herein, and such conduct is prohibited. It is also the policy of the IU1 to comply with federal law and regulations under Title IX prohibiting sexual harassment, which is a form of unlawful discrimination on the basis of sex. Such discrimination shall be referred to throughout this policy as Title IX sexual harassment. Additionally, the IU1 does not discriminate in any manner, including Title IX sexual harassment, in any IU1 education program or activity. Inquiries regarding the application of Title IX to the IU1 may be referred to the Title IX Coordinator.

The IU1's Title IX Coordinators are:

Jennifer Judge
Assistant to the Executive Director for Human Resources/Lead Title IX Coordinator
724-938-3241 ext. 254
jennifer.judge@iu1.org

Dr. Kristin Szewczyk
Assistant Executive Director/Title IX Coordinator
724-938-3241 ext. 242
kristin.szewczyk@iu1.org

The IU1's Board Policy 103 **"Discrimination/Title IX Sexual Harassment Affecting Students**" and the associated Attachment 2 "Discrimination Complaint Procedures" and Attachment 3 "Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints" are set forth in full on the IU1's website and can be accessed at:

https://www.iu1.org/about-us/title-ix

Definitions

"Discrimination" shall mean to treat individuals differently, or to harass or victimize based on a protected classification including race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy and/or handicap/disability.
"Harassment" is a form of discrimination based on the protected classifications listed above consisting of unwelcome conduct such as graphic, written, electronic, verbal or nonverbal acts including offensive jokes, slurs, epithets and name-calling, ridicule or mockery, insults or put-downs, offensive objects or pictures, physical assaults or threats, intimidation or other conduct

that may be harmful or humiliating or interfere with a person's school or school-related performance when such conduct is:

1. sufficiently severe, persistent or pervasive; and
2. A reasonable person in the complainant's position would find that it creates an intimidating, threatening or abusive educational environment such that it deprives or adversely interferes with or limits an individual or group of the ability to participate in or benefit from the service, activities or opportunities offered by the IU1 or a school.

It shall be a violation of this policy to harass a student or IU1 employee. Bullying can be a form of harassment. A student's sending, sharing, viewing, selling, purchasing or otherwise disseminating of obscene, pornographic, lewd, sexually explicit or nude images, photographs or video content of another student may be considered harassment.

"Title IX Sexual Harassment" - means conduct on the basis of sex that satisfies one or more of the following:

1. An IU1 employee conditioning the provision of an aid, benefit, or IU1 service on an individual's participation in unwelcome sexual conduct, commonly referred to as *quid pro quo sexual harassment*.

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to an IU1 education program or activity.

3. Sexual assault, dating violence, domestic violence or stalking.

    a. *Dating violence* means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence

of such a relationship is determined by the following factors:

i. Length of relationship.
ii. Type of relationship.
iii. Frequency of interaction between the persons involved in the relationship.

b. *Domestic violence* includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving federal funding, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

c. *Sexual assault* means a sexual offense under state or federal law that is classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

d. *Stalking*, under Title IX means stalking on the basis of sex, for example when the stalker desires to date a victim. Stalking means to engage in a course of conduct directed at a specific person that would cause a reasonable person to either:

i. Fear for their safety or the safety of others.
ii. Suffer substantial emotional distress

Such conduct must have taken place during an IU1 education program or activity and against a person in the United States to qualify as sexual harassment under Title IX. An education

program or activity includes the locations, events or circumstances over which the IU1 exercises substantial control over both the respondent and the context in which the harassment occurs. Title IX applies to all of an IU1's education programs or activities, whether such programs or activities occur on-campus or off-campus.

Violations of this **Harassment/Sexual Harassment/Title IX Sexual Harassment Policy**, as set forth more fully in Board Policy 103 "Discrimination/Title IX Sexual Harassment Affecting Students" and associated Attachments 2 and 3, including acts of retaliation as described in the policy, or knowingly providing false information, may result in disciplinary consequences under applicable Board policy and procedures. This Policy prohibits individuals from knowingly submitting false information during the Title IX grievance process outlined in Attachment 3 of Policy 103 and during other grievance or hearing processes established by Board policy and procedures and/or the Student Code of Conduct. A violation of this prohibition by IU1 students may lead to discipline up to and including referral for expulsion.

Reports of Title IX Sexual Harassment and Other Discrimination and Retaliation and Grievance Procedure:

The Board encourages students and third parties who believe they or others have been subject to Title IX sexual harassment, other discrimination or retaliation to promptly report such incidents to the building administrator or the Title IX Coordinator, even if some elements of the related incident took place or originated away from school grounds, school activities or school conveyances. A person who is not an intended victim or target of discrimination but is adversely affected by the offensive conduct may file a report of discrimination.

The student's parents/guardian or any other person with knowledge of conduct that may violate this policy is encouraged to immediately report the matter to the building administrator or the Title IX Coordinator.

A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the building administrator or Title IX Coordinator, as well as properly making any mandatory police or child protective services reports required by law.

If the building administrator is the subject of a complaint, the student, third party or a reporting employee shall report the incident directly to the Title IX Coordinator.

The complainant or the individual making the report may use the IU1 Discrimination/Harassment Incident Reporting Form which has been developed for purposes of reporting an incident or incidents in writing; however, verbal reports of an incident or incidents shall be accepted, documented and the procedures of this policy and the relevant attachments followed. A copy of this Report Form can be accessed on the IU1's website at: https://www.iu1.org/about-us/title-ix, and through the building administrator or the Title IX Coordinator.

The building administrator shall promptly notify the Title IX Coordinator of all reports of discrimination, Title IX sexual harassment or retaliation. The Title IX Coordinator shall promptly contact the complainant regarding the report to gather additional information as necessary, and to discuss the availability of supportive measures as defined by Title IX. The Title IX Coordinator shall consider the complainant's wishes with respect to supportive measures.

The Title IX Coordinator shall conduct an assessment to determine whether the reported circumstances are most appropriately addressed through the IU1's Discrimination Complaint Procedures (Attachment 2 to Policy 103) or if the reported circumstances meet the definition of Title IX sexual harassment and shall be addressed through the Title IX Sexual Harassment

Procedures and Grievance Process for Formal Complaints (Attachment 3 to Policy 103). Those procedures are lengthy and copies of the procedures are not reproduced in full in this Student Handbook but can be accessed on the IU1's website at: https://www.iu1.org/about-us/title-ix and/or hard copies are available in the building administrator's office and through the Title IX Coordinator.

Bullying

IU1 is committed to providing a safe, positive learning environment for students attending IU1 programs. The Board recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, the Board prohibits bullying by IU1 students.

Bullying means intentional and unwelcome electronic, verbal, written or physical conduct directed at a student by another student or students that is severe, persistent or pervasive and has the intent and effect of:

- Physically harming a student
- Damaging, extorting, or taking a student's personal property.
- Placing a student in reasonable fear of physical harm.
- Substantially disrupting the orderly operation of the school.
- Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities.

Cyberbullying means unwelcome written and/or audio and cell phone/camera information directed at a student by another student that has the intent and effect of:

- Sending cruel, vicious, and sometimes threatening messages.
- Creating web sites that have stories, cartoons, pictures, and jokes ridiculing others.
- Posting pictures of classmates online and making or asking for inappropriate comments.
- Breaking into an email account and sending vicious or embarrassing materials/messages to others.
- Engaging someone in IM (Instant Messaging), tricking that person into revealing sensitive personal information, and forwarding the information to others.
- Taking an inappropriate picture of a person on school property and sending that picture to others with the intent to humiliate, ridicule or harm.

Please refer to IU1 Board Policy #249 – **Bullying/Cyberbullying**

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

All students and staff are expected to immediately report incidents of bullying to the building administrator or designee. All other members of the school community, including students, parent(s)/ guardian(s), volunteers, and visitors, are also encouraged to report incidents of bullying. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

The building administrator or designee is responsible for determining whether an alleged act constitutes bullying. The building administrator or designee shall conduct a prompt, thorough, and complete investigation of each alleged incident.
Acts of reprisal or retaliation against any person who reports an act of harassment or bullying

are prohibited. The building administrator or designee will determine the consequences and appropriate remedial action for a person who engages in reprisal or retaliation based upon the nature, severity, and circumstances of the act.

The IU1 Board of Directors prohibits any student from falsely accusing another as a means of harassment or bullying. The consequences and appropriate remedial action for a person found to have falsely accused another as a means of harassment or bullying may range from positive behavioral interventions up to and including suspension or expulsion.

Consequences for a student who commits an act of harassment or bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with the *IU1 Board policy #*249 – **Bullying/Cyberbullying Policy** and the **Code of Student Conduct**. Remedial measures shall be designed to: correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act.

Terroristic Threats/Acts

The IU1 Empowerment School recognizes the danger that terroristic threats and acts by students presents to the safety and welfare of Empowerment School students, staff and community. An immediate and effective response to a situation involving a threat or act is necessary. A ***Terroristic Threat*** shall mean a threat to commit violence communicated with the intent to terrorize another; to cause evacuation of a building; or to cause serious public inconvenience, in reckless disregard of the risk of causing such terror or inconvenience. A ***Terroristic Act*** shall mean an offense against property or involving danger to another person.

The IU1 prohibits any student from communicating terroristic threats or committing terroristic acts directed at any student, employee, community member or school building. The building

administrator or designee shall react promptly and appropriately to information and knowledge concerning a possible or actual terroristic threat or act. Staff members and students shall be responsible for informing the building administrator regarding any information or knowledge relevant to a possible or actual terroristic threat or act.

When the building administrator or designee has evidence that a student has made a terroristic threat or committed a terroristic act, the following guidelines shall be applied:

1. The building administrator may immediately suspend the student.
2. The building administrator shall immediately inform the home school district.
3. Based on further investigation, the building administrator may report the student to law enforcement officials.
4. The building administrator may inform any person directly referenced or affected by a terroristic threat.
5. The building administrator, in conjunction with the home school district may recommend expulsion of the student to the home school Board. Should a student be expelled, the school may require that the student provide competent and credible evidence that the student does not pose a risk of harm to others.

Please refer to IU1 Board Policy #218.2 – **Terroristic Threats/Acts**

Fighting

Fighting is defined as the exchange of punches, blows, and physical force or with weapons between two or more students to harm or gain power. A student who initiated or is involved in a fight will be suspended (out-of-school) for a minimum of one day. Additional days may be added depending on the severity of the fight. *Harassment and/or Disorderly conduct* charges may be brought against any or all participants.

Unauthorized Departure from School Grounds

Students are not permitted to depart from school grounds without permission granted through the school office. The building administrator or designee will notify the parents as well as the local or state police regarding the student leaving school property. Disciplinary action may occur.

Theft/Stolen Property

Any student who is found to have taken the personal property of another individual and/or of IU1 will be referred to the building administrator for disciplinary action and/or prosecution involving law enforcement according to Pennsylvania's Crime Code. Charges may be filed against the individual by the person(s) or entity that had the property stolen and/or by the building administrator and/or law enforcement.

A student who finds or receives the property of another individual that he/she knows to have been lost, mislaid or delivered by mistake must take reasonable measures to restore the property to the owner. Additionally, a student shall not intentionally receive, retain, or dispose of property of another, knowing that it has been stolen or having suspicion that it may be stolen.

CARE OF SCHOOL PROPERTY

It is the belief of the staff that a student should be instructed in the proper use of school facilities, equipment, instructional materials, and textbooks. Each student should be taught to respect property and to develop feelings of pride in community institutions. Respect for school property is essential for a safe, healthy and clean environment. Respect is demonstrated by:

1. Keeping our school clean and neat
2. Taking good care of school property
3. Respecting other's belongings
4. Asking permission before touching or borrowing anyone else's property
5. Looking after your own belongings

Each student is charged with the responsibility for the proper care of school property and the school supplies and equipment entrusted to them to use. Each student should realize that vandalism to school property is costly to repair and is directly related to increased school taxes.

A student who willfully causes damage to Intermediate Unit 1 property shall be subject to disciplinary measures (i. e., textbooks, computers, desks, equipment, windows, etc.). A student is responsible for the repair and replacement of school property damaged by their intentional or negligent actions. Parent(s)/Guardian(s) are responsible for actual damage to school property caused by the willful and malicious acts of their child to the extent allowable under Pennsylvania law. The IU1 may hold a student and his/her parent(s)/guardian(s) responsible for the full costs of restitution including prosecution to the full extent of the law if such costs are not paid.

A student whose damage of school property has been serious or chronic in nature will be reported to the appropriate juvenile authorities. In no case will a referral to juvenile authorities be made without prior notification to the student's parent(s)/ guardian(s).

*Please refer to IU1 Board Policy #*224 – **Care of School Property**

Restrooms

Students found to be disfiguring restroom facilities or littering the area will be disciplined according to the severity of the offense. Excess damage will result in the student and his/her parents having to make restitution.

*Please refer to IU1 Board Policy #*224 – **Care of School Property**

TECHNOLOGY POLICY

The Acceptable Use of Technology Policy was revised March 26, 2013 by IU1 and will be strictly enforced. It is expected that employees, students, and anyone granted access to IU1 technologies will use these technologies for professional and educational purposes only as it relates to the mission, goals, and objectives of IU1.

In addition, this is a pornography/violence/hate -free educational institution. Any activities that could be considered obscene, offensive, threatening, disruptive, and/or counterproductive to this environment or any environment associated with IU1 will be subject to disciplinary actions. The IU1 Board establishes that use of IU1 technological services is a privilege, not a right.

Neither employees nor students may intentionally intercept, eavesdrop, record, read, alter, or receive another's person e-mail messages without proper authorization. IU1 prohibits all unauthorized or unlawful uses of its technological services.

The illegal use of copyrighted software by students and staff is prohibited. Any data uploaded to or downloaded from the Internet or IU1 network shall be subject to fair use guidelines.

Any IU1 computer/server utilized by students and staff shall be equipped with Internet blocking/filtering and/or safety software. In accordance with the Children's Internet Protection Act (CIPA), filtering will be implemented on all computers regardless of whether they are used by students or staff.

Internet safety measures shall effectively address the following:

1. Control of access by minors to inappropriate matter on the Internet and World Wide Web.

2. Safety and security of minors when using e-mail, chat rooms, and other forms of direct electronic communications while adhering to CIPA requirements.
3. Prevention of unauthorized online access by minors, including "hacking" and other unlawful activities.
4. Unauthorized disclosure, use, and dissemination of personal information regarding minors.
5. Restriction of minor's access to materials harmful to them.

Students and staff have the responsibility to respect and protect the rights of every other user of Intermediate Unit 1 technologies.

ENFORCEMENT OF TECHNOLOGY POLICY

1. IU1 reserves the right to monitor online activities and transmissions.
2. Despite the use of filtering software, students and staff may inadvertently gain access to inappropriate information. If an inappropriate site has been reached or inappropriate information has been accessed, all staff shall contact IU1 Technology Department in order for the site to be blocked in the future.
3. Illegal use of the Internet or IU1 network, intentional deletion or damage to files of data belonging to others, copyright violations, and theft of services will be reported to the appropriate legal authorities for possible prosecution.
4. Vandalism will result in cancellation of access privileges. "Vandalism" is defined as any malicious attempt to harm or destroy data, Internet or other networks. This includes, but is not limited to, uploading or creating computer viruses.
5. The end user, whether student or staff shall be responsible for damages to equipment, systems, data, and software resulting from deliberate, willful or negligent acts. Theft, intentional damage, or careless use causing damage of any device will not be tolerated. The repair or replacement cost of damaged equipment will be paid by the party determined to be responsible for such damage or loss. In addition, that party may be denied access to Intermediate Unit 1 technological services.

Computer usage will be limited to software and web-based programs that enhance subject-specific lessons and aid the student in the attainment of skills outlined in the PA Academic Standards. IU1 uses a filtering system to ensure that students do not access banned or inappropriate websites. Students are expected to comply with the limits set by this system and not try to access sites that are deemed inappropriate by breaking into or disabling the system.

*Please refer to the full IU1 Board policy #*815 – **Acceptable Use of Technology**

ELECTRONIC DEVICES

A student is not permitted to bring and/or use a CD player, "MP3" player/iPod, cell phone, pager, radios, and the like to school or on school grounds. If an emergency situation exists and a student needs to bring a cell phone to school, it must be turned in to the building administrator, check-in staff, or school administrative assistant upon arrival and will be returned at the end of the day.

The building administrator or other designee reserves the right to monitor, inspect, and review a personally owned device or file when administration has a reasonable suspicion that a violation has occurred. IU1 shall not be liable for the loss, damage, misuse, theft of any personally owned device brought to the IU1 Empowerment School. Continued violation on the Electronic Devices policy will result in discipline and will result in permanent confiscation of the device.

*Please refer to IU1 Board Policy #*237 **– Electronic Devices.**

Intermediate Unit 1 Issued Devices, Student Use, Rights, and Responsibilities

IU1 serves as a nexus for information technology and innovation. IU1 continuously cultivates a culture of learning to better prepare students for life after high school. Educational technologies are central to this mission. To that end, the IU1 will issue devices to students to further energize personal intellectual development and construct knowledge for college, careers, and beyond.

Rules

The following rules shall apply with respect to IU1 devices:

1. Annual written notice will be provided to all parents/legal guardians of students enrolled in IU1 programs who are to be issued an IU1 device. The notice will contain information relating to the one-to-one technology initiative and pertinent procedures.
2. Each student and the student's parent/legal guardian must sign an agreement for the IU1 issued device use setting forth the terms and conditions set forth in this and other policies and acknowledging receipt of guidelines for use of the device.
3. The agreement shall also include an acknowledgement that the student's use of the IU1 device shall comply with the IU1's policy on Acceptable Use of Technology Policy No. 815, Intermediate Unit 1 Issued Devices, Student Use, Rights, and Responsibilities Policy No. 815.1the student handbook. Compliance with the foregoing shall be required without regard to whether the student is connected to the IU1 Network.
4. Students and parents/legal guardians shall be wholly responsible for the safety, care and security of the IU1 devices assigned to students, and shall be liable to IU1 for the cost of any necessary repair or replacement due to intentional or unintentional damage, loss or theft of the IU1 devices.
5. IU1 issued devices will at all times remain the property of the IU1. Students are responsible for the appropriate use of the IU1 devices, both at school and at home. If an IU1 device needs repair, service or other maintenance, students and/or their parents/legal guardians are to inform the respective building administrator or building administrator. Students should not attempt to repair or service IU1 devices. Vandalism to any device or accessory is strictly prohibited.
6. The IU1 Network includes blocking of websites potentially harmful to minors per the terms of the federal Children's Internet Protection Act. Parents/legal guardians are advised to monitor Internet usage when the IU1 issued device is used at home.
7. Students are not permitted to install, modify or tamper with the IU1 device hardware.

8. Operating System Software installations and configuration changes shall be completed by or under the direction of IU1 Technology Staff or others authorized by the Executive Director.
9. Students will be trained regarding use of the IU1 issued device. An orientation will also be available to parents/legal guardians, with respect to the use, care and maintenance of IU1 devices.

Review of Student Files

The use of the IU1 technology resources is not private. Students should not expect that files stored on or transmitted via the IU1's resources will be confidential. All digital transmissions are subject to monitoring by the IU1 employees and other officials. Digital storage is the IU1's property, and as such, network building administrators may review files and communications to maintain system integrity and ensure that students are responsibly using technology.

If the IU1 has a reasonable suspicion that the student is violating rules or policies, the IU1 building administrators authorized by the Executive Director may review student files and/or data stored on the device. Reasonable suspicion means reasonable grounds exist that the search will uncover evidence that the student violated the law, school rules, or policies. The scope of the search must be reasonably related to the violation that justified the search.

Remote Access

IU1 devices are equipped with the ability to be accessed and/or monitored remotely. When the IU1 issued device is on the IU1 Network and/or on property, the IU1 is permitted to remotely access and/or monitor the device at any time. When the device is connected to an off-site network and/or not on IU1 property, the organization is prohibited to remotely access the IU1 issued device, except in the following instances:

Technical Problems: In some instances, it may be necessary for the IU1 Technology Staff and/or designee to access an IU1 issued device remotely to resolve a technical problem. The IU1 will implement remote access when the device is on the IU1 Network when possible. However, the foregoing protocol does not apply to the IU1's use of remote access to perform software maintenance, and the IU1 may use remote access to perform software maintenance without informing the student. Software maintenance may involve the correction of altered coding or programming, and in some cases may remove files from the device, if the files are deemed to be a threat to the operation or security of the IU1 Network or are stored in unauthorized software.

Device Reported Missing or Stolen: If a student or a parent/legal guardian believes an IU1 issued device is missing or stolen, the student or parent/guardian must immediately notify the building administrator or supervisor. Once the IU1 is notified, the organization may:

- Remotely disable the device,
- Activate IP tracking or other location-based loss-prevention application,
- Delete all data stored on the device, and/or
- Notify the police (in the event of suspected theft).

At no time will the IU1 device camera be activated remotely, nor will audio or video be remotely monitored.

Discipline

A student's failure to abide by the above guidelines will be subject to possible discipline as established in the applicable Student Code of Conduct or in IU1 policies. Such discipline is in addition to, and not in place of, the student and parent/legal guardian fulfilling their duty to pay for any costs associated with damage, loss or theft of IU1 devices, and to indemnify and

hold the IU1 harmless with respect to any loss or damage incurred arising from any violation of terms and conditions in the agreement for use of IU1 devices.

Please refer to IU1 Board Policy #815.1 –
Intermediate Unit 1 Issued Devices, Student Use, Rights, and Responsibilities

DRESS CODE

Dress and Grooming

A student's style of dress and/or grooming may reflect individual preference; however, such preferences must be selected within the constraints of reasonable rules and appropriate standards that are consistent with the maintenance of an effective learning atmosphere and good personal hygiene. The IU1 Board of Directors expects each student's attire and grooming to promote a positive, safe and healthy environment within the school.

The Board has determined that reasonable regulation of school attire and personal adornment is within its authority and consistent with its responsibility to provide an appropriate environment for learning. Although the Board recognizes that individual students have a right to free expression, that right must be balanced with the Board's responsibility to provide a safe, secure and orderly educational environment for all students.

*Please refer to IU1 Board Policy #*221 – **Dress and Grooming**

Section 1 – General Clothing Guidelines

Students may not wear the following:

- ➢ Clothing considered a safety hazard such as baggy or excessive layers
- ➢ Torn or ripped clothing that reveals private body parts
- ➢ Spandex or skin-tight clothing
- ➢ Outer wear (coats and jackets) after the student has gone through check-in.
- ➢ Cutoffs

Section 2 – Tops

- ➢ Blouses and shirts must have sleeves
- ➢ Tops may not be low cut or exposing, such as bare backs and bare midriffs
- ➢ Unacceptable tops include tank, halter and mesh tops, see through blouses and shirts, tube or crop tops, spaghetti straps
- ➢ Shirts may not have writing, pictures or insignia that endorse vulgarity, violence, tobacco, drugs and alcohol, weapons or exhibit obscenities and double meanings

Section 3 – Pants, Shorts and Skirts

- ➢ Shorts and skirts must not be shorter than the length of the fingertips with arms extended down the sides of the legs
- ➢ Extremely tight pants, shorts, and skirts are not permitted
- ➢ Splits in dresses and skirts are not to be longer than 3 inches
- ➢ Pants, shorts and skirts must be secured and worn so that no skin and/or undergarments are exposed
- ➢ Pants with lace material or that have lace above the knee are not permitted

Section 4 – Footwear

- ➢ Shoes must be worn at all times
- ➢ Shoes with laces must be tied
- ➢ Sandals must be secured on the feet by the straps provided
- ➢ Shoes with heels must be no higher than one inch
- ➢ Appropriate footwear must be worn for physical education class (i.e. Shoes with laces secured to feet)

Section 5 – Jewelry and Accessories

- ➢ Spiked jewelry, chains, or any other jewelry that may cause injury or is a safety hazard is not permitted
- ➢ Smart watches are not permitted.
- ➢ Jewelry is to remain on during the course of the day
- ➢ Hats, bandannas, visors, sweatbands, sunglasses, and any other headgear are not permitted.
- ➢ If a student wears a hoodie, the hoodie must be down and not covering his or her head.
- ➢ Patches, buttons, pins, tattoos, jewelry, belts, purses, etc. may not have any writing, pictures or insignia that are obscene, sexually explicit, violent, or drug, alcohol or tobacco related

Section 6 - Hair

- ➢ A student whose hair length would cause a safety or health hazard in such courses as Vocational Education, Physical Education, Technology Education, Family and Consumer Science, Crafts, and/or co-curricular activities will be required to take appropriate accommodations to secure one's hair.

Section 7 – Health and Hygiene

- ➢ All students are expected to maintain good personal hygiene.
- ➢ Blankets and pillows from home are not permissible in school.
- ➢ Any clothing that is unhealthy or unsanitary is discouraged (i.e. dirty or giving off a foul odor).
    - o If health and hygiene is consistently an issue, it will be addressed with your child by the school social worker so that the appropriate skills can be taught.

Section 8 – Consequences/Remedies

- ➢ Student will remove article(s) that violate the dress code
- ➢ Student will call his/her parent to bring a change of clothing or will wear clothing that is provided by the office
- ➢ Student may be isolated if situation cannot be corrected
- ➢ Student will turn clothing inside out if requested to do so
- ➢ Refusal to comply with these remedies will result in disciplinary action

GENERAL INFORMATION

School Calendar

The Intermediate Unit 1 Empowerment School will follow a designated calendar for the 2026-2027 school year. A copy of the calendar is mailed and sent home with each student. Additional copies can be obtained from the school administrative assistant.

School Delays and Cancellations

The Intermediate Unit I Empowerment School will announce school delays and cancellations separately from the student's home school district. Any school delay or cancellation will be reported on the following radio and TV stations:

WJPA Radio – 1450 AM

KDKA TV – Channel 2

WPXI TV – Channel 11

WTAE TV – Channel 4

Announcements

Announcements are made daily over the PA system. Students are responsible for listening to and adhering to the daily announcements.

Pledge Of Allegiance

It is the responsibility of every citizen of the United States of America to show respect for their country and its Flag. A student may choose not to recite the Pledge of Allegiance to the Flag on the basis of personal belief or religious convictions. A student who chooses to refrain from participation will respect the rights and interests of their classmates who wish to participate. A student who chooses to refrain from participation may stand or sit and will remain respectfully silent throughout the Pledge of Allegiance.

Valuables

The school is not responsible for lost or stolen items. A student is prohibited from bringing large sums of money and other items of value to school.

Lost and Found

Lost and Found items are located in the office. Unclaimed items will be disposed of after the completion of Semester 1 (January) and then again after the last day of school.

Lost or Damaged Textbooks

A student is responsible for the proper use and care of his/her textbooks. A student will pay for lost or damaged books.

Emergency Contacts/Legal Documentation/Change of Address and Number

A student and/or their parent(s)/guardian(s) must report any change of address and/or telephone number to the office secretary. This information is very important in the event that the school needs to communicate with a parent/guardian (e. g., when a child becomes ill, in emergency situations, etc.).

If the court issues updated custody agreements, legal documentation must be submitted to the school immediately upon receipt. If this would change any information listed on the

emergency contact sheet, an updated one must be submitted along with the custody agreement.

Public Display of Affection

Displays of affection including but not limited to kissing and fondling are not permitted in school. If a verbal warning does not end this problem, then parents/guardians will be notified and disciplinary action may be taken.

Dismissal/End of the School Day

All students must remain in their classroom until their buses/vans has been called by school district. Only the designated exit is to be used to load buses/vans. Never cross in front of or go between buses. No one is to loiter in the loading area.

Field Trips

A field trip is defined as any activity that is designed to culminate or enrich a unit of instruction. Students participating in a field trip are transported away from school premises, are provided with a first-hand educational experience not available in the classroom, and are supervised by one or more of the IU1 Empowerment School staff. During field trips, students remain under the supervision and responsibility of the Empowerment School staff and are subject to all rules and regulations.

*Please refer to IU1 Board Policy #*121 – **Field Trips**

Recruiters

Act 10 of 1991 and the No Child Left Behind Act of 2001 created mandates for receiving federal funds to provide student names, addresses, and telephone numbers available to military recruiters. Parents may opt out so that information is not released without their prior consent. Parents must notify the building administrator in writing of this decision.

Work Permits

A student wishing to obtain a permit for a part-time job during the school year must report to his/her home school to obtain the required forms.

Visitors

Under normal operating conditions, the staff welcomes and encourages visits to our school by parent(s)/guardian(s), community residents, agency personnel and educators. To ensure order, a visitor must comply with the policies and procedures of IU1 and have their photo identification readily available. Visitors may also be subject to the school's entry procedures, including the use of metal detectors, searches, etc. All building policies are clearly displayed at each entrance to the building. Individuals participating in approved activities and agency personnel providing services to a student will follow the applicable procedures governing their visits, including acquiring the appropriate clearances (e.g. student teaching, student internships, staff trainings, etc.). Visitors must sign in and out at the main office and must wear any visitor identification provided to them.

*Please refer to IU1 Board Policy #*907 - **Visitors**

Integrated Pest Management

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

Integrated Pest Management (IPM) is the coordinated use of pest and environmental information to design and implement pest control methods that are economically, environmentally and socially sound. IPM promotes prevention over remediation and advocates integration of at least two (2) or more strategies to achieve long-term solutions.

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

The Board established that the Intermediate Unit should use pesticides only after consideration of the full range of alternatives, based on analysis of environmental effects, safety, effectiveness and costs.

The Board adopted an Integrated Pest Management Plan for buildings and grounds that complies with policies and regulations promulgated by the Department of Agriculture.

The Executive Director or designee is responsible to implement integrated pest management procedures and to coordinate communications between the Intermediate Unit 1 and the approved contractor.

*Please refer to IU1 Board Policy #*716 – **Integrated Pest Management**

Safety Drills

A fire drill will be held monthly and other safety drills will be held periodically throughout the school year. Emergency bus evacuation drills will be held twice per year, one during the first week of school and one in March. An emergency weather drill will also be held, according to guidelines provided by the Pennsylvania Emergency Management Agency (PEMA). Also, once per year, an emergency evacuation drill will be held. Each student will participate in these practice drills in a safe and orderly manner. On the next two pages is a letter from the building administrator explaining the emergencies, types of responses and the roles of parent(s)/ guardian(s) in time of crisis.

Remote Days

A Remote Day is a program available to public school entities to be used as an alternative approach to delivering instruction if a circumstance arises that prevents instruction in the customary manner. Parents/guardians will be notified of a Remote Day using Class Dojo and Alma notification systems. Notification of the Remote Day will also be sent to the local news channels and posted on their corresponding websites.

Students are expected to participate in the Remote Day using their school-issued Chromebook via livestream instruction using Zoom and/or Google Meet. Teachers will provide livestream instruction according to the previously established master schedule. Students will also be provided paper-based instructional packets to utilize on the Remote Day in the event of technology and/or Internet failure. All instructional supports and related services, including health-related services and mental health supports and services, will continue to be provided as specified in the students' Individualized Education Programs (IEPs) using livestream via Google Meet/Zoom or phone conference.

Students are expected to complete any and all assignments designated for the Remote Day. Students can connect with their teachers via livestream or phone to participate in instruction and receive answers to all questions. For those students with technology access, they will complete and submit all assignments on the date of the Remote Day. Students utilizing the paper instructional packets will submit assignments immediately upon return to school. Students are expected to participate in any scheduled related services, including mental health services and other health-related services, according to the frequency and duration of their respective IEPs via livestream or phone conference.

To document attendance on Remote Day, students with Internet access will be required to login to a Homeroom site via Google Classroom to indicate they are present on the Remote Day. For students without Internet access, in the event of a technology malfunction, or

Internet outage, parents/guardians will be required to make a telephone call to the respective Intermediate Unit 1 Campus School of their child's enrollment to indicate the child is present on the Remote Day. Any student who does not login to the Homeroom site via Google Classroom, or call the respective IU1 Campus School will be considered absent for the Remote Day. The parent/guardian will be required to provide an excuse for the student's absence. As per the IU1 Attendance Policy, a student will have 3 days from the date of return to school to produce an excuse before the absence is marked unexcused.

Dear Parent(s)/Guardian(s):

This letter is to assure you of our concern for the safety and welfare of students attending the Intermediate Unit 1 Empowerment School. Our Emergency Operations Plan provides for response to all types of emergencies. Depending on the circumstances of the emergency, we will use one of the following protective responses:

1. ***Immediate evacuation*** *Students will be evacuated to a safe area on the school grounds in the event of a fire, gas leak, etc.*

2. ***Modified Operation*** *This action may include cancellation/postponement or rescheduling of normal operations. This action is normally taken in cases of any inclement weather or building problems (such as utility disruptions, heating issues) that make it unsafe for students to be in attendance.*

3. ***In-house sheltering*** *Provide refuge for students, staff and the public within the school building during an emergency such as sudden and severe weather, hazardous material spills/leakages, etc.*

4. ***Evacuation*** *Total evacuation of the campus may be necessary if the school is in an endangered area. In this case, students will be taken to another location outside of the endangered area.*

If your residence is in a disaster/endangered area and the IU1 Empowerment School is not, your child will be cared for at the school until the danger has subsided, or until you or your authorized designee comes to the school to get him/her.

Please listen to *WJPA Radio or Channel 4 WTAE TV* for announcements relating to any emergency situation.

We ask that you refrain from calling the school during an emergency situation. This will keep the telephone lines open so that campus staff will be able to make emergency calls and relay information to the appropriate authorities and the media.

The media will advise you when and where to report to regain custody of your child. This will avoid traffic congestion that may impede the response of emergency personnel and vehicles further endangering the safety of students and staff.

When you report to the designated student release area, you will need to:

- ➢ Produce a photo identifying you as the authorized person designated to pick up the student.
- ➢ Sign a student release form.

Included with this letter is the form that the school uses for parents to designate the person or persons authorized to pick up your child. Please complete and return the form to the school office no later than *September 10, 2026*. This form will be used for *ALL INSTANCES* when your child is released from the school. Please ensure that only those persons you list on the form attempt to pick up your child.

I specifically urge you **not** to telephone the school or attempt to make different arrangements during an emergency situation. Such action will only create additional confusion and divert staff from their assigned responsibilities.

All instructions will be provided to the media for dissemination. Should the media be unable to operate because of a power outage, etc., Emergency Management personnel in your area will activate an alternate alerting system.

Emergency conditions/situations may require that the school close for a period of time. You will be informed via the news media or neighborhood alerting system of procedures to be followed.

In order to assure the safety of our students and staff, and in an effort to assure the continuity of the educational process, I ask your understanding and cooperation should any emergency occur. If you have additional questions regarding our emergency operating procedures, please contact me at lisa.steratore@iu1.org.

Sincerely,

Michael Minor

Michael Minor
Principal/Special Education Supervisor

Intermediate Unit 1 does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, ancestry or any other legally protected classification in its educational programs, activities or employment practices

I have received a copy of the IU1 Empowerment School Handbook and understand the Intermediate Unit 1 and Empowerment School Policies and Procedures are located in this handbook. I agree to the follow the **Code of Student Conduct** and all rules and procedures explained in this handbook.

_____ _____

Student Name and/or Signature Date

I have received a copy of the IU1 Empowerment School Handbook and understand the Intermediate Unit 1 and Empowerment School Policies and Procedures are located in this handbook.

_____ _____

Parent/Guardian Date

APPENDIX A Intermediate Unit 1 Campus at McMurray
PAWS Behavioral Expectations

	Arrival/ Dismissal	Hallways/ Stairwells	Classroom	FabLab	Gym	Office/ Health Room	Bathroom	Calm Down Room
Positive Attitude	Walk into/from school Turn in/collect bookbag and phone Go through metal detector Remove shoes	Use kind words Be Attentive	Use Kind words and actions Accept and apply feedback Focus on self	Be a leader Focus on your own behavior Help others	Stay in assigned area Use equipment/ materials as directed Ask Permission	Identify what you need Remain calm	Use as properly One student at a time	Take deep breaths Use kind words
Act Respectfully	Follow staff directions Use respectful language and Voice level 1	Voice level 1 Personal space Listen Raise hand Use good manners	Follow staff directions Respect school property Use respectful language Follow technology guidelines Raise hand before speaking Take turns speaking Voice Level-0-1	Follow staff directions Respect property and projects Use respectful language and have respectful conversations	Help peers Invite others to join Report unsafe behaviors to staff Act Respectfully	Follow staff directions Use respectful language Voice level 1	Leave it as it was when you came in	Follow staff directions Leave pieces intact Voice level 1
Work Hard	Follow adult directions	Go to location directly	Show what YOU can do	Participate in all projects	Good Sportsmanship	Have staff call office/nurse before	Go, flush, and wash	Breathe and stretch

	on first request Maintain an organized, safe area	and safely	Complete assignments Participate in class Be productive	Put forth your best effort Ask for assistance	Help clean up Go to assigned area promptly	coming down Be escorted by a staff member Have a purpose for visiting		Follow staff directions Use coping skills
Safe Choices	Hands and feet to self Bring only school essentials	Hands and feet to self Body facing forward Make sure shoes are tied Walk on right side	Stay in seat Request permission to leave room Make safe choices Be on time Hands and feet to self	Clean up area Use tools and machines appropriately Follow all lab safety procedures	Follow staff directions Use kind words Respectful Language Personal Space	Hands and feet to self Wait calmly for your turn Practice healthy choices	Leave it as you found it	Exit when using safe hands and feet Follow staff directions Keep mats in room One student at a time

Intermediate Unit 1
Educational Campus at McMurray
2026-2027

STUDENT-PARENT HANDBOOK

IU1 CAMPUS AT MCMURRAY
LIONS

625 East McMurray Rd
McMurray, PA 15317
(724) 942-8420 – Office
(724) 942-8427 – Fax
www.iu1.org

Intermediate Unit 1
Dr. Donald Martin,
Executive Director

Mike Minor,
Special Education Supervisor
& Principal

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PRINCIPAL'S MESSAGE

Dear Families and Students:

Welcome to a new school year at the Intermediate Unit 1 Educational Campus at McMurray!

We are committed to providing every student with a high-quality education in a safe and supportive environment. Student learning and well-being are our top priorities, and our dedicated team is here to ensure that all students have the tools and support they need to succeed.

We believe that every student has the potential to achieve great things. At IU1 McMurray, students are not only learners — they are valued members of our school community. We encourage each student to take an active role in their education, embrace new challenges, and make the most of every learning opportunity.

I am excited for the year ahead and all the possibilities it holds. Working together, we will make this a year of meaningful growth, achievement, and success.

Let's make it a great year!

Sincerely,

Mike Minor

Mike Minor
Principal/Special Education Supervisor

PROGRAM OVERVIEW

The entire staff of the IU 1 McMurray Campus welcomes you to our school. It is hoped that you will look upon our school as your school and use this opportunity to become successful in laying the groundwork for a bright and productive future.

Your home school administrators and parents have agreed for your child to attend the Autistic Support Program (AS), Multi-Disability Support Program (MDS), or Comprehensive Therapeutic Emotional Support Program (CTES) at the Intermediate Unit 1 (IU1) Educational Campus at McMurray.

This handbook is a guideline of the policies and procedures in effect at our school and in our classrooms. It is your responsibility to become familiar with the contents of the student handbook. It can be used as a reference tool for any questions or issues that may arise.

Mission

The mission of the IU1 Educational Campus at McMurray is to provide all students access to a safe, orderly environment where they can acquire and apply the knowledge and skills to become productive, responsible citizens, able to compete within a high-tech, information-based society.

Program Objectives

As an educational program for students with disabilities, the IU1 Educational Campus at McMurray strives to:

1. Build student's self esteem
2. Modify disruptive behavior and improve social skills
3. Improve attendance
4. Increase graduation rates
5. Improve academic skills

6. Develop an understanding and awareness of careers
7. Provide transition services for students

Program Description

Our school provides a challenging education and related services to students in grades K-12 who are in need of highly structured, supportive and comprehensive special education services. Students attend the school on a full-time basis from 8:20am – 2:40pm, five days a week, and 180 days per year.

As an IU1 operated program, students and staff are afforded the benefits of all the services and programs, offered by IU1, such as:

- Pennsylvania Certified Regular and Special Education teachers
- Curricula and instruction aligned to the Pennsylvania Core/Academic Standards, Assessment Anchors and Eligible Content
- Staff development in research-based best practices
- The opportunity to participate in IU1 grant funded projects

Highly Qualified special education teachers assure all special needs students are provided a Free Appropriate Public Education (FAPE) as outlined in their Individualized Education Programs (IEPs).

AUTISTIC SUPPORT

Autism Spectrum Disorders (ASD) are conditions characterized by the three core deficits of autism:

- Difficulties with social relatedness
- Difficulties with communication and language
- Restricted, repetitive patterns of behavior, activities or interests

The word "spectrum" expresses the variability within and across these areas of challenge, for there are many possible combinations and levels of ability and disability. What is important, above all, is to see each person with an autism spectrum disorder as an individual first. Each person has their specific set of strengths and weaknesses, and beyond that mere tally of ability, their own personality, spirit, and will. Honoring that must always come first.

Due to the increasing numbers of students being diagnosed within autism spectrum disorders, school districts are continually facing the challenges of how to best serve these students within the least restrictive environment. In order to assist districts with these responsibilities, IU Autism training and consultation staff are available for district support.

Autism Support staff are available to work with all districts in the Intermediate Unit 1 service area. Roles and responsibilities include providing consultative and training services to teachers, paraprofessionals, administrators, and parents. Additionally, staff attend Individualized Education Program (IEP) team meetings; provide materials preparation; facilitate the use of environmental strategies, communication strategies, assistive technology; and conducts disability specific trainings, all with the goal of ensuring that best practices in the field of autism are utilized when providing services to these students.

COMPREHENSIVE THERAPEUTIC EMOTIONAL SUPPORT (CTES)

The IU 1 Educational Campus at McMurray offers a separate Comprehensive Therapeutic Emotional Support (CTES) program for students at elementary and secondary levels who meet criteria for emotional disturbance but also need more intensive individual and group therapy. The staff, which includes a CTES teacher and licensed Social Worker, creates an individual Behavior Intervention Plan for each child. A child psychiatrist serves as a consultant and manages students' medication. The CTES program offers highly structured classroom environments with emphasis on positive behavior interventions.

McMurray School promotes success both within and outside the program by creating a nurturing and respectful milieu in which children feel safe and valued. Challenging behavior is viewed as the result of deficits in particular skills, and the focus of treatment is teaching these skills. Our experienced staff helps children learn skills to better manage emotions, improve relationships with others, and meet academic expectations.

The CTES program operates 180 days per year and provides a mix of core courses in English, Science, Math and Social Studies, as well as group and individual counseling throughout the day. Students are identified through the IEP process involving the home school district, parents and student.

MULTI-DISABILITIES SUPPORT (MDS)

The Multi-Disabilities Support Program provides services for elementary and secondary aged students with more than one disability that results in severe impairment requiring necessary services for independent living. Instruction is based on the alternate academic standards, social behavioral, pre-vocational, daily living, communication skills, and community-based instruction. Related services are provided to these students based on a student's IEP.

FACILITIES

The resources at IU 1 Educational Campus at McMurray are designed to meet students' needs of all ages. Air-conditioned classrooms are equipped with readily available technology such as computers and Promethean Boards

RELATED SERVICES

The Educational Campus at McMurray offers the additional services for those students who require them:

- Speech/Language
- Occupational Therapy (OT)
- Physical Therapy (PT)
- Vision Support
- Hearing Support
- Assistive Technology (AT)
- Orientation and Mobility
- Full-Time Registered Nurse

Program Evaluation

The effectiveness of the education programs at the Intermediate Unit 1 Educational Campus at McMurray is determined using the following data:

1. Number of students that demonstrate an improved attitude toward school as measured by a student survey, improved attendance, and a reduction in the number of discipline referrals.
2. Number of students showing growth in the core academic subjects in relationship to Chapter 4 Academic Standards and academic goals.
3. Number of students demonstrating skills and behaviors necessary to function in the school environment, as measured by teacher/staff observations and documenting progress on behavior goals.
4. Number of students exhibiting age appropriate life skills and career awareness through completion of career and counseling modules.
5. Number of students returning to the regular home school by meeting the exit criteria of the alternative placement.
6. Amount of group and individual counseling sessions provided that deal with topics such as anger management, appropriate social skills, self-esteem, etc.

Student Rights and Responsibilities

IU1 has the authority and responsibility to establish reasonable rules and regulations for the conduct and deportment of all students at the IU1 Educational Campus at McMurray. At the same time, no student shall be deprived of equal treatment and equal access to the educational program, due process, a presumption of innocence, and free expression and association.

Attendant upon the rights established for each student are certain responsibilities, which include respect for the rights of others, obedience to properly constituted school authority, and

compliance with the policy, rules and regulations of the IU1 Educational Campus at McMurray.

All instructional materials, including teacher's manuals, audiovisuals or other supplementary instructional material to be used in the instructional program shall be available for inspection by the parents/guardians of students.

In compliance with the ***Protection of Pupil Rights Amendment*** of 2001 (PPRA), no student shall be required, without written parental consent for students under 18 years old or written consent of students or those over 18 years of age to submit to a survey, analysis, or evaluation that reveals information concerning:

Political affiliations, mental and psychological problems potentially embarrassing to the student, sexual behavior and attitudes, illegal, antisocial self-incriminating and demeaning behavior, critical appraisals of other individuals with close family relationships, legally recognized privileged and comparable relationships, such as those with lawyers, physicians, and ministers, and income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such programs may be conducted on a wholly voluntary basis, provided that the student and parent/guardian have been notified of their rights and of their right to inspect all related materials.

Student Expression

The IU 1 Educational Campus at McMurray respects the right of students to express themselves in word or symbol and to distribute materials as a part of that expression, but it also recognizes that the exercise of that right must be limited by the IU1's responsibility to maintain an orderly school environment and to protect the rights of all members of the school community.

The school reserves the right to designate and prohibit manifestations of student expression

that are not protected by the right of free expression because they violate the rights of others. Such expressions are those which:

1. Label any specific person or persons.
2. Seek to establish the supremacy of a particular religious denomination, sect or point of view.
3. Advocate the use or advertise the availability of any substance or material that may reasonably be believed to constitute a direct and substantial danger to the health of students.
4. Use indecent or obscene language, or contain material deemed harmful to students who may receive them.
5. Incite violence, advocate use of force, or urge violation of federal, state, or municipal law, IU 1 policy or regulations.
6. Solicit funds for non-school organizations or institutions when such solicitations have not been approved by the Board.

The school reserves the right to halt the distribution of unprotected materials. It also requires that students who wish to distribute materials submit them for prior review. The principal or designee shall not censor or restrict material that is critical of the school or administration, and the review for unprotected expression shall be reasonable and not calculated to delay distribution. Disciplinary action may be taken by administrators for those students who distribute printed materials in violation of this policy, or who continue the manifestation of an unprotected expression after a person in authority orders that they desist.

FERPA

The IU1 Educational Campus at McMurray recognizes the legal requirement to maintain the confidentiality of collected student records, and conforms to the mandates of the Family Educational Rights and Privacy Act (FERPA) and its regulations: the Guidelines for the Collection, Maintenance, and Dissemination of Student Records, and the Standards for Special

Education. Under FERPA, parents and students have the following rights afforded to them:

- The right to inspect and review education records and a description of how a parent or student may assert that right
- The right to request an amendment to the record and a method for requesting the amendment
- The right to consent to disclosures of the student's record and an explanation of the conditions under which the school may disclose without prior consent
- The right to file a complaint with the Family Compliance Office of the Federal Department of Education

In order to maintain a safe and secure environment, conducive to positive growth of all students, each student will:

1. Follow school policies and procedures and interact safely within the environment.
2. Attend school daily, report to classes on time and be ready for instruction.
3. Respect staff, students, and property.
4. Complete coursework and participate in classroom discussions and activities.
5. Use all materials appropriately and exercise proper care when using school equipment.
6. Make the necessary arrangements for 'make-up' work when absent from school.
7. Know and obey IU1, local, state, and federal laws, policies and regulations.
   Refer to IU1 1 Board Policy **# 235 – Student Rights and Responsibilities,** and **# *216 - Student Records***

Return to Home School

Returning a student to the home school is the top priority of the Comprehensive Therapeutic Emotional Support program. At least one time a semester, a team comprised of the home school administrator(s) and staff, the McMurray Campus principal and staff, the student and parent(s)/guardian(s) will review the student's academic and behavioral progress. The team will evaluate and recommend whether the student will continue in the CTES placement or

return to the home school. This review will be documented and kept on file in the individual student's record.

The following is an example of the criteria will be used to measure a student's readiness to return to the regular educational setting: (Each student will work with the McMurray Campus staff to develop goals to help meet these criteria)

1. Regular attendance (85% or above)
2. Behavioral success, as measured by a reduction in disciplinary referrals/reports or attainment of behavioral goals set forth on entry into program
3. Academic success, as measured by grades, standardized testing data, progress monitoring, attainment of academic goals, and credit attainment

ATTENDANCE

Pennsylvania State Law

Compulsory school age refers to the period of a child's life from the time the child enters school as a beginner, which may be no later than six years of age, until the age of eighteen or graduation from a high school, whichever occurs first. It is mandatory for all children of compulsory school age having a legal residence in PA to attend a day school in which the subjects and activities prescribed by the Standards of the State Board of Education are taught in the English language.

Refer to IU 1 Board Policy ***#*** **204 – Attendance**

Home School District Attendance Policy

The home school district will receive a weekly report disseminating attendance information. The home district will follow the procedures outlined by state law and its attendance policy. The home district may send a warning letter to the parent(s)/guardian(s) regarding an attendance issue. Violations of the attendance policy may result in a district hearing and/or a hearing before the local Magistrate. Such a hearing could result in truancy charges and a fine

for violation of state attendance laws. It may also lead to intervention by community agencies such as Children and Youth Services (CYS).

IU1 Educational Campus at McMurray Attendance Policy

During the 2026-2027 school year, when participating in distance learning in accordance with Section 520.1 of the School Code to meet the minimum instructional time requirements in the event of an emergency, student attendance will be measured using evidence the student has accessed the resources required for the assigned learning activities, as well as evidence the student completed the assigned learning activities. Student attendance will be documented in the designated Student Information System (SIS).

School Tardiness

A student is considered tardy when he/she reports to school after 8:40 am. When this happens, the student must check in at the office. The student is required to provide the school secretary with an excuse from the parent(s)/guardian(s) stating the reason for the tardiness. A medical excuse is required for doctor's appointments and will not count in the accumulation of tardy absences for the year. If it is determined that the student is tardy, the number of minutes tardy will be documented.

Tardy minutes are added together as unexcused days, are cumulative for the entire school year, and will result in consequences. After four (4) unexcused "tardies" the home district will be notified and they may calculate unexcused tardy days on a cumulative basis and refer the matter to the District Magistrate's office when the total exceeds district policy.

Excused Absences

Upon return to school from an absence, a student must report to the office with a written excuse from the parent(s)/guardian(s). A written excuse from a physician is also acceptable. The excuse must include the date of the absence, the reason for the absence and the

signature of the parent(s)/guardian(s). (This includes students 18 years of age and older).

Students are legally excused for the following reasons:

- ➢ Illness, family emergencies, quarantine, death in the family, impassable roads, authorized religious holidays, medical and dental appointments (with a doctor's excuse), required court appearance, family educational trip, other educational trip, and any absence approved in advance by the principal.

A student will have 3 days from the date of return to school to produce an excuse before the absence is marked as unexcused.

A maximum of ten (10) days of cumulative lawful absences verified by parental notification may be permitted during a school year. All absences beyond ten (10) cumulative days shall require an excuse from a licensed physician.

Excused From Physical Education

Students will be excused from *Physical Education* class if a written doctor's excuse is provided, indicating the length of time the student is to be excused.

Early Dismissal

To ensure the safety of all students, parent(s)/guardian(s) must send a note with their child stating the time, date and reason for an early dismissal. Parent(s)/guardian(s) must call and/or report to the office prior to the dismissal and sign their child out of school. If a student leaves before 11:30 am due to illness, etc., it will be counted as a day of absence. Any dismissal after 11:30 am will result in a student being marked present but marked 'excused early.'

GRADES

The following procedures refer to IU1 Board Policies ***# 212 – Reporting Student Progress***, ***# 213 – Assessment of Student Progress***, ***# 215 – Promotion and Retention,*** and ***# 217 – Graduation Requirements***

Grading Policy

Grades for each nine-week period are a compilation of the student's daily performance, which includes IEP goals, classroom discussion/participation, projects, class assignments, quizzes, tests, homework, and group work. Attendance is an important factor in a student's success.

Grading Scale

The following grading scale will be used to report grades to the home school districts:

A	90-100 %
B	80-90 %
C	70-80 %
D	60-70 %
F	59 % and below
I	Incomplete Grade

If a student has been absent and the time allotted to make up the missed work extends beyond the end of the 45-day grading period, he/she will receive an incomplete (I) grade. The student has a two-week period to complete the incomplete work. At the end of the two-week period, he/she will be issued a letter grade to replace the "I". If the student fails to make-up incomplete assignments during this two-week period, each incomplete assignment will be marked as an "F" and averaged into the grades earned for that grading period. This will result in the student receiving a lower grade and possibly an F.

Midterm Grade Reports

A midterm report will be mailed home following the 22nd day of each nine-week (45 day)

grading period. This report gives the student and his/her parent(s)/guardian(s) notice of current academic performance in each class. Parent(s)/Guardian(s) are encouraged to call the school to speak with the teacher(s), social worker, and/or principal to discuss any concerns.

Report Cards and IEP Progress Monitoring

At the end of each forty-five (45) day (nine week) grading period, a report card is mailed home to the parent(s)/guardian(s) along with a Progress Monitoring Report. The Progress Monitoring Report explains the student's progress on his/her IEP goals and objectives. Teachers may make comments about classroom performance on the designated section of the report card. The report card gives the parent(s)/guardian(s) the opportunity to request a conference to discuss their child's progress.

Graduation

Accurate recording of each student's achievement of academic standards shall be maintained, as required by law and state regulations. Students shall be informed of the necessary district graduation requirements, including a graduation project if required by the home district. Periodic warnings shall be issued to students in danger of not fulfilling graduation requirements.

Students with disabilities, who satisfactorily complete the special education program developed by the Individualized Education Program team, (in accordance with the law, state regulations, and IU1 Board Policy) shall be granted a regular high school diploma by the school district of residence.

Refer to IU1 Board Policy ***#*** **217 – Graduation**

PA High School Graduation Requirements

Requirements through the 2026-2027 school year:

Students will be required to meet the graduation requirements of their home sending district, including the number of credits necessary to graduate*. Requirements through the 2026-27 school year shall include course completion and passing grades, completion of a culminating senior project (if required by sending school district), and results of local assessments aligned with the academic standards.

*Required number and types of credits vary by district and decisions of the IEP Team.

In accordance with Pennsylvania's Act 158 of 2018, **beginning with the graduating class of 2023, students must meet statewide graduation requirements in one of five ways.**

- **Pathway 1 - Keystone Proficiency Pathway:** Scoring proficient or advanced on each Keystone Exam - Algebra 1, Literature, and Biology.

- **Pathway 2 - Keystone Composite Pathway:** Earning a satisfactory composite score of 4452 on the Algebra 1, Literature, and Biology Keystone exams (while achieving at least a proficient score on at least one of three exams and no less than a basic on the remaining two). *A Non-Numeric Proficient (NNP) is not an eligible for this pathway.

- **Pathway 3 – CTE Pathway:** For Career and Technical Education (CTE) Concentrators, successful completion of Biology, Algebra I, and Literature 10 classes associated with each Keystone Exam on which the student did not achieve proficiency and attainment of an industry-based competency certification related to the CTE Concentrator's program of study or demonstration of high likelihood of success on an approved industry-based competency assessment or readiness for continued meaningful engagement in the CTE Concentrator's program of study. For further explanation of the CTE Pathway, please see PDE's Act 6 guidance.

- **Pathway 4 - Alternate Assessment Pathway:** Successful completion of Biology, Algebra I, and Literature 10 classes associated with each Keystone Exam on which the student did not achieve proficiency and one of the following:
    a. Attainment of an established score on an approved alternate assessment
        i. SAT: score of 1010
        ii. PSAT: score of 970
        iii. ACT: score of 21
        iv. ASVAB: the minimum score for admission to a branch of the armed services the year the student graduates
    b. Attainment of an established score of 3 on an Advanced Placement Program (AP) in an academic content area associated with each Keystone Exam on which the student did not achieve at lease a proficient score.
    c. Successful completion of a concurrent enrollment course in an academic content area associated with each Keystone Exam in which the student did not achieve at lease a proficient score.
    d. Successful completion of a pre-apprenticeship program.
    e. Acceptance in an accredited 4-year nonprofit institution of higher education and evidence of the ability to enroll in college-level coursework.

- **Pathway 5 - Evidence Based Pathway:** Successful completion of Biology, Algebra I, and Literature 10 classes associated with each Keystone Exam on which the student did not achieve proficiency and demonstration of three pieces of evidence consistent with the student's goals and career plans. Students must achieve a *total of 3* pieces of evidence from the following list. Please note a maximum of 2 pieces of evidence is allowed from section *e.*

  a. Attainment of established score on a SAT subject test, an Advanced Placement Program Exam:

  SAT Subject Test: score of 630

  AP Program Exam: score of 3

  b. Acceptance in an accredited, other than 4-year nonprofit institution of higher education and evidence of the ability to enroll in college-level coursework.

  c. Attainment of an industry-recognized credential.

  d. Successful completion of a concurrent enrollment or postsecondary course

  e. (Maximum of 2 accepted from this section): Satisfactory completion of a service-learning project; attainment of a score of proficient or advanced on a Keystone Exam; a letter guaranteeing full-time employment; a certificate of successful completion of an internship or cooperative education program; or satisfactory compliance with the NCAA's core courses for college-bound student athletes with a minimum grade point average (GPA) of 2.0.

Special education students – Special education students are required to satisfactorily complete the program developed by an Individualized Education Program (IEP) team in order to graduate from the home school district.

Keystone Exams – The Keystone Exams are end-of-course assessments designed to assess proficiency in the subject areas of Algebra, Literature, and Biology.

Pennsylvania System of School Assessment – Every Pennsylvania student in grades 3 through 8 is assessed in English Language Arts and Math. Every Pennsylvania student in grades 5 and 8 is also assessed in science.

Supplemental instruction – Students who did not score proficient on a Keystone Exam must participate in supplemental instruction prior to re-taking the Keystone/module. The supplemental instructional support must be consistent with the student's educational program.

Re-taking Keystone Exams – A student may re-take an exam or exam module, so long as the student received supplemental instruction. There is no limit on the number of times a student may retake the test.

Cheating

A student earns grades through the completion of his/her own work, which includes but is not limited to learning contracts, daily worksheets, projects, tests and quizzes. A student who takes or copies another's work and uses it as his/her own or give his/her work to another student or students is considered to be cheating. Such actions will result in disciplinary action, a failing grade or both.

Plagiarism

Plagiarism is the unauthorized use or close imitation of the language and thoughts of another author/person and then representing them as one's own original work. Plagiarism is a serious offense and can result in a failing grade, disciplinary action or both.

Planned Courses

All courses in grades K-12 are aligned with the PA Core/Academic Standards. Students in grades 9-12 can earn one credit for Math, Science, Social Studies and English upon successful completion of the course. Additionally, students can earn full and/or partial credit in Physical Education, Health and various elective courses.

Students in grades 3 – 8 will take the PSSA/PASA tests (PASA also includes grade 11). Depending upon the student's grade level, a student may be tested in two or more of these content areas: English Language Arts, Mathematics, and Science. The scores will be reported to the home schools. Parents will receive a letter stating the testing dates.

The Intermediate Unit 1 Educational Campus at McMurray may administer a series of benchmark assessments throughout the school year to monitor student progress in meeting Pennsylvania's Core/Academic Standards and guide the delivery of instruction.

STUDENT SERVICES

Counseling

Counseling services are available to each student. These services include assistance with educational planning, interpretation of test scores, career and occupational information, tutoring assistance, help with home, school and social concerns, and/or any question(s) that the student feels comfortable to discuss with the counselor. Contact with the home school district counselor to answer specific questions relative to the student's return to the home school, credit issues, financial aid, etc. will be facilitated by the principal or social worker.

Food Service

Breakfast and lunch are provided to each student attending the Intermediate Unit 1 Educational Campus at McMurray. A student may bring his/her lunch. However, students are not permitted to bring open containers (including opened bottles, cans, cups, mugs, travel mugs, etc.) into the building. Such containers will be inspected and may be discarded or taken to the cafeteria for use during breakfast or lunch. Energy drinks such as Monster brands, Red Bull, etc. are banned from the school for their high caffeine and sugar content.

So that every student can have a pleasant mealtime, it is necessary to maintain a calm, orderly, and reasonably quiet atmosphere in the lunchroom. Each student is expected to be polite and use table manners. Students are responsible for keeping their lunch area (i.e. table, floor) clear and to pick up any debris before leaving the lunchroom.

Food Allergies

IU1 must provide reasonable accommodations, substitutions or modifications for students with disabling dietary needs. The student's physician will determine and document if the student has a disabling dietary need, such as diabetes or severe food allergies. The student's physician must provide a medical statement which identifies the student's special dietary disability, major life activities affected by the disability, foods to be omitted from the student's diet, and foods that can be substituted. IU1 may, at its discretion, make appropriate accommodations, substitutions or modifications for students who have a special dietary need but who do not meet the definition of a disability, such as a food intolerance or allergy that does not cause a reaction that meets the definition of a disability. The decision to accommodate such a student will be made on a

case-by-case basis. For the accommodations to be considered, the student's physician must provide a medical statement identifying the medical or special condition that restricts the student's diet, foods to be omitted from the student's diet, and foods that can be substituted.
Refer to IU1 Board Policy* 209.1 **Food Allergy Management

Transportation Services

A student must exhibit safe and responsible behavior on the ride to and from school. Misbehavior is especially difficult to manage in this environment because the bus driver must focus his/her attention on the road and stay on schedule. The bus driver's number one interest is your safety. Since each school district provides transportation services for the students who reside in their home district, the policies, rules, regulations and consequences of the home school districts are in effect during the trip to and from school.

Students who live in different school districts may not ride home together on the bus or van. A student must ride to and from school on his/her home district vehicle.

If a student fails to exhibit proper behavior on the bus/van, the driver will complete a "Bus Misconduct Report," and turn it into the principal or designee. The following bus/van misbehavior will result in disciplinary action, in conjunction with the home school district:

1. Possession or use of tobacco, alcohol, illegal drugs, or vaping device
2. Getting on another bus/van without prior office approval and a temporary bus permit
3. Throwing objects inside or outside the vehicle
4. Getting off at the wrong stop
5. Not following the driver's directions and/or behaving in any way that would endanger others and/or the safe operation of the vehicle
6. Defacing or vandalizing the vehicle.

HEALTH SERVICES

Nurse's Office

The nurse's office is provided so that every student can benefit from its services. The following

is necessary in order to provide efficient medical attention:

- Every student must have an emergency information card updated, completed and on file.
- Any student with a health problem (e.g. allergies, asthma, diabetes, epilepsy) should have his/her parent/guardian notify the school nurse with specific requirements for treatment.
- If a student becomes ill, he/she must ask the teacher to be seen by the school nurse. A staff member will escort the student to and from the nurse's office.
- No student will be excused to go home when ill without permission from the principal or designee, as well as permission from parents.
- If the school nurse is not available, a student is to report to the main office.
- No student is permitted to make false statements about medical conditions he/she may or may not have. This would include pregnancy, skin irritations, contagious diseases and any other alarming false medical statements.

The legally mandated School Health Program of the Commonwealth of PA requires that school districts provide nursing services to school children. A school nurse is responsible for assessing the health needs of students and school personnel, as well as evaluating, planning and implementing health plans within the school. Health records are transferred from the home school district and maintained by the school nurse. The following chart highlights yearly mandated health services to be provided by schools:

Service	K-1	2	3	4	5	6	7	8	9	10	11	12	SE
Vision	X	X	X	X	X	X	X	X	X	X	X	X	X
Growth	X	X	X	X	X	X	X	X	X	X	X	X	X
Hearing	X	X	X				X				X		A/N
Physical Exam	X					X					X		A/N
Dental Exam	X		X				X						A/N
Scoliosis Screen						X	X						

Immunization Assessment	X	X	X	X	X	X	X	X	X	X	X	X	X

The present school immunization minimum requirements are as follows:

Children in ALL grades (K-12) need the following vaccines:

- 4 doses of tetanus, diphtheria, and acellular pertussis* (1 dose on or after the 4th birthday)
- 4 doses of polio (4th dose on or after the 4th birthday)
- 2 doses of measles, mumps, rubella
- 3 doses of hepatitis B
- 2 dose of varicella (chickenpox) vaccine or history of disease

Children that are age 12 years in 7th GRADE need the following vaccines:

- 1 dose of tetanus, diphtheria, acellular pertussis (Tdap) on the first day of 7th grade
- 1 dose of meningococcal conjugate vaccine (MCV) on the first day of 7th grade
- Children that are age 18 in 12th GRADE need the following vaccines:
- 1 dose of MCV on the first day of 12th grade. If the one dose was given at 16 years of age or older, that shall count as the 12th grade dose.

On the first day of 7th or 12th grade, unless the child has a medical or religious/philosophical exemption, a child must have had above vaccines or risk exclusion from school. Proof of immunization means a written record showing the dates (month, day, year) that the child was immunized.

A student who has not been immunized in accordance with state regulations shall not be admitted to or permitted to attend Intermediate Unit 1 programs, unless exempted for medical or religious reasons, or provisionally admitted by the Executive Director, in consultation with the district of residence, after beginning a multiple dose vaccine series and submitting proof of immunization or a medical certificate on or before the fifth school day of attendance.

Parent(s)/Guardian(s) are asked to inform the school of any health conditions. State law requires that any student who does not meet the immunization requirements must be excluded from school.

A family who does not have medical insurance for their child can contact the school social worker or the school secretary to obtain information regarding Pennsylvania's Children's Health Insurance Program *(CHIP).*

Communicable Diseases

Intermediate Unit 1 shares with others a responsibility to safeguard the welfare of all students and employees. In order to safeguard the school community from the spread of certain communicable diseases, the Board requires that the established policy and guidelines of the member school district concerning communicable diseases and immunization be followed for students admitted from that district into programs of the Intermediate Unit. Therefore, IU1 will review each diagnosed case of communicable disease to determine how each student's educational needs can best be met and how to protect the health and welfare of all students and employees with whom s/he might come in contact.

Please reference IU 1 Board Policy* *#203*** **– Immunizations and Communicable Diseases**

Student Medication

Parent(s)/Guardian(s) have the primary responsibility for the health of their child. Although the Intermediate Unit strongly recommends that medication be given at home, we realize that the health of some children require that they receive medication while in school. *In order for any prescription or non-prescription medication to be administered in school, the IU1 Authorization Form must be completed by the student's parent(s)/guardian(s). This form along with a copy of the physician's original order(s) must be provided to the school nurse.*

- ***No medication will be given without an order from the child's doctor.***
- ***All medication must be brought to the school in the original container by the parent or designated adult.***

During school hours, the school nurse or parent/guardian will administer the medication as directed by the student's physician. A student will be permitted to self-administer (in the presence of the school nurse) his/her medication only when the family physician specifies this in his/her orders. The person administering medication will record the name of the student;

the prescribing physician, dosage, and the time the medication is given. This person will sign or initial the medication log.

Prescription Medication

When it is necessary for the nurse to dispense prescription medication to a student, the following procedure will be followed:

- ➢ The parent/guardian completes and signs the Authorization to Administer Prescribed Medication (AAPM) form.
- ➢ The parent/guardian attaches the physician's order to the AAPM form.
- ➢ Parent/Guardian (not the student) must provide any medication that is to be given during school hours directly to the nurse, principal or designee in its original container.
- ➢ A prescription medication log is kept for any child receiving prescription medicine during school hours.

Non-Prescription Medication

When students need non-prescription medication, the following procedure is strictly enforced:

- ➢ A student is not permitted to carry non-prescription medications to school.
- ➢ Parent/Guardian must bring any non-prescription medication to the school in its original container along with specific orders from the family physician.
- ➢ The person administering the medication will record non-prescription medications taken at school in the medication log.

Refer to IU1 Board policies **# 209 – Health Services and Medical Records** *and* **#210 Use of Medications**

Student Illness Guidelines

The following guidelines are used by the Campus at McMurray for student illnesses and are recommended if your child is ill:

- If your child's temperature is 100 degrees or higher, the child should stay home.

Children should be fever free for 24 hours before returning to school.

- If your child vomits or has diarrhea, the child should stay home for 24 hours from the last episode.
- If your child's eyes are red, swollen, itchy, have drainage, or have a crusty appearance on awakening, the child should stay home and be seen by the doctor.
- If your child has a productive cough that cannot be controlled with medication, the child should stay home and be seen by a doctor.
- If your child has been diagnosed with a communicable illness such as head lice, impetigo, ringworm, or chicken-pox, the child should stay home and the school nurse should be called.
- If your child receives a serious injury or appears obviously ill, the child should be seen by the doctor.

If your child presents with any of the above symptoms during the school day, you will be called to pick up the child in a timely manner.

Head Lice

At any time throughout the school year, the school nurse, principal, or appointed designee may examine any student(s) for lice. If live lice are identified during the examination the following procedure will be implemented:

1. Your child will remain in the classroom until the end of the day but discouraged to have close head contact with others.
2. On the day of lice identification, the school nurse, principal or appointed designee will contact you and counsel you on the proper treatment for this condition.
3. Your child may return to school following the first treatment. The school nurse, principal, or designee will assess your child before returning to the classroom.
4. You will have UP TO TWO CONSECUTIVE days to treat your child (THIS INCLUDES WEEKENDS AND HOLIDAYS). Absences starting on the third day will be considered unexcused.

5. Seven days following the first treatment, the school nurse, principal, or designee will again assess your child for evidence of live lice. If lice are identified, the above steps will be followed again.

A student who continues to have a chronic issue with lice infestation will be referred by the school nurse, principal, or designee for further treatment.

DISCIPLINE POLICY

The following procedures refer to IU 1 Board policies **# 218 – Student Discipline** and **# 113.1 – Discipline of Students with Disabilities**

School-Wide Positive Behavior Interventions and Supports Program

The school has established a school-wide positive behavior interventions and supports (SWPBIS) program that promotes positive and respectful interactions between the student and his/her environment, including other students and staff. SWPBIS focuses on effective classroom management and preventative school discipline. The SWPBIS theme for our school is **PAWS**:

Positive Attitude
Act Respectfully
Work Hard
Safe Choices

As part of the SWPBIS program, our school has established a set of behavioral expectations, which are outlined in a matrix (Please see Appendix A). These expectations are posted throughout our school and in the classrooms. Your child will be taught the expectations throughout the school year.

Each student is expected to follow the school-wide rules listed below:

1. We respect the rights, person and property of others.
2. We comply with persons in authority.
3. We are responsible for a safe and orderly environment.
4. We are on time and ready to work.
5. We follow all school-wide policies and procedures.

Most school leaders share the belief that better relationships between adults and students contribute to improved educational outcomes. Extensive research supports the fact that strong relationships between young people and adults are created through interactions in which the young person experiences the adult:

- ➢ Providing valuable psychological resources (time, respect, caring);
- ➢ Setting high, clear and fair expectations and standards, and
- ➢ Encouraging expressions of individuality.

The conduct standards outlined in the **Code of Student Conduct** apply at all times while students are on or about school property or areas adjacent thereto, which shall include: any IU1 property being used for an official school activity; property not owned by IU1 being used for school sponsored activities or events; and any vehicle, including school buses or vans, while such vehicle is being used to transport students to or from the McMurray Campus.

School personnel may discipline students for misconduct that occurs in and around school property or activities. Minor Problem Behaviors (see chart page 29-30) are behaviors that disrupt the learning environment but are normally not severe enough to need referral to the principal. The classroom teacher is the first level of intervention to correct Minor Problem Behaviors. In most cases, the use of informal intervention strategies and/or the strategies outlined in a written behavior plan is sufficient to bring the student's behavior to an acceptable level.

When these strategies do not quell the behavior or the student is exhibiting Major Problem Behaviors, the teacher will make a discipline referral to the principal. Major Problem Behaviors (see chart page 30-32) are more serious in nature. These behaviors disrupt the learning environment, are not reflective of the high expectations set for the students and will not be tolerated. The consequences of Major Problem Behaviors include more severe measures up to and including expulsion and the involvement of law enforcement officials.

A student acknowledgement system is also in place as part of behavioral plans, which provide various rewards for students who attain the standards of behaviors outlined in the plan.

Minor and Major Problem Behaviors are explained in the charts on the next two pages, and are not limited to the items described in said charts.

Minor Problem Behaviors

**Include but not limited to:*

Inappropriate verbal language	Student engages in low intensity instance of inappropriate language
Physical contact/aggression	Student engages in non-serious, but inappropriate physical contact
Defiance/ disrespect/non-compliance	Student engages in brief or low-intensity failure to respond to adult requests
Disruption	Student engages in low-intensity, but inappropriate disruption
Dress Code	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/IU1.
Information and Other Electronics Technology Violation	Student engages in non-serious but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and computer.
Property misuse	Student engages in low-intensity misuse of property
Tardy	Student arrives at class after the bell
Other	Student engages in any other minor problem behaviors that do not fall within the above categories

Major Problem Behaviors

**Include but not limited to:*

Abusive language/inappropriate language/profanity	Verbal messages that include swearing, name calling or use of words in an inappropriate way.
Alcohol	Student is in possession of or is using alcohol.
Arson	Student plans and/or participates in malicious burning of property.
Bomb threat/False alarm	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.
Combustibles	Student is in possession of substances/objects readily capable of causing bodily harm and/ or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).
Defiance/disrespect/ insubordination/non-compliance	Refusal to follow directions, talking back and/or socially rude interactions
Disruption	Behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Dress Code Violation	Student wears clothing that does not fit within the dress code guidelines practiced by the school/IU.
Fighting/physical aggression	Actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).
Forgery/theft	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a persons name without that person's permission.
Harassment/Bullying	Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. Disrespectful messages include negative

	comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.
Inappropriate Display of Affection	Student engages in inappropriate (as defined by school) verbal and/or physical gestures/ contact, of a sexual nature to another student/adult, either consensual or non-consensual.
Information and Other Electronics Technology Violation	Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.
Lying/Cheating	Student delivers message that is untrue and/or deliberately violates rules.
Other	Problem behavior causing this referral is not listed above. Staff using this area will specify the problem behavior observed.
Drugs	Student is in possession of or is using illegal drugs/controlled substances or imitations.
Out of Bounds/ Off School Location	Student is in an area that is outside of school boundaries (as defined by school)
Property Damage	Student deliberately impairs the usefulness of property.
Skip class/truancy	Student leaves class/ school without permission or stays out of class/ school without permission
Tardy	Student is late (as defined by the school) to class or the start up of the school day (and Tardy is not considered a minor problem behavior in the school).
Tobacco/Vaping Devices	Student is in possession of or is using tobacco and/or a vaping device.
Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property.

Weapons	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm.

BEHAVIOR SUPPORT

Student Behavior

Student attitude and behavior are key to improved academic achievement. We expect every student to treat each staff member and fellow students with respect and dignity, just as every student should expect to receive mutual respect from all staff. Violations of the School-Wide Positive Behavior Interventions and Supports (SWPBIS) Program, the Code of Student Conduct, and Federal and State Regulations governing student behavior are outlined in the Student Discipline policy (Please reference IU1 Board policy **#218 Student Discipline**). Incidents involving students with special needs will be considered on an individual basis and dealt with in accordance with their IEP, Chapter 14 and IDEA.

The IU1 SWPBIS program focuses on positive, rather than negative measures. Treatment of a demeaning nature, the use of aversive techniques and the unreasonable use of restraints are not permitted. The SWPBIS program maximizes academic and social behavior outcomes for all students. The IU1 SWPBIS program is:

1. *Proactive*
    a. Adjusting the environment to reduce the likelihood of problem behavior occurring
    b. Allowing the student to be independent and successful
    c. Examples: modifying the curriculum, reorganizing the physical setting, teaching and clarifying routines and expectations
2. *Educative*
    a. Teaching replacement skills
    b. Allowing students to meet objectives in more effective, efficient, and appropriate ways (e.g., communication alternatives)

c. Examples: Communication alternatives, alternative strategies

3. *Effective*
    a. Managing consequences to reinforce desired behaviors and replacement skills
    b. Withholding reinforcement following targeted behavior
    c. Examples: praise, access to reward, verbal redirection, loss of privilege

Staff Authority

Teachers and Administrators are given authority by §13-1317 of the School Code to have the same authority over the conduct and behavior of their students as that exercised by any person in a parental relationship to the students (***in loco parentis***.) School authorities may exercise this authority while the students are "going to and from their homes" as well as while they are attending school. This authority is over conduct and behavior and does not include making decisions regarding medical matters.

Substitute Teachers

Substitute teachers have all of the authority and responsibility of regular teachers with respect to classroom management, implementation of curriculum and enforcement of discipline.

Verbal De-Escalation and Physical Intervention Training

All staff is trained in verbal de-escalation and physical intervention procedures to respond effectively to the warning signs that a student is beginning to lose control, but also to address how they can deal with their own stress, anxieties, and emotions when confronted with these challenging situations. Staff are trained to prevent disruptive behavior by communicating with individuals respectfully and with concern for their well-being. Physical intervention techniques are used only as a last resort—when an individual presents an imminent danger to self or others.

Of course, not every incident can be prevented. When preventative and more intrusive

techniques prove ineffective, it may become necessary for the school police officer or staff, who are trained in physical restraints, to use such methods to keep all students and staff safe. In such instances, the parent/guardian or his/her designee will be contacted. Physical restraints involving students with special needs require an IEP meeting.

* *Refer to Board Policy* ***#113.1*** **– Discipline of Students With Disabilities**

School personnel may use reasonable physical intervention in any of the following situations:

1. When safety is an issue and a student has clearly demonstrated a lack of ability to control his/herself.
2. To stop a fight, physical assault or disturbance
3. To take away a weapon or other dangerous object
4. For self-defense
5. For the protection of other students, staff or property
6. To intervene when a student is attempting to injure him/herself

Physical Intervention

The staff will not use physical intervention or physical contact against a student or strike a student as punishment for a violation of the **Code of Student Conduct**. However, nothing in IU1 policy shall be construed to prevent staff from using reasonable and necessary physical intervention to restrain a student in order to protect one's self, other persons, prevent the destruction of property, or to prevent any illegal overt act on the part of the student. Physical interventions are short-term strategies for safety purposes only.

The use of physical restraints will be used in accordance with guidelines set forth by the Pennsylvania Department of Education (PDE) and IU 1 Board Policy. *The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques, have proved to be ineffective.* Restraints used to control acute or episodic aggressive behavior may be used only when the student is acting in a

manner as to be a clear and present danger to him/her self, to other students, or to employees, and only when less restrictive measures and techniques have proven to be or are less effective. **Refer to Board Policy* ***#113.1 – Discipline of Students With Disabilities***

DISCIPLINARY ACTIONS

Consequence Chart

As part of the SWPBIS program, a school-wide system of consequences has been established. When a student engages in a problem behavior, the following procedure is utilized by staff:

Non-Verbal Warning (proximity, signal, visuals)

⬇

Redirection If…then…statement

⬇

Verbal Warning with reference to the Behavior Matrix

⬇

Re-Teach Expectation

The consequences utilize restorative practices, natural consequences, and other positive disciplinary approaches. The consequences are progressive in nature and are based on the severity of the discipline infraction. Consequence charts have been developed.

Suspension

Section 13-1318 of the School Code authorizes a "principal or teacher in charge of a public school" to "temporarily suspend any pupil on account of disobedience or misconduct." Suspension is exclusion from school for a period of one to ten consecutive school days. Suspensions may be in school or out-of-school. The regulations of the State Board of Education contain provisions concerning suspension at 22 Pa Code § 12.6(1). Unless there is a threat to the school community, a student is informed of the reasons for the suspension and given an opportunity to respond. The parent(s)/guardian(s) and home school Superintendent

or designee is given immediate written notification when a student is suspended. Suspensions may not run consecutively beyond the ten-day period. If the suspension exceeds three days, the student and parent(s)/guardian(s) are given an opportunity for an informal hearing.

An informal hearing is designed to permit a student to explain the circumstances surrounding the event that prompted the issuance of the suspension and encourage a student's parent(s)/guardian(s) to discuss ways by which future offenses can be avoided. In the event that a student and his/her parent(s)/guardian(s) choose to participate in an informal hearing with the principal, the principal will provide them with sufficient notice of the time and the place of the hearing and with written notification of the reason(s) for the suspension. These informal hearings may be held virtually or face to face.

Expulsion

Expulsion is exclusion from school by the home school district Board of Directors for a period exceeding 10 school days and may be permanent expulsion from the school rolls. Expulsions require a prior formal hearing with the home school district under §12.8 of the PA School Code. Violation (or continuous violations) of a severe nature will result in a recommendation, by the principal, to the home school district regarding further disciplinary action. From this point forward, the student's home school district policies take precedence. In the interim, a school district may opt to provide home study to the student.

*Refer to IU1 Board policy #***233 – Suspensions and Expulsions**

WEAPONS POLICY

The Law

It is a misdemeanor of the first degree for any person to possess a weapon in the buildings of, on the grounds of, or in any conveyance providing transportation to or from any publicly-funded elementary or secondary school. The student does not have to use the weapon; it is enough to carry it, keep it in a locker or book bag, or hold it for a friend. A weapon is defined

by Pennsylvania school law as "any knife, cutting instrument, cutting tool, nun chukkas, firearm, shotgun, rifle, and [anything else] capable of inflicting serious bodily injury." This definition may include box cutters, kitchen knives, penknives on key chains, and other common household items.

Pennsylvania Act 26 of 1995 and Act 30 of 1997 requires local school districts to expel for a period of not less than one year, any student who is determined to have brought onto or is in possession of a weapon on any school property, any school-sponsored activity or any public conveyance providing transportation to a school or school-sponsored activity. The Superintendent of the home school district may recommend modifications of such expulsion requirements for a student on a case-by-case basis. Act 26 requires school officials to notify the police whenever they discover any weapon covered by this Act.

The Federal Gun-Free Schools Act of 1994 requires each State receiving Federal funds to have in effect a State law requiring local educational agencies to expel from school for a period of not less than one year a student who is determined to be in possession of a weapon. This law also stipulates that no local educational agency may receive federal financial assistance unless it has in effect a policy requiring the expulsion from school for a period of not less than one year of any student who is determined to have brought to the school. The Gun-Free Schools Act requires that when a local educational agency requests financial assistance, it must provide assurance that it has in effect such a policy.

Refer to IU1 Board policy **#218.1 – Weapons**

Weapon Prohibition Policy

A student is prohibited from possessing a weapon:

1. In the IU1 Educational Campus at McMurray building and on the surrounding grounds
2. In any conveyance (including private) providing transportation to or from the IU1 Educational Campus at McMurray

3. At any school function, activity or event whether or not held at the IU1 Educational Campus at McMurray
4. While the student is on his/her way to school

The use of a metal detecting device is utilized to insure the safety and well being of the student population and staff at the McMurray Campus. A student is checked as he/she enters the building and prohibited items that are confiscated may result in disciplinary action and/or charges being filed with the civil authorities. Searches of student book bags, purses and outer garments occur daily throughout the school year.

POSSESSION OF CONTROLLED SUBSTANCES AND PARAPHERNALIA

The Intermediate Unit 1 strives to prevent the abuse and use of controlled substances. Controlled substances and associated paraphernalia are strictly prohibited from the Intermediate Unit 1 Educational Campus at McMurray. A controlled substance includes all of the following:

1. Controlled substances prohibited by federal and state law.
2. Look-alike drugs, including any pill, capsule, tablet, powder, plant matter or other item or substance that is designed or intended to resemble a controlled substance, or is used in a manner likely to induce others to believe the material is a controlled substance.
3. Alcoholic beverages.
4. Anabolic steroids.
5. Drug paraphernalia.
6. Any volatile solvents or inhalants, such as but not limited to glue and aerosol products.
7. Substances that when ingested cause a physiological effect that is similar to the effect of a controlled substance as defined by state or federal law.
8. Prescription or nonprescription (over-the-counter) medications, except those for which permission for use in school has been granted pursuant to Board policy.

Students are not permitted to use, possess, distribute, and/or be under the influence of any controlled substances during school hours, at any time while on Intermediate Unit 1 property, at any program or activity sponsored by the Intermediate Unit 1, and during the time spent

traveling to and from programs and activities sponsored by the Intermediate Unit 1. If any incidence of the above occurs, the offense will promptly be reported to law enforcement; thus, potentially resulting in criminal charges.

If based on the student's behavior, medical symptoms, vital signs or other observable factors, the principal has reasonable suspicion that the student is under the influence of alcohol or a controlled substance, the student may be required to submit to drug or alcohol testing. The testing may include but is not limited to the analysis of blood, urine, saliva, or the administration of a Breathalyzer test.

Please refer to IU1 Board policy **#227 – Controlled Substances/Paraphernalia**

The principal or designee will report any violations of the controlled substance policy to the home school. In conjunction with the sending district, disciplinary action will be taken which could include a suspension of three (3) to ten (10) days and may include expulsion proceedings. The school and/or district may require participation in drug counseling, rehabilitation, testing or other programs as a condition of reinstatement to the school. Criminal charges and/or a juvenile allegation may also be filed against the student, which may result in the student being placed on probation.

Searches

In an effort to provide a safe, secure and peaceful environment, each student must acknowledge a reduced expectation of privacy. Random unannounced inspections or sweeps of school property may be performed to assist in enforcing school policies/procedures and provide a deterrent to prohibited items, substances, or activities. Inspections or sweeps of school property may result in reasonable suspicion that prompts a search.

The Principal and Police Officer or designee are authorized to search a student's personal possessions (including but not limited to bags and book bags, purses, pockets or shoes) or motor vehicle parked on IU1 property upon entry to the school *or* when there is reasonable suspicion that the student is violating the law, Board policy or program rules, or he/she poses

a threat to him/her self or the entire school population. Searches conducted by the administration may include but not be limited to utilization of *certified drug dogs, metal detection units, or any device used to protect the health, safety and welfare of the school population.* All students will be required to go through the metal detector units on a daily basis. This will include removal of shoes and belts and other items that may cause the alarm to respond.

Refer to IU1 Board policy ***#*226 – Searches**

POSSESSION AND USE OF TOBACCO/VAPING

Both State and Federal laws (Act 145 of 1997, Pro-Kids Act, SED & Public Health Law) prohibit tobacco use in school buildings, on school transportation and on school grounds. Tobacco is defined as a lighted or unlighted cigarette, cigar, pipe, or other lighted smoking product and smokeless tobacco in any form, including imitation tobacco products (i.e. spit and spitless tobacco, also known as smokeless, dip, chew, snus and snuff). Additionally, no student is permitted to possess cigarettes, other tobacco products, papers used to roll cigarettes, lighters, or other paraphernalia at any time.

Students may not use, possess, or display vaping devices or any other smoking device on campus. This applies to even if the device does not contain tobacco related products. Such devices will be confiscated for parent pick up.

Tobacco/Vaping Policy Guidelines

No student, staff member, volunteers or school visitor shall knowingly possess, use, furnish, transfer, or distribute tobacco and/or vaping related products while:

- In the school building or on school grounds during, immediately before and after school hours
- On school grounds at any other time when the school is being used by any school group
- Off school grounds while attending any school activity, function, event or school sponsored activities

- ➢ In transit to and from school or a school activity, event, function or school sponsored activity.

A student who violates any of the above provisions is committing a summary criminal offense. Student violators are subject to prosecution initiated by the school police officer and shall upon conviction be sentenced to pay court costs as determined by the local magistrate. Act 145 expressly states that a summary offense under this legislation will neither be a criminal offense of record, be recorded as a criminal act or be placed on criminal record of the offender.

Refer to IU1 Board policy **#222 – Tobacco and Vaping Products**

HARASSMENT/SEXUAL HARASSMENT/TITLE IX SEXUAL HARASSMENT POLICY

It is the policy of the Intermediate Unit 1 (IU1) to maintain an environment for learning and working that is free from harassment, sexual harassment and Title IX sexual harassment, as defined herein, and such conduct is prohibited. It is also the policy of the IU1 to comply with federal law and regulations under Title IX prohibiting sexual harassment, which is a form of unlawful discrimination on the basis of sex. Such discrimination shall be referred to throughout this policy as Title IX sexual harassment. Additionally, the IU1 does not discriminate in any manner, including Title IX sexual harassment, in any IU1 education program or activity. Inquiries regarding the application of Title IX to the IU1 may be referred to the Title IX Coordinator.

The IU1's Title IX Coordinators are:

Jennifer Judge
Assistant to the Executive Director for Human Resources/Lead Title IX Coordinator
724-938-3241 ext. 254
jennifer.judge@iu1.org

Dr. Kristin Szewczyk
Assistant Executive Director/Title IX Coordinator
724-938-3241 ext. 242
kristin.szewczyk@iu1.org

The IU1's Board Policy 103 **"Discrimination/Title IX Sexual Harassment Affecting Students**" and the associated Attachment 2 "Discrimination Complaint Procedures" and Attachment 3 "Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints" are set forth in full on the IU1's website and can be accessed at:

https://www.iu1.org/about-us/title-ix

Definitions

"Discrimination" shall mean to treat individuals differently, or to harass or victimize based on a protected classification including race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy and/or handicap/disability.

"Harassment" is a form of discrimination based on the protected classifications listed above consisting of unwelcome conduct such as graphic, written, electronic, verbal or nonverbal acts including offensive jokes, slurs, epithets and name-calling, ridicule or mockery, insults or put-downs, offensive objects or pictures, physical assaults or threats, intimidation or other conduct that may be harmful or humiliating or interfere with a person's school or school-related performance when such conduct is:

1. sufficiently severe, persistent or pervasive; and
2. A reasonable person in the complainant's position would find that it creates an intimidating, threatening or abusive educational environment such that it deprives or adversely interferes with or limits an individual or group of the ability to participate in or benefit from the service, activities or opportunities offered by the IU1 or a school.

It shall be a violation of this policy to harass a student or IU1 employee. Bullying can be a form of harassment. A student's sending, sharing, viewing, selling, purchasing or otherwise disseminating of obscene, pornographic, lewd, sexually explicit or nude images, photographs or video content of another student may be considered harassment.

"Title IX Sexual Harassment" - means conduct on the basis of sex that satisfies one or more of the following:

1. An IU1 employee conditioning the provision of an aid, benefit, or IU1 service on an individual's participation in unwelcome sexual conduct, commonly referred to as *quid pro quo sexual harassment*.

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to an IU1 education program or activity.

3. Sexual assault, dating violence, domestic violence or stalking.

    a. *Dating violence* means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship is determined by the following factors:

i. Length of relationship.

ii. Type of relationship.

iii. Frequency of interaction between the persons involved in the relationship.

b. *Domestic violence* includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving federal funding, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

c. *Sexual assault* means a sexual offense under state or federal law that is classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

d. *Stalking*, under Title IX means stalking on the basis of sex, for example when the stalker desires to date a victim. Stalking means to engage in a course of conduct directed at a specific person that would cause a reasonable person to either:

i. Fear for their safety or the safety of others.
ii. Suffer substantial emotional distress

Such conduct must have taken place during an IU1 education program or activity and against a person in the United States to qualify as sexual harassment under Title IX. An education program or activity includes the locations, events or circumstances over which the IU1 exercises substantial control over both the respondent and the context in which the harassment occurs. Title IX applies to all of an IU1's education programs or activities, whether such programs or activities occur on-campus or off-campus.

Violations of this **Harassment/Sexual Harassment/Title IX Sexual Harassment Policy**, as set forth more fully in Board Policy 103 "Discrimination/Title IX Sexual Harassment Affecting Students" and associated Attachments 2 and 3, including acts of retaliation as described in the policy, or knowingly providing false information, may result in disciplinary consequences under applicable Board policy and procedures. This Policy prohibits individuals from knowingly submitting false information during the Title IX grievance process outlined in Attachment 3 of Policy 103 and during other grievance or hearing processes established by Board policy and procedures and/or the Student Code of Conduct. A violation of this prohibition by IU1 students may lead to discipline up to and including referral for expulsion.

Reports of Title IX Sexual Harassment and Other Discrimination and Retaliation and Grievance Procedure:

The Board encourages students and third parties who believe they or others have been subject to Title IX sexual harassment, other discrimination or retaliation to promptly report such incidents to the building principal or the Title IX Coordinator, even if some elements of the related incident took place or originated away from school grounds, school activities or school conveyances. A person who is not an intended victim or target of discrimination but is adversely affected by the offensive conduct may file a report of discrimination.

The student's parents/guardian or any other person with knowledge of conduct that may violate this policy is encouraged to immediately report the matter to the building principal or the Title IX Coordinator.

A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the building principal or Title IX Coordinator, as well as properly making any mandatory police or child protective services reports required by law.

If the building principal is the subject of a complaint, the student, third party or a reporting employee shall report the incident directly to the Title IX Coordinator.

The complainant or the individual making the report may use the Intermediate Unit 1 Discrimination/Harassment Incident Reporting Form which has been developed for purposes of reporting an incident or incidents in writing; however, verbal reports of an incident or incidents shall be accepted, documented and the procedures of this policy and the relevant attachments followed. A copy of this Report Form can be accessed on the IU1's website at: https://www.iu1.org/about-us/title-ix, and through the building principal or the Title IX Coordinator.

The building principal shall promptly notify the Title IX Coordinator of all reports of discrimination, Title IX sexual harassment or retaliation. The Title IX Coordinator shall promptly contact the complainant regarding the report to gather additional information as necessary, and to discuss the availability of supportive measures as defined by Title IX. The Title IX Coordinator shall consider the complainant's wishes with respect to supportive measures.

The Title IX Coordinator shall conduct an assessment to determine whether the reported circumstances are most appropriately addressed through the IU1's Discrimination Complaint Procedures (Attachment 2 to Policy 103) or if the reported circumstances meet the definition of Title IX sexual harassment and shall be addressed through the Title IX Sexual Harassment

Procedures and Grievance Process for Formal Complaints (Attachment 3 to Policy 103). Those procedures are lengthy and copies of the procedures are not reproduced in full in this Student Handbook but can be accessed on the IU1's website at: https://www.iu1.org/about-us/title-ix and/or hard copies are available in the building principal's office and through the Title IX Coordinator.

Bullying

The Intermediate Unit 1 is committed to providing a safe, positive learning environment for students attending Intermediate Unit 1 programs. The Board recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, the Board prohibits bullying by Intermediate Unit 1 students.

Bullying means intentional and unwelcome electronic, verbal, written or physical conduct directed at a student by another student or students that is severe, persistent or pervasive and has the intent and effect of:

- Physically harming a student
- Damaging, extorting, or taking a student's personal property.
- Placing a student in reasonable fear of physical harm.
- Substantially disrupting the orderly operation of the school.
- Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities.

Cyberbullying means unwelcome written and/or audio and cell phone/camera information directed at a student by another student that has the intent and effect of:

- Sending cruel, vicious, and sometimes threatening messages.
- Creating web sites that have stories, cartoons, pictures, and jokes ridiculing others.
- Posting pictures of classmates online and making or asking for inappropriate comments.

- Breaking into an email account and sending vicious or embarrassing materials/messages to others.
- Engaging someone in IM (Instant Messaging), tricking that person into revealing sensitive personal information, and forwarding the information to others.
- Taking an inappropriate picture of a person on school property and sending that picture to others with the intent to humiliate, ridicule or harm.

Refer to IU 1 Board Policy **#249 – Bullying/Cyberbullying**

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

All students and staff are expected to immediately report incidents of bullying to the principal or designee. All other members of the school community, including students, parent(s)/ guardian(s), volunteers, and visitors, are also encouraged to report incidents of bullying. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

The principal or designee is responsible for determining whether an alleged act constitutes bullying. The principal or designee shall conduct a prompt, thorough, and complete investigation of each alleged incident.

Acts of reprisal or retaliation against any person who reports an act of harassment or bullying are prohibited. The principal or designee will determine the consequences and appropriate remedial action for a person who engages in reprisal or retaliation based upon the nature, severity, and circumstances of the act.

The IU1 Board of Directors prohibits any student from falsely accusing another as a means of harassment or bullying. The consequences and appropriate remedial action for a person found

to have falsely accused another as a means of harassment or bullying may range from positive behavioral interventions up to and including suspension or expulsion.

Consequences for a student who commits an act of harassment or bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with the *IU1 Board policy* ***#*249 – Bullying/Cyberbullying Policy** and the **Code of Student Conduct**. Remedial measures shall be designed to: correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act.

Terroristic Threats/Acts

The IU 1 Educational Campus at McMurray recognizes the danger that terroristic threats and acts by students presents to the safety and welfare of McMurray School students, staff and community. An immediate and effective response to a situation involving a threat or act is necessary. A ***Terroristic Threat*** shall mean a threat to commit violence communicated with the intent to terrorize another; to cause evacuation of a building; or to cause serious public inconvenience, in reckless disregard of the risk of causing such terror or inconvenience. A ***Terroristic Act*** shall mean an offense against property or involving danger to another person.

The IU 1 prohibits any student from communicating terroristic threats or committing terroristic acts directed at any student, employee, community member or school building. The principal or designee shall react promptly and appropriately to information and knowledge concerning a possible or actual terroristic threat or act. Staff members and students shall be responsible for informing the principal regarding any information or knowledge relevant to a possible or actual terroristic threat or act.

When the principal or designee has evidence that a student has made a terroristic threat or

committed a terroristic act, the following guidelines shall be applied:

1. The principal may immediately suspend the student.
2. The principal shall immediately inform the home school district.
3. Based on further investigation, the principal may report the student to law enforcement officials.
4. The principal may inform any person directly referenced or affected by a terroristic threat.
5. The principal, in conjunction with the home school district may recommend expulsion of the student to the home school Board. Should a student be expelled, the school may require that the student provide competent and credible evidence that the student does not pose a risk of harm to others.

Refer to IU 1 Board Policy* **#218.2 – Terroristic Threats/Acts

Fighting

Fighting is defined as the exchange of punches, blows, and physical force or with weapons between two or more students to harm or gain power. A student who initiated or is involved in a fight will be suspended (out-of-school) for a minimum of one day. Additional days may be added depending on the severity of the fight. *Harassment and/or Disorderly conduct* charges may be brought against any or all participants.

Unauthorized Departure from School Grounds

Students are not permitted to depart from school grounds without permission granted through the school office. The principal or designee will notify the parents as well as the local or state police regarding the student leaving school property. Disciplinary action may occur.

Theft/Stolen Property

Any student who is found to have taken the personal property of another individual and/or of IU1 will be referred to the principal and school police officer for disciplinary action and/or

prosecution according to Pennsylvania's Crime Code. Charges may be filed against the individual by the person(s) or entity that had the property stolen and/or by the principal or school police officer.

A student who finds or receives the property of another individual that he/she knows to have been lost, mislaid or delivered by mistake must take reasonable measures to restore the property to the owner. Additionally, a student shall not intentionally receive, retain, or dispose of property of another, knowing that it has been stolen or having suspicion that it may be stolen.

CARE OF SCHOOL PROPERTY

It is the belief of the staff that a student should be instructed in the proper use of school facilities, equipment, instructional materials, and textbooks. Each student should be taught to respect property and to develop feelings of pride in community institutions. Respect for school property is essential for a safe, healthy and clean environment. Respect is demonstrated by:

1. Keeping our school clean and neat
2. Taking good care of school property
3. Respecting other's belongings
4. Asking permission before touching or borrowing anyone else's property
5. Looking after your own belongings

Each student is charged with the responsibility for the proper care of school property and the school supplies and equipment entrusted to him/her to use. Each student should realize that vandalism to school property is costly to repair and is directly related to increased school taxes.

A student who willfully causes damage to Intermediate Unit 1 property (i.e. textbooks, computers, desks, equipment, windows, etc.) shall be subject to disciplinary measures. A

student is responsible for the repair and replacement of school property damaged by his/her intentional or negligent actions. Parent(s)/Guardian(s) are responsible for actual damage to school property caused by the willful and malicious acts of their child to the extent allowable under Pennsylvania law. The IU1 may hold a student and his/her parent(s)/guardian(s) responsible for the full costs of restitution including prosecution to the full extent of the law if such costs are not paid.

A student whose damage of school property has been serious or chronic in nature will be reported to the appropriate juvenile authorities. In no case will referral to juvenile authorities be made without prior notification to the student's parent(s)/ guardian(s).

Refer to IU1 Board policy **#224 – Care of School Property**

Restrooms

Students found to be disfiguring restroom facilities or littering the area will be disciplined according to the severity of the offense. Excess damage will result in the student and his/her parents having to make restitution.

Refer to IU1 Board policy **#224 – Care of School Property**

TECHNOLOGY POLICY

The Acceptable Use of Technology Policy was revised March 26, 2013 by IU1 and will be strictly enforced. It is expected that employees, students, and anyone granted access to Intermediate Unit 1 technologies will use these technologies for professional and educational purposes only as it relates to the mission, goals, and objectives of Intermediate Unit 1.

In addition, this is a pornography/violence/hate -free educational institution. Any activities that could be considered obscene, offensive, threatening, disruptive, and/or counterproductive to this environment or any environment associated with Intermediate Unit 1 will be subject to disciplinary actions. The Intermediate Unit Board establishes that use of Intermediate Unit 1 technological services is a privilege, not a right.

Neither employees nor students may intentionally intercept, eavesdrop, record, read, alter, or receive another's person e-mail messages without proper authorization. The Intermediate Unit prohibits all unauthorized or unlawful uses of its technological services.

The illegal use of copyrighted software by students and staff is prohibited. Any data uploaded to or downloaded from the Internet or Intermediate Unit 1 network shall be subject to fair use guidelines.

Any Intermediate Unit 1 computer/server utilized by students and staff shall be equipped with Internet blocking/filtering and/or safety software. In accordance with the Children's Internet Protection Act (CIPA), filtering will be implemented on all computers regardless of whether they are used by student or staff.

Internet safety measures shall effectively address the following:

1. Control of access by minors to inappropriate matter on the Internet and World Wide Web.
2. Safety and security of minors when using e-mail, chat rooms, and other forms of direct electronic communications while adhering to CIPA requirements.
3. Prevention of unauthorized online access by minors, including "hacking" and other unlawful activities.
4. Unauthorized disclosure, use, and dissemination of personal information regarding minors.
5. Restriction of minor's access to materials harmful to them.

Students and staff have the responsibility to respect and protect the rights of every other user of Intermediate Unit 1 technologies.

ENFORCEMENT OF TECHNOLOGY POLICY

1. Intermediate Unit 1 reserves the right to monitor online activities and transmissions.
2. Despite the use of filtering software, students and staff may inadvertently gain access to inappropriate information. If an inappropriate site has been reached or inappropriate information has been accessed, all staff shall contact Intermediate Unit 1 Technology Department in order for the site to be blocked in the future.
3. Illegal use of the Internet or Intermediate Unit 1 network, intentional deletion or damage to files of data belonging to others, copyright violations, and theft of services will be reported to the appropriate legal authorities for possible prosecution.
4. Vandalism will result in cancellation of access privileges. "Vandalism" is defined as any malicious attempt to harm or destroy data, Internet or other networks; this includes, but is not limited to, uploading or creating computer viruses.
5. The end user, whether student or staff shall be responsible for damages to equipment, systems, data, and software resulting from deliberate, willful or negligent acts. Theft, intentional damage, or careless use causing damage of any device will not be tolerated. The repair or replacement cost of damaged equipment will be paid by the party determined to be

responsible for such damage or loss. In addition, that party may be denied access to Intermediate Unit 1 technological services.

Computer usage will be limited to software and web-based programs that enhance subject-specific lessons and aid the student in the attainment of skills outlined in the PA Academic Standards. IU1 uses a filtering system to ensure that students do not access banned or inappropriate websites. Students are expected to comply with the limits set by this system and not try to access sites that are deemed inappropriate by breaking into or disabling the system.

Refer to the full IU1 Board policy ***#*815 – Acceptable Use of Technology**

ELECTRONIC DEVICES

A student is not permitted to bring and/or use a CD player, "MP3" player/iPod, cell phone, pager, radios, and the like to school or on school grounds. If an emergency situation exists and a student needs to bring a cell phone to school, it must be turned in to the principal, check-in staff, or school secretary upon arrival and will be returned at the end of the day.

The principal, police officer, or other designee reserves the right to monitor, inspect, and review a personally owned device or file when administration has a reasonable suspicion that a violation has occurred. Intermediate Unit 1 shall not be liable for the loss, damage, misuse, theft of any personally owned device brought to the Intermediate Unit 1 Educational Campus at McMurray. Continued violation on the Electronic Devices policy will result in discipline and will result in permanent confiscation of the device.

Please refer to IU1 Board policy ***#*237 – Electronic Devices**

Intermediate Unit 1 Issued Devices, Student Use, Rights, and Responsibilities

The Intermediate Unit 1 (IU1) serves a nexus for information technology and innovation. IU1 continuously cultivates a culture of learning to better prepare students for life after high school. Educational technologies are central to this mission. To that end, the IU1 will issue devices to students to further energize personal intellectual development and construct knowledge for college, careers, and beyond.

Rules

The following rules shall apply with respect to IU1 devices:

1. Annual written notice will be provided to all parents/legal guardians of students enrolled in IU1 programs who are to be issued an IU1 device. The notice will contain information relating to the one-to-one technology initiative and pertinent procedures.
2. Each student and the student's parent/legal guardian must sign an agreement for the IU1 issued device use setting forth the terms and conditions set forth in this and other policies and acknowledging receipt of guidelines for use of the device.
3. The agreement shall also include an acknowledgement that the student's use of the IU1 device shall comply with the IU1's policy on Acceptable Use of Technology Policy No. 815, Intermediate Unit 1 Issued Devices, Student Use, Rights, and Responsibilities Policy No. 815.1the student handbook. Compliance with the foregoing shall be required without regard to whether the student is connected to the IU1 Network.
4. Students and parents/legal guardians shall be wholly responsible for the safety, care and security of the IU1 devices assigned to students, and shall be liable to IU1 for the cost of any necessary repair or replacement due to intentional or unintentional damage, loss or theft of the IU1 devices.
5. IU1 issued devices will at all times remain the property of the IU1. Students are responsible for the appropriate use of the IU1 devices, both at school and at home. If an IU1 device is in need of repair, service or other maintenance, students and/or their parents/legal guardians are to inform the respective building administrator or supervisor. Students should not attempt to repair or service IU1 devices. Vandalism to any device or accessory is strictly prohibited.
6. The IU1 Network includes blocking of websites potentially harmful to minors per the terms of the federal Children's Internet Protection Act. Parents/legal guardians are advised to monitor Internet usage when the IU1 issued device is used at home.
7. Students are not permitted to install, modify or tamper with the IU1 device hardware.
8. Operating System Software installations and configuration changes shall be completed by or under the direction of IU1 Technology Staff or others authorized by the Executive Director.
9. Students will be trained regarding use of the IU1 issued device. An orientation will also be available to parents/legal guardians, with respect to the use, care and maintenance of IU1 devices.

Review of Student Files

The use of the IU1 technology resources is not private. Students should not expect that files stored on or transmitted via the IU1's resources will be confidential. All digital transmissions are subject to monitoring by the IU1 employees and other officials. Digital storage is the IU1's property, and as such, network administrators may review files and communications to maintain system integrity and ensure that students are responsibly using technology.

If the IU1 has a reasonable suspicion that the student is violating rules or policies, the IU1 administrators authorized by the Executive Director may review student files and/or data stored on the device. Reasonable suspicion means reasonable grounds exist that the search

will uncover evidence that the student violated the law, school rules, or policies. The scope of the search must be reasonably related to the violation that justified the search.

Remote Access

IU1 devices are equipped with the ability to be accessed and/or monitored remotely. When the IU1 issued device is on the IU1 Network and/or on property, the IU1 is permitted to remotely access and/or monitor the device at anytime. When the device is connected to an off-site network and/or not on IU1 property, the organization is prohibited to remotely access the IU1 issued device, except in the following instances:

Technical Problems: In some instances, it may be necessary for the IU1 Technology Staff and/or designee to access an IU1 issued device remotely to resolve a technical problem. The IU1 will implement remote access when the device is on the IU1 Network when possible. However, the foregoing protocol does not apply to the IU1's use of remote access to perform software maintenance, and the IU1 may use remote access to perform software maintenance without informing the student. Software maintenance may involve the correction of altered coding or programming, and in some cases may remove files from the device, if the files are deemed to be a threat to the operation or security of the IU1 Network or are stored in unauthorized software.

Device Reported Missing or Stolen: If a student or a parent/legal guardian believes an IU1 issued device is missing or stolen, the student or parent/guardian must immediately notify the building administrator or supervisor. Once the IU1 is notified, the organization may:

- Remotely disable the device,
- Activate IP tracking or other location-based loss-prevention application,
- Delete all data stored on the device, and/or
- Notify the police (in the event of suspected theft).

At no time will the IU1 device camera be activated remotely, nor will audio or video be remotely monitored.

Discipline

A student's failure to abide by the above guidelines will be subject to possible discipline as established in the applicable Student Code of Conduct or in IU1 policies. Such discipline is in addition to, and not in place of, the student and parent/legal guardian fulfilling their duty to pay for any costs associated with damage, loss or theft of IU1 devices, and to indemnify and hold the IU1 harmless with respect to any loss or damage incurred arising from any violation of terms and conditions in the agreement for use of IU1 devices.

Refer to IU 1 Board Policy **#815.1 - Intermediate Unit 1 Issued Devices, Student Use, Rights, and Responsibilities**

DRESS CODE

Dress and Grooming

A student's style of dress and/or grooming may reflect individual preference; however, such preferences must be selected within the constraints of reasonable rules and appropriate standards that are consistent with the maintenance of an effective learning atmosphere and good personal hygiene. The IU1 Board expects each student's attire and grooming to promote a positive, safe and healthy environment within the school.

The Board has determined that reasonable regulation of school attire and personal adornment is within its authority and consistent with its responsibility to provide an appropriate environment for learning. Although the Board recognizes that individual students have a right to free expression, that right must be balanced with the Board's responsibility to provide a safe, secure and orderly educational environment for all students.

Refer to IU1 Board policy **#221 – Dress and Grooming**

Section 1 – General Clothing Guidelines

Students may not wear the following:

- ➢ Clothing considered a safety hazard such as baggy or excessive layers
- ➢ Torn or ripped clothing that reveals private body parts
- ➢ Spandex or skin-tight clothing
- ➢ Outer wear (coats and jackets) after the student has gone through check-in.
- ➢ Cutoffs

Section 2 – Tops

- ➢ Blouses and shirts must have sleeves

- ➢ Tops may not be low cut or exposing, such as bare backs and bare midriffs
- ➢ Unacceptable tops include: tank, halter and mesh tops, see through blouses and shirts, tube or crop tops, spaghetti straps
- ➢ Shirts may not have writing, pictures or insignia that endorse vulgarity, violence, tobacco, drugs and alcohol, weapons or exhibit obscenities and double meanings

Section 3 – Pants, Shorts and Skirts

- ➢ Shorts and skirts must not be shorter than the length of the fingertips with arms extended down the sides of the legs
- ➢ Extremely tight pants, shorts, and skirts are not permitted
- ➢ Splits in dresses and skirts are not to be longer than 3 inches
- ➢ Pants, shorts and skirts must be secured and worn so that no skin and/or undergarments are exposed
- ➢ Pants with lace material or that have lace above the knee are not permitted

Section 4 – Footwear

- ➢ Shoes must be worn at all times
- ➢ Shoes with laces must be tied
- ➢ Sandals must be secured on the feet by the straps provided
- ➢ Shoes with heels must be no higher than one inch
- ➢ Appropriate footwear must be worn for physical education class (i.e. Shoes with laces secured to feet)

Section 5 – Jewelry and Accessories

- ➢ Spiked jewelry, chains, or any other jewelry that may cause injury or is a safety hazard is not permitted
- ➢ Smart watches are not permitted.

- ➢ Jewelry is to remain on during the course of the day
- ➢ Hats, bandannas, visors, sweatbands, sunglasses, and any other headgear are not permitted.
- ➢ If a student wears a hoodie, the hoodie must be down and not covering his or her head.
- ➢ Patches, buttons, pins, tattoos, jewelry, belts, purses, etc may not have any writing, pictures or insignia that are obscene, sexually explicit, violent, or drug, alcohol or tobacco related

Section 6 - Hair

- ➢ A student whose hair length would cause a safety or health hazard in such courses as Vocational Education, Physical Education, Technology Education, Family and Consumer Science, Crafts, and/or co-curricular activities will be required to take appropriate accommodations to secure one's hair.

Section 7 – Health and Hygiene

- ➢ All students are expected to maintain good personal hygiene.
- ➢ Blankets and pillows from home are not permissible in school.
- ➢ Any clothing that is unhealthy or unsanitary is discouraged (i.e. dirty or giving off a foul odor).
    - o If health and hygiene is consistently an issue, it will be addressed with your child by the school social worker so that the appropriate skills can be taught.

Section 8 – Consequences/Remedies

- ➢ Student will remove article(s) that violate the dress code
- ➢ Student will call his/her parent to bring a change of clothing or will wear clothing that is provided by the office
- ➢ Student may be isolated if situation cannot be corrected

- ➢ Student will turn clothing inside out if requested to do so
- ➢ Refusal to comply with these remedies will result in disciplinary action

GENERAL INFORMATION

School Calendar

The Intermediate Unit 1 Educational Campus at McMurray will follow a designated calendar for the 2026-2027 school year. A copy of the calendar is mailed and sent home with each student. Additional copies can be obtained from the school secretary.

School Delays and Cancellations

The Intermediate Unit I Educational Campus at McMurray will announce school delays and cancellations separately from the student's home school district. Any school delay or cancellation will be reported on the following radio and TV stations:

WJPA Radio – 1450 AM	KDKA TV – Channel 2
	WPXI TV – Channel 11
	WTAE TV – Channel 4

Announcements

Announcements are made daily over the PA system. Students are responsible for listening to and adhering to the daily announcements.

Pledge Of Allegiance

It is the responsibility of every citizen of the United States of America to show respect for his/her country and its Flag. A student may choose not to recite the Pledge of Allegiance to the Flag on the basis of personal belief or religious convictions. A student who chooses to refrain from participation will respect the rights and interests of his/her classmates who wish to participate. A student who chooses to refrain from participation may stand or sit and will remain respectfully silent throughout the Pledge of Allegiance.

Valuables

The school is not responsible for lost or stolen items. A student is prohibited from bringing large sums of money and other items of value to school.

Lost and Found

Lost and Found items are located in the office. Unclaimed items will be disposed of after the completion of Semester 1 (January) and then again after the last day of school.

Lost or Damaged Textbooks

A student is responsible for the proper use and care of his/her textbooks. A student will pay for lost or damaged books.

Emergency Contacts/Legal Documentation/Change of Address and Number

A student and/or his/her parent(s)/guardian(s) must report any change of address and/or telephone number to the office secretary. This information is very important in the event that the school needs to communicate with a parent/guardian (e. g., when a child becomes ill, in emergency situations, etc.).

If the court issues updated custody agreements, legal documentation must be submitted to the school immediately upon receipt. If this would change any information listed on the emergency contact sheet, an updated one must be submitted along with the custody agreement.

Public Display of Affection

Displays of affection including but not limited to kissing and fondling are not permitted in school. If a verbal warning does not end this problem, then parents/guardians will be notified and disciplinary action may be taken.

Dismissal/End of the School Day

All students must remain in their classroom until their buses/vans has been called by school district. Only the designated exit is to be used to load buses/vans. Never cross in front of or go between buses. No one is to loiter in the loading area.

Field Trips

A field trip is defined as any activity that is designed to culminate or enrich a unit of instruction. Students participating in a field trip are transported away from school premises, are provided with a first-hand educational experience not available in the classroom, and are supervised by one or more of the McMurray Campus staff. During field trips, students remain under the supervision and responsibility of the McMurray Campus staff and are subject to all rules and regulations.

Refer to IU1 Board policy **#121 – Field Trips**

Recruiters

Act 10 of 1991 and the No Child Left Behind Act of 2001 created mandates for receiving federal funds to provide student names, addresses, and telephone numbers available to military recruiters. Parents may opt out so that information is not released without their prior consent. Parents must notify the principal in writing of this decision.

Work Permits

A student wishing to obtain a permit for a part-time job during the school year must report to his/her home school to obtain the required forms.

Visitors

Under normal operating conditions, the staff welcomes and encourages visits to our school by parent(s)/guardian(s), community residents, agency personnel and educators. To ensure order, a visitor must comply with the policies and procedures of IU 1 and have their photo identification readily available. Visitors may also be subject to the school's entry procedures,

including the use of metal detectors, searches, etc. All building policies are clearly displayed at each entrance to the building. Individuals participating in approved activities (e.g. student teaching, social work internship, staff trainings, etc.) and agency personnel providing services to a student will follow the applicable procedures governing their visits, including acquiring the appropriate clearances. Visitors must sign in and out at the main office and must wear any visitor identification provided to them.

Refer to IU 1 Board policy **#907 – Visitors**

Integrated Pest Management

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

Integrated Pest Management (IPM) is the coordinated use of pest and environmental information to design and implement pest control methods that are economically, environmentally and socially sound. IPM promotes prevention over remediation and advocates integration of at least two (2) or more strategies to achieve long-term solutions.

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

The Board established that the Intermediate Unit should use pesticides only after consideration of the full range of alternatives, based on analysis of environmental effects, safety, effectiveness and costs.

The Board adopted an Integrated Pest Management Plan for buildings and grounds that

complies with policies and regulations promulgated by the Department of Agriculture.

The Executive Director or designee is responsible to implement integrated pest management procedures and to coordinate communications between the Intermediate Unit 1 and the approved contractor.

Refer to IU 1 Board policy ***#716 – Integrated Pest Management***

Safety Drills

A fire drill will be held monthly and other safety drills will be held periodically throughout the school year. Emergency bus evacuation drills will be held twice per year, one during the first week of school and one in March. An emergency weather drill will also be held, according to guidelines provided by the Pennsylvania Emergency Management Agency (PEMA). Also, once per year, an emergency evacuation drill will be held. Each student will participate in these practice drills in a safe and orderly manner. On the next two pages is a letter from the principal explaining the emergencies, types of responses and the roles of parent(s)/ guardian(s) in time of crisis.

Remote Days

Parents/guardians will be notified of a Remote Day using Class Dojo and the student information system. Notification of the Remote Day will also be sent to the local news channels and posted on their corresponding websites.

Students are expected to participate in the Remote Day using their school-issued Chromebook via livestream instruction using Zoom and/or Google Meet. Teachers will provide livestream instruction according to the previously established master schedule. Students will also be provided paper-based instructional packets to utilize on the Remote Day in the event of technology and/or Internet failure. All instructional supports and related services, including health-related services and mental health supports and services, will continue to be provided as specified in the students' Individualized Education Programs (IEPs) using livestream via Google Meet/Zoom or phone conference.

Students are expected to complete any and all assignments designated for the Remote Day. Students can connect with their teachers via livestream or phone to participate in instruction

and receive answers to all questions. For those students with technology access, they will complete and submit all assignments on the date of the Remote Day. Students utilizing the paper instructional packets will submit assignments immediately upon return to school. Students are expected to participate in any scheduled related services, including mental health services and other health-related services, according to the frequency and duration of their respective IEPs via livestream or phone conference.

To document attendance on Remote Day, students with Internet access will be required to login to a Homeroom site via Google Classroom to indicate they are present on the Remote Day. For students without Internet access, in the event of a technology malfunction, or Internet outage, parents/guardians will be required to make a telephone call to the respective Intermediate Unit 1 Campus School of their child's enrollment to indicate the child is present on the Remote Day. Any student who does not login to the Homeroom site via Google Classroom, or call the respective Intermediate Unit 1 Campus School will be considered absent for the Remote Day. The parent/guardian will be required to provide an excuse for the student's absence. As per the Intermediate Unit 1 Attendance Policy, a student will have 3 days from the date of return to school to produce an excuse before the absence is marked unexcused.

Dear Parent(s)/Guardian(s):

This letter is to assure you of our concern for the safety and welfare of students attending the Intermediate Unit 1 Educational Campus at McMurray. Our Emergency Operations Plan provides for response to all types of emergencies. Depending on the circumstances of the emergency, we will use one of the following protective responses:

1. ***Immediate evacuation*** *Students will be evacuated to a safe area on the school grounds in the event of a fire, gas leak, etc.*

2. ***Modified Operation*** *This action may include cancellation/postponement or rescheduling of normal operations. This action is normally taken in cases of a inclement weather or building problems (such as utility disruptions, heating issues) that make it unsafe for students to be in attendance.*

3. ***In-house sheltering*** *Provide refuge for students, staff and the public within the school building during an emergency such as sudden and severe weather, hazardous material spills/leakages, etc.*

4. ***Evacuation*** *Total evacuation of the campus may be necessary if the school is in an endangered area. In this case, students will be taken to another location outside of the endangered area.*

If your residence is in a disaster/endangered area and the McMurray Campus is not, your child will be cared for at the school until the danger has subsided, or until you or your authorized designee comes to the school to get him/her.

Please listen to *WJPA Radio or Channel 4 WTAE TV* for announcements relating to any emergency situation.

We ask that you refrain from calling the school during an emergency situation. This will keep the telephone lines open so that campus staff will be able to make emergency calls and relay information to the appropriate authorities and the media.

The media will advise you when and where to report to regain custody of your child. This will avoid traffic congestion that may impede the response of emergency personnel and vehicles further endangering the safety of students and staff.

When you report to the designated student release area, you will need to:

- ➢ Produce a photo identifying you as the authorized person designated to pick up the student.
- ➢ Sign a student release form.

Included with this letter is the form that the school uses for parents to designate the person or persons authorized to pick up your child. Please complete and return the form to the school office no later than *September 10, 2026*. This form will be used for *ALL INSTANCES* when your child is released from the school. Please ensure that only those persons you list on the form attempt to pick up your child.

I specifically urge you **not** to telephone the school or attempt to make different arrangements during an emergency situation. Such action will only create additional confusion and divert staff from their assigned responsibilities.

All instructions will be provided to the media for dissemination. Should the media be unable to operate because of a power outage, etc., Emergency Management personnel in your area will activate an alternate alerting system.

Emergency conditions/situations may require that the school close for a period of time. You will be informed via the news media or neighborhood alerting system of procedures to be followed.

In order to assure the safety of our students and staff, and in an effort to assure the continuity of the educational process, I ask your understanding and cooperation should any emergency occur. If you have additional questions regarding our emergency operating procedures, please contact me at mike.minor@iu1.org.

Sincerely,

Mike Minor

Mike Minor
Principal/Special Education Supervisor

Intermediate Unit 1 does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, ancestry or any other legally protected classification in its educational programs, activities or employment practices

I have received a copy of the IU 1 Educational Campus at McMurray Handbook and understand the Intermediate Unit 1 and McMurray School Policies and Procedures are located in this handbook. I agree to the follow the **Code of Student Conduct** and all rules and procedures explained in this handbook.

_____ _____

Student Name and/or Signature Date

I have received a copy of the IU 1 Educational Campus at McMurray Handbook and understand the Intermediate Unit 1 and McMurray School Policies and Procedures are located in this handbook.

_____ _____

Parent/Guardian Date

APPENDIX A Intermediate Unit 1 Campus at McMurray
PAWS Behavioral Expectations

	Arrival/ Dismissal	Hallways/ Stairwells	Classroom	FabLab	Gym	Office/ Health Room	Bathroom	Calm Down Room
Positive Attitude	Walk into/from school Turn in/collect bookbag and phone Go through metal detector Remove shoes	Use kind words Be Attentive	Use Kind words and actions Accept and apply feedback Focus on self	Be a leader Focus on your own behavior Help others	Stay in assigned area Use equipment/ materials as directed Ask Permission	Identify what you need Remain calm	Use as properly One student at a time	Take deep breaths Use kind words
Act Respectfully	Follow staff directions Use respectful language and Voice level 1	Voice level 1 Personal space Listen Raise hand Use good manners	Follow staff directions Respect school property Use respectful language Follow technology guidelines Raise hand before speaking Take turns speaking Voice Level-0-1	Follow staff directions Respect property and projects Use respectful language and have respectful conversations	Help peers Invite others to join Report unsafe behaviors to staff Act Respectfully	Follow staff directions Use respectful language Voice level 1	Leave it as it was when you came in	Follow staff directions Leave pieces intact Voice level 1
Work Hard	Follow adult	Go to location	Show what YOU can do	Participate in all projects	Good Sportsmans	Have staff call office/nurse	Go, flush, and wash	Breathe and

	directions on first request Maintain an organized, safe area	directly and safely	Complete assignments Participate in class Be productive	Put forth your best effort Ask for assistance	hip Help clean up Go to assigned area promptly	before coming down Be escorted by a staff member Have a purpose for visiting		stretch Follow staff directions Use coping skills
Safe Choices	Hands and feet to self Bring only school essentials	Hands and feet to self Body facing forward Make sure shoes are tied Walk on right side	Stay in seat Request permission to leave room Make safe choices Be on time Hands and feet to self	Clean up area Use tools and machines appropriately Follow all lab safety procedures	Follow staff directions Use kind words Respectful Language Personal Space	Hands and feet to self Wait calmly for your turn Practice healthy choices	Leave it as you found it	Exit when using safe hands and feet Follow staff directions Keep mats in room One student at a time

IU1 McMurray
Handbook Edits for 2026-2027 SY

McMurray Student Parent Handbook

-Changed cover page to year 2026-2027

-page 13 changed school year to 2026-2027

-page 16 changed school year to 2026-2027

-page 58 changed school year to 2026-2027

-page 62-63 changed FID to Remote Instruction

-page 65 changed date in evacuation letter to September 10, 2026

-page 67 updated PBIS matrix

IU1 McMurray AEDY Handbook Edits

-Changed cover page to year 2026-2027

-page 5 changed school year to 2026-2027 in schedule

-page 14 updated formatting

-page 20 changed school year to 2026-2027

-page 55 changed school year to 2026-2027

-page 60 changed date in evacuation letter to September 10, 2026

-page 63 updated PBIS matrix

Intermediate Unit 1

Educational Campus at Waynesburg

2026-2027

Student – Parent Handbook

100 Evergreene Drive
Suite #102
Waynesburg, PA 15370
(724) 627-4656- Office
(724) 627-3625- Fax
www.iu1.org

Intermediate Unit 1
Dr. Donald Martin, Executive Director
Tammy Mandich, Special Education Supervisor & Principal

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PRINCIPAL'S MESSAGE

Dear Families and Students:

The Intermediate Unit 1 Educational Campus at Waynesburg is committed to student learning and creating a positive school experience. As your principal, providing a quality education while ensuring the safety of all students is my highest priority.

I believe every student can achieve success. The Intermediate Unit 1 Educational Campus at Waynesburg team is here to support students meet their goals and reach their fullest potential.

Students are valuable members of our school community. As members of this community, students are expected to be active participants in their education. Students need to seize each educational opportunity and make the most of it.

I look forward to a wonderful school year of learning and growth. Together, we can accomplish greatness.

Sincerely,



Tammy D. Mandich

Intermediate Unit 1

Principal/Supervisor of Special Education

PROGRAM OVERVIEW

Welcome to the Intermediate Unit 1 Educational Campus at Waynesburg! It is hoped that you will look upon our school as your school and use this opportunity to become successful in laying the groundwork for a bright and productive future.

This handbook is a guideline of the policies and procedures in effect at our school and in our classrooms. It is your responsibility to become familiar with the contents of the student handbook. It can be used as a reference tool for any questions or issues that may arise.

Mission

The Intermediate Unit 1 Educational Campus at Waynesburg provides a safe, orderly environment where all students can acquire and apply the knowledge and skills to become productive, responsible citizens, able to compete within a high-tech, information-based society.

Program Objectives

As an educational program for students with disabilities, the Intermediate Unit 1 Educational Campus at Waynesburg strives to:

1. Build student's self esteem
2. Modify disruptive behavior and improve social skills
3. Improve attendance
4. Increase graduation rates
5. Improve academic skills
6. Develop an understanding and awareness of careers
7. Provide transition services for students

Program Description

Our school provides a challenging education and related services to students in grades K-12 who are in need of highly structured, supportive and comprehensive special education services. Students attend the school on a full-time basis from 8:00am – 2:20pm, five days a week, and 180 days per year.

As an IU1 operated program, students and staff are afforded the benefits of all the services and programs, offered by IU1, such as:

- Pennsylvania Certified Regular and Special Education teachers
- Curricula and instruction aligned to the Pennsylvania Core/Academic Standards, Assessment Anchors and Eligible Content
- Staff development in research-based best practices
- The opportunity to participate in IU1 grant funded projects

Highly Qualified special education teachers assure all special needs students are provided a Free Appropriate Public Education (FAPE) as outlined in their Individualized Education Programs (IEPs).

Secondary students receive instruction in the core areas of English, Math, Science, and Social Studies, as well as Physical Education, Health and various elective courses. The curriculum is aligned with the PA Academic Standards and teachers provide individual and group work using differentiated instruction.

* Please refer to Intermediate Unit 1 Board Policies - **#102 – Academic Standards** and **#105 Curriculum Development.**

The staff at the Intermediate Unit 1 Educational Campus at Waynesburg is dedicated to promoting student success, ensuring a safe environment, and facilitating a positive school experience. As part of this dedication, our school has implemented a school-wide positive behavior interventions and supports (SWPBIS) program, which focuses on preventative school discipline through the establishment of behavior expectations across all settings within the school environment. SWPBIS assists students in developing social and emotional skills, as well as supporting their behavioral

health (Pennsylvania Positive Behavior Support, n. d.). The SWPBIS theme for the Intermediate Unit 1 Educational Campus at Waynesburg is **LEAD**:

Let's Be Positive

Exhibit Respect

Act Safety

Do Your Best

Each student is responsible to know and follow the **Code of Student Conduct** listed below:

1. We respect the rights, person and property of others.
2. We comply with persons in authority.
3. We are responsible for a safe and orderly environment.
4. We are on time, in assigned seats and ready to work.
5. We follow all school-wide policies and procedures.

*Please refer to IU1 Board Policies **# 113.1 – Discipline of Students with Disabilities** and **#218 – Student Discipline.**

* Intermediate Unit 1 policies can be viewed on the Intermediate Unit 1 website at https://iuweb.iu1.org/iuweb/policies/

Classroom Programs

Comprehensive Therapeutic Emotional Support

The Comprehensive Therapeutic Emotional Support (CTES) program at Waynesburg is designed for those students who are in need of a therapeutic educational setting to address their mental health or emotional needs. Waynesburg is equipped to take students into this program in grades K–12. Students in these classrooms receive a minimum of 40 minutes of group therapy with a maximum of 80 minutes of group therapy per day as well as weekly individual sessions based on the individual needs of the student.

AUTISTIC SUPPORT

Grades K-6

Autism Spectrum Disorders (ASD) are conditions characterized by the three core deficits of autism:

- Difficulties with social relatedness
- Difficulties with communication and language
- Restricted, repetitive patterns of behavior, activities or interests

The word "spectrum" expresses the variability within and across these areas of challenge, for there are many possible combinations and levels of ability and disability. What is important, above all, is to see each person with an autism spectrum disorder as an individual first. Each person has their specific set of strengths and weaknesses, and beyond that mere tally of ability, their own personality, spirit, and will. Honoring that must always come first.

Due to the increasing numbers of students being diagnosed within autism spectrum disorders, school districts are continually facing the challenges of how to best serve these students within the least restrictive environment. In order to assist districts with these responsibilities, IU Autism training and consultation staff are available for district support.

Autism Support staff are available to work with all districts in the Intermediate Unit 1 service area. Roles and responsibilities include providing consultative and training services to teachers, paraprofessionals, administrators, and parents. Additionally, staff attend Individualized Education Program (IEP) team meetings; provide materials preparation; facilitate the use of environmental strategies, communication strategies, assistive technology; and conducts disability specific trainings, all with the goal of ensuring that best practices in the field of autism are utilized when providing services to these students.

Related Services

The Educational Campus at Waynesburg offers the additional services for those students who require them:

- Speech/Language
- Occupational Therapy (OT)
- Physical Therapy (PT)
- Vision Support
- Hearing Support
- Assistive Technology (AT)

- Orientation and Mobility
- Full-Time Registered Nurse

Program Evaluation

The effectiveness of the education programs at the Intermediate Unit 1 Educational Campus at Waynesburg is determined using the following data:

1. Number of students that demonstrate an improved attitude toward school as measured by a student survey, improved attendance, and a reduction in the number of discipline referrals.
2. Number of students showing growth in the core academic subjects in relationship to Chapter 4 Academic Standards and academic goals.
3. Number of students demonstrating skills and behaviors necessary to function in the school environment, as measured by teacher/staff observations and documenting progress on behavior goals.
4. Number of students exhibiting age-appropriate life skills and career awareness through completion of career and counseling modules.
5. Number of students returning to the regular home school by meeting the exit criteria of the alternative placement.
6. Amount of group and individual counseling sessions provided that deal with topics such as anger management, drug and alcohol issues, self-esteem, etc.

Student Rights and Responsibilities

Intermediate Unit 1 has the authority and responsibility to establish reasonable rules and regulations for the conduct and deportment of students at the Intermediate Unit 1 Educational Campus at Waynesburg. At the same time, no student shall be deprived of equal treatment and equal access to the educational program, due process, a presumption of innocence, and free expression and association.

Attendant upon the rights established for each student are certain responsibilities, which include respect for the rights of others, obedience to properly constituted school authority, and compliance with the policy, rules and regulations of the Intermediate Unit 1 Educational Campus at Waynesburg.

All instructional materials, including teacher's manuals, audiovisuals or other supplementary instructional material to be used in the instructional program are available for inspection by the parents/guardians of students.

In compliance with the **Protection of Pupil Rights Amendment** of 2001 (PPRA), no student shall be required, without written parental consent for students under 18 years old or written consent of students or those over 18 years of age to submit to a survey, analysis, or evaluation that reveals information concerning:

Surveys addressing political affiliations, mental and psychological problems potentially embarrassing to the student, sexual behavior and attitudes, illegal, antisocial self-incriminating and demeaning behavior, critical appraisals of other individuals with close family relationships, legally recognized privileged and comparable relationships, such as those with lawyers, physicians, and ministers, and income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such programs may be conducted on a wholly voluntary basis, provided that the student and parent/guardian have been notified of their rights and of their right to inspect all related materials.

Student Expression

The Intermediate Unit 1 Educational Campus at Waynesburg respects the right of students to express themselves in word or symbol and to distribute materials as a part of that expression, but it also recognizes that the exercise of that right must be limited by the IU1's responsibility to maintain an orderly school environment and to protect the rights of all members of the school community.

The school reserves the right to designate and prohibit manifestations of student expression that are not protected by the right of free expression because they violate the rights of others. Such expressions are those which:

1. Label any specific person or persons.
2. Seek to establish the supremacy of a particular religious denomination, sect or point of view.
3. Advocate the use or advertise the availability of any substance or material that may reasonably be believed to constitute a direct and substantial danger to the health of students.
4. Use indecent or obscene language, or contain material deemed harmful to students who may receive them.
5. Incite violence, advocate use of force, or urge violation of federal, state, or municipal law, IU1 policy or regulations.
6. Solicit funds for non-school organizations or institutions when the Board has not approved such solicitations.

The school reserves the right to halt the distribution of unprotected materials. It also requires that students who wish to distribute materials submit them for prior review. The principal or designee shall not censor or restrict material that is critical of the school or administration, and the review for unprotected expression shall be reasonable and not calculated to delay distribution. Disciplinary action may be taken by administrators for those students who distribute printed materials in violation of this policy, or who continue the manifestation of an unprotected expression after a person in authority orders that they desist.

FERPA

The Intermediate Unit 1 Educational Campus at Waynesburg conforms to the legal requirement to maintain the confidentiality of collected student records as required by the Family Educational Rights and Privacy Act (FERPA) and its regulations. Under FERPA, parents and students have the following rights afforded to them:

- The right to inspect and review education records and a description of how a parent or student may assert that right
- The right to request an amendment to the record and a method for requesting the amendment
- The right to consent to disclosures of the student's record and an explanation of the conditions under which the school may disclose without prior consent
- The right to file a complaint with the Family Compliance Office of the Federal Department of Education

In order to maintain a safe and secure environment, conducive to positive growth of all students, each student will:

1. Follow school policies and interact safely within the environment.
2. Attend school daily and report to classes on time, ready for instruction.
3. Respect staff, students, and property.
4. Complete coursework and participate in classroom discussions and activities.
5. Use all materials appropriately and exercise proper care when using school equipment.
6. Make the necessary arrangements for 'make-up' work when absent from school.
7. Know and obey IU1, local, state, and federal laws, policies and regulations.

   Please refer to IU1 1 Board Policy **# 235 – Student Rights and Responsibilities, and # 216 – Student Records**

Return to Home School

Returning a student to the home school is the top priority of our staff. The IEP team comprised of the home school district LEA, the principal, special education teacher, regular education teacher, the student's parents/guardians, support staff and the student (if appropriate) will review data at least every 90 school days and make a determination whether the student will remain in the current program or return to the home school. The home school district LEA makes the final determination of the student's placement. The following criteria will be used to measure the student's readiness to return to the general educational setting:

1. Attend regularly (85% or above),

2. Behavioral success, as measured by daily point sheets and the reduction in disciplinary reports and actions,
3. Attainment of behavioral goals, and
4. Academic success, as measured by grades, standardized testing data, progress monitoring, and credit attainment.

ATTENDANCE

Pennsylvania State Law

Compulsory school age refers to the period of a child's life from the time the child enters school as a beginner, which may be no later than six years of age, until the age of 18 or graduation from a high school, whichever occurs first. It is mandatory for all children of compulsory school age having a legal residence in PA to attend a day school in which the subjects and activities prescribed by the Standards of the State Board of Education are taught in the English language.

Please refer to IU1 Board Policy **# 204 – Attendance.**

Home School District Attendance Policy

The home school district will receive a weekly report disseminating attendance information. The home district will follow the procedures outlined by state law and its attendance policy. The home district may send a warning letter to the parent(s)/guardian(s) regarding an attendance issue. Violations of the attendance policy may result in a district hearing and/or a hearing before the local Magistrate. Such a hearing could result in truancy charges and a fine for violation of state attendance laws. It may also lead to intervention by community agencies such as Children and Youth Services (CYS).

Intermediate Unit 1 Educational Campus at Waynesburg Attendance Policy

Regular attendance is necessary for a student to be successful in his/her program and to be recommended for return to the home school. After two consecutive absences, the student's social worker will call the student's home.

School Tardiness

A student is considered tardy when he/she reports to school after 8:15. When this happens, the student must report to the office upon entering the building. The student is required to provide the secretary with an excuse from the parent/guardian stating the reason for the tardiness. A medical excuse is required for medical appointments and will not count in the accumulation of tardies for the year.

Tardy minutes are added together as unexcused days, are cumulative for the entire school year, and will result in consequences. After four (4) unexcused "tardies" the home district will be notified, and they may calculate unexcused tardy days on a cumulative basis and refer the matter to the District Magistrate's office when the total exceeds district policy.

Tardiness to class is calculated as an unexcused absence and will be added to the cumulative total.

Excused Absences

Upon return to school from an absence, a student must report to the office with a written excuse from the parent/guardian. A written excuse from a physician is also acceptable. The excuse must include the date of the absence, the reason for the absence and the signature of the parent/guardian (This includes students 18 years of age and older).

Students are legally excused from school for any of the following reasons:

1. Illness.
2. Quarantine.
3. Recovery from accident.
4. Required court attendance.
5. Death in family.
6. Family educational trips.
7. Authorized religious holidays

A student will have 3 days from the date of return to school to produce an excuse before the absence is marked unexcused.

A maximum of ten (10) days of cumulative lawful absences verified by parental notification may be permitted during a school year. All absences beyond ten (10) cumulative days shall require an excuse from a licensed physician.

Distant Learning Attendance

During the 2026-2027 school year, when participating in distance learning in accordance with Section 520.1 of the School Code to meet the minimum instructional time requirements in the event of an emergency, student attendance will be measured using evidence the student has accessed the resources required for the assigned learning activities, as well as evidence the student completed the assigned learning activities. Student attendance will be coded as Remote Synchronous or Remote Asynchronous. Student attendance will be documented in the designated Student Information System (SIS).

Excused from Physical Education

A student can be excused from Physical Education class if a written doctor's excuse is provided; indicating the length of time the student is to be excused from gym class and the reason for the excusal.

Make-Up Assignments

For both excused and unexcused absences, a student will have one day for each consecutive day of absence, plus one extra 'grace' day for tutoring to make up missed work. Failure to complete work in the time allotted will result in a zero for each assignment not turned in to the teacher. Exceptions can occur for the following reasons:

1. Teacher absence,
2. Schedule changes, or
3. Extreme trauma, as determined by the principal, social worker and other appropriate staff.

Early Dismissal

To ensure the safety of all students, parents/guardians must send a note with their child stating the time, date and reason for an early dismissal. Parents/guardians must report to the office prior to the dismissal and sign their child out of school. If a student leaves before 11:15am due to illness, etc., it will be counted as a day of absence. Any dismissal after 11:15am will result in a student being marked present but marked 'excused early.' All students must be picked up by 2:00pm for an early dismissal, or the student will be sent home on the bus.

GRADES

Please refer to IU1 Board Policies **#212 – Reporting Student Progress**,
 # 213 – Assessment of Student Progress, **# 215 – Promotion and Retention,** and
 # 217 – Graduation Requirements

Grading Policy

Grades for each nine-week period are a compilation of the student's daily performance, which includes classroom discussion/participation, projects, class assignments, quizzes, tests, homework, and group work. Attendance is an important factor in a student's success.

Grading Scale

The following grading scale will be used to report grades to the home school districts:

A	90-100
B	80-90
C	70-80
D	60-70
F	59 and below
I	Incomplete Grade

If a student has been absent and the time allotted to make up the missed work extends beyond the end of the 45-day grading period, he/she will receive an incomplete (I) grade. The student has a two-week period to complete the incomplete work. At the end of the two-week period, he/she will be issued a letter grade to replace the "I". If the student fails to make-up incomplete assignments

during this two-week period, each incomplete assignment will be marked as an "F" and averaged into the grades earned for that grading period. This will result in the student receiving a lower grade and possibly an F.

Students in grades 9-12 will receive credits toward graduation for each subject completed with a passing letter grade.

Midterm Grades Reports

A progress report will be mailed home following the 22nd day of each 45-day (nine-week) grading period. This report gives the student and his/her parents/guardians notice of current academic performance. Parents are encouraged to call the school to speak with the teacher(s) and/or the principal to discuss any concerns.

Report Cards and IEP Progress Monitoring

At the end of each 45-day (nine week) grading period, a report card is mailed home to the parents/guardians along with progress monitoring reports. The Progress Monitoring Report explains the student's progress on his/her IEP goals and objectives. Teachers may make comments about classroom performance on the designated section on the report card. The report card also gives the parents/guardians the opportunity to request a conference to discuss their child's progress.

Homework

Homework is used as an extended learning opportunity. It is meaningful, targeted, purposeful, relevant and used in the next day's lesson. Homework helps a student practice new learning, assists in checking for understanding, helps a student accept responsibility, and can teach a student organizational skills and time management. The amount of homework will not be so demanding that it takes away from family time and home responsibilities. It is our intent that the amount of homework does not put parents in an adversarial role, and it does not interfere with the student's free time and other after-school activities.

Please refer to IU1 Board Policy **# 130 – Homework**

Graduation

Accurate recording of each student's achievement of academic standards will be maintained, as required by law and state regulations. Students shall be informed of the necessary district graduation requirements, including a graduation project, if required by the home school district. Periodic warnings shall be issued to students in danger of not fulfilling graduation requirements.

Students with disabilities, who satisfactorily complete the special education program developed by the Individualized Education Program (IEP) team, (in accordance with the law, state regulations, and IU1 Board Policy) shall be granted a regular high school diploma by the school district of residence.

Please refer to IU1 Board Policies **#217 – Graduation**

PA High School Graduation Requirements

Students will be required to meet the graduation requirements of their home school district, including the number of credits necessary to graduate*. Requirements through the 2026-2027 school year shall include course completion and passing grades, results of local assessments aligned with the academic standards, and participation in the English Language Arts, Mathematics, and Science state assessments [i.e., Keystone Exams or Pennsylvania Alternate System of Assessment (PASA)] and demonstrate postsecondary preparedness through one of four additional pathways that more fully illustrate college, career, and community readiness.

*Required number and types of credits vary by district and decisions of the IEP Team.

Please refer to Chapter 4 of Pennsylvania School Code for state graduation requirements:

http://www.pacode.com/secure/data/022/chapter4/s4.24.html

Special Education Students – Special education students are required to satisfactorily complete the program developed by an Individualized Education Program (IEP) team in order to graduate from the home school district.

Keystone Exams – The Keystone Exams are end-of-course assessments designed to assess proficiency in the subject areas of Algebra, Literature, and Biology.

Pennsylvania System of School Assessment – Every Pennsylvania student in grades 3 through 8 is assessed in English Language Arts and Math. Every Pennsylvania student in grades 4 and 8 is also assessed in Science.

Supplemental Instruction – Students who did not score proficient on a Keystone Exam must participate in supplemental instruction prior to retaking the Keystone Exam. The supplemental instruction must be consistent with the student's educational program.

Retaking Keystone Exams – A student may retake an exam or exam module in which he or she did not score proficient or above, so long as the student received supplemental instruction. There is no limit on the number of times a student who did not score proficient on a Keystone Exam can retake the test.

Cheating

A student earns grades through the completion of his/her own work, which includes but is not limited to learning contracts, daily worksheets, projects, tests and quizzes. A student who takes or copies another's work and uses it as his/her own or gives his/her work to another student or students is considered to be cheating. Such actions will result in disciplinary action, a failing grade or both.

Plagiarism

Plagiarism is the unauthorized use or close imitation of the language and thoughts of another author/person and then representing them as one's own original work. Plagiarism is a serious offense and can result in a failing grade, disciplinary action, or both.

Planned Courses

All courses in grades K-12 are aligned with the PA Core/Academic Standards. Students in grades 9-12 can earn one credit for Math, Science, Social Studies and English upon successful completion of the course. Additionally, students can earn full and/or partial credit in Physical Education, Health and various elective courses.

Students in grades 3 – 8 and 11 will take the PSSA/PASA tests. Depending upon the student's grade level, a student may be tested in two or more of these content areas: English Language Arts, Mathematics, and Science. The scores will be reported to the home schools. Parents will receive a letter stating the testing dates.

The Intermediate Unit 1 Educational Campus at Waynesburg may administer a series of benchmark assessments throughout the school year to monitor student progress in meeting Pennsylvania's Core/Academic Standards and guide the delivery of instruction.

STUDENT SERVICES

Counseling

Counseling services are available to each student. These services include assistance with educational planning, interpretation of test scores, career and occupational information, tutoring assistance, help with home, school and social concerns, and/or any question(s) that the student feels comfortable to discuss with the counselor. Contact with the home school district counselor to answer specific questions relative to the student's return to the home school, credit issues, financial aid, etc. will be facilitated by the principal or social worker.

Food Services

Breakfast and lunch are provided to each student attending the Intermediate Unit 1 Educational Campus at Waynesburg at no cost. A student may bring his/her lunch. However, students are not permitted to bring open containers (including opened bottles, cans, cups, mugs, travel mugs, etc.) into the building. Such containers will be inspected and may be discarded or taken to the cafeteria for use during breakfast or lunch. **Energy drinks such as Prime, Monster brands, Red Bull, etc. are banned from the school for their high caffeine and sugar content.**

So that every student can have a pleasant mealtime, it is necessary to maintain a calm, orderly, and reasonably quiet atmosphere in the lunchroom. Each student is expected to be polite and use table manners. Students are responsible for keeping their lunch area (i.e. table, floor) clear and to pick up any debris before leaving the lunchroom.

Transportation Services

A student must exhibit safe and responsible behavior on the ride to and from school. Misbehavior is especially difficult to manage in this environment because the bus driver must focus his/her attention on the road and stay on schedule. The bus driver's number one interest is student safety. Students riding district buses/vans the policies, rules, regulations and consequences of the home school districts are in effect during the trip to and from school. The principal will consult with the home school district regarding bus misconduct of students riding on an IU1 provided bus/van.

If a student fails to exhibit proper behavior on the bus/van, the driver will complete a "Bus Misconduct Report," and turn it into the principal or designee. The following bus/van misbehavior will result in disciplinary action, in conjunction with the home school district:

1. Possession or use of weapons, tobacco, alcohol, illegal drugs, or vaping device
2. Getting on another bus/van without prior office approval and a temporary bus permit
3. Throwing objects inside or outside the vehicle
4. Getting off at the wrong stop
5. Not following the driver's directions and/or behaving in any way that would endanger others and/or the safe operation of the vehicle
6. Defacing or vandalizing the vehicle.

Students who live in different school district may not ride home together on the bus or van. A student must ride to and from school on his/her assigned vehicle.

HEALTH SERVICES

Nurse's Office

The nurse's office is provided so that every student can benefit from its services. The following is necessary in order to provide efficient medical attention:

- Every student must have an emergency information card updated, completed, and on file.

- Any student with a health problem (e.g. allergies, asthma, diabetes, epilepsy) should have his/her parent/guardian notify the school nurse with specific requirements for treatment.
- If a student becomes ill, he/she must ask the teacher to be seen by the school nurse. A staff member will escort the student to and from the nurse's office.
- No student will be excused to go home when ill without permission from the principal or designee, as well as permission from parents.
- If the school nurse is not available, the student is to report to the main office.
- No student is permitted to make false statements about medical conditions he/she may or may not have. This would include pregnancy, skin irritations, contagious diseases and any other alarming false medical statements.

The legally mandated School Health Program of the Commonwealth of PA requires that school districts provide nursing services to school children. A school nurse is responsible for assessing the health needs of students and school personnel, as well as evaluating, planning and implementing health plans within the school. Health records are transferred from the home school district and maintained by the school nurse. The following chart highlights yearly mandated health services to be provided by schools:

Service	K-1	2	3	4	5	6	7	8	9	10	11	12	SE
Vision	X	X	X	X	X	X	X	X	X	X	X	X	X
Growth	X	X	X	X	X	X	X	X	X	X	X	X	X
Hearing	X	X	X				X				X		A/N
Physical Exam	X					X					X		A/N
Dental Exam	X		X				X						A/N
Scoliosis Screen						X	X						
Immunization Assessment	X	X	X	X	X	X	X	X	X	X	X	X	X

The present school immunization minimum requirements are as follows:

Children in ALL grades (K-12) need the following vaccines:

- 4 doses of tetanus, diphtheria, and acellular pertussis*
  (1 dose on or after the 4th birthday)
- 4 doses of polio (4th dose on or after the 4th birthday)
- 2 doses of measles, mumps, rubella**
- 3 doses of hepatitis B
- 2 dose of varicella (chickenpox) vaccine or history of disease

Children that are age 12 years in 7th GRADE need the following vaccines:

- 1 dose of tetanus, diphtheria, acellular pertussis (Tdap) on the first day of 7th grade
- 1 dose of meningococcal conjugate vaccine (MCV) on the first day of 7th grade
- Children that are age 18 in 12th GRADE need the following vaccines:
- 1 dose of MCV on the first day of 12th grade. If the one dose was given at 16 years of age or older, that shall count as the 12th grade dose.

ON THE FIRST DAY OF 7th or 12th GRADE, unless the child has a medical or religious/philosophical exemption, a child must have had above vaccines or risk exclusion from school. Proof of immunization means a written record showing the dates (month, day, year) that the child was immunized.

A student who has not been immunized in accordance with state regulations shall not be admitted to or permitted to attend Intermediate Unit programs, unless exempted for medical or religious reasons, or provisionally admitted by the Executive Director, in consultation with the district of residence, after beginning a multiple dose vaccine series and submitting proof of immunization or a medical certificate on or before the fifth school day of attendance.

Parent(s)/Guardian(s) are asked to inform the school of any health conditions. State law requires that any student who does not meet the immunization requirements must be excluded from school, unless meeting the medical or religious exemption specifications. Please refer to the **Pennsylvania School Code, Subchapter C. Immunizations.**

A family who does not have medical insurance for their child can contact the school social worker or the school secretary to obtain information regarding Pennsylvania's Children's Health Insurance Program (CHIP).

Communicable Diseases

Intermediate Unit 1 shares with others a responsibility to safeguard the welfare of all students and employees. In order to safeguard the school community from the spread of certain communicable diseases, the Board requires that the established policy and guidelines of the member school district concerning communicable diseases and immunization be followed for students admitted from that district into programs of the Intermediate Unit 1. Therefore, IU1 will review each diagnosed case of communicable disease to determine how each student's educational needs can best be met and how to protect the health and welfare of all students and employees with whom s/he might come in contact.

*Please reference IU1 Board Policy **#203 – Immunizations and Communicable Diseases**

Student Medication

Parent(s)/Guardian(s) have the primary responsibility for the health of their child. Although the Intermediate Unit strongly recommends that medication be given at home, we realize that the health of some children require that they receive medication while in school. In order for any prescription or non-prescription medication to be administered in school, the IU1 *Authorization to Administer Prescribed Medication* form must be completed by the student's parent(s)/guardian(s). This form along with a copy of the physician's original order(s) must be provided to the school nurse.

- **No medication will be given without an order from the child's doctor.**
- **All medication must be brought to the school in the original container by the parent or designated adult.**

During school hours, the school nurse or parent/guardian will administer the medication as directed by the student's physician. A student will be permitted to self-administer (in the presence of the school nurse) his/her medication only when the family physician specifies this in his/her orders. The school nurse administering medication will record the name of the student; the prescribing

physician, dosage, and the time the medication is given. This person will sign or initial the medication log.

Prescription Medication

When it is necessary for the nurse to dispense prescription medication to a student, the following procedure will be followed:

- The parent/guardian completes and signs the **Authorization to Administer Prescribed Medication form.**
- The parent/guardian attaches the physician's order to the **Authorization to Administer Prescribed Medication form.**
- Parent/Guardian (not the student) must provide any medication that is to be given during school hours directly to the nurse, principal or designee in its original container.
- A prescription medication log is kept for any child receiving prescription medicine during school hours.

Non-Prescription Medication

When students need non-prescription medication, the following procedure is strictly enforced:

- A student is not permitted to carry non-prescription medications to school.
- Parent/Guardian must bring any non-prescription medication to the school in its original container along with specific orders from the family physician.
- The person administering the medication will record non-prescription medications taken at school in the medication log.

Please refer to IU1 Board policies **#209 – Health Services/Medical Records** and **# 210 Use of Medications**.

Student Illness Guidelines

The following guidelines are used for student Illnesses and are recommended, if your child is ill:

- If your child's temperature is 100 degrees or higher, the child should stay home. Your child should be fever free for 24 hours before returning to school.
- If your child vomits or has diarrhea, the child should stay home for 24 hours from the last episode.

- If your child's eyes are red, swollen, itchy, have drainage, or have a crusty appearance on awakening, the child should stay home and be seen by the doctor.
- If your child has a productive cough that cannot be controlled with medication, the child should stay home and be seen by a doctor.
- If your child has been diagnosed with a communicable illness such as head lice, impetigo, ringworm, or chickenpox, the child should stay home, and the school nurse should be called.
- If your child receives a serious injury or appears obviously ill, the doctor should see the child.

If your child presents with any of the above symptoms during the school day, you will be called to pick up the child in a timely manner.

Head Lice

At any time throughout the school year, the school nurse, principal, or appointed designee may examine any student(s) for lice. If live lice are identified during the examination the following procedure will be implemented:

1. Your child will remain in the classroom until the end of the day but discouraged to have close head contact with others.
2. On the day of lice identification, the school nurse, principal or appointed designee will contact the you and counsel you on the proper treatment for this condition.
3. Your child may return to school following the first treatment. The school nurse, principal, or designee will assess your child before returning to the classroom.
4. You will have UP TO TWO CONSECUTIVE days to treat your child (THIS INCLUDES WEEKENDS AND HOLIDAYS). Absences starting on the third day will be considered unexcused.
5. Seven days following the first treatment, the school nurse, principal, or designee will again assess your child for evidence of live lice. If lice are identified, the above steps will be followed again.

A student who continues to have a chronic issue with lice infestation will be referred by the school nurse, principal, or designee for further treatment.

DISCIPLINE POLICY

The following procedures refer to IU1 Board policies **# 218 – Student Discipline** and **#113.1 – Discipline of Students with Disabilities.**

School-Wide Positive Behavior Interventions and Supports Program

The school has established a school-wide positive behavior interventions and supports (SWPBIS) program that promotes positive and respectful interactions between the student and his/her environment, including other students and staff. SWPBIS focuses on effective classroom management and preventative school discipline. The SWPBIS theme for our school is **LEAD**:

Let's Be Positive

Exhibit Respect

Act Safety

Do Your Best

As part of the SWPBIS program, our school has established a set of behavioral expectations, which are outlined in a matrix (Please see Appendix A). These expectations are posted throughout our school and in the classrooms. Your child will be taught the expectations throughout the school year.

Each student is expected to follow **Code of Student Conduct** listed below:

1. We respect the rights, person and property of others.
2. We comply with persons in authority.
3. We are responsible for a safe and orderly environment.
4. We are on time, in assigned seats and ready to work.
5. We follow all school-wide policies and procedures.

The conduct standards outlined in the **Code of Student Conduct** apply at all times while students are on or about school property or areas adjacent thereto, which shall include:

1. Any IU1 property being used for an official school activity;
2. Property not owned by IU1 being used for school sponsored activities or events; and
3. Any vehicle, including school buses or vans, while such vehicle is being used to transport students to or from the Intermediate Unit 1 Educational Campus at Waynesburg.

School personnel may discipline students for misconduct that occurs in and around school property or activities. Minor Problem Behaviors (see charts on following pages) are behaviors that disrupt the learning environment but are normally not severe enough to need referral to the principal. The classroom teacher is the first level of intervention to correct Minor Problem Behaviors. In most cases, the use of informal intervention strategies and/or the strategies outlined in a written behavior support plan is sufficient to bring the student's behavior to an acceptable level.

When these strategies do not quell the behavior or the student is exhibiting Major Problem Behaviors, the teacher will make a discipline referral to the principal. Major Problem Behaviors are more serious in nature. These behaviors disrupt the learning environment and are not reflective of the high expectations set for the students. The consequences of Major Problem Behaviors include more severe measures up to and including expulsion and the involvement of law enforcement officials.

Minor Problem Behaviors

*Include but not limited to:

Inappropriate verbal language	Student engages in low intensity instance of inappropriate language
Physical contact/aggression	Student engages in non-serious, but inappropriate physical contact
Defiance	Student engages in brief or low-intensity failure to respond to adult requests

Disrespect	Student engages in brief or low-intensity disrespect to staff or other students.
Disruption	Student engages in low-intensity, but inappropriate, disruption.
Dress Code	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/IU1.
Technology Violation	Student engages in non-serious but inappropriate (as defined by school) use of cell phone, music/video players, camera, and computer.
Property misuse	Student engages in low-intensity misuse of property.
Tardy	Student arrives at class after the period has commenced.
Other	Student engages in any other minor problem behaviors that do not fall within the above categories

Major Problem Behaviors

*Include but not limited to:

Abusive Language/Inappropriate Language/Profanity	Verbal messages that include swearing, name calling or use of words in an inappropriate way.
Alcohol	Student is in possession of or is using alcohol.
Arson	Student plans and/or participates in malicious burning of property.
Bomb Threat/False Alarm	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.
Combustibles	Student is in possession of substances/objects readily capable of causing bodily harm and/ or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).
Defiance/Insubordination/Non-Compliance	Student refuses to follow directions given by teachers and/or staff.
Disrespect	Student talks back and/or demonstrates socially rude interactions towards teachers, staff, and/or other students.
Disruption	Behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Dress Code Violation	Student wears clothing that does not fit within the dress code guidelines practiced by the school/IU.
Forgery/Theft	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission.
Harassment	Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.
Bullying	Intentional and unwelcome electronic, verbal, written or physical conduct directed at a student by another student or students that is severe, persistent or pervasive and has the intent and effect of physically harming a student; damaging, extorting, or taking a student's personal property; placing a student in reasonable fear of physical harm; substantially disrupting the orderly operation of the school; or creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities.
Inappropriate Display of Affection	Student engages in inappropriate (as defined by school) verbal and/or physical gestures/ contact, of a sexual nature to another student/adult, either consensual or non-consensual.

Technology Violation	Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.
Lying/Cheating	Student delivers message that is untrue and/or deliberately violates rules.
Other	Problem behavior causing this referral is not listed above. Staff using this area will specify the problem behavior observed.
Other Drugs	Student is in possession of or is using illegal drugs/substances or imitations.
Out of Bounds/ Off School Location	Student is in an area that is outside of school boundaries (as defined by school)
Property Damage	Student deliberately impairs the usefulness of property.
Skip Class/Truancy	Student does not report to class, leaves class/ school without permission, or stays out of class/ school without permission
Tobacco/Vaping Devices	Student is in possession of or is using tobacco or vaping devices (nicotine/marijuana)
Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property.
Weapons	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm.

BEHAVIOR SUPPORT

Student Behavior

Student attitude and behavior is key to improved academic achievement. We expect every student to treat each staff member and fellow students with respect and dignity, just as every student should expect to receive mutual respect from all staff. Violations of the School-Wide Positive Behavior Interventions and Supports (SWPBIS) Program, the Code of Student Conduct, and Federal and State Regulations governing student behavior are outlined in the Student Discipline policy (Please reference IU1 Board policy **#218 Student Discipline**). Incidents involving students with special needs will be considered on an individual basis and dealt with in accordance with their IEP, Chapter 14 and IDEA.

The IU1 SWPBIS program focuses on positive, rather than negative measures. Treatment of a demeaning nature, the use of aversive techniques and the unreasonable use of restraints are not permitted. The SWPBIS program maximizes academic and social behavior outcomes for all students. The IU1 SWPBIS program is:

1. *Proactive*
    a. Adjusting the environment to reduce the likelihood of problem behavior occurring

b. Allowing the student to be independent and successful

c. Examples: modifying the curriculum, reorganizing the physical setting, teaching and clarifying routines and expectations

2. Educative
   a. Teaching replacement skills
   b. Allowing students to meet objectives in more effective, efficient, and appropriate ways
   c. Examples: Communication alternatives, alternative strategies
3. Effective
   a. Managing consequences to reinforce desired behaviors and replacement skills
   b. Withholding reinforcement following targeted behavior
   c. Examples: Praise, access to reward, verbal redirection, loss of privilege

Staff Authority

Teachers and Administrators are given authority by §13-1317 of the Pennsylvania School Code to have the same authority over the conduct and behavior of their students as that exercised by any person in a parental relationship to the students (**in loco parentis**.) School authorities may exercise this authority while the students are "going to and from their homes" as well as while they are attending school. This authority is over conduct and behavior and does not include making decision regarding medical matters.

Substitute Teachers

Substitute teachers have all of the authority and responsibility of regular teachers with respect to classroom management, implementation of curriculum and enforcement of discipline.

Verbal De-Escalation and Physical Intervention Training

All staff is trained in verbal de-escalation and physical intervention procedures to respond effectively to the warning signs that a student is beginning to lose control, but also to address how they can deal with their own stress, anxieties, and emotions when confronted with these challenging situations. Staff are trained to prevent disruptive behavior by communicating with individuals respectfully and with concern for their well-being. Physical intervention techniques are used only as a last resort—when an individual presents an imminent danger to self or others.

Of course, not every incident can be prevented. When preventative and more intrusive techniques prove ineffective, it may become necessary for the school police officer and/or staff to use physical restraints to subdue a student. In such instances, the parent/guardian or his/her designee will be contacted, as well as the home school district. Physical restraints involving students with special needs require an IEP meeting to discuss the behavior.

Please refer to IU1 Board Policy **# 113.1 – Discipline of Students with Disabilities**

School personnel may use reasonable physical intervention in any of the following situations:

1. When safety is an issue, and a student has clearly demonstrated a lack of ability to control his/herself.
2. To stop a fight, physical assault, or disturbance.
3. To take away a weapon or other dangerous object.
4. For self-defense.
5. For the protection of other students and staff.
6. To intervene when a student is attempting to injure him/herself.

Physical Intervention

The staff will not use physical intervention or physical contact against a student or strike a student as punishment for a violation of the Code of Student Conduct. However, nothing in IU1 Board Policy shall be construed to prevent staff from using reasonable and necessary physical intervention to restrain a student in order to protect one's self, other persons, prevent the destruction of property, or to prevent any illegal, overt act on the part of the student. Physical interventions are short-term strategies for safety purposes only.

The use of physical restraints will be used in accordance with guidelines set forth by the Pennsylvania Department of Education (PDE) and IU1 Board Policy. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including

de-escalation techniques, have proved to be ineffective. Restraints used to control acute or episodic aggressive behavior may be used only when the student is acting in a manner as to be a clear and present danger to himself, to other students, or to employees, and only when less restrictive measures and techniques have proven to be or are less effective.

Disciplinary Actions

Consequence Chart

As part of the SWPBIS program, a school-wide system of consequences has been established. When a student engages in a problem behavior, the following procedure is utilized by staff:

Non-Verbal Warning (proximity, signal, visuals)



Redirection-If…then…statement



Verbal Warning with reference to the Behavior Matrix



Re-Teach Expectation

The consequences utilize restorative practices, natural consequences, and other positive disciplinary approaches. The consequences are progressive in nature and are based on the severity of the discipline infraction.

Suspension

Section 13-1318 of the School Code authorizes a "principal or teacher in charge of a public school" to "temporarily suspend any pupil on account of disobedience or misconduct." Suspension is exclusion from school for a period of one to ten consecutive school days. Suspensions may be in school or out-of-school. The regulations of the State Board of Education contain provisions concerning suspension at 22 Pa Code § 12.6(1). Unless there is a threat to the school community, a student is informed of the reasons for the suspension and given an opportunity to respond. The parents/guardians and home school district administrator are given immediate written notification when a student is suspended. Suspensions may not run consecutively beyond the ten-day period. If

the suspension exceeds three days, the student and parents/guardians are given an opportunity for an informal hearing.

An informal hearing is designed to permit a student to explain the circumstances surrounding the event that prompted the issuance of the suspension and encourage a student's parent/guardian to discuss ways by which future offenses can be avoided. In the event that a student and his/her parent/guardian choose to participate in an informal hearing with the principal, the principal will provide them with sufficient notice of the time and the place of the hearing and with written notification of the reason(s) for the suspension.

Expulsion

Expulsion is exclusion from school by the home school district Board of Directors for a period exceeding ten (10) school days and may be permanent expulsion from the school rolls. Expulsions require a prior formal hearing with the home school district under §12.8 of the PA School Code. Violation (or continuous violations) of a severe nature will result in a recommendation, by the principal, to the home school district regarding further disciplinary action. From this point forward, the student's home school district policies take precedence.

Please refer to IU1 Board policy **#233 – Suspension and Expulsion**

Weapons Policy

It is a misdemeanor of the first degree for any person to possess a weapon in the buildings of, on the grounds of, or in any conveyance providing transportation to or from any publicly funded elementary or secondary school. The student does not have to use the weapon; it is enough to carry it, keep it in a locker or book bag, or hold it for a friend. A weapon is defined by Pennsylvania school law as "any knife, cutting instrument, cutting tool, nun chukkas, firearm, shotgun, rifle, and [anything else] capable of inflicting serious bodily injury." This definition may include box cutters, kitchen knives, penknives on key chains, and other common household items.

Pennsylvania Act 26 of 1995 and Act 30 of 1997 requires local school districts to expel for a period of not less than one year, any student who is determined to have brought onto or is in possession of a weapon on any school property, any school-sponsored activity or any public conveyance providing transportation to a school or school-sponsored activity. The superintendent of the home school district may recommend modifications of such expulsion requirements for a student on a case-by-case basis. Act 26 requires school officials to notify the police whenever they discover any weapon covered by this Act.

The Federal Gun-Free Schools Act of 1994 requires each State receiving Federal funds to have in effect a State law requiring local educational agencies to expel from school for a period of not less than one year a student who is determined to be in possession of a weapon. This law also stipulates that no local educational agency may receive Federal financial assistance unless it has in effect a policy outlining this requirement. The Gun-Free Schools Act requires that when a local educational agency requests financial assistance, it must provide assurance that it has in effect such a policy.

Please refer to IU1 Board policy **#218.1 – Weapons**

Weapon Prohibition Policy

A student is prohibited from possessing a weapon:

1. In the Intermediate Unit 1 Educational Campus at Waynesburg building and on the surrounding grounds.
2. In any conveyance (including private) providing transportation to or from the Intermediate Unit 1 Educational Campus at Waynesburg.
3. At any school function, activity or event whether or not held at the Intermediate Unit 1 or the Educational Campus at Waynesburg.
4. While the student is on his/her way to school.

A metal detecting device is used to ensure the safety and well-being of the student population and staff at the Intermediate Unit 1 Educational Campus at Waynesburg. A student may be checked as he/she enters the building and prohibited items confiscated. Charges may be filed with the civil

authorities regarding possession of the prohibited item(s). Random searches of student book bags, purses and outer garments occur throughout the school year.

Searches

In an effort to provide a safe, secure and peaceful environment, students must acknowledge a reduced expectation of privacy. Random unannounced inspections or sweeps of school property may be performed to assist in enforcing school policies/procedures and provide a deterrent to prohibited items, substances, or activities. Inspections or sweeps of school property may result in reasonable suspicion that prompts a search.

The principal, police officer, or designee thereof are authorized to search all student's personal possessions (including but not limited to bags and book bags, purses, pockets, or shoes) or motor vehicle parked on IU1 property upon entry or when there is reasonable suspicion that the student is violating the law, Board Policy, program rules, or he/she poses a threat to the him/her self or the entire school population. Searches conducted by the administration may include, but not be limited to, utilization of certified drug dogs, metal detection units, or any device used to protect the health, safety and welfare of the school population. All students will be required to participate with staff operating the metal-detecting units. This will include the removal of belts, shoes, jewelry and other items that may cause the alarm to sound.

Please refer to IU1 Board policy **#226 – Searches**

Possession of Tobacco/Nicotine

Both State and Federal laws (Act 145 of 1997, Pro-Kids Act, SED & Public Health Law) prohibit tobacco use in school buildings, on school transportation and on school grounds. Tobacco is defined as a lighted or unlighted cigarette, cigar, pipe, or other lighted smoking product and smokeless tobacco in any form, including imitation tobacco products (i.e. spit and spitless tobacco, also known as smokeless, dip, chew, snus and snuff). Additionally, no student is permitted to possess cigarettes, other tobacco products, papers used to roll cigarettes, lighters, or other paraphernalia at any time.

Students may not use, posses, or display vaping devices or any other smoking device on campus. This applies to even if the device does not contain tobacco related products. Such devices will be confiscated for parent pick up.

Tobacco/Nicotine Policy Guidelines

No students, staff member, volunteer or school visitor shall knowingly possess, use, furnish, transfer, or distribute tobacco and/or tobacco/vaping related products while:

1. In the school building or on school grounds during, immediately before and after school hours.
2. On school grounds at any other time when the school is being used by any school group.
3. Off school grounds while attending any school activity, function, event or school sponsored activities.
4. In transit to and from school or a school activity, event, function or school sponsored activity.

A student who violates any of the above provisions is committing a summary criminal offense. Student violators are subject to prosecution initiated by the school police officer and shall upon conviction be sentenced to pay court costs, as determined by the local magistrate. Act 145 expressly states that a summary offense under this legislation will neither be a criminal offense of record, shall not be recorded as a criminal act, and shall not be placed on criminal record of the offender.

Please refer to IU1 Board policy **#222 – Tobacco/Nicotine**

Possession of Controlled Substances and Paraphernalia

The Intermediate Unit 1 strives to prevent the abuse and use of controlled substances. Controlled substances and associated paraphernalia are strictly prohibited from the Intermediate Unit 1 Educational Campus at Waynesburg. A controlled substance includes all of the following:

1. Controlled substances prohibited by federal and state law.
2. Look-alike drugs, including any pill, capsule, tablet, powder, plant matter or other item or substance that is designed or intended to resemble a controlled substance, or is used in a manner likely to induce others to believe the material is a controlled substance.
3. Alcoholic beverages.
4. Anabolic steroids.

5. Drug paraphernalia.
6. Any volatile solvents or inhalants, such as but not limited to glue and aerosol products.
7. Substances that when ingested cause a physiological effect that is similar to the effect of a controlled substance as defined by state or federal law.
8. Prescription or nonprescription (over the counter) medications, except those for which permission for use in school has been granted pursuant to Board policy.

Students are not permitted to use, possess, distribute, and/or be under the influence of any controlled substances during school hours, at any time while on Intermediate Unit 1 property, at any program or activity sponsored by the Intermediate Unit 1, and during the time spent traveling to and from programs and activities sponsored by the Intermediate Unit 1. If any incidence of the above occurs, the offence will promptly be reported to law enforcement; thus, potentially resulting in criminal charges.

If based on the student's behavior, medical symptoms, vital signs or other observable factors, the principal has reasonable suspicion that the student is under the influence of alcohol or a controlled substance, the student may be required to submit to drug or alcohol testing. The testing may include but is not limited to the analysis of blood, urine, saliva, or the administration of a Breathalyzer test.

The principal or designee will report any violations of the controlled substance policy to the home school. In conjunction with the sending district, disciplinary action will be taken which could include a suspension of three (3) to ten (10) days and may include expulsion proceedings. The school and/or district may require participation in drug counseling, rehabilitation, testing or other programs as a condition of reinstatement to the school. Criminal charges and/or a juvenile allegation may also be filed against the student, which may result in the student being placed on probation.

Please refer to IU1 Board policy ***#227-Controlled Substances/Paraphernalia***

Harassment/Sexual Harassment/Title IX Harassment Policy

It is the policy of the Intermediate Unit 1 (IU1) to maintain an environment for learning and working that is free from harassment, sexual harassment and Title IX sexual harassment, as defined herein, and such conduct is prohibited. It is also the policy of the IU1 to comply with federal law and regulations under Title IX prohibiting sexual harassment, which is a form of unlawful discrimination on the basis of sex. Such discrimination shall be referred to throughout this policy as Title IX sexual harassment. Additionally, the IU1 does not discriminate in any manner, including Title IX sexual harassment, in any IU1 education program or activity. Inquiries regarding the application of Title IX to the IU1 may be referred to the Title IX Coordinator.

The IU1's Title IX Coordinators are:

Jennifer Judge

Assistant to the Executive Director for Human Resources/Lead Title IX Coordinator

724-938-3241 ext. 254

jennifer.judge@iu1.org

Dr. Kristin Szewczyk

Assistant Executive Director/Title IX Coordinator

724-938-3241 ext. 242

kristin.szewczyk@iu1.org

The IU1's Board Policy 103 "Discrimination/Title IX Sexual Harassment Affecting Students" and the associated Attachment 2 "Discrimination Complaint Procedures" and Attachment 3 "Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints" are set forth in full on the IU1's website and can be accessed at:
https://www.iu1.org/about-us/title-ix

Definitions

"**Discrimination**" shall mean to treat individuals differently, or to harass or victimize based on a protected classification including race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy and/or handicap/disability.

"**Harassment**" is a form of discrimination based on the protected classifications listed above consisting of unwelcome conduct such as graphic, written, electronic, verbal or nonverbal acts including offensive jokes, slurs, epithets and name-calling, ridicule or mockery, insults or put-downs, offensive objects or pictures, physical assaults or threats, intimidation or other conduct that

may be harmful or humiliating or interfere with a person's school or school-related performance when such conduct is:

1. sufficiently severe, persistent or pervasive; and
2. A reasonable person in the complainant's position would find that it creates an intimidating, threatening or abusive educational environment such that it deprives or adversely interferes with or limits an individual or group of the ability to participate in or benefit from the service, activities or opportunities offered by the IU1 or a school.

It shall be a violation of this policy to harass a student or IU1 employee. Bullying can be a form of harassment. A student's sending, sharing, viewing, selling, purchasing or otherwise disseminating of obscene, pornographic, lewd, sexually explicit or nude images, photographs or video content of another student may be considered harassment.

"**Title IX Sexual Harassment**" - means conduct on the basis of sex that satisfies one or more of the following:

1. An IU1 employee conditioning the provision of an aid, benefit, or IU1 service on an individual's participation in unwelcome sexual conduct, commonly referred to as **quid pro quo sexual harassment.**

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to an IU1 education program or activity.

3. Sexual assault, dating violence, domestic violence or stalking.
   a. **Dating violence** means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship is determined by the following factors:
      i. Length of relationship.

      ii. Type of relationship.

      iii. Frequency of interaction between the persons involved in the relationship.

   b. **Domestic violence** includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving federal funding, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

   c. **Sexual assault** means a sexual offense under state or federal law that is classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the

Federal Bureau of Investigation.

d. **Stalking**, under Title IX means stalking on the basis of sex, for example when the stalker desires to date a victim. Stalking means to engage in a course of conduct directed at a specific person that would cause a reasonable person to either:

i. Fear for their safety or the safety of others.
ii. Suffer substantial emotional distress

Such conduct must have taken place during an IU1 education program or activity and against a person in the United States to qualify as sexual harassment under Title IX. An education program or activity includes the locations, events or circumstances over which the IU1 exercises substantial control over both the respondent and the context in which the harassment occurs. Title IX applies to all of an IU1's education programs or activities, whether such programs or activities occur on-campus or off-campus.

Violations of this **Harassment/Sexual Harassment/Title IX Sexual Harassment Policy**, as set forth more fully in Board Policy 103 "Discrimination/Title IX Sexual Harassment Affecting Students" and associated Attachments 2 and 3, including acts of retaliation as described in the policy, or knowingly providing false information, may result in disciplinary consequences under applicable Board policy and procedures. This Policy prohibits individuals from knowingly submitting false information during the Title IX grievance process outlined in Attachment 3 of Policy 103 and during other grievance or hearing processes established by Board policy and procedures and/or the Student Code of Conduct. A violation of this prohibition by IU1 students may lead to discipline up to and including referral for expulsion.

Reports of Title IX Sexual Harassment and Other Discrimination and Retaliation and Grievance Procedure:

The Board encourages students and third parties who believe they or others have been subject to Title IX sexual harassment, other discrimination or retaliation to promptly report such incidents to the building principal or the Title IX Coordinator, even if some elements of the related incident took place or originated away from school grounds, school activities or school conveyances. A person who is not an intended victim or target of discrimination but is adversely affected by the offensive conduct may file a report of discrimination.

The student's parents/guardian or any other person with knowledge of conduct that may violate this policy is encouraged to immediately report the matter to the building principal or the Title IX Coordinator.

A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the building principal or Title IX Coordinator, as well as properly making any mandatory police or child protective services reports required by law.

If the building principal is the subject of a complaint, the student, third party or a reporting employee shall report the incident directly to the Title IX Coordinator.

The complainant or the individual making the report may use the Intermediate Unit 1 Discrimination/Harassment Incident Reporting Form which has been developed for purposes of reporting an incident or incidents in writing; however, verbal reports of an incident or incidents shall be accepted, documented and the procedures of this policy and the relevant attachments followed. A copy of this Report Form can be accessed on the IU1's website at: https://www.iu1.org/about-us/title-ix, and through the building principal or the Title IX Coordinator.

The building principal shall promptly notify the Title IX Coordinator of all reports of discrimination, Title IX sexual harassment or retaliation. The Title IX Coordinator shall promptly contact the complainant regarding the report to gather additional information as necessary, and to discuss the availability of supportive measures as defined by Title IX. The Title IX Coordinator shall consider the complainant's wishes with respect to supportive measures.

The Title IX Coordinator shall conduct an assessment to determine whether the reported circumstances are most appropriately addressed through the IU1's Discrimination Complaint Procedures (Attachment 2 to Policy 103) or if the reported circumstances meet the definition of Title IX sexual harassment and shall be addressed through the Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints (Attachment 3 to Policy 103). Those procedures are lengthy and copies of the procedures are not reproduced in full in this Student Handbook but can be accessed on the IU1's website at: https://www.iu1.org/about-us/title-ix and/or hard copies are available in the building principal's office and through the Title IX Coordinator.

Bullying

The Intermediate Unit 1 is committed to providing a safe, positive learning environment for students attending Intermediate Unit 1 programs. The Board recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, the Board prohibits bullying by Intermediate Unit 1 students.

Bullying means intentional and unwelcome electronic, verbal, written or physical conduct directed at a student by another student or students that is severe, persistent or pervasive and has the intent and effect of:

- Physically harming a student.

- Damaging, extorting, or taking a student's personal property.
- Placing a student in reasonable fear of physical harm.
- Substantially disrupting the orderly operation of the school.
- Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities.

Cyberbullying means unwelcome written and/or audio and cell phone/camera information directed at a student by another student that has the intent and effect of:

- Sending cruel, vicious, and sometimes threatening messages.
- Creating web sites that have stories, cartoons, pictures, and jokes ridiculing others.
- Posting pictures of classmates online and making or asking for inappropriate comments.
- Breaking into an email account and sending vicious or embarrassing materials/messages to others.
- Engaging someone in Instant Messaging (IM), tricking that person into revealing sensitive personal information, and forwarding the information to others.
- Taking an inappropriate picture of a person on school property and sending that picture to others with the intent to humiliate ridicule or harm.

It shall be a violation of this policy for any student to bully another student, to extort property from another student on Intermediate Unit 1 grounds during the time a student's day begins and ends in an Intermediate Unit program, or at any school activity on or off campus.

Each student shall be responsible to respect the rights of others and to ensure an atmosphere free from bullying. Students who have been bullied are encouraged to promptly report such incidents to the building principal or designee.

Any staff member who observes or becomes aware of an act of bullying is to take immediate, appropriate steps to intervene. If a staff member believes that his/her intervention has not resolved the matter, or if the bullying persists, s/he shall report the bullying to the building principal or designee for further investigation.

Complaints of bullying shall be investigated promptly, and corrective action shall be taken when allegations are verified. The investigation may include interviews with students, parents/guardians and school staff. Additionally, there may be a review of school records.

A student who violates the Bullying policy shall be subject to appropriate disciplinary action consistent with the **Code of Student Conduct.** The principal or designee will determine the consequences and appropriate remedial action for a person who engages in reprisal or retaliation based upon the nature, severity, and circumstances of the act. Acts of reprisal or retaliation against any person who reports an act of harassment or bullying are prohibited.

The IU1 Board of Directors prohibits any student from falsely accusing another as a means of harassment or bullying. The consequences and appropriate remedial action for a person found to have falsely accused another as a means of harassment or bullying may range from positive behavioral interventions up to and including suspension or expulsion.

Consequences for a student who commits an act of harassment or bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. Furthermore, the consequences must be consistent with the IU1 Board policy **#249 – Bullying/Cyberbullying Policy** and the **Code of Student Conduct**. Remedial measures shall be designed to: correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act.

Please refer to IU1 Board policy **#249 – Bullying/Cyberbullying**

Fighting

Fighting is defined as the exchange of punches, blows, and physical force or with weapons between two or more students to harm or gain power. A student who initiated or is involved in a fight will be subject to the Intermediate Unit 1 policy on suspension and expulsion. Disorderly conduct charges may be brought against any or all participants.

Please refer to IU1 Board policy **#233 – Suspension and Expulsion**.

Terroristic Threats/Acts

The Intermediate Unit 1 Educational Campus at Waynesburg recognizes the danger that terroristic threats and acts by students presents to the safety and welfare of school students, staff and community. An immediate and effective response to a situation involving a threat or act is necessary. A **Terroristic Threat** shall mean a threat to commit violence communicated with the intent to terrorize another; to cause evacuation of a building; or to cause serious public inconvenience, in reckless disregard of the risk of causing such terror or inconvenience. A **Terroristic Act** shall mean an offense against property or involving danger to another person.

The IU 1 prohibits any student from communicating terroristic threats or committing terroristic acts directed at any student, employee, community member or school building. The principal or designee shall react promptly and appropriately to information and knowledge concerning a possible or actual terroristic threat or act. Staff members and students shall be responsible for informing the principal regarding any information or knowledge relevant to a possible or actual terroristic threat or act.

When the principal or designee has evidence that a student has made a terroristic threat or committed a terroristic act, the following guidelines shall be applied:

1. The principal may immediately suspend the student.
2. The principal shall immediately inform the home school district.
3. Based on further investigation, the principal may report the student to law enforcement officials.
4. The principal may inform any person directly referenced or affected by a terroristic threat.
5. The principal, in conjunction with the home school district may recommend expulsion of the student to the home school Board. Should a student be expelled, the school may require that the student provide competent and credible evidence that the student does not pose a risk of harm to others.

*Refer to IU 1 Board Policy ***#218.2 – Terroristic Threats/Acts***

Unauthorized Departure from School Grounds

Students are not permitted to depart from school grounds without permission granted through the school office. The principal or designee will notify the parents, as well as the local or state police regarding the student leaving school property. Since this is a Major Problem Behavior, the principal will institute disciplinary action.

Theft/Stolen Property

Any student who is found to have taken the personal property of another individual and/or of IU1 will be referred to the principal and school police officer for disciplinary action and/or prosecution according to Pennsylvania's Crime Code. Charges may be filed against the individual by the person(s) or entity that had the property stolen and/or by the principal or school police officer.

A student who finds or receives the property of another individual that he/she knows to have been lost, mislaid, or delivered by mistake must take reasonable measures to restore the property to the owner. Additionally, a student shall not intentionally receive, retain, or dispose of property of another, knowing that it has been stolen or having suspicion that it may be stolen.

Care of School Property

It is the belief of the staff that a student should be instructed in the proper use of school facilities, equipment, instructional materials, and textbooks. Each student should be taught to respect property and to develop feelings of pride in community institutions. Respect for school property is essential for a safe, healthy and clean environment.

Each student is charged with the responsibility for the proper care of school property and the school supplies and equipment entrusted to him/her to use. A student who willfully causes damage to Intermediate Unit 1 property (i.e. textbooks, computers, desks, equipment, windows, etc.) will be subject to disciplinary measures. A student is responsible for the repair and replacement of school property damaged by his/her intentional or negligent actions. Parents are responsible for actual damage to school property caused by the willful and malicious acts of their child to the extent

allowable under Pennsylvania law. The Intermediate Unit 1 may hold a student and his/her parents/guardians responsible for the full costs of restitution including prosecution to the fullest extent of the law, if such costs are not paid.

A student whose damage of school property has been serious or chronic in nature will be reported to the appropriate juvenile authorities. In no case will a referral to juvenile authorities be made without prior notification to the student's parent/guardian.

Restrooms

Students found to be disfiguring restroom facilities or littering the area will be disciplined according to the severity of the offense. Excessive damage will result in the student and his/her parents having to make restitution.

Please refer to IU1 Board policy **#224 – Care of School Property**

Technology Policy

The Acceptable Use of Technology Policy was revised March 26, 2013 by IU1 and will be strictly enforced. It is expected that employees, students, and anyone granted access to Intermediate Unit 1 technologies will use these technologies for professional and educational purposes only as it relates to the mission, goals, and objectives of Intermediate Unit 1.

In addition, this is a pornography/violence/hate -free educational institution. Any activities that could be considered obscene, offensive, threatening, disruptive, and/or counterproductive to this environment or any environment associated with Intermediate Unit 1 will be subject to disciplinary actions. The Intermediate Unit Board establishes that use of Intermediate Unit 1 technological services is a privilege, not a right.

Neither employees nor students may intentionally intercept, eavesdrop, record, read, alter, or receive another's person e-mail messages without proper authorization. The Intermediate Unit prohibits all unauthorized or unlawful uses of its technological services.

The illegal use of copyrighted software by students and staff is prohibited. Any data uploaded to or downloaded from the Internet or Intermediate Unit 1 network shall be subject to fair use guidelines.

Any Intermediate Unit 1 computer/server utilized by students and staff shall be equipped with Internet blocking/filtering and/or safety software. In accordance with the Children's Internet Protection Act (CIPA), filtering will be implemented on all computers regardless of whether they are used by student or staff.

Internet safety measures shall effectively address the following:

1. Control of access by minors to inappropriate matter on the Internet and World Wide Web.
2. Safety and security of minors when using e-mail, chat rooms, and other forms of direct electronic communications while adhering to CIPA requirements.
3. Prevention of unauthorized online access by minors, including "hacking" and other unlawful activities.
4. Unauthorized disclosure, use, and dissemination of personal information regarding minors.
5. Restriction of minor's access to materials harmful to them.

Students and staff have the responsibility to respect and protect the rights of every other user of Intermediate Unit 1 technologies.

Enforcement of Technology Policy

1. Intermediate Unit 1 reserves the right to monitor online activities and transmissions.
2. Despite the use of filtering software, students and staff may inadvertently gain access to inappropriate information. If an inappropriate site has been reached or inappropriate information has been accessed, all staff shall contact Intermediate Unit 1 Technology Department in order for the site to be blocked in the future.
3. Illegal use of the Internet or Intermediate Unit 1 network, intentional deletion or damage to files of data belonging to others, copyright violations, and theft of services will be reported to the appropriate legal authorities for possible prosecution.

4. Vandalism will result in cancellation of access privileges. “Vandalism” is defined as any malicious attempt to harm or destroy data, Internet or other networks; this includes, but is not limited to, uploading or creating computer viruses.
5. The end user, whether student or staff shall be responsible for damages to equipment, systems, data, and software resulting from deliberate, willful or negligent acts. Theft, intentional damage, or careless use causing damage of any device will not be tolerated. The repair or replacement cost of damaged equipment will be paid by the party determined to be responsible for such damage or loss. In addition, that party may be denied access to Intermediate Unit 1 technological services.

Computer usage will be limited to software and web-based programs that enhance subject-specific lessons and aid the student in the attainment of skills as outlined in the PA Academic Standards. The Intermediate Unit 1 utilizes a filtering system to ensure that students do not access banned or inappropriate websites. Students are expected to comply with the limits set by this system and not attempt to access sites that are deemed inappropriate by breaking into or disabling the system.

Please refer to IU1 Board policy **#815 – Acceptable Use of Technology**

Electronic Devices

Students are permitted to bring cell phones, iPods/MP3 players, iPads/tablets, and other electronic devices to school. Students will only use appropriate technology at teachers’ discretions. Students will only use appropriate educational applications on their device (i.e., not games and/or non-school related tasks and functions). Students are not permitted to call, text message, email, or electronically communicate with others from their personal device, including other students, parents, guardians, friends, and family during the school day. Students are permitted to access only the Intermediate Unit 1 Educational Campus at Waynesburg’s network through personal devices, not private networks. Electronic devices will be collected during the administration of classroom tests, including state and local assessments.

Students are expected to utilize the electronic devices in accordance with the IU1 Acceptable Use of Technology policy. The principal, police officer, or other designee reserves the right to monitor, inspect, and review a personally owned device or file when administration has a reasonable suspicion that a violation has occurred. Intermediate Unit 1 shall not be liable for the loss, damage, misuse,

theft of any personally owned device brought to the Intermediate Unit 1 Educational Campus at Waynesburg.

Continued violation on the Electronic Devices policy will result in discipline and will result in permanent confiscation of the device.

Please refer to IU1 Board policy **#237 – Electronic Devices.**

Intermediate Unit 1 Issued Devices, Student Use, Rights, and Responsibilities

The Intermediate Unit 1 (IU1) serves a nexus for information technology and innovation. IU1 continuously cultivates a culture of learning to better prepare students for life after high school. Educational technologies are central to this mission. To that end, the IU1 will issue devices to students to further energize personal intellectual development and construct knowledge for college, careers, and beyond.

Rules

The following rules shall apply with respect to IU1 devices:

1. Annual written notice will be provided to all parents/legal guardians of students enrolled in IU1 programs who are to be issued an IU1 device. The notice will contain information relating to the one-to-one technology initiative and pertinent procedures.
2. Each student and the student's parent/legal guardian must sign an agreement for the IU1 issued device use setting forth the terms and conditions set forth in this and other policies and acknowledging receipt of guidelines for use of the device.
3. The agreement shall also include an acknowledgement that the student's use of the IU1 device shall comply with the IU1's policy on Acceptable Use of Technology Policy No. 815, Intermediate Unit 1 Issued Devices, Student Use, Rights, and Responsibilities Policy No. 815.1the student handbook. Compliance with the foregoing shall be required without regard to whether the student is connected to the IU1 Network.
4. Students and parents/legal guardians shall be wholly responsible for the safety, care and security of the IU1 devices assigned to students, and shall be liable to IU1 for the cost of any necessary repair or replacement due to intentional or unintentional damage, loss or theft of the IU1 devices.

5. IU1 issued devices will at all times remain the property of the IU1. Students are responsible for the appropriate use of the IU1 devices, both at school and at home. If an IU1 device is in need of repair, service or other maintenance, students and/or their parents/legal guardians are to inform the respective building administrator or supervisor. Students should not attempt to repair or service IU1 devices. Vandalism to any device or accessory is strictly prohibited.
6. The IU1 Network includes blocking of websites potentially harmful to minors per the terms of the federal Children's Internet Protection Act. Parents/legal guardians are advised to monitor Internet usage when the IU1 issued device is used at home.
7. Students are not permitted to install, modify or tamper with the IU1 device hardware.
8. Operating System Software installations and configuration changes shall be completed by or under the direction of IU1 Technology Staff or others authorized by the Executive Director.
9. Students will be trained regarding use of the IU1 issued device. An orientation will also be available to parents/legal guardians, with respect to the use, care and maintenance of IU1 devices.

Review of Student Files

The use of the IU1 technology resources is not private. Students should not expect that files stored on or transmitted via the IU1's resources will be confidential. All digital transmissions are subject to monitoring by the IU1 employees and other officials. Digital storage is the IU1's property, and as such, network administrators may review files and communications to maintain system integrity and ensure that students are responsibly using technology.

If the IU1 has a reasonable suspicion that the student is violating rules or policies, the IU1 administrators authorized by the Executive Director may review student files and/or data stored on the device. Reasonable suspicion means reasonable grounds exist that the search will uncover evidence that the student violated the law, school rules, or policies. The scope of the search must be reasonably related to the violation that justified the search.

Remote Access

IU1 devices are equipped with the ability to be accessed and/or monitored remotely. When the IU1 issued device is on the IU1 Network and/or on property, the IU1 is permitted to remotely access and/or monitor the device at anytime. When the device is connected to an off-site network and/or not on IU1 property, the organization is prohibited to remotely access the IU1 issued device, except in the following instances:

Technical Problems: In some instances, it may be necessary for the IU1 Technology Staff and/or designee to access an IU1 issued device remotely to resolve a technical problem. The IU1 will implement remote access when the device is on the IU1 Network when possible. However, the foregoing protocol does not apply to the IU1's use of remote access to perform software maintenance, and the IU1 may use remote access to perform software maintenance without informing the student. Software maintenance may involve the correction of altered coding or programming, and in some cases may remove files from the device, if the files are deemed to be a threat to the operation or security of the IU1 Network or are stored in unauthorized software.

Device Reported Missing or Stolen: If a student or a parent/legal guardian believes an IU1 issued device is missing or stolen, the student or parent/guardian must immediately notify the building administrator or supervisor. Once the IU1 is notified, the organization may:

- Remotely disable the device,
- Activate IP tracking or other location-based loss-prevention application,
- Delete all data stored on the device, and/or
- Notify the police (in the event of suspected theft).

At no time will the IU1 device camera be activated remotely, nor will audio or video be remotely monitored.

Discipline

A student's failure to abide by the above guidelines will be subject to possible discipline as established in the applicable Student Code of Conduct or in IU1 policies. Such discipline is in addition to, and not in place of, the student and parent/legal guardian fulfilling their duty to pay for any costs

associated with damage, loss or theft of IU1 devices, and to indemnify and hold the IU1 harmless with respect to any loss or damage incurred arising from any violation of terms and conditions in the agreement for use of IU1 devices.

Refer to IU 1 Board Policy **# 815.1 - Intermediate Unit 1 Issued Devices, Student Use, Rights, and Responsibilities**

Dress Code

The IU1 Board has determined that reasonable regulation of school attire and personal adornment is within its authority and consistent with its responsibility to provide an appropriate environment for learning. Although the IU1 Board recognizes that individual students have a right to free expression, that right must be balanced with the Board's responsibility to provide a safe, secure and orderly educational environment for all students.

Please refer to IU1 Board policy **#221 – Dress and Grooming**

Section 1 – General Clothing Guidelines

Students may not wear the following during the school day:

- Clothing considered a safety hazard such as baggy or excessive layers
- Only one layer of pants/shorts are permitted.
- Torn or ripped clothing that reveals private body parts
- Spandex or skin-tight clothing
- Outer wear (coats and jackets)
- Cutoffs

Section 2 – Tops

- Blouses and shirts must have sleeves.
- Tops may not be low cut or exposing, such as bare backs and bare midriffs.
- Unacceptable tops include: tank, halter and mesh tops, see through blouses and shirts, tube or crop tops, spaghetti straps.
- Shirts may not have writing, pictures or insignia that endorse vulgarity, violence, tobacco, drugs and alcohol, weapons or exhibit obscenities and double meanings.

Section 3 – Pants, Shorts and Skirts

- Shorts and skirts must not be shorter than three (3) inches above the knee.
- Extremely tight pants, shorts and skirts are not permitted.
- Splits in dresses and skirts are not to be longer than 3 inches.
- Pants, shorts and skirts must be secured and worn so that no skin and/or undergarments are exposed.
- Pants with lace material or that lace above the knee are not permitted.

Section 4 – Footwear

- Shoes must be worn at all times.
- Shoes with laces must be tied.
- Sandals must be secured on the feet by the straps provided.
- Shoes with heels must be no higher than one inch.
- Appropriate footwear must be worn for Physical Education classes (i. e., shoes with laces secured to feet).

Section 5 – Jewelry, Headgear and Accessories

- Spiked jewelry, chains, or any other jewelry that may cause injury or is a safety hazard is not permitted.
- Jewelry is to remain on during the course of the day.
- Hats, bandannas, visors, sweatbands, sunglasses, hoods (hoodies), and any other headgear are not permitted. If a student wears a hoodie, the hood must be kept down and not covering his/her head while in the building.
- Patches, buttons, pins, tattoos, jewelry, belts, purses, etc. may not have any writing, pictures or insignia that are obscene, sexually explicit, violent, or drug, alcohol or tobacco related.

Section 6 - Hair

- A student whose hair length would cause a safety or health hazard in courses, such as Vocational Education, Physical Education, Technology Education, Family and Consumer Science, crafts, and/or co-curricular activities, may need to make appropriate accommodations to secure his/her hair.

Section 7 – Health and Hygiene

- All students are expected to maintain good personal hygiene.
- Any clothing that is unhealthy or unsanitary is discouraged (i. e., dirty or giving off a foul odor).
    - If health and hygiene are consistently an issue, these areas will be addressed with your child by a School Social Worker so the appropriate skills can be taught.

Section 8 – Consequences/Remedies

- Student will remove article(s) that violate the dress code.
- Student will call his/her parent to bring a change of clothing or will wear clothing that is provided by the office.
- Student may be isolated if situation cannot be corrected.
- Student will turn clothing inside out if requested to do so.
- Refusal to comply with these remedies will result in disciplinary action.

General Information

School Calendar

The Intermediate Unit 1 Educational Campus at Waynesburg will follow a designated calendar for the 2026-2027 school year. A copy of the calendar is sent home with each student. Additional copies can be obtained from the school secretary.

School Delays and Cancellations

The Intermediate Unit 1 Educational Campus at Waynesburg will announce school delays and cancellations separately from the student's home school district. Closings due to any utility's failure will also be announced on the stations below. In case of inclement weather, delayed openings, school cancellations, early closings, or other emergencies, announcements will be made on the following radio and TV stations:

WANB/105.1 FM	KDKA-TV

WTAE-TV

WPXI-TV

Remote Days

Parents/guardians will be notified of a Remote Day using Class Dojo and the student information system. Notification of the Remote Day will also be sent to the local news channels and posted on their corresponding websites.

Students are expected to participate in the Remote Day using their school-issued Chromebook via livestream instruction using Zoom and/or Google Meet. Teachers will provide livestream instruction according to the previously established master schedule. Students will also be provided paper-based instructional packets to utilize on the Remote Day in the event of technology and/or Internet failure. All instructional supports and related services, including health-related services and mental health supports and services, will continue to be provided as specified in the students' Individualized Education Programs (IEPs) using livestream via Google Meet/Zoom or phone conference.

Students are expected to complete any and all assignments designated for the Remote Day. Students can connect with their teachers via livestream or phone to participate in instruction and receive answers to all questions. For those students with technology access, they will complete and submit all assignments on the date of the Remote Day. Students utilizing the paper instructional packets will submit assignments immediately upon return to school. Students are expected to participate in any scheduled related services, including mental health services and other health-related services, according to the frequency and duration of their respective IEPs via livestream or phone conference.

To document attendance on Remote Day, students with Internet access will be required to login to a Homeroom site via Google Classroom to indicate they are present on the Remote Day. For students without Internet access, in the event of a technology malfunction, or Internet outage, parents/guardians will be required to make a telephone call to the respective Intermediate Unit 1 Campus School of their child's enrollment to indicate the child is present on the Remote Day. Any student who does not login to the Homeroom site via Google Classroom, or call the respective

Intermediate Unit 1 Campus School will be considered absent for the Remote Day. The parent/guardian will be required to provide an excuse for the student's absence. As per the Intermediate Unit 1 Attendance Policy, a student will have 3 days from the date of return to school to produce an excuse before the absence is marked unexcused.

Pledge of Allegiance

It is the responsibility of every citizen of the United States of America to show respect for his/her country and its Flag. A student may choose not to recite the Pledge of Allegiance on the basis of personal belief or religious convictions. A student who chooses to refrain from participation will respect the rights and interests of his/her classmates who wish to participate. A student who chooses to refrain from participation may stand or sit and will remain respectfully silent throughout the Pledge of Allegiance. A student whose manners or actions are disruptive during the Pledge of Allegiance will face disciplinary action deemed appropriate by the school authorities.

Valuables

The school is not responsible for lost or stolen items. A student is prohibited from bringing large sums of money and other items of value to school.

Lost and Found

Lost and Found items are located in the office. Unclaimed items will be disposed of after the completion of Semester 1 (January) and then again after the last day of school.

Lost or Damaged Textbooks

A student is responsible for the proper use and care of his/her textbooks. A student will pay for lost or damaged books.

Emergency Contacts/Legal Documentation

A student and/or his/her parents/guardians must report any change of address and/or telephone number to the office secretary. This information is very important in the event that the school needs to communicate with a parent/guardian (e. g., when a child becomes ill, in emergency situations, etc.).

If the court issues updated custody agreements, legal documentation must be submitted to the school immediately upon receipt. If this would change any information listed on the emergency contact sheet, an updated sheet must be submitted along with the custody agreement.

Public Display of Affection

Displays of affection including, but not limited to, kissing and fondling are not permitted in school. If a verbal warning does not end this problem, then parents/guardians will be notified, and disciplinary action will be taken.

Dismissal/End of the School Day

Only the designated exit is to be used to load buses/vans. Never cross in front of or go between buses. No one is to loiter in the loading area.

Field Trips

IU 1 recognizes that field trips are an educationally sound and important component of the instructional program.

A field trip is defined as any activity that is designed to culminate or enrich a unit of instruction. Students participating in a field trip are transported away from school premises, are provided with a first-hand educational experience not available in the classroom and are supervised by one or more of the Intermediate Unit 1 Educational Campus at Waynesburg staff. During field trips, students remain under the supervision and responsibility of the Intermediate Unit 1 Educational Campus at Waynesburg staff and are subject to all rules and regulations.

Please refer to IU1 Board policy **#121 – Field Trips**

Recruiters

Act 10 of 1991 and then the No Child Left Behind Act of 2001 created mandates for schools receiving federal funds to provide student names, addresses, and telephone numbers to military recruiters. Parents may opt out so that information is not released without their prior consent. Parents must notify the principal in writing of this decision.

Work Permits

A student wishing to obtain a permit for a part-time job during the school year must report to his/her home school to obtain the required forms.

Visitors

Under normal circumstances the staff welcomes and encourages visits to our school by parents/guardians, community residents, agency personnel, and educators. To ensure order, a visitor must comply with the policies and procedures of the Intermediate Unit 1 Educational Campus at Waynesburg. Visitors may also be subject to the school's entry procedures, including the use of metal detectors, having photo identification readily available, etc. All building policies are clearly displayed at each entrance to the building. Individuals participating in approved activities (e.g. student teaching, social work internship, staff training, etc.) and agency personnel providing services to a student will follow the applicable procedures governing their visits. Visitors must sign in and out at the main office and must wear any visitor identification provided to them. The principal must pre-approve any visit to a classroom, and the teacher must be given 24 hours' notice of the visit.

Please refer to IU1 Board policy **#907 – Visitors**

Integrated Pest Management

The Intermediate Unit 1 utilizes integrated pest management procedures to manage structural and landscape pests and the toxic chemicals used for their control to alleviate pest problems with the least possible hazard to people, property and the environment.

Integrated Pest Management (IPM) is the coordinated use of pest and environmental information to design and implement pest control methods that are economically, environmentally and socially sound. IPM promotes prevention over remediation and advocates integration of at least two (2) or more strategies to achieve long-term solutions.

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

The Board established that the Intermediate Unit 1 shall use pesticides only after consideration of the full range of alternatives, based on analysis of environmental effects, safety, effectiveness, and costs.

The Board adopted an Integrated Pest Management Plan for buildings and grounds that complies with policies and regulations promulgated by the Department of Agriculture.

The Executive Director or designee is responsible to implement integrated pest management procedures and to coordinate communications between the Intermediate Unit 1 and the approved contractor.

Please refer to IU1 Board policy **#716 – Integrated Pest Management**

Safety Drills

A fire drill will be held monthly. Other safety drills will be held periodically throughout the school year. Emergency bus evacuation drills will be held twice per year, one during the first week of school and one in March. An emergency weather drill will also be held according to guidelines provided by the Pennsylvania Emergency Management Agency (PEMA). Also, once per year, an emergency evacuation drill will be held. Each student will participate in these practice drills in a safe and orderly manner.

Information concerning emergency procedures can be found in the following letter.

Dear Parent(s)/Guardian(s):

This letter is to assure you of our concern for the safety and welfare of students attending the Intermediate Unit 1 Educational Campus at Waynesburg. Our Emergency Operations Plan provides

response to all types of emergencies. Depending on the circumstances of the emergency, we will use one of the following protective responses:

1. **Immediate Evacuation** Students will be evacuated to a safe area on the school grounds in the event of a fire, gas leak, etc.

2. **Modified Operation** This action may include cancellation/postponement or rescheduling of normal operations. This action is normally taken in cases of inclement weather or building problems (such as utility disruptions, heating issues) that make it unsafe for students to be in attendance.

3. **In-House Sheltering** Provide refuge for students, staff and the public within the school building during an emergency such as sudden and severe weather, hazardous material spills/leakages, etc.

4. **Evacuation** Total evacuation of the campus may be necessary if the school is in an endangered area. In this case, students will be taken to another location outside of the endangered area.

If your residence is in a disaster/endangered area and the Intermediate Unit 1 Educational Campus at Waynesburg is not, your child will be cared for at the school until the danger has subsided, or until you or your authorized designee comes to the school to get him/her.

Please listen to WANB/105.1 FM, Channel 4 WTAE TV, Channel 2 KDKA TV or Channel 11 WPXI TV for announcements relating to any emergency situation.

Please refrain from calling the school during an emergency situation. This will keep the telephone lines open so that Intermediate Unit 1 Educational Campus at Waynesburg staff will be able to make emergency calls and relay information to the appropriate authorities and the media.

The media will advise you when and where to report to regain custody of your child. This will avoid traffic congestion that may impede the response of emergency personnel and vehicles further endangering the safety of students and staff.

When you report to the designated student release area, you will need to:

- Produce a photo identifying you as the authorized person designated to pick up the student.
- Sign the Parent Reunification form.

Included with this letter is the form that the school uses for parents to designate the person or persons authorized to pick up your child. Please complete and return the form to the school office no later than **September 11, 2026.** This form will be used for *ALL INSTANCES* when your child is released from the school. Please ensure that only those persons you list on the form attempt to pick up your child.

In the event your child has a personal vehicle at school at the time of an emergency or evacuation, your consent is also required before the student will be permitted to leave the campus using this vehicle.

I specifically urge you **not** to telephone the school or attempt to make different arrangements during an emergency situation. Such action will only create additional confusion and divert staff from their assigned responsibilities.

All instructions will be provided to the media for dissemination. Should the media be unable to operate because of a power outage, etc., Emergency Management personnel in your area will activate an alternate alerting system.

Emergency conditions/situations may require that the school close for a period of time. In that event, students may be required to complete assignments at home or at another location. You will be informed via the news media or neighborhood alerting system of procedures to be followed.

In order to assure the safety of our students and staff, and in an effort to assure the continuity of the educational process, I ask your understanding and cooperation should any emergency occur. If you have additional questions regarding our emergency operating procedures, please contact me at 724-627-4656.

Sincerely,



Tammy D. Mandich
Intermediate Unit 1
Principal/Supervisor of Special Education
Intermediate Unit 1 Educational Campus at Waynesburg

Student Handbook and Code of Conduct Signature Form

I fully understand the Intermediate Unit 1 Educational Campus at Waynesburg policies and procedures and agree to follow the **Code of Student Conduct** and all rules and procedures explained in this handbook.

_____ _____

Student's Name and/or Signature Date

I have received a copy of the Intermediate Unit 1 Educational Campus at Waynesburg Student-Parent Handbook and understand the policies and procedures located within the handbook.

_____ _____

Parent/Guardian Signature Date

APPENDIX A

SWPBIS BEHAVIOR MATRIX

CONSEQUENCE CHART

 Intermediate Unit 1 Campus at Waynesburg 

"Gryphons"

Expectations	Cafeteria	Hallway	Bus	Restroom	Gym and Recess	Classroom
Let's Be Positive	• Use good manners • Be polite	• Use quiet voices • Smile	• Use kind words • Be kind to others	• Respect yourself • Flush toilets and turn off water	• Use kind words • Include others • Play fairly • Positive sportsmanship	• Be kind to classmates • Be honest
Exhibit Respect	• Keep your area clean • Use kind words • Wait your turn • Follow directions	• Hands to yourself • Voices off • Eyes forward • Use kind language	• Use kind language • Follow directions of the bus driver • Use quiet voices	• Use quiet voices • Place trash in trashcan • Keep restroom clean	• Play fairly • Take turns and share • Use kind words • Return equipment with permission	• Raise your hand • Follow staff directions • Use kind words • Quiet voices
Act Safely	• Walk at all times • Hands and feet to self • Sit properly	• Personal space • Walk at all times • Single file down the right side of the hallway	• Stay in your seat • Hands and feet to yourself • Face forward	• Wash your hands	• Follow directions • Get help when it is needed • Stay in play area and be aware of your surroundings	• Hands and feet to yourself • Be aware of personal space • Follow directions
Do your Best	• Remember money and/or lunch. • Remain with class	• Get to where you need to go • Eyes forward	• Be on time • Follow directions • Keep your area clean	• Get there and get back	• Stand with voices off • Line up when called	• Give your best effort on all schoolwork • Take your time • Keep space organized

Consequence Chart

Minor Problem Behaviors

1. Loss of points
2. Loss of privileges
3. After 3 minor incident reports the student will receive a major incident report

Major Problem Behaviors and Continuation of Minor Problem Behaviors

1. Parent/guardian contact
2. Student Conference
3. Lunch Detention
4. Parent/guardian conference
5. School-based community service
6. In-school-suspension

(Per 9-week grading period)

Major Behaviors with Alternative Consequences

Dress Code-	Call parents to bring other clothes or student will change clothes provided by the school (if available).
Drugs/Alcohol/Tobacco-	Parents/guardians called Consultation with the school district IU1 and school district policies will be implemented
Harassment/Bullying-	1st Offense- Peer mediation and Restorative Circle 2nd Offense- Includes consequences for 1st offense and 1 day of in-school suspension 3 or more offenses- Progressive discipline that may include out- of- school suspension and a citation

Fighting- 1st Offense- Peer mediation and Restorative Circle

2nd Offense- Includes consequences for 1st offense and 1 day of in-school suspension

3 or more offenses- Progressive discipline that may include out- of- school suspension and a citation

Technology Violation- 1st Offense- Loss of technology for remainder of the day

2nd Offense- Loss of technology for 1 week

3rd Offense- Loss of technology for 1 nine-week grading period

Property Damage- 1st Offense- Restitution

2nd Offense- Restitution and school community service

3 or more Offenses- Citation

Physical Aggression toward Staff-

1st Offense- 2 day out-of-school suspension and mediation with staff

2 or more Offenses- Progressive out-of-school suspension and citation

Weapon Violation- All Offenses-

Consultation with school district

All IU1 and school district policies will be implemented

Referral to Law Enforcement

Intermediate Unit 1 Educational Campus at Waynesburg

2026-2027

August 2026 Board Meeting

CHANGES TO STUDENT HANDBOOK

Front Cover

Year change- 2025-2026 to 2026-2027

Distant Learning Attendance

Page 15- Year change- 2025-2026 to 2026-2027

PA High School Graduation Requirements

Page 18- Year change- 2025-2026 to 2026-2027

School Calendar

Page 50- Year change- 2025-2026 to 2026-2027

Remote Days

Page 51- Title change: Flexible Instruction Day (FID) to Remote Days

Safety Drills/Parent Letter

Page 56- Changed the date from September 11, 2025 to September 10, 2026

Appendix A

Page 61- added a consequence chart



INTERMEDIATE UNIT 1

CAMPUS SCHOOL COURSE DESCRIPTION CATALOG

Intermediate Unit 1 | www.iu1.org |
724.938.3241

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CAMPUS SCHOOL DESCRIPTIONS AND LOCATIONS

▼ MCMURRAY

Intermediate Unit 1 Educational Campus at McMurray is located at 625 East McMurray Road, McMurray, PA 15317. The Intermediate Unit 1 Educational Campus at McMurray contributes to the mission of Intermediate Unit 1 by providing quality services to assure students success as they prepare to meet the challenges within a high-tech, information-based society. Knowledgeable, skilled staff with fully equipped facilities further enrich the students' learning.

The IU1 Educational Campus at McMurray offers academic classes that meet the changing needs of school-aged students and families. The Autism Support (School-Age) program provides academic, communication, sensory, and behavioral services to students up to age 21 that have been diagnosed with an autism-spectrum disorder. The program is highly structured with an emphasis on behavior modification and encourages independence and self-sufficiency in the areas of communication, community-based instruction, functional academics, vocational, leisure, and social skills. Each classroom utilizes the principles of Applied Behavior Analysis in supporting student growth.

The Multi-Disability Support (MDS) program provides services for elementary and secondary age students (grades kindergarten to age 21) with more than one disability that results in severe impairment requiring necessary services for independent living. Student instruction is based on the alternative academic standards; social behaviors; pre-vocational, daily living communication skills; and community-based instruction. Other related services provided are based on a student's individualized education program (IEP).

The Comprehensive Therapeutic Emotional Support (CTES) program is designed for those students who are in need of a therapeutic educational setting to address their mental health or emotional needs. Our campus is equipped to take students into this program in grades kindergarten through 12th. Students in these classrooms can receive group and individual therapy each day with master's degree level licensed social workers, as well as medication management on site through a psychiatrist as requested.

The AEDY program is a disciplinary placement. The program provides a challenging education and related services to students in grades 7-12.

Students attend the school on a full-time basis, 5 days per week, and 180 days per year. Students receive a minimum of 20-hours of instruction per week in the core areas of English, Math, Science, and Social Studies, in addition to physical education, health, and a variety of elective courses. The curriculum is aligned with the Pennsylvania (PA) Core Standards and teachers provide individual and group work using differentiated instruction. Each student receives individual and/or group counseling a minimum of 2.5 hours per week provided by the AEDY Counselor.

The purpose of the Partial Hospitalization Program is to provide a family-focused, community-based alternative for children and adolescents with chronic or acute mental health disorders who require active treatment. The aim of the program is to focus on stabilizing the students' emotional functioning so that he/she learns appropriate behavior in order to transition back to the least restrictive environment. The program will focus on the psychological, cognitive, physical and socio-cultural development of children and adolescents. The program will involve an interagency collaboration of all child-serving agencies – mental health, education, children and youth services, drug and alcohol, juvenile justice, health care, and vocational rehabilitation.

The IU1 Empowerment Classroom is a hands-on learning environment placement where students with life skills and emotional support needs build job readiness, confidence, and career awareness through simulated workplace experiences.

The IU1 Educational Campus at McMurray also has several additional services available for students who require them: speech/language, occupational therapy, physical therapy, vision support, hearing support, assistive technology, orientation/mobility, and a full-time nurse.

Facilities like an indoor gym, auditorium, and outside playground courts and fields are available to students at the Campus at McMurray.

▼ WAYNESBURG

Intermediate Unit 1 Educational Campus at Waynesburg is located at 100 EverGreene Drive, Suite 102, Waynesburg, PA 15370. The Intermediate Unit 1 Educational Campus at Waynesburg provides a safe environment where all students can acquire and apply the knowledge and skills to become productive, responsible citizens able to compete within a global economy.

The IU1 Educational Campus at Waynesburg provides education and related services to students in grades K–12 who are in need of highly supportive and comprehensive special education services that are not available in the public-school setting. Students are supported educationally and emotionally by a paraprofessional and social worker.

The Comprehensive Therapeutic Emotional Support (CTES) program at Waynesburg is designed for those students who are in need of a therapeutic educational setting to address their mental health or emotional needs. Waynesburg is equipped to take students into this program in grades K–12. Students in these classrooms receive a minimum of 40 minutes of group therapy with a maximum of 80 minutes of group therapy per day as well as weekly individual sessions based on the individual needs of the student.

The IU1 Educational Campus at Waynesburg offers an Autism Support (School-Age) program for grades K-6. It provides academic, communication, sensory, and behavioral services to students that have been diagnosed with an autism-spectrum disorder. The program is highly structured with an emphasis on behavior modification and encourages independence and self-sufficiency in the areas of communication, community-based instruction, functional academics, vocational, leisure, and social skills. The classroom utilizes the principles of Applied Behavior Analysis in supporting student growth.

The purpose of the Partial Hospitalization Program is to provide a family-focused, community-based alternative for children and adolescents with chronic or acute mental health disorders who require active treatment. The aim of the program is to focus on stabilizing the students' emotional functioning so that he/she learns appropriate behavior in order to transition back to the least restrictive environment. The program will focus on the psychological, cognitive, physical and socio-cultural development of children and adolescents. The program will involve an interagency collaboration of all child-serving agencies – mental health, education, children and youth services, drug and alcohol, juvenile justice, health care, and vocational rehabilitation.

The Outpatient Mental Health Clinic is also located at the IU1 Educational Campus at Waynesburg.

COURSE DESCRIPTION INFORMATION

Chapter 4 Regulations [(§ 4.52] relate to the local assessment system mandates that students must meet the proficiency level or above in the following content areas: English Composition/Literature, Algebra I and Biology. To satisfy these district requirements and to be in alignment with state and local guidelines, the following course descriptions apply to the secondary courses offered at the Intermediate Unit 1 Campus Schools. One credit is awarded to a class, which meets once a day for 36 weeks per 180-day school year. One-half credit is awarded to a class, which meets once a day for 18 weeks per 180-day school year. Classes, which meet less than every day for 18 weeks, shall be awarded a fractional part of a full credit dependent upon the amount of time needed to meet course standards, in accordance with Pennsylvania Department of Education guidelines.

ENGLISH/LANGUAGE ARTS

▼ English/Literature grade 7

This course develops the students' grammar skills, emphasizing parts of speech, sentence patterns, phrases, clauses, and correct usage of verbs, pronouns, and modifiers. It includes a review of capitalization and punctuation. Students may create a personal letter, written response to literature, cause-and-effect essay, poetry and metaphor, eyewitness report, oral anecdote, short story, research essay, coordination and subordination, persuasive speech, and journal writing.

Students work with evidence provided by the textual fiction and nonfiction content to form questions and support comprehension of meaning. The students' understanding of written text is increased through the development of vocabulary and comprehension skills according to the PA Core Standards.

▼ English/Literature grade 8

English 8 focuses on core concepts of language arts: reading comprehension, grammatical fluency, as well as grammatical composition of the basic literary structures and sentence patterns, phrases, clauses, and correct usage of verbs, pronouns, and modifiers. The curriculum highlights an increase in student independence in reading and writing including text dependent analysis. Key literary elements include plot, setting, characterization, theme, style, tone, and mood.

Students will be introduced to at least one example of work from a variety of genres including short story, novel, poetry, drama, and informational text.

▼ English/Literature grade 9

This grade nine course increases the study of Pa Core literary aspects. The curriculum emphasizes independent reading skills and analysis of the structure of literary works. Writing skills are a focus through creative writing exercises and writing prompts. Composition and speech-making activities integrate library skills, grammar and usage, vocabulary and reading comprehension.

Key literary concepts include elements of plot, mood, narrative choice, symbolism, irony, form, and style. Students will be introduced to at least one example of work from a variety of genres including short story, novel, poetry, drama, and informational text.

▼ English/Literature grade 10

English 10 refines students' ability to analyze various literary works independently. The curriculum emphasizes independent reading skills and analysis of the structure of literary works. Writing skills are taught through creative writing exercises. Nonfiction material supports a focus on the author's various writing forms, styles, and persuasion. There is a focus on writing and the three types of writing (narrative, persuasive, and informational). Students have the opportunity to write an autobiographical narrative, persuasive and informational text. Key literary concepts include plot composition, sequence, time period, characterization, purpose, and historical significance. Students will read examples of varying genres of texts including short story, novel, nonfiction, drama, and poetry.

▼ English/Literature grade 11

Focus is on the elements of literature in fiction and nonfiction. The course includes short stories, with an emphasis on plot, setting, character, types of narrator, voice, symbolism, and the different types of irony. Nonfiction material supports a focus on the author's various writing forms, styles, and persuasion. There is a focus on writing and the three types of writing (narrative, persuasive, and informational). Students have the opportunity to write an autobiographical narrative, persuasive and informational essay, and a research paper.

This course includes the literary history of the United States. Time periods studied include Native American, Romanticism, Gothic, Reformation, Realism, and Modernist. In addition to historical understanding, students also develop further literary skills such as myth, summarization, generalization, and sequencing.

▼ English/Literature grade 12

The course builds upon the skills acquired in ELA grade 11. The content has a unit on short stories with an emphasis on plot, setting, character, types of narrator, voice, symbolism, and the different types of irony. There is an emphasis on British literature. In addition to literary independence, students will be expected to write with skills aligned with the PA Core Standards for grade twelve. English/Literature 12 incorporates historical background to increase analysis of progressing literary types. The time period studies include Anglo Saxon, Renaissance, Romantic, and Modern. The literary parameters consist of paraphrasing, narrative structure, tone, iambic pentameter, and poetic form/structure.

MATHEMATICS

▼ Integrated Mathematics Grade 7

The course is designed to improve the development of basic math skills for students. Lessons provide sequential skill development in decimals, number theory, fractions, ratios, proportions, percentages, geometry, and applications. The Big Ideas include developing an understanding of and applying proportionality (including similarity); developing an understanding of and using formulas to determine surface area and volume of three dimensional shapes; and developing an understanding of operations on all rational numbers and solving linear equations. Topics addressed in the text include identifying and plotting ordered pairs in the coordinate plane, converting measurements between the different measurement systems, determining how changes in dimensions affect the perimeter, area, and volume of common geometric figures; constructing and analyzing histograms.

▼ Integrated Mathematics Grade 8

The curriculum provides an academic foundation in pre-algebra that includes integers, percent, equations, inequalities, geometry, coordinate geometry, problem-solving, and selected topics in probability and statistics. This course builds upon the skills and concepts learned in Integrated Math Grade 7. The Big Ideas include analyzing and representing linear functions and solving linear equations and systems of linear equations; analyzing two- and three-dimensional figures by using distance and angle; and analyzing and summarizing data sets. Topics addressed in the text include solving and graphing one and two-step inequalities; comparing, contrasting, and converting measurements between the different measurement systems; and performing operations on real numbers (including integer exponents, radicals, percent, scientific notation, absolute value, rational numbers, and irrational numbers) using multi-step and real world problems.

▼ Algebra 1A

This class is a study of the language, concepts, and techniques of Algebra that will prepare students to approach and solve problems following a logical succession of steps. The algebra standards introduced in this course include knowing equivalent forms of real numbers (including integer exponents, radicals, percentages, scientific notation, absolute value, rational numbers, and irrational numbers); solving equations in one variable that include simplifying algebraic expressions; identifying and applying the properties of real numbers and properties of equality; solving multi-step and real-world applications that involve linear equations and inequalities; and adding, subtracting, and multiplying polynomials.

▼ Algebra 1B

This course builds upon the algebraic skills and concepts addressed in Algebra 1A. This class is a more in depth study of algebraic concepts and processes that can be used to solve a variety of real-world problems. Topics include the real number system, equations and inequalities, linear and quadratic functions, systems of equations and inequalities, exponents and polynomials, radical expressions, quadratic functions and equations, radical equations, and rational expressions and functions.

▼ Foundations of Algebra

This course will provide many opportunities to revisit and expand the understanding of foundational algebra concepts, will employ diagnostic means to offer focused interventions, and will incorporate varied instructional strategies to prepare students for high school mathematics courses.

▼ Geometry

Geometry places an emphasis on logical reasoning in conjunction with proofs and problem solving, and analysis and communication using two and three-dimensional figures. Students will cover points, lines, planes, angles, reasoning and proofs, perpendicular and parallel lines, congruent

triangles, quadrilaterals, proportion and similarity, right triangles, circles, polygons, area, volume, and coordinate geometry. The coursework also includes application for inductive and deductive reasoning skills that pertain to geometric relationships. Additional topics include parallel and perpendicular lines, triangle congruence, polygons and quadrilaterals, extending perimeter, circumference, and area.

▼ Algebra 2

The course consists of the study of linear, quadratic, and polynomial functions. Each of these functions will be graphed, visually interpreted, and applied to real-world situations. Students will learn to compute with radicals and rationales. Statistics and problem solving are also integrated into the curriculum. The course is designed to build on algebraic and geometric concepts. Course content includes a study of the real and complex number systems; using algebra and graphing techniques with linear, quadratic, exponential, polynomial, radical and other types of functions to solve problems; working in two or more variables; using equations, inequalities and matrix equations; linear programming; operations with rational and irrational numbers; and an introduction to probability and statistics.

▼ Consumer Math/Personal Finance Grade 12

Students learn arithmetic skills they can apply in their personal lives and in future careers. There is a focus on occupational topics including wages, deductions, taxes, insurance, recreation and spending, and transportation. Students learn about personal finances, checking and savings accounts, loans and buying on credit, automobile expenses, and housing expenses. Calculator usage is taught to enable the student to perform advanced calculations and enhance problem-solving skills. Students who successfully complete the Consumer Mathematics course will be able to solve practical and functional math problems as related to everyday situations.

SCIENCE

▼ Integrated Science Grade 7

This course provides an integrated and multidisciplinary approach to studying science. This course will provide the students with an introduction to topics such as energy, machines, motion, electricity, astronomy, geology, meteorology, ecology, and life science. The course will use a variety of hand-on experiments to explore these topics. This course will promote individual student achievement through inquiry and project-based learning.

▼ Integrated Science Grade 8

The course will provide the students with an understanding of such topics as energy, machines, motion, electricity and meteorological issues. The course will use a variety of hand-on experiments and virtual experiences to explore these topics. This course will promote individual student achievement through inquiry and project-based learning.

▼ Biology 1A Grade 9

The topics outlined for the course in the PA Biology Assessment Anchors including major biochemical molecules for life, applications of Biology, cells and their structure, cell environments, photosynthesis and cellular respiration, cell growth and division, meiosis and sexual reproduction, ecosystems, populations and communities, transfer of energy through an ecosystem, and the environment.

▼ Biology 1B Grade 10

This course includes the remaining topics outlined in the PA Biology Assessment Anchors including Mendel and his discoveries in the field of heredity, DNA RNA and proteins and the transfer of traits, gene technology and applications in human health, evolutionary theory, genetics and how genes tie in the single cell theory, speciation, classification of species based on their shared qualities and traits, the theory of the history of life on Earth, and coverage of the six major kingdoms on Earth; bacteria (eubacteria and archaebacteria), protists, fungi, plants, and animals. The plant and animals categories also look

further at the diversity of plants and animals and their particular phyla, the processes of life by plants and animals, and how plants and animals are structured.

▼ Environmental Science Grade 11

This course covers the topics of ecology and how life is organized, populations of animals and their interactions with humans, how human interactions affect the water, air and land, discussions of the uses of the Earth's resources and energy production, and how human health is tied in with environmental concepts.

▼ Earth Science Grade 12

The course focuses on how scientists study the earth, the layers and composition of the Earth, how the Earth was formed and how it has evolved, how short-term and long-term processes shape the surface of the earth, how oceans are composed and how they create surface movements, how atmospheric forces affect short-term weather and long-term climate, and the space neighborhood and the features found in it including the solar system, planets and smaller bodies within, stars, galaxies and the universe.

SOCIAL STUDIES

▼ World Geography Grade 7

This course is designed to allow students to study the world in which they live. Students will learn the themes of geography, the features that define the earth, the climate patterns of the earth, and study the peoples and cultures around the world. Students will study and explore the various aspects of geography in all areas of the world. This includes the human, physical, and cultural traits of a region. Students will also study current events on a state, national, and global scale to fully understand and interpret what is happening on a daily basis around the world.

▼ American History Grade 8

This course is a required study of Pennsylvania History. By studying Pennsylvania's History, we can compare the social, political and cultural growth of our State with that of the United States, and the key roles Pennsylvania played in the birth and development of our country. Students will compare and contrast the importance of significant historical documents, artifacts and places critical to Pennsylvania's History. Students will also study the belief systems and religions, commerce and industry and social organizations critical to the growth of our state. Also, students will compare and contrast examples of conflict and cooperation impact history and development, including ethnicity and race, working conditions, immigration, military conflict, and economic stability.

▼ Civics in Practice Grade 9

Students consider the interaction between an American citizen and various levels of government. Students read about and discuss the effect of the United States' government upon the individual. Students will develop a deeper appreciation of Pennsylvania, including the geography, history, voting rights, industries, prominent individuals, and groups that have influenced life today for Pennsylvania residents. Students will complete all assigned readings, in-class assignments, and tests either alone or with teacher and paraprofessional assistance. Oral and silent reading assignments are components of instruction, with scaffolding as necessary.

▼ World History – Human Legacy Grades 10

The World History coursework is designed to facilitate student leadership and the understanding of historical events from the beginning of history to modern times. As leaders and lifelong learners, students must understand, analyze, and synthesize the various people of the past from the Ancient Egyptians to the 20th century global society by examining the societies, political organizations, accomplishments in art, beliefs and values. Also, students will acquire a rich content knowledge about our vast human heritage, gain a deeper understanding of what it means to be human, and come to appreciate our human legacy.

▼ US History 1865-Present Grade 11

This is an introductory study in American history from 1865 to the present. The course examines the major developments of U.S. history since the end of the Civil War to the present. Important individual events will be examined in order to increase the knowledge of our American history during this period. Special attention will be given to reconstruction after the Civil War, the Great Depression of the 1930s and the impact of World War I and II as well as other events that took place and played a highly significant role in our history. Students will be asked to describe at least one important thing they learned from each chapter and to critically analyze the impact this had on the U.S. Writing and discussion assignments will be included. Students will analyze the constant social changes that occur during the time period from a cause and effect relationship.

▼ Government/Economics Grade 12

This course will explore the different types of government and economic structures and the connections between each and how those connections affect the citizens of those countries. In Government, the students will look at the formation of government, the different philosophies of government, leading to the US Constitution and the different aspects of US government, their interactions and the importance, and role, of citizens in government. In Economics, the students will look at the different types of economic systems, classes, the different economic cycles and the impact that the economy has on a population.

PHYSICAL EDUCATION

▼ Physical Education/Health

The course is implemented to help students understand the basic concepts and value of various sports and activities. The course is designed to help students find sport/activity in which they can participate for a lifetime. The students learn warm-up routines, followed by activities that incorporate both large and small muscle movements. This course is used to help students understand how a healthy activity-based lifestyle is important to increasing the quality of everyday life. Students learn about body systems, drug and alcohol abuse, healthy relationships, different types of diseases and prevention, hygiene, and first aid training.

▼ Health

The secondary health program will expose all students to the concepts of total wellness including physical, mental, social and intellectual health. Health education will also include problem-solving, critical thinking and decision making skills. These are essential to student recognition of healthy behavior that can ultimately ensure a healthy lifestyle. In addition to decision making, topics to be covered include the following: alcohol, tobacco and substance avoidance; anatomy and physiology; disease prevention and control; promotion of healthy lifestyles; and continued physical activity throughout one's life.

▼ Journalism Elective

Journalism is a course designed to offer students a chance to expand their writing beyond the typical writing expected in English class. Beginning with journalistic style writing, students will learn the basics of writing for a publication. Students will decide on topics to cover and, utilizing the writing process, will author final drafts for inclusion in the school paper. Focus also includes creative writing styles, and students will author work for a school literary magazine.

▼ Young Adult Fiction Elective

Students enrolled in Young Adult Fiction will examine works of fiction that are aimed toward a younger audience. This is intended to increase interest in reading and to encourage students to consider the benefits gained through reading. Students select from a variety of novels and respond to the literature in writing. Depending upon the needs of the students enrolled, students may read individual titles or selections for the whole class.

▼ Senior Project Elective

Students enrolled in Senior Project will utilize skills in writing and research to meet the requirements of senior projects for their home districts.

▼ Keystone Readiness Elective

The class focuses on enhancing skills to improve students' abilities in critical reading and multi-paragraph writing. Students will be given the opportunity to practice reading not only for comprehension but also for the purpose of responding using a variety of writing forms. Descriptive, expository, and persuasive writing is taught within the context of responding to literature.

▼ PSSA Preparation Elective

For students required to take the PSSA assessments, this course offers additional instruction in the areas of reading and writing. Emphasis is placed on improving skills in descriptive, expository and persuasive writing through regular responses to writing prompts. Students' individual areas of need are used as a basis for individualized instruction.

▼ Nonfiction Elective

Various works of nonfiction are utilized to enhance students' understanding of and experience with words. Using works in a range of contexts and ranging from early American literature to current events, this course offers students an opportunity for a survey study of nonfiction to expose them to the larger picture of literature.

▼ Advanced Writing Elective

Students enrolled in this course have demonstrated a solid understanding of standard written English. The course includes daily practice of expository, descriptive, persuasive, and narrative writing. All stages of the writing process are utilized as students work toward mastery of the standards.

▼ Literature and Cinema Elective

The purpose is to introduce students to classical novels via the technological means of the film. Instead of actually reading a novel, students will be viewing the novel on film. Assignments, graded worksheets, study guides, essays, dialogue making, short film making, and forum discussion will constitute the major part of the course.

▼ Keystone Algebra Elective

This course serves to remediate 11th grade students who were not Proficient or Advanced on the Keystone Exams. This course is a study of the characteristics of functions including their solutions and graphs. Students learn how to use algebra to solve functions applied to real world examples. The topics discussed in this course include linear equations, quadratics, graphing, exponential functions, probability, rational expressions, functions, inequalities, linear Systems, polynomials, quadratics, and Probability and Statistics.

▼ Math Proficiency Development Elective

Mathematics Proficiency Development course is designed to assist students in acquiring the skills necessary to pass proficiency examinations. Topics are designed based on the student's individual strengths and weaknesses to help them increase their understanding of mathematics and their performance on the Keystone exams.

▼ Keystone Algebra Prep Elective

This class is a study of the language, concepts, and techniques of Algebra that will prepare students to approach and solve problems following a logical succession of steps. Skills taught in the course are designed to help students perform better on the Keystone Algebra exam. Topics will include patterns of linear functions, proportional reasoning, percentages, direct variation, solving linear functions, inequalities, modeling using multiple representations, and lines of best fit.

▼ PSSA Prep Elective

For students required to take the PSSA assessments, this course offers additional instruction in the areas of mathematics. Students' individual areas of need are used as a basis for individualized instruction.

▼ Image Learning: Math Elective

Imagine Math is a rigorous, standards-aligned math program that personalized learning for each student. Students are immersed in a language-rich curriculum that uses data to scaffold concepts for each learner, ultimately leading to deep understanding and college and career readiness.

ELECTIVES | *Science*

▼ Science Discovery Elective

This full year elective science course provides an integrated and multidisciplinary approach to studying science. The primary areas of focus will include the application of various branches of science to our lives and technology. This course will have a heavy focus on key vocabulary related to scientific research and the topics investigated. There will also be a heavy focus on key aspects of scientific research and scientific writing.

▼ Keystone Biology Prep Elective

This 12 week elective science course provides a review and overview of the primary topics that will help prepare students for the Keystone Biology Exam. This course will have a heavy focus on the major biological principles and related vocabulary. Students will have the opportunity to track their progress as they complete practice multiple-choice assessments through text and other resources. There will also be a heavy focus on composing written responses to example constructed response Biology Keystone practice questions provided through the PDE item and scoring sampler.

▼ Forensic Science Elective

This course involves many disciplines of scientific study including chemistry, physics, anatomy, and biology to study crime scene

investigation and the law. Students will interact with lab activities as well as virtual online crime studies.

▼ Physical Science Elective

This is an integrated science course with a focus on Physical Science. It includes the following topics: measurement, the scientific method, Newton's Law, Chemistry, Astronomy, Life Science, and Environmental Science. Students will also participate in a variety of labs.

ELECTIVES | *Social Studies*

▼ Current Events Elective

The course goal is for students to show an understanding of political, social, and economic issues that have dominated the news recently. Students conduct research on current event topics using reliable websites and other sources. Students also analyze and interpret news stories from traditional news outlets (newspapers, websites, TV broadcasts.) It is aligned to the PA Core: History and Social Studies standards.

▼ Holocaust, Genocide and Human Rights Violations Elective

Standards based class that includes print and digital resources to foster knowledge and understanding of the Holocaust and its relevance to contemporary society. It focuses on what can happen when hate, extreme prejudice ideology and discrimination are permitted to flourish and become official policy. This utilizes the Echoes and Reflections Teacher's Resource Guide and website.

▼ History of Rock and Roll Elective

This is an introductory course that traces the history of Rock N' Roll music from its rise as a blending of White and African-American music traditions amid the youth-oriented culture of post-World War II America to its subsequent diversification and internationalization. Content is viewed in the context of the political, historical, demographic, cultural

and technological forces at work in the modern and postmodern world. The course encourages the development of qualitative and quantitative listening skills and will incorporate extensive use of recorded musical examples. Students will be expected to complete listening and research assignments.

ELECTIVES | *Career*

▼ Career Readiness Elective

The Career Prep/Awareness class is designed to teach students specific skills and to help guide them with career exploration. Students will be required to complete specific components of the course by exploring different career paths, education needed, and interpersonal skills needed in the work environment. Students will also create individual, online career portfolios.

▼ World of Work Elective

This course has a focus of preparing students to enter the workforce and help them obtain the writing skills needed to obtain a job or prepare for post-secondary college and training programs. The focus is on developing career goals, developing a career plan, and researching careers in which they are interested. Students learn how to find job openings, apply for a job, create a resume, and complete a mock interview. Students learn the skills needed to succeed on the job as well as understand their paycheck and taxes. The course has a focus on managing money (making a budget, check writing, and understanding banking and credit). Students learn how to research the requirements for two-four year colleges based on their post-secondary needs and goals. Students will understand what agencies will help them to succeed after high school graduation. Students will also create individual, online career portfolios.

▼ RENEW

This course is individualized for the student and focuses on school-to-work transitions. Students focus on self-determination, personal futures planning, creative and individualized school-to-career planning, and building family and other community support. This course supports students in designing and pursuing a plan for transition from school to adult life.

▼ Launch 2 Learn: Entrepreneurship through Entre Ed

Students will explore diverse approaches to entrepreneurship, problem framing, and defining your idea. Through this curriculum, students will leverage existing resources to narrow your idea and target market, then build your competitive edge. By the end of the course, students will forge the financial foundations of their chosen venture/entrepreneurial business and pitch with poise to launch their product.

▼ Simulated Workplace

This course provides students the opportunity to master the skill sets and attributes necessary for gainful employment. It provides an educational environment that emulates the future workplace. Students will apply for jobs within the simulated workplace company, become employees and earn money for the company, become more accountable for their impact on the company's success, and be assessed by instructors as well as business/industry teams from outside of the school. A simulated workplace is a new way of documenting student knowledge within an authentic work setting, while replicating proper business and industry processes and procedures.

▼ Industrial Manufacturing Technician Pre-Apprenticeship: Safety

This online, pre-apprenticeship course helps high school students begin a pathway to a career in manufacturing. Due to changing manufacturing technologies, entry-level workers require higher skills than before and employers are struggling to recruit and retain workers. This course provides a stackable credential as an industrial manufacturing technician. In this course, students focus on manufacturing safety through the following topics: an introduction to advanced manufacturing;

communication skills; being a productive team member; training and leadership; safety in an organization; personal protective equipment; fire/electrical safety; a safe work area; hazardous material safety; machine/tool safety; and material handling safety. This online pre-apprenticeship class leads to a nationally recognized industry credential/certification.

▼ Industrial Manufacturing Technician Pre-Apprenticeship: Quality Practices and Measurement

This online, pre-apprenticeship course helps high school students begin a pathway to a career in manufacturing. Due to changing manufacturing technologies, entry-level workers require higher skills than before and employers are struggling to recruit and retain workers. This course provides a stackable credential as an industrial manufacturing technician. In this course, students focus on quality practices and measurement through the following topics: blueprint reading; basic measurement; precision measurement tools; dimensional gauging; quality systems; an introduction to SPC; control charts; and continuous improvement. This online pre-apprenticeship class leads to a nationally recognized industry credential/certification and hands-on training is provided on the SkillsBoss.

▼ Industrial Manufacturing Technician Pre-Apprenticeship: Manufacturing Process and Production

This online, pre-apprenticeship course helps high school students begin a pathway to a career in manufacturing. Due to changing manufacturing technologies, entry-level workers require higher skills than before and employers are struggling to recruit and retain workers. This course provides a stackable credential as an industrial manufacturing technician. In this course, students focus on manufacturing process and production through the following topics: identify customer needs; determine resources available for the production process; set up equipment for the production process; set team production goals; make job assignments; coordinate workflow with team members and other work groups; communicate production and material requirements and product specifications; perform and monitor the process to make the product; document product and process compliance with customer requirements; and prepare final product for shipping or distribution. This online

pre-apprenticeship class leads to a nationally recognized industry credential/certification and hands-on training is provided on the SkillsBoss.

▼ Industrial Manufacturing Technician Pre-Apprenticeship: Maintenance Awareness

This online, pre-apprenticeship course helps high school students begin a pathway to a career in manufacturing. Due to changing manufacturing technologies, entry-level workers require higher skills than before and employers are struggling to recruit and retain workers. This course provides a stackable credential as an industrial manufacturing technician. In this course, students focus on maintenance awareness through the following topics: perform preventive maintenance and routine repair; monitor indicators to ensure correct operations; perform all housekeeping to maintain production schedule; recognize potential maintenance issues with basic production systems, including knowledge of when to inform maintenance personnel about problems with: Electrical systems, Pneumatic systems, Hydraulic systems, Machine automation systems, Lubrication processes, Bearings and couplings, Belts and chain drives; record process outcomes and trends; identify fundamentals of blueprint reading; high vacuum systems; laser systems. This online pre-apprenticeship class leads to a nationally recognized industry credential/certification and hands-on training is provided on the SkillsBoss.

▼ Financial Literacy

This course establishes a unified vision for K–12 personal finance education by articulating the long-term transfer goals, big ideas and essential questions. It clarifies how core concepts unfold across grade bands and how they collectively prepare students for responsible financial decision-making beyond high school. The course serves as a foundational resource for planning, reviewing, and strengthening personal finance learning experiences across grade levels.

▼ Empowerment Collaborative Elective

Through project-based learning, career exploration, and community partnerships, students develop the skills, confidence, and independence

needed to thrive after graduation. This class emphasizes both academic growth and the development of essential soft skills such as communication, teamwork, problem-solving, and leadership. Students make decisions, take on leadership responsibilities, and actively participate in shaping their educational experience. This course for grades 6-12 empowers students to see themselves as capable, valued, and prepared individuals who are ready to contribute positively to their communities and future workplaces.

ELECTIVES | *Fab Lab*

▼ Fab Lab 1: Intro to Computer Design and Digital Fabrication

What is a Fab Lab? If you'd like to learn, start here! In this introductory course we explore our most popular lab tools and work together to make vinyl stickers, cut with a laser, and print in 3D. Students are exposed to different methods of digital design, critical thinking, and learn the benefits of prototyping. Students will design and create various projects for themselves, their school, and their community. This course is designed to be accessible to anyone with basic computer skills.

▼ Fab Lab 2: Dream It, Design It, Make It

This course in Digital Fabrication challenges students to become makers and learn skills in digital two- and three-dimensional fabrication. Participants gain extensive hands-on experience with 3-D printers, CNC milling machines and laser and vinyl cutters by creating a variety of custom projects for themselves, their school, and their community.

▼ Fab Lab 3: How to Make Anything

This course covers a wide range of design and fabrication techniques, including laser cutting, 3D printing, vinyl cutting, basic circuitry, and molding and casting. This course is designed to be accessible to anyone with basic computer skills, but it contains plenty of interesting and challenging projects for those at all levels of expertise. Students will design and make a variety of projects for themselves, their school, and others.

▼ Fab Lab 4: Imagine, Design & Create

In this course students imagine and create projects in an environment where innovation and inspiration thrive. Our Fab Lab offers access to state-of-the-art technologies ranging from a woodshop, 3D printers, laser and vinyl cutters, CNC milling machines, cold casting and more. Students will prototype new product ideas, improve on existing ones or craft for fun. The Fab Lab offers the tools and intellectual resources needed to imagine, design and create. Students will design and make a variety of projects for themselves, their school, and their community.

▼ Education Corporation (EdCorps) 1: Business as a Force for Learning

Students explore entrepreneurship and operate an e-commerce business to ship their ideas and talents into the world. These student-run businesses allow students to explore their passions and interests, learn content by engaging with it in authentic ways and connect with their communities. In this nation-wide program, thousands of students all across the country count themselves as co-founders and social entrepreneurs, running real businesses and supporting causes they care about.

▼ Education Corporation (EdCorps) 2: A Student-Led Business

Students will continue to explore entrepreneurship and operate an e-commerce business to ship their ideas and talents into the world. These student-run businesses allow students to explore their passions and interests, learn content by engaging with it in authentic ways and connect with their communities. Students are expected to make a sellable product or service proposed for customers beyond the school community, market their product/service to the community via EdCorps e-commerce platform, and share stories with other EdCorps classes across the nation. Students will mentor other students who are in the Education Corporation (EdCorps) 1: Business as a Force for Learning course.

▼ Music and the Fab Lab

In this course, students will study the potential impact on digital fabrication in the influence and creation of musical instruments. In this course, students will engage in the development and creation of various digitally fabricated musical instruments such as a kazoo, pellet drum recorder, kalimba, guitar, violin, and harmonica. Students will also be provided instruction on how to play the instruments that are built. Students will also be provided the opportunity to design and build an innovative, new musical instrument unique to each student.

▼ Art and the Fab Lab

In this course, students will be encouraged to utilize digital fabrication equipment in creative ways, combining different processes and mediums to push the limits of their artistic ideas. Students will complete a series of projects such as vinyl acrylic paintings, Andy Warhol self-portraits, painted canvas shoes using vinyl, and more. Students will infuse classic art techniques and mediums with current digital fabrication tools and methods.

▼ Robotics Technician Pre-apprenticeship

In this course, students participate in a pre-apprenticeship program to prepare graduating students to enter into an apprenticeship program in robotics and manufacturing. This course introduces students to robotics, connects students to industry partners, provides industry mentorship, and helps students build a skills portfolio for graduation which includes interviews, internships, and more.

ELECTIVES | *Computer Science*

▼ CMU Computer Science Academy A

This high school computer science curriculum engages students in the first six units of the CMU CS Academy course. Through the browser-based, interactive textbook program, students are introduced to Python

programming through a variety of exercises that incorporate fun graphics and animations. Students will be introduced to programming concepts including, but not limited to creating drawings, functions, properties, mouse events, key events, conditionals, helper functions, and motions. At the end of each unit, students will complete creative tasks that highlight their learning from each unit.

▼ CMU Computer Science Academy B

This high school computer science curriculum engages students in the second six units of CMU CS Academy. This browser-based, interactive textbook program expands students' Python programming skills by interacting with exercises that practice concepts including, but not limited to local variables, a variety of types of loops, shapes, strings, lists, return values. At the end of each unit, students will complete creative tasks that highlight their learning from each unit.

FUSION CYBER SOLUTIONS ONLINE CORE COURSES

Imagine Learning, Edmentum, Lincoln Learning, Accelerate Education, Pearson.

ENGLISH LANGUAGE ARTS 6

This course eases students' transition to middle school with engaging, age-appropriate literary and informational reading selections Students learn to read critically, analyze texts, and cite evidence to support ideas as they read essential parts of literary and informational texts and explore a full unit on Lewis Carroll's classic novel Through The Looking Glass. Vocabulary, grammar, and listening skills are sharpened through lessons that give students explicit modeling and ample practice Students also engage in routine, responsive writing based on texts they have read In extensive, process-based writing lessons, students write topical essays in narrative, informative, analytical, and argumentative formats In this full-year course, students develop a mastery of reading, writing, and language arts skills

ENGLISH LANGUAGE ARTS 7

Students grow as readers, writers, and thinkers in this middle school course With engaging literary and informational texts, students learn to think critically, analyze an author's language, and cite evidence to support ideas Students complete an in-depth study of Jack London's classic novel White Fang and read excerpts from other stories, poetry, and nonfiction Explicit modeling and ample opportunities for practice help students sharpen their vocabulary, grammar, and listening skills Students also respond routinely to texts they have read In extensive, process-based writing lessons, students write topical essays in narrative, informative, analytical, and argumentative

formats In this full-year course, students develop a mastery of reading, writing, and language arts skills

ENGLISH LANGUAGE ARTS 8
In this course, students build on their knowledge and blossom as thoughtful readers and clear, effective writers A balance of literary and informational texts engage students throughout the course in reading critically, analyzing texts, and citing evidence to support claims Students sharpen their vocabulary, grammar, and listening skills through lessons designed to provide explicit modeling and ample opportunities to practice Students also routinely write responses to texts they have read, and use more extensive, process-based lessons to produce full-length essays in narrative, informative, analytical, and argumentative formats In this full-year course, students develop a mastery of reading, writing, and language arts skills

ENGLISH LANGUAGE ARTS 9
This freshman-year English course engages students in literary analysis and inferential evaluation of great texts both classic and contemporary While critically reading fiction, poetry, drama, and literary nonfiction, students will master comprehension and literary-analysis strategies Interwoven in the lessons across two semesters are activities that encourage students to strengthen their oral language skills and produce clear, coherent writing Students will read a range of classic texts including Homer's The Odyssey, Shakespeare's Romeo and Juliet, and Richard Connell's "The Most Dangerous Game " They will also study short but complex texts, including influential speeches by Dr Martin Luther King Jr , Franklin D Roosevelt, and Ronald Reagan Contemporary texts by Richard Preston, Julia Alvarez, and Maya Angelou round out the course

ENGLISH LANGUAGE ARTS 10
Focused on application, this sophomore English course reinforces literary analysis and twenty-first century skills with superb pieces of literature and literary nonfiction, application e-resources, and educational interactives Each thematic unit focuses on specific literary analysis skills and allows students to apply them to a range of genres and text structures As these units meld modeling and application, they also expand on training in media literacy, twenty-first century career skills, and the essentials of grammar and vocabulary Under the guidance of the Imagine Edgenuity Course Catalog 2023–20244 writing software, students also compose descriptive, persuasive, expository, literary analysis, research, narrative, and compare-contrast essays

ENGLISH LANGUAGE ARTS 11
This junior-year English course invites students to delve into American literature from early Indigenous voices through contemporary works Students engage in literary analysis and inferential evaluation of great texts as the centerpieces of this course While critically reading fiction, poetry, drama, and expository nonfiction, students master comprehension and literary analysis strategies Interwoven in the lessons across two semesters are tasks that encourage students to strengthen their oral language skills and produce creative, coherent writing Students read a range of short but complex texts, including works by Ralph Waldo Emerson, Emily Dickinson, Herman Melville, Nathaniel Hawthorne, Paul Laurence Dunbar, Martin Luther King, Jr , F Scott Fitzgerald, Sandra Cisneros, Amy Tan, and Dave Eggers

ENGLISH LANGUAGE ARTS 12
This senior-level English course offers fascinating insight

into British literary traditions spanning from Anglo-Saxon writing to the modern period With interactive introductions and historical contexts, this full-year course connects philosophical, political, religious, ethical, and social influences of each time period to the works of many notable authors, including Chaucer, William Shakespeare, Queen Elizabeth I, Elizabeth Barrett Browning, and Virginia Woolf Adding an extra dimension to the British literary experience, this course also exposes students to world literature, including works from India, Europe, China, and Spain

AP® ENGLISH LANGUAGE & COMPOSITION
In this introductory college-level course designed to prepare students for the Advanced Placement exam, students advance their understanding of rhetoric and writing through the reading, analyzing, and writing of rhetorical texts Throughout the course, students explore the basic tenets of writing and argumentation, such as rhetorical situation, claims and evidence, reasoning and organization, and style Students will read and analyze a variety of nonfiction genres, including essays, journalism articles, political writings, science writings, nature writings, autobiographies, biographies, diaries, speeches, history writings, and criticisms from multiple perspectives and backgrounds The primary focus is on writing evidence-based analytical, synthesis, and argumentative essays and analyzing the rhetorical choices of a wide range of nonfiction writers In addition to explicit instruction and a variety of independent and collaborative learning opportunities, the course offers specific exam preparation lessons and practice

AP ENGLISH LITERATURE & COMPOSITION
In this introductory college-level course designed to prepare students for the Advanced Placement exam,

students develop the fundamentals of literary analysis and introductory college compositions The course focuses on analyzing, evaluating, and interpreting literary fiction, poetry, and drama from a range of literary periods, authors, and perspectives The diverse canon allows students to explore the function of character, setting, structure, narrator, and figurative language Through a wide range of instruction and collaborative writing activities, students articulate their interpretation of literature through writing The course includes exam preparation and practice that anticipates common student misconceptions

LITERACY & COMPREHENSION I

This course is one of two intervention courses designed to support the development of strategic reading and writing skills These courses use a thematic and contemporary approach, including high-interest topics to motivate students and expose them to effective instructional principles using diverse content area and real-world texts Both courses offer an engaging technology-based interface that inspires and challenges students to gain knowledge and proficiency in the following comprehension strategies: summarizing, questioning, previewing and predicting, recognizing text structure, visualizing, making inferences, and monitoring understanding with metacognition Aimed at improving fluency and vocabulary, self-evaluation strategies built into these courses inspire students to take control of their learning

LITERACY & COMPREHENSION II

Offering high-interest topics to motivate students who are reading two to three levels below grade, this course works in conjunction with Literacy & Comprehension I to use a thematic and contemporary approach to expose students to effective instructional principles using diverse content area and real-world texts Each of these reading intervention

courses offers an engaging, technology-based interface that inspires and challenges high school and middle school students to gain knowledge and proficiency in the following comprehension strategies: summarizing, questioning, previewing and predicting, recognizing text structure, visualizing, making inferences, and monitoring understanding with metacognition Aimed at improving fluency and vocabulary, self-evaluation strategies built into these courses inspire students to take control of their learning

EXPOSITORY READING AND WRITING

This elective English course is designed to develop critical reading and writing skills while preparing high school students to meet the demands of college-level work While students will explore some critical reading skills in fiction, poetry, and drama the focus of this course will be on expository and persuasive texts and the analytical reading skills that are necessary for college success Students will read a range of short but complex texts, including works by Walt Whitman, Abraham Lincoln, Cesar Chavez, Martin Luther King Jr , Langston Hughes, Julia Alvarez, Edna St Vincent Millay, and Gary Soto

INTRODUCTION TO COMMUNICATIONS AND SPEECH

Beginning with an introduction that builds student understanding of the elements, principles, and characteristics of human communication, this course offers fascinating insight into verbal and nonverbal messages and cultural and gender differences in the areas of listening and responding High school students enrolled in this course will be guided through engaging lectures and interactive activities, exploring themes of self-awareness and perception in communication The course concludes with units on informative and persuasive speeches, and students are given the opportunity to critique and analyze speech

of each time period to the works of many notable authors, including Chaucer, William Shakespeare, Queen Elizabeth I, Elizabeth Barrett Browning, and Virginia Woolf Adding an extra dimension to the British literary experience, this course also exposes students to world literature, including works from India, Europe, China, and Spain

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CLASSIC NOVELS AND AUTHOR STUDIES

The Classic Novels mini-courses give students the opportunity to fully explore a large work of fiction or to be introduced to a celebrated author Designed to stand alone or to be inserted into an existing Imagine Edgenuity course, each mini-course guides students through the work with lectures, web activities, journals, and homework/practice Students study the following novels: 1984, A Midsummer Night's Dream, Call of the Wild, Dr. Jekyll and Mr. Hyde, Heart of Darkness, Jane Eyre, Macbeth, Mrs. Dalloway, Portrait of the Artist, Robinson Crusoe, The House of Seven Gables, The Red Badge of Courage, and The Three Musketeers along with the following author studies: Jorge Luis Borges and Flannery O'Connor

MATHEMATICS 6

This course begins by connecting ratio and rate to multiplication and division, allowing students to use ratio reasoning to solve a wide variety of problems Students further apply their understanding of multiplication and division to explain the standard procedure for dividing fractions This course builds upon previous notions of the number system to now include the entire set of rational numbers Students begin to understand the use of variables as they write, evaluate, and simplify expressions They use the idea of equality and properties of operations to solve one-step equations and inequalities In statistics, students explore different graphical ways to display data They use data displays, measures of center, and measures of variability to summarize data sets The course concludes with students reasoning about relationships among shapes to determine area, surface area, and volume

MATHEMATICS 7

This course begins with an in-depth study of proportional reasoning during which students utilize concrete models such as bar diagrams and tables to increase and develop conceptual understanding of rates, ratios, proportions, and percentages Students' number fluency and understanding of the rational number system are extended as they perform operations with signed rational numbers embedded in real-world contexts In statistics, students develop meanings for representative samples, measures of central tendency, variation, and the ideal representation for comparisons of given data sets Students develop an understanding of both theoretical and experimental probability Throughout the course, students build fluency in writing expressions and equations that model real-world scenarios They apply their understanding of inverse operations to solve multi-step equations and inequalities Students build on their proportional reasoning to solve problems about scale drawings by relating the corresponding lengths between objects

The course concludes with a geometric analysis of angle relationships, area, and volume of both two- and three-dimensional figures

MATHEMATICS 8

The course begins with a unit on input-output relationships that builds a foundation for learning about functions Students make connections between verbal, numeric, algebraic, and graphical representations of relations and apply this knowledge to create linear functions that can be used to model and solve mathematical and real-world problems Technology is used to build deeper connections among representations Students focus on formulating expressions and equations, including modeling an association in bivariate data with a linear equation, and

writing and solving linear equations and systems of linear equations Students develop a deeper understanding of how translations, rotations, reflections, and dilations of distances and angles affect congruency and similarity Students develop rules of exponents and use them to simplify exponential expressions Students extend rules of exponents as they perform operations with numbers in scientific notation Estimating and comparing square roots of non-perfect squares to perfect squares exposes students to irrational numbers and lays the foundation for applications such as the Pythagorean theorem, distance, and volume

PRE-ALGEBRA

This full-year course is designed for high school students who have completed a middle school mathematics sequence but are not yet algebra-ready This course reviews key algebra readiness skills from the middle grades and introduces basic Algebra I work with appropriate support Students revisit concepts in numbers and operations, expressions and equations, ratios and proportions, and basic functions By the end of the course, students are ready to begin a more formal high school Algebra I study

ALGEBRA I

This full-year course focuses on five critical areas: relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations, and quadratic functions and modeling This course builds on the foundation set in middle grades by deepening students' understanding of linear and exponential functions and developing fluency in writing and solving one-variable equations and inequalities Students will interpret, analyze, compare, and contrast functions that are represented

numerically, tabularly, graphically, and algebraically Quantitative reasoning is a common thread throughout the course as students use algebra to represent quantities and the relationships among those quantities in a variety of ways Standards of mathematical practice and process are embedded throughout the course, as students make sense of problem situations, solve novel problems, reason abstractly, and think critically

GEOMETRY

This course formalizes what students learned about geometry in the middle grades with a focus on reasoning and making mathematical arguments Mathematical reasoning is introduced with a study of triangle congruency, including exposure to formal proofs and geometric constructions Then students extend what they have learned to other essential triangle concepts, including similarity, right-triangle trigonometry, and the laws of sines and cosines Moving on to other shapes, students justify and derive various formulas for circumference, area, and volume, as well as cross-sections of solids and rotations of two-dimensional objects Students then make important connections between geometry and algebra, including special triangles, slopes of parallel and perpendicular lines, and parabolas in the coordinate plane, before delving into an in-depth investigation of the geometry of circles The course closes with a study of set theory and probability, as students apply theoretical and experimental probability to make decisions informed by data analysis

ALGEBRA II

This course focuses on functions, polynomials, periodic phenomena, and collecting and analyzing data The course begins with a review of linear and quadratic functions to solidify a foundation for learning

these new functions Students make connections between verbal, numeric, algebraic, and graphical representations of functions and apply this knowledge as they create equations and inequalities that can be used to model and solve mathematical and real-world problems As students refine and expand their algebraic skills, they will draw analogies among the operations and field properties of real numbers and those of complex numbers and algebraic expressions Mathematical practices and habits of mind are embedded throughout the course, as students solve novel problems, reason abstractly, and think critically

PRECALCULUS

With an emphasis on function families and their representations, Precalculus is a thoughtful introduction to advanced studies leading to calculus The course briefly reviews linear equations, inequalities, and systems and moves purposefully into the study of functions Students then discover the nature of graphs and deepen their understanding of polynomial, rational, exponential, and logarithmic functions Scaffolding rigorous content with clear instruction, the course leads students through an advanced study of trigonometric functions, matrices, and vectors The course concludes with a short study of probability and statistics

AP CALCULUS AB

This college-level, yearlong course prepares students for the Advanced Placement (AP) Calculus AB Exam Major topics of study in this full-year course include a review of pre-calculus, limits, derivatives, definite integrals, mathematical modeling of differential equations, and the applications of these concepts Emphasis is placed on the use of technology to solve problems and draw conclusions The course utilizes a multi-representative approach

to calculus with concepts and problems expressed numerically, graphically, verbally, and analytically

MATHEMATICS I

The first in an integrated math series for high school, this course formalizes and extends middle school mathematics, deepening students' understanding of linear relationships The course begins with a review of relationships between quantities, building from unit conversion to a study of expressions, equations, and inequalities Students contrast linear and exponential relationships, including a study of sequences, as well as applications such as growth and decay Students review one-, two-, and multi-step equations, formally reasoning about each step using properties of equality Students extend this reasoning to systems of linear equations Students use descriptive statistics to analyze data before turning their attention to transformations and the relationship between algebra and geometry on the coordinate plane

MATHEMATICS II

This course begins with a brief exploration of radicals and polynomials before delving into quadratic expressions, equations, and functions, including a derivation of the quadratic formula Students then embark on a deep study of the applications of probability and develop advanced reasoning skills with a study of similarity, congruence, and proofs of mathematical theorems Students explore right triangles with an introduction to right-triangle trigonometry before turning their attention into the geometry of circles and making informal arguments to derive formulas for the volumes of various solids

MATHEMATICS III

This course synthesizes previous mathematical learning

in four focused areas of instruction. First, students relate visual displays and summary statistics to various types of data and to probability distributions with a focus on drawing conclusions from the data. Then, students embark on an in-depth study of polynomial, rational, and radical functions, drawing on concepts of integers and number properties to understand polynomial operations and the combination of functions through operations This section of instruction builds to the fundamental theorem of algebra. Students then expand the study of right-triangle trigonometry they began in Mathematics II to include non-right triangles and developing the laws of sines and cosines. Finally, students model an array of real-world situations with all the types of functions they have studied, including work with logarithms to solve exponential equations. As they synthesize and generalize what they have learned about a variety of function families, students appreciate the usefulness and relevance of mathematics in the real world

MATHEMATICAL MODELS WITH APPLICATIONS
Broadening and extending the mathematical knowledge and skills acquired in Algebra I, the primary purpose of this course is to use mathematics as a tool to model real-world phenomena students may encounter daily, such as finance and exponential models. Engaging lessons cover financial topics, including growth, smart money, saving, and installment-loan models. Prior mathematical knowledge is expanded and new knowledge and techniques are developed through real-world application of useful mathematical concepts.

FINANCIAL MATH
Connecting practical mathematical concepts to personal and business settings, this course offers informative and highly useful lessons that challenge students to gain a

deeper understanding of financial math. Relevant, project-based learning activities cover stimulating topics such as personal financial planning, budgeting and wise spending, banking, paying taxes, the importance of insurance, long-term investing, buying a house, consumer loans, economic principles, traveling abroad, starting a business, and analyzing business data. Offered as a two-semester course for high school students, this course encourages mastery of math skill sets, including percentages, proportions, data analysis, linear systems, and exponential functions.

CONCEPTS IN PROBABILITY AND STATISTICS

This full-year high school course provides an alternative math credit for students who may not wish to pursue more advanced mathematics courses such as Algebra II and Pre-Calculus. The first half of the course begins with an in-depth study of probability and an exploration of sampling and comparing populations and closes with units on data distributions and data analysis. In the second half of the course, students create and analyze scatter plots and study two-way tables and normal distributions. Finally, students apply probability to topics such as conditional probability, combinations and permutations, and sets.

AP STATISTICS

This yearlong, college-level course is designed to prepare students for the Advanced Placement (AP) Statistics exam. Major topics of study include exploring one-and two-variable data, sampling, experimentation, probability, sampling distributions, and statistical inference. These topics are organized into three big ideas: variation and distribution, patterns and uncertainty, data-based predictions, decisions, and conclusions.

STATISTICS

This fourth-year high school math option provides a comprehensive introduction to data analysis and statistics. Students begin by reviewing familiar data displays through a more sophisticated lens before diving into an in-depth study of the normal curve. They then study and apply simple linear regression and explore sampling and experimentation. Next, students review probability concepts and begin a study of random variables. Later topics also include sampling distributions, estimating and testing claims about proportions and means, and inferences and confidence intervals.

TRIGONOMETRY*

In this one-semester course, students use their geometry and algebra skills to begin their study of trigonometry. Students will be required to express understanding using qualitative, quantitative, algebraic, and graphing skills. This course begins with a quick overview of right-triangle relationships before introducing trigonometric functions and their applications. Students explore angles and radian measures, circular trigonometry, and the unit circle. Students extend their understanding to trigonometric graphs, including the effects of translations and the inverses of trigonometric functions. This leads to the laws of sines and cosines, followed by an in-depth exploration of trigonometric identities and applications. This course ends with an introduction to the polar coordinate system, complex numbers, and DeMoivre's theorem.

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SCIENCE

Science courses include options for hands-on wet labs, as well as virtual labs. If schools choose to use the wet labs, lists of required materials can be found for each lab in the Help Center. These materials are not included in the courses. (Note that schools can also customize wet labs out of most courses and use the virtual labs instead. AP Biology does not have a virtual lab option; wet labs are required.)

LIFE SCIENCE

Examining a broad spectrum of the biological sciences, Life Science is a full-year course for middle school students that builds on basic principles of scientific inquiry and translates those skills to more complex, overarching biological themes. The course includes units that help students understand the definitions, forms, and classifications of living organisms and learn to analyze the diversity of each unique group of living organisms. Other units introduce students to the structures and functions of cells, cell theory, and cell reproduction. These larger themes are then applied to other topics, such as genetics, Darwinian theory, and human biology and health. An introduction of ecology draws all of these concepts together to examine the interrelationships that help to maintain life on Earth.

EARTH SCIENCE

Students enrolled in this dynamic course explore the scope of Earth sciences, covering everything from basic structure and rock formation to the incredible and volatile forces that have shaped and changed our planet. As climate change and energy conservation become increasingly prevalent in the national discourse, it will be important for students to understand the concepts and causes of our changing Earth. Earth Science is a two-semester course that provides a solid foundation for understanding the

physical characteristics that make the planet Earth unique and examines how these characteristics differ among the planets of our solar system.

PHYSICAL SCIENCE

This full-year course focuses on basic concepts in chemistry and physics and encourages exploration of new discoveries in the field of physical science. The course includes an overview of scientific principles and procedures and has students examine the chemical building blocks of our physical world and the composition of matter. Additionally, students explore the properties that affect motion, forces, and energy on Earth Building on these concepts, the course covers the properties of electricity and magnetism and the effects of these phenomena. As students refine and expand their understanding of physical science, they will apply their knowledge to complete interactive virtual labs that require them to ask questions and create hypotheses. Hands-on wet lab options are also available

AP BIOLOGY

This yearlong, college-level course is designed to prepare students for the Advanced Placement (AP) Biology exam. Units of study include Biochemistry, Cells, Enzymes and Metabolism, Cell Communication and Cell Cycle, Gene Expression, Evolution and Genetic Diversity, and Ecology. This course includes student guides and materials lists for required hands-on labs; these materials are not included in the course.

BIOLOGY

This compelling two-semester course engages students in the study of life and living organisms and examines biology

and biochemistry in the real world This is a yearlong course that encompasses traditional concepts in biology and encourages exploration of new discoveries in this field of science The components include biochemistry, cell biology, cell processes, heredity and reproduction, the evolution of life, taxonomy, human body systems, and ecology This course includes both hands-on wet labs and virtual lab options

CHEMISTRY
This rigorous, full-year course engages students in the study of the composition, properties, changes, and interactions of matter The course covers the basic concepts of chemistry and includes eighteen virtual laboratory experiments that encourage higher-order thinking applications, with wet lab options if preferred The components of this course include chemistry and its methods, the composition and properties of matter, changes and interactions of matter, factors affecting the interactions of matter, electrochemistry, organic chemistry, biochemistry, nuclear chemistry, mathematical applications, and applications of chemistry in the real world

PHYSICS
This full-year course acquaints students with topics in classical and modern physics The course emphasizes conceptual understanding of basic physics principles, including Newtonian mechanics, energy, thermodynamics, waves, electricity, magnetism, and nuclear and modern physics Throughout the course, students solve mathematical problems, reason abstractly, and learn to think critically about the physical world The course also includes interactive virtual labs and hands-on lab options, in which students ask questions and create hypotheses

ENVIRONMENTAL SCIENCE

Environmental science is a captivating and rapidly expanding field, and this two-semester course offers compelling lessons that cover many aspects of the field: ecology, the biosphere, land, forests and soil, water, energy and resources, and societies and policy Through unique activities and material, high school students connect scientific theory and concepts to current, real-world dilemmas, providing them with opportunities for mastery in each of the segments throughout the semester

AP ENVIRONMENTAL SCIENCE

Environmental Science is a laboratory- and field-based course designed to provide students with the content and skills needed to understand the various interrelationships in the natural world, to identify and analyze environmental problems, and to propose and examine solutions to these problems Since this is an online course, the laboratory- and field-based activities will be completed virtually and via experiments that students can easily perform at home with common materials

Students will gain a rich understanding of global cultures and the historical factors that have shaped the world around them Throughout the course students analyze historical sources and make connections with concepts such as government, economic systems, and technology and innovation Students encounter rigorous reading and writing activities to develop literacy and writing skills as well as critical thinking and communication skills The course begins with units covering ancient civilizations in the regions of Mesopotamia, India, China, and Greece and Rome Students learn what life was like in ancient times and how the empires rose and fell Students move on to study the social and political changes that were brought about during the Renaissance and that spurred world-

wide explorations Revolutions, imperialism, and world wars follow with in-depth studies on how these events happened and their influence As one century ends and the next begins, students study the Cold War as well as the political and economic changes across the globe The course concludes with the issues facing our global society from environmental issues to the role technology plays in our everyday life

MS WORLD CULTURES & GEOGRAPHY
Designed to introduce students to the study of geography, this course helps students master important concepts in physical and human geography Comprehensive and organized by region, this two-semester middle school course helps students understand the Earth's physical and human diversity Students analyze population and settlement patterns and evaluate the ways that human activities modify the physical environment While studying humans around the world, students compare development, standards of living, systems of government, and economic factors across the globe In addition, students gain a rich understanding of global cultures and the historical factors that have shaped the world around them All units in the course are parallel and include studies in physical and human geography, ancient cultures, regional studies, and modern issues

SURVEY OF WORLD HISTORY
This yearlong course examines the major events and turning points of world history from ancient times to the present Students investigate the development of classical civilizations in the Middle East, Africa, Europe, and Asia, and they explore the economic, political, and social revolutions that have transformed human history At the end of the course, students conduct a rigorous study of modern

history, allowing them to draw connections between past events and contemporary issues The use of recurring themes, such as social history, democratic government, and the relationship between history and the arts, allows students to draw connections between the past and the present, among cultures, and among multiple perspectives Throughout the course, students use a variety of primary and secondary sources, including legal documents, essays, historical writings, and political cartoons to evaluate the reliability of historical evidence and to draw conclusions about historical events

MODERN WORLD HISTORY

This yearlong course examines the major events and turning points of world history from the Enlightenment to the present Students investigate the foundational ideas that shaped the modern world in the Middle East, Africa, Europe, Asia, and the Americas, and then explore the economic, political, and social revolutions that have transformed human history This rigorous study of modern history examines recurring themes, such as social history, democratic government, and the relationship between history and the arts, allowing students to draw connections between the past and the present, across cultures, and among multiple perspectives Students use a variety of primary and secondary sources, including legal documents, essays, historical writings, and political cartoons to evaluate the reliability of historical evidence and to draw conclusions about historical events Students also sharpen their writing skills in shorter tasks and assignments, and practice outlining and drafting skills by writing full informative and argumentative essays

SURVEY OF U.S. HISTORY

This one-year high school course presents a cohesive

and comprehensive overview of the history of the United States, surveying the major events and turning points of U S history as it moves from the Era of Exploration through modern times As students examine each era of history, they will analyze primary sources and carefully research events to gain a clearer understanding of the factors that have shaped U S history In early units, students will assess the foundations of U S democracy while examining crucial documents In later units, students will examine the effects of territorial expansion, the Civil War, and the rise of industrialization They will also assess the outcomes of economic trends and the connections between culture and government As the course draws to a close, students will focus their studies on the causes of cultural and political change in the modern age Throughout the course, students will learn the importance of cultural diversity while examining history from different perspectives

U.S. HISTORY I

U S History I is a yearlong course that dynamically explores the people, places, and events that shaped early United States history This course stretches from the Era of Exploration through the Industrial Revolution, leading students through a careful examination of the defining moments that shaped the nation of today Students begin by exploring the colonization of the New World and examining the foundations of colonial society As they study the early history of the United States, students will learn critical-thinking skills by examining the constitutional foundations of U S government Recurring themes such as territorial expansion, the rise of industrialization, and the significance of slavery will be examined in the context of how these issues contributed to the Civil War and Reconstruction

U.S. HISTORY II

U S History II is a yearlong course that examines the major events and turning points of U S history from the Industrial Revolution through the modern age The course leads students toward a clearer understanding of the patterns, processes, and people that have shaped U S history
As students progress through each era of modern U S history, they will study the impact of dynamic leadership and economic and political change on our country's rise to global prominence Students will also examine the influence of social and political movements on societal change and the importance of modern cultural and political developments Recurring themes lead students to draw connections between the past and the present, between cultures, and among multiple perspectives

AP UNITED STATES HISTORY

This course surveys the history of the United States from the settlement of the New World to modern times and prepares students for the AP United States History Exam The course emphasizes themes such as national identity, economic transformation, immigration, politics, international relations, geography, and social and cultural change Students learn to assess historical materials, weigh the evidence and interpretations presented in historical scholarship, and analyze and express historical understanding in writing

CIVICS AND CITIZENSHIP*

Civics and Citizenship is a one-semester elective appropriate for students in middle school and early high school The course investigates events, concepts, and issues with a 360-degree view allowing multiple perspectives from various cultures and institutions to inform student learning The course is divided into five units in which students will explore their civic roles, rights, and responsibilities; analyze

the development of democracy in the United States; study the purposes and principles of the Constitution; investigate the role of power in decision-making; and discover ways to influence the government The course provides opportunities to actively engage with the content through interactives, assignments, readings, short writings, projects, and discourse

U.S. GOVERNMENT*
This semester-long course provides students with a practical understanding of the principles and procedures of government The course begins by establishing the origins and founding principles of American government After a rigorous review of the Constitution and its amendments, students investigate the development and extension of civil rights and liberties Lessons also introduce influential Supreme Court decisions to demonstrate the impact and importance of constitutional rights The course builds on this foundation by guiding students through the function of government today and the role of citizens in the civic process and culminates in an examination of public policy and the roles of citizens and organizations in promoting policy changes Throughout the course, students examine primary and secondary sources, including political cartoons, essays, and judicial opinions Students also sharpen their writing skills in shorter tasks and assignments and practice outlining and drafting skills by writing full informative and argumentative essays

AP UNITED STATES GOVERNMENT AND POLITICS*
This one-semester college-level course is designed to prepare students for the AP United States Government and Politics exam Students will study the Constitutional underpinnings and structure of the United States government, issues of politics and political parties, and

topics in civil rights and public policy, demonstrating their understanding and acquisition of skills through written work, project-based activities, and practice exams

ECONOMICS

Available as either a semester or a full year, this course invites students to broaden their understanding of how economic concepts apply to their everyday lives—including microeconomic and macroeconomic theory and the characteristics of mixed-market economies, the role of government in a free-enterprise system and the global economy, and personal finance strategies Throughout the course, students apply critical-thinking skills while making practical economic choices Students also master literacy skills through rigorous reading and writing activities Students analyze data displays and write routinely and responsively in tasks and assignments that are based on scenarios, texts, activities, and examples In more extensive, process-based writing lessons, students write full-length essays in informative and argumentative formats

HUMAN GEOGRAPHY

Examining current global issues that impact our world today, this course takes a thematic approach to understanding the development of human systems, human understanding of the world, and human social organization Divided into two semesters, this high school course will challenge students to develop geographic skills, including learning to interpret maps, analyze data, and compare theories Offering interactive content that will grow students' understanding of the development of modern civilization and human systems—from the agricultural revolution to the technological revolution—this course

encourages students to analyze economic trends as well as compare global markets and urban environments

AP HUMAN GEOGRAPHY

Human Geography is a college-level course designed to prepare students for the AP Human Geography Exam The goal of the course is to provide students with a geographic perspective through which to view the world Through a combination of direct instruction, documentary videos, and online readings, students will explore geographic concepts, theories, and models; Human environment interactions; and interactions among human systems Topics covered include population, culture, political organization of space, agricultural land use, industrialization, and urban land use Students will demonstrate their understanding and acquisition of skills through essays, document-based questions, student collaborative activities, and practice AP exams

AP PSYCHOLOGY

AP Psychology will introduce students to the systematic study of the behavior and mental processes of human means and animals Students are exposed to the psychological facts, principles, and phenomena associated with the major fields within psychology Students also learn about the methods psychologists use in their science and practice The major aim of this course is to provide each student with a learning experience equivalent to that obtained in most introductory college psychology courses In addition, this course has been designed to help students successfully achieve a passing score on the AP Psychology exam

AP WORLD HISTORY: MODERN

This advanced study of world history explores historical themes common to societies around the world and across

time periods, from 1200 to the present day Emphasis is placed on document analysis, historical thinking skills, reasoning processes, and essay writing Students will demonstrate their understanding and acquisition of skills through written work, document-based questions, project-based activities, and practice exams
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READING & WRITING I
Students will learn strategies for pre-reading and reading across fiction and nonfiction texts written at third- and fourth-grade reading levels Focus skills include fiction elements like plot and setting, as well as nonfiction features like structure and details Students will also learn critical vocabulary strategies

READING & WRITING II
Students will learn strategies for pre-reading and reading across fiction and nonfiction texts written at fourth- and fifth-grade reading levels Focus skills include fiction elements like characterization and narrative, as well as nonfiction features like central ideas and arguments Students will also learn critical vocabulary strategies and compose a narrative essay

READING & WRITING III
Students will learn strategies for pre-reading and reading across fiction and nonfiction texts written at fifth- and sixth-grade reading levels Focus skills include fiction elements like conflict and theme, as well as nonfiction features like synthesizing ideas and evaluating media Students will also learn critical vocabulary strategies and compose an essay analyzing poetry

READING & WRITING IV
Students will learn strategies for pre-reading and reading across fiction and nonfiction texts written at sixth- and seventh-grade reading levels Focus skills include fiction elements like point of view and character development, as well as nonfiction features like questioning and drawing conclusions Students will also learn critical vocabulary strategies and compose an argumentative essay
Social Studies

ECONOMICS AND PERSONAL FINANCE ESSENTIALS
Students will learn basic economic concepts and life skills related to personal finance Important economic topics will include economic systems, scarcity, and economic decision-making Focus skills include interpreting supply and demand curves, determining opportunity costs, and interpreting charts and graphs In the personal finance units of the course, students will learn important life skills such as budgeting, saving and investing, weighing financial decisions, and financial planning

U.S. GOVERNMENT ESSENTIALS
Students will learn how important founding documents shaped the government of the United States Important units of study include Introduction to Government, Foundation of U S Government, The U S Constitution, Branches of Government, and Civil Liberties Focus skills include analyzing primary and secondary sources, interpreting charts and graphs, and interpreting Supreme Court cases

U.S. HISTORY ESSENTIALS
Students will learn foundational U S history concepts and skills as they examine five significant themes:

Reconstruction, Progressivism and Imperialism, World Wars, Movements for Civil Rights, and the Modern Era

WORLD HISTORY ESSENTIALS
Students will learn foundational world history concepts and skills as they examine the Renaissance, Enlightenment and the Scientific Revolution, Imperialism, International Conflict, and Globalization/Modern Issues Focus skills include analyzing secondary and primary sources, interpreting charts, graphs, and maps, and writing short responses and essays

ALGEBRA I HONORS
This full-year honors course introduces students to linear, exponential, and quadratic functions by interpreting, analyzing, comparing, and contrasting functions that are represented numerically, tabularly, graphically, and algebraically Technology is utilized within some lessons to further support students in identifying key features as well as displaying images of the functions The course builds upon the basic concepts of functions to include transformations of linear and non-linear functions Students deepen their understanding of quantitative reasoning, piecewise functions, and quadratic functions through performance tasks The additional performance-based skills allow the honors students to apply more of the concepts taught in the course The course concludes with students analyzing data through displays and statistical analysis

GEOMETRY HONORS
The course begins by exploring the foundational concepts of Euclidean Geometry in which students learn the terminology of geometry, measuring, proving theorems,

and constructing figures Students then expand on their knowledge of transformations and complete an assignment on identifying point symmetry as well as completing a performance task on tessellations The course continues with an in-depth look at triangles where students prove theorems, relating congruency and similarity in terms of transformations, and connecting right triangles relationships to trigonometry Students study set theory and apply probability through theoretical and experimental probability, two-way tables, and combinations and permutations With lessons pertaining to quadrilaterals, students can identify the various figures based on their key features Within the circles units, students identify angles, radii, and chords, perform a performance-based task on tangents, and then compute the circumference and area of various circles Then students study parabolas, ellipses and hyperbolas before modeling and computing two- and three-dimensional figures

MATHEMATICS I HONORS

Mathematics I is the first course in a three-year series of integrated math courses The integrated math series is an alternative to the traditional Algebra I – Geometry – Algebra II pathway, placing some Geometry in each year of instruction

This full-year course formalizes and extends middle-school mathematics, deepening students' understanding of linear relationships The course begins with a review of relationships between quantities, building from unit conversion to a study of expressions, equations, and inequalities Students contrast linear and exponential relationships, including a study of sequences, as well as applications such as growth and decay Students review one-, two-, and multi-step equations, formally reasoning about each step using properties of equality Students

extend this reasoning to systems of linear equations Students use descriptive statistics to analyze data before turning their attention to transformations and congruency theorems Equations and figures in the coordinate plane assist in connecting Algebra and Geometry through coordinates The structure and content of this course naturally guides students to experience mathematics as a rational, beneficial subject which challenges students to critically think through problem situations

MATHEMATICS II HONORS

Mathematics II is the second course in a three-year series of integrated math courses The integrated math series is an alternative to the traditional Algebra I – Geometry – Algebra II pathway, placing some Geometry in each year of instruction

This course begins by focusing on the extension of the number system Students evaluate functions, touch on exponential functions, and explore the operations of polynomials Next, nonlinear functions are covered before students complete a unit on factoring polynomials using various methods The course continues with quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and and literary nonfiction, honors students will master comprehension, use evidence to conduct in-depth literary analysis, and examine and critique how authors develop ideas in a variety of genres Interwoven throughout the lessons are activities that encourage students to strengthen their oral language skills, research and critically analyze sources of information, and produce clear, coherent writing In addition to activities offered to students in core courses, honors students are given additional opportunities to create and to participate in project-based learning activities, including writing a Shakespearian sonnet and creating

an original interpretation of a Shakespearian play Honors students will read a range of classic texts, including Homer's The Odyssey, Shakespeare's Romeo and Juliet, Jack London's "To Build a Fire" and Richard Connell's "The Most Dangerous Game " Students will also read Sue Macy's full length nonfiction work Wheels of Change: How Women Rode the Bicycle to Freedom (With a Few Flat Tires Along the Way), and will study a variety of short but complex texts, including influential speeches by Dr Martin Luther King Jr , Franklin D Roosevelt, and Ronald Reagan Contemporary texts by Richard Preston, Julia Alvarez, and Maya Angelou round out the course

LANGUAGE ARTS 10 HONORS
This sophomore-year honors English course provides engaging and rigorous lessons with a focus on academic inquiry to strengthen knowledge of language arts Honors reading lessons require analyzing complex texts, while concise mini-lessons advance writing and research skills to craft strong, compelling essays and projects Students will write argumentative and analytical essays based on literary texts, as well as an informative research paper using MLA style Throughout the course, students read a range of classic and contemporary literary texts including Henrik Ibsen's A Doll's House, George Orwell's Animal Farm, and Marjane Satrapi's Persepolis In addition to reading a wide range of literary texts, students read and analyze complex informational and argumentative texts including Sonia Sotomayor's "A Latina Judge's Voice," Niccolò Machiavelli's The Prince, and the contemporary informational text Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science.

LANGUAGE ARTS 11 HONORS
This junior-year honors English course invites students to

delve into American literature from early Indigenous voices through contemporary works Students will engage in literary analysis and inferential evaluation of great texts, including the full length novel The Awakening by Kate Chopin While critically reading fiction, poetry, drama, and expository nonfiction, honors students will master comprehension, use evidence to conduct in-depth literary analysis, and examine and critique how authors develop ideas in a variety of genres Interwoven throughout the lessons are activities that encourage students to strengthen their oral language skills, research and critically analyze sources of information, and produce clear, coherent writing To round out the course, students will read a range of short but complex texts, including Henry David Thoreau's essay "Civil Disobedience," Floyd Dell's drama King Arthur's Socks, and works by Emily Dickinson, Herman Melville, Nathaniel Hawthorne, Paul Laurence Dunbar, Martin Luther King, Jr , F Scott Fitzgerald, Sandra Cisneros, Amy Tan, and Dave Eggers

LANGUAGE ARTS 12 HONORS

This senior-year honors English course invites students to delve into British literature, from ancient texts such as the epic of Beowulf through contemporary works Students will engage in a variety of rigorous lessons with a focus on academic inquiry, literary analysis, and inferential evaluation While critically reading fiction, poetry, drama, and expository nonfiction, honors students will master comprehension, use evidence to conduct in-depth literary analysis, examine and critique how authors develop ideas in a variety of genres, and synthesize ideas across multiple texts In addition to activities offered to students in core courses, honors students are given additional opportunities to create and participate in project-based learning activities, including creating a time travel brochure and an original interpretation of William Shakespeare's The Tragedy of Hamlet Honors

students will read a range of classic texts, including Robert Louis Stevenson's The Strange Case of Dr. Jekyll and Mr. Hyde, "Politics and the English Language" by George Orwell, and William Shakespeare's The Tragedy of Hamlet In addition to full length works, students will read a variety of excerpts, including readings from Lord of the Rings: The Fellowship of the Ring, The Smithsonian's History of America in 101 Objects, and Chaucer's The Canterbury Tales, as well as a variety of short fiction, speeches, and poetry

BIOLOGY HONORS

This compelling full-year course engages students in a rigorous honors-level curriculum that emphasizes the study of life and its real-world applications This course examines biological concepts in more depth than general biology and provides a solid foundation for collegiate-level coursework Course components include biochemistry, cellular structures and functions, genetics and heredity, bioengineering, evolution, structures and functions of the human body, and ecology Throughout the course, students participate in a variety of interactive and hands-on laboratory activities that enhance concept knowledge and develop scientific process skills, including scientific research and technical writing

CHEMISTRY HONORS

This rigorous full-year course provides students with an engaging honors-level curriculum that emphasizes mathematical problem solving and practical applications of chemistry Topics are examined in greater detail than general chemistry in order to prepare students for college-level coursework Course components include atomic theory and structure, chemical bonding, states and changes of matter, chemical and redox reactions, stoichiometry, the gas laws, solutions, acids and bases, and

nuclear and organic chemistry Throughout the course, students participate in a variety of interactive and hands-on laboratory activities that enhance concept knowledge and develop scientific process skills, including scientific research and technical writing

PHYSICS HONORS

This rigorous full-year course provides students with an engaging honors-level curriculum that emphasizes abstract reasoning and applications of physics concepts to real-world scenarios Topics are examined in greater detail than general physics and provide a solid foundation for collegiate-level coursework Course components include one- and two-dimensional motion, momentum, energy and thermodynamics, harmonic motion, waves, electricity, magnetism, and nuclear and modern physics Throughout the course, students participate in a variety of interactive and hands-on laboratory activities that enhance concept knowledge and develop scientific process skills, including scientific research and technical writing

ECONOMICS HONORS

From creating graphs to reach equilibrium to learning to manage a bank account, students will take part in a more rigorous semester long study of the principles and processes of economics in the American system Students begin with an introduction of basic economic concepts then move on to an in-depth study of microeconomic principles Students showcase their understanding of supply, demand, and economic choices by completing a case study on starting a business Students then turn to macroeconomic concepts, government policies, and entrepreneurship With this foundation, students create a proposal for public policies and programs in a small developing nation Students continue their study of Economics by examining

global economic concepts such as trade barriers and agreements This Honors course concludes with a unit on personal finance Students will learn more about topics such as taxation, financial institutions, credit, and money management Students extend their knowledge of personal financial planning by creating a successful budget Throughout the course, economic theory is introduced, demonstrated, and reinforced through real-life scenarios and examples In assignments and project-based lessons, students learn to apply critical thinking skills while making practical economic choices

SURVEY OF UNITED STATES HISTORY HONORS
From the first colonial settlements through today's society, students will embark on a more rigorous yearlong study of our nation's history Students investigate the economic, political, and social revolutions that have transformed our country into the nation it is today Units progress through the course by taking an in-depth look at events such as those surrounding the creation of the Constitution, the Civil War, our nation's involvement in World War I and II, as well as cultural aspects of our society From writing about life in the colonies to analyzing landmark Supreme Court decisions, students are better equipped to compare what happened in yesterday's world with what is going on in

our modern era Throughout this Honors course, students continuously analyze primary and secondary sources relating to the period of study Incorporating activities from other disciplines gives students the opportunity to connect history to other subjects Students read excerpts from novels like Upton Sinclair's The Jungle, and poetry such as "The New Colossus" by Emma Lazarus Activities such as writing a petition and analyzing various Presidents' speeches encourage students to perform throughout the

course at a higher level

SURVEY OF WORLD HISTORY HONORS
From the first civilizations through today's society, students will embark on a more rigorous yearlong study of our world's history Students investigate classical civilizations in the Middle East, Africa, Europe, and Asia while exploring the economic, political, and social revolutions that have transformed human history Units progress through the course by touching on world wars, imperialism, and cultural aspects of each region's society From creating an explorer's notebook to mapping out how Europe changed after World War II, students are better equipped to compare what happened in yesterday's world with what is going on in our modern era Throughout this Honors course, students continuously analyze primary and secondary sources relating to the region and era of study Incorporating activities from other disciplines gives students the opportunity to connect history to other subjects Students read excerpts from novels such as Charles Dickens' Hard Times and excerpts from memoirs like Ji-li Jiang's Red Scarf Girl Projects such as writing a summary of a current event based on an ancient religion encourage students to perform throughout the course at a higher level

UNITED STATES GOVERNMENT HONORS
From the origins of democracy through our nation's public policies, students will take part in a more rigorous semester long study of the principles and procedures of the United States' government Students begin by taking an in-depth look at the creation of the Constitution and analyze the Amendments contained therein Supreme Court cases that have challenged what our constitutional

rights are and their lasting impact is the next topic covered in the course Students then study the structure and duties of our government, including writing an informative essay about a federal agency Students then explore the duties of an American citizen and finally examine the various public policies our government is responsible for From writing about the purpose of government to analyzing landmark Supreme Court decisions, students are better equipped to understand how the federal, state, and local governments work as well as how citizens should engage with each other in today's society Throughout this Honors course, students continuously analyze primary and secondary sources, including political cartoons, essays, and judicial opinions Projects such as creating a political cartoon and taking part in a debate about voter ID laws encourage students to perform throughout the course at a higher level

UNITED STATES HISTORY I HONORS

From the first colonial settlements through the Gilded Age and industrialization, students will embark on a more rigorous yearlong study of the beginnings of our nation's history Students investigate the political, social, cultural, intellectual, and technological revolutions of the United States that have helped to lay the foundation of our country Units progress through the course by starting with an in-depth look at the first settlements and European explorations that eventually led to colonization Students study the events and outcomes of the American Revolution, as well as the creation of the Constitution and the beginnings of our government Manifest destiny and slavery are the next topics students analyze that lead into a closer look at the Civil War and how it changed our nation From writing about the Lincoln-Douglas debates to analyzing the effects of immigration and urbanization, students are better equipped to understand what happened during our nation's

beginnings Throughout this Honors course, students continuously analyze primary and secondary sources relating to the period of study Incorporating activities from other disciplines gives students the opportunity to connect history to other subjects Students read selections like “Your People Live Only Upon Cod,” and poetry such as “The New Colossus” by Emma Lazarus Activities such as writing a personal narrative as either an enslaved or newly freed person and analyzing a report on child labor encourage students to perform throughout the course at a higher level

UNITED STATES HISTORY II HONORS

From the Industrial Revolution through today’s society, students will embark on a more rigorous yearlong study of our country’s modern history Students investigate the economic, political, and social revolutions that have transformed our country into the nation it is today Units progress through the course by taking an in-depth look at events such as those surrounding our nation’s expansion westward, civil rights in various eras, our nation’s involvement in World War I and II, as well as cultural aspects of our society From analyzing landmark Supreme Court decisions to writing about advancements in technology, students are better equipped to compare what happened in yesterday’s world with what is going on in our modern era Throughout this Honors course, students continuously analyze primary and secondary sources relating to the period of study Incorporating activities from other disciplines gives students the opportunity to connect history to other subjects Students read excerpts from novels like Upton Sinclair’s The Jungle, and Geronimo’s autobiography, Story of His Life Activities such as writing about how the frontier is part of America’s history and national character and analyzing various Presidents’ speeches encourage students to perform throughout the course at a higher level

EXCEPTIONAL STUDENT COURSE SUITE

The Exceptional Students Course Suite provides supportive, scaffolded instruction for students with special needs. The courses feature developmentally appropriate lessons for high school students working three or more grade levels behind.

BASIC MATH I

Students will review whole-number operations, the relationships between operations, and the application of whole-number operations to real-world problems students will encounter in their lives as consumers and citizens Students will also review basic fractions and decimals from a conceptual and procedure lens, and apply them to real-world problems

BASIC MATH II

Students will review basic fraction and decimal concepts and procedures with a focus on comparisons and benchmarks Students will review and apply fraction and decimal operations to an array of real-world problems

BASIC ALGEBRA

Students will build on their knowledge of fractions and decimals as they explore ratios and rates and build the foundation for slope and linear relationships They will also explore the concepts of variables and model real-world relationships with expressions and equations

BASIC GEOMETRY

Students will review perimeter, area and surface area, and volume — conceptually, procedurally, and as applied to real-world situations

Science

LIFE SCIENCE ESSENTIALS
Students will learn fundamental concepts of life science and develop strategies in general scientific skills and practices Topics will include cell biology, genetics, classification of living things, ecology, and human biology

PHYSICAL SCIENCE ESSENTIALS
Students will learn fundamental concepts of physical science while developing strategies in general scientific skills and practices Topics will include energy and motion, properties and applications of waves, structures of elements on the periodic table, physical and chemical reactions, and the properties of matter

ADVANCED PLACEMENT® **Imagine Learning, Accelerate Education, Edmentum, Lincoln Learning, Pearson**
With the exception of Computer Science Principles, English Literature and Composition, Environmental Science,
French, Human Geography, Psychology, and Spanish, AP courses require the purchase of specific textbooks.
These textbooks are not included and can be purchased online or at retail bookstores.

AP BIOLOGY
This yearlong, college-level course is designed to prepare students for the Advanced Placement (AP) Biology exam
Units of study include Biochemistry, Cells, Enzymes and Metabolism, Cell Communication and Cell Cycle, Gene Expression, Evolution and Genetic Diversity, and Ecology
This course includes student guides and materials lists for required hands-on labs; these materials are not included in the course.

AP CALCULUS AB

Major topics of study in this full-year course include a review of pre-calculus, limits, derivatives, definite integrals, mathematical modeling of differential equations, and the applications of these concepts Emphasis is placed on the use of technology to solve problems and draw conclusions The course utilizes a multi-representative approach to calculus with concepts and problems expressed numerically, graphically, verbally, and analytically

AP COMPUTER SCIENCE PRINCIPLES

This course introduces students to a broad set of big ideas: creative development, data, algorithms and programming, computing systems and networks, and the impact of computing Additionally, this course emphasizes the use of computational thinking practices for effective learning experiences and problem solving In this course, students will learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs They will incorporate abstraction into programs and use data to discover new knowledge Students will also explain how computing innovations and computing systems, including the Internet, work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical Students will need to access to Python to complete this course

AP ENGLISH LANGUAGE & COMPOSITION

In this introductory college-level course, students advance their understanding of rhetoric and writing through the reading, analyzing, and writing of rhetorical texts Throughout the course, students explore the basic tenets of writing and argumentation, such as rhetorical situation, claims and evidence, reasoning and organization, and style Students will read and analyze a variety of nonfiction

genres, including essays, journalism articles, political writings, science writings, nature writings, autobiographies, biographies, diaries, speeches, history writings, and criticisms from multiple perspectives and backgrounds The primary focus is on writing evidence-based analytical, synthesis, and argumentative essays and analyzing the rhetorical choices of a wide range of nonfiction writers In addition to explicit instruction and a variety of independent and collaborative learning opportunities, the course offers specific exam preparation lessons and practice

AP ENGLISH LITERATURE & COMPOSITION
In this introductory college-level course, students develop the fundamentals of literary analysis and introductory college compositions The course focuses on analyzing, evaluating, and interpreting literary fiction, poetry, and drama from a range of literary periods, authors, and perspectives The diverse canon allows students to explore the function of character, setting, structure, narrator, and figurative language Through a wide range of instruction and collaborative writing activities, students articulate their interpretation of literature through writing The course includes exam preparation and practice that anticipates common student misconceptions

AP ENVIRONMENTAL SCIENCE
Environmental Science is a laboratory- and field-based course designed to provide students with the content and skills needed to understand the various interrelationships in the natural world, to identify and analyze environmental problems, and to propose and examine solutions to these problems Since this is an online course, the laboratory- and field-based activities will be completed virtually and via experiments that students can easily perform at home with common materials The course is intended to be

the equivalent of a one-semester, college-level ecology course, which is taught over a full year in high school The course encompasses human population dynamics, interrelationships in nature, energy flow, resources, environmental quality, human impact on environmental systems, and environmental law

AP FRENCH LANGUAGE & CULTURE

French Language and Culture is an advanced language course in which students acquire proficiencies that expand their cognitive, analytical, and communicative skills The course prepares students for the AP French Language and Culture Exam It uses as its foundation the three modes of communication (interpersonal, interpretive, and presentational) as defined in the Standards for Foreign Language Learning in the Twenty-First Century The course is designed as an immersion experience requiring the use of French exclusively The online learning coach only uses French to communicate with students In addition, all the reading, listening, speaking, and writing is in French The course teaches language structures in context and focuses on the development of fluency to convey meaning Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives The course contains a forum where students share their opinions and comments about various topics and comment on other students' posts The course makes great use of the Internet for updated and current material

AP HUMAN GEOGRAPHY

The goal of the course is to provide students with a geographic perspective through which to view the

world Through a combination of direct instruction, documentary videos, and online readings, students will explore geographic concepts, theories, and models; human-environment interactions; and interactions among human systems Topics covered include population, culture, political organization of space, agricultural land use, industrialization, and urban land use Students will demonstrate their understanding and acquisition of skills through essays, document-based questions, student collaborative activities, and practice AP exams

AP PSYCHOLOGY

Psychology will introduce students to the systematic study of the behavior and mental processes of human means and animals Students are exposed to the psychological facts, principles, and phenomena associated with the major fields within psychology Students also learn about the methods psychologists use in their science and practice The major aim of this course is to provide each student with a learning experience equivalent to that obtained in most introductory college psychology courses In addition, this course has been designed to help students successfully achieve a passing score on the AP Psychology exam

AP SPANISH LANGUAGE & CULTURE

Spanish Language and Culture is an advanced language course in which students acquire proficiencies that expand their cognitive, analytical, and communication skills The course prepares students for the AP Spanish Language and Culture Exam It uses as its foundation the three modes of communication (interpersonal, interpretive, and presentational) as defined in the Standards for Foreign Language Learning in the Twenty-First Century The course is designed as an immersion experience and

is conducted almost exclusively in Spanish In addition, all student work, practices, projects, participation, and assessments are in Spanish The course teaches language structures in context and focuses on the development of fluency to convey meaning Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives

In addition, students participate in a forum where they are able to share their opinions and comments about various topics and comment on other students' posts The course also makes great use of the Internet for updated and current material

AP STATISTICS
Major topics of study include exploring one-and two-variable data, sampling, experimentation, probability, sampling distributions, and statistical inference These topics are organized into three big ideas: variation and distribution, patterns and uncertainty, data-based predictions, decisions, and conclusions

AP UNITED STATES GOVERNMENT AND POLITICS*
In this one-semester college-level course, students will study the Constitutional underpinnings and structure of the United States government, issues of politics and political parties, and topics in civil rights and public policy, demonstrating their understanding and acquisition of skills through written work, project-based activities, and practice exams

AP UNITED STATES HISTORY
This course surveys the history of the United States from the settlement of the New World to modern

times The course emphasizes themes such as national identity, economic transformation, immigration, politics, international relations, geography, and social and cultural change Students learn to assess historical materials, weigh the evidence and interpretations presented in historical scholarship, and analyze and express historical understanding in writing

AP WORLD HISTORY: MODERN
This advanced study of world history explores historical themes common to societies around the world and across time periods, from 1200 to the present day Emphasis is placed on document analysis, historical thinking skills, reasoning processes, and essay writing Students will demonstrate their understanding and acquisition of skills through written work, document-based questions, project-based activities, and practice exams
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WORLD LANGUAGES
Imagine Learning, Lincoln Learning, Pearson, Edmentum, Accelerate

SPANISH 1
Middle school students begin their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major

Spanish-speaking areas in Europe and the Americas

SPANISH 2
Students in middle school continue their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas

FRENCH 1
Students in middle school begin their introduction to French with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and across the globe

FRENCH 2
Middle school students continue their introduction to French with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities,

and multimedia cultural presentations covering major French-speaking areas in Europe and across the globe

GERMAN 1
Middle school students begin their introduction to German with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major German-speaking areas in Europe

GERMAN 2
Students continue their introduction to middle school German with this second-year course by covering fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major German-speaking areas in Europe

CHINESE 1
In this middle school course, students begin their introduction to Chinese with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing Each unit consists of an ongoing adventure story, a new vocabulary

theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Chinese-speaking countries

CHINESE 2
Middle school students continue their introduction to Chinese with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Chinese-speaking countries

LATIN 1
Students in middle school begin their introduction to Latin with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing Each unit consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering significant aspects of Roman culture or their modern-day manifestations, and assessments

LATIN 2
Middle school students continue their introduction to Latin with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing Each unit consists of a

new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering significant aspects of Roman culture or their modern-day manifestations, and assessments

SPANISH I
Students begin their introduction to high school Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas

SPANISH II
High school students continue their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering major Spanish-speaking areas in Europe and the Americas, and assessments

SPANISH III
In this expanding engagement with Spanish, high school students deepen their focus on four key skills in foreign

language acquisition: listening comprehension, speaking, reading, and writing In addition, students read significant works of literature in Spanish and respond orally or in writing to these works Continuing the pattern and building on what students encountered in the first two years, each unit consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas

AP SPANISH LANGUAGE & CULTURE

Spanish Language and Culture is an advanced language course in which students acquire proficiencies that expand their cognitive, analytical, and communication skills The course prepares students for the AP Spanish Language and Culture Exam It uses as its foundation the three modes of communication (interpersonal, interpretive, and presentational) as defined in the Standards for Foreign Language Learning in the Twenty-First Century The course is designed as an immersion experience and is conducted almost exclusively in Spanish In addition, all student work, practices, projects, participation, and assessments are in Spanish The course teaches language structures in context and focuses on the development of fluency to convey meaning Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives In addition, students participate in a forum where they are able to share their opinions and comments about various topics and comment on other students' posts The course also makes great use of the Internet for updated and current material

FRENCH I

Students in high school begin their introduction to French with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and across the globe

FRENCH II

Students continue their introduction to French in this second-year, high school language course with review of fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering major French-speaking areas |across the globe, and assessments

FRENCH III

In this expanding engagement with French, high school students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing In addition, students read significant works of literature in French and respond orally or in writing to these works Continuing the pattern and building on what students encountered in the first two years, each unit consists of a new vocabulary theme and grammar concept, numerous interactive games

reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and the Americas

AP FRENCH LANGUAGE & CULTURE
French Language and Culture is an advanced language course in which students acquire proficiencies that expand their cognitive, analytical, and communicative skills The course prepares students for the AP French Language and Culture Exam It uses as its foundation the three modes of communication (interpersonal, interpretive, and presentational) as defined in the Standards for Foreign Language Learning in the Twenty-First Century The course is designed as an immersion experience requiring the use of French exclusively The online learning coach only uses French to communicate with students In addition, all the reading, listening, speaking, and writing is in French The course teaches language structures in context and focuses on the development of fluency to convey meaning Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives The course contains a forum where students share their opinions and comments about various topics and comment on other students' posts The course makes great use of the Internet for updated and current material

GERMAN I
High school students begin their introduction to German with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games

reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and cultural presentations covering major German-speaking areas in Europe

GERMAN II
Students continue their introduction to high school German in this second-year course with review of fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and cultural presentations covering major German-speaking areas in Europe

CHINESE I
High school students begin their introduction to Chinese with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Chinese-speaking countries

CHINESE II
Students in high school continue their introduction to Chinese in this second-year course with review of fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading,

and writing Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities

ELECTIVE COURSES

Imagine Learning, Lincoln Learning, Pearson, Edmentum, Accelerate Education

INTRODUCTION TO ART

Covering art appreciation and the beginning of art history, this course encourages students to gain an understanding and appreciation of art in their everyday lives Presented in an engaging format, Intro to Art provides an overview of many introductory themes: the definition of art, the cultural purpose of art, visual elements of art, terminology and principles of design, and two- and three-dimensional media and techniques Tracing the history of art, high school students enrolled in the course also explore the following time periods and places: prehistoric art, art in ancient civilizations, and world art before 1400

INTRODUCTION TO COMPUTER SCIENCE

This full-year course is designed for students in grades 9–10, although any students across grades 9–12 may enroll This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can affect the world Students have creative, hands-on learning opportunities to create computer programs, develop web pages, design mobile apps, write algorithms, and collaborate with peers while building strong foundational knowledge This course provides a solid foundation for more advanced study as well as practical skills that students can use immediately

ART HISTORY I
Introducing art within historical, social, geographical, political, and religious contexts for understanding art and architecture through the ages, this course offers high school students an in-depth overview of art throughout history, with lessons organized by chronological and historical order and world regions Students enrolled in this course cover topics including early medieval and Romanesque art; art in the twelfth, thirteenth, and fourteenth centuries; fifteenth-century art in Europe; sixteenth-century art in Italy; the master artists; High Renaissance and baroque art; world art, which includes the art of Asia, Africa, the Americas, and the Pacific cultures; eighteenth-and nineteenth-century art in Europe and the Americas; and modern art in Europe and the Americas

COMPUTER APPLICATIONS – OFFICE 2019/OFFICE 365
This full-year course introduces students to the features and functionality of the most widely used productivity software in the world: Microsoft® Office® Through video instruction, interactive skill demonstrations, and numerous hands-on practice assignments, students learn to develop, edit and share Office 2019 documents for both personal and professional use By the end of this course, students will have developed basic proficiency in the most common tools and features of the Microsoft Office suite of applications: Word®
, Excel®
, PowerPoint®
, and Outlook®
Note: This course includes examples from both Office 2019 and Office 365®.
Required Materials:
Students must have access to MS Office 2019 or

Office 365

CONTEMPORARY HEALTH
Available as either a semester or year-long course, this high-school health offering examines and analyzes various health topics It places alcohol use, drug use, physical fitness, healthy relationships, disease prevention, relationships and mental health in the context of the importance of creating a healthy lifestyle Throughout the course, students examine practices and plans they can implement in order to carry out a healthy lifestyle, and the consequences they can face if they do not follow safe practices In addition, students conduct in-depth studies in order to create mentally and emotionally healthy relationships with peers and family, as well as nutrition, sleeping, and physical fitness plans Students also examine and analyze harassment and bullying laws This course takes covers issues of sex and gender identity, same-sex relationships, contraception, and other sensitive topics. For a more conservative approach to health education, the Healthy Living course is also available.

DIGITAL LITERACY*
This semester-long elective provides a foundation to understanding key applications, computing fundamentals, and online living This course focuses on describing technology basics including finger placement on the keyboard and the differences between hardware and software Students describe the functions of operating systems and their utilities, identify computer networks, how they work, and computer and internet safety Students identify different communications industries and how to use email, Microsoft Word®
, PowerPoint®, and Outlook®, describe how to create spreadsheets, enter

data, create, graphs, and use formulas and shortcuts in spreadsheets Additionally, students will identify the functions of PowerPoint®, digital media, intellectual property law, workplace crimes, privacy concerns, digital citizenship, and how to stay safe on social media
Required materials:
Students must have access to MS Office or Office 365, including Access, Excel, Outlook, PowerPoint, and Word

FOUNDATIONS OF PERSONAL WELLNESS
Exploring a combination of health and fitness concepts, this comprehensive and cohesive course explores all aspects of wellness Offered as a two-semester course designed for high school students, coursework uses pedagogical planning to ensure that students explore fitness and physical health and encourages students to learn about the nature of social interactions and how to plan a healthy lifestyle NOTE: This course contains content from both Healthy Living and Lifetime Fitness; to avoid duplication, students should take either those one-semester courses or this full-year course

HEALTHY LIVING
Encouraging students to make responsible, respectful, informed, and capable decisions about topics that affect the well-being of themselves and others, this high school course provides students with comprehensive information they can use to develop healthy attitudes and behavior patterns Available as either a semester or year-long course, this informative and engaging course encourages students to recognize that they have the power to choose healthy behaviors to reduce risks

HEALTH QUEST*
This middle school Health course introduces students to

the concepts of what good health is, why good health is important, and what students should do in order to achieve good health By the end of this course, students will be able to demonstrate an awareness of health as it applies to their bodies, minds, and environment; identify the components of a healthy lifestyle; set reasonable wellness goals; and apply health concepts across multiple contexts

KEYBOARDING AND APPLICATIONS*

Keyboarding and Applications is a semester-long course that teaches students keyboarding skills, technical skills, effective communication skills, and productive work habits Students learn proper keyboarding techniques Once students have been introduced to keyboarding skills, lessons include daily practice of those skills

Students gain an understanding of computer hardware, operating systems, file management, and the Internet In addition, students apply their keyboarding skills and create a variety of business documents, including word processing documents and electronic presentations

Required Materials:

Word-processing software (e g , MS Word)

Presentation software (e g , MS PowerPoint)

LIFETIME FITNESS

Exploring fitness topics such as safe exercise and injury prevention, nutrition and weight management, consumer product evaluation, and stress management, this course equips high school students with the skills they need to achieve lifetime fitness Available as either a semester or year-long course, Lifetime Fitness encourages students to assess individual fitness levels according to the five components of physical fitness: cardiovascular health, muscular strength, muscular endurance, flexibility, and body composition Personal fitness assessments

encourage students to design a fitness program to meet their individual fitness goals

ONLINE LEARNING AND DIGITAL CITIZENSHIP*
This one-semester course provides students with a comprehensive introduction to online learning, including how to work independently, stay safe, and develop effective study habits in virtual learning environments Featuring direct-instruction videos, interactive tasks, authentic projects, and rigorous assessments, the course prepares students for high school by providing in-depth instruction and practice in important study skills such as time management, effective note-taking, test preparation, and collaborating effectively online By the end of the course, students will understand what it takes to be successful online learners and responsible digital citizens

MIDDLE SCHOOL COMPUTER SCIENCE
Middle School Computer Science is a full-year course designed to introduce students in grades 6-8 to computer science as a vehicle for problem solving, communication, and personal expression This course focuses on the visible aspects of computing and computer science centering on the immediately observable and personally applicable elements of computer science while also asking students to look outward and explore the impact of computer science on society Students will explore the design process with creative, hands-on learning opportunities to create programs and collaborate with peers while learning specific aspects of computer science including problem solving, programming, physical computing, user-centered design, and data
Required Materials:
Access to the Microsoft Office suite or similar product line
Python and Scratch
Recommended for devices running Windows 10 or

higher or MacOS

PERSONAL FINANCE*
This introductory finance course teaches what it takes to understand the world of finance and make informed decisions about managing finances Students learn more about economics and become more confident in setting and researching financial goals as they develop the core skills needed to be successful In this one-semester course, students learn how to open bank accounts, invest money, apply for loans, apply for insurance, explore careers, manage business finances, make decisions about major purchases, and more Students will be inspired by stories from finance professionals and individuals who have reached their financial goals

STRATEGIES FOR ACADEMIC SUCCESS*
Offering a comprehensive analysis of different types of motivation, study habits, and learning styles, this one-semester course encourages high school and middle school students to take control of their learning by exploring varying strategies for success Providing engaging lessons that will help students identify what works best for them individually, this one-semester course covers important study skills, such as strategies for taking high-quality notes, memorization techniques, test-taking strategies, benefits of visual aids, and reading techniques

CAREER EXPLORATIONS
This course prepares middle or high school students to make informed decisions about their future academic and occupational goals Through direct instruction, interactive skill demonstrations, and practice assignments, students learn how to assess their own skills and interests, explore industry clusters and pathways, and develop plans for career and academic development This course is designed

to provide flexibility for students; any number of units can be selected to comprise a course that meets the specific needs of students

CAREER EXPLORATIONS I*
Career Explorations I is a semester-long course designed to give middle school students an opportunity to explore various CTE subjects Specifically, students learn about careers involving human-related services Each of the five units introduce one particular field and explains its past, present, and future These units include: Career Management, Introduction to Careers in Health Sciences, Hospitality and Tourism Systems, Human Services, and Consumer Services The goal is to whet students' appetites for these careers Students can then explore that career in more detail as a high school student

CAREER EXPLORATIONS II*
Career Explorations II is a semester-long course designed to give middle school students an opportunity to explore various CTE subjects Specifically, students learn about careers involving various technical fields from computers to agriculture Each of the five units introduces one particular field and explains its past, present, and future These units include: Information Technology, Introduction to Information Support and Services, Introduction to Network Systems, Introduction to Agriculture, Food, and Natural Resources, and Introduction to STEM (Science, Technology, Engineering, and Mathematics) The goal is to whet students' appetites for these careers Students can then explore that career in more detail as a high school student

CAREER EXPLORATIONS III*
Career Explorations III is a semester-long course designed to give middle school students an opportunity to explore

various CTE subjects Specifically, students learn about careers from business to hands-on career paths Each of the five units introduces one particular field and explains its past, present, and future These units include: Introduction to Business and Finance, Introduction to Manufacturing, Introduction to Transportation, Distribution, and Logistics, Introduction to Architecture and Construction, and Introduction to Marketing The goal is to whet students' appetites for these careers Students can then explore that career in more detail as a high school student

CAREERS IN ALLIED HEALTH*

Careers in Allied Health is a semester-long course that focuses on select allied health careers, studying a variety of different levels, responsibilities, settings, education needs and amounts of patient contact The course includes an overview of the degree or training needed for each job, the environment one would work in, how much money the position could make, and the facts of the actual working day Within each job type, students explore important aspects applicable to the entire field of allied health, such as behaving ethically, working as a team, keeping patients safe and free from infections and germs, honoring diverse needs of diverse patients, and following laws and policies

CAREERS IN LOGISTICS PLANNING AND MANAGEMENT SERVICES*

Careers in Logistics Planning and Management Services is a semester-long course that provides high school students with the history of logistics and recent advances in the field Units include supply chain management, inventory and transportation management, and safety in the workplace Logistics is a high-growth industry and stable career choice There is something for every career-seeker, ability, and experience level The objectives of this course are to

introduce the student to the field of logistics planning and management and to explain the career opportunities that are available in this field

CAREERS IN MARKETING RESEARCH*
Marketing research is the foundation of all marketing activities because it provides the data needed to make key strategic decisions about products, promotions, pricing, and other key organizational decisions Careers in Marketing Research is a semester-long high school course that provides information about the process of investigation and problem analysis by using research to produce key marketing statistics that are communicated to management and used throughout the organization This course concludes with the execution, interpretation, and presentation of marketing research

CAREER MANAGEMENT*
Career Management is a semester-length high school course that assists students in their preparation for career selection The course is designed to improve workforce skills needed in all careers including communication, leadership, teamwork, decision making, problem solving, goal setting and time management Students complete activities that help identify personal interests, aptitudes, and learning styles Students use results of self-assessments to determine careers that may prove personally satisfying

CAREER PLANNING & DEVELOPMENT
Introducing high school students to the working world, this year-long course provides the knowledge and insight necessary to compete in today's challenging job market This relevant and timely course helps students investigate careers as they apply to personal interests and abilities, develop the skills and job search documents needed to

enter the workforce, explore the rights of workers and traits of effective employees, and address the importance of professionalism and responsibility as careers change and evolve This one-semester course includes lessons in which students create a self-assessment profile, a cover letter, and a résumé that can be used in their educational or career portfolio

COMPUTER SCIENCE PRINCIPLES
This course is available as both an elective and a CTE course Students will explore the foundations of computer science using videos, hands-on activities, programming, investigations, and projects They will experience much of what computer programmers do in planning, developing, testing, and refining software Security is a key topic, and students will learn techniques for recognizing and guarding against security threats Every unit has two to three projects, giving students the opportunity not only to write programs, but also to develop security policies, analyze real-world data, solve network problems, plan a mobile app, and more Interwoven throughout the course are spotlights on a wide variety of careers and roles in computer science Students will need to access to Python to complete this course

CONSTRUCTION CAREERS*
Construction Careers is a semester-long course that introduces high school students to the basics of construction, building systems, engineering principles, urban planning, and sustainability Students learn the key techniques in building all types of buildings, as well as the key individuals involved in each step of the process Many lessons present information on green building techniques and concepts that are becoming a standard part of the construction industry Safety practices are emphasized in

several lessons because construction is one of the most dangerous industries; students learn that there is no way to be successful in construction without taking such issues seriously Lessons in this course also explore regulatory agencies and guidelines established for protecting not only construction workers but also the occupants of a building

CORRECTIONS: POLICIES AND PROCEDURES*
Corrections is one of the three branches of the Criminal Justice System (CJS) in the United States All three branches employ personnel who are authorized to uphold and enforce the law and are required to operate under the rule of law Each branch works as part of the entire system Imagine Edgenuity Course Catalog 2023–202432
to maintain the public safety and well-being and bring criminals to justice Corrections facilities and programs are run by a complex system of policies and procedures, which uphold local, state, and federal laws Corrections: Policies and Procedures gives high school students an introductory, yet thorough view of many aspects of corrections operations and legal background information as they study how prisons and prisoners have evolved into correctional facilities and programs for offenders In this semester-long course duties, responsibilities, conduct, training, and special certification possibilities for corrections staff are explored Many aspects of procedures in corrections are reviewed, giving students an in-depth look at what a variety of careers in this growing field encompass and require

ENGINEERING AND DESIGN*
This semester-long course focuses on building real-world problem-solving and critical thinking skills as students learn how to innovate and design new products and improve existing products Students are introduced to the engineering design process to build new products

and to the reverse engineering process, which enables engineers to adjust any existing product Students identify how engineering and design have a direct impact on the sustainability of our environment and the greening of our economy Finally, students incorporate the engineering design process, environmental life cycle, and green engineering principles to create a decision matrix to learn how to solve environmental issues

ENGINEERING AND PRODUCT DEVELOPMENT*
This semester-long course provides an overview of the concepts of product engineering and development Students analyze the life cycle of a product to prepare a product for distribution and for target markets The course begins with building an understanding of the product life cycle, from the initial idea to drafting requirements to using 3-D modeling tools and other design tools The final unit focuses on assembling the pieces within a project plan to achieve a product and evaluating the plans for a successful product launch In addition, the course provides information about the different careers available to students interested in engineering, product development, and project management

FAMILY AND COMMUNITY SERVICES*
Family and Community Services is a high school semester-long course that introduces applications within professions related to family and community services Students identify degree and credential requirements for occupations in this pathway and identify individual, social, historical, economic, and cultural context to increase awareness of family and community services Students develop the abilities necessary to evaluate and identify a range of effective communication strategies and skills for establishing a collaborative relationship with others Students also

complete a variety of projects to apply their skills and knowledge Units are divided among career fields: Social Workers, Emergency Management and Planners, Therapists and Treatment Specialists, Education and Childcare

FIRE AND EMERGENCY SERVICES*
Emergency and fire-management services are essential infrastructure components of a community Fire and Emergency Services is a semester-long course that provides students with the basic structure of these organizations as well as the rules and guidelines that govern pre-employment education requirements The vehicles, equipment, and emergency-mitigations strategies that are commonly used in the emergency- and fire-management field are also explored Students gain an understanding of the goals of an emergency-management service and how they are implemented and managed, including personnel, budget, and labor-management challenges in the organization Various preparedness plans are discussed as students explore typical characteristics and frameworks of modern emergency- and fire-management organizations

FOOD PRODUCTS & PROCESSING SYSTEMS*
Agriculture, food, and natural resources are central to human survival and civilization The development, use, and stewardship of natural resources to create food products have a long and ever-changing timeline This semester-length high school course that explores the history and evolution of food products, along with the processing methods that have arisen to feed an ever-growing world population Students study specifics in a wide spectrum of food product topics, from early methods of preservation to technological advancements in packaging, regulations in labeling, and marketing trends Students learn industry terminology in each area of the

overall system, from “farm to fork” to vertical integration to smart packaging

FOOD SAFETY AND SANITATION*
This comprehensive semester-long course covers the principles and practices of food safety and sanitation that are essential in the hospitality industry for the protection and well-being of staff, guests and customers The course provides a systems approach to sanitation risk management and the prevention of food contamination by emphasizing the key components of the Hazard Analysis Critical Control Point (HACCP) food safety system After successful completion of this course, students are prepared to meet the requirements of state and national certification exams

FORENSICS: USING SCIENCE TO SOLVE A MYSTERY*
Forensics: Using Science to Solve a Mystery is a semester-long high school course that overviews modern-day forensic science careers at work using science concepts to collect and analyze evidence and link evidence to the crime and suspects in order to present admissible evidence in courts of law Projects in this course include simulated crime-scene investigation, actual DNA separation, development of a cybersecurity plan, and the identification of specific forensic skills used during the course of a very large murder case The focus of this course is to assist students in making career choices The overview of careers includes job descriptions and availability, educational and training requirements, licensing and certification, and typical annual salaries Students who take this class will become equipped to make more informed career choices regarding the forensic, computer science and medical science fields At the same time, students will survey the history and scope of present-day forensic science work

FUNDAMENTALS OF COMPUTER SYSTEMS*

Fundamentals of Computer Systems is a semester-long high school course that provides students with an understanding of computers and how they operate as well as a basic understanding of how to manage and maintain computers and computer systems These skills provide students with the ability to configure computers and solve computer problems Students learn details about the different elements of computers and computer systems, how to identify hardware devices and their functions, the role of operating systems as well as how to install and customize Windows operating system Students also learn about networking and the Internet, security issues, and current software applications, such as Microsoft® Office In addition, students learn specifics about maintaining and troubleshooting computers, including managing files, backing up systems, and using the administrative tools in Windows operating system Lastly, students learn the basics of customer service and working as a help desk support technician

FUNDAMENTALS OF DIGITAL MEDIA*

Fundamentals of Digital Media is a semester-long course that presents high school students an overview of the different types of digital media and how they are used in the world today This course examines the impact that digital media has on culture and lifestyle The course reviews the basic concepts for creating effective digital media and introduces several different career paths related to digital media Students learn about the tools used as well as best practices employed for creating digital media In the course, students explore topics such as the use of social media, digital media in advertising, digital media on the World Wide

Web, digital media in business, gaming and simulations, e-commerce, and digital music and movies Students also review the ethics and laws that impact digital media use or creation

FUNDAMENTALS OF PROGRAMMING AND SOFTWARE DEVELOPMENT*

This semester-long course provides students with an understanding of basic software development concepts and practices, issues affecting the software industry, careers within the software industry, and the skills necessary to perform well in these occupations Students learn details about core concepts in programming using Java, writing and debugging code, proper syntax, flow of control, order of operations, comparison operators, and program logic tools and models

Students learn the function of key program techniques including if statements, looping, and arrays, as well as web development using HTML and drag-and-drop development of user interfaces in an integrated development environment Students explore the software development life cycle and different variations used to create software

Required Materials:

Activities in this course require that the Java Software Development Kit (SDK) and the NetBeans Integrated Development Environment (IDE) is installed on students' computers Instructions are included in the Unit 1 lesson titled "Introduction to Java Programming "

HEALTH, SAFETY, AND ETHICS IN THE HEALTH ENVIRONMENT*

Health, Safety, and Ethics in the Health Environment is a semester-long high school course that focuses on healthcare safety, health maintenance practices, environmental safety processes and procedures, and

ethical and legal responsibilities It also reinforces, expands, and enhances biology content specific to diseases and disorders Students participate in project- and problem-based healthcare practices and procedures to demonstrate the criticality of these knowledge and skills Students develop basic technical skills required for all health career specialties including understanding occupational safety techniques and obtaining their CPR and First Aid certifications

HEALTH SCIENCE CONCEPTS

This year-long course introduces high school students to the fundamental concepts of anatomy and physiology—including the organization of the body, cellular functions, and the chemistry of life As they progress through each unit, students learn about the major body systems, common diseases and disorders, and the career specialties associated with each system Students investigate basic medical terminology as well as human reproduction and development Students are introduced to these fundamental health science concepts through direct instruction, interactive tasks, and practice assignments This course is intended to provide students with a strong base of core knowledge and skills that can be used in a variety of health science career pathways

PRINCIPLES OF AGRICULTURE, FOOD, AND NATURAL RESOURCES

This semester-length high school course introduces students to the basic scientific principles of agriculture and natural resources Students recognize and research plant systems, animal systems, government policy, “green” technologies, agribusiness principles, and sustainability systems In this course, students apply understanding of ecosystems and systems thinking to the management of

natural resources to maximize the health and productivity of the environment, agriculture, and communities Students also analyze community practice or policy development related to sustainability in agriculture, food, and natural resources Finally, students apply adaptive ecosystem management to a common pool resource problem in a manner that addresses ecological, socioeconomic, and institutional contexts

INTRODUCTION TO BUSINESS

In this two-semester introductory course, students learn the principles of business using real-world examples—learning what it takes to plan and launch a product or service in today's fast-paced business environment This course covers an introduction to economics, costs and profit, and different business types Students are introduced to techniques for managing money, personally and as a business, and taxes and credit; the basics of financing a business; how a business relates to society both locally and globally; how to identify a business opportunity; and techniques for planning, executing, and marketing a business to respond to that opportunity

INTRODUCTION TO CAREERS IN ARCHITECTURE AND CONSTRUCTION*

The goal of this semester-long high school course is to provide students with an overview of careers in architecture and construction in order to assist with informed career decisions This dynamic, rapidly evolving career cluster is comprised of three pathways (fields): Design and Pre-Construction (Architecture and Engineering); Construction (Construction and Extraction); and Maintenance and Operations (Installation, Maintenance, and Repair) The Architecture and Construction career cluster is defined as careers in building, designing, managing, maintaining,

and planning the built environment The built environment encompasses all zones of human activity—from natural conservation areas with minimal human intervention to highly dense areas with tall skyscrapers and intricate highway systems to suburban cul-de-sacs The interrelated components that make up the built environment are as varied and unique as the professionals who help shape it

INTRODUCTION TO CAREERS IN EDUCATION AND TRAINING*

Introduction to Careers in Education and Training is a semester-long course that introduces students to the field of education and training, and the opportunities available for early-childhood through adult and continuing education Students gain an understanding of the career options available in teaching, administrative work, and support services They also explore the education and background experience needed to succeed in these careers Students learn about the evolution of the modern educational system in the United States, and the policies and laws that govern educational institutions
They also discover the similarities and differences between the ethical and legal obligations of working with adults versus working with children

INTRODUCTION TO CAREERS IN FINANCE*

Introduction to Careers in Finance is a semester-long course that provides the fundamentals of the financial services industry in the United States and explores the jobs and career opportunities that the industry offers Course units address a broad set of services in the industry including finance overview, financial services, securities analysis, investments, principles of corporate finance, banking services, risk management, and insurance

INTRODUCTION TO CAREERS IN GOVERNMENT AND PUBLIC ADMINISTRATION*

This semester-long course provides students with an overview of American politics and public administration, including how political institutions and public management systems at the local, state, and federal levels exercise supervisory authority and maintain accountability Students explore the foundations of the U S government, the separation of powers, the federal civil service system, and the relationship between the government and state and local officials Students learn about politics in the United States and the electoral process, political attitudes and opinions, and American political parties Students explore the structure of U S federal governmental institutions, the nature of bureaucracy, and the functions of the three branches of government Students also learn about policy making in American government, including discussions of foreign and defense policies

INTRODUCTION TO COMPUTER SCIENCE

This course is available as both an elective and a CTE course Introduction to Computer Science is a year-long course designed for students in grades 9-10, although any students across 9-12 may enroll This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world Students have creative, hands-on learning opportunities to create a computer program, a web page, design a mobile app, write algorithms, and collaborate with peers while building a strong foundational knowledge base This course provides a solid foundation for more advanced study as well as practical skills they can use immediately

Required Materials:

Activities in this course require that Python is installed on

students' computers

INTRODUCTION TO HUMAN GROWTH AND DEVELOPMENT*
This semester-long course focuses on human growth and development over the lifespan, as well as careers that help people deal with various physical, intellectual, and socioemotional issues, such as physicians, nurses, nutritionists, substance abuse counselors, clergy, teachers, career counselors, psychologists, and psychiatrists The course provides a background in human growth and development from before birth, through childhood, into adulthood, and through death and grief It gives the student perspective and highlights where people in the caring professions are most needed Students who take this course will come away with a broad understanding of all the careers that help people from birth to death

INTRODUCTION TO CAREERS IN THE HEALTH SCIENCES*
This semester-long course is an overview of health careers and overriding principles central to all health professions The course provides a foundation for further study in the field of health science Upon completion of the course, students are able to discuss the potential career choices and have an understanding of basic concepts that apply to these different choices such as science and technology in human health, disease, privacy, ethics and safety Essential skill development, such as communication and teamwork, are also addressed

INTRODUCTION TO CAREERS IN TRANSPORTATION, DISTRIBUTION, AND LOGISTICS*
This semester-long course introduces students to the complicated world of commercial transportation Students undertake an overview of the fields of transportation, distribution, and logistics, learning the differences

between the fields and the primary services provided in each Students learn how warehousing, inventory, and other associated businesses impact the economy, which includes the advantages and disadvantages of automation on employment Students learn about the history of transportation including Students examine the fields that serve to support and manage transportation systems Lastly, the role of technology and technological development on transportation-related businesses is addressed

INTRODUCTION TO CONSUMER SERVICES*
In this semester-long course, students analyze various career paths in terms of employment opportunities and educational requirements, such as hard and soft skills, certifications, and licensures for different pathways Developing research, analytical, and presentations skills are key components This course is designed as an overview to prepare students for a consumer services-related career and to introduce them to specialty areas Emphasis is placed on the human services aspect (vs corporate concerns) of consumer services Social issues and advocacy, as well as ethics and legalities, are a recurring theme Students gain knowledge of current issues affecting various consumer services professions, and the impact of local, state, national and global issues on consumer services

INTRODUCTION TO HEALTH SCIENCE
This high school course introduces students to a variety of healthcare careers, as they develop the basic skills required in all health and medical sciences In addition to learning the key elements of the U S healthcare system, students learn terminology, anatomy and physiology, pathologies, diagnostic and clinical procedures, therapeutic interventions, and the fundamentals of medical emergency

care Throughout the course, instructional activities emphasize safety, professionalism, accountability, and efficiency for workers within the healthcare field

INTRODUCTION TO HUMAN SERVICES*
This semester-long course introduces high school students to the possibilities for careers in the human services professions Through anecdotes, lessons, and a variety of assignments and projects, students learn about the broad variety of jobs available in the human services These begin with entry-level positions, such as associate social workers, that require a two-year Associate of Arts degree Students also learn ethics and philosophies of the helping professions The history of the profession, as well as the impact of the cultural, social, and economic environment on individual people, especially those who need social services assistance, is also explored

INTRODUCTION TO INFORMATION TECHNOLOGY
This course introduces students to the essential technical and professional skills required in the field of Information technology (IT) Through hands-on projects and written assignments, students gain an understanding of the operation of computers, computer networks, Internet fundamentals, programming, and computer support Students also learn about the social impact of technological change and the ethical issues related to technology Throughout the course, instructional activities emphasize safety, professionalism, accountability, and efficiency for workers within the field of IT

INTRODUCTION TO INFORMATION TECHNOLOGY SUPPORT AND SERVICES*
This semester-long course focuses on real-world application, including common industry best practices

and specific vendors that offer tools for technicians, project managers, and IT leadership Students learn how the IT department of an enterprise supports the overall mission of the company Students apply their knowledge of hardware and software components associated with IT systems while exploring a variety of careers related to IT support and services Students analyze technical support needs to perform customer service and configuration management activities Students also evaluate application software packages and emerging software Students demonstrate and apply knowledge of IT analysis and design by initiating a system project and evaluating applications within the IT system

INTRODUCTION TO LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY*

In this semester-long course, students learn about the many careers that exist within the fields of law, law enforcement, public safety, corrections, and security In addition to learning about the training and educational requirements for these careers, students explore the history of these fields and how they developed to their current state Students also learn how these careers are affected by and affect local, state, and federal laws Finally, students examine the relationships between professionals in these fields and how collaborations between professionals in these careers help to create a safer, more stable society

INTRODUCTION TO NETWORK SYSTEMS*

This semester-long course introduces students to the fundamental technology and concepts that make networking systems possible The most important concept introduced is that of the OSI reference model and its bottom four layers, which are most directly concerned with networking instead of computing The course explores

the software and hardware supporting LANs, WANs, and Wi-Fi networks Students are introduced to the protocols in the TCP/IP stack that are used to communicate across a network, and to networking hardware, including hubs, switches, bridges, routers, and transmission media Students explore questions of security, network management, and network operating systems

INTRODUCTION TO STEM*

This semester-long course introduces students to the four areas of Science, Technology, Engineering, and Mathematics through an interdisciplinary approach that will increase awareness, build knowledge, develop problem solving skills, and potentially awaken an interest in pursuing a career in STEM Students are introduced to the history, fundamental principles, applications, processes, and concepts of STEM Students are exposed to several computer applications used to analyze and present technical or scientific information Finally, students explore the kinds of strategies frequently used to solve problems in these disciplines Throughout the course, students discover their strengths through practical applications and awareness of the various STEM careers

KEYBOARDING AND APPLICATIONS*

Keyboarding and Applications is a semester-long course that teaches students keyboarding skills, technical skills, effective communication skills, and productive work habits Students learn proper keyboarding techniques Once students have been introduced to keyboarding skills, lessons include daily practice of those skills Students gain an understanding of computer hardware, operating systems, file management, and the Internet In addition, students apply their keyboarding skills and create a variety of

business documents, including word processing documents and electronic presentations

NEW APPLICATIONS: WEB DEVELOPMENT IN THE 21ST CENTURY*

New Applications is a survey course that travels from the first software programs developed to facilitate communication on the Internet, to the new generation of mobile and native apps that access the Internet without a reliance on a web browser New Applications is also a practical course in how to develop a presence on the World Wide Web using WordPress and other available web-application tools The goal of the course is to provide the learner insight into the rapidly evolving universe of programming and application development to support informed career decisions in an industry that is changing as quickly as it is growing

NURSING ASSISTANT

This two-semester course prepares students to provide and assist with all aspects of activities of daily living and medical care for the adult patient in hospital, long-term care, and home settings Through direct instruction, interactive skills demonstrations, and practice assignments, students are taught the basics of nurse assisting, including interpersonal skills, medical terminology and procedures, legal and ethical responsibilities, safe and efficient work, gerontology, nutrition, emergency skills, and employability skills Successful completion of this course from an approved program prepares the student for state certification for employment as a Certified Nursing Assistant (CNA)

NURSING: UNLIMITED POSSIBILITIES

AND UNLIMITED POTENTIAL*
Nursing: Unlimited Possibilities and Unlimited Potential provides high school students opportunities to compare and contrast the various academic and clinical training pathways to an entry-level position in nursing and to explore the growing number of opportunities for professional advancement given the proper preparation and experience In this semester-long course, students have several opportunities to learn about the expanding scope of professional practice for registered nurses and better understand the important changes proposed in the education and ongoing professional development of nurses

PERSONAL CARE SERVICES*
Personal Care Services introduces high school students to a variety of careers in the following areas: cosmetology (including hairstyling and haircutting, esthetics, manicuring, makeup, and teaching) and barbering (including cutting and styling of hair and facial hair and manicuring for men); massage therapy, teaching body-mind disciplines (yoga, Pilates, and the martial arts), and fitness (general exercise classes and acting as a personal trainer); and mortuary science (embalming and funeral directing) The semester-long course teaches students about what each career entails and the education and training they need to become credentialed in various career specialties In addition, about half of the course is devoted to teaching knowledge associated with the various professions, so that students can get a feel for what they should learn and whether they would like to learn it

PHARMACY TECHNICIAN
This two-semester course prepares students for employment as a Certified Pharmacy Technician (CPhT) and covers the skills needed for the pharmacy

technician field Through direct instruction, interactive skills demonstrations, and practice assignments, students learn the basics of pharmacy assisting, including various pharmacy calculations and measurements, pharmacy law, pharmacology, medical terminology and abbreviations, medicinal drugs, sterile techniques, USP 795 and 797 standards, maintenance of inventory, patient record systems, data processing automation in the pharmacy, and employability skills Successful completion of this course prepares the student for national certification for employment as a CPhT

PHYSICIANS, PHARMACISTS, DENTISTS, VETERINARIANS, AND OTHER DOCTORS*

Physicians, Pharmacists, Dentists, Veterinarians, and Other Doctors focuses on preparation for physician-level careers, including dental, veterinary and pharmaceutical, along with a look into the physician assistant and alternative medicine systems This semester-long course also introduces the topics of diversity and the move toward social and cultural skills in medicine, in addition to academic ability This course focuses on the preparation for entry to practice, along with navigating the field once you are in it (working as part of a team, dealing with patients, etc) Students choose their career path by studying different roles, responsibilities, settings, education needs, and amounts of patient contact Degree and training requirements, working environment, salaries, and the day in the life of that career is also covered in this course Students explore important aspects that are applicable to the entire health field, such as behaving ethically, keeping patients safe and free from infections and germs, and following laws and policies

PLANNING MEETINGS AND SPECIAL EVENTS*

Planning Meetings and Special Events is a semester-long high school course designed as an introduction to the study of planning meetings and special events Being a meetings and special events planner is both demanding and rewarding According to The Bureau of Labor Statistics employment of meeting, convention, and event planners is projected to grow 7 percent from 2018 to 2028, faster than the average for all occupations Job opportunities should be best for candidates with hospitality experience and a bachelor's degree in meeting and event management, hospitality, or tourism management It's not all fun and parties because a meeting coordinator is responsible for every detail of an event Planners must know how to communicate, be empathetic, and think of their clients It's crucial to remember that in some instances the event will be a once-in-a-lifetime occasion, so it's important to get it right

PLANT SYSTEMS*

Plant Systems is a semester-length high school course that introduces students to the basics of plant biology, soil science, agriculture, and horticulture, along with the environmental management practices involved in each, including integrated pest management, biotechnology, growth techniques, and crop management Students learn the basic parts of a plant, how plants are scientifically classified, and how they interact with water, air, nutrients, and light to undergo the processes of photosynthesis and respiration Plant reproduction, including pollination, germination, and dispersal of seeds, is also presented The course concludes by looking at careers in the plant sciences which includes agronomy, horticulture, or landscape design

POWER, STRUCTURAL, AND TECHNICAL SYSTEMS*

This semester-length high school course provides students with an understanding of the field of agriculture

power and introduces them to concepts associated with producing the food and fiber required to meet today's and tomorrow's needs Students are given the opportunity to explore agriculture machinery, as well as structures and technological concepts They also learn about the historical changes in agriculture and how agriculture has changed to meet the needs of the future world population Students are introduced to machinery, structures, biotechnology, and ethical and professional standards applicable to agriculture power

PUBLIC HEALTH: DISCOVERING THE BIG PICTURE IN HEALTH CARE*

Public Health: Discovering the Big Picture in Health Care is a semester-long high school course that discusses the multiple definitions of public health and the ways these definitions are put into practice The five core disciplines and ways they interact to reduce disease, injury and death in populations is explored By understanding the roles of public health, students gain a greater appreciation for its importance and the various occupations one could pursue within the field of public health Students explore the history, nature and context of the public health system Students also learn how to promote public health, and how to coordinate a response to a public health emergency Students explore how diseases spread and learn about the roles of the Centers for Disease Control and the World Health Organization By entering the field of public health, students play an integral part in improving the health and lives of many people

SCIENCE AND MATHEMATICS IN THE REAL WORLD*

Science and Mathematics in the Real World is a semester-long high school course where students focus on how to apply scientific and mathematical concepts to the

development of plans, processes, and projects that address real world problems, including sustainability and “green” technologies This course also highlights how science, mathematics, and the applications of STEM will be impacted due to the development of a greener economy This course exposes students to a wide variety of STEM applications and to real world problems from the natural sciences, technology fields, the world of sports, and emphasizes the diversity of STEM career paths The importance of math, critical thinking, and mastering scientific and technological skill sets is highlighted throughout Challenging and enjoyable activities provide multiple opportunities to develop critical thinking skills and the application of the scientific method, and to work on real world problems using STEM approaches

SCIENTIFIC DISCOVERY AND DEVELOPMENT*
Scientific Discovery and Development is a semester-long high school course that explores the history of clinical laboratory science, learning how clinical laboratories evolved and became professionalized, and how scientific discoveries and breakthroughs fueled the development of the laboratory while the sub-disciplines in biology were advancing Students learn about the circulatory system and about microbiology and the subfields within it Cells and tissues, cell division and basic genetics is also addressed This course covers the three major areas in bioresearch: biotechnology, nanotechnology, and pharmaceutical research and development More than two dozen career fields are explored along the way including laboratory techs, phlebotomists, and pathologist assistants Students learn what is necessary in the areas of education and credentialing with an idea of the job outlook and salaries

SCIENTIFIC RESEARCH*
Scientific Research is a semester-long high school

course that describes activities from the point of view of a professional scientist The lessons provide support, accessible ideas, and specific language that guide students through most of the steps, insights, and experiences eventually faced if continued through higher education toward a graduate degree Knowing the practical, everyday basics of scientific thinking and laboratory activity serves as a necessary first step to a career as a technician or a lab assistant While these jobs are hands-on and technical, the intellectual and historical background covered in the course provides an awareness that is essential to working in such an atmosphere

SECURITY AND PROTECTIVE SERVICES*
Security and Protective Services is a semester-long high school course that offers an overview of the security and protective services industry Students will understand different types of security services and how they relate to one another The distinction between the criminal justice system within the public sector and private security is addressed The course begins with an introduction to the history of private security, with subsequent units focusing on a specific sector The concluding unit focuses on the emerging challenges facing security services in the twenty-first century, including international terrorism In addition, the course provides information about many different careers that are available to students who are interested in security and protective services

SMALL BUSINESS ENTREPRENEURSHIP
This full-year course is designed to provide the skills needed to effectively organize, develop, create, manage and own a business, while exposing students to the challenges, problems, and issues faced by entrepreneurs Throughout this course, students explore what kinds of opportunities

exist for small business entrepreneurs and become aware of the necessary skills for running a business Students become familiar with the traits and characteristics that are found in successful entrepreneurs, and see how research, planning, operations, and regulations can affect small businesses Students also learn how to develop plans for having effective business management, financing and marketing strategies

SOFTWARE DEVELOPMENT TOOLS*
This semester-long course introduces students to the variety of careers related to programming and software development Students gather and analyze customer software needs and requirements, learn core principles of programming, develop software specifications, and use appropriate reference tools to evaluate new and emerging software Students apply IT-based strategies and develop a project plan to solve specific problems and define and analyze system and software requirements

STEM AND PROBLEM SOLVING*
Science, technology, engineering, and mathematics (STEM) are active components in the real world STEM and Problem Solving is a semester-long high school course that outlines how to apply the concepts and principles of scientific inquiry, encouraging the use of problem-solving and critical-thinking skills to produce viable solutions to problems Students learn the scientific method, how to use analytical tools and techniques, how to construct tests and evaluate data, and how to review and understand statistical information This course is designed to help students understand what we mean by problem solving and to help understand and develop skills and techniques to create solutions to problems Advanced problem-solving skills are necessary in all science, technology, engineering, and mathematics disciplines and career paths This

problem-solving course stresses analytic skills to properly format problem statements, use of the scientific method to investigate problems, the use of quantitative and qualitative approaches to construct tests, and an introduction to reviewing and interpreting statistical information

SUSTAINABLE SERVICE MANAGEMENT FOR HOSPITALITY AND TOURISM*

This comprehensive semester-long course covers the principles and practices of sustainable service management The purpose of this course is to provide students with an understanding of socially, environmentally, and financially sustainable hospitality management The course provides a sustainable approach to service management, incorporating the role of the customer, employee, leaders, and the environment After successful completion of this course, students understand and are able to explain the fundamentals of sustainability in the hospitality industry

TEACHING AND TRAINING CAREERS*

Teaching and Training Careers is a semester-long high school course that introduces students to the art and science of teaching It provides a thorough exploration of pedagogy, curriculum, standards and practices, and the psychological factors shown by research to affect learners In five units of study, lessons, and projects, students engage with the material through in-depth exploration and hands-on learning, to prepare them for teaching and training careers Students are given many opportunities to be the teacher or trainer, and to explore the tasks, requirements, teaching strategies, and research-based methods that are effective and high-quality

TECHNOLOGY AND BUSINESS

This year-long course teaches students technical skills, effective communication skills, and productive work habits needed to make a successful transition into the workplace or postsecondary education In this course, students gain an understanding of emerging technologies, operating systems, and computer networks In addition, they create a variety of business documents, including complex word-processing documents, spreadsheets with charts and graphs, database files, and electronic presentations

THERAPEUTICS: THE ART OF RESTORING AND MAINTAINING WELLNESS*

Therapeutics: The Art of Restoring and Maintaining Wellness is a semester-long high school course that focuses on careers that help restore and maintain mobility and physical and mental health, such as physical therapists, physical therapy assistants, occupational therapists, athletic trainers, massage therapists, dieticians and dietetic technicians, art therapists, neurotherapists, vocational rehabilitation counselors, and registered dental hygienists Each career is explored in depth, examining typical job duties, educational and licensure requirements, working conditions, average salary, and job outlook Key concepts and specific skill sets are introduced in the lessons, allowing students to apply what they have learned to health careers This course is important because skilled health care workers are in high demand and expected to remain so for the foreseeable future

TRANSPORTATION AND TOURS FOR THE TRAVELER*

Transportation and Tours for the Traveler is a semester-long course where students learn about today's package tour industry, travel industry professionals, and package tour

customers Students find out who tour operators must work with to create travel products and what kinds of decisions they must make in terms of meals, lodging, attractions, and, of course, transportation Finally, students learn about how technology, world events, and increased environmental awareness are affecting the travel industry today Students focus on the different components that go into creating a tour to get a sense of what working for a tour operator entails as well as what other careers are available in the tour industry

VIRTUAL TUTOR: ACT®
This course provides students with the opportunity to prepare to successfully complete the ACT® college-entrance exam Practice tests diagnose and target areas of opportunity, and students are prescribed individual study paths The learning experience includes video-based instruction by highly qualified teachers, interactive assignments, and frequent assessment opportunities to track progress

VIRTUAL TUTOR: SAT®
This test preparation course effectively prepares students for all sections of the SAT® exam Course content is broken into strands, allowing students to focus on each subject extensively before moving on to the next area of study Within each strand, a diagnostic pretest identifies students' strengths and weaknesses and tailors a personalized study plan for each test-taker

VIRTUAL TUTOR: PSAT®
This course provides students with the opportunity to prepare for success on the PSAT® Practice tests diagnose and target areas of opportunity, and students

are prescribed individual study paths The learning experience includes video-based instruction by highly qualified teachers, interactive assignments, and frequent assessment opportunities to track progress

VIRTUAL TUTOR: GED®
This test preparation course effectively prepares students for all sections of the GED® exam Course content is broken into strands, allowing students to focus on each subject extensively before moving on to the next area of study Within each strand, a diagnostic pretest identifies students' strengths and weaknesses and tailors a personalized study plan for each test-taker

VIRTUAL TUTOR: HISET®
This test preparation course effectively prepares students for all sections of the HiSET® exam Course content is broken up into strands, allowing students to focus on each subject extensively before moving on to the next area of study Within each strand, a diagnostic pretest identifies students' strengths and weaknesses and tailors a personalized study plan for each test-taker

VIRTUAL TUTOR: TASC®
This test preparation course effectively prepares students for all sections of the TASC® test Course content is broken up into strands, allowing students to focus on each subject extensively before moving on to the next area of study Within each strand, a diagnostic pretest identifies students' strengths and weaknesses and tailors a personalized study plan for each test-taker

VIRTUAL TUTOR: ACCUPLACER®
This course reviews the concepts and skills essential for

college readiness as measured by the Next Generation ACCUPLACER® post-secondary placement exam In this course, students complete a diagnostic pretest for each set of skills that assesses specific areas of strength and weakness Based on the assessment results, the student receives a personalized learning plan, providing the most efficient and effective preparation possible

VIRTUAL TUTOR: ACT WORKKEYS®
This course prepares students for the WorkKeys assessments in Applied Math, Graphic Literacy, and Workplace Documents Each unit of instruction includes teacher-led video instruction with teachers modeling assessment items comparable to the ones students will encounter on exam day In addition, students have ample practice opportunities, as each lesson includes multiple assignments, with each one aligned to the difficulty and cognitive processes demanded by one of the five levels of mastery on the WorkKeys assessment

VIRTUAL TUTOR: ASVAB®
This course prepares students for the Math, Verbal, and Science sections of the Armed Services Vocational Aptitude Battery Each subject includes multiples strands, each with its own diagnostic pretest—allowing students to focus their study only on their areas of weakness Personalized study plans based on the diagnostic results include video-based instruction, assignments and practice, and assessment to ensure that students have mastered material

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GED is a registered trademark of the American Council on Education.
TASC is a registered trademark of CTB.
HiSET is a registered trademark of Educational Testing Service (ETS).

CHARACTER & LEADERSHIP DEVELOPMENT*

In this course, students will learn what leadership looks like in a 21st-century world, how new generations are adapting to lasting principles and how to influence others and take on a leadership role in their own community The course begins with providing students the opportunity to identify and write out their life vision, mission, and purpose and begin to understand the value of making memories, having adventures, and creating meaningful experiences Upon completion of this course, students will have a clear understanding of what it takes to have an impact on their family, friends, and peers, as well as a personal action plan of practical steps they can take to reach their goals

CLIMATE & CULTURE TRANSFORMATION*

Climate & Culture Transformation is a course designed to teach students the different aspects of health and safety, relationship support, social awareness, and equity, inclusion, & diversity The climate and culture of a school, community, or relationship are all based on mutual and self-respect, perspective-taking, healthy communication, and positive values In this course, students are challenged to reflect on and learn more about themselves and others, as well as how to advocate for safer and more supportive environments Each lesson is packed with positivity and insight needed to envision a brighter future for all

COLLEGE & CAREER READINESS*

The content in this course provides instruction on skills essential for students preparing for college and/or a career, including: how to build an effective resume, how to groom and dress in the workplace, the power of networking and how to develop disciplines that lead to

success Now, more than ever, students are told they must be prepared for higher education or a career in a skilled profession

MENTAL HEALTH & WELLNESS*
Mental Health & Wellness is a course designed to reinforce and empower a student's overall mental health, especially in times of crisis or trauma This course is designed to help students cope with difficult situations, self-soothe, and manage conflicting emotions It seeks to give students the tools they need to keep their mind and well-being safe and sound By participating in this course, students build a framework for citizenship, embrace the value of diversity, and learn how to appropriately use their voice to fight against injustices Upon completing this course, students will understand the value of resiliency and how to utilize a framework for working through life challenges, enabling them to lead a meaningful and fulfilling life

PERSONAL DEVELOPMENT*
Personal Development is a course designed to increase a student's success in school, at work, and in their personal life Each of the lessons in this course provide students with practical insights, stories, discussion questions, and activities designed to enhance self-awareness, boost self-esteem, and help develop the motivation it takes to overcome personal challenges By participating in course activities and discussions, students build a valuable record of their goals, dreams, skills, interests, and values Students will also develop the skills necessary to make informed and responsible decisions about their own well-being, as well as the well-being of others

RESTORATIVE PRACTICES & PRINCIPLES*
This course is designed to provide individuals with the

knowledge and tools to improve and repair relationships between people and communities It seeks to build social behaviors and treat underlying causes that lead to antisocial behavior, rather than merely punish the misbehavior itself, and restore the trust and harmony in both individuals and relationships after harm is done By participating in this course, students learn to evaluate the impact that their environment and experiences have on them, and then build purposeful, positive futures for themselves, regardless of their history, circumstance, or past mistakes This course aims to instill the confidence, inspiration, and wisdom needed to break through any social stereotypes or barriers that stand in the way of reaching their full, best potentials possible

SOCIAL AND EMOTIONAL SUCCESS*

Social & Emotional Success is a course is designed to strengthen a student's social capacity and their emotional intelligence (EQ) Through a study of mindfulness, students develop a strong sense of self, enabling them to develop successful relationships, make healthy decisions, and achieve their goals On top of developing EQ skills students will be equipped to handle trauma, developing coping skills, understand the consequences of drugs and how to find help when feeling vulnerable and abused Upon completing this course, students will be empowered with the skills to identify problems, utilize critical thinking to evaluate and reflect on solutions, and engineer their own philosophy towards mindfulness

TRAUMA-INFORMED LIVING*

Trauma-Informed Living is designed to address common mental health issues, provide resources and techniques to healthily process, cope, and heal our emotions, and reduce the stigma of mental health issues in society There

are many common, and normal, mental experiences that individuals face that are misunderstood, undiscussed, and/or untreated, which may lead to long-term and development problems or suicidal thoughts and behaviors By participating in this course, students learn how to prevent, recognize, and identify different mental health issues, how to navigate the emotions involved, how to seek resources for help with mental health, and how to help others in need do the same The topics discussed in this course include: personal safety and wellness, self-esteem, potential mental barriers, social-emotional trauma, childhood trauma, mental health disorders, and suicide prevention and awareness

UNLOCK YOUR PURPOSE*

In this course, students will investigate their why and identify the person they want to become Yet, no matter how strong their self-awareness is, events will occur that will challenge them This course allows students to examine what motivates them to keep pressing on and pushing through the pain of growth that is necessary to leading a fulfilling life By participating in activities and discussions in this course, students build the interpersonal and intrapersonal skills that lead to a life of purpose Upon completing this course, students will understand how to balance the principles of happiness and success, the importance of helping others, the connection between internal thoughts and external communication, and how to build and maintain healthy relationships

INTERVENTION ON PURPOSE" MODULES

The "Intervention On Purpose" module suite includes selected content from the full Purpose Prep courses**, for use in a variety of flexible implementation settings:

Controlling your Thoughts and Sad Feelings
Regulating Anger and Temper
Understanding Anxiety
Overcoming Bullying the Right Way
Crafting My Personal Vision
Building Communication Skills with Adults
Understanding Depression
Being Yourself with Pride and Confidence
Advancing Everyday Communication Skills
Discovering My Identity
Impacting and Contributing to My Community
Seeing the World Through Compassion & Empathy
Surviving the Death of a Loved One
Coping with the Incarceration of a Loved One
Dealing with Divorce & Separation
Becoming a Dynamic Leader
Dealing with Rejection
Striving for Authenticity
Finding Hope with Teen Pregnancy
Resisting and Refusing Peer Pressure
Asking for Help for Myself or Others
Writing Life-Changing Goals for My Future
Managing Stress
Walking through Forgiveness
Keeping Calm and Living with Mindfulness
Learn to Date Yourself
Living by Character, Values and Purpose
Turning your Life Around & Starting Again
Dressing and Grooming for Success
Self-Motivate and Create Ambition & Curiosity
Preventing Suicide and Depression
Introducing the Process of Substance Abuse and Rehabilitation
Learning Resiliency, Elasticity and Coping Strategies
Finding a Mentor

Identifying my Needs and Limits
Taking Control of Impulsive Decision Making
Focus & Refocus
Accepting & Taking Responsibility
Coping with Grief, Loss and Shame
Embracing Diversity
Managing my Mood and Behavior
Moving Forward from Suspension and Expulsion
Finding Available Mental Health Resources and Supports
Dealing with Sexual Abuse and Sexual Pressure
Unlearning Learned Helplessness
Evaluating the Quality of my Judgements
Overcoming Gangs, Guns and Fighting
Protecting Myself against Exploitation and Human Trafficking
Returning to School Successfully
Learning Refusal Skills & How to Say No
Fighting Truancy
Restorative Practices: Taking Accountability for My Circumstances
Managing Adrenaline and Aggression
Staying Safe Online
Building Healthy Relationships
Overcoming the Use of Swearing and Degrading Words
An Introduction to Substance Abuse
Exposing the Consequences of Drugs on My Body and Mind
Tackling the use of Stimulants and Depressants
Living above Vaping and JUULing
Considering the Impact of Drugs on My Relationships
Living Drugs-Free and Overcoming Drugs

SOCIAL AND EMOTIONAL LEARNING

SUBSCRIPTION BASED ELECTIVES

3D MODELING 1A*
Heart valves, cars, cartoons, and buildings may not seem to have much in common, but they all share one spectacular attribute: all originated as a 3D model 3D modeling has changed the way the world makes things, and in this course, you'll learn the basics to begin creating in 3D! You'll learn how different 3D models are built and how to practice using a variety of modeling methods By the end of the course, you'll walk away with a portfolio of your ingenious modeling ideas

3D MODELING 1B*
Many buildings that are rendered in the real world first are constructed in a digital 3D world that depicts the aesthetics, environment, and conditions of what will come to be In this course, you will be introduced to the tools and techniques needed to create works of 3D art You will bring your objects to life with color, textures, lighting, and shadow all while simulating the movement of world around

ADVANCED NETWORKING 1A*
In this course, you will learn about a variety of different networks, their layers, and the different needs they address You'll uncover best practices for setting up secure remote access connections, techniques to troubleshoot and think strategically, and correct documentation Lastly, you'll learn tips to successfully communicate in the workplace

ADVANCED NETWORKING 1B*
In this course, you'll learn the methods used to manage traffic, transmissions, and users based on organizational needs and the important decisions that go into building an optimal network You'll explore types of malicious attacks and the role that risk management plays in the strategic

planning to prepare for, monitor, and efficiently remediate damage Lastly, you'll investigate processes that can be used to prevent, monitor, and notify of these events to employ action plans quickly

ADVERTISING AND SALES PROMOTION*
What comes to mind when you think of marketing? Does a favorite commercial jingle begins to play in your head? Or do you recall the irritating phone call from a company trying to sell you software you already have? No matter what your feelings are about it, there's no denying the sheer magnitude of the marketing industry Every year companies spend $200 billion promoting their products and services—and that's in the United States alone! Experts estimate that by the time you turn 65, you will have seen nearly 2 million TV commercials, not to mention radio ads, billboards, and online advertisements You're familiar with what it's like on the receiving end of a company's marketing efforts, but what's it like on the other side? In this Advertising and Sales Promotions course, you'll learn how marketing campaigns, ads, and commercials are conceived and brought to life You'll meet some of the creative men and women who produce those memorable ads and commercials And you'll discover career opportunities in the field to help you decide if a job in this exciting, fast-paced industry is in your future!

AFRICAN-AMERICAN HISTORY*
How have African Americans shaped the culture of the United States throughout history? Tracing the accomplishments and obstacles of African Americans from the slave trade through emancipation, and to the modern African diaspora, you will learn about the political, economic, social, religious, and cultural factors that have influenced African American life In African American

History, you'll come face to face with individuals who changed the course of history and learn more about slavery, the Civil Rights Movement, and the many contributions of the African American community to American life You will also explore how the history of African Americans influences current events today the ins and outs of creating 2D and 3D animation, from start to finish You'll even begin working on our own design portfolio and get hands on experience with creating your own animation projects Learning about Animation could lead to a thriving career in the growing world of technology and animation
* Students will need to be enrolled separately in each semester course.

ANTHROPOLOGY 1: UNCOVERING HUMAN MYSTERIES*
The aim of anthropology is to use a broad approach to gain an understanding of our past, present and future, and in addition address the problems humans face in biological, social and cultural life This course will explore the evolution, similarity and diversity of humankind through time It will look at how we have evolved from a biologically and culturally weak species to one that has the ability to cause catastrophic change Exciting online video journeys to different areas of the anthropological world are just one of the powerful learning tools utilized in this course

ANTHROPOLOGY 2:
MORE HUMAN MYSTERIES UNCOVERED*
Anthropology has helped us better understand cultures around the world and through different time period This course continues the study of global cultures and the ways that humans have made sense of their world We will examine some of the ways that cultures have understood and gave meaning to different stages of life and death The course will also examine the creation of art within cultures and examine how cultures evolve and change over time

Finally, we will apply the concepts and insights learned from the study of anthropology to several cultures found in the world today

ARCHAEOLOGY: DETECTIVES OF THE PAST*
George Santayana once said, “Those who cannot remember the past are condemned to repeat it ” The field of archaeology helps us to better understand the events and societies of the past that have helped to shape our modern world This course focuses on this techniques, methods, and theories that guide the study of the past Students will learn how archaeological research is conducted and interpreted, as well as how artifacts are located and preserved Finally, students will learn about the relationship of material items to culture and what we can learn about past societies from these items

ASTRONOMY 1A* AND 1B*: EXPLORING THE UNIVERSE*
Why do stars twinkle? Is it possible to fall into a black hole? Will the sun ever stop shining? Since the first glimpse of the night sky, humans have been fascinated with the stars, planets, and universe that surrounds us This course will introduce students to the study of astronomy, including its history and development, basic scientific laws of motion and gravity, the concepts of modern astronomy, and the methods used by astronomers to learn more about the universe Additional topics include the solar system, the Milky Way and other galaxies, and the sun and stars Using online tools, students will examine the life cycle of stars, the properties of planets, and the exploration of space
* Students will need to be enrolled separately in each semester course.

BIOTECHNICIAN 1A*
There are so many mysteries that need unraveling in the world today that can help us grow better crops, cure

diseases, combat pollution, solve crimes, and so much more If you love the idea of solving problems to make the world a better place, a career as a biotechnician may be for you In this course, you'll learn the basics of lab safety, how to perform tasks crucial to experimentation, biological basics, and about the exciting careers available in the field of biotechnology

BIOTECHNICIAN 1B*
In this course, you'll explore essential topics that structure the reality of biotechnology such as the role genetics and epigenetics play in influencing human traits, the creation and purpose of recombinant DNA, and how the human immune response can be tweaked to fight disease You'll also explore GMO's and biofuels and how an idea becomes reality in the biotech industry

BIOTECHNICIAN 2A*
In this course, you will dive even deeper into the role of a biological technician to understand how genetic engineering works You will explore managing a biotech laboratory, Microscopy and Spectroscopy, mammalian

cell culture, what the day-to-day duties of a biotechnician involve, and more You will also explore experimental design as it relates to genetic engineering to plan your own Experiments

BIOTECHNICIAN 2B*
In this course, you will build on the basics and learn how a career as a biotechnician could change the world! You will explore genetics- diseases, therapies, and testing, AI and precision medicine, CRISPR and agricultural sciences, and much more You will also explore job opportunities in the field

of biotechnology and tips for planning a career

BIOTECHNOLOGY 1A: INTRODUCTION*
Biotechnology is a cutting-edge, high-demand field that encompasses everything from plant and animal breeding to genetics Discover how biotechnology has changed the world around us, from food to genetics Explore historical applications with modern discoveries Understand how regulations and ethics govern the course of biotechnology and learn of its importance to the field of medicine

BIOTECHNOLOGY 1B:
UNLOCKING NATURE'S SECRETS*
Learn how and why biotechnology is so important to the agricultural, pharmaceutical, and genetic fields of study You'll learn about mapping the human genome, the role of antibiotics, how medicine is created to combat diseases, and the future of the biotechnology field

BUSINESS INFORMATION MANAGEMENT 1A*
Wherever your path may lead you, having the essential knowledge of business types, requirements to start a business, understanding of finances, business law, marketing, sales, customer service, and more, will ensure you're on the path to success

BUSINESS INFORMATION MANAGEMENT 1B*
Learn about professional conduct, teamwork, and managerial skills, while also examining careers in business technology The basics of word processing, spreadsheets, databases, and presentation software are also explored so that you become better prepared for jobs in this field

CAREERS IN CRIMINAL JUSTICE 1A* AND 1B*

The criminal justice system offers a wide range of career opportunities In this course, students will explore different areas of the criminal justice system, including the trial process, the juvenile justice system, and the correctional system
* Students will need to be enrolled separately in each semester course.

COMPUTER MAINTENANCE 1A*
In this course, you'll learn how computers are set up starting with the software and operating systems and what to do when hardware and software issues are encountered You'll learn different types of data communication, various power supply units, essential components like motherboards and memory and much more!

COMPUTER MAINTENANCE 1B*
In this course, you'll dig into computer networks and their extensive capabilities You'll explore data exposure and how to mitigate threats, discuss the fundamentals of network design and layout, learn how cloud-based services store data, discover the differences between wired and wireless networks, and dream of possibilities as you explore fun network options like smart home systems

CONCEPTS OF ENGINEERING AND TECHNOLOGY*
Each day, we are surrounded by technology and engineering projects From our phones to the bridges we drive over, engineering and technology influence many parts of our lives In Concepts of Engineering and Technology, you will learn more about engineering and technology careers and what skills and knowledge you'll need to succeed in these fields You'll explore innovative and cutting-edge projects that are changing the world we live in and examine the design and prototype development process Concepts of Engineering and Technology will also help you understand

the emerging issues in this exciting career field

COSMETOLOGY 1: CUTTING EDGE STYLES*
Interested in a career in cosmetology? This course provides an introduction to the basics of cosmetology Students will explore career options in the field of cosmetology, learn about the common equipment and technologies used by cosmetologists, and examine the skills and characteristics that make someone a good cosmetologist Students will also learn more about some of the common techniques used in caring for hair, nails, and skin in salons, spas, and other cosmetology related businesses

COSMETOLOGY 2: THE BUSINESS OF SKIN AND NAIL CARE*
Helping people put their best face forward is a growing, vibrant industry which needs skilled and personable professionals well-versed in the latest trends and technological advances In this course, students will experience what the day-to-day life of a cosmetologist is like They will discover that cosmetology is much more than knowing and applying techniques Additionally, students will explore skin care and facials, learn how to give manicures and pedicures and how to apply artificial nails, and gain an understanding of different hair removal techniques

COSMETOLOGY 3A: INTRODUCTION TO HAIR SKILLS*
Cosmetology is a specialized field with a high skill set Students will examine the complexities of cosmetology by learning to perform a hair, scalp, and skin analysis Students will also learn about hair types, face shapes, and color theory To prepare students for a career in cosmetology, color techniques with an emphasis on salon and chemical safety is examined

COSMETOLOGY 3B:
WAVING, COLORING, AND ADVANCING HAIR SKILLS*
Let's delve into the realm of hairstyling and cutting techniques! In this course students will explore a variety of wigs, extensions, and hairpieces, while also developing knowledge about shampooing and conditioning Discover manual curling and the use of chemicals to curl and straighten hair, as well as safety when working with chemicals By the end of the course students will be well versed in a plethora of hair skills and techniques

CREATIVE WRITING*
For many hundreds of years, literature has been one of the most important human art forms It allows us to give voice to our emotions, create imaginary worlds, express ideas, and escape the confines of material reality Through creative writing, we can come to understand ourselves and our world a little bit better This course provides students with a solid grounding in the writing process, from finding inspiration to building a basic story to using complicated literary techniques and creating strange hybrid forms of poetic prose and prose poetry By the end of this course, students will learn how to discover their creative thoughts and turn those ideas into fully realized pieces of creative writing

CRIMINOLOGY: INSIDE THE CRIMINAL MIND*
In today's world, crime and deviant behavior rank at or near the top of many people's concerns In this course, we will study the field of Criminology – the study of crime We will look at possible explanations for crime from the standpoint of psychological, biological and sociological perspectives, explore the categories and social consequences of crime, and investigate how the criminal justice system handles

not only criminals, but also their misdeeds Why do some individuals commit crimes why others do not? What aspects in our culture and society promote crime and deviance? Why are different punishments given for the same crime? What factors from arrest to punishment… help shape the criminal case process?

CULINARY ARTS 1A* AND 1B*
Food is all around us—we are dependent on it and we enjoy it This course will give you the basic fundamentals to start working in the kitchen and gaining experience as you explore and establish your talents for cooking and preparing food in a creative and safe way You will learn safety measures as well as enhance your knowledge of various types of foods and spices If you enjoy hands-on learning and want to deepen your knowledge about culinary arts, this is a great course to start

CULINARY ARTS 2: BAKING, PASTRY, AND MORE!*
Whether students aspire to be a world-class chef or just want to learn the skills needed to create their own dishes, they'll build a strong foundation and grow their knowledge of this exciting industry Students will explore baking and desserts, learn how to prepare proteins, and study nutrition and safety in the kitchen They will enhance their understanding of sustainability in the food industry, learn to prepare meals from a global perspective, and dissect the business of cooking, from managing a kitchen to successfully running a catering company

CYBERSECURITY 1A* AND 1B*
We depend more and more on the technologies we interact with every day, and we put more and more of our personal data out there online Can all of that data really be kept "secret"? We all need to know more about how to protect

our personal information, especially given how much we rely on and use our network devices and media You'll learn about the various parts of your computer, how they work together, and how you can manipulate them to keep your data safe You'll also dive into the tools, technologies, and methods that will help protect you from an attack and discover the many opportunities in the rapidly growing field of cybersecurity

DENTAL ASSISTANT 1A*
Learn how becoming a Dental Assistant can offer you a rewarding career as well as job security Start with learning the different roles within a dentist's office, organizations to get involved with, and basic head, neck, and dental anatomy Learn what it takes to embark on a career sure to provide personal and professional fulfillment

DENTAL ASSISTANT 1B*
In Dental Assistant 1b: Principles of Clinical Dentistry, you'll learn about the daily duties of a dental assistant including the structure of an office visit, managing patient records, and administrative aspects of the role You'll also explore how patient health can impact oral health, how to prepare for and perform a patient visit, and how to succeed in a team environment

DENTAL ASSISTANT 2A*
In this course, you will continue to explore the field of dentistry through a work-based learning experience while studying how to maintain a safe environment for patients You'll cover prevention, recognition, and management of common dental office emergencies and how to manage patient pain and medications You'll learn about microbiology and the modes of disease related to oral care as well as explore specialties in the dental field important

responsibilities and guidelines for providers

DENTAL ASSISTANT 2B*
In this course, you'll explore clinical subjects: maintaining safe environments for patients, managing pain and medications, using and handling common materials in a dental setting, the basics of radiology, dental specialties and more! You'll also encounter activities designed to get you out of the classroom and into the dental world investigating and volunteering in professional settings Lastly, you'll learn about professional organizations, gaining employment, and the certification process

DIGITAL MEDIA WEB DESIGN 2A*
Digital media may be a webpage, video, image, podcast, form, or more Explore how you can develop webpages that embed different media and interactivity for excellent user experience through programming languages such as HTML and CSS Examine trends and opportunities, education requirements, student organizations, and industry certification options

DIGITAL MEDIA WEB DESIGN 2B*
Before you can design a great eCommerce store, it's essential to understand how one works Learn the trends, design principles, and security strategies Explore what it means to adhere to ethical and legal requirements and complying with industry standards and accessibility It's time to start designing the next best eCommerce site!

DIGITAL PHOTOGRAPHY 1A* AND 1B*:
CREATING IMAGES WITH IMPACT!
Have you ever wondered how photographers take such great pictures? Have you tried to take photographs and wondered why they didn't seem to capture that moment

that you saw with your eyes? The Digital Photography I course focuses on the basics of photography, including building an understanding of aperture, shutter speed, lighting, and composition Students will be introduced to the history of photography and basic camera functions Students will use the basic techniques of composition and camera functions to build a portfolio of images, capturing people, landscapes, close-up, and action photographs

DIGITAL PHOTOGRAPHY 2:
DISCOVERING YOUR CREATIVE POTENTIAL*
In today's world, photographs are all around us, including in advertisements, on websites, and hung on our walls as art Many of the images that we see have been created by professional photographers In this course, we will examine various aspects of professional photography, including the ethics of the profession, and examine some of the areas that professional photographers may choose to specialize in, such as wedding photography and product photography We will also learn more about some of the most respected professional photographers in history and we will learn how to critique photographs in order to better understand what creates an eye catching photograph

EARLY CHILDHOOD EDUCATION 1A* AND 1B*
Want to have an impact on the most important years of human development? Students will learn how to create fun and educational environments for children, how to keep the environment safe for children, and how to encourage the health and well-being of infants, toddlers,

EKG TECHNICIAN 1A*
Our hearts are essential to our survival And EKG technicians play an important role in administering tests and evaluating

data given by the electrocardiogram (EKG) to treat patients effectively Explore the cardiovascular system and its anatomy, and its role in our body, health, and lives

EKG TECHNICIAN 1B*
This course will prepare you to interpret different EKG waves, how to spot wave abnormalities, how to differentiate between different disorders, and how to treat those disorders

EMERGENCY MEDICAL RESPONDER 1A*
Get a realistic look into the day-to-day, fast-paced life of an EMR and how their roles and responsibilities fit into the larger picture with Emergency Medical Services Discover how to conduct a patient assessment when you arrive on a scene and assess and treat various medical emergencies

EMERGENCY MEDICAL RESPONDER 1B*
EMRs are first responders who are prepared for action! Explore how to care for diverse patients and in unique and even difficult situations From advanced trauma to childbirth, from mass casualties to special conditions EMRs are trained to care for, treat, move, and transport patients in various situations and play a vital role as part of an EMS response team

FASHION DESIGN*
Are your students fashion trend followers? Are they drawn to how designers have pulled together fabrics and colors to create memorable pieces? Do they dream of designing their own line of clothing or accessories? Students will learn what it takes to get started in the fashion industry, from the careers available to new technology and trends reshaping the industry every day Students will start creating today!

FORENSIC SCIENCE 1: SECRETS OF THE DEAD*
Fingerprints Blood spatter DNA analysis The world of law enforcement is increasingly making use of the techniques and knowledge from the sciences to better understand the crimes that are committed and to catch those individuals responsible for the crimes Forensic science applies scientific knowledge to the criminal justice system This course focuses on some of the techniques and practices used by forensic scientists during a crime scene investigation (CSI) Starting with how clues and data are recorded and preserved, the student will follow evidence trails until the CSI goes to trial, examining how various elements of the crime scene are analyzed and processed The Science of Crime or Forensic Science 1 and 2 Students should take either Imagine Edgenuity Course Catalog 2023–202462 Forensics A and B: The Science of Crime or Forensic Science 1 and 2. They should not take both, as there is significant overlap in content.

FORENSIC SCIENCE 2: MORE SECRETS OF THE DEAD*
Although the crime scene represents the first step in solving crimes through forensic science, the crime laboratory plays a critical role in the analysis of evidence This course focuses on the analysis of evidence and testing that takes place within this setting We will examine some of the basic scientific principles and knowledge that guides forensic laboratory processes, such as those testing DNA, toxicology, and material analysis Techniques such as microscopy, chromatography, odontology, entomology, mineralogy, and spectroscopy will be examined Students should take either Forensics A and B: The Science of Crime or Forensic Science 1 and 2. They should not take both, as there is significant overlap in content.

FORESTRY AND NATURAL RESOURCES*

Forests and other natural resources play an important role in our world, from providing lumber and paper products to providing habitat for birds and animals In the Introduction to Forestry and Natural Resources course, you'll learn more about forest ecology, management, and conservation You'll explore topics such as environmental policy, land use, water resources, and wildlife management Finally, you'll learn more about forestry related careers and important issues facing forestry professionals today

FOUNDATIONS OF GAME DESIGN 1A: INTRODUCTION*
Does your love of video games motivate you to pursue a career in this field? Pursue your passion by learning about the principles of game design through the stages of development, iterative process, critiques, and game development tools Put these new skills to work by designing your own game!

FOUNDATIONS OF GAME DESIGN 1B: STORYTELLING, MECHANICS, AND PRODUCTION*
Now that you have the basics of game design down, let's use your creativity to develop a game from start to finish! Develop your game creation skills and practice with the tools professionals use to launch your career options in the field of game design The content of this course also applies to certification exams
GAME DESIGN 2A*

Beginning with conceptualization and the design process, you'll develop your game's story elements, narrative, plot, characters, and assets Using game design software, you'll bring your game to life by applying lighting, audio, visual effects, player choice options, AI, and consider the type of controls to use for your game Build a world players can get immersed in

GAME DESIGN 2B*
In Game Design 2b, you'll take your runner game to new heights and enter the land of fire and ice using the cool tools that Unity has to offer! Get ready to build atmospheric landscapes, mountain runs, stair builds, and implement obstacles to keep your relic safe! Then, your real-world game begins: test and evaluate your game and prepare for a market launch!

GOTHIC LITERATURE: MONSTER STORIES*
From vampires to ghosts, these frightening stories have influenced fiction writers since the 18th century This course will focus on the major themes found in Gothic literature and demonstrate how the core writing drivers produce, for the reader, a thrilling psychological environment Terror versus horror, the influence of the supernatural, and descriptions of the difference between good and evil are just a few of the themes presented By the time students have completed this course, they will have gained an understanding of and an appreciation for the complex nature of dark fiction

GREAT MINDS IN SCIENCE: IDEAS FOR A NEW GENERATION*
Is there life on other planets? What extremes can the human body endure? Can we solve the problem of global warming? Today, scientists, explorers, and writers are working to answer all of these questions Like Edison, Einstein, Curie, and Newton, the scientists of today are asking questions and working on problems that may revolutionize our lives and world This course focuses on 10 of today's greatest scientific minds Each unit takes an in-depth look at one of these individuals, and shows how their ideas may help to shape tomorrow's world

HISTORY OF THE HOLOCAUST*

Holocaust education requires a comprehensive study of not only times, dates, and places, but also the motivation and ideology that allowed these events In this course, students will study the history of anti-Semitism; the rise of the Nazi party; and the Holocaust, from its beginnings through liberation and the aftermath of the tragedy The study of the Holocaust is a multi-disciplinary one, integrating world history, geography, American history, and civics Through this in-depth, semester-long study of the Holocaust, high school students will gain an understanding of the ramifications of prejudice and indifference, the potential for government-supported terror, and they will get glimpses of kindness and humanity in the worst of times

HOSPITALITY & TOURISM 1: TRAVELING THE GLOBE*

With greater disposable income and more opportunities for business travel, people are traversing the globe in growing numbers As a result, hospitality and tourism is one of the fastest growing industries in the world This course will introduce students to the hospitality and tourism industry, including hotel and restaurant management, cruise ships, spas, resorts, theme parks, and other areas Students will learn about key hospitality issues, the development and management of tourist locations, event planning, marketing, and environmental issues related to leisure and travel The course also examines some current and future trends in the field

HOSPITALITY AND TOURISM 2A* AND 2B*: HOTEL AND RESTAURANT MANAGEMENT

In this course, students will learn about what makes the hotel and restaurant industries unique They will learn about large and small restaurants, boutique and resort hotels, and their day-to-day operations Students will evaluate

the environment for these businesses by examining their customers and their competition As well, they will discover trends and technological advances that makes each industry exciting and innovative Students will explore a variety of interesting job options from Front Desk and Concierge services to Front-of-House and Food Service

HOTEL MANAGEMENT 1A*
In this course, you will learn about the business of hospitality and the different types of hotel ownership and programs You'll explore the essential functions of a hotel from bookings, management systems, front and back of house operations, technologies, and more You'll also discover what it takes to keep guests happy and run a sustainable program

HOTEL MANAGEMENT 1B*
In this course, you'll dig deeper into hotel organization from structure to departments and staffing needs You'll explore management and leadership including types of managers; management styles, roles, and responsibilities; and technical and communication management skills You'll also learn more about the big picture of the travel and tourism industry, how to handle emergencies, growth and sustainability, laws and ethics, careers in the industry, and more!

HUMAN RESOURCE MANAGEMENT 1A*
In this course, you will wear the shoes of a Human Resource Management (HRM) professional and will learn how to build and manage a team to help a company reach its goals You will also explore and perform some of the key responsibilities of a HRM professional: research, interviewing, reporting, recruiting, hiring, assessing employees, and more!

HUMAN RESOURCE MANAGEMENT 1B*

In this course, you'll step into the shoes of an HRM professional and explore key duties such as onboarding, training and development, retaining and terminating employees, safety and risk managements, company communication, and more! You'll also learn about different career opportunities in the field of HRM, develop collateral based on real-world scenarios involving HRM tasks and responsibilities, and the role of HRM in a global environment

INTERIOR DESIGN*
Are you constantly redecorating your room? If so, the design industry might just be for you! In this course, you'll explore what it is like to work in the industry by exploring career possibilities and the background that you need to pursue them Get ready to try your hand at designing as you learn the basics of color and design then test your skills through hands-on projects In addition, you'll develop the essential communication skills that build success in any business By the end of the course, you'll be well on your way to developing the portfolio you need to get your stylishly clad foot in the door of this exciting field

INTERNATIONAL BUSINESS:
GLOBAL COMMERCE IN THE 21ST CENTURY*
From geography to culture Global Business is an exciting topic in the business community today This course is designed to help students develop the appreciation, knowledge, skills, and abilities needed to live and work in a global marketplace It takes a global view on business, investigating why and how companies go international and are more interconnected The course further provides students a conceptual tool by which to understand how economic, social, cultural, political and legal factors influence both domestic and cross-border business Business structures, global entrepreneurship, business

management, marketing, and the challenges of managing international organizations will all be explored in this course Students will cultivate a mindfulness of how history, geography, language, cultural studies, research skills, and continuing education are important in both business activities and the 21st century

JOURNALISM 1A* AND 1B*: INVESTIGATING THE TRUTH

If you're the first to know what's going on in your school or town, or the first to post on Facebook or Instagram about your favorite TV shows or favorite celebrities, then you're just the person that every online, in-print, and broadcast news outlet is looking for And Journalism: Investigating The Truth is the perfect course for you! In this course, you'll learn how to write a lead that grabs your readers, how to write engaging news stories and features, and how to interview sources You'll also learn about the history of journalism, how to succeed in the world of social media news, and how to turn your writing, photography, and people skills into an exciting and rewarding career

LAW & ORDER: INTRODUCTION TO LEGAL STUDIES*

Every society has laws that its citizens must follow From traffic laws to regulations on how the government operates, laws help provide society with order and structure Our lives are guided and regulated by our society's legal expectations Consumer laws help protect us from faulty goods; criminal laws help to protect society from individuals who harm others; and family law handles the arrangements and issues that arise in areas like divorce and child custody This course focuses on the creation and application of laws in various areas of society By understanding the workings of our court system, as well as how laws are actually carried out, we become more informed and responsible citizens in our communities and of our nation

LEGAL ADMIN SPECIALIST 1A*
A rewarding career as a legal administrator means you are responsible for the day-to-day operations in a law firm, and therefore, need to learn the fundamentals of law You'll need to understand the specifics of researching, creating, processing, filing legal documents, and more Jumpstart your career in law by learning what it takes to be a legal admin

LEGAL ADMIN SPECIALIST 1B*
Wherever your legal admin career takes you, understanding the responsibilities of a law office requires strict attention to detail, communication skills, office competence, and legal savvy What does a legal admin need to know and what duties do they perform? How do confidentiality, cybersecurity, and client relations look different in a legal office? Learn the answers to these questions and so much more opportunities to pursue a career in this exciting field!

MEDICAL ASSISTANT 1A*
In this course, you will acquire medical terminology, investigate anatomy and physiology, learn keys to professionalism in an office setting, and explore office roles while building a professional portfolio

MEDICAL ASSISTANT 1B*
In this course, you'll explore patient care and procedures, testing and care coordination, pharmacology and safety, and reimbursement and the law You'll also narrow your areas of interest so you can better determine what type of medical assisting may be best for you

MEDICAL DIAGNOSTIC TECHNOLOGY 1B*
Learn about different diagnostic technology, procedures,

essential body systems, and fluids that need to be understood to make an accurate diagnosis of a disease, condition, or illness

MEDICAL LAB ASSISTING 1A*
In this course, you will learn what it takes to become a skilled medical lab assistant including understanding medical ethics, communicating with patients, performing blood draws and managing specimens, lab safety, and potential career paths!
MEDICAL LAB ASSISTING 1B*

In this course, you will learn more about patient care and procedures, testing and care coordination, pharmacology and safety, reimbursement, and the law You will also narrow your own areas of interest, research organizations to shadow, and ultimately prepare for certification

MEDICAL OFFICE ADMINISTRATION 1A*
In this course, you will build your knowledge of medical terminology, medical office processes, the technology that keeps an office humming, and the laws that keep it operating ethically You'll also explore different office roles all while building the beginnings of a portfolio

MEDICAL OFFICE ADMINISTRATION 1B*
In this course, you will complete a deeper dive about the variety of roles available in the medical office along with the skills needed to not only run the front of the office but to excel in the position as well Finally, you'll focus on you and how to apply all that you've learned to get your foot in the door to begin a career in medical office administration

MIDDLE SCHOOL CODING 1A* AND 1B*
In this course, students will learn all about the technology they use in their day-to-day life as well as explore how the

internet functions The course includes an introduction to the basics of computer science as students discover how to create and build websites using HTML and CSS They will also become familiar with programming languages like JavaScript and Python Students will leave the course with a portfolio of work that will showcase their skills

MIDDLE SCHOOL DIGITAL ART AND DESIGN 1A* AND 1B*
Digital art and design involves everything from advertising to animation to photography and more In this course, you'll learn about the evolution of art; the basic principles of art and design; the role of art in politics and society; and how to create digital art and make it come alive

MIDDLE SCHOOL EXPLORING MUSIC 1A* AND 1B*
Learn about how we hear music, its history and culture, and how it affects our lives Explore the elements of music, such as rhythm, pitch, and harmony, while discovering more about musical genres, singing and your voice, instruments, and musical composition Tune up your understanding and appreciation for all things musical

MIDDLE SCHOOL GAME DESIGN 1A* AND 1B*
We love to play video games, but have you ever wanted to build your own? If you are interested in a career in technology but also want a creative outlet, Game Design might be the field for you Learn how to build a game from the ground up in this interactive and hands-on course that will teach you all the ins and outs of making your own game In the second semester you'll be ready to start developing the game you designed in semester one! You'll create details and add component pieces in a game while learning to prototype, troubleshoot, and test also add a footnote under this course description

MIDDLE SCHOOL JOURNALISM 1A* AND 1B*:
TELL YOUR STORY
Who? What? When? Where? Journalism provides us with the answers to these questions for the events that affect our lives In this course, students will learn how to gather information, organize ideas, format stories for different forms of news media, and edit their stories for publication The course will also examine the historical development of journalism and the role of journalism in society

MIDDLE SCHOOL PHOTOGRAPHY: DRAWING WITH LIGHT*
Students see photographs every day on television, on the Internet, and in magazines and newspapers What makes a great photograph? How did the artist capture a story? What makes a great picture? What are careers in photography? In this course, students learn and apply fundamental skills to use a camera and take photographs of animals, people, and landscapes Students gain an understanding of how photography can be a means of documentation or high art Students examine photographic careers and explore self-reflection to progress their creative growth as they develop a photographic portfolio This course helps students select subjects, take a photograph, and print and display memories!

MILITARY CAREERS*
You've probably seen an old movie about a hotshot naval aviator, or perhaps a more recent film about the daring actions of Special Forces operatives But do you really know what careers the military can offer you? Introduction to Military Careers will provide the answers The military is far more diverse and offers many more career opportunities and tracks than most people imagine In Introduction to Military Careers, you'll learn not only about the four branches of the military (and the Coast Guard)

but also about the types of jobs you might pursue in each branch From aviation to medicine, law enforcement to dentistry, the military can be an outstanding place to pursue your dreams

MUSIC APPRECIATION: THE ENJOYMENT OF LISTENING*
Music is part of everyday lives and reflects the spirit of our human condition To know and understand music, we distinguish and identify cultures on local and global levels This course will provide students with an aesthetic and historical perspective of music, covering a variety of styles and developments from the Middle Ages through the Twentieth First Century Students will acquire basic knowledge and listening skills, making future music experiences more informed and satisfying

MYTHOLOGY & FOLKLORE: LEGENDARY TALES*
Mighty heroes Angry gods and goddesses Cunning animals Since the first people gathered around fires, mythology and folklore has been used as a way to make sense of humankind and our world Beginning with an overview of mythology and different kinds of folklore, students will journey with ancient heroes as they slay dragons and outwit gods, follow fearless warrior women into battle, and watch as clever monsters outwit those stronger than themselves They will explore the universality and social significance of myths and folklore, and see how these are still used to shape society today

NATIONAL SECURITY*
In this course, you will learn the critical elements of this very important career, such as evaluating satellite information, analyzing training procedures, assessing military engagement, and preparing intelligence reports In addition, you will gain a better understanding of appropriate responses to security threats and how best to coordinate

information with other agencies

NETWORK SECURITY FUNDAMENTALS 1A*
Learn what information security is, hackers, viruses, spyware, network systems, identifying potential vulnerabilities, protecting against attacks, and creating a disaster and response plan if breaches do occur

NETWORK SECURITY FUNDAMENTALS 1B*
Explore cyber forensics, encryption, cryptography and

cryptology, user and password management to mitigate large data breaches, and other threats, vulnerabilities, and security issues Discover what it takes to enter this high-demand career field

NUTRITION AND WELLNESS*
This course takes students through a comprehensive study of nutritional principles and guidelines Students learn about worldwide views of nutrition, essential nutrient requirements, physiological processes, food labeling, weight management, healthy food choices, fitness, diet-related diseases and disorders, food handling, healthy cooking, nutrition for different populations, and more Students gain important knowledge and skills to aid them in attaining and maintaining a healthy and nutritious lifestyle

OFFICE ADMINISTRATION 1A*
Explore what it means to have effective verbal and written communication, speaking, and listening skills to work with diverse people and teams Then dive into learning how to leverage various technology and software businesses use to stay connected and productive
OFFICE ADMINISTRATION 1B*
You will explore the responsibilities of an administrative

professional to understand what a typical workday looks like and even what goes into searching for an administrative professional role: searching, applying, and (the most exciting part!) securing

OPERATIONAL CYBERSECURITY 1A*
In this course, you will assume your role as Chief Information Security Officer (CICO) responsible for a data network's design, maintenance, and end-user training You will explore essentials of keeping networks safe and secure through the use of cryptology, keys, and certificates before moving into the important practice of risk assessment In the end, your attention will shift to mitigating and managing identified risks and working with key stakeholders to improve the organization's security posture and disaster response

OPERATIONAL CYBERSECURITY 1B*
In this course, you will dive into data security in the workplace and will learn ways to mitigate cyber threats that lurk in dark corners You will step into the familiar shoes of CISO, this time at a startup company, making decisions about access and authentication protocols, security planning, and expanding the business in a safe way Lastly, you will explore real-world security breaches, how they were solved, and step-by-step instructions to setup robust security policies

PEER COUNSELING*
Helping people achieve their goals is one of the most rewarding of human experiences Peer counselors help individuals reach their goals by offering them support, encouragement, and resource information This course explains the role of a peer counselor, teaches the observation, listening, and emphatic communication skills that counselors need, and provides basic training in conflict

resolution, and group leadership Not only will this course prepare you for working as a peer counselor, but the skills taught will enhance your ability to communicate effectively in your personal and work relationships

PERSONAL PSYCHOLOGY 1*
In this course, you'll explore the broad scope of psychology from biology's impact on our psychological makeup to society's impact on who we become You'll look closely at the changing and sometimes conflicting thoughts of researchers and scientists and how the field of psychology has changed You'll also explore clinical psychology and how people find treatment

PERSONAL PSYCHOLOGY 2*
Why do you sometimes remember complex things but forget all of a sudden where you left your shoes? Why is your personality similar or different from your siblings? Why do some things motivate you more than others? Discover how you learn and remember, the impact of stress on your emotions and mental health, and what influences your personality and emotions

PHILOSOPHY: THE BIG PICTURE*
This course will take you on an exciting adventure that covers more than 2,500 years of history! Along the way, you'll run into some very strange characters For example, you'll read about a man who hung out on street corners, barefoot and dirty, pestering everyone he met with questions You'll learn about another eccentric who climbed inside a stove to think about whether he existed Despite their odd behavior, these and other philosophers of the Western world are among the most brilliant and influential thinkers of all time As you learn about these great thinkers, you'll come to see how and where many of the most fundamental ideas of Western

Civilization originated You'll also get a chance to ask yourself some of the same questions these great thinkers pondered

PRINCIPLES OF PUBLIC SERVICE: TO SERVE AND PROTECT*
Have you ever wondered who decides where to put roads? Or makes sure that someone answers the phone when you call 911? Or determines that a new drug is safe for the public? These tasks and many more are part of public service, a field that focuses on building healthy societies Public service includes many different types of careers, but they all have in common the goal of working for others This course will explore some of the most common career paths in public service Working for the public also comes with a very specific set of expectations since protecting society is such an important mission So if you want to work for the greater good, there is probably a public

PROFESSIONAL SALES AND PROMOTION 1A*
In this course, you'll learn about the bigger picture of the sales cycle You'll examine the role of today's sales professional along with the skills and qualities needed for success, and you'll learn the ins and outs of the sales process and how it is driven by recognizing and responding to customer needs

PROFESSIONAL SALES AND PROMOTION 1B*
In this course, you'll explore the power of promotion and how to rise to the ranks of an elite sales and promotions rep You'll dive into what it takes to be a stellar seller, how salespeople work together in teams to meet goals, and how the savviest sales managers employ proven sales methods mixed with technology, tools, and psycholo

PUBLIC SPEAKING 1A* AND 1B*
The art of public speaking is one which underpins the very

foundations of Western society This course examines those foundations in both Aristotle and Cicero's views of rhetoric, and then traces those foundations into the modern world Students will learn not just the theory, but also the practice of effective public speaking, including how to analyze the speeches of others, build a strong argument, and speak with confidence and flair By the end of this course, students will know exactly what makes a truly successful speech and will be able to put that knowledge to practical use

REAL WORLD PARENTING*
What is the best way to care for children and teach them self-confidence and a sense of responsibility? Parenting involves more than having a child and providing food and shelter Learn what to prepare for, what to expect, and what vital steps parents can take to create the best environment for their children Parenting roles and responsibilities, nurturing and protective environments for children, positive parenting strategies, and effective communication in parent/child relationships are some of the topics covered in this course

RENEWABLE TECHNOLOGIES 1A* AND 1B*
Interested in transforming energy? With concerns about climate change and growing populations' effects on traditional energy supplies, scientists, governments, and societies are increasingly turning to renewable and innovative energy sources In the Introduction to Renewable Technologies course, you'll learn all about the cutting-edge field of renewable energy and the exciting new technologies that are making it possible You'll explore new ways of generating energy and storing that energy, from biofuels to high-capacity batteries and smart electrical grids You'll also

learn more about the environmental and social effects of

renewable technologies and examine how people's energy decisions impact policies

RESTAURANT MANAGEMENT*
Have you always dreamed of running your own restaurant? Maybe you want to manage a restaurant for a famous chef What goes on beyond the dining room in a restaurant can determine whether a restaurant is a wild success or a dismal failure In Restaurant Management, you'll learn the responsibilities of running a restaurant—from ordering supplies to hiring and firing employees This course covers the different types of restaurants; managing kitchen and wait staff; food safety and hygiene; customer relations; marketing; using a point-of-sale system; scheduling employees; and dealing with difficult guests Restaurant Management will prepare you for a steady career, whether you plan to buy a fast food franchise, operate a casual sit-down restaurant, or oversee a fine-dining establishment
SOCIAL MEDIA: OUR CONNECTED WORLD*
Have a Facebook account? What about Twitter? Whether you've already dipped your toes in the waters of social media or are still standing on the shore wondering what to make of it all, learning how to interact on various social media platforms is crucial in order to survive and thrive in this age of digital communication In this course, you'll learn the ins and outs of social media platforms such as Facebook, Twitter, Pinterest, Google+, and more You'll also discover other types of social media you may not have been aware of and how to use them for your benefit—personally, academically, and eventually professionally as well If you thought social media platforms were just a place to keep track of friends and share personal photos, this course will show you how to use these resources in much more powerful ways
Required materials:

Social Media accounts are required to use this course

SOCIAL PROBLEMS 1: A WORLD IN CRISIS*
Students will become aware of the challenges faced by social groups, as well as learn about the complex relationship among societies, governments and the individual Each unit is focused on a particular area of concern, often within a global context Possible solutions at both the structural level as well as that of the individual will be examined Students will not only learn more about how social problems affect them personally, but begin to develop the skills necessary to help make a difference in their own lives and communities, not to mention globally

SOCIAL PROBLEMS 2: CRISIS, CONFLICTS & CHALLENGES*
The Social Problems 2 course continues to examine timely social issues affecting individuals and societies around the globe Students learn about the overall structure of the social problem as well as how it impacts their lives Each unit focuses on a particular social problem, including racial discrimination, drug abuse, the loss of community, and urban sprawl, and discusses possible solutions at both individual and structural levels For each issue, students examine the connections in the global arena involving societies, governments and the individual

SOCIOLOGY 1*
Human beings are complex creatures, and when we interact and begin to form relationships and societies, things become even more complicated Are we more likely to act differently in a group than we will when we're alone? How do we learn how to be "human"? Examine answers to these questions and many more as you explore culture, group behavior, and societal institutions and how they affect human behavior

SOCIOLOGY 2*
Have you ever looked at your social media feed and wondered why there is always so much fighting over social issues? Discover how social institutions like families, religion, government, and education shape our world and how collective behavior and social movements can create change Investigate how our lives are shaped by entertainment, social institutions, and social change

SPORTS AND ENTERTAINMENT MARKETING 1A* AND 1B*
Have you ever wished to play sports professionally? Have you dreamed of one day becoming an agent for a celebrity entertainer? If you answered yes to either question, then believe it or not, you've been fantasizing about entering the exciting world of sports and entertainment marketing Although this particular form of marketing bears some resemblance to traditional marketing, there are many differences as well—including a lot more glitz and glamour! In this course, you'll have the opportunity to explore basic marketing principles and delve deeper into the multi-billion dollar sports and entertainment marketing industry You'll learn about how professional athletes, sports teams, and well known entertainers are marketed as commodities and how some of them become billionaires as a result If you've ever wondered about how things work behind the scenes of a major sporting event such as the Super Bowl or even entertained the idea of playing a role in such an event, then this course will introduce you to the fundamentals of such a career

SPORTS MEDICINE 1A*
What do you think of when you hear the phrase "sports medicine professional"? Do you think of a doctor? Or maybe

you think of a coach? Believe it or not, the term encompasses a much larger range of career options that expands further than jobs typically associated with this field Would you believe that massage therapists, dietitians, and facility managers are considered to be part of the sports medicine industry? Together, we'll take a deep dive into a few of the most popular career paths available in the field today We will also take a look at and discuss some of the day-to-day duties and legal obligations of a sports medicine professional

SPORTS MEDICINE 1B*
In Sports Medicine 1b: Injury Prevention, you'll expand your understanding of the human body to provide a greater context for injury in a variety of scenarios You'll learn how to evaluate an injury, onsite tests to perform, and when to refer a patient to a medical professional You'll also explore the anatomy of specific body areas to better understand injuries that may occur as well as ways to prevent injury

SPORTS MEDICINE 2A*
Have you ever wondered what happens inside your body to help you make the perfect pitch or run the fastest race or lift the heaviest load? What is the body actually doing in each of the systems to guarantee that you can successfully, without injury, execute the moves you wish to make? Finally, you must prepare the body for these masterful moves, so what steps do you take to ensure your body is ready for that all-out push? These questions should be on the minds of those training for competition and for those wishing to be more physically fit

SPORTS MEDICINE 2B*
In this course, you will be introduced to teaching group exercise classes and providing rehabilitation services to clients facing injury and disease You will also learn about laws that govern the work of sports medicine professionals,

business concerns like insurance and staffing, and what you need to consider if you start your own fitness facility

THEATER, CINEMA, AND FILM PRODUCTION 1A* AND 1B*: INTRODUCTION

Lights! Camera! Action! Theater and cinema are both forms of art that tell a story Let's explore the enchanting world of live theater and its fascinating relationship to the silver screen Explore the different genres of both and how to develop the script for stage and film Then dive into how to bring the script to life with acting and directing If you have a passion for the art of film and stage, let's bring your creativity to life!

* Students will need to be enrolled separately in each semester course.

VETERINARY SCIENCE: THE CARE OF ANIMALS*

As animals play an increasingly important role in our lives, scientists have sought to learn more about their health and well-being Taking a look at the pets that live in our homes, on our farms, and in zoos and wildlife sanctuaries, this course will examine some of the common diseases and treatments for domestic animals Toxins, parasites, and infectious diseases impact not only the animals around us, but at times we humans as well! Through veterinary medicine and science, the prevention and treatment of diseases and health issues is studied and applied

WEB DEVELOPMENT 2A*

You'll hit the ground running with the Agile methodology of software development and how it plays into leadership and teamwork amongst developers You'll also approach web development from a different perspective- your users!- and you'll learn to speak the language of JavaScript to enhance your web development efforts Your efforts will commence in a professional portfolio that will allow you to experience GitHub to

display your work

WEB DEVELOPMENT 2B*
In this course, you'll explore topics and hone skills to help you perfect your portfolio so it's ready to share with future employers You'll discover common coding errors and security threats, website accessibility and reliability, and become more fluent and efficient in JavaScript You'll also learn how to make on-the-job choices and adjustments and refine communication with your clients In the end, you'll turn your website into a presentation to share with friends and family so you can showcase your achievements

WOMEN'S STUDIES:
A PERSONAL JOURNEY THROUGH FILM*
Break down stereotypes and learn about feminism and the women's movement Learn to critically examine films while learning about the history of the women's movement and how gender, race, and social class influence us Women have earned their right to stand up and be recognized as equal partners and reap the benefits of their hard work A

WORLD RELIGIONS: EXPLORING DIVERSITY*
Throughout the ages, religions from around the world have shaped the political, social, and cultural aspects of societies This course focuses on the major religions that have played a role in human history, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, and Taosim Students will trace the major developments in these religions and explore their relationships with social institutions and culture The course will also discuss some of the similarities and differences among the major religions and examine the connections and influences they have.

ADAPTIVE PE*
This course allows for customized exercise requirements based on a student's situation In addition, students learn the basic skills and information needed to begin a personalized exercise program and maintain an active and healthy lifestyle Students research the benefits of physical activity and the techniques, principles, and guidelines of exercise to keep them safe and healthy

ADVANCED PE 1 & 2
This two-semester course guides students through an in-depth examination of the effects of exercise on the body Students learn how to exercise efficiently and properly Basic anatomy, biomechanics, and physiology will serve as a foundation for students to build effective exercise programs The study of nutrition and human behavior is also an integral part of the course Students conduct fitness assessments and participate in weekly physical activity These courses are recommended for grades 10–12

ANATOMY*
In this course, students will explore the anatomy or structure of the human body In addition to learning anatomical terminology, students will study the main systems of the body—including skeletal, muscular, circulatory, respiratory, digestive, reproductive, and nervous systems In addition to identifying the bones, muscles, and organs, students will study the structure of cells and tissues within the body
*This course is recommended for grades 10–12.

COMPREHENSIVE PE*
In this course, students will explore concepts involving personal fitness, team sports, dual sports, and individual and lifetime sports Students will focus on health-related fitness

as they set goals and develop a program to improve their fitness level through cardio, strength, and flexibility training In addition, they will learn about biomechanics and movement concepts as they enhance their level of skill-related fitness Students will learn about game play concepts and specifically investigate the rules, guidelines, and skills pertaining to soccer, softball, volleyball, tennis, walking and running, dance, and yoga Students take a pre- and post-fitness assessment Throughout this course, students also participate in a weekly fitness program involving elements of cardio, strength, and flexibility, as well as participating in a variety of dual, individual, and group sport activities

CREDIT RECOVERY PE I & 2
Credit Recovery PE is ideal for students who have had prior exposure to physical education yet were unable to receive credit for their previous work These courses cºntain all the essential content with reduced coursework Students learn about the FITT principles, the components of physical fitness, and the benefits of physical activity, as well as the techniques, principles, and guidelines of exercise to keep them safe and healthy Students participate in weekly physical activity throughout the courses.

VIRTUAL INTERNSHIP PROGRAM eDynamic
Our Virtual Internship Programs can set your students on a career-ready path for a successful future.

This yearlong program is designed to prepare students prior to stepping into the workplace, and gives them opportunities to test and try concepts in a risk-free simulated environment. And unlike a physical internship experience, your students will get to experience and manage all aspects of running a business, including staffing, operations, marketing, finance, sales, and much more. They'll get to uncover which areas they like most and wish to focus on in the real world, or major in at college.
Personal Finance
Accounting
Entrepreneurship
Fashion
Hotel Management
Retail
Sport Entertainment
Marketing
Restaurant

MIDDLE SCHOOL ELECTIVES Imagine Learning

MIDDLE SCHOOL 2D STUDIO ART 1A AND 1B

Journey inside the art studio and learn to bring your 2D art visions to life. Whatever medium you prefer, painting or drawing, this course will help you hone your 2D art skills. Learn the elements and principles needed to logistically create art; explore your artistic inspirations; view art from different ages and cultures; gain insight about the art of critiquing.

MIDDLE SCHOOL CODING 1A AND 1B

In this course, students will learn all about the technology they use in their day-to-day life as well as explore how the internet functions. The course

includes an introduction to the basics of computer science as students discover how to create and build websites using HTML and CSS. They will also become familiar with programming languages like JavaScript and Python. Students will leave the course with a portfolio of work that will showcase their skills. * Students will need to be enrolled separately in each semester course.

MIDDLE SCHOOL DIGITAL ART AND DESIGN 1A AND 1B

Digital art and design involves everything from advertising to animation to photography and more. In this course, you'll learn about the evolution of art; the basic principles of art and design; the role of art in politics and society; and how to create digital art and make it come alive. * Students will need to be enrolled separately in each semester course.

MIDDLE SCHOOL EXPLORING HEALTH SCIENCE

Where do healthcare workers spend their days? What do they really do? From cruise ships to sports arenas, you can find healthcare workers in many places that you might not expect. Explore this field, including what it would be like to work in a medical lab. Learn what it takes to keep you and your patients safe and begin to learn about the human body and basic first-aid.

MIDDLE SCHOOL EXPLORING INFORMATION TECHNOLOGY

Are you interested in creating a website or app, or managing various technology solutions, but not sure where to start? If so, then it's time to explore the different career options available to you in IT and learn the foundations of IT to get you started. Examine various IT pathways of web and digital communications, information and support services, network systems, and programming and software development.

MIDDLE SCHOOL EXPLORING BUSINESS

Are you interested in business, leading people, or making decisions to help a business be successful? While there are many different career choices in the

field of business, in this course, you'll discover options such as management, human resources, business operations, information management, and accounting. Explore the skills you'll need, common tasks, the technology used, and characteristics of various business careers.

MIDDLE SCHOOL EXPLORING MUSIC 1A AND 1B

Learn about how we hear music, its history and culture, and how it affects our lives. Explore the elements of music, such as rhythm, pitch, and harmony, while discovering more about musical genres, singing and your voice, instruments, and musical composition. Tune up your understanding and appreciation for all things musical.

MIDDLE SCHOOL GAME DESIGN 1A AND 1B

We love to play video games, but have you ever wanted to build your own? If you are interested in a career in technology but also want a creative outlet, Game Design might be the field for you. Learn how to build a game from the ground up in this interactive and hands-on course that will teach you all the ins and outs of making your own game. In the second semester you'll be ready to start developing the game you designed in semester one! You'll create details and add component pieces in a game while learning to prototype, troubleshoot, and test.

MIDDLE SCHOOL JOURNALISM 1A AND 1B

Who? What? When? Where? Why? Journalism provides us with the answers to these questions for the events that affect our lives. In this course, students will learn how to gather information, organize ideas, format stories for different forms of news media, and edit their stories for publication. The course will also examine the historical development of journalism and the role of journalism in society

MIDDLE SCHOOL PHOTOGRAPHY: DRAWING WITH LIGHT

Students see photographs every day on television, on the Internet, and in magazines and newspapers. What makes a great photograph? How did the artist capture a story? What makes a great picture? What are careers in photography? In this course, students learn and apply fundamental skills to

use a camera and take photographs of animals, people, and landscapes. Students gain an understanding of how photography can be a means of documentation or high art. Students examine photographic careers and explore self-reflection to progress their creative growth as they develop a photographic portfolio.

MIDDLE SCHOOL ROBOTICS 1A: INTRODUCTION

f you love the idea of identifying and solving problems through machine technology, then engineering may be the perfect profession for you! In this course, you'll learn about the types of engineers and engineering activities that are involved in designing robots. You'll explore the design process, models and software engineers use, careers in engineering and robotics, and more! You'll also use Micro: bit—a powerful pocket sized computer—to enhance your learning! Let's get ready to think like an engineer!

MIDDLE SCHOOL ROBOTICS 1B: ROBOTS IN MOTION

In this course, you will study a robot's anatomy to understand what each part does, so you can better understand how the system works as a whole, and this knowledge will fire up your imagination to design your own robot. You will also learn a little about programming so that you can communicate with the robot. Let's get started bringing your robot to life!

MIDDLE SCHOOL TECH APPS: GRADE 6

In this course, you will be introduced to some of the most important technological topics to place you on the path to well-rounded understanding. You will learn about your digital footprint, netiquette, and how to stay safe online. You will improve your typing, file management and organization skills as well as your knowledge of software programs. You will also learn about google apps, trends, coding, blogs and websites, photo and video software, and more! It's time to go digital!

MIDDLE SCHOOL TECH APPS: GRADE 7

In this course, you will practice being a member of a team- listening to other's ideas and advocating for your own- and learn how to break a problem into steps represented with a flowchart. With the steps defined,

you'll put your ideas into action coding a robot in Scratch and a Rock, Paper, Scissors game. Finally, you'll look at various content creation methods like Google apps, blogs, podcasts, and videos, and think about who your audience might be. Let's move beyond the basics and into the ever-expanding world of tech apps.

MIDDLE SCHOOL TECH APPS: GRADE 8

In this course, you will get a guided tour through this towering technological landscape from hacking and hardware, understanding algorithms and basic cybersecurity, and even implementing powerful tools like Google apps. You will also improve your ability to type, code, and use audio and video editing software. In the end, you will learn all about how to be an effective and responsible digital citizen in a cyberworld that is only growing increasingly quick and complex.

MUSIC APPRECIATION: THE ENJOYMENT OF LISTENING

Music is a part of everyday life and reflects the spirit of our human condition. To know and understand music, we distinguish and identify cultures on local and global levels. This course will provide students with an aesthetic and historical perspective of music, covering a variety of styles and developments from the Middle Ages through the Twentieth First Century. Students will acquire basic knowledge and listening skills, making future music experiences more informed and satisfying.



Intermediate Unit 1

Partial Hospitalization Program

Policies and Procedures

100 EverGreene Drive

Waynesburg, PA 15370

625 E McMurray Road

McMurray, PA 15317

Dr. Donald W. Martin
Executive Director

Intermediate Unit 1
Serving Fayette, Greene, and Washington Counties

One Intermediate Unit Drive | Coal Center, PA | 15423
Phone: 724.938.3241 | Fax: 724.938.6665
www.iu1.org

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Intermediate Unit 1 Partial Hospitalization Program Statement of Purpose (5210.12)

The mission of the Intermediate Unit 1 (IU1) Partial Hospitalization Program (PHP) is to provide a safe, supportive, milieu within an educational setting. The program strives to meet the students' individual and emotional needs while maintaining them within the home and school communities.

The purpose of the program is to provide a family-focused, community-based alternative for children and adolescents with chronic or acute mental health disorders who require active treatment. The aim of the program is to focus on stabilizing the consumers' emotional functioning so that he/she learns appropriate behavior in order to transition back to the least restrictive environment. The program will focus on the psychological, cognitive, physical and socio-cultural development of children and adolescents. The program will involve an interagency collaboration of all child serving agencies – mental health, education, children and youth services, drug and alcohol, juvenile justice, health care, and vocational rehabilitation.

Supervision Policy and Procedures (5210.11)

Purpose

To delineate guidelines for appropriate and effective supervision of all staff, students and interns providing services within the IU1 PHP program.

Policy

IU1 views supervision as an essential tool for the professional and educational development of its clinical staff. Further, IU1 supervision is an integral and necessary component of the counseling community and pivotal to the successful treatment of the consumers in the IU1 program.

Procedure

IU1 provides both individual and group supervision in order to ensure that the staff experiences a team approach to treatment. All staff, regardless of licensure and educational level who are providing services in the IU1 program, will receive regular and ongoing supervision. Direct supervision will be provided by the IU1 Mental Health Director under the supervision of the psychiatrist, who will function as the supervisory director of the multidisciplinary team.

Employees

The director is responsible for planning and monitoring to ensure that each clinician meets ongoing professional and credentialing standards for training. Supervision times will be scheduled regularly. Supervision may take place on an individual or group basis.

Supervision will include, but not be limited to, focus on the following areas:

- Enhancing clinical skills
- Reviewing individual client issues and progress
- Reviewing of all clinical documentation
- Meeting licensing and credentialing requirements
- Providing options for personal growth and advancement

Supervisors must review all current case assignments, including written chart documentation, on a weekly basis. An annual criteria based evaluation must be completed by the end of each fiscal year, with a copy given to the employee upon discussion of their completed evaluation. Evaluations must include a mechanism for feedback on the part of the employee.

Interns

At this time, the IU1 PHP will not accept interns. As this changes, the policy will be updated to reflect revisions.

Staff Policy and Procedures (5210.36)

Child Protective Service Law

All new employees will also need to complete the mandated reporter training within 90 days of the start date. All IU1 PHP staff and agency staff will be required to attend a 3-hour mandated reporter training every 5 years, per law.

Clearance

All new staff will be required to obtain updated clearances (child abuse, criminal background and FBI) that are no more than one year old to obtain employment at IU1 PHP. In addition, all current employees will be required to obtain updated clearances

(childabuse, criminal background and FBI) every five years-on or before the date of the previous clearance.

Professional Development

All staff will receive dedicated days at the beginning of each school year to attend IU hosted staff development that will include therapeutic modalities, diagnosis, trends in the field, resources in the area, etc. All staff will also attend self-identified trainings throughout the year that will assist in furthering their knowledge of mental health procedures and techniques. In addition, staff development will be incorporated throughout the year as well on site to train staff in various county and MCO initiatives, as well as technical trainings about the program, paperwork, compliance, etc.

Admissions/Intake Policy and Procedures (5210.7)

Purpose

To establish the process that will be used to evaluate all consumers referred to IU1 PHP for admission.

Policy

IU1 PHP recognizes that barriers to accessing services are frequently a deterrent to families in seeking treatment for themselves and their children. It is the policy of the IU1 PHP that all consumers referred for IU1 PHP services shall be scheduled for intake and psychiatric evaluation for admission in a timely manner. It is also the policy of the IU1 PHP that the results of the assessment and evaluation that lead to an admission, or denial to the program, be communicated to the family as quickly as possible. Furthermore, admission to the program will be determined by the clinical

appropriateness of the client for the program, based upon recommendations of a properly certified clinician.

Continuity

The IU1 PHP exists along a continuum of mental health programs and function in a step- up/step-down model. We will receive students who have made progress in inpatient units, residential units or students who need more intensive support than can be offered in outpatient, IBHS, etc. If students in our program begin to display more significant needs, referrals will be made to inpatient units to stabilize the student and we will assist the interdisciplinary team in referring to higher levels of care, as needed and warranted.

Likewise, as students no longer meet medical necessity for the program, referrals will be made to appropriate step-down programs that can meet their needs in less restrictive settings.

Procedure

All requests for an intake evaluation will be scheduled as soon as possible. The timeframe for appointment setting is as follows:

- *Routine calls* – evaluation will be scheduled within 5 business days
- *Urgent calls* – evaluation will be scheduled within 24 hours during business days or routed to the closest emergency room for immediate evaluation.

An adult family member or legal guardian will be required to escort the consumer to the initial interview and psychiatric evaluation. At the time of this interview, the family will be given a tour of the facility and where possible, meet staff members. The consumer will receive a psychiatric evaluation to determine whether he/she qualifies for placement in the IU1 PHP.

Families will be given the following documents during the admission process:

- Consent for treatment
- Consumer Bill of Rights
- Appropriate releases of information
- A brochure of the IU1 PHP which explains the program
- The process for complaints, grievance and appeals
- The importance of confidentiality as it pertains to the consumer and the milieu in general
- Emergency and crisis protocols
- Admission and discharge criteria
- Expected length of stay within the program
- Restraint procedures and protocols
- Medication procedures and protocols
- If the consumer is admitted, the family will be asked to provide the results of a physical examination, immunization records, a list of all current medications with dosage schedule, a school contact name and number and the names, addresses and numbers of all previous providers of treatment. This MUST be furnished prior to the start of treatment. These documents will be kept confidential and will become part of the consumer's treatment file. IU1 PHP will conduct an interview with the consumer to see if the consumer meets admission criteria.

In order for a consumer to meet admission criteria, the following guidelines will be used:

- The consumer must be between the ages of 6 - 18 for the IU1 PHP program.
- The consumer must have one or more diagnoses of ADHD, PTSD, mood or anxiety disorder and/or conduct disorder, or other diagnosis that meets either the ICD-9 diagnosis codes or DSM-V diagnostic criteria.
- The consumer must have at least one adult family member or guardian who is willing to participate in treatment on a minimum basis, although regular and ongoing participation is recommended and encouraged.
- The consumer must be at risk for alternative out of school and/or residential placement.
- It must be determined that the consumer would derive benefit from placement in the partial hospital program.
- Consumers may be denied admission to IU1 based on the following criteria:
    - The consumer has a primary diagnosis of MR, PDD, autism, substance abuse/dependence.
    - The consumer has severe physical handicaps which would preclude successful participation.
    - The clinician's assessment reveals that the consumer needs a higher level of care.
    - The clinician's assessment reveals that the consumer does not meet medical necessity for a partial hospital program.
    - The consumer is unable and/or unwilling to attend the program on a regular basis.

- It is felt that the consumer poses a danger or risk to himself/herself or others and exhibits behaviors that cannot be appropriately contained in a partial hospital setting.

IU1 PHP, as a subacute facility, is utilized to divert consumers from acute psychiatric inpatient units or to shorten the length of stay in an acute inpatient setting.

IU1 PHP does not discriminate on the basis of race, creed, sex, ethnicity, color, national origin, sexual orientation, disability or religion. IU1 PHP reserves the right to refuse services to any consumer under the age of 11 and above the age of 18.

Following the intake interview, which will take place over 1-2 hours, the staff will confer and reach a decision regarding admission. Admission meetings will take place one to two days per week. All routine, non-emergency intakes will be presented at that time. Families will be notified within 3 business days of intake as to whether or not the consumer will be accepted. Urgent intakes will be presented on an individual basis and families will be notified within 24 hours of the decision. At the time of notification, families will be given a start date, information regarding transportation and the name of the mental health professional to whom the consumer has been assigned. The start date will be designated in the consumer's chart. At the time of the intake, if the consumer presents with a need for a higher level of care, the IU1 PHP will assist the consumer in locating a facility for a higher level of care, providing pre-certification for a higher level of care as well as directions to the facility for the higher level of care.

If the consumer has not been accepted into treatment, families will be notified as soon as possible. Every attempt will be made to work

with the care manager at the managed care organization (MCO) to determine an alternate placement if a higher level of care is required or if the IU1 PHP in particular may not be appropriate at that time. If a lesser level of care is indicated, staff will inform the family of options for a lower level of care such as outpatient therapy, BHRS or family-based services. A resource guide will be provided to families so that they can identify another provider for the lower level of care.

If a consumer is denied service due to the need for a more restrictive placement (higher level of care), the consumer will be re-assessed for admission following discharge from the more restrictive setting. IU1 PHP staff will contact the staff at the higher level of care to coordinate care for the discharge plan and to assist with a seamless transition.

Admission/Readmission (5210.27)

Consideration must be given at all times to the fact that IU1 PHP is the most restrictive mental health placement within the public school setting. For this reason, certain criteria must be met by a consumer being referred for admission. The criteria are as follows:

1. ***The consumer must be diagnosed with a mental health disorder by a licensed psychiatrist.***

Admission Criteria

Chronic and/or severe mental health issues, behaviors which indicate a risk for safety to self/others, and/or decreased functioning for the child's developmental level, such that this behavioral disturbance requires regular observation and treatment, but does not require 24-hour supervision, and the child's problematic

behavior and/or severe functional impairment discussed in the presenting history and psychiatric examination must include at least one of the criterion listed below with a severity level as listed above.

- Suicidal/homicidal ideation
- Impulsivity and/or aggression
- Psycho-physiological condition (i.e.- bulimia, anorexia nervosa)
- Psychomotor retardation or excitation
- Affect/Function impairment (i.e.- withdrawn, reclusive, labile, reactivity)
- Psychosocial functional impairment
- Thought Impairment
- Cognitive Impairment
- reasonable treatment within a less restrictive setting has been attempted by a mental health professional, or treatment in a less restrictive setting has been considered and documented, but is rejected directly in favor of partial hospital treatment

2. Partial hospitalization must be recommended as the most clinically appropriate and least restrictive service available for the child, by the treatment team
3. The recommended level of intervention is necessary to maintain the consumer in his/her local community, home, and school. This level of treatment is necessary to avoid a more restrictive placement in a residential or acute psychiatric hospital facility.

4. Less intrusive forms of treatment (e.g., outpatient counseling) have been attempted/considered and have not been successful or are not appropriate.
5. Admission and participation in the program is voluntary. Consumers fourteen years of age or older have the right to sign for treatment with or without parent/guardian support or signature. It is the intent of the IU1 PHP to work with both consumers and their families in order to encourage communication and cooperation. To indicate their approval, the signature of the parent/guardian of a consumer is strongly encouraged.
6. A recent psychiatric evaluation (less than 30 days old), the IU1 PHP treatment team, the consumer/parent/guardian, and/or an MH/MR consultant agree that treatment in IU1 PHP would be therapeutically appropriate and (medically) necessary to prevent placement in a more restrictive setting.
7. If a consumer requires inpatient hospitalization while enrolled at the IU1 PHP, IU1 PHP staff will facilitate coordinating care, locating a facility for a higher level of care as well as obtaining precertification from the insurance company(s). IU1 PHP will maintain contact with the inpatient psychiatric facility to coordinate care and assist in the readmission to the IU1 PHP upon discharge from the inpatient setting.

IU1 PHP Fee Schedule

The fee schedule for the IU1 PHP is determined by Managed Care Organization (MCO) within Greene County.

Discharge

Discharge Criteria

The individual may be discharged from the partial program when one or more of the following are met:

1. **Treatment goals have been substantially achieved**
    - Symptoms have stabilized or significantly improved.
    - The individual demonstrates improved functioning in daily activities.
2. **No longer requires PHP level of care**
    - Symptoms can be safely and effectively managed at a lower level of care (e.g., IOP, outpatient therapy, medication management).
3. **Safety and risk are adequately managed**
    - No imminent risk of harm to self or others.
4. **Demonstrates use of coping skills**
    - Consistently utilizes coping strategies learned during treatment.
    - Shows improved emotional regulation and problem-solving abilities.
5. **Medication and treatment adherence**
    - Demonstrates compliance with prescribed medications and treatment recommendations.
    - Understands ongoing treatment needs.

Discharge may also occur if:

- The individual requests discharge against clinical recommendation.
- Individual demonstrates persistent noncompliance with program expectations, including repeated unexcused absences, refusal to participate in treatment activities, failure to engage in treatment planning, or ongoing refusal to follow program rules despite interventions to improve engagement.
- Individual exhibits verbal threats, intimidation, harassment, physical aggression, or other behaviors that compromise the safety and therapeutic environment of the program. Despite staff intervention and efforts to address the behavior, the individual continues to present a risk to peers, staff, or others, necessitating discharge and/or referral to a more appropriate level of care.

2. The following will occur when a consumer or parent discontinues the program:

- A meeting will be scheduled with the parent, consumer and Treatment Team members to discuss the possible discharge.
- The Treatment Team will assist the parent and consumer in locating alternative community supports.
- The Treatment Team will assist the parent and consumer in making referrals and appointments, if appropriate. Additional Release of Information Forms will be signed as appropriate and as needed.
- The Treatment Coordinator will contact the consumer's local MH/MR Caseworker to inform the agency of the consumer's discharge and any subsequent community agency referrals.

- A discharge summary is to be completed immediately by the primary therapist. It is to be reviewed with the Director of Treatment and Psychiatrist. The mental health professional will obtain signatures of the above-mentioned staff.
- The discharge summary is to be filed in the consumer's file.

Parent Support & Advocacy

The philosophy of the IU1 PHP is to follow the principles of the Child and Adolescent Service System Program (CASSP). Parent support and advocacy is a critical component to the success and generalization of a consumer's appropriate behaviors. IU1 PHP is not licensed to provide therapy for parents or for marriage counseling. If such treatment is necessary, a referral will be made to the appropriate community resources. Parental support and advocacy within the IU1 PHP include, but is not limited to, the following: consistent telephone and/or written contact, assistance with the filing for Medical Assistance, attendance at parent or family meetings, assistance with referral to community agencies, attendance at meetings with agencies, and openness to other services which are found to be appropriate by the Treatment Team.

Mental Health Professional-Treatment Coordinator

The mental health professional is responsible for frequent discussion of therapeutic progress, notification of team meetings, referral(s) to community support systems, parent/family meetings, and other supports as appropriate to meet individual consumer and family need(s). The mental health professional will discuss the parent's contacts and needs with the treatment team in order for individualized program decisions to be made. Progress notes must be made on a daily basis.

Continuity of Care

It is imperative to encourage all agencies and individuals involved with the consumer to participate as a member of the treatment team. This collaboration will allow for appropriate individualized goals to be written and generalized across various settings. This continuity of care will enable the consumer to gain control over his/her life and establish lifelong learning.

Treatment Team Meetings (5210.24)

The goal of the IU1 PHP is to provide consumers and families with a therapeutic approach to dealing with the consumer's problem behaviors and mental health issues. The treatment process is focused on identifying areas of need and providing alternatives to inappropriate behavioral responses.

1. The treatment team consists of the following members:

- Consumer
- Parent
- Licensed Psychiatrist

- Director of Treatment
- Mental Health Professional
- Mental Health Worker
- Child and Adolescent Service System Program (CASSP) Representative
- School Representatives
- Special Education Teacher
- Other educational and/or agency staff as appropriate

2. The mental health professional is responsible for coordinating meeting agendas and sending Letters of Invitation to Treatment Team Members.
3. Team meetings, held weekly, are to review progress, discuss current status, and plan for future treatment. A Treatment Plan is developed by the fifth day of service. Treatment Plans are reviewed and updated within 30 to 45 days by the Treatment Team and modified, as appropriate. Plans and Reviews are discussed by all Treatment Team Members and necessary signatures are obtained. *Revised 6/26/13*
4. Assignment of Consumers

Consumers will be assigned to a mental health professional based on the following criteria:

- Needs of the consumer
- Training of the therapist
- Experience of the therapist
- Therapist caseload

5. Each case will be reviewed on a weekly basis.

Treatment Plans (5210.23), (5210.25)

The mental health professional is responsible for writing an initial treatment plan within the fifth day of the service. IU1 Partial Hospitalization Program will ensure that the treatment plan update note will be included within the treatment plan section of the charts for each consumer. Additionally, the IU1 PHP will ensure that treatment plans will be updated and reviewed within 30-45 days by the Treatment Team. Recommendations for continuation of the plan will be discussed based on the consumer's present progress.

Treatment Plans

1. Treatment Plans will be written with the cooperation of the consumer and family (if appropriate). Other agency personnel may participate in goal writing by consumer and/or parent request, with the proper Release of Information Form. Treatment Plans are to be based upon diagnostic evaluations which include, but are not limited to, the following:

- Psychiatric
- Psychological
- Social
- Behavioral
- Educational
- Familial
- Medical
- Other individually relevant information

2. Treatment Plans must be written specific to the area of difficulty. Goals should be measurable and objective; they should be quantified by the use of a number or percentage. Specific interventions that will be utilized during therapy should also be included. The plan is to be signed and dated by specific team members.
3. A complete Treatment Plan will include the following:

- Primary Care Physician Contact
- Diagnosis of Consumer
- Strengths of Consumer
- Needs of Consumer
- Issue Addressed
- Goal
- Measurable Objectives
- Specific Interventions
- Target Date
- Comments
- Medications
- Preventative Services
- Tentative Discharge Date
- Plan for Reduction of Services

Treatment Reviews

The initial Treatment Plan will be reviewed after 30 to 45 days of service by the Treatment Team at a Treatment Team Meeting. A

Treatment Plan is prepared to document the progress and appropriateness of the selected treatment goals. New objectives and interventions will be developed, if needed. This Treatment Plan is discussed and signed by specified Team members. The Treatment Plan is reviewed every 30 to 45 treatment days and it is updated and/or revised at that time if needed.

Treatment Modalities (5210.26), (5210.39)

Every consumer enrolled within the IU1 PHP will arrive with individual strengths and needs. In order to meet the individual needs of the consumer, therapy must be flexible, and it must be provided in a variety of ways:

Treatment Modalities

The program provides an interdisciplinary, eclectic, and theoretical approach, based on the principles of cognitive behavioral therapy utilizing the unique skills necessary to meet the needs of each consumer. Treatment includes an integrated program of therapeutic activities, experiences, and appropriate education designed to meet the individualized treatment objectives. All psychological theories and practices adhere to the consumers' "Bill of Rights".

The therapeutic program consists of a combination of the following approaches:

Behavior Management – Consumer's behavior is monitored and modified through a positive behavior management system which emphasizes individualized age appropriate intervention.

Individual Therapy – Each consumer has the opportunity to receive a minimum of three sessions per week as stipulated within the

individual Treatment Plan mandated by the Department of Mental Health.

Group Therapy – Each consumer has the opportunity to receive group therapy a minimum of three times per week as stipulated within the individual Treatment Plan and mandated by the Department of Mental Health.

ShapeFamily Therapy – Each consumer has the opportunity to receive family therapy once a week as stipulated within the individual Treatment Plan and mandated by the Department of Health.

Crisis Intervention – All staff have been trained in Nonviolent Physical Crisis Intervention. This strategy follows a continuum of least to most intrusive interventions. The staff will attempt to de-escalate a situation verbally and utilize physical intervention only as a last resort. Such physical interventions must be reported to the parent/guardian and Supervisor immediately.

Linkage to Education (5210.54)

The goal of the IU1's PHP is to work in cooperation with the education system. The link to education will be promoted and attained within the following manner:

1. Ongoing communication will be established on a daily basis between the mental health professional and teacher regarding the consumers' behavior, academic performance and staff/peer interactions.

2. The teacher(s) will be invited to participate as a member of the treatment team to provide educationally relevant information and insight into the consumer's areas of growth and needs.
3. School District representatives will be invited to the treatment team meetings.
4. The mental health worker will schedule group and individual sessions in consideration of the consumer's academic needs and program.
5. The IU1 PHP staff will work in conjunction with the individual classroom behavior management system. Additional contracts, etc. may be developed to meet individual consumer needs.
6. The IU1 PHP staff should explain and enforce IU1 PHP discipline policies.
7. The mental health professional schedules times to observe the consumer within the least restrictive environment. This could include, but is not limited to:

- Vocational training
- Classroom
- Work (if appropriate)
- Extracurricular activities (if within the school day)
- Lunch
- Other, as appropriate
- School day activities

Prescribing Medication (5210.58)

The staff psychiatrist will prescribe medication on an individual basis. It is the parent and consumers' prerogative to accept or deny medication. The parent and consumer have the right to remain with their private physician for medication. If the parent and/or consumer remain with their private physician for medication, the Treatment Team will act in a consultative manner providing behavioral and academic information. Contact will be maintained between the treatment team and any outside prescribing physician.

1. Prescribing Medication to consumers:

- Medication will be prescribed to consumers enrolled in the IU1 PHP only.
- Medication will be prescribed with the consent of the consumer.
- The staff psychiatrist will prescribe medication based on a complete evaluation.
- The psychiatrist will prescribe medication as per the Controlled Substance Laws.
- The psychiatrist will call the pharmacy specified by the client to order the prescribed medication.
- The psychiatrist will note the prescription written in the Medication Review Log and the Psychiatric Progress Notes.
- If no medication is prescribed by an IU1 PHP psychiatrist, a note should be made on the Medication Review Log indicating that information.

- If psychotropic medication is prescribed by an outside private physician, this information will be indicated on the Medication Review Log.

2. Consulting with an outside Prescribing Doctor

- Any member of the Treatment Team may provide education and behavioral information to an outside doctor with a signed HIPPA Release of Information Form and/or Primary Care Physician form.
- The staff psychiatrist may contact the prescribing doctor to discuss medication changes. Documentation of the contact is to be done in the Psychiatric Progress Notes and on the Contact Log if a telephone contact is made. The HIPPA Release of Information Form and/or Primary Care Physician form must be completed prior to contact.
- A letter will be sent to the Primary Care Physician at the onset of the program and when any significant change is made in medication or diagnosis.

3. When new medication is prescribed by the IU1 PHP psychiatrist, staff will complete the New Medication Information form. The psychiatrist, consumer, and whenever possible, the parent, should sign the form. One copy goes to the parent and one copy should remain in the medical file.
4. The Medication Reminders and Responsibility form should be signed and a copy should be given to the family at the beginning of the school year, or at the time of admission.

Medication Procedure for Parents

According to the medication policy, these guidelines must be strictly followed in order for our staff to dispense medication:

- All medication must be accurately counted by the parent(s) prior to giving the medication to the nurse or physician
- The medication must be in the original bottle with the original label. Pharmacies will supply you with extra bottles and labels at your request. The IU1 PHP program must have the most recent bottle and label.
- An updated Medication Authorization Form must be completed and signed by the prescribing physician each time medications are prescribed or instructions change. This form is to be sent in immediately after any change occurs.
- Parents must hand deliver all medication. This hand-to-hand transfer is to be done with IU1 PHP staff only. The IU1 PHP staff member will give the medication to the nurse or physician who will store the medication in a designated locked cabinet. CONSUMERS MAY NOT HAVE MEDICATION IN THEIR POSSESSION AT ANY TIME. Medication will be dispensed by the nurse during the school year. Medication will be dispensed by the psychiatrist during the summer session.
- Any left-over medication (e. g., due to medication change, discharged from program) must be picked up within 30 days. Staff will notify parents one time by phone and one time in writing when there is left-over medication. If the medication is not picked up within 30 days, staff will either destroy the medication or take it to the local pharmacy to be destroyed.

Student Searches

In an effort to provide a safe, secure and peaceful environment, students must acknowledge a reduced expectation of privacy. The administrator, police officer, or designee thereof are authorized to search all student's personal possessions (including but not limited to bags and book bags, purses, pockets, or shoes) or motor vehicle parked on IU1 property upon entry or when there is reasonable suspicion that the student is violating the law, Board Policy, program rules, or he/she poses a threat to him/herself or the entire program population. The search will be conducted in a private office with the administrator and another adult present.

Searches conducted by the administration may include, but not be limited to, utilization of certified drug dogs, metal detection units, or any device used to protect the health, safety and welfare of the program population. All students will be required to participate with staff operating the metal-detecting units. This will include the removal of belts, shoes, jewelry and other items that may cause the alarm to sound.

An attempt will be made to notify the parent before the search. If the student refuses to allow the search, the local police will be called. Any contraband or unauthorized illegal items that are discovered during a search can be seized and disciplinary action and/or referral to the local authorities will be pursued.

Please refer to IU1 Board policy # 226 – Searches

Tobacco/Nicotine Policy Guidelines

No students, staff member, volunteer or program visitor shall knowingly possess, use, furnish, transfer, or distribute tobacco and/or tobacco/vaping related products while:

In the program building or on program grounds during, immediately before and after program hours.

On program grounds at any other time when the facility is being used by any group.

Off program grounds while attending any program activity, function, event or school sponsored activities.

In transit to and from the program or a program activity, event, function, or program sponsored activity.

A student who violates any of the above provisions is committing a summary criminal offense. Student violators are subject to prosecution initiated by the school police officer and shall upon conviction be sentenced to pay court costs, as determined by the local magistrate. Act 145 expressly states that a summary offense under this legislation will neither be a criminal offense of record, shall not be recorded as a criminal act, and shall not be placed on criminal record of the offender.

Please refer to IU1 Board policy # 222 – Tobacco/Nicotine

Possession of Controlled Substances and Paraphernalia

The Intermediate Unit 1 strives to prevent the abuse and use of controlled substances. Controlled substances and associated paraphernalia are strictly prohibited from the IU1 PHP. A controlled substance includes all of the following:

1. Controlled substances prohibited by federal and state law.
2. Look-alike drugs, including any pill, capsule, tablet, powder, plant matter or other item or substance that is designed or intended to resemble a controlled substance, or is used in a manner likely to induce others to believe the material is a controlled substance.
3. Alcoholic beverages.
4. Anabolic steroids.
5. Drug paraphernalia.
6. Any volatile solvents or inhalants, such as but not limited to glue and aerosol products.
7. Substances that when ingested cause a physiological effect that is similar to the effect of a controlled substance as defined by state or federal law.
8. Prescription or nonprescription (over the counter) medications, except those for which permission for use in school has been granted pursuant to Board policy.
9. Students are not permitted to use, possess, distribute, and/or be under the influence of any controlled substances during school hours, at any time while on Intermediate Unit 1 property, at any program or activity sponsored by the Intermediate Unit 1, and during the time spent traveling to and from programs and activities sponsored by the Intermediate Unit 1. If any incidence of the above occurs, the offence will promptly be reported to law enforcement; thus, potentially resulting in criminal charges.

If based on the student's behavior, medical symptoms, vital signs or other observable factors, the principal or Administator

has reasonable suspicion that the student is under the influence of alcohol or a controlled substance, the student may be required to submit to drug or alcohol testing.

Please refer to IU1 Board policy #227-Controlled Substances/Paraphernalia

Weapons Policy

It is a misdemeanor of the first degree for any person to possess a weapon in the buildings of, on the grounds of, or in any conveyance providing transportation to or from any publicly funded elementary or secondary school. The student does not have to use the weapon; it is enough to carry it, keep it in a locker or book bag, or hold it for a friend. A weapon is defined by Pennsylvania school law as "any knife, cutting instrument, cutting tool, nun chukkas, firearm, shotgun, rifle, and [anything else] capable of inflicting serious bodily injury." This definition may include box cutters, kitchen knives, penknives on key chains, and other common household items.

Pennsylvania Act 26 of 1995 and Act 30 of 1997 requires local school districts to expel for a period of not less than one year, any student who is determined to have brought onto or is in possession of a weapon on any school property, any school-sponsored activity or any public conveyance providing transportation to a school or school-sponsored activity. The superintendent of the home school district may recommend modifications of such expulsion requirements for a student on a case-by-case basis. Act 26 requires school officials to notify the police whenever they discover any weapon covered by this Act.

The Federal Gun-Free Schools Act of 1994 requires each State receiving Federal funds to have in effect a State law requiring local educational agencies to expel from school for a period of not less than one year a student who is determined to be in possession of a weapon. This law also stipulates that no local educational agency may receive Federal financial assistance unless it has in effect a policy outlining this requirement. The Gun-Free Schools Act requires that when a local educational agency requests financial assistance, it must provide assurance that it has in effect such a policy.

Please refer to IU1 Board policy # 218.1 – Weapons

Weapon Prohibition Policy

A student is prohibited from possessing a weapon:

1. In the IU1 PHP and on the surrounding grounds.
2. In any conveyance (including private) providing transportation to or from the IU1 PHP.
3. At any program function, activity or event whether or not held at the IU1 PHP.
4. While the student is on his/her way to the IU1 PHP.

A metal detecting device is used to ensure the safety and well-being of the student population and staff at the IU1 PHP. A student may be checked as he/she enters the building and prohibited items confiscated. Charges may be filed with the civil authorities regarding possession of the prohibited item(s). Random searches of student book bags, purses, and outer garments occur throughout the school year

Dress Code

The IU1 Board has determined that reasonable regulation of school attire and personal adornment is within its authority and consistent with its responsibility to provide an appropriate environment for learning. Although the IU1 Board recognizes that individual students have a right to free expression, that right must be balanced with the Board's responsibility to provide a safe, secure and orderly educational environment for all students.

Please refer to IU1 Board policy #221 – Dress and Grooming

Section 1 – General Clothing Guidelines

Students may not wear the following during the school day:

1. Clothing considered a safety hazard such as baggy or excessive layers
2. Only one layer of pants/shorts are permitted.
3. Torn or ripped clothing that reveals private body parts
4. Spandex or skin-tight clothing
5. Outer wear (coats and jackets)
6. Cutoffs

Section 2 – Tops

1. Blouses and shirts must have sleeves.
2. Tops may not be low cut or exposing, such as bare backs and bare midriffs.
3. Unacceptable tops include: tank, halter and mesh tops, see through blouses and shirts, tube or crop tops, spaghetti straps.
4. Shirts may not have writing, pictures or insignia that endorse vulgarity, violence, tobacco, drugs and alcohol, weapons or exhibit obscenities and double meanings.

Section 3 – Pants, Shorts and Skirts

1. Shorts and skirts must not be shorter than three (3) inches above the knee.
2. Extremely tight pants, shorts and skirts are not permitted.
3. Splits in dresses and skirts are not to be longer than 3 inches.
4. Pants, shorts and skirts must be secured and worn so that no skin and/or undergarments are exposed.
5. Pants with lace material or that lace above the knee are not permitted.

Section 4 – Footwear

1. Shoes must be worn at all times.
2. Shoes with laces must be tied.
3. Sandals must be secured on the feet by the straps provided.
4. Shoes with heels must be no higher than one inch.
5. Appropriate footwear must be worn for Physical Education classes (i. e., shoes with laces secured to feet).

Section 5 – Jewelry, Headgear and Accessories

1. Spiked jewelry, chains, or any other jewelry that may cause injury or is a safety hazard is not permitted.
2. Jewelry is to remain on during the course of the day.
3. Hats, bandannas, visors, sweatbands, sunglasses, hoods (hoodies), and any other headgear are not permitted. If a student wears a hoodie, the hood must be kept down and not covering his/her head while in the building.
4. Patches, buttons, pins, tattoos, jewelry, belts, purses, etc. may not have any writing, pictures or insignia that are obscene, sexually explicit, violent, or drug, alcohol or tobacco related.

Section 6 - Hair

A student whose hair length would cause a safety or health hazard in courses, such as Vocational Education, Physical Education, Technology Education, Family and Consumer Science, crafts, and/or co-curricular activities, may need to make appropriate accommodations to secure his/her hair.

Section 7 – Health and Hygiene

All students are expected to maintain good personal hygiene.

Any clothing that is unhealthy or unsanitary is discouraged (i. e., dirty or giving off a foul odor).

If health and hygiene are consistently an issue, these areas will be addressed with your child by a School Social Worker so the appropriate skills can be taught.

Section 8 – Consequences/Remedies

Student will remove article(s) that violate the dress code.

Student will call his/her parent to bring a change of clothing or will wear clothing that is provided by the office.

Student may be isolated if situation cannot be corrected.

Student will turn clothing inside out if requested to do so

Closing and Delays

The Intermediate Unit 1 Educational Campus at Waynesburg will announce school delays and cancellations separately from the student's home school district. Closings due to any utility's failure will also be announced on the stations below. In case of inclement

weather, delayed openings, school cancellations, early closings, or other emergencies, announcements will be made on the following radio and TV stations:

1. WANB/105.1 FM,
2. KDKA-TV,
3. WTAE-TV,
4. WPXI-TV

Flexible Instructional Days (FID)

During FID days there will be no therapeutic sessions. The teacher will be reachable via email or class dojo for questions regarding academics.

A Flexible Instructional Day (FID) is a program available to public school entities to be used as an alternative approach to delivering instruction if a circumstance arises that prevents instruction in the customary manner. Intermediate Unit 1 received approval from the Pennsylvania Department of Education (PDE) to implement FID for the 2023-2024 school year. Parents/guardians will be notified of a FID using Class Dojo and Alma notification systems. Notification of the FID will also be sent to the local news channels and posted on their corresponding websites.

Students are expected to participate in the FID using their school-issued Chromebook via livestream instruction using Zoom and/or Google Meet. Teachers will provide livestream instruction according to the previously established master schedule. Students will also be provided paper-based instructional packets to utilize on the FID in the event of technology and/or Internet failure. All instructional supports and related services, including health-related services and mental health supports and services, will continue to be provided as

specified in the students' Individualized Education Programs (IEPs) using livestream via Google Meet/Zoom or phone conference.

Students are expected to complete any and all assignments designated for the FID. Students can connect with their teachers via livestream or phone to participate in instruction and receive answers to all questions. For those students with technology access, they will complete and submit all assignments on the date of the FID. Students utilizing the paper instructional packets will submit assignments immediately upon return to school. Students are expected to participate in any scheduled related services, including mental health services and other health-related services, according to the frequency and duration of their respective IEPs via livestream or phone conference.

To document attendance on FID, students with Internet access will be required to login to a Homeroom site via Google Classroom to indicate they are present on the FID. For students without Internet access, in the event of a technology malfunction, or Internet outage, parents/guardians will be required to make a telephone call to the respective Intermediate Unit 1 Campus School of their child's enrollment to indicate the child is present on the FID. Any student who does not login to the Homeroom site via Google Classroom or call the respective Intermediate Unit 1 Campus School will be considered absent for the FID. The parent/guardian will be required to provide an excuse for the student's absence.

Student Illness Guidelines

The following guidelines are used for student Illnesses and are recommended, if your child is ill:

- If your child's temperature is 100 degrees or higher, the child should stay home. Your child should be fever free for 24 hours before returning to school.
- If your child vomits or has diarrhea, the child should stay home for 24 hours from the last episode.
- If your child's eyes are red, swollen, itchy, have drainage, or have a crusty appearance on awakening, the child should stay home and be seen by the doctor.
- If your child has a productive cough that cannot be controlled with medication, the child should stay home and be seen by a doctor.
- If your child has been diagnosed with a communicable illness such as head lice, impetigo, ringworm, or chickenpox, the child should stay home, and the school nurse should be called.
- If your child receives a serious injury or appears obviously ill, the doctor should see the child.

If your child presents with any of the above symptoms during the school day, you will be called to pick up the child in a timely manner.

Head Lice

At any time throughout the school year, the school nurse, principal, or appointed designee may examine any student(s) for lice. If live lice are identified during the examination the following procedure will be implemented:

1. Your child will remain in the classroom until the end of the day but discouraged to have close head contact with others.
2. On the day of lice identification, the school nurse, principal or appointed designee will contact the you and counsel you on the proper treatment for this condition.
3. Your child may return to school following the first treatment. The school nurse, principal, or designee will assess your child before returning to the classroom.
4. You will have UP TO TWO CONSECUTIVE days to treat your child (THIS INCLUDES WEEKENDS AND HOLIDAYS). Absences starting on the third day will be considered unexcused.
5. Seven days following the first treatment, the school nurse, principal, or designee will again assess your child for evidence of live lice. If lice are identified, the above steps will be followed again.

A student who continues to have a chronic issue with lice infestation will be referred by the school nurse, principal, or designee for further treatment.

Unauthorized Departure

Students are not permitted to depart from Campus grounds without permission granted through the onsite administrator or staff supervision.

The principal or designee will notify the parents, as well as the local or state police regarding the student leaving school property.

Restrictive Procedures Policy

Purpose

To establish best practice guidelines and procedures for the use of restrictive procedures for consumers receiving treatment at the IU1 PHP.

Policy

The IU1 PHP program operates under the assumption that individuals strive for freedom and self-control. Therefore, we make every attempt to anticipate, prevent, and address crisis situations in the least restrictive manner. The use of restrictive procedures is justified only in emergency situations, where there is eminent danger of bodily harm to the consumer or others, and when less restrictive procedures have been proven to be ineffective. The use of restraint practice is not a therapeutic technique and should never be employed as punishment or for the convenience of staff or as program substitution. Finally, the use of exclusion must always be employed in a manner that protects the consumer's safety, dignity and well-being. All IU1 PHP staff are trained on the restrictive policy.

Procedure

The following will be used for the use of exclusion to control acute or episodic aggressive behavior:

Exclusion will be employed when necessary to protect the consumer from injuring himself or others and to avoid escalating behaviors becoming unsafe.

Exclusion may not be used unless other available techniques have failed.

To reduce the need for exclusion, efforts shall be made by utilizing therapeutic approaches. Approaches include:

Releasing aggression through healthy channels

Counseling

Withdrawing the consumer from an over-stimulating environment

The Director or designated person is responsible for educating the staff on the specific procedures and methods to follow when using exclusion.

Staff will receive training on Crisis Prevention and Intervention annually.

Exclusion may be used when a consumer's manner is putting him or other persons in danger. The exclusion is only to be used after all other less restrictive techniques have been less effective.

The mental health personnel are responsible for documenting the techniques and methods used to control the behavior including both successful and unsuccessful methods.

Criteria for Exclusion

Exclusion shall only be employed when documentation of another less restrictive method of controlling the unacceptable behavior proved ineffective.

Exclusion shall be limited and well documented in the consumers treatment plan.

The room shall remain unlocked at all times.

The room shall have soft objects available for the consumer to aid in the venting of aggressive behavior.

The appropriate supervisory staff shall be notified immediately in the event a child is placed in exclusion as a result of an emergency situation.

In all cases, psychological exclusion shall be in the nature of restrictions that are therapeutically based, clinically justified and made part of the treatment plan.

Psychological exclusion may not interfere with the consumer's right to basic needs and ability to communicate.

Potentially unsafe articles will be removed from the consumer including, if necessary, clothing.

The mental health personnel will give immediate attention to the physical needs of the consumer.

Written reports regarding the status of the consumer will be filed in the consumer's chart and a copy will be sent to the appropriate designated staff person.

Any schoolwork missed from being in time out will be made up during activity time.

For Documentation

Documentation of the restrictive procedure, including emergency exclusion, must be included in the consumer's record including the following:

- Name of consumer
- Age of consumer

- Location in the building where the incident occurred
- The reason for the exclusion
- Identification of less restrictive procedures that were attempted
- The specific restrictive procedure employed
- A brief statement regarding the status of the consumer
- Record of time given for personal needs
- Status of the consumer
- Name of mental health personnel who implemented the procedure
- Name of mental health professional supervisor signing off on the form

Prohibited Restrictive/Adverse Techniques

Adverse Stimulation – the application of a painful or unpleasant stimulus following an undesirable behavior

Corporal Punishment – striking, slapping or spanking the consumer

Denial of Basic Rights – denying consumers free access to basic necessities of life (i. e., food, clothing, shelter, privacy and rest)

Seclusion in a locked room – placing a consumer in a locked room from which they are unable to free themselves

Mechanical Restraint – the use of mechanical restraints to restrict physical movement

Use of Chemical Restraints – the use of PRN medication orders for controlling acute, episodic behavior is prohibited

Use of Manual Restraints – manual restraints that:

Apply pressure to a client's respiratory system is prohibited

A prone-position floor - type restraint where the client is held face down to the floor is prohibited

A restraint that applies body weight or pressure to the client's back or chest is prohibited

Behavioral Level System

The program uses a multi-tiered system consisting of an orientation plus three levels. The levels are designed to encourage improved behavior, as well as emotional and psychological functioning and social skills, while using rewards and privileges to encourage positive behaviors and overall psychological adjustment.

Every day the student will start out with 100% of the potentially available points for that day. Points are rewarded or lost based on program rules (respect the personal safety and property of self and others, speak respectfully to peers and staff, remain in supervised areas, and perform assignments as directed). The student will then review his or her level of educational and mental health participation and behavior on an hourly basis with staff. Dependent on the individual student's level, a specified percentage of the total potential maximum points must be maintained in order to have a successful day. When a student has a successful day, days on level will be earned and applied toward the next level. This will further result in increased privileges and access to the student store. A student may be denied a privilege if staff deems that his/her behavior on that day does not warrant the use of a privilege or reward.

Before moving to the next level, the student must demonstrate increased knowledge of program rules, an understanding of symptoms and conditions of one's own diagnosis, and attained a

prerequisite of defined skills. After a student completes the orientation level, he or she can move to the next level after 3 successful weeks on level, the demonstration of level expectations and staff approval. The level test measures competency for moving from one level to the next.

Crisis Response Procedure

In the event of a crisis, the IU1 PHP staff will follow the following Crisis Response Procedure.

Step 1: If the consumer is demonstrating low-level problematic behavior (e. g., observe, monitor, ignore, back off, indicate displeasure).

Action to be taken: If consumer is displaying low-level problematic behavior, whoever is present will be encouraged to ignore the behavior. If the behavior persists after the ignoring, redirection will be used (e. g., I will talk to you when you are finished yelling, cursing, etc.). Low-level problematic behaviors defined as tantrum, regressive, or attention seeking behavior.

Step 2: Strategy to be used when brief minimal response may stabilize (e. g., convey empathy, provide options, remind of rewards/consequences, redirect, offer assistance).

Action to be taken: If behavior persists after simple redirection, limits should be placed on consumers to de-escalate behavior. Limits must be clear and concise, reasonable and enforceable. It is important that follow-through is conducted (e. g., If your behavior does not stop, you will not earn your points).

Step 3: Strategy that is used when issue involves personal safety (e. g., instruct consumer to isolate himself until he/she has regained

control. Provide clear, calm, concise directions for appropriate behavior. State consequences of behavior. Use techniques from Crisis Prevention Intervention (CPI) verbal de-escalation techniques.

Action to be taken: If placing the limit is unsuccessful and consumer's behaviors present as an issue of personal safety, consumer will be isolated to designated area (e. g., counseling office) to receive one-on-one monitoring, have a risk assessment conducted and consultation will occur with treatment team. Consumer will be returned to classroom setting only when determined that he/she is not at risk and behaviors have de-escalated.

Documentation of this specific incident will occur.

Step 4: Strategy used when threat of physical harm is imminent or has occurred (e. g., use of Crisis Prevention Intervention passive restraint techniques, contact parent, contact count Crisis Intervention Unit).

Action to be taken: If consumer presents at risk or if imminent harm has occurred, consumer will be isolated to the counseling office, have a risk assessment conducted, receive one-to-one monitoring, and consultation will occur with person's/agencies on document for placement/evaluation. Parent will be contacted and documentation of the incident will occur.

Consumer Bill of Rights (5210.52)

As a consumer within the IU1 PHP, you have the right to:

- Receive treatment in the least restrictive environment within the educational community.
- Provide consent for treatment and include parents in therapy issues.
- Sign release of information forms prior to the releasing of confidential information.
- Be treated with appropriate treatment methods that provide for the best possible care, welfare, safety and security for all involved.
- Review and take part in the development of your individual treatment plan.
- Be an informed member of the team and participate in discussions and decisions related to medication and treatment.
- Have a licensed psychiatrist available for questions and treatment consultation.
- Express concerns to staff related to treatment and have your concerns acted upon in a timely manner.
- Be discharged upon completion of your treatment goals or upon request.

CONFIDENTIALITY

Confidential information about you in the program or any details of your treatment plan may not be revealed to anyone outside of this program without written consent. There are exceptions in certain restricted situations, which will be explained in detail, if necessary.

Complaint/Grievance Procedures

A complaint is any problem an active consumer or family member has with how the IU1 PHP program has handled his/her care.

Filing A Complaint

Bring the issue to the attention of the individual who you believe is treating you unfairly.

If you continue to have concerns, contact the Director of the IU1 PHP.

If you are not satisfied with the response from the Program Director of, make a written complaint and forward it to the IU1 Executive Director. The IU1 Executive Director, upon receipt, shall present to the IU1 Board of Directors, investigate and make every effort to resolve the complaint. Based upon this investigation, a decision shall be rendered in writing, as soon as possible, but within 72 hours after the filing of the complaint.

The consumer/family member shall be given a copy of the complaint and final decision and a copy shall be filed in the consumer's record.

If the consumer/family member is not satisfied with the response of the IU1 Executive Team and Board of Directors and requests further review, they may appeal the decision and file a grievance within 10 working days of the decision.

A Grievance is a request by the consumer/family member for a reconsideration of a decision by the IU1.

Grievance Process

The Director will forward the written grievance the same day received from the consumer/family to the IU1 Executive Team who will present it to the Board of Directors. The Board will render a written decision within 30 days of the date of the written grievance. If the grievance requires immediate action, the appeal shall be heard and decided as soon as possible.

The Board of Directors will conduct an informal investigation. A sufficient record of the investigation shall be made.

A copy of the Board of Directors' decision shall be given to the consumer/family member and filed in the consumer's chart.

If the consumer/family member is not satisfied with the decision of the IU1Board of Directors and they wish to pursue this matter, they may contact:

Community Care Behavioral Health Org.

339 Sixth Ave.
Suite 1300
Pittsburgh, PA 15222

HIPPA/Confidentiality

Participation in group treatment requires respect for the privacy and confidentiality of other clients. Clients may become aware of personal information shared by peers during groups, activities, and treatment services. All clients are expected to maintain the confidentiality of information learned about other clients.

Clients shall not:

- Disclose the identity of other clients outside the program.

- Share personal information, treatment information, or group discussions with individuals outside the treatment setting.
- Photograph, record, or transmit information regarding other clients through any electronic device or social media platform.
- Discuss another client's treatment, diagnosis, or participation without that client's written authorization.

While staff members are legally bound by HIPAA regulations, clients cannot be legally required under HIPAA to maintain confidentiality. However, maintenance of peer confidentiality is a condition of participation in the program and is essential to maintaining a safe therapeutic environment.

Violations Any client who breaches the confidentiality of another client may be subject to:

- Clinical intervention and review.
- Behavioral contract or corrective action.
- Restriction of privileges.
- Discharge from the program if the behavior compromises the safety, privacy, or therapeutic environment of other participants.

Quality Assurance Policy

The treatment coordinator will review 5% of the consumer's charts every month to ensure completion of documentation. The chart auditing form will be used to ensure compliance. If a pattern is established where the quality and/or quantity of notes completed is insufficient, the coordinator and the director will meet with the staff member to ensure that quality improves.

For Utilization Management, the Behavioral Health Program will review discharge paperwork to track average length of stay, progress, level of care at discharge, etc. To track this, data will be

collected through discharge paperwork and shared with administration. As part of the utilization review, the following questions will be addressed during the chart reviews:

1. Are the clients appropriate for the partial services?
2. Are the clients getting the amount of services they need?
3. Do they clients have medical coverage?

Important Numbers

24-Hour Mental Health Crisis Hotline

Call or text 988

IU1 Partial Hospitalization Program @ Waynesburg

724-938-3241 ext. 686

IU1 Partial Hospitalization Program @ McMurray

724-938-3241 Ext 169

Local Crisis Numbers:

1. **Name/Organization: Wash County Crisis Phone Number: 1-877-225-3567**
2. **Name/Organization: Greene County Crisis Phone Number: 1-800-417-9460**
3. **Name/Organization: Fayette County Crisis Phone Number: 724-437-3737**

In the event of an immediate Medical Emergency, Call 911

Services Agreement

This Service Agreement (the "Agreement") is entered into as of July 1, 2026, by and between the **Berks County Intermediate Unit** with offices at 1111 Commons Blvd, Reading, PA 19612 (the "BCIU") and the **Intermediate Unit 1 (IU1)**, with offices at One Intermediate Unit Drive, Coal Center, PA 15423 (the "Contractor").

WHEREAS, the Pennsylvania Department of Education (the "PDE") has awarded the BCIU a contract to provide, in conjunction with other intermediate units, certain services in support of PDE's Office of Elementary and Secondary Education (OESE) to include, and not limited to activities associated with the Classroom Diagnostic Tools (CDT) and Firefly; and

WHEREAS, the parties desire to enter into an agreement under which Contractor will perform a portion of such services.

NOW, THEREFORE, in consideration of the actual covenants contained herein, and under the authority of the Public School Code of 1949, as amended, intending to be legally bound, for good and adequate consideration, the parties to this Agreement do hereby covenant and agree as follows.

1. **Services Provided.** Contractor shall provide, in a professional manner and through qualified employees and/or independent contractors, the services as described in the Statement of Work attached hereto as Exhibit A and incorporated by reference herein.

2. **Fees.** Contractor shall be entitled, as full compensation for its services, to the fee associated with the services as set forth in Exhibit A.

3. **Independent Contractor Status.** The BCIU and Contractor agree that Contractor shall be an independent contractor with respect to the BCIU. This Agreement shall not be construed to create any association, partnership, joint venture or employment or agency relationship. Contractor has no authority and shall not hold itself out as having authority to bind the BCIU. Contractor shall not make any agreements or representations on the BCIU's behalf without the BCIU's prior written consent. The BCIU shall not control the manner or means by Contractor performs services. Contractor shall furnish all equipment, supplies, and other materials used to perform the services and shall not be entitled to reimbursement for such materials in addition to the fees provided in Paragraph 2, above. Any persons employed or engaged by Contractor in connection with the performance of the services shall be Contractor's employees or contractors and not BCIU's. Contractor shall be fully responsible for such employees or contractors and shall indemnify BCIU against any claims made by or on behalf of them.

4. **Clearances.** With respect to any and all individuals providing services on behalf of Contractor pursuant to this Agreement except those having no direct contact with children[1], Contractor shall comply with its obligations to obtain a Pennsylvania State Police report of criminal history record information as required by 24 P.S. § 1-111(b); a Federal criminal history record as required by 24 P.S. § 1-111(c.1); and a certification from the Pennsylvania Department of Human Services as to whether the individual is named as an alleged perpetrator or perpetrator of child abuse (collectively, "Clearances"). With respect to any and all individuals providing services on behalf of Contractor pursuant to this

[1] [1] "Direct contract with children" means "the possibility of care, supervision, guidance or control of children or routine interaction with children" (emphasis added).

Agreement, Contractor shall comply with the employment history review provisions of Act 168, 24 P.S. § 1-111.1. A failure by Contractor to comply with its obligations relating to Clearances or the employment history review shall constitute a material breach of this Agreement.

5. **Insurance.** During the term of this Agreement, Contractor shall maintain in force adequate workers' compensation, commercial general liability, errors and omissions, and other forms of insurance, in each case with insurers reasonably acceptable to the BCIU.

6. **Indemnification**. Subject to any immunities provided by law, each party (each an "Indemnifying Party") shall defend, indemnify, and hold harmless the other party and its officers, directors, employees, agents, successors, and assigns (collectively, the "Indemnitees") from and against all losses, damages, liabilities, deficiencies, actions, judgments, interest, awards, penalties, fines, costs, or expenses of whatever kind (including reasonable attorneys' fees) (collectively, "Claims") arising out of or resulting from (a) bodily injury, death of any person, or damage to real or tangible personal property resulting from the Indemnifying Party's acts or omissions; or (b) the breach of any representation, warranty, or obligation by the Indemnifying Party under this Agreement.

7. **Duration.** The term of this Agreement shall commence on July 1, 2026, and remain in effect until on June 30, 2027, unless otherwise terminated as provided herein. The BCIU may terminate this Agreement immediately upon written notice to Contractor (a) in the event of a material breach of this Agreement or (b) if the BCIU's contract with PDE is amended such that the BCIU no longer requires the services to be provided hereunder. This Agreement shall terminate upon termination or expiration of PDE's contract with the BCIU. In the event of termination of this Agreement, the BCIU shall be liable to Contractor for only a prorated portion of Contractor's fee reflecting the period during which Contractor rendered services in accordance with this Agreement.

8. **Interpretation of Agreement; Choice of Law.** In the event any proceeding of any type or kind shall occur in which the terms herein shall be reviewed, construed, or brought into issue in any manner, the parties hereby agree that this Agreement shall be construed as if jointly prepared, written and typed by the parties. This Agreement shall be construed and governed by the laws of the Commonwealth of Pennsylvania.

9. **Severability.** It is agreed that the covenants herein are severable, and that if any word, phrase, clause(s), sentence(s) or paragraph(s) shall be found unenforceable, the entire Agreement shall not fail but shall be construed and enforced without the severed language in accordance with the tenor of all other language herein.

10. **Entire Agreement.** This Agreement contains the entire agreement between the parties, superseding any and all prior agreements or understandings between the parties. This Agreement may not be amended, modified, altered, or changed except in writing approved and executed in the same manner as this Agreement.

11. **Approval by Governing Bodies.** This Agreement is executed under and by virtue of resolutions duly adopted by the affirmative vote of a majority of the members of the Boards of Directors of the BCIU and the Contractor.

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

ATTEST: **BERKS COUNTY INTERMEDIATE UNIT**

_____ By:_____

Secretary President or Designee
Board of Directors

ATTEST: **INTERMEDIATE UNIT 1**

_____ By:_____

Secretary President or Designee
Board of Directors

Exhibit A to Service Agreement

Statement of Work

Date of Services: July 1, 2026 – June 30, 2027

Statement of Work:

The Berks County Intermediate Unit (BCIU) will coordinate the general scope of work provided in this document per the Pennsylvania Department of Education.

The BCIU shall designate Dr. Dan Richards or another designee as the project coordinator, who will serve as the lead for initial planning with PDE and DRC.

The group of contractors would then facilitate the following generalized scope of work, details on the following pages.

For the contracted services, BCIU agrees to reimburse IU1 for up to a total of 12 days of time at a rate of $700/day for the approved designee to complete the SOW, totaling $8,400, contingent upon receipt of funding from the Pennsylvania Department of Education. Additionally, the BCIU agrees to reimburse IU1 for travel expenses (mileage, tolls, lodging, meals), conference registrations, and supplies approved monthly by the Coordinator/BCIU.

Invoices should be made monthly to BCIU, Attention: Patricia Shipe (patshi@Berksiu.org).

Invoices should include totals by these categories:

- Professional Services (Number of days x $700/day)
- Mileage/Tolls (current state rates)
- Lodging (for travel over 50 miles, PDE policy, to location up to current BCIU rates)
- Meals (for overnight travel over 50 miles to location per BCIU policy/rates)
- Conference Registration Fees
- Supplies

Note: Reimbursement for mileage, tolls, lodging, meals, fees, and supplies will be reimbursed until budgeted amounts are exhausted, at which point a budget transfer would be requested or travel would be paused.

Note: Additional days can be extended to the contractor/IU at the above rate, subject to approval by the coordinator/BCIU.

IU1 is responsible for maintaining detailed documentation and receipts for all services invoiced to BCIU.

BACKGROUND SUMMARY

The Contractor will provide a variety of leadership, coordination, and related professional services to support the Office of Elementary and Secondary Education (OESE) of the Pennsylvania Department of Education (PDE) in implementing and sustaining best practices for the Classroom Diagnostic Tools (CDT) and the Firefly benchmark assessment.

The Classroom Diagnostic Tools (CDT) is a set of fully online, computer-adaptive assessments organized by content area and designed to provide diagnostic information to guide instruction and intervention. CDT is fully operational for grades 3 through high school, and its reporting system is fully integrated within the Standards Aligned System (SAS), the Pennsylvania Department of Education's comprehensive framework for supporting student achievement across the Commonwealth.

The Firefly assessment is a set of fully online, computer-adaptive benchmark assessments administered as a single-session test designed to provide predictive and instructional data. Firefly is available for English Language Arts (ELA) grades 3–8, mathematics grades 3–8, science grades 5 and 8, Keystone Algebra I, Keystone Literature, and Keystone Biology. This high-quality benchmark assessment is aligned with Pennsylvania standards and designed to measure the same knowledge and skills as the Pennsylvania System of State Assessment (PSSA) and the Keystone Exams, supporting student learning throughout the year.

OVERVIEW OF WORK/GOALS

The Contractor will support the continued development and expansion of CDT and Firefly professional development for educators throughout the Commonwealth via the deliverables of this scope of work.

EXPECTATIONS/DELIVERABLES

1. Co-coordinate and co-facilitate collaboration for PA CDT-Firefly Core Team, consisting of members from PDE, DRC, PaTTAN, IUs, and other organizations/individuals as applicable.
    a. Schedule recurring coordination meetings with the PA CDT-Firefly Core Team (PDE, DRC) to align priorities and timelines.
    b. Develop agendas in collaboration with PDE/DRC.
    c. Assist with communications regarding the meeting and logistics.
    d. Co-facilitate meeting.
    e. Process travel reimbursements as applicable.

2. Provide consultation and technical assistance in collaboration with the PA CDT-Firefly Core Team.
    a. Coordinate and provide consultation and technical support for prioritized, non-traditional LEAs and/or organizations that may not fall directly under another specific intermediate unit.
    b. Provide subject-matter expertise during consultations as needed.
    c. Offer tailored technical guidance based on agency/program capacity.
    d. Assist DRC with technical issue management by identifying issues from the field, collecting data, troubleshooting problems, and communicating.
    e. Develop solution-focused recommendations with clear implementation steps.
    f. Create and maintain FAQs to address common questions and issues.

3. Design and provide professional learning workshops in collaboration with the PA CDT-Firefly Core Team. Professional learning may include:
    a. Create toolkits, presentation templates (Train-the-Trainer modules), process and logistics templates, guidance documents, and video tutorials.
    b. Develop technical briefs or practice summaries for recurring technical topics.
    c. Design and deliver webinars or workshops in collaboration with the Core Team.
    d. Develop on-demand training modules for common technical areas.
    e. Provide one-on-one coaching for complex or high-need cases.

4. Provide CDT-Firefly IU PoC-specific professional learning, technical assistance, and capacity as needed.
    a. Send timely communication and updates to support their regional LEAs.
    b. Provide virtual and in-person professional learning opportunities for new PoCs as needed, including but not limited to (CDT-Firefly 101, Reporting and Data Analysis, Set-up Protocols and Procedures, Student Conferencing, Assessment Literacy, Connected Tools, Best Practices for Online Assessments, AI-Enhanced Planning & Implementation, etc.)
    c. Provide monthly updates and in-time training through virtual meetings for all PoCs.
    d. Address individual PoC needs and questions via phone, Zoom, text, and email.
    e. Co-facilitate regional trainings with PoCs when assistance is needed.

5. Design resources, monitor communications, and update content connected to the PA CDT-Firefly Training and Resource website.
    a. Maintain a centralized repository of resources accessible to CDT-Firefly trainers and users.

6. Design presentations and present/co-present at local, regional, and state conferences promoting the use of CDTs and Firefly.
    a. Design audience-appropriate content to be shared at conferences and other large-scale events/meetings.
    b. Submit proposals and present when accepted at PDE SAS Conference, PDE Data Summit, and other applicable events.
    c. Provide a presence at regional and state conferences to network and host formal/informal technical assistance and Q&A sessions.

7. Examine the needs of statewide CDT and Firefly users and develop resources aligned to best practices in diagnostic and benchmark assessment.
    a. Solicit stakeholder feedback to assess technical and operational needs via session comments, 1:1 consultations, surveys, etc.
    b. Provide insight and help prioritize future system enhancements based on impact, urgency, and alignment with program goals.
    c. Develop resources and training in response to feedback when appropriate and applicable.
    d. Analyze trends in technical assistance requests to identify recurring challenges.

8. Participate in cross-initiative planning and guidance groups, as needed.
    a. Collaborate on planning and strategic discussions for guidance and development, as needed, including but not limited to:
        i. PVAAS / EVAAS
        ii. MTSS-PaTTAN
        iii. PA Statewide School Improvement
        iv. TAC Advisory Group

9. Provide professional learning and technical assistance to non-traditional settings as needed, including, but not limited to:
    a. nonpublic schools
    b. cyber charters
    c. private institutions
    d. college & university programs
    e. other unique settings and/or circumstances

Claude Worthington
Benedum
Foundation

July 1, 2026

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

1400 Benedum-Trees Building
223 Fourth Avenue
Pittsburgh, Pennsylvania 15222

Telephone 412/288-0360
Facsimile 412/288-0366

Re: Grant Reference #20260043

Dear Dr. Martin:

Enclosed is a check in the amount of $50,000, payable to Intermediate Unit 1, which represents full payment of the $50,000 grant authorized by the Board of Trustees of the Claude Worthington Benedum Foundation on June 9, 2026, to award mini-grants designed to encourage, facilitate, and recognize innovative instructional programs in schools across southwestern Pennsylvania and northern West Virginia. This payment is made subject to all the terms and conditions of the grant agreement letter dated June 10, 2026.

Please make note of the report schedule which was outlined in the grant agreement letter.

If you have any questions, please let me know.

Sincerely,

Jen Hammerstrom
Grants System Manager

Enclosure

cc: Ms. Sarah D'Urzo

THE GRABLE FOUNDATION
dedicated to improving the lives of children

July 27, 2026

Mr. David Dunham
Curriculum Specialist
Intermediate Unit 1
One Intermediate Unit Drive
Coal Center, PA 15423

RE: Grable Grant #262R29

Dear David:

As we informed you in our correspondence of July 21, 2026, I am enclosing a check for The Grable Foundation's grant in the amount of $17,000 for One School, One Voice: Connecting Students and Communities in Rural Southwest Pennsylvania. This check represents our full commitment to Intermediate Unit 1. These funds are to be used as stated in our letter of July 21, 2026. If you need to make adjustments to this agreement, please contact us.

We ask that you visit www.grable.org and click on the Grant Portal button on the home page to access your existing account to electronically confirm receipt of the grant payment.

In the meantime, our trustees join me in wishing you success. We look forward to hearing from you regarding your progress.

Sincerely,

Ryan Rydzewski /KB

Ryan Rydzewski
Communications Officer

RR/dc

436 Seventh Avenue
Suite 2400
Pittsburgh, PA 15219
P: 412.471.4550
F: 412.471.2267
www.grable.org

THE GRABLE FOUNDATION 27001

262R29	7/1/26	17,000.00	17,000.00

7/23/26	27001	Intermediate Unit I	$17,000.00



HOLD TO LIGHT TO VIEW TRUE WATERMARK IN PAPER HEAT SENSITIVE RED LOCK DISAPPEARS WHEN HEATED

27001

THE GRABLE FOUNDATION
436 SEVENTH AVENUE
SUITE 2400
PITTSBURGH, PA 15219

BNY MELLON BNY Mellon, N.A.
8-26/430

Security features. Details on back.

PAY Seventeen Thousand and 00/100 Dollars

DATE Jul 23, 2026

AMOUNT 17,000.00

TO THE ORDER OF
Intermediate Unit I
One Intermediate Unit Drive
Coal Center, PA 15423-9642

AUTHORIZED SIGNATURE

⑈027001⑈ ⑆043000261⑆ 18 2⑈3754⑈

PENNSYLVANIA'S DISABILITY INCLUSIVE CURRICULUM PILOT PROGRAM GRANT AGREEMENT

This Pennsylvania's Disability Inclusive Curriculum Pilot Program grant agreement is between the Commonwealth of Pennsylvania ("Commonwealth"), acting through the Pennsylvania Department of Education ("Department"), with its principal offices located at 607 South Drive, Harrisburg PA 17120, and Intermediate Unit 1 ("Grantee"), with its principal offices located at One Intermediate Unit Drive, Coal Center, PA 15423..

The Department is the executive Commonwealth agency responsible for, among other things, the administration of grant programs under the General Appropriation Acts and the Public School Code of 1949, 24 P.S. § 1-101 et seq., ("School Code"). In accordance with 24 P.S. § 17-1701-D – 24 P.S. § 17-1705-D the Department administers Pennsylvania's Disability Inclusive Curriculum Pilot Program ("Program").

The Department now wishes to set forth the terms and conditions under which it will award Program funding to the Grantee.

The parties, intending to be legally bound, agree as follows:

1. Grant Award.

    a. Initial Grant Award. Subject to the terms and conditions of this agreement and the availability of funds, the Department grants up to $0.00 in Program funds ("Initial Grant Award") to the Grantee to support the scope of work set forth in Exhibit A ("Project"). The Grantee shall utilize the grant funds solely to carry out the Project in accordance with the budget ("Budget") set forth in Exhibit A.

    b. Subsequent Grant Award. Subject to the terms and conditions of this agreement and the subsequent appropriation of sufficient funding, the Department may award funding to the Grantee for subsequent state fiscal years ("Subsequent Grant Award') during the term of this agreement. If the Department makes a Subsequent Grant Award, the Department shall provide written notice of the Subsequent Grant Award to the Grantee without the need to amend this agreement. The Department shall require the Grantee to submit a new scope of work and proposed budget for the applicable state fiscal year consistent with the notice of Subsequent Grant Award. Upon the Department's approval, the applicable scope of work and budget will be incorporated as supplements to Exhibit A. Any Subsequent Grant Awards are subject to the approval of the Governor's Office of the Budget, Comptroller's Operations Office

2. Award Modification. The Department may increase or decrease the amount of the Grant Award by providing written notice of award modification to the Grantee without the need to amend this agreement. The Department may require the Grantee to submit a revised budget and scope of work consistent with the award modification. Upon the Department's approval, the revised budget and scope of work will replace the budget and scope of work set forth in Exhibits A. Award modifications are subject to the approval of the Governor's Office of the Budget, Comptroller's Operations Office.

3. Budget Adjustments. The parties may adjust the dollar amounts of specific categories within the Budget without the need to amend this agreement if the adjustments do not increase the Initial Grant Award or a Subsequent Grant Award or reallocate from an Initial Grant Award or Subsequent Grant Award to another. The Grantee shall submit any proposed adjustments to the Budget to the Department for review and approval. A Budget adjustment will not be effective until it has been approved by the Department in writing.

4. Term. The term of this agreement will commence on the date of the last Commonwealth signature and will remain in effect until June 30, 2029 ("Term"), unless sooner terminated in accordance with section 17. This agreement is not binding in any way, nor will the Commonwealth or the Department be legally bound, until this agreement has

been fully executed and the Grantee has received a fully executed copy.

5. Period of Performance.

    a. Initial Period of Performance. The initial period of performance for this agreement will commence on July 1, 2026 and end on June 30, 2027 ("Period of Performance"), unless extended in accordance with section 6. The Department may extend the Period of Performance by providing written notice of extension without the need to amend this agreement, so long as the extension of the Period of Performance does not exceed the Term.

    b. Subsequent Periods of Performance. If the Department makes a Subsequent Grant Award in accordance with section 1(b), the period of performance for any Subsequent Grant Award will commence on July 1 of the applicable state fiscal year and end on June 30 of the applicable state fiscal year ("Subsequent Performance Period). The Grantee may use the grant funds received for the applicable state fiscal year pursuant to this agreement solely to pay eligible costs and expenses incurred by the Grantee during the applicable Subsequent Performance Period. The Department may extend a Subsequent Performance Period by providing written notice of extension without the need to amend this agreement, so long as the extension of the Subsequent Performance Period does not exceed the Term.

6. Extension of Term. The Department may extend the Term for up to 90 days by providing written notice of extension to the Grantee without the need to amend this agreement. Any extension of the Term in excess of 90 days must be accomplished through a formal amendment to this agreement.

7. Program Guidelines. The Grantee shall perform the Project in accordance with the Program guidelines set forth in Exhibit B.

8. Reporting Requirements. The Grantee shall submit a monthly progress report to the Department on or before the 10th day of each month. The Grantee shall submit each progress report in the form and quantity required by the Department.

9. Disbursement of Grant Award.

    a. Invoices. The Grantee shall submit monthly invoices and supporting documentation for eligible costs and expenses to the Department. The Grantee shall submit each invoice by the 10th day of the month following the month in which the costs and expenses were incurred.

    b. Reimbursement. Upon the Department's receipt and approval of each monthly invoice, the Department shall reimburse the Grantee for eligible costs and expenses incurred by the Grantee during the Period of Performance.

    c. Withholding of Payment. The Department may withhold any payment if the Department determines, in its sole discretion, that the Grantee has failed to fulfill its obligations under any previous Pennsylvania's Disability Inclusive Curriculum Pilot Program agreement or another contract between the parties. Upon the Grantee's fulfillment of its obligations under the prior agreement or contract, the Department shall initiate the disbursement of the applicable payment.

10. Commonwealth Standard Terms and Conditions. The Grantee shall comply with the Commonwealth's Standard Terms and Conditions, Grant Version (Revised – 10/1/2023) set forth in Exhibit C

11. Compliance with Applicable Law. The Grantee shall comply with all applicable federal, state, and local laws, regulations, policies, or directives including, but not limited to, 24 P.S. § 17-1701-D – 24 P.S. § 17-1705-D. It is

the affirmative, non-delegable duty of the Grantee and any employees, contractors, or other agents to maintain competency in and abide by all statutory, regulatory, and policy obligations imposed by the acceptance and expenditure of these state grant funds.

12. No Department Liability. The Department shall not be liable for any claims, damages, or liability arising out of, or related to, the Grantee's activities, programs, or services funded, in whole or in part, under this agreement. Nothing in this agreement may be construed to waive or otherwise affect the sovereign immunity of the Commonwealth or its agencies.

13. Maintenance of Records. Utilizing accepted procedures, the Grantee shall maintain, at its principal offices or place of business, complete and accurate records, including documents, correspondence, and other evidence pertaining to costs and expenses incurred by the Grantee under this agreement, and reflecting all matters and activities covered by this agreement. The Grantee shall maintain all records for a period of six years from the expiration or termination date of this agreement, except in those cases where unresolved claims or audit questions may require the Grantee to continue to maintain some or all records until the claim or question is finally resolved.

14. Audit Rights. At any time during normal business hours and as often as the Department requires, the Grantee shall make all records related to this agreement available for inspection by the Department, Office of the Budget, Office of State Inspector General, Department of the Auditor General, Office of Attorney General, or their authorized representative(s) to audit, examine, and make copies of these records.

15. Offset, Withhold, and Recoup. At any time, the Department may offset, withhold, or recoup grant funds or payments for Project activities and expenses if the Department determines that either the Grantee has violated this agreement or the Grantee's expenditures are or were not eligible, proper, or allowable. The Grantee shall return grant funds in accordance with any recoupment instruction provided by the Department. These rights and remedies are in addition to those the Department may have under law, statute, regulation, or otherwise.

16. Temporary Suspensions

    a. Grounds for Suspension. The Department may temporarily suspend this agreement for Grantee's breach of this agreement, violations of applicable law, audit exceptions, misuse of grant funds, gross mismanagement of the Project, malfeasance, or criminal activity.

    b. Notice of Suspension. The Department shall provide a written notice of suspension to the Grantee. The notice must set forth the effective date of the suspension and identify the reason(s) for the suspension.

    c. Effect of Suspension. The Department shall not reimburse the Grantee for costs and expenses incurred during the period of suspension.

    d. Grantee Obligations During Suspension. The Grantee shall cure all deficiencies identified in the notice of suspension to the Department's satisfaction. The Grantee may not recommence Project activities until the Department, at its discretion, reinstates this agreement by written notice following the suspension.

17. Termination.

    a. Termination for Convenience. The Department may terminate this agreement at any time for its convenience by providing written notice of termination to the Grantee. The termination will be effective on the date set forth in the notice. The Department shall reimburse the Grantee for any eligible costs or expenses incurred by the Grantee prior to the effective date of the termination.

    b. Non-Appropriation. If the Term exceeds one year and funds are not appropriated or otherwise made

available to the Department to support the Program in a subsequent year, the Department may terminate this agreement by providing written notice of termination to the Grantee. The termination will be effective on the date set forth in the Department's notice. The Department shall reimburse the Grantee for any eligible costs or expenses incurred by the Grantee prior to the effective date of the termination.

c. Termination for Cause. The Department may terminate this agreement for cause by providing written notice of termination to the Grantee. The termination will be effective on the date set forth in the notice. The Department shall reimburse the Grantee for any eligible costs or expenses incurred by the Grantee prior to the effective date of the termination.

d. Survival of Terms. The Grantee's obligations set forth in sections 8, 10, 11, 12, 13, 14, and 15 will survive the termination of this agreement.

18. Notice. All notices and other correspondence required or permitted under this agreement must be in writing and personally delivered or delivered by United States Postal Service, prepaid certified or registered mail, return receipt requested, by overnight courier with written evidence of receipt, or by email with evidence of receipt. Any notice or correspondence must be sent to the applicable party at the following address:

a. If to Department:

Barry J. Frank
Chief, Division of Analysis and Financial Repoting
Department of Education/Bureau of Special Education
607 South Drive, 3rd Floor – East Wing
Harrisburg, PA 17120
Email: barfrank@pa.gov

b. If to the Grantee:

Intermediate Unit 1
Intermediate Unit 1
One Intermediate Unit Drive
Coal Center, PA 15423
Email: Kristin.Szewczyk@iu1.org

Either party may change its designated address by providing written notice to the other party.

19. Amendments and Modifications. Except as provided in sections 2, 3, 5, and 6 no alterations or variations to this agreement are valid unless they are made in writing and signed by the parties with the same formality as this agreement.

20. Assignment. The Grantee may not assign or transfer its rights or duties under this agreement without the prior written consent of the Department. Approval of an assignment does not establish any legal relationship between the Commonwealth or the Department and the assignee.

21. Independent Parties. Nothing contained in this agreement is intended or may be construed to, in any respect, create or establish the relationship of partners between the parties, or as constituting the Grantee as the representative or general agent of the Department for any purpose whatsoever.

22. Severability. The provisions of this agreement are severable. If any provision of this agreement is held to be unenforceable by an authority with proper jurisdiction in the matter, that provision is severed, and the remainder of this agreement will remain binding upon the parties.

23. No Waiver. No delay or failure of the Department or the Commonwealth to enforce any provision of this agreement or to exercise any right or remedy under this agreement may be construed as a waiver by the Department or the Commonwealth of the provision or its right or remedy.

24. Integration and Merger. When fully executed by the parties, this agreement will be the final and complete agreement between the parties containing all the terms and conditions agreed on by the parties. All representations, understandings, promises, and agreements pertaining to the subject matter of this agreement made prior to or at the time this agreement is executed are superseded by this agreement, unless specifically accepted by any other term or provision of this agreement. There are no conditions precedent to the performance of this agreement, except as expressly set forth in this agreement.

25. Counterparts. This agreement may be executed in counterparts, each of which is deemed to be an original (including copies sent to a party by electronic transmission) as against the party signing the counterpart, but which together constitute one and the same instrument.

26. Electronic Signatures. This agreement may be signed electronically in accordance with the Pennsylvania Electronic Transactions Act, Act 69 of 1999, 73 P.S. § 2260.301 et seq.

[SIGNATURE PAGE FOLLOWS.]

The parties, through their authorized representatives, have signed this agreement on the dates indicated below.

FOR THE COMMONWEALTH

For the Secretary of Education: _____ Date: _____
Title: _____

FOR THE GRANTEE

Signature: Donald Martin - Electronic Signature Date: 7/17/2026
Title: Executive Director

SAP Vendor No.: 0000145007

APPROVED AS TO FORM AND LEGALITY

Office of Chief Counsel: _____ Date: _____
Department of Education
Office of General Counsel: _____ Date: _____
Office of Attorney General: _____ Date: _____

Comptroller approved as to fiscal responsibility, budgetary appropriateness and availability of funds in the amount of $0.00

Comptroller: _____ Date: _____

Funds Commitment No.:

Federal Share: $0.00 $0.00

State Share: $0.00 $0.00

SAP Codes:

Grant Title	Funding Source	Project Number	ALN	Allocation Amount	Award Amount
Pennsylvania's Disability Inclusive Curriculum Pilot Program	State	FA-PDI-25-0000	0000	$0.00	$0.00

Section: Program Information - PA Disability Inclusive Curriculum Information

PENNSYLVANIA'S DISABILITY INCLUSIVE CURRICULUM PILOT PROGRAM

The Commonwealth of Pennsylvania is responding to the call for action to ensure equity, inclusion, and belonging across all communities. In Pennsylvania, equity means every student has access to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, religion, sexual orientation, gender identity, family background, and/or family income. To foster inclusive communities, in July 2022, Article XVII-D was added to the Public School Code to establish the ***Pennsylvania Disability Inclusive Curriculum Pilot Program*** to provide instruction to K-12 students on the political, economic, and social contributions of individuals with disabilities beginning with the 2023-24 school year. By teaching our children about influential individuals with disabilities, such as Harriet Tubman, Franklin Delano Roosevelt, Stephen Hawking, and Michael J. Fox, we can demonstrate the profound, positive impact that individuals with disabilities have on our society and create a more tolerant and inclusive world.

The Pennsylvania Department of Education (PDE), Bureau of Special Education is requesting applications from public school entities and non-public schools interested in developing or expanding focused efforts and experiences to engage in a disability inclusive curriculum pilot program.

For the purposes of this grant, public school entities include school districts, charter schools, regional charter schools, cyber charter schools, intermediate units, and area career and technical schools. A nonpublic school is defined as a school, other than a public school entity, wherein a resident of Pennsylvania may legally fulfill the state compulsory school attendance requirements and which meets the requirements of Title VI of the Civil Rights Act of 1964.

Purpose Statement

Pennsylvania’s Disability Inclusive Curriculum Pilot Program is intended to promote topics and subject matter for instruction to all students. This effort will promote the perspective that disability is a natural part of the human condition and emphasize the political, economic, and social contributions of individuals with disabilities.

There is an active movement to ensure all students representing all diversities are represented in curriculum resources, instructional lessons, student body, environmental messaging, and communication practices. These efforts need to ensure all students with disabilities are equally represented in the curriculum as well as cultural design of the school system, environment, extra-curricular opportunities, and student body activities.

A disability inclusive curriculum should recognize that people with disabilities are equal citizens of our world. To effect this change, people with disabilities must be represented across all curricula as regularly as all people are depicted.

Their accomplishments and societal impact should be included in the resources used to reflect significant influence on history and our future. These critical leaders’ have had a great impact on

society as a whole and it is necessary to reflect those accomplishments to ensure people with disabilities are represented within their community and their achievements are celebrated. Inclusive education embodies the culture and practice of equity and a sense of belonging through ensuring all students are represented, have an established sense of equality, and feel that they belong within the school setting.

The intent of the grant is to have an impact on the overall culture and environment of the school building by:

- Reducing the stigma of disability;
- Including disability as a part of their school-wide strategic plan; and
- Teaching what is meant by social justice and citizenship to all students regarding disability.

Funding

Funding will be granted to successful applicants for a three-year period from July 1, 2025 through June 30, 2028.

A maximum of $10,000 per year is available to each school entity or non-public school entity.

- Year 1: July 1, 2025 - June 30, 2026
- Year 2: July 1, 2026 to June 30, 2027
- Year 3: July 1, 2027 to June 30, 2028

Applications must be submitted by 3:00 PM on Monday, May 12, 2025.

Section: Applicant Information - School Entity and Non-Public School Entity Information

Name of School Entity or Non-Public Entity

Intermediate Unit 1

Street Address

1 Intermediate Unit Dr

Address Line 2

City

Coal Center

State

PA

Zip Code

15423

Type of Entity

- ○ Approved Private School (APS)
- ○ Career and Tech School (CTS)
- ○ Charter School
- ○ Cyber Charter School
- ◉ Intermediate Unit
- ○ Non-Public School
- ○ Regional Charter School
- ○ School District

The School Entity or Non-Public Entity is situated in a/an:

- ◉ Rural Area
- ○ Suburban Area
- ○ Urban Area

Are you currently a pilot site for the ***Pennsylvania Disability Inclusive Curriculum Pilot Program*** that began during the 2023-2024 school year?

- Yes
- No

If yes, logic should be included to skip the next question.

Did you submit a prior application for the ***Pennsylvania Disability Inclusive Curriculum Pilot Program*** that began during the 2023-2024 school year?

- Yes
- No

Section: Applicant Information - Grant Coordinator Information

Name of Grant Coordinator:

Note: the grant coordinator serves as the primary contact for the building/school district and ensures implementation of grant activities.

Stephanie Paolucci

Position/Title

Lead Supervisor of Special Education

Work Email Address

stephanie.paolucci@iu1.org

Work Phone

(724) 938-3241 ext. 398

Work Street Address

1 Intermediate Unit Dr

City

Coal Center

State

PA

Section: Applicant Information - Grant Priorities

Grant Priorities (Educational Environmental Scan): Instructional, Environmental, Student Body Representation, and Communication Pathways

Grant priorities to address the perspective that disability is a natural part of the human condition including political, economic, and social contributions of individuals with disabilities include the following:

- Instruction Resources and Design: Curriculum enhancements to include people with disabilities in society
- Environmental Messaging; Direct and Indirect: Culture and climate of the building is inclusive to people with disabilities (e.g., posters/signage, curriculum areas, accessibility)
- Student Body Representation; Formal and Informal: Inclusion of students with disabilities in all aspects of education (e.g., academics, sports, social activities)
- Communication Pathways; Formal and Informal: Communications use inclusive language and promotes/enhances differences

Section: Applicant Information - Grant Questions

1. Upon review of the components of the Educational Environmental Scan, what areas will be priorities for the school entity or non-public school entity to address and why?

EES Preview Link

Following a review of the Educational Environmental Scan, IU1 has identified the following priorities: *Instructional Representation: Across IU1 and partner districts, instructional materials do not consistently include the contributions of individuals with disabilities. IU1 will co-develop and implement lessons with general education teachers from partner districts in collaboration with IU1 special education staff to ensure students across settings are exposed to disability-inclusive content in core subjects, particularly ELA and social studies. *Environmental Messaging: Classrooms and common spaces lack consistent visual representation of disability as a source of pride and identity. We will launch a student-led inclusive environment redesign across IU1 and partner districts, creating disability-focused bulletin boards, displays, and posters. *Student Leadership and Recognition: While IU1 students are engaged in extracurricular activities, recognition and leadership opportunities are often separate or limited. We will expand opportunities for students with disabilities to be featured in school awards, assemblies, and leadership roles, both in our IU-operated schools and partner district schools, with a variety of disabilities. *Inclusive Communication: Communications sent to families and staff will be revised across all partner sites to reflect inclusive, affirming language (e.g., person-first or identity-affirming as per student preference). This will include newsletters, calendars, announcements, and signage. These areas are essential for creating lasting, schoolwide culture change and ensuring that students with disabilities are not only present but valued and celebrated.

2. Do you currently implement any formal or informal practices to foster the perspective that disability is a natural part of the human condition? Please explain.

Yes, IU1 fosters this perspective across both our IU1 operated schools and throughout our services provided to our partner school districts, including: * In our IU-operated special education schools, staff use trauma-informed and student-centered practices to support identity development and belonging. Informal activities such as disability spotlights, project-based learning experiences, and participation in our annual Disability Awareness Summit help students explore disability as part of the broader human experience. *Our Teachers of the Deaf/Hard of Hearing, Teachers of the Visually Impaired, and Orientation & Mobility Specialists work directly in general education settings across the majority of our school districts. They regularly provide student-specific services, model inclusive practices, and assist with delivering disability awareness lessons to students and staff. Most recently, one of our Teachers of the Deaf/Hard of Hearing hosted an "ASL Game Show" which all of the 6th graders participated in, including a 6th grader with a profound hearing loss. The 6th grader with the profound hearing loss showed a sign, and the audience had to work together in teams to guess what the sign was. It was amazing to see! *We host events during Disability Awareness Month, including student showcases, presentations, and art projects. This programming is designed by and for students with disabilities and shared across our network. This pilot will allow us to formalize these efforts by embedding them into curriculum, communications, and joint programming with our district partners.

3. Provide a rationale for your school entity or non-public school entity to be involved in this pilot program.

IU1 is uniquely qualified to serve as a regional hub for disability-inclusive education because we: *Operate two special education schools that serve students with complex needs from multiple sending districts. *Provide itinerant services to students with sensory impairments across more than 20 districts in Washington, Fayette, and Greene counties. *We have existing structures and partnerships with districts (such as monthly principal, curriculum director, and special education director meetings) that will allow immediate collaboration and scale-up of the pilot, in addition to being able to highlight the work that is being done.

4. Do you currently have a budget for Equity, Inclusion and Belonging or do you currently commit funds to promote inclusivity for persons with disabilities? Please describe.

While IU1 does not maintain a separate equity budget line, we commit funding annually to promote inclusion through: *Professional development on accessibility, Universal Design for Learning, and inclusive instructional strategies for both IU1 and district staff. *Services provided by DHH/VI/O&M staff, which include classroom adaptations, teacher consultation, and accessibility planning—all focused on including students with disabilities in general education classrooms. *Assistive technology and communication supports that are funded through IU budgets to ensure equitable participation in instruction and school events. This grant will allow us to formally align these investments under a strategic framework for disability-inclusive curriculum and create shared tools and resources that can be used across settings.

5. How will you sustain these practices once the pilot has ended?

IU1 will sustain this work through the following approaches: *Integration into IU1's Core Services: Curriculum guides, lesson templates, and student activities developed during the pilot will be embedded into our instructional services and shared through our Curriculum Specialists, Training and Consultation (TaC) staff, and related service personnel. *Ongoing Staff Training: Our internal and external PD calendar will include continued offerings on disability-inclusive curriculum, co-led by IU1 instructional leaders and related service providers. *District Capacity Building: Each partner district will retain access to the materials, tools, and training developed during the pilot, allowing them to continue implementation and onboard new staff after the pilot ends. *Shared Student Programming: Events such as the Disability Awareness Summit and student-led awareness campaigns will become annual opportunities for collaboration between IU1 and district schools. *Resource Bank: A digital library of inclusive materials—developed and refined throughout the pilot—will be housed on our IU1 website and accessible to all partner districts. These steps will ensure the inclusive practices developed through the pilot become embedded in both IU1's service model and in the day-to-day practices of partner districts.

If necessary, additional information can be uploaded below.

Section: Applicant Information - Core Team Commitments

Core Team Commitments

Grantees will be expected to participate in the following activities during the pilot program:

- Conduct and review an Educational Environmental Scan as part of the application process to determine potential priority areas;
- Participate in a facilitated pre-and post-Educational Environmental Scan to measure progress toward outcomes throughout the pilot expansion;
- Develop and review a three-year Action Plan to enhance the four components of practice (Communication, Environment, Instruction, Student Body Representation) evidenced through the Educational Environmental Scan;
- Allocate time to complete pilot program activities based on priorities;
- Have inidividuals with disabilities or a disability-led organization for the school entity offer at least one training per year onn the disability cirriculum;
- Use curricular resources to develop a scope and sequence to infuse lessons into all instructional areas and conduct curriculum mapping; and
- Collect and submit research data to elements to inform an external assessment of the pilot program, as required by Article XVII-D.

List Your Core Team Members

Please Note: Team members with asterisk are required.

	Name	Position	Email Address
***Building Level Administrator**	Mike Minor	Principal / Special Education Supervisor	mike.minor@iu1.org
***Building Level Communication/Grant Lead**	Stephanie Paolucci	Lead Supervisor of Special Education	stephanie.paolucci@iu1.org
Building or District Extra-Curricular Point of Contact	Sara Hoffman	Special Education Supervisor (TOD/HH and TVI-Coms)	sara.hoffman@iu1.org
***District Level Curriculum Representative**	Ron Gallagher	Supervisor of Curriculum	ron.gallagher@iu1.org
***General Educator**	John Kopp	Fab Lab Teacher	john.kopp@iu1.org
Special Educator	Shannon Cuniak	Teacher of the Visually Impaired / Certified Orientation and Mobility Specialist	shannon.cuniak@iu1.org
***Student with a**			

	Name	Position	Email Address
disability and/or Family Member of a student with a disability	Mara Bell	Family Member of Student with a Disability	mbell@pattanpgh.net

Section: Applicant Information - Funding

Funding

Funding will be granted to successful applicants for a three-year period from July 1, 2025 through June 30, 2028.

A maximum of $10,000 per year is available to each school entity or non-public school entity.

- Year 1: July 1, 2025 to June 30, 2026
- Year 2: July 1, 2026 to June 30, 2027
- Year 3: July 1, 2027 to June 30, 2028

Applications must be submitted by 3:00 PM on May 12, 2025

Describe how the funds will be utilized for Year 1 activities.

IU1 will use Year 1 funding to establish a strong foundation for inclusive curriculum development and district partnerships. Funds will be allocated as follows:

Year 1 Line Item Budget (not to exceed $10,000): Provide a brief item description and budget amount.

Item Description	Budget Amount
Instructional and Curricular Materials Purchase inclusive books, digital media, and print resources highlighting disability contributions for use in both IU1 and partner classroom which are focused on disability contributions and history	$2,000.00
Environmental Messaging Projects Fund student-designed posters, bulletin boards, accessibility signage, and hallway inclusion displays celebrating disability identity and history.	$2,000.00
Professional Development Host PD sessions for IU1 and partner district staff, led by disability-led organizations and IU1's related service providers (DHH, VI, O&M), focused on disability history, inclusive instruction, and accessibility. Provide honoraria for disability-led organizations to provide PD sessions and family workshops (e.g.,	$3,000.00

Item Description	Budget Amount
PEAL Center, Blind and Vision Services, UPMC Hearing Center)	
Staff Stipends Provide stipends for IU1 and partner district teachers/staff to participate in Core Team meetings, lesson planning sessions, and school-based implementation work.	$3,000.00
	$10,000.00

Describe how the funds will be utilized for Year 2 activities.

In Year 2, IU1 will expand curriculum delivery and student engagement across IU and partner district sites. Year 2 funds will support:

Year 2 Line Item Budget (not to exceed $10,000): Provide a brief item description and budget amount.

Item Description	Budget Amount
Staff Planning Time and Implementation Coaching: Time or stipends for staff to develop cross-curricular units and classroom materials aligned with the toolkit and support for teachers in both IU1 and partner districts in lesson delivery, UDL planning, and accessible content creation.	$3,000.00
Student-led Campaigns and Materials: Materials for collaborative student awareness campaigns (e.g., video series, posters, podcasting), co-created by IU1 and district students to promote disability pride and education.	$2,000.00
Guest Speakers / Events: Speakers with disabilities (e.g., authors, activists) for assemblies or virtual events, support costs for events like a Disability History Gallery Walk or Inclusive Reading Night, involving families and staff from IU1 and partner districts.	$2,000.00
Professional Development Refreshers and	

Item Description	Budget Amount
Accessibility Adaptations: Regional educator learning community events or sharing sessions; accessibility enhancements for instructional use	$2,000.00
Conduct a second Environmental Scan, analyze growth data, and refine instructional materials based on staff and student feedback.	$1,000.00
	$10,000.00

Describe how the funds will be utilized for Year 3 activities.

Year 3 funding will focus on sustainability, community engagement, and dissemination of project outcomes. IU1 will allocate funds as follows:

Year 3 Line Item Budget (not to exceed $10,000): Provide a brief item description and budget amount.

Item Description	Budget Amount
Regional Showcase Event Costs: Host a culminating “Disability Voices Showcase” highlighting student work and inclusion efforts across IU1 and partner districts (e.g., displays, performances, student panels).	$2,500.00
Final Resource Development and Toolkit Publishing: Finalize and distribute an IU1/District-developed disability-inclusive curriculum guide, complete with sample lessons, accessibility checklists, environmental strategies, and professional learning modules.	$3,000.00
Sustainability Planning and Training: Create on-demand PD modules, record model lessons, and design coaching guides to support ongoing implementation post-grant	$2,000.00
Final Evaluation and Report Writing: Conduct a third Environmental Scan, compare data across the pilot, and produce a summary report and white paper for PDE and peer agencies.	$2,000.00

Item Description	Budget Amount
Recognition and Outreach Materials: Produce certificates, printed highlights, and outreach content to recognize student leaders, Core Team members, and participating schools.	$500.00
	$10,000.00

If necessary, additional information may be uploaded below.

Section: Applicant Information - Assurances

Additional Grant Requirements: Assurance Statements

BY CHECKING THE BELOW ASSURANCE STATEMENTS, THE GRANT RECIPIENTS AGREE TO ADDRESS ALL COMPONENTS OF THE DISABILITY INCLUSIVE CURRICULUM PILOT GRANT.

All activities and expenditures of funds conducted in association with the grant are in direct compliance with the provisions of the funding authorities.

- (●) Yes
- ( ) No

All required financial and program data is reported/shared in a timely manner on a schedule established by the grantor.

- (●) Yes
- ( ) No

All program staff will participate in all required PaTTAN/PDE training and technical assistance activities.

- (●) Yes
- ( ) No

Collaboration with appropriate partners to strengthen and extend impact will be a priority of the grant project.

- (●) Yes
- ( ) No

All aspects of Pennsylvania's Disability Inclusive Curriculum Pilot Grant - including records, communication, space for delivery of service, etc. will comply with regulations regarding student privacy and confidentiality.

- (●) Yes
- ( ) No

PENNSYLVANIA'S DISABILITY INCLUSIVE CURRICULUM PILOT PROGRAM

The Commonwealth of Pennsylvania is responding to the call for action to ensure equity, inclusion, and belonging across all communities. In Pennsylvania, equity means every student has access to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, religion, sexual orientation, gender identity, family background, and/or family income. To foster inclusive communities, in July 2022, Article XVII-D was added to the Public School Code to establish the ***Pennsylvania Disability Inclusive Curriculum Pilot Program*** to provide instruction to K-12 students on the political, economic, and social contributions of individuals with disabilities beginning with the 2023-24 school year. By teaching our children about influential individuals with disabilities, such as Harriet Tubman, Franklin Delano Roosevelt, Stephen Hawking, and Michael J. Fox, we can demonstrate the profound, positive impact that individuals with disabilities have on our society and create a more tolerant and inclusive world.

The Pennsylvania Department of Education (PDE), Bureau of Special Education is requesting applications from public school entities and non-public schools interested in developing or expanding focused efforts and experiences to engage in a disability inclusive curriculum pilot program.

For the purposes of this grant, public school entities include school districts, charter schools, regional charter schools, cyber charter schools, intermediate units, and area career and technical schools. A nonpublic school is defined as a school, other than a public school entity, wherein a resident of Pennsylvania may legally fulfill the state compulsory school attendance requirements and which meets the requirements of Title VI of the Civil Rights Act of 1964.

Purpose Statement

Pennsylvania's Disability Inclusive Curriculum Pilot Program is intended to promote topics and subject matter for instruction to all students. This effort will promote the perspective that disability is a natural part of the human condition and emphasize the political, economic, and social contributions of individuals with disabilities.

There is an active movement to ensure all students representing all diversities are represented in curriculum resources, instructional lessons, student body, environmental messaging, and communication practices. These efforts need to ensure all students with disabilities are equally represented in the curriculum as well as cultural design of the school system, environment, extra-curricular opportunities, and student body activities.

A disability inclusive curriculum should recognize that people with disabilities are equal citizens of our world. To effect this change, people with disabilities must be represented across all curricula as regularly as all people are depicted.

Their accomplishments and societal impact should be included in the resources used to reflect significant influence on history and our future. These critical leaders' have had a great impact on society as a whole and it is necessary to reflect those accomplishments to ensure people with disabilities are represented within their community and their achievements are celebrated. Inclusive education embodies the culture and practice of equity and a sense of belonging through ensuring all students are represented, have an established sense of equality, and feel that they belong within the school setting.

The intent of the grant is to have an impact on the overall culture and environment of the school building by:

- Reducing the stigma of disability;
- Including disability as a part of their school-wide strategic plan; and

- Teaching what is meant by social justice and citizenship to all students regarding disability.

PENNSYLVANIA'S DISABILITY INCLUSIVE CURRICULUM PILOT PROGRAM

Program Guidelines

The intent of the grant is to instruct all Kindergarten-12 (K-12) students on the political, economic, and social contributions of individuals with disabilities. It also aims to increase the accurate and regular representation of disability throughout all aspects of school to help learners understand that disability is a natural part of the human condition. Outlined in the grant application, we specify the following domains:

- Instructional — resources that are educational and are intended to use for teaching
- Environmental — resources that relate to or arise from a person's surroundings
- Student Body Representation — resources that relate to entire student body as a whole
- Communication Pathways — resources that promote communications across all school-wide messaging, whether direct or indirect

Core Team Commitments

Grantees will be expected to participate in the following activities during the pilot program:

- Conduct and review an Educational Environmental Scan as part of the application process to determine potential priority areas;
- Participate in a facilitated pre-and post-Educational Environmental Scan to measure progress toward outcomes throughout the pilot expansion;
- Develop and review a three-year Action Plan to enhance the four components of practice (Communication, Environment, Instruction, Student Body Representation) evidenced through the Educational Environmental Scan;
- Allocate time to complete pilot program activities based on priorities;
- Have individuals with disabilities or a disability-led organization for the school entity offer at least one training per year on the disability curriculum;
- Use curricular resources to develop a scope and sequence to infuse lessons into all instructional areas and conduct curriculum mapping; and
- Collect and submit research data to elements to inform an external assessment of the pilot program, as required by Article XVII-D.

Funding

Funding will be granted to awardees for a three-year period from July 1, 2026, through June 30, 2029.

A maximum of $10,000 per year is available to each school entity or non-public school entity.

- Year 1: July 1, 2026 - June 30, 2027
- Year 2: July 1, 2027 - June 30, 2028
- Year 3: July 1, 2028 - June 30, 2029

Allowable/Unallowable Costs

Purchases must meet the “Allowability” test:

- Necessary – must be required by the grant
- What was your grant approved for?
- Allocable – Does your purchases meet the scope of the approved grant?
- Reasonable – must use due diligence to ensure that the cost is not excessive

Costs that are not allowed can include, but may not be limited to, the following:

- Gift cards
- Food & Beverages
- Clothing – except for uniforms that can only be worn on the job
- Entertainment Expenses
- Repairs & Maintenance
- Utility Costs
- Sales Tax

Disbursement of Grant Award

1. Invoices. The Grantee shall submit monthly invoices and supporting documentation for eligible costs and expenses to the Department. The Grantee shall submit each invoice by the 10th day of the month following the month in which the costs and expenses were incurred.

2. Reimbursement. Upon the Department’s receipt and approval of each monthly invoice, the Department shall reimburse the Grantee for eligible costs and expenses incurred by the Grantee during the Period of Performance.

3. Withholding of Payment. The Department may withhold any payment if the Department determines, in its sole discretion, that the Grantee has failed to fulfill its obligations under any previous Pennsylvania’s Disability Inclusive Curriculum Pilot Program agreement or another contract between the parties. Upon the Grantee’s fulfillment of its obligations under the prior agreement or contract, the Department shall initiate the disbursement of the applicable payment.

Final Expenditure Reports

All grantees are required to submit a final program narrative and expenditure report within 90 days following the last day of the project year. The final narrative report should be concisely written and include detailed information about the activities that support grant expenditures.

QUOTE

eDynamic, a business of
Pearson Education, Inc.

221 River Street
Hoboken, NJ 07030

E-mail:pearsoncareerready@pearson.com

Sales Consultant Details:

Chris Francom

christopher.francom@pearson.com

The fees & terms in this document are valid until expiration date.

Expiration Date	10/20/2026
Quote Number	00400423
Est Contract Start Date	7/1/2026
Contract End Date	6/30/2027

Customer Bill To Details:

Intermediate Unit 1
SPEC EDUC SVCS
ONE INTERMEDIATE UNIT DR
COAL CENTER
Pennsylvania
WASHINGTON
15423-1000
United States

Lisa Steratore

Customer Ship To Details:

Intermediate Unit 1
1 Intermediate Unit Drive
COAL CENTER
Pennsylvania
Washington
15423-1000
United States

Lisa Steratore

Product	ISBN	Quantity	Sales Price	Total Price
Instructional Services	9780135933213	1.00	USD 0.00	USD 0.00
Virtual Business Site ALL ACCESS license (all products - unlimited users)	9780135932582	1.00	USD 3,400.00	USD 3,400.00
Virtual Internship Add On - Full Access	9780135930151	1.00	USD 1,500.00	USD 1,500.00

***All prices in this Document in USD**

Subtotal	USD 4,900.00
Freight Cost	USD 0.00
Grand Total	USD 4,900.00
Discount	0.00%

***Freight cost is an estimate.**
This Quote and the delivery and usage of the products listed herein are governed by the Terms and Conditions for Pearson Education Programs located at terms-and-conditions-knowledge-matters.pdf which are incorporated herein and become a part hereof. In the event of a conflict, prices listed in this Quote shall govern.

Please note that this quote excludes any applicable sales tax.
This Quote will be considered accepted if received before the Expiration Date noted above.
To accept this quote, please submit a signed and dated copy of this Quote, attention to the above named sales representative, via one of the methods below:
E-mail:

Remittance Address:
eDynamic LP
PO Box 121947
Dallas, TX 75312-197
Federal Tax ID 86-

QUOTE



3907425

Authorized by: _____
Printed Name: _____
Title: _____
Date: _____'

Is a PO required prior to billing? _____ If yes, please provide PO with signed quote.
Tax exempt? _____ If yes, please attach Tax Exempt Certificate.
Please include teacher names and email addresses with your order. All login credentials and teachers resources are sent via email.

PROFESSIONAL SERVICES AGREEMENT

MADE this _____ day of July, 2026

BETWEEN

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

AND

SOUTHEASTERN GREENE SCHOOL DISTRICT, a Pennsylvania public school district operating pursuant to the Public School Code of 1949, as amended, having an address of 1000 Mapletown Road, Greensboro, Pennsylvania 15338, hereinafter referred to as "DISTRICT" (referred collectively as "the Parties").

WHEREAS, IU1 has agreed to provide certain services to DISTRICT in exchange for payment by DISTRICT as more fully set forth herein.

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

1. **Term**: The term of this Agreement shall begin on August 1, 2026, and it shall terminate on June 30, 2027. This Agreement **will not** automatically renew for a like term after the latter date.

2. **IU1 Services**: IU1 has agreed to provide special education administrative services to DISTRICT, including, but not limited to, professional development, facilitation of meetings involving special education personnel, review of special education paperwork and documentation, and other activities necessary to support compliance with applicable State and Federal special education laws, regulations, and requirements.

3. **Payment for IU1 Services**: DISTRICT will pay IU1 the sum of the Three Hundred Fifty Dollars ($350) per half-day of service and Six Hundred Dollars ($600) per full-day of service. DISTRICT will pay IU1 by the 5th of the month following the month the services are rendered.

4. **Compliance with Applicable Law**: IU1 will make all reasonable efforts to ensure that its employees and the special education programs and services it provides comply with all requirements of State and Federal laws. However, IU1 is not responsible for compliance with applicable laws or regulations which depend upon the performance or actions of any other individual or entity not employed by IU1. IU1 will provide leadership and encouragement to utilize best practices for assisting teachers, administrators, and students in life-long learning. DISTRICT shall provide such action, assistance, or cooperation as is required to ensure that students assigned to special education programs receive a free appropriate public education ("FAPE") in compliance with all applicable provisions of State and Federal laws.

5. **Clearances**: IU1 shall ensure that all IU1 employees providing services pursuant to this Agreement shall have in effect applicable clearances, including, but not limited to, those required by Act 151 (Child Abuse History), Act 34 (Criminal History), Act 114 (Federal Criminal History), Act 24 (Arrest/Conviction Report and Certification), and Act 168 (Sexual Misconduct/Abuse Disclosure). In the event additional clearance(s) become mandated by Federal or State law during the term of this Agreement, IU1 shall provide such clearance(s) to DISTRICT, as requested.

6. **Relationship of Parties**: The Parties acknowledge that IU1 is an independent contractor of DISTRICT.

7. **Indemnity**: Subject to any immunities provided by law and paragraph 8 herein, each Party agrees to defend, indemnify, and hold harmless the other Party from and against liability for costs and damages (including reasonable attorneys' fees) finally awarded against the indemnified Party on or in connection with a third-party claim that the indemnifying Party breached its obligations under this Agreement. In no case will IU1's obligation for indemnification exceed the limits of liability or immunity under the Political Subdivision Tort Claims Act.

8. **Limitation of Liability**: Notwithstanding any other provision of this Agreement, the total liability of IU1 for all claims of any kind arising out of this Agreement, whether in contract or tort, shall be limited to the total fees paid to IU1 under this Agreement.

9. **Default/Termination**: In the event that either Party defaults under any provision of this Agreement, and such default is not cured within thirty (30) days of receipt of written notice, the non-defaulting Party shall have the right to terminate this Agreement upon subsequent written notice.

10. **Notice**: All notices required under this Agreement shall be delivered via certified mail, return receipt requested, or Federal Express delivery service to the Parties at the addresses set forth below:

To IU1:

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

To District:

Dr. Richard Pekar, Superintendent
Southeastern Greene School District
1000 Mapletown Road
Greensboro, PA 15338

11. **Agreement Not Assignable**: This Agreement shall not be assigned by either Party.

12. **Force Majeure**: In the event either Party is unable to perform any of the respective obligations set forth in this Agreement by reason of "force majeure," those obligations shall be suspended during, but no longer than, the continuance of the force majeure, and this Agreement shall remain in effect only during its term as set forth in paragraph 1. The phrase "force majeure" shall include an act of God, strike, lockout, or other industrial disturbance, an act of the public enemy, war terrorism, sabotage, insurrection, disease epidemic, disease pandemic, weather emergency or other act of nature, or any governmental delay.

13. **Governing Law**: This Agreement shall be governed by the laws of the Commonwealth of Pennsylvania.

14. **Authorizations**: The Parties represent that the officers set forth below are authorized to enter into this Agreement on behalf of their respective Boards.

15. **Counterparts**: This Agreement may be signed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one instrument. Facsimile copies of signatures shall serve as acceptable substitutes for original signatures and shall be legally binding.

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

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

INTERMEDIATE UNIT 1

(SEAL)
ATTEST: BY_____
Dr. Donald W. Martin, Executive Director

_____
Secretary

IU 1

SOUTHEASTERN GREENE SCHOOL DISTRICT

(SEAL)
ATTEST: BY_____
Dr. Richard Pekar, Superintendent

_____
Secretary

DISTRICT

OMB Approval No. 0348-0040

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Dr. Donald W. Martin	Executive Director
APPLICANT ORGANIZATION	DATE SUBMITTED
Intermediate Unit 1	Type text here 07/17/2026

pennsylvania
DEPARTMENT OF GENERAL SERVICES
BUREAU OF PROCUREMENT

LOBBYING CERTIFICATION FORM

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, Disclosure of Lobbying Activities, which can be found at:

https://www.gsa.gov/Forms/TrackForm/33144

(3) The undersigned shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including subcontracts, sub-grants, and contracts under grants, loans, and cooperative agreements) and that all sub-recipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed under *Section 1352, Title 31, U. S. Code.* Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than **$100,000** for such failure.

SIGNATURE: Dr. Donald W. Martin

TITLE: Executive Director DATE: 07/17/2026

DOMESTIC WORKFORCE UTILIZATION CERTIFICATION

To the extent permitted by the laws and treaties of the United States, each proposal will be scored for its commitment to use the domestic workforce in the fulfillment of the contract. Maximum consideration will be given to those offerors who will perform the contracted direct labor exclusively within the geographical boundaries of the United States or within the geographical boundaries of a country that is a party to the World Trade Organization Government Procurement Agreement. Those who propose to perform a portion of the direct labor outside of the United States and not within the geographical boundaries of a party to the World Trade Organization Government Procurement Agreement will receive a correspondingly smaller score for this criterion. In order to be eligible for any consideration for this criterion, offerors must complete and sign the following certification. This certification will be included as a contractual obligation when the contract is executed. Failure to complete and sign this certification will result in no consideration being given to the offeror for this criterion.

I, the Executive Director **[title]** of Intermediate Unit 1(**name of Contractor]** a Pennsylvania**[place of incorporation]** corporation or other legal entity, ("Contractor") located at One Intermediate Unit Drive; Coal Center, PA 15423 **[address]** do hereby certify and represent to the Commonwealth of Pennsylvania ("Commonwealth") (Check **one** of the boxes below):

☒ All of the direct labor performed within the scope of services under the contract will be performed exclusively within the geographical boundaries of the United States or one of the following countries that is a party to the World Trade Organization Government Procurement Agreement: Armenia, Netherland with respect to Aruba, Australia, Austria, Belgium, Bulgaria, Canada, Chinese Taipei, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hong Kong China, Hungary, Iceland, Ireland, Israel, Italy, Japan, Korea Republic of, Latvia, Liechtenstein, Lithuania, Luxemburg, Malta, Moldovia Republic of, Montenegro, New Zealand, the Netherlands, Norway, Poland, Portugal, Romania, Singapore, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, Ukraine and the United Kingdom.

OR

☐ _____ **percent** (_____**%**) **[Contractor must specify the percentage]** of the direct labor performed within the scope of services under the contract will be performed within the geographical boundaries of the United States or within the geographical boundaries of one of the countries listed above that is a party to the World Trade Organization Government Procurement Agreement. Please identify the direct labor performed under the contract that will be performed outside the United States and not within the geographical boundaries of a party to the World Trade Organization Government Procurement Agreement and identify the country where the direct labor will be performed:

_____

_____

[Use additional sheets if necessary]

The Department of General Services **[or other purchasing agency]** shall treat any misstatement as fraudulent concealment of the true facts punishable under Section 4904 of the *Pennsylvania Crimes Code*, Title 18, of Pa. Consolidated Statutes.

Attest or Witness:

Michele McVicker
Signature/Date

Michelle McVickers, Board Secretary
Printed Name/Title

Intermediate Unit 1
Corporate or Legal Entity's Name

Dr. Donald W. Martin
Signature/Date

Dr. Donald Martin, Executive Director
Printed Name/Title

WORKER PROTECTION AND INVESTMENT CERTIFICATION FORM

A. Pursuant to Executive Order 2021-06, *Worker Protection and Investment* (October 21, 2021), the Commonwealth is responsible for ensuring that every worker in Pennsylvania has a safe and healthy work environment and the protections afforded them through labor laws. To that end, contractors and grantees of the Commonwealth must certify that they are in compliance with Pennsylvania's Unemployment Compensation Law, Workers' Compensation Law, and all applicable Pennsylvania state labor and workforce safety laws including, but not limited to:

1. Construction Workplace Misclassification Act
2. Employment of Minors Child Labor Act
3. Minimum Wage Act
4. Prevailing Wage Act
5. Equal Pay Law
6. Employer to Pay Employment Medical Examination Fee Act
7. Seasonal Farm Labor Act
8. Wage Payment and Collection Law
9. Industrial Homework Law
10. Construction Industry Employee Verification Act
11. Act 102: Prohibition on Excessive Overtime in Healthcare
12. Apprenticeship and Training Act
13. Inspection of Employment Records Law

B. Pennsylvania law establishes penalties for providing false certifications, including contract termination; and three-year ineligibility to bid on contracts under 62 Pa. C.S. § 531 (Debarment or suspension).

CERTIFICATION

I, the official named below, certify I am duly authorized to execute this certification on behalf of the contractor/grantee identified below, and certify that the contractor/grantee identified below is compliant with applicable Pennsylvania state labor and workplace safety laws, including, but not limited to, those listed in Paragraph A, above. I understand that I must report any change in the contractor/grantee's compliance status to the Purchasing Agency immediately. I further confirm and understand that this Certification is subject to the provisions and penalties of 18 Pa. C.S. § 4904 (Unsworn falsification to authorities).

Dr. Donald W. Martin	07/17/2026
Signature	***Date***
Dr. Donald Martin	
Name (Printed)	
Executive Director	
Title of Certifying Official (Printed)	
Intermediate Unit 1	
Contractor/Grantee Name (Printed)	

Federal Funding Accountability and Transparency Act
Subrecipient Data Sheet

The Subgrantee must complete Federal Funding Accountability and Transparency Act Subrecipient Data Sheet (FFATA Sheet) attached here. The FFATA Sheet is to be completed and incorporated as part of this agreement.

Failure to provide accurate information for the Subgrantee named as a party to this agreement or to complete the FFATA Sheet will cause the inability of the Commonwealth of Pennsylvania (Commonwealth) to process this agreement and resulting in delay or loss of funds to the Subgrantee. The Subgrantee's documentation will be considered incomplete until such time that Subgrantee provides accurate FFATA information.

(a) Registration and Identification Information – The Subgrantee must maintain a current full registration that permits their entity registration to appear in a public search in the System for Award Management or SAM (www.SAM.gov) at all times during which they have active federal awards funded pursuant to this agreement. A Unique Entity Identifier (UEI) is issued upon registration in SAM.gov. Subgrantee must provide its UEI, to the Commonwealth along with the signed agreement.

(b) Primary Location - Subgrantee must provide to the Commonwealth the primary location of performance under the award, including the city, State, and zip+4. If performance is to occur in multiple locations, then Subgrantee must list the location where the most amount of the award is to be expended pursuant to this agreement.

(c) Compensation of Officers - Subgrantee must provide to the Commonwealth the names and total compensation of the five most highly compensated officers of the entity **if-**

1. the entity in the preceding fiscal year received—

    a. 80 percent or more of its annual gross revenues in Federal awards; **and**

    b. $25,000,000 or more in annual gross revenues from Federal awards; **and**

2. the public does not have access to information about the compensation of the senior executives of the entity through periodic reports filed under *section 13(a) or 15(d) of the Securities Exchanges Act of 1934 (15 U.S.C. 78m(a), 78o(d)) or section 6104 of the Internal Revenue Code of 1986. See FFATA § 2(b)(1).*

   If the Subgrantee does not meet the conditions listed above, then it must specifically affirm to the Commonwealth that the requirements of this clause are inapplicable to the Subgrantee. Subgrantee must provide information responding to this question along with Subgrantee's return of the signed agreement. The Commonwealth will not process this agreement until such time that Subgrantee provides such information responding to this question.

Federal Funding Accountability and Transparency Act Subrecipient Data Sheet

Subrecipient must provide information along with Subrecipient's return of the signed agreement. The Commonwealth will not process the agreement until such time that Subrecipient provides such information.

REGISTRATION AND IDENTIFICATION INFORMATION

Unique Entity Identifier (UEI): QNK6FKE613L3

[INSTRUCTIONS: Subrecipient must provide its assigned UEI. Subrecipient must maintain current registration that permits their entity registration to appear in a public search in SAM (www.SAM.gov) at all times during which they have active federal awards funded pursuant to this agreement. A UEI is issued upon registration in SAM.gov.]

PRIMARY LOCATION

City: Coal Center

State: PA

Zip+4: 15423-1000

[INSTRUCTIONS: Subrecipient must provide to the Commonwealth the primary location of performance under the award, including the city, State, and zip code including 4-digit extension. If performance is to occur in multiple locations, then Subrecipient must list the location where the most amount of the award is to be expended pursuant to the agreement.]

COMPENSATION OF OFFICERS

Officer 1 Name:	
Officer 1 Compensation:	
Officer 2 Name:	
Officer 2 Compensation:	
Officer 3 Name:	
Officer 3 Compensation:	
Officer 4 Name:	
Officer 4 Compensation:	
Officer 5 Name:	
Officer 5 Compensation:	

By marking the following box Subrecipient affirms they do not meet the conditions for reporting highly compensated officials ☑

[INSTRUCTIONS: Subrecipient must provide to the Commonwealth the names and total compensation of the five most highly compensated officers of the entity **if** --

1. the entity in the preceding fiscal year received—
   a. 80 percent or more of its annual gross revenues in Federal awards; **and**
   b. $25,000,000 or more in annual gross revenues from Federal awards**; and**

2. the public does not have access to information about the compensation of the senior executives of the entity through periodic reports filed under *section 13(a) or 15(d) of the Securities Exchanges Act of 1934 (15 U.S.C. 78m(a), 78o(d)) or section 6104 of the Internal Revenue Code of 1986. See FFATA § 2(b)(1)*.

If the Subrecipient does not meet the conditions listed above, then it must specifically affirm to the Commonwealth that the requirements of this clause are inapplicable to the Subrecipient.

Career Assessment Access for Students Ages 10–13

Intermediate Unit 1 (IU1)
Pathways to Partnership (P2P)

Work Plan

Deliverables

1. Procurement Preparation and RFP Process

Grantee shall procure career assessments. This procurement may include the development of statements of work, development of requests for proposals, vendor reviews, contract negotiation, and approval of vendor submissions. Grantee shall ensure that all procured assessments are available to all Local Education Agencies across the Commonwealth.

Explain: (including but not limited to staff titles of who will be responsible for this deliverable)

The Project Coordinator (Hillary Mangis, Ph.D.) will lead the procurement preparation process in collaboration with the PaTTAN West Director (Paula Schmitt) and Business Manager (Jennifer Emmonds). Activities will include identification of career assessment tools, development of statements of work and procurement specifications, preparation of requests for proposals (RFPs) or other procurement documentation as required, coordination with appropriate procurement offices, vendor review, and recommendation of selected vendors.

The Project Coordinator will work with PaTTAN Transition Consultants to identify assessment tools that align with evidence-based transition practices and statewide implementation priorities. The Business Manager will provide fiscal oversight and support contract development and purchasing procedures. The PaTTAN West Director will provide administrative oversight and approval throughout the procurement process.

All procurement activities will be conducted in accordance with applicable state and organizational procurement requirements. The Grantee will ensure that procured assessment tools are available to eligible Local Education Agencies (LEAs) throughout the Commonwealth and that procurement decisions support broad and equitable statewide access.

Career Assessment Access for Students Ages 10–13

2. LEA Awareness and Application Process

The Grantee shall conduct statewide outreach to all LEAs across the Commonwealth using a standardized and clearly defined eligiblity process. This process must be outlined in the annual work plan and designed to ensure broad, equitable, and consistent access to information. Outreach activities may include, but are not limited to, statewide communications, coordination with partner vendors, and informational sessions. The Grantee shall ensure that all LEAs have a reasonable opportunity to engage in the activities.

The Grantee shall establish and administer an open application period for LEA participation. The application process must be publicly announced and readily accessible, with all relevant materials, timelines, eligibility criteria, and submission instructions clearly communicated through appropriate public-facing platforms. The process shall be implemented in a manner that promotes transparency and equal opportunity for all eligible LEAs.

The Grantee shall provide ongoing technical assistance to participating LEAs to support effective implementation. Technical assistance shall be delivered in a consistent and equitable manner and include both general and individualized support, such as onboarding, clarification of program requirements, implementation guidance, and troubleshooting. The Grantee shall ensure that technical assistance is responsive to LEA needs while maintaining alignment with program goals, requirements, and timelines.

The Grantee shall document all outreach efforts, application activities, and technical assistance provided, and shall report on these activities in accordance with established reporting requirements.

Explain: (including but not limited to staff titles of who will be responsible for this deliverable)

The Project Coordinator will coordinate statewide outreach and communication efforts to ensure all LEAs have access to information regarding the availability of career assessment tools. Outreach activities will be conducted in collaboration with PaTTAN Transition Consultants, the PaTTAN West Director, the Business Manager, Pennsylvania Office of Vocational Rehabilitation (OVR) Pathways to Partnership Co-Directors, and the Pennsylvania Department of Education Bureau of Special Education (PDE-BSE) Director.

Career Assessment Access for Students Ages 10–13

Outreach activities may include statewide email communications, postings on public-facing websites, presentations during statewide and regional meetings, webinars, technical assistance sessions, and collaboration with Intermediate Units and other educational partners. Information regarding eligibility requirements, application procedures, timelines, and available assessment options will be communicated using standardized materials and processes.

The Project Coordinator will develop and administer a clearly defined application process that includes publicly available application materials, submission procedures, timelines, and eligibility criteria. Application materials will be maintained on an accessible platform to promote transparency and equitable access.

Following selection, the Project Coordinator and PaTTAN Transition Consultants will provide ongoing technical assistance to participating LEAs. Technical assistance may include onboarding support, implementation guidance, clarification of assessment requirements, coordination with vendors, troubleshooting access issues, and support related to data collection and reporting expectations.

The Project Coordinator will maintain documentation of all outreach activities, applications received, technical assistance provided, and related communications to support reporting and program accountability requirements.

3. Application Review and Approval

Grantee shall review LEA applications, select approved applicants, and issue notifications.

Commented [RG1]: I think this needs clarification. We are jumping from the procurement of assessments to reviewing requests from LEAs. Are the LEAs procuring their own assessments or is the IU securing the assessments and distributing them?

Explain: (including but not limited to staff titles of who will be responsible for this deliverable)

The Project Coordinator will coordinate the review of all LEA applications to ensure alignment with program requirements and eligibility criteria. Applications will be reviewed by a multidisciplinary review team consisting of the Project Coordinator, PaTTAN West Director, Business Manager, OVR Pathways to Partnership Co-Directors, and the PDE Bureau of Special Education Director.

The review team will utilize established criteria and standardized procedures to ensure consistency, transparency, and equitable consideration of all applications. Following review and approval, the Project Coordinator will issue notification letters to approved

and non-approved applicants and maintain records of all application review and approval activities.

4. Direct Procurement and Activation of Assessment Tools

The Grantee shall facilitate the procurement of approved career assessment tools in alignment with program requirements and LEA applications. The approach to procurement may vary but must ensure timely and appropriate access to selected tools.

Following application approvals, the Grantee shall support the activation and availability of assessment tools for LEAs. This may include coordinating setup, access, or distribution, as applicable, to ensure LEAs are able to begin use within a reasonable timeframe.

Explain: (including but not limited to staff titles of who will be responsible for this deliverable)

Following application approval, the Project Coordinator and Business Manager will coordinate procurement activities with approved vendors and participating LEAs to facilitate access to selected career assessment tools. Activities may include purchase order development, contract coordination, vendor communication, and monitoring of procurement timelines.

The Project Coordinator will serve as the primary liaison between vendors and participating LEAs to support activation and implementation of assessment tools. Vendors may provide account setup, training, licensing, or platform access as appropriate to the selected assessment. The Project Coordinator will monitor activation progress and address implementation barriers to ensure LEAs receive timely access to approved assessment tools.

Documentation of purchases, activation status, vendor communications, and implementation timelines will be maintained to support program accountability and reporting requirements.

Career Assessment Access for Students Ages 10–13

5. Access Management and Oversight

The Grantee shall support LEA access to assessment tools and maintain appropriate oversight of their use. This may include coordination between vendors and LEAs for distributing access, supporting LEA access to resources within the tools, and/or collecting state level implementation data, depending on the tool.

The Grantee shall monitor implementation at a general level to ensure alignment with program intent and provide support to address access or usage issues as needed. Specific methods of oversight may vary but should be sufficient to ensure appropriate use.

Explain: (including but not limited to staff titles of who will be responsible for this deliverable)

The Project Coordinator will oversee LEA access to career assessment tools and serve as the primary point of contact for access-related questions and support. Responsibilities may include coordination of user accounts, communication with vendors regarding access issues, monitoring utilization, and ensuring that assessment tools are used in accordance with program requirements.

The Project Coordinator will maintain regular communication with participating LEAs and vendors to identify and address implementation challenges. Oversight activities will focus on ensuring equitable access, appropriate utilization of purchased tools, and alignment with the overall goals of the initiative.

Documentation related to account access, support requests, implementation issues, and resolutions will be maintained throughout the project period.

6. Reporting and Record Retention

Grantee shall maintain career assessment documentation and submit monthly summary report to OVR at ovrgrants@pa.gov by the 15th of every month.

Explain: (including but not limited to staff titles of who will be responsible for this deliverable)

Career Assessment Access for Students Ages 10–13

The Project Coordinator will maintain all required documentation related to procurement, applications, approvals, assessment tool distribution, technical assistance, and implementation activities. Documentation will be maintained in accordance with organizational record retention policies and applicable grant requirements.

The Project Coordinator will prepare and submit monthly summary reports to the Pennsylvania Office of Vocational Rehabilitation (OVR) at ovrgrants@pa.gov by the 15th of each month. Reports will include required programmatic and implementation information, activity summaries, and other data requested by OVR.

The Business Manager will support maintenance of fiscal documentation and purchasing records as required. The PaTTAN West Director will provide administrative oversight to ensure compliance with reporting and record retention requirements.

7. Data Collection

Grantee shall collect and organize career assessment information from the LEAS as follows:

a. Number of LEA applications received and approved;

b. Number of LEAs served;

c. Types of assessment tools procured and provided to each LEA; and

d. Aggregate number of students served in each LEA.

Explain: (including but not limited to staff titles of who will be responsible for this deliverable)

The Project Coordinator will be responsible for collecting, organizing, maintaining, and reporting program data associated with career assessment implementation. Data collection activities will include coordination with participating LEAs and vendors as necessary to obtain accurate and timely information.

The Project Coordinator will collect and maintain records regarding:

a. Number of LEA applications received and approved;

b. Number of LEAs served;

Career Assessment Access for Students Ages 10–13

c. Types of assessment tools procured and provided to each LEA; and

d. Aggregate number of students served within each participating LEA.

Data will be reviewed periodically to ensure completeness and accuracy and will be incorporated into required monthly and annual reports. Supporting documentation will be maintained in accordance with applicable record retention requirements and used to evaluate statewide implementation and program impact.

INTERMEDIATE UNIT #1 -- P2P Career Assessment Access DOCUMENT #4100101459 GRANT YEAR I SAP VENDOR ID #145007	BUDGET LINE ITEM AMOUNT
STAFF CATEGORY	
SALARIES	
Title/Initials	$ -
Title/Initials	$ -
Title/Initials	$ -
Title/Initials	$ -
SALARY SUBTOTAL	**$ -**
BENEFITS	
Title/Initials	$ -
Title/Initials	$ -
Title/Initials	$ -
Title/Initials	$ -
BENEFITS SUBTOTAL	**$ -**
STAFF TOTAL	**$ -**
OTHER CATEGORY	
PROGAM SUPPLIES	
Indirect Costs	$ 97,826.09
Advertising	$ 2,173.91
Career Assessments	$ 650,000.00
OTHER EXPENSES TOTAL	**$ 750,000.00**
GRAND TOTAL	**$ 750,000.00**

INTERMEDIATE UNIT 1 P2P Career Assessment Access

DOCUMENT #4100101459 GRANT YEAR I SAP VENDOR ID #145007

STAFF CATEGORY	
SALARIES	
Title/Initials	
Title/Initials	
Title/Initials	
Title/Initials	
BENEFITS	
Title/Initials	
Title/Initials	
Title/Initials	
Title/Initials	
OTHER CATEGORY	
PROGRAM SUPPLIES	
Indirect Costs	15% to cover administrative costs
Advertising	Cost to advertise procurement of career assessments
Career Assessments	Purchasing of career assessments for local education agencies

Career Assessment Access for Students Ages 10–13

Intermediate Unit 1 (IU1)
Pathways to Partnership (P2P)

Grant Opportunity Statement of Work

I. Purpose and Background

The Pennsylvania Office of Vocational Rehabilitation (OVR), through the Pathways to Partnership (P2P) grant, will subgrant funds to Intermediate Unit 1 (IU1) to support the procurement, administration, and oversight of developmentally appropriate career assessment tools for students with disabilities ages 10–13.

These grant funds are intended to expand early career awareness and exploration activities for younger students with disabilities. These funds shall not be used to create subgrants or pass-through funding to Local Education Agencies (LEAs), schools, or other third parties. All procurement, contracting, and purchasing activities shall be conducted directly by IU1, and IU1 shall retain ownership of all assessment tools.

Due to IU1's ownership and administration of the assessment tools, IU1 may have access to personally identifiable information (PII) generated through assessment administration. IU1 shall ensure that all activities involving PII comply with applicable federal and Commonwealth data privacy, security, and confidentiality requirements.

II. Scope of Work

IU1 shall implement and manage a structured, application-based process that provides opportunities for LEAs throughout the Commonwealth of Pennsylvania to request access to career assessment tools for students ages 10–13 purchased and owned by IU1. IU1 shall oversee procurement, access, administration guidance, and reporting in alignment with P2P goals and Commonwealth requirements. The assessments should be new to each LEA or expand existing efforts to provide access to students ages 10-13.

III. Application and Approval Process

IU1 shall:

1. Develop and administer an application process for LEAs to request access to career assessment tools for students ages 10–13.

2. Conduct outreach and awareness activities to inform eligible schools and LEAs of the opportunity, application timelines, and requirements.
3. Applications shall include:
    a. Description of the student population to be served;
    b. Estimated number of students to participate;
    c. Intended use of the assessment tools;
    d. How results will support early career awareness or transition-related planning;
    e. Identification of staff responsible for administration;
4. Establish documented timelines, review criteria, and approval procedures; and
5. Maintain records of application reviews, approval decisions, and notifications.

IV. Procurement and Purchase of Career Assessments

IU1 shall:

1. Procure all career assessment tools directly using these grant funds.
2. Retain ownership, contractual authority, and fiscal responsibility for all purchased tools.
3. Conduct procurement in accordance with applicable Commonwealth requirements, which may include a formal Request for Proposals (RFP) process.
4. Acknowledge that, due to procurement thresholds and required approvals, the RFP and contracting process may take several months and must be completed prior to approving applications and initiating expenditures.
5. Select vendors, products, quantities, and procurement methods at its discretion, provided tools are:
    a. Developmentally appropriate for students ages 10–13
    b. Aligned with early career awareness and exploration

NOTE: Under no circumstances shall funds be transferred, reimbursed, or otherwise provided to schools or LEAs for the purchase of assessment tools.

Career Assessment Access for Students Ages 10–13

V. Distribution, Access, and Use

IU1 shall:

1. Establish a documented method for providing approved schools and/or LEAs access to assessment tools following procurement.
2. Ensure access is awarded using a fair, consistent, and documented process.
3. Provide guidance on appropriate administration, use, and data handling expectations.
4. Maintain oversight of tool access and usage consistent with privacy and security requirements.

IU1 shall:

1. Maintain records related to applications, approvals, procurement, contracts, and access
2. Maintain records that may include Personally Identifiable Information (PII) in compliance with applicable confidentiality and data security requirements
3. Require participating schools and/or LEAs to retain aggregate, non-identifiable usage data
4. Make records available for monitoring or audit upon request

VII. Reporting Requirements

IU1 shall provide OVR with monthly summary reports, as agreed upon, including:

1. Number of applications received during the reporting month
2. Number of applications approved during the month
3. Name of schools and/or LEAs served during the month
4. Types of assessment tools procured and during the reporting period and
5. Aggregate number of students who participated in surveys during the reporting period

No PII shall be included in reports submitted to OVR.

VIII. Compliance

All activities under this grant shall:

1. Comply with the terms and conditions of this grant
2. Comply with Commonwealth procurement, contracting, and data privacy requirements and
3. Demonstrate sound fiscal and administrative controls throughout the project.

IX. Period of Performance

October 1, 2026-June 30, 2028

X. Deliverables

1. Procurement Preparation and RFP Process

Grantee shall procure career assessments. This procurement may include the development of statements of work, development of requests for proposals, vendor reviews, contract negotiation, and approval of vendor submissions. Grantee shall ensure that all procured assessments are available to all Local Education Agencies across the Commonwealth.

2. LEA Awareness and Application Process

The Grantee shall conduct statewide outreach to all LEAs across the Commonwealth using a standardized and clearly defined process. This process must be outlined in the annual work plan and designed to ensure broad, equitable, and consistent access to information. Outreach activities may include, but are not limited to, statewide communications, coordination with partner agencies, and informational sessions. The Grantee shall ensure that all LEAs have a reasonable opportunity to engage in the initiative.

The Grantee shall establish and administer an open application period for LEA participation. The application process must be publicly announced and readily accessible, with all relevant materials, timelines, eligibility criteria, and submission instructions clearly communicated through appropriate public-facing platforms. The process shall be

implemented in a manner that promotes transparency and equal opportunity for all eligible LEAs.

The Grantee shall provide ongoing technical assistance to participating LEAs to support effective implementation. Technical assistance shall be delivered in a consistent and equitable manner and include both general and individualized support, such as onboarding, clarification of program requirements, implementation guidance, and troubleshooting. The Grantee shall ensure that technical assistance is responsive to LEA needs while maintaining alignment with program goals, requirements, and timelines.

The Grantee shall document all outreach efforts, application activities, and technical assistance provided, and shall report on these activities in accordance with established reporting requirements.

3. Application Review and Approval

Grantee shall review LEA applications, select approved applicants, and issue notifications.

4. Direct Procurement and Activation of Assessment Tools

The Grantee shall facilitate the procurement of approved career assessment tools in alignment with program requirements and LEA applications. The approach to procurement may vary but must ensure timely and appropriate access to selected tools.

Following application approvals, the Grantee shall support the activation and availability of assessment tools for LEAs. This may include coordinating setup, access, or distribution, as applicable, to ensure LEAs are able to begin use within a reasonable timeframe.

5. Access Management and Oversight

The Grantee shall support LEA access to assessment tools and maintain appropriate oversight of their use. This may include managing accounts, distributing access, or coordinating with vendors, depending on the tool.

The Grantee shall monitor implementation at a general level to ensure alignment with program intent and provide support to address access or usage issues as needed.

Specific methods of oversight may vary but should be sufficient to ensure appropriate use.

6. Reporting and Record Retention

Grantee shall maintain career assessment documentation and submit monthly summary report to OVR @ovrgrants@pa.gov by the 15th of every month.

7. Data Collection

Grantee shall collect and organize career assessment information from the LEAS as follows:

a. Number of LEA applications received and approved;

b. Number of LEAs served;

c. Types of assessment tools procured and provided to each LEA; and

d. Aggregate number of students served in each LEA.

XI. Budget

These grant Funds shall be used exclusively by IU1 to support the direct procurement, administration, and oversight of developmentally appropriate career assessment tools for students ages 10–13.

Allowable costs include:

1. Assessment licenses or materials
2. Salaries and benefits;
3. Indirect costs not to exceed 15 % of the direct costs;
4. Associated administration and implementation materials;
5. Procurement and other administrative costs directly related to application review, vendor selection, and access management; and
6. Software or data-based management for data and applications.

Career Assessment Access for Students Ages 10–13

Funds shall not be used for:

1. Payments to schools or LEAs;
2. Reimbursements to third parties; nor
3. Subgrants, subcontract nor as pass-through funding.

The above is not an exhaustive list. Other items not listed above require prior written approval.

All expenditures shall be documented and compliant with Commonwealth fiscal and procurement requirements.

Signatory Authority Document

July, 7, 2026

Date

I, Dr. Donald Martin,
Name and Title

Authorize Paula Schmitt
Name
PaTTAN West Director
Title

OR Kristin Szewczk
Name
Asst Executive Director
Title

As staff with the authority to be Signatory for the (name of organization) Grant Agreement with the PA office of Vocational Rehabilitation, Department of Labor and Industry.

Office of Vocational Rehabilitation

APPLICATION FORM

Grant Applicant Name: P2P Career Assessment Access Grant

Address: One Intermediate Unit Drive

City: Coal Center

State: PA Zip Code: 15423

Phone#: 724.938.3241 Fax #: 724.938.6665

Executive Director: Dr. Donald Martin

E-Mail Address: Donald.Martin@iu1.org Phone #: 724.938.3241 ext. 429

Contact Person: Paula Schmitt Title: PaTTAN West Director

E-Mail Address: pschmitt@pattanpgh.net Phone #: 412.826.6858

UEIN: QNK6FKE613L3 (On April 4, 2022, the federal government stopped using the DUNS Number to uniquely identify entities. Now, entities doing business with the federal government use the Unique Entity ID created in SAM.gov. They no longer have to go to a third-party website to obtain their identifier.)

FEIN#:25-1214815 SAP Vendor#: 145007

Funding Request: $750,000

Small Disadvantaged Business: YES NOx

Name of Point of Contact Individual: Paula Schmitt

Title of Contact Individual: PaTTAN West Director

Date: 7/7/26

subrecipient

Intermediate Unit 1

Serving Fayette, Greene and Washington Counties

One Intermediate Unit Drive | Coal Center, PA | 15423
Phone: 724-938-3241 | Fax: 724-938-6665
www.iu1.org

Donald W. Martin
Executive Director

INTERMEDIATE UNIT 1/PENNSYLVANIA TRAINING & TECHNICAL ASSISTANCE NETWORK
SUBRECIPIENT AGREEMENT

Made this 13th day of August 2026

BETWEEN

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

AND

TRI COUNTY SOCIETY FOR CHILDREN AND ADULTS DBA THE KEYSTONE PARTNERSHIP, A 501(c)(3) nonprofit organization, having an address of 1405 Cedar Crest Boulevard, Suite 102, Allentown, Pennsylvania, 18104, hereinafter "KEYSTONE."

WHEREAS, KEYSTONE has agreed to provide support with implementing state-wide evidence-based disability awareness and inclusive education programming that promotes meaningful inclusion of students with disabilities through school assemblies, engagement activities, presenter training, and program evaluation, hereinafter "the Program"; and

WHEREAS, KEYSTONE has submitted a scope of work to IU1, a copy of which is attached hereto as Exhibit "A"; and

WHEREAS, IU1 is) authorized to provide funded reimbursement for the Program; and

WHEREAS, IU1, through the Pennsylvania Training and Technical Assistance Network (PaTTAN), as authorized by the Pennsylvania Department of Education, Bureau of Special Education, has sent to KEYSTONE an Award Letter setting forth the terms of any funding for the Program, a copy of which is attached hereto as Exhibit "B"; and

WHEREAS, the Parties now desire to reduce their agreement to writing.

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

1. **Term**: The term of this Agreement shall begin on the award date of July 1, 2026, and end on June 30, 2027. This Agreement will **not** automatically renew for a like term after the latter date.

2. **Program**:

   a. KEYSTONE will provide the Program as set forth on Exhibit "A" to all applicants that were awarded funds and comply with the conditions as set forth in the Award Letter attached as Exhibit "B", and Budget, a copy of which is attached hereto as Exhibit "C", both of which are incorporated herein by reference.

Intermediate Unit 1 does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, ancestry or any other legally protected classification in its educational programs, activities or employment practices.

b. KEYSTONE will ensure completion of all required Program competencies on or before **June 30, 2027.**

3. **Funding**: KEYSTONE shall be reimbursed for certain approved expenditures made on or before June 30, 2027, as provided in the Award Letter, upon receipt of proof of payment by KEYSTONE. The final reimbursement request must be received by IU1 by September 30, 2027. Funds disbursed by IU1 are Federal IDEA B passthrough revenue.

4. **Termination**: This Agreement will terminate upon the occurrence of any of the following events:

a. Non-Appropriation: Notwithstanding anything in this Agreement to the contrary, all obligations of IU1 to make payments hereunder are subject to the appropriation of sufficient funds for such payments by the Legislature of the Commonwealth of Pennsylvania or a Federal agency. Failure by the Legislature of the Commonwealth of Pennsylvania or a Federal agency to appropriate funds shall relieve IU1 from obligation to make such payments during the term of the non-appropriation.

b. Written Notice: Either Party may terminate this Agreement by sending 30 days' written notice of termination to the other Party.

5. **Compliance with the Program Requirements**: KEYSTONE shall comply with the Uniform Guidance (UG), General Terms & Conditions, which are incorporated herein by reference of the Pennsylvania Department of Education Master Terms and Conditions, and any other Governmental Laws and Regulations applicable to KEYSTONE's delivery of and/or performance of the services. It shall be the sole obligation and responsibility of KEYSTONE and neither IU1, nor PaTTAN, to ensure such compliance. Further, KEYSTONE has the sole responsibility for compliance with all other matters in conjunction with the delivery of and/or services to be performed hereunder.

6. **Use of Funding by KEYSTONE**: KEYSTONE agrees that any funds that may be received under this Agreement are to be expended solely for the purposes set forth in this Agreement and that this Agreement may be canceled, in whole or in part, by IU1 in the event that the funds are not utilized properly. Upon notice by IU1 that KEYSTONE has improperly spent Agreement funds, KEYSTONE will return to IU1 the amount of the improper expenditures within sixty (60) days of the date of said notice from IU1.

7. **Examination of Records**: KEYSTONE agrees to maintain books, records, documents, and other evidence pertaining to the funding, costs, and expenses of this Agreement to the extent and in such detail as will properly reflect all net costs, or whatever nature for which reimbursements are claimed under the provisions of this Agreement. These records are subject to review by IU1 personnel, or an independent auditor contracted by IU1. The aforementioned records must be kept not less than seven (7) years from the ending date of this Agreement.

8. **Reporting Requirements**: All required financial and program data are to be reported in a timely manner on a schedule established by IU1.

9. **Confidentiality of Personally Identifiable Information**: KEYSTONE will safeguard the confidentiality of enrolled students' personally identifiable information consistent with the Family Educational Rights and Privacy Act and its accompanying regulations**.**

10. **Clearances**: KEYSTONE shall ensure that all employees providing services pursuant to this Agreement shall have in effect applicable clearances, including, but not limited to, those required by Act 151 (Child Abuse History), Act 34 (Criminal History), Act 114 (Federal Criminal History), Act 24 (Arrest/Conviction Report and Certification), and Act 168 (Sexual Misconduct/Abuse Disclosure). In the event additional clearance(s) become mandated by Federal or State law during the term of this Agreement, KEYSTONE shall provide such clearance(s) to IU1, if required.

11. **Relationship of Parties**: KEYSTONE acknowledges that it is an independent contractor of IU1. Any employee retained to perform the services or programs set forth in this Agreement is not an employee of IU1.

12. **Limitation of Liability**:

a. Subject to subpart b. of this paragraph, the total liability of IU1 and its affiliates, directors, officers, employees, subcontractors, agents, and representatives for all claims of any kind arising out of this Agreement, whether in contract, tort, or otherwise, shall be limited to the total fees payable to KEYSTONE as a first quarterly installment under this Agreement. IU1 shall not, in any event, be liable for any indirect, consequential, or punitive damages, even if IU1 has been advised of the possibility of such damages. No action, regardless of form, arising out of or relating to this Agreement, may be brought by either Party more than one (1) year after the cause of action has accrued, except an action for non-payment may be brought within one (1) year following the date of the last payment due under this Agreement.

b. KEYSTONE agrees that it is exclusively responsible for storing and safeguarding any data that it maintains, whether locally or remotely, including any data that contains personally identifiable information, in accordance with customary industry standards. IU1 shall not be liable, and KEYSTONE hereby waives, relinquishes, and releases IU1 from any claim arising after the date of this Agreement for damages (regardless of type) resulting from KEYSTONE's failure to secure its data as set forth in this paragraph, any loss of KEYSTONE's data, or a data breach caused by KEYSTONE's agents, employees, assigns, or other third parties who are affiliated with KEYSTONE.

13. **Indemnity**: Subject to paragraph 12 above, each Party to this Agreement shall defend, indemnify, and hold harmless the other, its Board members, administrators, and employees against and from all costs, expenses, damages, injuries, or losses to which it/they may be subject to by a third party due to any negligence or default by the other Party arising under this Agreement.

14. **Notice**: All written notices required under this Agreement shall be delivered via email or USPS to the following Parties at the addresses set forth below:

To IU1:

Paula Schmitt, Director of PaTTAN West/pschmitt@pattanpgh.net
Intermediate Unit 1/PaTTAN
3190 William Pitt Way
Pittsburgh, PA 15238

To KEYSTONE:

Rita Cheskiewicz, Mikayla 's Voice Executive Director/rcheskiewicz@khs.org
Keystone Human Services
1405 North Cedar Crest Boulevard, Suite 102
Allentown, PA 18104

15. **Agreement Not Assignable**: This Agreement shall not be assigned by either Party.

16. **Governing Law**: This Agreement shall be governed by the laws of the Commonwealth of Pennsylvania. Proper venue for any claims arising under this Agreement shall be the Court of Common Pleas of Fayette County.

17. **Authorizations**: The Parties represent that the representatives set forth below are authorized to enter into this Agreement.

18. **No Waiver**: No consent or waiver, express or implied, by either Party to this Agreement to or of any breach or default by the other in the performance of any obligations hereunder shall be deemed or construed to be a consent to or waiver of any other breach or default by such Party hereunder. Failure on the part of any Party hereto to complain of any act or failure to act of the other Party or to declare the other Party in default hereunder, irrespective of how long such failure continues, shall not constitute a waiver of the rights of such Party hereunder.

19. **Force Majeure**: In the event either Party is unable to perform any of the respective obligations set forth in this Agreement by reason of "force majeure," those obligations shall be suspended during, but no longer than, the continuance of the force majeure, and this Agreement shall remain in effect only during its term as set forth herein. The phrase "force majeure" shall include an act of God, strike, lockout, or other industrial disturbance, an act of the public enemy, war, terrorism, sabotage, insurrection, disease epidemic, disease pandemic, weather emergency or other act of nature, or any governmental delay.

20. **Nondiscrimination**: Both Parties agree that they will abide by all applicable Federal and State laws prohibiting discrimination in admissions, employment, and operation on the basis of disability, race, creed, gender, national origin, religion, ancestry, or need for special education services.

21. **Counterparts**: This Agreement may be signed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one instrument. Facsimile copies of signatures shall serve as acceptable substitutes for original signatures and shall be legally binding.

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

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

INTERMEDIATE UNIT 1

ATTEST: BY_____
Paula Schmitt, PaTTAN Director

_____
PaTTAN Business Manager

KEYSTONE HUMAN SERVICES

ATTEST: BY_____
NAME AND TITLE

_____
NAME AND TITLE

EXHIBIT "A"

[*Attach KEYSTONE Scope of Work*]

EXHIBIT "B"

[*Attach KEYSTONE Award Letter]*

EXHIBIT "C"

[*Attach Approved Budget*]

Intermediate Unit 1 does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, ancestry or any other legally protected classification in its educational programs, activities or employment practices.

2026-2027 Proposed Deliverables:

As a subrecipient of federal funds, Mikayla's Voice is expected to follow all applicable federal grant requirements, including Uniform Grant Guidance (2 CFR Part 200), and maintain appropriate fiscal, programmatic, and documentation practices to support accountability and allowable use of funds. Mikayla's Voice will provide the following services for each participating school as part of an anticipated two-year partnership with the LEA. Funding is awarded annually, and continuation into the second year is contingent upon the availability of funds, continued program approval, and satisfactory progress toward achieving the identified deliverables

1. While the BSE will help promote Mikayla's Voice to districts, Mikayla's Voice will provide partner schools with assemblies, resources, and engagement opportunities. All assemblies will incorporate intentional student-engagement strategies to promote active participation and inclusive impact. Programming includes:
    - **Two assemblies** per school that include active and meaningful participation of a co-presenter with a disability
    - **Structured student engagement strategies** (e.g., facilitated Q&A, student reflection, interactive prompts, etc.) appropriate for large group settings
    - **Donation to the school or district library** (two copies each of four books):
        - *Our Friend Mikayla*
        - *High Fives and A Big Heart*
        - *Super Brady ~ Always on the Move!*
        - *The SpOt*
    - **Annual subscription to Mikayla's Bookshelf**, including enrichment lessons and resources
    - **One Wheels of Friendship® or Kaya Kaleidoscope® art project**, including supplies and structured implementation
    - **High school mentor component** (up to 75 student volunteers who continue the Mikayla's Voice message within their district), including mentor bags with books, access to Bookshelf materials, and enrichment activities (e.g., kindness rocks, Friendship bench)
    - **Family engagement opportunities**, including invitations to assemblies, art projects, and unveiling events, with access to Bookshelf resources
    - **Accountability:** Mikayla's Voice will document and report on student engagement practices used during assemblies, including opportunities for student participation and interaction, in quarterly reports. Assemblies must meet these engagement requirements, or program adjustments may be required.

2. Mikayla's Voice goal is to provide programming with equal distribution across:
    - Urban, suburban, and rural school districts
    - Eastern, central, and western regions of the state
    - Elementary, middle, and high schools

3. Mikayla's Voice will ensure that co-presenters (students with disabilities who share their inclusive life stories following the book reading portion of assemblies) are actively included in all assemblies, supported through training, coaching, and individualized supports as needed. Requirements include:

- **Participation:** Mikayla's Voice goal is to have 100% of assemblies include a co-presenter with a disability in an active role. (e.g., sharing experiences, participating in presentation segments, or engaging in student interaction); passive roles are not permitted.
- **Training:** Co-presenters are required to receive appropriate training on expectations, practice their roles, and be provided with individualized supports (e.g., AAC, visual supports) as needed.
- **Integration:** Co-presenters must be embedded in the core message and interactive elements, with ongoing support.
- **Accountability:** Quarterly reports must document participation rates (goal: 100%), roles, and supports, and address any gaps that may impact contract implementation.

4. Under the leadership of Rita Cheskiewicz, Executive Director, Mikayla's Voice will implement a comprehensive "casual employee" (presenter) training and coaching model to ensure consistent, high-quality assembly delivery. Requirements include:
    - **Initial Training:** In addition to training that Keystone will provide to their casual employees, a minimum of 3 PaTTAN training hours is required before presenting; covers student engagement, age-appropriate communication, strengths-based messaging aligned with IDEA, and responding to student questions.
    - **Ongoing Coaching:** Annual refreshers, regular feedback from observations/recordings, and supportive coaching plans with follow-up for presenters who need additional support; if expectations are not met over time, role adjustments may be considered.
    - **PaTTAN West/BSE Support:** Available to support training development, provide feedback, and ensure alignment with evidence-based practices and BSE priorities.
    - **Accountability:** Maintain records of training, observations, and coaching. Only trained presenters may present. Quarterly reports must document training completion, performance status, and actions taken for underperformance.

5. Mikayla's Voice will maintain an external research partnership to support ongoing evaluation of program quality and impact. Requirements include:
    - **Evaluation:** External researchers will assess program quality and collect qualitative and quantitative feedback related to program effectiveness.
    - **Survey Administration:** Student surveys will be administered following program participation, and Mikayla's Voice will explore the addition of LEA staff feedback surveys as part of continuous improvement efforts.
    - **Evaluation:** External researchers will assess program quality and collect qualitative and quantitative feedback related to program effectiveness.
    - **Response Rate Monitoring**: Mikayla's Voice will track and report survey response rates overall and, when feasible, by participating school/program population.
    - **Reporting:** Mikayla's Voice will provide a mid-year update and an annual report summarizing participation, survey distribution and completion data, response rates, key findings, and trends over time.
    - **Data Use & Continuous Improvement**: Findings will be used to inform ongoing program improvements. De-identified data will be provided upon request, and Mikayla's Voice will maintain a documented follow-up process to encourage survey participation and support improved response rates over time.

6. Mikayla’s Voice will provide advance notification of all scheduled assemblies to BSE/PaTTAN West, including date, time, location, school/district, assigned presenters/co-presenters, and on-site contact information. BSE/PaTTAN West Directors or designees may attend a representative sample of assemblies to verify program quality and student engagement. Feedback provided will be used to inform coaching and continuous improvement. Mikayla's Voice will provide quarterly reports to BSE as follows:
    - **July 1 through September 30, due October 31**
    - **October 1 through December 31, due January 31**
    - **January 1 through March 31, due April 30**
    - **April 1 through June 30, due July 31**

PaTTAN
Pennsylvania Training and Technical Assistance Network

3190 William Pitt Way
Pittsburgh PA 15238-1360
412-826-2336 ■ 800-446-5607
www.pattan.net

July 14, 2026

Keystone Human Services
Rita Cheskiewicz
1405 North Cedar Crest Boulevard, Suite 102
Allentown, PA 18104

Dear Rita,

On behalf of the Pennsylvania Department of Education (PDE), Bureau of Special Education (BSE), Intermediate Unit 1 (IU1) and PaTTAN, we are pleased to notify Keystone Human Services that it has been approved to receive an IDEA Part B subaward to support implementation of the Mikayla's Voice Inclusive Schools Program.

Mikayla's Voice Inclusive Schools Program provides disability awareness programming, student engagement opportunities, family resources, presenter training, and program evaluation, all designed to foster inclusive school communities and promote the meaningful participation of students with disabilities. Through assemblies led by trained presenters, including co-presenters with disabilities, the program helps build understanding, acceptance, a sense of belonging, and inclusive school cultures across Pennsylvania.

The subaward supports program activities designed to increase disability awareness, strengthen inclusive practices, engage students and families, develop presenter capacity, and evaluate program effectiveness to improve outcomes for students with disabilities through the Commonwealth.

Scope of Work:
Under this subaward, Mikayla's Voice will implement the program as described in the approved Exhibit A – Scope of Work.

- School assemblies and student engagement activities
- Family engagement and educational resources
- Training and coaching for presenters and co-presenters
- Statewide program implementation and equitable school participation
- Program evaluation, continuous improvement, and quarterly reporting

Program implementation will follow the requirements, timelines, performance measures, and reporting expectations outlined in the approved Exhibit A-Scope of Work.

Funding:
Keystone Human Services has been approved for an IDEA Part B subaward in the amount of $300,000 to implement Mikayla's Voice Inclusive Schools Program.

- Subaward Amount and Period of Performance
  - Conditional Subaward Amount: $300,000
  - Period of Performance: July 1, 2026- June 30, 2027
  - ASL Number: 84.027 (IDEA Part B)
  - Project Number: 062-27-0032
  - This is a cost-reimbursement subaward. Funds are not provided in advance.
- Reimbursement Schedule
  - Quarter ending September 30, 2026 (Submission Deadline: October 31, 2026)
  - Quarter ending December 31, 2026 (Submission Deadline: January 31, 2027)

    - Quarter ending March 31, 2026 (Submission Deadline: April 30, 2027)
    - Quarter ending June 30, 2027 (Submission Deadline: September 30, 2027)
    - **Final reimbursement requests must be received no later than September 30, 2027.**
- Allowable and Unallowable Costs
    - All costs charged to this subaward must be allowable, reasonable, necessary, allocable, and properly documented in accordance with 2 CFR Part 200 and IDEA Part B.
    - The following costs are not allowable, including but not limited to:
        - Equipment (cost that exceeds $10,000 for one item)
        - Clothing
        - Food or Beverages
        - Gift Cards or incentives
        - Promotional items
        - Entertainment expenses
        - Individual memberships
        - Student stipends/payments
    - All costs must be incurred by June 30, 2027.
- Documentation and Financial Management
    - Reimbursement requests must reflect actual expenditures paid.
    - Required backup documentation may include general ledger or transaction detail reports showing date paid, vendor, amount paid, and description of purchase.
    - If a financial information system report is not available, copies of paid invoices, payroll records, time and effort documentation, approved mileage reimbursement forms, or canceled checks will be accepted, as applicable.
    - A summarized expenditure list is required with each reimbursement request.
    - A separate budget center must be maintained for this subaward. Revenues shall be recognized as local in nature as IDEA Part B pass-through funds.
- Indirect costs may be charged at the approved indirect cost rate of Intermediate Unit 1 (IU1), the fiscal agent of this grant. The current rate is 6.22%.
- Federal Compliance, Monitoring, and Record Retention
    - ARC agrees to comply with all applicable federal statutes, regulations, and assurances, including 2 CFR Part 200 and IDEA Part B.
    - PaTTAN will monitor programmatic and fiscal compliance through the grant period.
    - Records supporting expenditures and program implementation must be retained in accordance with 2 CFR §200.334 and made available upon request for monitoring and audit purposes.
    - Failure to comply with grant requirements may result in corrective action, suspension of payments, or termination of the subaward in accordance with federal regulations.

This subaward is contingent upon the execution of a signed grant agreement that was approved at the IU1 Board meeting held on August 13, 2026. Please return the signed grant agreement to Jenn Emmonds at jemmonds@pattanpgh.net by September 13, 2026, to confirm your commitment and involvement in the grant activities.

Congratulations on your award. We look forward to partnering with Mikala's Voice to expand inclusive school communities and create meaningful opportunities for students with and without disabilities throughout Pennsylvania.

Sincerely,

Paula Schmitt

Paula Schmitt
Director, PaTTAN West

INTERMEDIATE UNIT I
Somerset Bank - General Fund
Dr. Donald Martin, Executive Director
June 30, 2026

TREASURER'S REPORT

Checkbook Balance June 1, 2026			**($193,603.84)**
Receipts:			
Early Intervention	(EI)	61,285.57	
Transfers from PSDLAF	(GO)	7,200,000.00	
General Fund - Somerset	(GO)	929,604.03	
KITS	(KT)	33,288.00	
Out-Patient Clinic	(OP)	8,667.24	
Special Education	(SE)	4,333,938.20	
Technician Services	(TN)	160.00	
Transportation	(TR)	3,558.88	
Workshops	(WS)	87,647.00	
Total Receipts:			12,658,148.92
			12,464,545.08
Expenditures:			
June Net Payroll		(5,616,423.52)	
June Bills, Payables & Travel		(4,944,868.38)	
Total Expenditures			**(10,561,291.90)**
Checkbook Balance June 30, 2026			1,903,253.18
Plus Outstanding Checks			2,941,509.78
Bank Balance June 30, 2026			$ 4,844,762.96

Mr. John Greenlee,Treasurer

INTERMEDIATE UNIT I
PSDLAF
RECONCILIATION
June 30, 2026

Statement of Account June 1 - June 30, 2026		
PSDLAF		
Pennsylvania School District Liquid Asset Fund		
Beginning Balance 6/1/2026	$	11,818,820.44
Deposits & Other Credits	$	3,175,618.38
Interest	*$*	*25,157.25*
Payments & Other Debits	$	7,216,376.86
Outstanding Checks	**$**	**-**
Book Balance - 06/30/2026	$	7,803,219.21
Statement Balance - 06/30/2026	***$***	***7,803,219.21***
Difference		**0.00**

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: GF - General Fund **Payment Dates:** 06/16/2026 - 07/31/2026

Payment Categories: Regular Checks, Direct Deposits
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount
0000012567	07/01/2026	AP0368800005		IU-25-009	10-1281-441-526-00-000-000-000-0000	OC1281441	1,000.00
8004-BROWNSVILLE AREA SCHOOL DISTRICT				**Remit ID R-1**	**Payment Date: 07/01/2026**	**Payment Amt:**	**1,000.00**
0000012568	07/01/2026	AP0368800004		CHARLEROI.JUL 26	10-1281-441-526-00-000-000-000-0000	OC1281441	2,700.00
8010-CHARLEROI AREA SCHOOL DISTRICT				**Remit ID R-1**	**Payment Date: 07/01/2026**	**Payment Amt:**	**2,700.00**
0000012569	07/01/2026	AP0368800009		GRTECHI.JULY26	23-2390-441-320-00-000-000-000-0000	SE2390441	7,867.23
0000012569	07/01/2026	AP0368800010		GRTECHI.JULY26	23-2620-441-320-00-000-000-000-0000	SE2620441	3,497.06
0000012569	07/01/2026	AP0368800011		GRTECHI.JULY26	66-3390-441-144-00-000-000-000-0000	OP3390441044	873.10
0000012569	07/01/2026	AP0368800012		GRTECHI.JULY26	10-1110-441-140-00-010-000-000-0000	PR1110441	2,368.54
0000012569	07/01/2026	AP0368800013		GRTECHI.JULY26	10-1281-441-526-00-000-000-000-0000	OC1281441	874.65
6927-GREENE TECH I LP				**Remit ID R-1**	**Payment Date: 07/01/2026**	**Payment Amt:**	**15,480.58**
0000012570	07/01/2026	AP0368800014		U-PARC.PT.JUL.26	10-2620-441-521-00-000-000-000-0000	PT2620441	24,851.72
4457-IRONGATE TECHNOLOGY CENTER				**Remit ID R-2**	**Payment Date: 07/01/2026**	**Payment Amt:**	**24,851.72**
0000012571	07/01/2026	AP0368800006		MTPLEASANT.JUL26	10-1281-441-526-00-000-000-000-0000	OC1281441	1,170.66
3827-MT PLEASANT TWP CC INC				**Remit ID R-1**	**Payment Date: 07/01/2026**	**Payment Amt:**	**1,170.66**
0000012572	07/01/2026	AP0368800007		DECKER.JULY2026	10-2620-441-280-00-004-000-000-0000	AL2620441	240.00
0000012572	07/01/2026	AP0368800008		DECKER.JULY2026	10-2620-441-810-00-001-000-000-0000	AP2620441	960.00
2400-NANCY M DECKER CO LAUREL BUSINESS INSTITUTE				**Remit ID R-1**	**Payment Date: 07/01/2026**	**Payment Amt:**	**1,200.00**
0000012573	07/01/2026	AP0368800002		THETORCH.JULY 26	10-1281-441-526-00-000-000-000-0000	OC1281441	3,996.67

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

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: GF - General Fund **Payment Dates:** 06/16/2026 - 07/31/2026

Payment Categories: Regular Checks, Direct Deposits
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Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount
10196-THE TORCH AT NORTH UNION				**Remit ID R-1**	**Payment Date: 07/01/2026**	**Payment Amt:**	**3,996.67**
0000012574	07/01/2026	AP0368800003		WASHSD.JULY2026	10-1281-441-526-00-000-000-000-0000	OC1281441	3,639.60
8023-WASHINGTON SCHOOL DISTRICT				**Remit ID R-1**	**Payment Date: 07/01/2026**	**Payment Amt:**	**3,639.60**
0000012575	07/01/2026	AP0368800001		YWCA.JULY2026	10-2620-441-810-00-001-000-000-0000	AP2620441	800.00
10539-YWCA WESTMORELAND COUNTY				**Remit ID R-1**	**Payment Date: 07/01/2026**	**Payment Amt:**	**800.00**
0000012576	07/08/2026	AP0375800054		218367	23-2515-531-320-00-000-000-000-0000	SE2515531	559.78
0000012576	07/08/2026	AP0375800055		217936	23-2390-531-320-00-060-000-000-0000	SE239053160	239.39
0000012576	07/08/2026	AP0375800056		218413	26-1281-531-320-00-061-000-000-0000	EI128153161	126.81
0000012576	07/08/2026	AP0375800057		218414	10-1110-531-140-00-010-000-000-0000	PR1110531	12.69
0000012576	07/08/2026	AP0375800058		218414	66-3390-531-144-00-000-000-000-0000	OP3390531044	12.68
0000012576	07/08/2026	AP0375800059		218414	23-2390-531-320-00-000-000-000-0000	SE2390531	57.06
0000012576	07/08/2026	AP0375800060		218414	23-2515-531-320-00-000-000-000-0000	SE2515531	44.38
4397-ADVENT COMMUNICATIONS INC				**Remit ID R-1**	**Payment Date: 07/09/2026**	**Payment Amt:**	**1,052.79**
0000012577	07/08/2026	AP0375800002		0465265.061926	10-1691-531-810-00-001-000-000-0000	AP1691531	271.78 #
8130-BREEZELINE				**Remit ID R-1**	**Payment Date: 07/09/2026**	**Payment Amt:**	**271.78**
0000012578	07/08/2026	AP0375800001		1030132305.0726	26-1281-531-320-00-061-000-000-0000	EI128153161	176.35
8130-BREEZELINE				**Remit ID R-1**	**Payment Date: 07/09/2026**	**Payment Amt:**	**176.35**
0000012579	07/08/2026	AP0375800053		210030150673.626	26-2620-424-320-00-061-000-000-0000	EI262042461	145.50 #

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Bank Account: GF - General Fund **Payment Dates:** 06/16/2026 - 07/31/2026

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Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount
490-PAWC				**Remit ID R-1**	**Payment Date: 07/09/2026**	**Payment Amt:**	**145.50**
0000012580	07/08/2026	AP0375800051		40062-0.063026	23-2620-424-320-00-000-000-000-0000	SE2620424	263.97 #
0000012580	07/08/2026	AP0375800052		40062-0.063026	10-2620-424-010-00-000-000-000-0000	GO2620424	142.13 #
2052-TRI COUNTY JOINT MUNICIPAL AUTH				**Remit ID R-1**	**Payment Date: 07/09/2026**	**Payment Amt:**	**406.10**
0000012581	07/08/2026	AP0375800061		724-437-3087.726	10-1281-531-526-00-000-000-000-0000	OC1281531	103.29 #
4278-VERIZON				**Remit ID R-1**	**Payment Date: 07/09/2026**	**Payment Amt:**	**103.29**
0000012582	07/08/2026	AP0375800003		6146936343	10-2260-531-163-00-000-000-000-0000	SP2260531	40.01
0000012582	07/08/2026	AP0375800004		6146936343	10-1440-531-105-00-000-000-000-0000	AS1440531	2.02
0000012582	07/08/2026	AP0375800005		6146936343	10-1390-531-158-00-000-000-000-0000	CW1390531	40.01
0000012582	07/08/2026	AP0375800006		6146936343	66-3390-531-144-00-000-000-000-0000	OP3390531044	55.83
0000012582	07/08/2026	AP0375800007		6146936343	65-2260-531-141-00-000-000-000-0000	CY2260531065	1,413.16
0000012582	07/08/2026	AP0375800008		6146936343	64-2220-531-100-00-000-000-000-0000	TN2220531	3,761.39
0000012582	07/08/2026	AP0375800009		6146936343	62-2891-531-101-00-000-000-000-0000	WS2891531	100.03
0000012582	07/08/2026	AP0375800010		6146936343	61-2220-531-104-00-000-000-000-0000	KT2220531	119.57
0000012582	07/08/2026	AP0375800011		6146936343	10-2519-531-893-00-000-000-000-0000	MA2519531	6.00
0000012582	07/08/2026	AP0375800012		6146936343	10-2519-531-891-00-000-000-000-0000	AC2519531	10.00
0000012582	07/08/2026	AP0375800013		6146936343	10-2260-531-110-00-000-000-000-0000	SM2260531	40.01
0000012582	07/08/2026	AP0375800014		6146936343	10-1110-531-106-00-000-000-000-0000	EL1110531	40.01
0000012582	07/08/2026	AP0375800015		6146936343	10-1110-531-140-00-010-000-000-0000	PR1110531	23.73
0000012582	07/08/2026	AP0375800016		6146936343	10-1281-531-526-00-000-000-000-0000	OC1281531	61.30

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Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount
0000012582	07/08/2026	AP0375800017		6146936343	10-1500-531-380-00-000-000-000-0000	NP1500531	256.07
0000012582	07/08/2026	AP0375800018		6146936343	10-1500-531-124-00-000-000-000-0000	NC1500531	84.01
0000012582	07/08/2026	AP0375800019		6146936343	10-2280-531-520-00-000-000-000-0000	ID2280531	52.02
0000012582	07/08/2026	AP0375800020		6146936343	10-2270-531-520-00-000-000-000-0000	ID2270531	200.05
0000012582	07/08/2026	AP0375800021		6146936343	10-2832-531-000-00-000-000-000-0000	GO2832531	20.00
0000012582	07/08/2026	AP0375800022		6146936343	10-2831-531-080-00-000-000-000-0000	GO2831531	19.78
0000012582	07/08/2026	AP0375800023		6146936343	10-2818-531-040-00-000-000-000-0000	GO2818531	40.01
0000012582	07/08/2026	AP0375800024		6146936343	10-2370-531-010-00-000-000-000-0000	GO2370531	79.56
0000012582	07/08/2026	AP0375800025		6146936343	10-2360-531-010-00-000-000-000-0000	GO2360531	119.35
0000012582	07/08/2026	AP0375800026		6146936343	10-2260-531-020-00-000-000-000-0000	GO2260531	299.61
0000012582	07/08/2026	AP0375800027		6146936343	10-1692-448-280-00-001-000-000-0000	GC1692448	80.02
0000012582	07/08/2026	AP0375800028		6146936343	10-1691-448-280-00-001-000-000-0000	GC1691448	40.01
0000012582	07/08/2026	AP0375800029		6146936343	10-1691-448-810-00-001-000-000-0000	AP1691448	514.61
0000012582	07/08/2026	AP0375800030		6146936343	23-2153-531-320-00-000-000-000-0000	EI2153531	8.00
0000012582	07/08/2026	AP0375800031		6146936343	26-1281-531-320-00-000-000-000-0000	EI1281531	905.56
0000012582	07/08/2026	AP0375800032		6146936343	24-2719-531-320-00-000-000-000-0000	TR2719531	4.00
0000012582	07/08/2026	AP0375800033		6146936343	24-2711-531-320-00-000-000-000-0000	TR2711531	20.01
0000012582	07/08/2026	AP0375800034		6146936343	23-2832-531-320-00-000-000-000-0000	SE2832531	41.63
0000012582	07/08/2026	AP0375800035		6146936343	23-2831-531-320-00-000-000-000-0000	SE2831531	30.18
0000012582	07/08/2026	AP0375800036		6146936343	23-2620-531-320-00-000-000-000-0000	SE2620531	79.56
0000012582	07/08/2026	AP0375800037		6146936343	23-2513-531-320-00-000-000-000-0000	SE2513531	39.77
0000012582	07/08/2026	AP0375800038		6146936343	23-2511-531-320-00-000-000-000-0000	SE2511531	39.79

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FUND ACCOUNTING PAYMENT REGISTER

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Payment Categories: Regular Checks, Direct Deposits
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Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount
0000012582	07/08/2026	AP0375800039		6146936343	23-2390-531-320-00-000-000-000-0000	SE2390531	39.55
0000012582	07/08/2026	AP0375800040		6146936343	23-2380-531-320-00-000-000-000-0000	SE2380531	7.91
0000012582	07/08/2026	AP0375800041		6146936343	23-2380-531-320-00-000-000-000-0000	SE2380531	517.19
0000012582	07/08/2026	AP0375800042		6146936343	23-2360-531-320-00-000-000-000-0000	SE2360531	19.77
0000012582	07/08/2026	AP0375800043		6146936343	23-2160-531-320-00-000-000-000-0000	SE2160531	184.57
0000012582	07/08/2026	AP0375800044		6146936343	23-2140-531-320-00-000-000-000-0000	SE2140531	351.61
0000012582	07/08/2026	AP0375800045		6146936343	23-1241-531-320-00-000-000-000-0000	SE1241531	20.00
0000012582	07/08/2026	AP0375800046		6146936343	23-1231-531-320-00-001-000-000-0000	SE1231531001	8.00
0000012582	07/08/2026	AP0375800047		6146936343	23-1225-531-320-00-000-000-000-0000	SE1225531	40.01
0000012582	07/08/2026	AP0375800048		6146936343	23-1224-531-320-00-000-000-000-0000	SE1224531	112.03
0000012582	07/08/2026	AP0375800049		6146936343	23-1221-531-320-00-000-000-000-0000	SE1221531	120.03
0000012582	07/08/2026	AP0375800050		6146936343	23-1211-531-320-00-000-000-000-0000	SE1211531	20.01
4650-VERIZON				**Remit ID R-2**	**Payment Date: 07/09/2026**	**Payment Amt:**	**10,127.35**
0000012583	07/08/2026	AP0375800063		0859985-0068-1	26-2620-411-320-00-000-000-000-0000	EI2620411	176.78 #
0000012583	07/08/2026	AP0375800064		0859985-0068-1	23-2620-411-320-00-062-000-000-0000	SE262041162	227.29 #
0000012583	07/08/2026	AP0375800065		0859985-0068-1	66-3390-411-144-00-000-000-000-0000	OP3390411044	50.51 #
0000012583	07/08/2026	AP0375800066		0859985-0068-1	10-2620-411-140-00-010-000-000-0000	PR2620411	50.51 #
1787-WASTE MANAGEMENT OF PENNSYLVANIAINC				**Remit ID R-1**	**Payment Date: 07/09/2026**	**Payment Amt:**	**505.09**
0000012584	07/08/2026	AP0375800062		0860388-0068-0	23-2620-411-320-00-060-000-000-0000	SE262041160	819.28 #

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Payment Categories: Regular Checks, Direct Deposits
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Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
1787-WASTE MANAGEMENT OF PENNSYLVANIAINC				**Remit ID R-1**	**Payment Date: 07/09/2026**	**Payment Amt:**	**819.28**	
0000012585	07/09/2026	AP0377500025		237776	10-2270-330-521-00-001-000-000-0000	PT2270330001	341.10	#
7791-3 PLAY MEDIA INC				**Remit ID R-2**	**Payment Date: 07/10/2026**	**Payment Amt:**	**341.10**	
0000012586	07/09/2026	AP0377500003		9009	65-2260-330-141-00-000-000-000-0000	CY2260330065	100.00	#
0000012586	07/09/2026	AP0377500004		9009	65-2260-330-141-00-000-000-000-0000	CY2260330065	1,150.00	#
0000012586	07/09/2026	AP0377500005		9088	65-2260-330-141-00-000-000-000-0000	CY2260330065	14,850.00	#
0000012586	07/09/2026	AP0377500006		9297	65-2260-330-141-00-000-000-000-0000	CY2260330065	12,237.50	#
0000012586	07/09/2026	AP0377500007		9297	65-2260-330-141-00-000-000-000-0000	CY2260330065	558.00	#
0000012586	07/09/2026	AP0377500008		9087	65-2260-330-141-00-000-000-000-0000	CY2260330065	4,311.20	#
0000012586	07/09/2026	AP0377500009		9087	65-2260-330-141-00-000-000-000-0000	CY2260330065	12,787.50	#
0000012586	07/09/2026	AP0377500010		9087	65-2260-330-141-00-000-000-000-0000	CY2260330065	837.00	#
10002-ACCELERATE EDUCATION INCORPORATED				**Remit ID R-1**	**Payment Date: 07/10/2026**	**Payment Amt:**	**46,831.20**	
0000012587	07/09/2026	AP0377500011		52165	10-1500-329-124-00-000-000-000-0000	NC1500329	1,305.50	#
8027-ALLEGHENY IU3				**Remit ID R-1**	**Payment Date: 07/10/2026**	**Payment Amt:**	**1,305.50**	
0000012588	07/09/2026	LE0377400002	2600000670	1TDK-KM9Q-3931	10-1190-610-471-00-001-000-000-0000	LP1190610001	20.77	#
0000012588	07/09/2026	LE0377400003	2600000724	1fc4-7w3l-3jyr	10-1190-610-471-00-001-000-000-0000	LP1190610001	374.68	#
7798-AMAZON CAPITAL SERVICES INC				**Remit ID R-1**	**Payment Date: 07/10/2026**	**Payment Amt:**	**395.45**	

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0000012589	07/09/2026	AP0377500012		6215894	10-2310-523-010-00-000-000-000-0000	GO2310523	5,193.00
0000012589	07/09/2026	AP0377500013		6215894	10-2620-521-521-00-000-000-000-0000	PT2620521	9,319.18
0000012589	07/09/2026	AP0377500014		6215894	23-2620-523-320-00-000-000-000-0000	SE2620523	24,731.67
0000012589	07/09/2026	AP0377500015		6215894	10-2620-523-810-00-001-000-000-0000	AP2620523	1,792.15
0000012589	07/09/2026	AP0377500016		6215894	10-2650-522-140-00-010-000-000-0000	PR2650522	1,508.35
0000012589	07/09/2026	AP0377500017		6215894	10-2650-522-153-00-000-000-000-0000	FL2650522	4,525.05
0000012589	07/09/2026	AP0377500018		6215894	10-2650-522-521-00-000-000-000-0000	PT2650522	9,050.09
0000012589	07/09/2026	AP0377500019		6215894	64-2650-522-100-00-000-000-000-0000	TN2650522	754.21
0000012589	07/09/2026	AP0377500020		6215894	65-2650-522-141-00-000-000-000-0000	CY2650522065	754.21
0000012589	07/09/2026	AP0377500021		6215894	23-2650-522-320-00-000-000-000-0000	SE2650522	9,050.09
0000012589	07/09/2026	AP0377500022		6215894	10-2620-523-010-00-000-000-000-0000	GO2620523	2,310.00
0000012589	07/09/2026	AP0377500023		6215894	10-2620-523-010-00-000-000-000-0000	GO2620523	4,725.00
0000012589	07/09/2026	AP0377500024		6215894	10-2620-523-010-00-000-000-000-0000	GO2620523	15,603.00
7960-ARTHUR J GALLAGHER & CO				**Remit ID R-1**	**Payment Date: 07/10/2026**	**Payment Amt:**	**89,316.00**
0000012590	07/09/2026	LE0377400001	2600000820	1739	62-2891-330-101-00-000-000-000-0000	WS2891330	10,000.00
568123-AXIOM LEARNING, INC.				**Remit ID R-1**	**Payment Date: 07/10/2026**	**Payment Amt:**	**10,000.00**
0000012591	07/09/2026	AP0377500027		BDJ.483	24-2720-513-320-00-000-000-000-0000	TR2720513	840.00 #
0000012591	07/09/2026	AP0377500028		BDJ.493	24-2720-513-320-00-000-000-000-0000	TR2720513	210.00 #
0000012591	07/09/2026	AP0377500029		BDJ.486	24-2720-513-320-00-000-000-000-0000	TR2720513	210.00 #
0000012591	07/09/2026	AP0377500030		BDJ.484	24-2720-513-320-00-000-000-000-0000	TR2720513	420.00 #
0000012591	07/09/2026	AP0377500031		BDJ.487	24-2720-513-320-00-000-000-000-0000	TR2720513	210.00 #

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0000012591	07/09/2026	AP0377500032		BDJ.489	24-2720-513-320-00-000-000-000-0000	TR2720513	1,050.00 #
0000012591	07/09/2026	AP0377500033		BDJ.482	24-2720-513-320-00-000-000-000-0000	TR2720513	840.00 #
0000012591	07/09/2026	AP0377500034		BDJ.488	24-2720-513-320-00-000-000-000-0000	TR2720513	630.00 #
0000012591	07/09/2026	AP0377500035		BDJ.485	24-2720-513-320-00-000-000-000-0000	TR2720513	630.00 #
0000012591	07/09/2026	AP0377500036		BDJ.491	24-2720-513-320-00-000-000-000-0000	TR2720513	2,975.00 #
0000012591	07/09/2026	AP0377500037		BDJ.494	24-2720-513-320-00-000-000-000-0000	TR2720513	4,580.00 #
0000012591	07/09/2026	AP0377500038		BDJ.480	24-2720-513-320-00-000-000-000-0000	TR2720513	3,311.00 #
0000012591	07/09/2026	AP0377500039		BDJ.465	10-1110-519-159-00-000-000-000-0000	HS1110519	2,100.00 #
0000012591	07/09/2026	AP0377500040		BDJ.476	23-1221-513-320-00-000-000-000-0000	SE1221513	1,260.00 #
0000012591	07/09/2026	AP0377500041		BDJ.475	23-1241-513-320-00-000-000-000-0000	SE1241513	210.00 #
0000012591	07/09/2026	AP0377500042		BDJ.475	23-1211-513-320-00-000-000-000-0000	SE1211513	210.00 #
716-BDJ TRANSPORTATION LLC				**Remit ID R-1**	**Payment Date: 07/10/2026**	**Payment Amt:**	**19,686.00**
0000012592	07/09/2026	AP0377500002		ANDERSON.0626-R	10-2270-390-521-00-001-000-000-0000	PT2270390001	1,000.00 #
10635-CAITLIN ANDERSON				**Remit ID R-1**	**Payment Date: 07/10/2026**	**Payment Amt:**	**1,000.00**
0000012593	07/09/2026	LE0377400004	2700000008	000481169	64-2220-650-100-00-000-000-000-0000	TN2220650	8,091.60
7758-CLIMB CHANNEL SOLUTIONS				**Remit ID R-1**	**Payment Date: 07/10/2026**	**Payment Amt:**	**8,091.60**
0000012594	07/09/2026	AP0377500026		5BC33C6D-0012	10-2310-549-010-00-000-000-000-0000	GO2310549	135.72
464-COLUMN SOFTWARE PBC				**Remit ID R-2**	**Payment Date: 07/10/2026**	**Payment Amt:**	**135.72**
0000012595	07/09/2026	AP0377500001		531225	10-2270-360-521-00-001-000-000-0000	PT2270360001	30.00 #

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10315-CRCC				**Remit ID R-1**	**Payment Date: 07/10/2026**	**Payment Amt:**	**30.00**	
0000012596	07/09/2026	LE0377400005	2600000523	90959416	10-1190-610-471-00-001-000-000-0000	LP1190610001	7,150.00	#
127-CURRICULUM ASSOCIATES				**Remit ID R-1**	**Payment Date: 07/10/2026**	**Payment Amt:**	**7,150.00**	
0000012597	07/09/2026	AP0377700084		051220883	23-2515-330-320-00-000-000-000-0000	SE2515330	2,200.00	#
2265-DUDA ACTUARIAL CONSULTING INC				**Remit ID R-1**	**Payment Date: 07/10/2026**	**Payment Amt:**	**2,200.00**	
0000012598	07/09/2026	AP0377700004		37313467	10-0470-260-000-00-000-000-000-0000	GO0470260	53,217.00	
10165-ENCOVA INSURANCE				**Remit ID R-1**	**Payment Date: 07/10/2026**	**Payment Amt:**	**53,217.00**	
0000012599	07/09/2026	AP0377700029		INVUS244297	23-2390-330-320-00-000-000-000-0000	SE2390330	31,635.59	
0000012599	07/09/2026	AP0377700030		INVUS244297	24-2711-330-320-00-000-000-000-0000	TR2711330	537.75	
0000012599	07/09/2026	AP0377700031		INVUS244297	26-1281-330-320-00-000-000-000-0000	EI1281330	12,099.33	
0000012599	07/09/2026	AP0377700032		INVUS244297	10-2831-330-080-00-000-000-000-0000	GO2831330	1,747.68	
0000012599	07/09/2026	AP0377700033		INVUS244297	10-2514-330-521-00-000-000-000-0000	PT2514330	3,898.66	
0000012599	07/09/2026	AP0377700034		INVUS244297	10-1500-330-380-00-000-000-000-0000	NP1500330	2,285.43	
0000012599	07/09/2026	AP0377700035		INVUS244297	10-1500-330-124-00-000-000-000-0000	NC1500330	1,344.37	
0000012599	07/09/2026	AP0377700036		INVUS244297	10-1110-310-106-00-000-000-000-0000	EL1110310	1,613.24	
0000012599	07/09/2026	AP0377700037		INVUS244297	10-2390-330-105-00-000-000-000-0000	AS2390330	133.44	
0000012599	07/09/2026	AP0377700038		INVUS244297	10-1281-330-510-00-000-000-000-0000	PS1281330	403.31	
0000012599	07/09/2026	AP0377700039		INVUS244297	10-1281-330-526-00-000-000-000-0000	OC1281330	1,478.81	
0000012599	07/09/2026	AP0377700040		INVUS244297	10-2260-330-520-00-000-000-000-0000	ID2260330	1,705.79	
0000012599	07/09/2026	AP0377700041		INVUS244297	61-2220-330-104-00-000-000-000-0000	KT2220330	268.87	

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Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount
0000012599	07/09/2026	AP0377700042		INVUS244297	62-2891-330-101-00-000-000-000-0000	WS2891330	941.07
0000012599	07/09/2026	AP0377700043		INVUS244297	64-2220-330-100-00-000-000-000-0000	TN2220330	537.75
0000012599	07/09/2026	AP0377700044		INVUS244297	65-2260-330-141-00-000-000-000-0000	CY2260330065	537.75
0000012599	07/09/2026	AP0377700045		INVUS244297	66-3390-330-144-00-000-000-000-0000	OP3390330044	672.19
4215-FRONTLINE TECHNOLOGIES GROUP LLC				**Remit ID R-1**	**Payment Date: 07/10/2026**	**Payment Amt:**	**61,841.03**
0000012600	07/09/2026	AP0377700024		72661209	26-2660-350-320-00-061-000-000-0000	EI266035061	88.98
4642-GUARDIAN PROTECTION SERVICESINC				**Remit ID R-2**	**Payment Date: 07/10/2026**	**Payment Amt:**	**88.98**
0000012601	07/09/2026	AP0377700008		1142866	65-2260-330-141-00-000-000-000-0000	CY2260330065	1,400.00 #
0000012601	07/09/2026	AP0377700009		1142866	65-2260-330-141-00-000-000-000-0000	CY2260330065	600.00 #
0000012601	07/09/2026	AP0377700010		1129364	65-2260-330-141-00-000-000-000-0000	CY2260330065	23,800.00 #
0000012601	07/09/2026	AP0377700011		1129364	65-2260-330-141-00-000-000-000-0000	CY2260330065	10,200.00 #
0000012601	07/09/2026	AP0377700012		1129364	65-2260-330-141-00-000-000-000-0000	CY2260330065	11,625.00 #
0000012601	07/09/2026	AP0377700013		1129364	65-2260-330-141-00-000-000-000-0000	CY2260330065	97,760.00 #
0000012601	07/09/2026	AP0377700014		1129364	65-2260-330-141-00-000-000-000-0000	CY2260330065	199,680.00 #
0000012601	07/09/2026	AP0377700015		1142880	65-2260-330-141-00-000-000-000-0000	CY2260330065	1,425.00 #
0000012601	07/09/2026	AP0377700016		1142880	65-2260-330-141-00-000-000-000-0000	CY2260330065	7,000.00 #
0000012601	07/09/2026	AP0377700017		1142880	65-2260-330-141-00-000-000-000-0000	CY2260330065	3,000.00 #

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0000012601	07/09/2026	AP0377700018		1142880	65-2260-330-141-00-000-000-000-0000	CY2260330065	5,115.00	#
0000012601	07/09/2026	AP0377700019		1142880	65-2260-330-141-00-000-000-000-0000	CY2260330065	101,790.00	#
0000012601	07/09/2026	AP0377700020		1142880	65-2260-330-141-00-000-000-000-0000	CY2260330065	23,920.00	#
0000012601	07/09/2026	AP0377700021		1142868	65-2260-330-141-00-000-000-000-0000	CY2260330065	1,240.00	#
0000012601	07/09/2026	AP0377700022		1129397	65-2260-330-141-00-000-000-000-0000	CY2260330065	19,240.00	#
0000012601	07/09/2026	AP0377700023		1142869	65-2260-330-141-00-000-000-000-0000	CY2260330065	12,220.00	#
8125-IMAGINE LEARNING LLC				**Remit ID R-1**	**Payment Date: 07/10/2026**	**Payment Amt:**	**520,015.00**	
0000012602	07/09/2026	AP0377700027		1389400.063026.2	23-2511-330-320-00-000-000-000-0000	SE2511330	245.00	
0000012602	07/09/2026	AP0377700028		1389400.063026	23-2511-330-320-00-000-000-000-0000	SE2511330	600.00	
55-INDUSTRIAL APPRAISAL COMPANY				**Remit ID R-1**	**Payment Date: 07/10/2026**	**Payment Amt:**	**845.00**	
0000012603	07/09/2026	AP0377700100		JUN-26.2	24-2720-513-320-00-000-000-000-0000	TR2720513	3,112.00	#
0000012603	07/09/2026	AP0377700101		JUN-26	24-2720-513-320-00-000-000-000-0000	TR2720513	585.00	#
0000012603	07/09/2026	AP0377700102		MAY-26	10-1110-513-105-00-000-000-000-0000	AS1110513	215.00	#
0000012603	07/09/2026	AP0377700103		MAY-26	23-1221-513-320-00-000-000-000-0000	SE1221513	215.00	#
0000012603	07/09/2026	AP0377700104		MAY-26	23-1221-513-320-00-000-000-000-0000	SE1221513	215.00	#
0000012603	07/09/2026	AP0377700105		MAY-26	23-1221-513-320-00-000-000-000-0000	SE1221513	195.00	#
0000012603	07/09/2026	AP0377700106		MAY-26	23-1221-513-320-00-000-000-000-0000	SE1221513	195.00	#
0000012603	07/09/2026	AP0377700107		MAY-26	23-1224-513-320-00-000-000-000-0000	SE1224513	215.00	#
0000012603	07/09/2026	AP0377700108		MAY-26	23-1224-513-320-00-000-000-000-0000	SE1224513	195.00	#

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Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
5013-JAKE SCHNEIDER BUS CONTRACTOR LLC				**Remit ID R-1**	**Payment Date: 07/10/2026**	**Payment Amt:**	**5,142.00**	
0000012604	07/09/2026	AP0377700002		KORBS.070926	10-2630-414-010-00-000-000-000-0000	GO2630414	400.68	#
0000012604	07/09/2026	AP0377700003		KORBS.070926	23-2630-414-320-00-000-000-000-0000	SE2630414	744.12	#
10636-KORBIN STUDNICKI				**Remit ID R-1**	**Payment Date: 07/10/2026**	**Payment Amt:**	**1,144.80**	
0000012605	07/09/2026	AP0377700001		DEITRICH.0626	10-2270-390-521-00-001-000-000-0000	PT2270390001	1,000.00	#
10687-LEAH DEITRICH				**Remit ID R-1**	**Payment Date: 07/10/2026**	**Payment Amt:**	**1,000.00**	
0000012606	07/09/2026	AP0377700007		1108118-F	10-0421-000-000-00-000-000-000-0000	GO0421000	4,542.70	#
8301-MAHERDUESSEL				**Remit ID R-1**	**Payment Date: 07/10/2026**	**Payment Amt:**	**4,542.70**	
0000012607	07/09/2026	AP0377700088		MLAKER.1544	24-2720-513-320-00-000-000-000-0000	TR2720513	11,257.00	#
0000012607	07/09/2026	AP0377700089		MLAKER.1533	10-1110-513-106-00-000-000-000-0000	EL1110513	399.10	#
0000012607	07/09/2026	AP0377700090		MLAKER.1533	23-1224-513-320-00-000-000-000-0000	SE1224513	215.00	#
0000012607	07/09/2026	AP0377700091		MLAKER.1533	23-1231-513-320-00-001-000-000-0000	SE1231513001	243.62	#
0000012607	07/09/2026	AP0377700092		MLAKER.1533	23-1241-513-320-00-000-000-000-0000	SE1241513	165.16	#
0000012607	07/09/2026	AP0377700093		MLAKER.1533	23-1211-513-320-00-000-000-000-0000	SE1211513	165.17	#
0000012607	07/09/2026	AP0377700094		MLAKER.1533	23-1221-513-320-00-000-000-000-0000	SE1221513	204.75	#
0000012607	07/09/2026	AP0377700095		MLAKER.1533	23-1221-513-320-00-000-000-000-0000	SE1221513	217.62	#
0000012607	07/09/2026	AP0377700096		MLAKER.1533	23-1221-513-320-00-000-000-000-0000	SE1221513	238.55	#
0000012607	07/09/2026	AP0377700097		MLAKER.1533	23-1221-513-320-00-000-000-000-0000	SE1221513	215.00	#
0000012607	07/09/2026	AP0377700098		MLAKER.1533	23-1224-513-320-00-000-000-000-0000	SE1224513	336.31	#
0000012607	07/09/2026	AP0377700099		MLAKER.1533	23-1224-513-320-00-000-000-000-0000	SE1224513	333.32	#

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6241-MLAKER LLC				**Remit ID R-1**	**Payment Date: 07/10/2026**	**Payment Amt:**	**13,990.60**	
0000012608	07/09/2026	LE0377600001	2700000011	276	62-2891-330-101-00-000-000-000-0000	WS2891330	15,000.00	
971-NS4ED LLC				**Remit ID R-1**	**Payment Date: 07/10/2026**	**Payment Amt:**	**15,000.00**	
0000012609	07/09/2026	AP0377700025		1273504	23-2620-430-320-00-000-000-000-0000	SE2620430	73.87	
0000012609	07/09/2026	AP0377700026		1273504	10-2620-430-010-00-000-000-000-0000	GO2620430	39.77	
4515-PA DEPARTMENT OF LABOR & INDUSTRYB				**Remit ID R-1**	**Payment Date: 07/10/2026**	**Payment Amt:**	**113.64**	
0000012610	07/09/2026	AP0377700005		SWPASBO.070126	23-2513-810-320-00-000-000-000-0000	SE2513810	35.00	
0000012610	07/09/2026	AP0377700006		SWPASBO.070126	23-2513-810-320-00-000-000-000-0000	SE2513810	35.00	
9658-PASBO SOUTHWEST CHAPTER				**Remit ID R-1**	**Payment Date: 07/10/2026**	**Payment Amt:**	**70.00**	
0000012611	07/09/2026	AP0377700111		4999	10-2818-538-521-00-001-000-000-0000	PT2818538001	425.00	#
585-PULSENET INC				**Remit ID R-1**	**Payment Date: 07/10/2026**	**Payment Amt:**	**425.00**	
0000012612	07/09/2026	AP0377700109		INV548894	23-2380-360-320-00-000-000-000-0000	SE2380360	899.00	#
4332-QBS LLC				**Remit ID R-2**	**Payment Date: 07/10/2026**	**Payment Amt:**	**899.00**	
0000012613	07/09/2026	AP0377700112	2600000721	INV264607	10-2271-610-127-00-000-000-000-0000	IV2271610	265.00	#
519-RAPTOR TECHNOLOGIES LLC				**Remit ID R-1**	**Payment Date: 07/10/2026**	**Payment Amt:**	**265.00**	
0000012614	07/09/2026	AP0377700086		USSPACE.070826	62-2891-580-101-00-000-000-000-0000	WS2891580	120.00	
0000012614	07/09/2026	AP0377700087		USSPACE.070826	62-2891-810-101-00-000-000-000-0000	WS2891810	1,799.00	
668-SPACE CAMP				**Remit ID R-2**	**Payment Date: 07/10/2026**	**Payment Amt:**	**1,919.00**	

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0000012615	07/09/2026	AP0377700085		28373148	24-2720-513-320-00-000-000-000-0000	TR2720513	9,800.00 #
7639-STA OF PENNSYLVANIA PA INC				**Remit ID R-1**	**Payment Date: 07/10/2026**	**Payment Amt:**	**9,800.00**
0000012616	07/09/2026	AP0377700046		113424531	23-2650-626-320-00-000-000-000-0000	SE2650626	(0.70) #
0000012616	07/09/2026	AP0377700047		113424531	23-2650-626-320-00-000-000-000-0000	SE2650626	63.50 #
0000012616	07/09/2026	AP0377700048		113424531	26-1281-626-320-00-000-000-000-0000	EI1281626	(0.27) #
0000012616	07/09/2026	AP0377700049		113424531	26-1281-626-320-00-000-000-000-0000	EI1281626	25.50 #
0000012616	07/09/2026	AP0377700050		113424531	23-2650-626-320-00-000-000-000-0000	SE2650626	(0.28) #
0000012616	07/09/2026	AP0377700051		113424531	23-2650-626-320-00-000-000-000-0000	SE2650626	25.50 #
0000012616	07/09/2026	AP0377700052		113424531	23-2650-626-320-00-000-000-000-0000	SE2650626	(1.02) #
0000012616	07/09/2026	AP0377700053		113424531	23-2650-626-320-00-000-000-000-0000	SE2650626	96.00 #
0000012616	07/09/2026	AP0377700054		113424531	23-2650-626-320-00-000-000-000-0000	SE2650626	(0.30) #
0000012616	07/09/2026	AP0377700055		113424531	23-2650-626-320-00-000-000-000-0000	SE2650626	28.66 #
0000012616	07/09/2026	AP0377700056		113424531	26-1281-626-320-00-000-000-000-0000	EI1281626	(0.31) #
0000012616	07/09/2026	AP0377700057		113424531	26-1281-626-320-00-000-000-000-0000	EI1281626	28.66 #
0000012616	07/09/2026	AP0377700058		113424531	23-2650-626-320-00-000-000-000-0000	SE2650626	(0.30) #
0000012616	07/09/2026	AP0377700059		113424531	23-2650-626-320-00-000-000-000-0000	SE2650626	27.87 #
0000012616	07/09/2026	AP0377700060		113424531	26-1281-626-320-00-000-000-000-0000	EI1281626	(0.31) #
0000012616	07/09/2026	AP0377700061		113424531	26-1281-626-320-00-000-000-000-0000	EI1281626	27.87 #
0000012616	07/09/2026	AP0377700062		113424531	23-2650-626-320-00-000-000-000-0000	SE2650626	(0.75) #
0000012616	07/09/2026	AP0377700063		113424531	23-2650-626-320-00-000-000-000-0000	SE2650626	68.00 #
0000012616	07/09/2026	AP0377700064		113424531	23-2620-626-320-00-002-000-000-0000	SE262062602	(0.45) #

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0000012616	07/09/2026	AP0377700065		113424531	23-2620-626-320-00-002-000-000-0000	SE262062602	42.53 #
0000012616	07/09/2026	AP0377700066		113424531	23-2650-626-320-00-000-000-000-0000	SE2650626	(0.46) #
0000012616	07/09/2026	AP0377700067		113424531	23-2650-626-320-00-000-000-000-0000	SE2650626	42.53 #
0000012616	07/09/2026	AP0377700068		113424531	23-2620-626-320-00-002-000-000-0000	SE262062602	(0.58) #
0000012616	07/09/2026	AP0377700069		113424531	23-2620-626-320-00-002-000-000-0000	SE262062602	54.50 #
0000012616	07/09/2026	AP0377700070		113424531	23-2650-626-320-00-000-000-000-0000	SE2650626	(0.58) #
0000012616	07/09/2026	AP0377700071		113424531	23-2650-626-320-00-000-000-000-0000	SE2650626	54.50 #
0000012616	07/09/2026	AP0377700072		113424531	23-2620-626-320-00-002-000-000-0000	SE262062602	(0.52) #
0000012616	07/09/2026	AP0377700073		113424531	23-2620-626-320-00-002-000-000-0000	SE262062602	49.55 #
0000012616	07/09/2026	AP0377700074		113424531	23-2650-626-320-00-000-000-000-0000	SE2650626	(0.53) #
0000012616	07/09/2026	AP0377700075		113424531	23-2650-626-320-00-000-000-000-0000	SE2650626	49.55 #
0000012616	07/09/2026	AP0377700076		113424531	10-2620-626-010-00-000-000-000-0000	GO2620626	(0.31) #
0000012616	07/09/2026	AP0377700077		113424531	10-2620-626-010-00-000-000-000-0000	GO2620626	28.47 #
0000012616	07/09/2026	AP0377700078		113424531	23-2650-626-320-00-000-000-000-0000	SE2650626	(0.32) #
0000012616	07/09/2026	AP0377700079		113424531	23-2650-626-320-00-000-000-000-0000	SE2650626	28.48 #
0000012616	07/09/2026	AP0377700080		113424531	10-2620-626-010-00-000-000-000-0000	GO2620626	(0.37) #
0000012616	07/09/2026	AP0377700081		113424531	10-2620-626-010-00-000-000-000-0000	GO2620626	33.16 #
0000012616	07/09/2026	AP0377700082		113424531	23-2650-626-320-00-000-000-000-0000	SE2650626	(0.37) #
0000012616	07/09/2026	AP0377700083		113424531	23-2650-626-320-00-000-000-000-0000	SE2650626	33.16 #
2775-UNITED REFINING CO				**Remit ID R-1**	**Payment Date: 07/10/2026**	**Payment Amt:**	**799.26**

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

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: GF - General Fund **Payment Dates:** 06/16/2026 - 07/31/2026

Payment Categories: Regular Checks, Direct Deposits
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
0000012617	07/09/2026	AP0377700110		2026-0149	10-2360-810-010-00-000-000-000-0000	GO2360810	60.00	#
4329-UNIVERSITY OF PITTSBURGH				**Remit ID R-2**	**Payment Date: 07/10/2026**	**Payment Amt:**	**60.00**	
0000012618	07/09/2026	LE0377800001	2600000652	136530	10-1691-610-810-00-001-000-000-0000	AP1691610	257.00	#
7896-WALLS PRINTING COMPANY INC				**Remit ID R-1**	**Payment Date: 07/10/2026**	**Payment Amt:**	**257.00**	
0000012619	07/09/2026	AP0377900001		WESLEY.070726	23-1211-610-320-00-000-000-000-0000	SE1211610	450.00	
0000012619	07/09/2026	AP0377900002		WESLEY.070726	23-1241-610-320-00-000-000-000-0000	SE1241610	450.00	
0000012619	07/09/2026	AP0377900003		WESLEY.070726	23-1231-610-320-00-001-000-000-0000	SE1231610001	450.00	
0000012619	07/09/2026	AP0377900004		WESLEY.070726	23-1233-610-320-00-000-000-000-0000	SE1233610	450.00	
0000012619	07/09/2026	AP0377900005		WESLEY.070726	23-1211-650-320-00-000-000-000-0000	SE1211650	473.75	
0000012619	07/09/2026	AP0377900006		WESLEY.070726	23-1241-650-320-00-000-000-000-0000	SE1241650	473.75	
0000012619	07/09/2026	AP0377900007		WESLEY.070726	23-1231-650-320-00-001-000-000-0000	SE1231650001	473.75	
0000012619	07/09/2026	AP0377900008		WESLEY.070726	23-1233-650-320-00-000-000-000-0000	SE1233650	473.75	
9940-WESLEY FAMILY SERVICES				**Remit ID R-2**	**Payment Date: 07/10/2026**	**Payment Amt:**	**3,695.00**	
0000012620	07/09/2026	AP0377900011		113544400	23-2650-626-320-00-000-000-000-0000	SE2650626	(1.15)	#
0000012620	07/09/2026	AP0377900012		113544400	10-1390-626-158-00-000-000-000-0000	CW1390626	85.15	#
0000012620	07/09/2026	AP0377900013		113544400	26-1281-626-320-00-000-000-000-0000	EI1281626	41.35	#
0000012620	07/09/2026	AP0377900014		113544400	23-2650-626-320-00-000-000-000-0000	SE2650626	41.35	#
0000012620	07/09/2026	AP0377900015		113544400	23-2650-626-320-00-000-000-000-0000	SE2650626	105.42	#
0000012620	07/09/2026	AP0377900016		113544400	23-2620-626-320-00-000-000-000-0000	SE2620626	47.22	#
0000012620	07/09/2026	AP0377900017		113544400	23-2620-626-320-00-002-000-000-0000	SE262062602	47.23	#

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FUND ACCOUNTING PAYMENT REGISTER

Bank Account: GF - General Fund **Payment Dates:** 06/16/2026 - 07/31/2026

Payment Categories: Regular Checks, Direct Deposits
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
0000012620	07/09/2026	AP0377900018		113544400	23-2650-626-320-00-000-000-000-0000	SE2650626	81.43	#
0000012620	07/09/2026	AP0377900019		113544400	26-1281-626-320-00-000-000-000-0000	EI1281626	74.00	#
2691-WEX BANK				**Remit ID R-1**	**Payment Date: 07/10/2026**	**Payment Amt:**	**522.00**	
0000012621	07/09/2026	AP0377900010		113540223	10-2650-626-521-00-001-000-000-0000	PT2650626001	462.38	#
2691-WEX BANK				**Remit ID R-1**	**Payment Date: 07/10/2026**	**Payment Amt:**	**462.38**	
0000012622	07/09/2026	LE0377800002	2600000604	WPS-614028	23-2140-360-320-00-000-000-000-0000	SE2140360	8,505.00	#
0000012622	07/09/2026	LE0377800003	2600000702	WPS-622674	23-2390-610-320-00-000-000-000-0000	SE2390610	143.45	#
0000012622	07/09/2026	LE0377800004	2600000702	WPS-622674	10-1440-610-105-00-000-000-000-0000	AS1440610	7.55	#
7871-WPS PUBLISHING				**Remit ID R-1**	**Payment Date: 07/10/2026**	**Payment Amt:**	**8,656.00**	
0000012623	07/09/2026	AP0377900009		2026040046176-R	61-2220-538-104-00-000-000-000-0000	KT2220538	1,130.50	#
8307-ZAYO GROUP HOLDINGS INC				**Remit ID R-1**	**Payment Date: 07/10/2026**	**Payment Amt:**	**1,130.50**	
0000012624	07/15/2026	AP0381300013		0281925-01.0726	10-2515-531-010-00-000-000-000-0000	GO2515531	639.34	
0000012624	07/15/2026	AP0381300014		0281925-01.0726	10-1691-531-810-00-001-000-000-0000	AP1691531	41.43	
0000012624	07/15/2026	AP0381300015		0281925-01.0726	10-1500-531-380-00-000-000-000-0000	NP1500531	41.43	
0000012624	07/15/2026	AP0381300016		0281925-01.0726	10-1110-531-140-00-010-000-000-0000	PR1110531	13.57	
0000012624	07/15/2026	AP0381300017		0281925-01.0726	10-2360-531-010-00-000-000-000-0000	GO2360531	13.57	
0000012624	07/15/2026	AP0381300018		0281925-01.0726	66-3390-531-144-00-000-000-000-0000	OP3390531044	83.11	
0000012624	07/15/2026	AP0381300019		0281925-01.0726	23-2515-531-320-00-000-000-000-0000	SE2515531	639.35	
130-ARMSTRONG				**Remit ID R-1**	**Payment Date: 07/16/2026**	**Payment Amt:**	**1,471.80**	

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FUND ACCOUNTING PAYMENT REGISTER

Bank Account: GF - General Fund **Payment Dates:** 06/16/2026 - 07/31/2026

Payment Categories: Regular Checks, Direct Deposits
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount
0000012625	07/15/2026	AP0381300002		0465265.061926	10-1691-531-810-00-001-000-000-0000	AP1691531	271.78
8130-BREEZELINE				**Remit ID R-1**	**Payment Date: 07/16/2026**	**Payment Amt:**	**271.78**
0000012626	07/15/2026	AP0381300001			10-0470-000-000-14-000-000-000-0000	GO047014	496.99
8183-CALED FEDERAL CREDIT UNION				**Order ID O-1**	**Payment Date: 07/16/2026**	**Payment Amt:**	**496.99**
0000012627	07/15/2026	AP0381300010		00016860.JUL2026	26-2620-621-320-00-061-000-000-0000	EI262062161	161.79 #
564-COLUMBIA GAS OF PA INC				**Remit ID R-1**	**Payment Date: 07/16/2026**	**Payment Amt:**	**161.79**
0000012628	07/15/2026	AP0381300006		1471385	23-2620-430-320-00-061-000-000-0000	SE262043061	65.00
646-COMMONWEALTH OF PA				**Remit ID R-1**	**Payment Date: 07/16/2026**	**Payment Amt:**	**65.00**
0000012629	07/15/2026	AP0381300012		10177506	23-2160-531-320-00-000-000-000-0000	SE2160531	423.10
521-HICKORY TELEPHONE CO				**Remit ID R-1**	**Payment Date: 07/16/2026**	**Payment Amt:**	**423.10**
0000012630	07/15/2026	AP0381300011		10177939	10-1281-531-526-00-000-000-000-0000	OC1281531	38.56
521-HICKORY TELEPHONE CO				**Remit ID R-1**	**Payment Date: 07/16/2026**	**Payment Amt:**	**38.56**
0000012631	07/15/2026	AP0381300005		4991413719	10-0421-214-000-00-000-000-000-0000	GO0421214	4,974.12
7317-THE LINCOLN NATIONAL LIFE INSURANCE CO				**Remit ID R-1**	**Payment Date: 07/16/2026**	**Payment Amt:**	**4,974.12**
0000012632	07/15/2026	AP0381300003		4990885354	10-0470-000-000-24-000-000-000-0000	GO047024	478.47
7317-THE LINCOLN NATIONAL LIFE INSURANCE CO				**Remit ID R-2**	**Payment Date: 07/16/2026**	**Payment Amt:**	**478.47**
0000012633	07/15/2026	AP0381300004		4990885534	10-0470-000-000-24-000-000-000-0000	GO047024	139.30
7317-THE LINCOLN NATIONAL LIFE INSURANCE CO				**Remit ID R-3**	**Payment Date: 07/16/2026**	**Payment Amt:**	**139.30**

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FUND ACCOUNTING PAYMENT REGISTER

Bank Account: GF - General Fund **Payment Dates:** 06/16/2026 - 07/31/2026

Payment Categories: Regular Checks, Direct Deposits
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Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
0000012634	07/15/2026	AP0381300009		68384898	23-2515-531-320-00-000-000-000-0000	SE2515531	151.05	#
3220-VERIZON BUSINESS				**Remit ID R-1**	**Payment Date: 07/16/2026**	**Payment Amt:**	**151.05**	
0000012635	07/15/2026	AP0381300008		100091546711	23-2530-622-320-00-000-000-000-0000	SE2530622	13.45	#
488-WEST PENN POWER				**Remit ID R-2**	**Payment Date: 07/16/2026**	**Payment Amt:**	**13.45**	
0000012636	07/15/2026	AP0381300007		100091436129	26-2620-622-320-00-061-000-000-0000	EI262062261	1,060.45	#
488-WEST PENN POWER				**Remit ID R-2**	**Payment Date: 07/16/2026**	**Payment Amt:**	**1,060.45**	
0000012637	07/16/2026	AP0382100007	2600000661	1HWN-G4FP-QJHC	10-2270-610-521-00-001-000-000-0000	PT2270610001	9.99	#
0000012637	07/16/2026	LE0370700001	2600000774	1FYN-GCDY-4QT3	62-2891-640-101-00-000-000-000-0000	WS2891640	108.15	#
0000012637	07/16/2026	LE0370700002	2600000778	1NFC-GDJ9-3L6H	26-1281-610-320-00-000-000-000-0000	EI1281610	47.18	#
0000012637	07/16/2026	LE0381900003	2600000790	1RH1-M7YP-4XDR	10-1281-610-526-00-000-000-000-0000	OC1281610	2,050.78	#
0000012637	07/16/2026	LE0381900004	2600000793	116D-MDHL-4XJM	10-2260-610-136-00-001-000-000-0000	ST2260610001	284.71	#
0000012637	07/16/2026	LE0381900005	2600000794	1GFW-V3TY-3HM3	10-2260-610-136-00-001-000-000-0000	ST2260610001	117.98	#
0000012637	07/16/2026	LE0381900006	2600000782	116D-MDHL-4GDJ	26-1281-610-320-00-000-000-000-0000	EI1281610	614.89	#
0000012637	07/16/2026	LE0381900007	2600000782	116D-MDHL-4GDJ	10-1281-610-526-00-000-000-000-0000	OC1281610	751.53	#
0000012637	07/16/2026	LE0381900008	2600000784	13QP3C9Y-3QGM	26-1281-610-320-00-000-000-000-0000	EI1281610	312.43	#
0000012637	07/16/2026	LE0381900009	2600000784	13QP3C9Y-3QGM	10-1281-610-526-00-000-000-000-0000	OC1281610	381.86	#
0000012637	07/16/2026	LE0381900010	2600000792	1FYN-GCDY-3GFH	10-1110-610-153-00-000-000-000-0000	FL1110610	45.07	#
0000012637	07/16/2026	LE0381900011	2600000768	1TXM-KKX4-4YCN	10-2260-610-216-00-001-000-000-0000	SIP2260610001	489.74	#

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FUND ACCOUNTING PAYMENT REGISTER

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Payment Categories: Regular Checks, Direct Deposits
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Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount
0000012637	07/16/2026	LE0381900012	2600000783	1NHQ-X9Y4-6DCP	26-1281-610-320-00-000-000-000-0000	EI1281610	282.30 #
0000012637	07/16/2026	LE0381900013	2600000783	1NHQ-X9Y4-6DCP	10-1281-610-526-00-000-000-000-0000	OC1281610	345.03 #
0000012637	07/16/2026	LE0381900014	2600000766	1G4M-LXYL-4YRP	26-1281-610-320-00-000-000-000-0000	EI1281610	124.00 #
0000012637	07/16/2026	LE0381900015	2600000772	1TXM-KKX4-4PYJ	23-2390-610-320-00-000-000-000-0000	SE2390610	99.99 #
7798-AMAZON CAPITAL SERVICES INC				**Remit ID R-1**	**Payment Date: 07/17/2026**	**Payment Amt:**	**6,065.63**
0000012638	07/16/2026	AP0382100014		IN73177238	10-2270-550-521-00-001-000-000-0000	PT22705550001	65.21 #
5156-AMCOM OFFICE SYSTEMS				**Remit ID R-1**	**Payment Date: 07/17/2026**	**Payment Amt:**	**65.21**
0000012639	07/16/2026	AP0382100017		E20054510756	23-1213-330-320-00-000-000-000-0000	SE1213330	15,199.35 #
190-AMERGIS HEALTHCARE STAFFING INC				**Remit ID R-1**	**Payment Date: 07/17/2026**	**Payment Amt:**	**15,199.35**
0000012640	07/16/2026	AP0382100010		10473.1	23-2831-331-320-00-000-000-000-0000	SE2831331	30.00 #
7422-ANDREWS & PRICE LLC				**Remit ID R-1**	**Payment Date: 07/17/2026**	**Payment Amt:**	**30.00**
0000012641	07/16/2026	AP0382100005		CORCORAN.061526	10-2270-390-521-00-001-000-000-0000	PT2270390001	1,000.00 #
10582-ANNIKA CORCORAN				**Remit ID R-1**	**Payment Date: 07/17/2026**	**Payment Amt:**	**1,000.00**
0000012642	07/16/2026	LE0381900001	2600000536	2591	10-2270-330-361-00-025-000-000-0000	SS227033025	1,500.00
745325-BLOCKSI INC				**Remit ID R-2**	**Payment Date: 07/17/2026**	**Payment Amt:**	**1,500.00**
0000012643	07/16/2026	LE0381900016	2600000797	000503393	64-2220-650-100-00-000-000-000-0000	TN2220650	6,488.90 #
7758-CLIMB CHANNEL SOLUTIONS				**Remit ID R-1**	**Payment Date: 07/17/2026**	**Payment Amt:**	**6,488.90**
0000012644	07/16/2026	LE0381900002	2600000647	INV201734	10-1290-330-891-00-000-000-000-0000	AC1290330	6,666.67

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FUND ACCOUNTING PAYMENT REGISTER

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Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount
251897-CUSTOM COMPUTER SPECIALISTS				**Remit ID R-2**	**Payment Date: 07/17/2026**	**Payment Amt:**	**6,666.67**
0000012645	07/16/2026	AP0382100015		502725	23-2620-460-320-00-000-000-000-0000	SE2620460	206.70
0000012645	07/16/2026	AP0382100016		502725	10-2620-460-010-00-000-000-000-0000	GO2620460	111.30
1605-DBUG PEST CONTROL INC				**Remit ID R-1**	**Payment Date: 07/17/2026**	**Payment Amt:**	**318.00**
0000012646	07/16/2026	LE0381900017	2600000810	712376835	10-2519-650-891-00-000-000-000-0000	AC2519650	1,433.91 #
0000012646	07/16/2026	LE0381900018	2600000799	712376825	10-2519-650-891-00-000-000-000-0000	AC2519650	1,433.91 #
5989-GLOBAL DATA CONSULTANTS LLC				**Remit ID R-1**	**Payment Date: 07/17/2026**	**Payment Amt:**	**2,867.82**
0000012647	07/16/2026	AP0382100001		GA81782	10-2515-330-010-00-000-000-000-0000	GO2515330	500.00
0000012647	07/16/2026	AP0382100002		GA81782	10-2515-330-010-00-000-000-000-0000	GO2515330	(10.00)
0000012647	07/16/2026	AP0382100003		GA81786	10-2515-330-010-00-000-000-000-0000	GO2515330	1,102.52
0000012647	07/16/2026	AP0382100004		GA81786	10-2515-330-010-00-000-000-000-0000	GO2515330	(22.05)
10606-GRADUATION ALLIANCE INC				**Remit ID R-1**	**Payment Date: 07/17/2026**	**Payment Amt:**	**1,570.47**
0000012648	07/16/2026	AP0382100008		114555	10-2620-430-010-00-000-000-000-0000	GO2620430	109.37 #
0000012648	07/16/2026	AP0382100009		114555	23-2620-430-320-00-000-000-000-0000	SE2620430	203.13 #
7774-HRANEC SHEET METAL INC				**Remit ID R-1**	**Payment Date: 07/17/2026**	**Payment Amt:**	**312.50**
0000012649	07/16/2026	AP0382100012		INV-339271	10-1110-330-140-00-010-000-000-0000	PR1110330	781.05
0000012649	07/16/2026	AP0382100013		INV-339271	66-3390-330-144-00-000-000-000-0000	OP3390330044	781.05
6543-ICA NOTES LLC				**Remit ID R-2**	**Payment Date: 07/17/2026**	**Payment Amt:**	**1,562.10**
0000012650	07/16/2026	AP0382100006		36866	23-1290-250-320-00-000-000-000-0000	SE1290250	508.92

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Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
4672-INTERSTATE TAX SERVICE INC				**Remit ID R-1**	**Payment Date: 07/17/2026**	**Payment Amt:**	**508.92**	
0000012651	07/16/2026	AP0382100011		LS00500-IN	10-2818-349-521-00-001-000-000-0000	PT2818349001	587.50	#
640-LDP INC				**Remit ID R-1**	**Payment Date: 07/17/2026**	**Payment Amt:**	**587.50**	
0000012652	07/16/2026	LE0381900019	2600000788	CI-00850602	10-1190-610-471-00-001-000-000-0000	LP1190610001	3,842.00	
1818-LEARNING AZCOM				**Remit ID R-1**	**Payment Date: 07/17/2026**	**Payment Amt:**	**3,842.00**	
0000012653	07/16/2026	AP0382300017		DAWSON.070826	10-2270-590-521-00-001-000-000-0000	PT2270590001	768.94	#
0000012653	07/16/2026	AP0382300018		DAWSON.070826	10-2270-360-521-00-001-000-000-0000	PT2270360001	6,000.00	#
978-MARGARET M DAWSON				**Remit ID R-1**	**Payment Date: 07/17/2026**	**Payment Amt:**	**6,768.94**	
0000012654	07/16/2026	AP0382300003		PA00000615	10-2270-390-521-00-001-000-000-0000	PT2270390001	12,394.23	#
0000012654	07/16/2026	AP0382300004		PA00000615	10-2270-360-521-00-001-000-000-0000	PT2270360001	42,905.00	#
4768-MONTGOMERY COUNTY IU #23				**Remit ID R-2**	**Payment Date: 07/17/2026**	**Payment Amt:**	**55,299.23**	
0000012655	07/16/2026	AP0382300005		PED.EI.JUNE2026	26-2160-330-320-00-005-000-000-0000	EI2160330005	192.50	#
0000012655	07/16/2026	AP0382300006		PED.EI.JUNE2026	26-2160-330-320-00-004-000-000-0000	EI2160330004	9,912.00	#
0000012655	07/16/2026	AP0382300007		PED.SE.JUNE2026	23-2160-330-320-00-005-000-000-0000	SE2160330005	1,190.00	#
0000012655	07/16/2026	AP0382300008		PED.SE.JUNE2026	23-2160-330-320-00-004-000-000-0000	SE2160330004	2,082.50	#
2531-PEDIATRIC THERAPY SPECIALISTS INC				**Remit ID R-2**	**Payment Date: 07/17/2026**	**Payment Amt:**	**13,377.00**	
0000012656	07/16/2026	AP0382300021		INV550197	10-2270-360-520-00-000-000-000-0000	ID2270360	63.00	

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

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Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
4332-QBS LLC				**Remit ID R-2**	**Payment Date: 07/17/2026**	**Payment Amt:**	**63.00**	
0000012657	07/16/2026	AP0382300010		08-3598	23-2160-580-320-00-000-000-000-0000	SE2160580	142.80	#
0000012657	07/16/2026	AP0382300011		08-3597	23-1213-330-320-00-000-000-000-0000	SE1213330	2,887.50	#
0000012657	07/16/2026	AP0382300012		08-3597	23-2160-330-320-00-005-000-000-0000	SE2160330005	2,024.17	#
0000012657	07/16/2026	AP0382300013		08-3596	23-1213-330-320-00-000-000-000-0000	SE1213330	7,909.84	#
0000012657	07/16/2026	AP0382300014		08-3596	23-2160-330-320-00-004-000-000-0000	SE2160330004	3,693.67	#
0000012657	07/16/2026	AP0382300015		08-3595	26-2160-330-320-00-004-000-000-0000	EI2160330004	16,762.16	#
0000012657	07/16/2026	AP0382300016		08-3594	26-2160-330-320-00-005-000-000-0000	EI2160330005	10,505.83	#
7495-REDSTONE REHAB SERVICES LLC				**Remit ID R-1**	**Payment Date: 07/17/2026**	**Payment Amt:**	**43,925.97**	
0000012658	07/16/2026	AP0382300027		9735	10-2620-413-010-00-000-000-000-0000	GO2620413	656.95	#
0000012658	07/16/2026	AP0382300028		9735	23-2620-413-320-00-000-000-000-0000	SE2620413	1,220.05	#
1519-SERVICEMASTER OF MONONGAHELA VALLEY				**Remit ID R-1**	**Payment Date: 07/17/2026**	**Payment Amt:**	**1,877.00**	
0000012659	07/16/2026	AP0382300023		200455-764-127	10-2260-580-163-00-000-000-000-0000	SP2260580	154.29	#
0000012659	07/16/2026	AP0382300024		200455-764-126	10-2260-580-163-00-000-000-000-0000	SP2260580	154.29	#
0000012659	07/16/2026	AP0382300025		200455-764-125	10-2260-580-163-00-000-000-000-0000	SP2260580	154.29	#
0000012659	07/16/2026	AP0382300026		200455-764-124	10-2260-580-163-00-000-000-000-0000	SP2260580	154.29	#
4237-SPRINGHILL SUTIES BY MARRIOT				**Remit ID R-1**	**Payment Date: 07/17/2026**	**Payment Amt:**	**617.16**	
0000012660	07/16/2026	AP0382300022		200455-764-116	10-2260-580-020-00-000-000-000-0000	GO2260580	154.29	#
4237-SPRINGHILL SUTIES BY MARRIOT				**Remit ID R-1**	**Payment Date: 07/17/2026**	**Payment Amt:**	**154.29**	

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0000012661	07/16/2026	AP0382300009		28381144	24-2720-513-320-00-000-000-000-0000	TR2720513	490.00	#
7639-STA OF PENNSYLVANIA PA INC				**Remit ID R-1**	**Payment Date: 07/17/2026**	**Payment Amt:**	**490.00**	
0000012662	07/16/2026	AP0382300019		289X19412606	10-2620-610-521-00-001-000-000-0000	PT2620610001	59.70	
0000012662	07/16/2026	AP0382300020		289X19412606	10-2620-442-521-00-001-000-000-0000	PT2620442001	12.00	
6199-SUSQUEHANNA WATER CONDITIONING				**Remit ID R-1**	**Payment Date: 07/17/2026**	**Payment Amt:**	**71.70**	
0000012663	07/16/2026	LE0382200001	2600000571	15423AINV54985	23-1270-610-320-00-000-000-000-0000	SE1270610	8,952.00	#
379-TFH USA LTD				**Remit ID R-1**	**Payment Date: 07/17/2026**	**Payment Amt:**	**8,952.00**	
0000012664	07/16/2026	AP0382300001		206748-01	10-2270-330-521-00-001-000-000-0000	PT2270330001	15,330.00	
0000012664	07/16/2026	AP0382300002		206815-1-0	10-2270-330-521-00-001-000-000-0000	PT2270330001	513.44	#
10695-UTAH STATE UNIVERSITY				**Remit ID R-2**	**Payment Date: 07/17/2026**	**Payment Amt:**	**15,843.44**	
0000012665	07/20/2026	AP0382800017		SAKSON.0726	10-3400-893-102-00-000-000-000-0000	MG3400893	2,000.00	#
248-ALLEGHENY COLLEGE				**Remit ID R-1**	**Payment Date: 07/20/2026**	**Payment Amt:**	**2,000.00**	
0000012666	07/20/2026	AP0382800016		ANDERSON.0726	10-3400-893-102-00-000-000-000-0000	MG3400893	2,000.00	#
248-ALLEGHENY COLLEGE				**Remit ID R-1**	**Payment Date: 07/20/2026**	**Payment Amt:**	**2,000.00**	
0000012667	07/20/2026	AP0382800010		CIAMPA.0726	10-3400-893-102-00-000-000-000-0000	MG3400893	2,000.00	#
10696-ANDREW CLAMPA				**Remit ID R-1**	**Payment Date: 07/20/2026**	**Payment Amt:**	**2,000.00**	
0000012668	07/20/2026	AP0382800002		RUSH.0726	10-3400-893-102-00-000-000-000-0000	MG3400893	2,000.00	#
10705-BALDWIN WALLACE UNIVERSITY				**Remit ID R-1**	**Payment Date: 07/20/2026**	**Payment Amt:**	**2,000.00**	

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0000012669	07/20/2026	AP0382800019		OELSCHLAGER.0726	10-3400-893-102-00-000-000-000-0000	MG3400893	2,000.00 #
7578-COMMUNITY COLLEGE OF ALLEGHENY CO				**Remit ID R-2**	**Payment Date: 07/20/2026**	**Payment Amt:**	**2,000.00**
0000012670	07/20/2026	AP0382800018		KUBATKA.0726	10-3400-893-102-00-000-000-000-0000	MG3400893	2,000.00 #
7578-COMMUNITY COLLEGE OF ALLEGHENY CO				**Remit ID R-2**	**Payment Date: 07/20/2026**	**Payment Amt:**	**2,000.00**
0000012671	07/20/2026	AP0382800015		SAWFORD.0726	10-3400-893-102-00-000-000-000-0000	MG3400893	2,000.00 #
253-COMMUNITY COLLEGE OF BEAVER COUNTY				**Remit ID R-1**	**Payment Date: 07/20/2026**	**Payment Amt:**	**2,000.00**
0000012672	07/20/2026	AP0382800008		KUKOVICH.0726	10-3400-893-102-00-000-000-000-0000	MG3400893	2,000.00 #
10698-DENISON UNIVERSITY				**Remit ID R-1**	**Payment Date: 07/20/2026**	**Payment Amt:**	**2,000.00**
0000012673	07/20/2026	AP0382800027		BIANCHI.0726	10-3400-893-102-00-000-000-000-0000	MG3400893	2,000.00 #
3207-DUQUESNE UNIVERSITY				**Remit ID R-1**	**Payment Date: 07/20/2026**	**Payment Amt:**	**2,000.00**
0000012674	07/20/2026	AP0382800006		LUKETIC.0726	10-3400-893-102-00-000-000-000-0000	MG3400893	2,000.00 #
10700-EEG				**Remit ID R-1**	**Payment Date: 07/20/2026**	**Payment Amt:**	**2,000.00**
0000012675	07/20/2026	AP0382800007		KILGORE.0726	10-3400-893-102-00-000-000-000-0000	MG3400893	2,000.00 #
10699-ELON UNIVERSITY				**Remit ID R-1**	**Payment Date: 07/20/2026**	**Payment Amt:**	**2,000.00**
0000012676	07/20/2026	AP0382800029		SITLER.0726	10-3400-893-102-00-000-000-000-0000	MG3400893	2,000.00 #
1075-PENN STATE UNIVERSITY				**Remit ID R-2**	**Payment Date: 07/20/2026**	**Payment Amt:**	**2,000.00**
0000012677	07/20/2026	AP0382800028		COBURN.0726	10-3400-893-102-00-000-000-000-0000	MG3400893	2,000.00 #
1075-PENN STATE UNIVERSITY				**Remit ID R-2**	**Payment Date: 07/20/2026**	**Payment Amt:**	**2,000.00**

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Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount
0000012678	07/20/2026	AP0382800021		MINKUS.0726	10-3400-893-102-00-000-000-000-0000	MG3400893	2,000.00 #
636-PENNSYLVANIA COLLEGE OF TECHNOLOGY				**Remit ID R-1**	**Payment Date: 07/20/2026**	**Payment Amt:**	**2,000.00**
0000012679	07/20/2026	AP0382800030		HOOPER.0726	10-3400-893-102-00-000-000-000-0000	MG3400893	2,000.00 #
956-PENNSYLVANIA WESTERN UNIVERSITY				**Remit ID R-1**	**Payment Date: 07/20/2026**	**Payment Amt:**	**2,000.00**
0000012680	07/20/2026	AP0382800012		AMOS.0726	10-3400-893-102-00-000-000-000-0000	MG3400893	2,000.00 #
10511-SAINT FRANCIS UNIVERSITY				**Remit ID R-2**	**Payment Date: 07/20/2026**	**Payment Amt:**	**2,000.00**
0000012681	07/20/2026	AP0382800014		COUNTY.0726	10-3400-893-102-00-000-000-000-0000	MG3400893	2,000.00 #
10509-SAINT VINCENT COLLEGE				**Remit ID R-1**	**Payment Date: 07/20/2026**	**Payment Amt:**	**2,000.00**
0000012682	07/20/2026	AP0382800020		BOMMER.0726	10-3400-893-102-00-000-000-000-0000	MG3400893	2,000.00 #
796-SLIPPERY ROCK UNIVERSITY OF PA				**Remit ID R-2**	**Payment Date: 07/20/2026**	**Payment Amt:**	**2,000.00**
0000012683	07/20/2026	AP0382800013		CLUTTER.0726	10-3400-893-102-00-000-000-000-0000	MG3400893	2,000.00 #
10510-SOUTH COLLEGE PITTSBURGH CAMPUS				**Remit ID R-1**	**Payment Date: 07/20/2026**	**Payment Amt:**	**2,000.00**
0000012684	07/20/2026	AP0382800009		JEFFERS.0726	10-3400-893-102-00-000-000-000-0000	MG3400893	2,000.00 #
10697-THE COLLEGE OF WILLIAM AND MARY				**Remit ID R-2**	**Payment Date: 07/20/2026**	**Payment Amt:**	**2,000.00**
0000012685	07/20/2026	AP0382800005		MARIANA.0726	10-3400-893-102-00-000-000-000-0000	MG3400893	2,000.00 #
10701-THE GEORGE WASHINGTON UNIVERSITY				**Remit ID R-2**	**Payment Date: 07/20/2026**	**Payment Amt:**	**2,000.00**
0000012686	07/20/2026	AP0382800003		KRISHNAN.0726	10-3400-893-102-00-000-000-000-0000	MG3400893	2,000.00 #
10704-THE UNIVERSITY OF TEXAS AT AUSTIN					**Payment Date: 07/20/2026**	**Payment Amt:**	**2,000.00**
0000012687	07/20/2026	AP0382800004		SUNDY.0726	10-3400-893-102-00-000-000-000-0000	MG3400893	2,000.00 #

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10703-THIEL COLLEGE				**Remit ID R-1**	**Payment Date: 07/20/2026**	**Payment Amt:**	**2,000.00**	
0000012688	07/20/2026	AP0382800024		YONKER.0726	10-3400-893-102-00-000-000-000-0000	MG3400893	2,000.00	#
5594-UNIVERSITY OF PITTSBURGH				**Remit ID R-4**	**Payment Date: 07/20/2026**	**Payment Amt:**	**2,000.00**	
0000012689	07/20/2026	AP0382800001		BOWEN.0726	10-3400-893-102-00-000-000-000-0000	MG3400893	2,000.00	#
10706-UNIVERSITY OF TENNESSEE				**Remit ID R-1**	**Payment Date: 07/20/2026**	**Payment Amt:**	**2,000.00**	
0000012690	07/20/2026	AP0382800023		ALLISON.0726	10-3400-893-102-00-000-000-000-0000	MG3400893	2,000.00	#
595-WASHINGTON & JEFFERSON COLLEGE				**Remit ID R-2**	**Payment Date: 07/20/2026**	**Payment Amt:**	**2,000.00**	
0000012691	07/20/2026	AP0382800022		AMIC.0726	10-3400-893-102-00-000-000-000-0000	MG3400893	2,000.00	#
595-WASHINGTON & JEFFERSON COLLEGE				**Remit ID R-2**	**Payment Date: 07/20/2026**	**Payment Amt:**	**2,000.00**	
0000012692	07/20/2026	AP0382800026		FULLER.0726	10-3400-893-102-00-000-000-000-0000	MG3400893	2,000.00	#
5532-WAYNESBURG UNIVERSITY ESPORTS				**Remit ID R-3**	**Payment Date: 07/20/2026**	**Payment Amt:**	**2,000.00**	
0000012693	07/20/2026	AP0382800025		BARKER.0726	10-3400-893-102-00-000-000-000-0000	MG3400893	2,000.00	#
5532-WAYNESBURG UNIVERSITY ESPORTS				**Remit ID R-3**	**Payment Date: 07/20/2026**	**Payment Amt:**	**2,000.00**	
0000012694	07/20/2026	AP0382800011		CORNALI.0726	10-3400-893-102-00-000-000-000-0000	MG3400893	2,000.00	#
10515-WEST VIRGINIA UNIVERSITY				**Remit ID R-1**	**Payment Date: 07/20/2026**	**Payment Amt:**	**2,000.00**	
0000012695	07/17/2026	AP0383300002		FULLER.0726-R	10-3400-893-102-00-000-000-000-0000	MG3400893	2,000.00	#
5532-WAYNESBURG UNIVERSITY				**Remit ID R-2**	**Payment Date: 07/20/2026**	**Payment Amt:**	**2,000.00**	
0000012696	07/17/2026	AP0383300001		BARKER.0726-R	10-3400-893-102-00-000-000-000-0000	MG3400893	2,000.00	#

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5532-WAYNESBURG UNIVERSITY				**Remit ID R-2**	**Payment Date: 07/20/2026**	**Payment Amt:**	**2,000.00**
0000012697	07/13/2026	AP0384600001		MOSS.2QTR26	10-2310-580-010-00-000-000-000-0000	GO2310580	37.27
230124-ASHLEY MOSS				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**37.27**
0000012698	07/13/2026	AP0384700003		MOSER.2QTR26	10-2310-580-010-00-000-000-000-0000	GO2310580	35.09
0000012698	07/13/2026	AP0384700004		MOSER.2QTR26	10-2310-580-010-00-000-000-000-0000	GO2310580	35.09
0000012698	07/13/2026	AP0384700005		MOSER.2QTR26	10-2310-580-010-00-000-000-000-0000	GO2310580	30.45
261234-GARY MOSER				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**100.63**
0000012699	07/13/2026	AP0384700001		DOUGHERTY.2QTR26	10-2310-580-010-00-000-000-000-0000	GO2310580	28.71
0000012699	07/13/2026	AP0384700002		DOUGHERTY.2QTR26	10-2310-580-010-00-000-000-000-0000	GO2310580	28.71
2154312-HEATHER DOUGHERTY				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**57.42**
0000012700	07/13/2026	AP0384700030		FISHER.JUNE26C	10-1110-580-131-00-000-000-000-0000	WA1110580	7.12
0000012700	07/13/2026	AP0384700031		FISHER.JUNE26C	10-1110-580-131-00-000-000-000-0000	WA1110580	71.77
0000012700	07/13/2026	AP0384700032		FISHER.JUNE26C	10-1110-580-131-00-000-000-000-0000	WA1110580	358.40
4430-JEREMY FISHER				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**437.29**
0000012701	07/13/2026	AP0384700038		PETRISEK.2QTR26	10-2310-580-010-00-000-000-000-0000	GO2310580	14.07
0000012701	07/13/2026	AP0384700039		PETRISEK.2QTR26	10-2310-580-010-00-000-000-000-0000	GO2310580	7.54
904-JOHN PETRISEK				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**21.61**
0000012702	07/13/2026	AP0384800001		JONES.2QTR26	10-2310-580-010-00-000-000-000-0000	GO2310580	40.02

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201421-KELLY JONES				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**40.02**
0000012703	07/22/2026	AP0388600024		218844	23-2515-531-320-00-000-000-000-0000	SE2515531	44.38
0000012703	07/22/2026	AP0388600025		218844	23-2390-531-320-00-000-000-000-0000	SE2390531	57.06
0000012703	07/22/2026	AP0388600026		218844	66-3390-531-144-00-000-000-000-0000	OP3390531044	12.68
0000012703	07/22/2026	AP0388600027		218844	10-1110-531-140-00-010-000-000-0000	PR1110531	12.69
0000012703	07/22/2026	AP0388600028		218843	26-1281-531-320-00-061-000-000-0000	EI128153161	126.81
0000012703	07/22/2026	AP0388600029		218799	23-2390-531-320-00-060-000-000-0000	SE239053160	239.39
0000012703	07/22/2026	AP0388600030		218752	23-2515-531-320-00-000-000-000-0000	SE2515531	559.78
4397-ADVENT COMMUNICATIONS INC				**Remit ID R-1**	**Payment Date: 07/22/2026**	**Payment Amt:**	**1,052.79**
0000012704	07/22/2026	AP0388600006		0429053.071026	10-1281-531-526-00-000-000-000-0000	OC1281531	474.18
8130-BREEZELINE				**Remit ID R-1**	**Payment Date: 07/22/2026**	**Payment Amt:**	**474.18**
0000012705	07/22/2026	AP0388600005		0820187552.0726	10-1691-531-810-00-001-000-000-0000	AP1691531	126.14
8130-BREEZELINE				**Remit ID R-1**	**Payment Date: 07/22/2026**	**Payment Amt:**	**126.14**
0000012706	07/22/2026	AP0388600004		0337862.071326	26-1281-531-320-00-061-000-000-0000	EI128153161	745.25
8130-BREEZELINE				**Remit ID R-1**	**Payment Date: 07/22/2026**	**Payment Amt:**	**745.25**
0000012707	07/22/2026	AP0388600003		0465265.071926	10-1691-531-810-00-001-000-000-0000	AP1691531	272.38
8130-BREEZELINE				**Remit ID R-1**	**Payment Date: 07/22/2026**	**Payment Amt:**	**272.38**
0000012708	07/22/2026	AP0388600007		1328.071526	10-2620-424-010-00-000-000-000-0000	GO2620424	18.06
0000012708	07/22/2026	AP0388600008		1328.071526	23-2620-424-320-00-000-000-000-0000	SE2620424	33.54

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FUND ACCOUNTING PAYMENT REGISTER

Bank Account: GF - General Fund **Payment Dates:** 06/16/2026 - 07/31/2026

Payment Categories: Regular Checks, Direct Deposits
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount
4739-CALIFORNIA BOROUGH SEWAGE DEPT				**Remit ID R-1**	**Payment Date: 07/22/2026**	**Payment Amt:**	**51.60**
0000012709	07/22/2026	AP0388600015		CI107575	61-2220-538-104-00-000-000-000-0000	KT2220538	918.75
0000012709	07/22/2026	AP0388600016		CI107655	23-2390-531-320-00-061-000-000-0000	SE239053161	45.00
0000012709	07/22/2026	AP0388600017		CI107572	26-1281-531-320-00-000-000-000-0000	EI1281531	26.60
0000012709	07/22/2026	AP0388600018		CI107572	10-1110-531-140-00-010-000-000-0000	PR1110531	7.60
0000012709	07/22/2026	AP0388600019		CI107572	66-3390-531-144-00-000-000-000-0000	OP3390531044	7.60
0000012709	07/22/2026	AP0388600020		CI107572	23-2390-531-320-00-062-000-000-0000	SE239053162	34.20
6983-DQE COMMUNICATIONS LLC				**Remit ID R-1**	**Payment Date: 07/22/2026**	**Payment Amt:**	**1,039.75**
0000012710	07/22/2026	AP0388600009		792112279	61-2220-538-104-00-000-000-000-0000	KT2220538	1,813.48
108-LEVEL 3 COMMUNICATIONS				**Remit ID R-2**	**Payment Date: 07/22/2026**	**Payment Amt:**	**1,813.48**
0000012711	07/22/2026	AP0388600034		CH2138536	10-2620-411-010-00-000-000-000-0000	GO2620411	84.90
0000012711	07/22/2026	AP0388600035		CH2138536	23-2620-411-320-00-000-000-000-0000	SE2620411	157.67
147-NOBLE ENVIRONMENTAL				**Remit ID R-3**	**Payment Date: 07/22/2026**	**Payment Amt:**	**242.57**
0000012712	07/22/2026	AP0388600002		UC602126	26-2620-411-320-00-061-000-000-0000	EI262041161	337.86
8303-NOBLE ENVIRONMENTAL INC				**Remit ID R-2**	**Payment Date: 07/22/2026**	**Payment Amt:**	**337.86**
0000012713	07/22/2026	AP0388600023		HS65533707	26-2620-621-320-00-061-000-000-0000	EI262062161	35.56 #
5145-NRG BUSINESS MARKETING LLC				**Remit ID R-1**	**Payment Date: 07/22/2026**	**Payment Amt:**	**35.56**
0000012714	07/22/2026	AP0388600011		200001789631	23-2620-621-320-00-000-000-000-0000	SE2620621	60.07
0000012714	07/22/2026	AP0388600012		200001789631	10-2620-621-010-00-000-000-000-0000	GO2620621	32.35

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FUND ACCOUNTING PAYMENT REGISTER

Bank Account: GF - General Fund **Payment Dates:** 06/16/2026 - 07/31/2026

Payment Categories: Regular Checks, Direct Deposits
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Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount
2062-PEOPLES NATURAL GAS				**Remit ID R-1**	**Payment Date: 07/22/2026**	**Payment Amt:**	**92.42**
0000012715	07/22/2026	AP0388600013		G7082973	10-2620-621-010-00-000-000-000-0000	GO2620621	9.37
0000012715	07/22/2026	AP0388600014		G7082973	23-2620-621-320-00-000-000-000-0000	SE2620621	17.41
7613-UGI ENERGY SERVICES LLC				**Remit ID R-1**	**Payment Date: 07/22/2026**	**Payment Amt:**	**26.78**
0000012716	07/22/2026	AP0388600031		724-425-1821.726	23-2140-531-320-00-000-000-000-0000	SE2140531	120.53
0000012716	07/22/2026	AP0388600032		724-425-1821.726	23-2140-531-320-00-000-000-000-0000	SE2140531	120.53
4278-VERIZON				**Remit ID R-1**	**Payment Date: 07/22/2026**	**Payment Amt:**	**241.06**
0000012717	07/22/2026	AP0388600033		Z2312410	10-2818-538-521-00-001-000-000-0000	PT2818538001	1,001.65
3220-VERIZON BUSINESS				**Remit ID R-1**	**Payment Date: 07/22/2026**	**Payment Amt:**	**1,001.65**
0000012718	07/22/2026	AP0388600022		100095742373	23-2620-622-320-00-000-000-000-0000	SE2620622	3,881.56
488-WEST PENN POWER				**Remit ID R-2**	**Payment Date: 07/22/2026**	**Payment Amt:**	**3,881.56**
0000012719	07/22/2026	AP0388600021		100092496833	26-2620-622-320-00-061-000-000-0000	EI262062261	13.44
488-WEST PENN POWER				**Remit ID R-2**	**Payment Date: 07/22/2026**	**Payment Amt:**	**13.44**
0000012720	07/22/2026	AP0388600010		221-210-1274.726	23-2390-531-320-00-002-000-000-0000	SE2390531002	145.13
23-WINDSTREAM				**Remit ID R-1**	**Payment Date: 07/22/2026**	**Payment Amt:**	**145.13**
0000012721	07/22/2026	AP0388600001		2026070046176	61-2220-538-104-00-000-000-000-0000	KT2220538	1,130.50
8307-ZAYO GROUP HOLDINGS INC				**Remit ID R-1**	**Payment Date: 07/22/2026**	**Payment Amt:**	**1,130.50**
0000012722	07/23/2026	AP0389900013	2600000709	1M34-1YW9-HJ9M	10-2260-610-163-00-000-000-000-0000	SP2260610	(64.50) #

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FUND ACCOUNTING PAYMENT REGISTER

Bank Account: GF - General Fund **Payment Dates:** 06/16/2026 - 07/31/2026

Payment Categories: Regular Checks, Direct Deposits
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
0000012722	07/23/2026	LE0379200001	2600000746	1WR6-FVTJ-1DFX	10-1281-610-526-00-000-000-000-0000	OC1281610	25.76	#
0000012722	07/23/2026	LE0379400001	2600000691	1VM3-RPWJ-14WM	26-1281-610-320-00-000-000-000-0000	EI1281610	114.90	#
0000012722	07/23/2026	LE0389800002	2600000691	1WDY-DJM1-1G6Q	26-1281-610-320-00-000-000-000-0000	EI1281610	33.90	#
0000012722	07/23/2026	LE0389800003	2600000746	1KHW-VR7D-RRHM	10-1281-610-526-00-000-000-000-0000	OC1281610	235.93	#
0000012722	07/23/2026	LE0389800004	2600000803	1DH9-DJLF-7TGD	23-2140-610-320-00-000-000-000-0000	SE2140610	27.99	#
0000012722	07/23/2026	LE0389800005	2600000802	1LGY-4L7J-DHTN	26-1281-650-320-00-000-000-000-0000	EI1281650	8.79	#
0000012722	07/23/2026	LE0389800006	2600000802	1LGY-4L7J-DHTN	10-1281-650-526-00-000-000-000-0000	OC1281650	31.17	#
7798-AMAZON CAPITAL SERVICES INC				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**413.94**	
0000012723	07/23/2026	AP0389900026		BDJ.498	24-2720-513-320-00-000-000-000-0000	TR2720513	210.00	
0000012723	07/23/2026	AP0389900027		BDJ.497	24-2720-513-320-00-000-000-000-0000	TR2720513	420.00	
0000012723	07/23/2026	AP0389900028		BDJ.495	24-2720-513-320-00-000-000-000-0000	TR2720513	420.00	
0000012723	07/23/2026	AP0389900029		BDJ.496	24-2720-513-320-00-000-000-000-0000	TR2720513	420.00	
0000012723	07/23/2026	AP0389900030		BDJ.501	24-2720-513-320-00-000-000-000-0000	TR2720513	210.00	
0000012723	07/23/2026	AP0389900031		BDJ.499	24-2720-513-320-00-000-000-000-0000	TR2720513	210.00	
0000012723	07/23/2026	AP0389900032		BDJ.500	24-2720-513-320-00-000-000-000-0000	TR2720513	210.00	
0000012723	07/23/2026	AP0389900033		BDJ.502	24-2720-513-320-00-000-000-000-0000	TR2720513	210.00	
716-BDJ TRANSPORTATION LLC				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**2,310.00**	
0000012724	07/23/2026	AP0389900002		506196	23-2620-610-320-00-002-000-000-0000	SE262061002	85.00	#
4833-BEACON SUPPLY COMPANY INC				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**85.00**	

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Bank Account: GF - General Fund **Payment Dates:** 06/16/2026 - 07/31/2026

Payment Categories: Regular Checks, Direct Deposits
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Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount
0000012725	07/23/2026	AP0389900005		9776.9779.9797	10-2270-580-521-00-001-000-000-0000	PT2270580001	397.28 #
0000012725	07/23/2026	AP0389900006		9776.9779.9797	10-2270-580-521-00-001-000-000-0000	PT2270580001	397.28 #
0000012725	07/23/2026	AP0389900007		9776.9779.9797	10-2270-580-521-00-001-000-000-0000	PT2270580001	397.28 #
3613-BEST WESTERN PREMIER THE CENTRAL HOTEL				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**1,191.84**
0000012726	07/23/2026	LE0389800001	2700000027	184771	10-2270-360-521-00-001-000-000-0000	PT2270360001	800.00
4524-CEC				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**800.00**
0000012727	07/23/2026	AP0389900008		113485.020777	23-1231-610-320-00-001-000-000-0000	SE1231610001	35.00
0000012727	07/23/2026	AP0389900009		113485.020777	23-1233-610-320-00-000-000-000-0000	SE1233610	35.00
0000012727	07/23/2026	AP0389900010		113485.020777	23-1270-610-320-00-060-000-000-0000	SE127061060	35.00
0000012727	07/23/2026	AP0389900011		111727.050483	26-1281-610-320-00-000-000-000-0000	EI1281610	35.00 #
0000012727	07/23/2026	AP0389900012		111727.050483	23-1231-610-320-00-001-000-000-0000	SE1231610001	35.00 #
2461-DEAN'S WATER				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**175.00**
0000012728	07/23/2026	AP0389900015		203230	23-2650-610-320-00-000-000-000-0000	SE2650610	15.72 #
5912-FAYETTE PARTS SERVICE				**Remit ID R-2**	**Payment Date: 07/24/2026**	**Payment Amt:**	**15.72**
0000012729	07/23/2026	AP0389900016		49462524	10-1281-531-526-00-000-000-000-0000	OC1281531	80.94
0000012729	07/23/2026	AP0389900017		49462524	10-2270-531-520-00-000-000-000-0000	ID2270531	80.94
0000012729	07/23/2026	AP0389900018		49462524	10-1500-531-380-00-000-000-000-0000	NP1500531	80.94
0000012729	07/23/2026	AP0389900019		49462524	23-2390-531-320-00-000-000-000-0000	SE2390531	161.86

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FUND ACCOUNTING PAYMENT REGISTER

Bank Account: GF - General Fund **Payment Dates:** 06/16/2026 - 07/31/2026

Payment Categories: Regular Checks, Direct Deposits
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Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
0000012729	07/23/2026	AP0389900020		49462524	10-2515-531-010-00-000-000-000-0000	GO2515531	323.74	
0000012729	07/23/2026	AP0389900021		49462524	23-2515-531-320-00-000-000-000-0000	SE2515531	566.54	
0000012729	07/23/2026	AP0389900022		49462524	23-2140-531-320-00-000-000-000-0000	SE2140531	80.94	
0000012729	07/23/2026	AP0389900023		49462524	23-2390-531-320-00-000-000-000-0000	SE2390531	80.94	
0000012729	07/23/2026	AP0389900024		49462524	24-2711-531-320-00-000-000-000-0000	TR2711531	80.94	
0000012729	07/23/2026	AP0389900025		49462524	26-1281-531-320-00-000-000-000-0000	EI1281531	80.94	
3453-FIRSTCITIZENS BANK & TRUST COMPANY				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**1,618.72**	
0000012730	07/23/2026	LE0389800007	2600000722	712376833	10-1691-790-280-00-004-000-000-0000	AL1691790	2,088.24	#
5989-GLOBAL DATA CONSULTANTS LLC				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**2,088.24**	
0000012731	07/23/2026	AP0389900014		1113	26-1281-650-320-00-000-000-000-0000	EI1281650	30,575.00	
7526-GRASP AND GROW LLC				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**30,575.00**	
0000012732	07/23/2026	AP0389900001		202607095	10-2270-360-904-00-003-000-000-0000	PT2270360904	9,999.00	#
10708-GRIFFIN HAMMIS ASSOCIATES				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**9,999.00**	
0000012733	07/23/2026	AP0389900003		72876492	26-2660-350-320-00-061-000-000-0000	EI266035061	88.98	
4642-GUARDIAN PROTECTION SERVICESINC				**Remit ID R-2**	**Payment Date: 07/24/2026**	**Payment Amt:**	**88.98**	
0000012734	07/23/2026	AP0389900004		175830	23-2620-430-320-00-000-000-000-0000	SE2620430	273.60	#
4584-H & H WATER CONTROLS INC				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**273.60**	
0000012735	07/23/2026	AP0390100013		1782915775	10-2270-590-521-00-001-000-000-0000	PT2270590001	1,514.04	#
0000012735	07/23/2026	AP0390100014		1782915775	10-2270-590-521-00-001-000-000-0000	PT2270590001	137.64	#

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Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
4354-HAMPTON INN HARRISBURG				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**1,651.68**	
0000012736	07/23/2026	LE0390000005	2600000773	24342	10-1281-610-526-00-000-000-000-0000	OC1281610	1,976.72	#
426-JAMES N SHEFFEY				**Remit ID R-2**	**Payment Date: 07/24/2026**	**Payment Amt:**	**1,976.72**	
0000012737	07/23/2026	AP0390100008		JBP2P0626	10-2818-349-904-00-000-000-000-0000	PT2818349904	2,145.00	#
0000012737	07/23/2026	AP0390100009		JBPTN0626	10-2818-349-521-00-001-000-000-0000	PT2818349001	3,156.00	#
7873-JANBASK LLC				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**5,301.00**	
0000012738	07/23/2026	AP0390100028		HRS00003257	23-2831-330-320-00-000-000-000-0000	SE2831330	24.00	#
3009-LANCASTERLEBANON IU #13				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**24.00**	
0000012739	07/23/2026	AP0390100006		LILJO.518753	62-2891-635-101-00-000-000-000-0000	WS2891635	20.00	
0000012739	07/23/2026	AP0390100007		LILJO.518753	62-2891-635-101-00-000-000-000-0000	WS2891635	217.96	
3965-LITTLE JOEY'S PIZZA AND PASTA				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**237.96**	
0000012740	07/23/2026	AP0390100029		9865879-QYHHFU	23-2620-610-320-00-002-000-000-0000	SE262061002	138.67	#
0000012740	07/23/2026	AP0390100030		998049-QVNIOT	23-2620-610-320-00-002-000-000-0000	SE262061002	125.32	#
0000012740	07/23/2026	AP0390100031		993806-QVIWUX	64-2220-610-100-00-001-000-000-0000	TN2220610	185.25	#
0000012740	07/23/2026	AP0390100032		984723-QUZRRB	10-2620-610-010-00-000-000-000-0000	GO2620610	9.83	#
0000012740	07/23/2026	AP0390100033		984723-QUZRRB	23-2620-610-320-00-000-000-000-0000	SE2620610	18.63	#
0000012740	07/23/2026	AP0390100034		984643-QUZRQY	23-2620-610-320-00-002-000-000-0000	SE262061002	62.66	#
1841-LOWE'S				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**540.36**	

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FUND ACCOUNTING PAYMENT REGISTER

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Payment Categories: Regular Checks, Direct Deposits
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount
0000012741	07/23/2026	AP0390100012		49522	23-2620-430-320-00-000-000-000-0000	SE2620430	390.31 #
5504-MCKEAN PLUMBING HEATING & SUPPLY COINC				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**390.31**
0000012742	07/23/2026	AP0390100036		21486959	23-1213-330-320-00-000-000-000-0000	SE1213330	438.00
0000012742	07/23/2026	AP0390100037		21485352	23-1213-330-320-00-000-000-000-0000	SE1213330	791.25 #
0000012742	07/23/2026	AP0390100038		21484983	23-1213-330-320-00-000-000-000-0000	SE1213330	480.00 #
0000012742	07/23/2026	AP0390100039		21483229	23-1213-330-320-00-000-000-000-0000	SE1213330	388.08 #
0000012742	07/23/2026	AP0390100040		21482912	23-1213-330-320-00-000-000-000-0000	SE1213330	821.25 #
161-NEW DIRECTION SOLUTIONS LLC				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**2,918.58**
0000012743	07/23/2026	LE0390000003	2700000005	240353	64-2220-650-100-00-000-000-000-0000	TN2220650	3,298.75
0000012743	07/23/2026	LE0390000004	2700000006	240354	64-2220-650-100-00-000-000-000-0000	TN2220650	3,737.50
665-NOTABLE INC				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**7,036.25**
0000012744	07/23/2026	AP0390100002		AVD-070926	10-2270-390-521-00-001-000-000-0000	PT2270390001	130,000.00
9970-PENN SQUARE PARTNERS				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**130,000.00**
0000012745	07/23/2026	AP0390100019		3322832061	26-1281-442-320-00-000-000-000-0000	EI1281442	206.64
0000012745	07/23/2026	AP0390100020		3322832061	24-2711-442-320-00-000-000-000-0000	TR2711442	79.48
0000012745	07/23/2026	AP0390100021		3322832061	23-2515-442-320-00-000-000-000-0000	SE2515442	556.34
0000012745	07/23/2026	AP0390100022		3322832061	65-2260-442-141-00-000-000-000-0000	CY2260442065	79.48
0000012745	07/23/2026	AP0390100023		3322832061	64-2220-442-100-00-000-000-000-0000	TN2220442	79.48
0000012745	07/23/2026	AP0390100024		3322832061	61-2220-442-104-00-000-000-000-0000	KT2220442	15.90
0000012745	07/23/2026	AP0390100025		3322832061	10-2515-442-010-00-000-000-000-0000	GO2515442	397.38

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

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Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
0000012745	07/23/2026	AP0390100026		3322832061	10-1691-442-810-00-001-000-000-0000	AP1691442	95.37	
0000012745	07/23/2026	AP0390100027		3322832061	62-2891-442-101-00-000-000-000-0000	WS2891442	79.48	
3360-PITNEY BOWES GLOBAL FINANCIAL SVCS LLC				**Remit ID R-3**	**Payment Date: 07/24/2026**	**Payment Amt:**	**1,589.55**	
0000012746	07/23/2026	AP0390100035		7806	23-2650-433-320-00-000-000-000-0000	SE2650433	1,223.50	
522-RED BARN AUTO REPAIR				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**1,223.50**	
0000012747	07/23/2026	AP0390100001		ROOT.0626	10-2360-330-010-00-000-000-000-0000	GO2360330	800.00	#
10610-ROOT AND REACH LLC				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**800.00**	
0000012748	07/23/2026	AP0390100010		7094	10-1691-610-810-00-001-000-000-0000	AP1691610	10.00	
0000012748	07/23/2026	AP0390100011		7094	23-2620-610-320-00-060-000-000-0000	SE262061060	10.00	
5822-ROSS BROTHERS				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**20.00**	
0000012749	07/23/2026	AP0390100018		200455-764-157	10-2260-580-521-00-001-000-000-0000	PT2260580001	462.87	#
4237-SPRINGHILL SUTIES BY MARRIOT				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**462.87**	
0000012750	07/23/2026	AP0390100015		200455-764-101	10-2270-590-521-00-001-000-000-0000	PT2270590001	2,752.80	#
0000012750	07/23/2026	AP0390100016		200455-764-101	10-2270-580-521-00-001-000-000-0000	PT2270580001	319.68	#
0000012750	07/23/2026	AP0390100017		200455-764-101	10-2260-580-521-00-001-000-000-0000	PT2260580001	275.28	#
4237-SPRINGHILL SUTIES BY MARRIOT				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**3,347.76**	
0000012751	07/23/2026	LE0390000001	2600000813	3215	10-1281-610-526-00-000-000-000-0000	OC1281610	71.88	#
36215-SWITCHED ADAPTED TOYS				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**71.88**	

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

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0000012752	07/23/2026	AP0390100003		INV11244	23-1233-330-320-00-000-000-000-0000	SE1233330	9,246.00
0000012752	07/23/2026	AP0390100004		INV11244	23-1270-330-320-00-000-000-000-0000	SE1270330	9,246.00
10268-TEACHTOWN				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**18,492.00**
0000012753	07/23/2026	AP0390100005		16644	10-2270-580-521-00-001-000-000-0000	PT2270580001	319.68 #
4614-THE PENN STATER HOTEL & CONFERENCE CTR				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**319.68**
0000012754	07/23/2026	LE0390000002	2600000815	A14129	23-1225-330-320-00-000-000-000-0000	SE1225330	12.95 #
7906-ULTIMATE SLP				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**12.95**
0000012755	07/28/2026	AP0392500001		LIFEINS.JUL-2026	10-0421-213-000-00-000-000-000-0000	GO0421213	805.19
0000012755	07/28/2026	AP0392500002		LIFEINS.JUL-2026	10-0421-213-000-00-000-000-000-0000	GO0421213	68.50
0000012755	07/28/2026	AP0392500003		LIFEINS.JUL-2026	10-0421-213-000-00-000-000-000-0000	GO0421213	3,206.30
10688-SECURIAN LIFE INSURANCE COMPANY				**Remit ID R-1**	**Payment Date: 07/28/2026**	**Payment Amt:**	**4,079.99**
0000012756	07/29/2026	AP0394700002		277851882	23-2390-531-320-00-060-000-000-0000	SE239053160	718.11
8274-COMCAST				**Remit ID R-1**	**Payment Date: 07/30/2026**	**Payment Amt:**	**718.11**
0000012757	07/29/2026	AP0394700001		FREESTATE.072726	23-2271-330-320-00-000-000-000-0000	SE2271330	646.80
10712-FREE STATE SOCIAL WORK LLC				**Remit ID R-1**	**Payment Date: 07/30/2026**	**Payment Amt:**	**646.80**
0000012758	07/29/2026	AP0394700007		724-437-9525.726	26-1281-531-320-00-000-000-000-0000	EI1281531	100.97
4278-VERIZON				**Remit ID R-1**	**Payment Date: 07/30/2026**	**Payment Amt:**	**100.97**
0000012759	07/29/2026	AP0394700006		724-437-3087.726	10-1281-531-526-00-000-000-000-0000	OC1281531	103.39

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4278-VERIZON				**Remit ID R-1**	**Payment Date: 07/30/2026**	**Payment Amt:**	**103.39**
0000012760	07/29/2026	AP0394700003		6149029736	10-2818-538-521-00-001-000-000-0000	PT2818538001	944.86
4650-VERIZON				**Remit ID R-2**	**Payment Date: 07/30/2026**	**Payment Amt:**	**944.86**
0000012761	07/29/2026	AP0394700004		724-627-4656.726	23-2390-531-320-00-062-000-000-0000	SE239053162	279.32
0000012761	07/29/2026	AP0394700005		724-627-4656.726	26-1281-531-320-00-000-000-000-0000	EI1281531	279.32
23-WINDSTREAM				**Remit ID R-1**	**Payment Date: 07/30/2026**	**Payment Amt:**	**558.64**
0000012762	07/30/2026	AP0394200001			10-0470-000-000-14-000-000-000-0000	GO047014	496.99
8183-CALED FEDERAL CREDIT UNION				**Order ID O-1**	**Payment Date: 07/30/2026**	**Payment Amt:**	**496.99**
0000012763	07/31/2026	AP0394600001			10-0470-000-000-22-000-000-000-0000	GO047022	392.34
0000012763	07/31/2026	AP0394600002			10-0470-000-000-22-000-000-000-0000	GO047022	392.34
8187-ESPAPSEA				**Order ID O-1**	**Payment Date: 07/30/2026**	**Payment Amt:**	**784.68**
0000012764	07/31/2026	AP0393900001			10-0470-000-000-19-000-000-000-0000	GO047019	7,382.54
0000012764	07/31/2026	AP0393900002			10-0470-000-000-19-000-000-000-0000	GO047019	7,382.54
4663-PSEA				**Order ID O-1**	**Payment Date: 07/30/2026**	**Payment Amt:**	**14,765.08**
0000012765	07/31/2026	AP0395300001		SOLOMON.0726	10-2515-329-010-00-000-000-000-0000	GO2515329	7,616.00
9979-DANIEL R SOLOMON				**Remit ID R-1**	**Payment Date: 07/31/2026**	**Payment Amt:**	**7,616.00**
0000012775	07/31/2026	AP0395900004		52374	10-1110-610-106-00-000-000-000-0000	EL1110610	244.15 #
0000012775	07/31/2026	AP0395900005		52763	10-1110-610-106-00-000-000-000-0000	EL1110610	41.80 #
0000012775	07/31/2026	AP0395900006		52386	10-1500-329-124-00-000-000-000-0000	NC1500329	6,539.00 #

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8027-ALLEGHENY IU3				**Remit ID R-1**	**Payment Date: 07/31/2026**	**Payment Amt:**	**6,824.95**
0000012776	07/31/2026	LE0395700003	2600000770	1MM3-TFWM-RMJT	10-1691-610-810-00-001-000-000-0000	AP1691610	181.78 #
0000012776	07/31/2026	LE0395700004	2600000769	1CX7-76HL-RHX3	10-1500-610-124-00-002-000-000-0000	NC1500610002	472.74 #
0000012776	07/31/2026	LE0395700005	2600000811	1DH9-DJLF-973K	26-1281-610-320-00-000-000-000-0000	EI1281610	1,529.99 #
0000012776	07/31/2026	LE0395700006	2600000811	1DH9-DJLF-973K	23-2530-610-320-00-000-000-000-0000	SE2530610	3,059.98 #
0000012776	07/31/2026	LE0395700007	2600000811	1DH9-DJLF-973K	10-2530-610-010-00-000-000-000-0000	GO2530610	510.00 #
0000012776	07/31/2026	LE0395700008	2600000805	16D3-46PK-PYG1	10-2832-610-080-00-000-000-000-0000	GO2832610	84.64 #
0000012776	07/31/2026	LE0395700009	2600000805	16D3-46PK-PYG1	10-2360-610-010-00-000-000-000-0000	GO2360610	84.64 #
7798-AMAZON CAPITAL SERVICES INC				**Remit ID R-1**	**Payment Date: 07/31/2026**	**Payment Amt:**	**5,923.77**
0000012777	07/31/2026	LE0395700001	2700000051	1368	10-1500-360-124-00-002-000-000-0000	NC1500360002	8,800.00
10686-APPALACHIAN SAFETY COMPANY LLC				**Remit ID R-1**	**Payment Date: 07/31/2026**	**Payment Amt:**	**8,800.00**
0000012778	07/31/2026	AP0395900019		AVELLA.072926	10-1290-330-891-00-000-000-000-0000	AC1290330	4,020.61 #
0000012778	07/31/2026	AP0395900020		AVELLA.072926	10-1290-330-891-00-000-000-000-0000	AC1290330	10,464.98 #
0000012778	07/31/2026	AP0395900021		AVELLA.072926	10-2990-899-520-00-000-000-000-0000	ID2990899	144,429.00 #
4404-AVELLA AREA SCHOOL DISTRICT				**Remit ID R-1**	**Payment Date: 07/31/2026**	**Payment Amt:**	**158,914.59**
0000012779	07/31/2026	LE0395700010	2700000058	SI-033952	10-1691-650-810-00-001-000-000-0000	AP1691650	4,995.00
3190-AZTEC SOFTWARE LLC				**Remit ID R-1**	**Payment Date: 07/31/2026**	**Payment Amt:**	**4,995.00**
0000012780	07/31/2026	AP0395900025		507074	10-2620-460-010-00-000-000-000-0000	GO2620460	31.15
0000012780	07/31/2026	AP0395900026		507074	23-2620-460-320-00-000-000-000-0000	SE2620460	57.85

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Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
1605-DBUG PEST CONTROL INC				**Remit ID R-1**	**Payment Date: 07/31/2026**	**Payment Amt:**	**89.00**	
0000012781	07/31/2026	AP0395900015		CINV-349752	62-2891-650-101-00-000-000-000-0000	WS2891650	12,245.00	
603-DISCOVERY EDUCATION INC				**Remit ID R-1**	**Payment Date: 07/31/2026**	**Payment Amt:**	**12,245.00**	
0000012782	07/31/2026	AP0395900018		FTCHERRY.0726	10-6944-000-124-00-000-000-000-0000	NC6944124	737.86	#
4405-FORT CHERRY SCHOOL DISTRICT				**Remit ID R-2**	**Payment Date: 07/31/2026**	**Payment Amt:**	**737.86**	
0000012783	07/31/2026	AP0395900002		72949137	26-2660-350-320-00-061-000-000-0000	EI266035061	199.00	
4642-GUARDIAN PROTECTION SERVICESINC				**Remit ID R-2**	**Payment Date: 07/31/2026**	**Payment Amt:**	**199.00**	
0000012784	07/31/2026	AP0395900003		QB-784	23-2620-430-320-00-000-000-000-0000	SE2620430	325.00	#
4584-H & H WATER CONTROLS INC				**Remit ID R-1**	**Payment Date: 07/31/2026**	**Payment Amt:**	**325.00**	
0000012785	07/31/2026	AP0395900022		1784077651	10-2270-580-521-00-001-000-000-0000	PT2270580001	109.89	
0000012785	07/31/2026	AP0395900023		1784077651	10-2270-580-521-00-001-000-000-0000	PT2270580001	109.89	
4289-HAMPTON INN HARRISBURG EAST				**Remit ID R-1**	**Payment Date: 07/31/2026**	**Payment Amt:**	**219.78**	
0000012786	07/31/2026	AP0395900007		JBPTN0626-3	10-2818-349-904-00-000-000-000-0000	PT2818349904	36,000.00	
7873-JANBASK LLC				**Remit ID R-1**	**Payment Date: 07/31/2026**	**Payment Amt:**	**36,000.00**	
0000012787	07/31/2026	AP0395900011		KOPP.070726	10-1110-330-153-00-000-000-000-0000	FL1110330	300.00	
0000012787	07/31/2026	AP0395900012		KOPP.072826	62-2891-330-101-00-000-000-000-0000	WS2891330	1,200.00	
7168-JOHN KOPP				**Remit ID R-1**	**Payment Date: 07/31/2026**	**Payment Amt:**	**1,500.00**	
0000012788	07/31/2026	AP0395900008		ELLIS.072826	62-2891-330-101-00-000-000-000-0000	WS2891330	1,200.00	

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2061-JOHN M ELLIS				**Remit ID R-1**	**Payment Date: 07/31/2026**	**Payment Amt:**	**1,200.00**
0000012789	07/31/2026	AP0395900013		KUTZTOWN.0726	10-2990-899-521-00-001-000-000-0000	PT2990899001	4,180.46 #
842-KUTZTOWN UNIVERSITY				**Remit ID R-2**	**Payment Date: 07/31/2026**	**Payment Amt:**	**4,180.46**
0000012790	07/31/2026	AP0395900024		EES00030222	10-2818-650-521-00-001-000-000-0000	PT2818650001	9,431.75
3009-LANCASTERLEBANON IU #13				**Remit ID R-1**	**Payment Date: 07/31/2026**	**Payment Amt:**	**9,431.75**
0000012791	07/31/2026	AP0395900009		20626622	10-2818-448-521-00-001-000-000-0000	PT2818448001	1,273.34
7593-LEAF CAPITAL FUNDING LLC				**Remit ID R-1**	**Payment Date: 07/31/2026**	**Payment Amt:**	**1,273.34**
0000012792	07/31/2026	AP0395900017		JUNE2026	10-1692-329-280-00-001-000-000-0000	GC1692329	3,000.00 #
5929-LITERACY COUNCIL OF SOUTHWESTERN PA				**Remit ID R-1**	**Payment Date: 07/31/2026**	**Payment Amt:**	**3,000.00**
0000012793	07/31/2026	AP0395900001		MIKESELL.072826	62-2891-330-101-00-000-000-000-0000	WS2891330	1,200.00
10502-MATTHEW MIKESELL				**Remit ID R-1**	**Payment Date: 07/31/2026**	**Payment Amt:**	**1,200.00**
0000012794	07/31/2026	AP0395900010		277	10-1500-360-124-00-002-000-000-0000	NC1500360002	1,050.00
971-NS4ED LLC				**Remit ID R-1**	**Payment Date: 07/31/2026**	**Payment Amt:**	**1,050.00**
0000012795	07/31/2026	AP0395900014		PLUM.0726	10-2990-899-521-00-001-000-000-0000	PT2990899001	2,796.54 #
6838-PLUM BOROUGH SD PLUM HIGH				**Remit ID R-1**	**Payment Date: 07/31/2026**	**Payment Amt:**	**2,796.54**
0000012796	07/31/2026	AP0395900016		RIVERVIEW.0726	10-2990-899-521-00-001-000-000-0000	PT2990899001	4,105.60 #
419-RIVERVIEW SCHOOL DISTRICT				**Remit ID R-1**	**Payment Date: 07/31/2026**	**Payment Amt:**	**4,105.60**

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0000012797	07/31/2026	AP0395900027		STJOSEPHS.0726	10-2990-899-521-00-001-000-000-0000	PT2990899001	5,222.25	#
1111-SAINT JOSEPH'S UNIVERSITY				**Remit ID R-1**	**Payment Date: 07/31/2026**	**Payment Amt:**	**5,222.25**	
0000012798	07/31/2026	LE0395700002	2600000798	6144-5878-3155	10-1281-610-526-00-000-000-000-0000	OC1281610	210.00	#
3651-STARFALL EDUCATION FOUNDATION				**Remit ID R-1**	**Payment Date: 07/31/2026**	**Payment Amt:**	**210.00**	
0000012799	07/31/2026	AP0396100001		08042026	10-2270-390-521-00-001-000-000-0000	PT2270390001	4,620.00	
10711-THE HOLIDAY INN LANCASTER				**Remit ID R-1**	**Payment Date: 07/31/2026**	**Payment Amt:**	**4,620.00**	
0000012800	07/31/2026	LE0396000001	2600000822	INV81605	10-1500-610-380-00-000-000-000-0000	NP1500610	9,608.50	#
10684-THE MATH LEARNING CENTER				**Remit ID R-1**	**Payment Date: 07/31/2026**	**Payment Amt:**	**9,608.50**	
0000012801	07/31/2026	AP0396100003		UNIONTOWN.0726.2	10-1190-580-471-00-001-000-000-0000	LP1190580001	684.00	#
0000012801	07/31/2026	AP0396100004		UNIONTOWN.0726	10-6944-000-124-00-000-000-000-0000	NC6944124	3,118.00	#
8022-UNIONTOWN AREA SCHOOL DIST				**Remit ID R-1**	**Payment Date: 07/31/2026**	**Payment Amt:**	**3,802.00**	
0000012802	07/31/2026	AP0396100002		UNIVOFPGH.0726	10-2990-899-521-00-001-000-000-0000	PT2990899001	2,938.30	#
4789-UNIVERSITY OF PITTSBURGH				**Remit ID R-2**	**Payment Date: 07/31/2026**	**Payment Amt:**	**2,938.30**	
0000012803	07/31/2026	LE0396000003	2600000622	20264286	10-1500-610-380-00-000-000-000-0000	NP1500610	90.00	#
10640-VENTRIS LEARNING LLC				**Remit ID R-1**	**Payment Date: 07/31/2026**	**Payment Amt:**	**90.00**	
0000012804	07/31/2026	AP0396100005		229154690	10-2620-390-280-00-004-000-000-0000	AL2620390	1,370.90	#
0000012804	07/31/2026	AP0396100006		229154690	10-2620-390-280-00-004-000-000-0000	AL2620390	381.54	#
0000012804	07/31/2026	AP0396100007		229154684	10-2620-390-280-00-004-000-000-0000	AL2620390	1,192.29	#

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Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
0000012804	07/31/2026	AP0396100008		229154684	10-2620-390-280-00-004-000-000-0000	AL2620390	588.30	#
0000012804	07/31/2026	AP0396100009		229154721	10-2390-330-810-00-001-000-000-0000	AP2390330	1,206.54	#
0000012804	07/31/2026	AP0396100010		229154721	10-2390-390-810-00-001-000-000-0000	AP2390390	2,224.18	#
3694-WASHINGTON GREENE JOB TRNG AGENCY				**Remit ID R-1**	**Payment Date: 07/31/2026**	**Payment Amt:**	**6,963.75**	
0000012805	07/31/2026	LE0396000002	2600000806	INV268240	10-1500-610-380-00-000-000-000-0000	NP1500610	508.83	#
10666-WILLIAM H SADLIER INC				**Remit ID R-1**	**Payment Date: 07/31/2026**	**Payment Amt:**	**508.83**	
0000012806	07/31/2026	LE0396000004	2600000804	INV362390331	64-2220-330-100-00-000-000-000-0000	TN2220330	10,570.70	#
0000012806	07/31/2026	LE0396000005	2600000804	INV362390331	10-2818-650-521-00-001-000-000-0000	PT2818650001	7,437.30	#
7767-ZOOM VIDEO COMMUNICATIONS INC				**Remit ID R-2**	**Payment Date: 07/31/2026**	**Payment Amt:**	**18,008.00**	
D000002158	07/01/2026	AP0378500001		20464930	10-2850-442-070-00-000-000-000-0000	GO2850442	142.64	# D
D000002158	07/01/2026	AP0378500002		20464930	10-2260-442-020-00-000-000-000-0000	GO2260442	713.18	# D
D000002158	07/01/2026	AP0378500003		20464930	10-2360-442-010-00-000-000-000-0000	GO2360442	142.64	# D
D000002158	07/01/2026	AP0378500004		20464930	10-2270-442-520-00-000-000-000-0000	ID2270442	137.54	# D
D000002158	07/01/2026	AP0378500005		20464930	10-1281-442-526-00-000-000-000-0000	OC1281442	275.43	# D
D000002158	07/01/2026	AP0378500006		20464930	10-2818-442-040-00-000-000-000-0000	GO2818442	39.73	# D
D000002158	07/01/2026	AP0378500007		20464930	10-2519-442-891-00-000-000-000-0000	AC2519442	39.73	# D
D000002158	07/01/2026	AP0378500008		20464930	62-2891-442-101-00-000-000-000-0000	WS2891442	708.43	# D
D000002158	07/01/2026	AP0378500009		20464930	65-2260-442-141-00-000-000-000-0000	CY2260442065	587.87	# D
D000002158	07/01/2026	AP0378500010		20464930	23-2515-442-320-00-000-000-000-0000	SE2515442	142.64	# D
D000002158	07/01/2026	AP0378500011		20464930	23-2390-442-320-00-000-000-000-0000	SE2390442	395.65	# D

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

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Payment Categories: Regular Checks, Direct Deposits
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Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
D000002158	07/01/2026	AP0378500012		20464930	26-1281-442-320-00-000-000-000-0000	EI1281442	281.77	# D
D000002158	07/01/2026	AP0378500013		20464930	23-2390-442-320-00-000-000-000-0000	SE2390442	70.64	# D
7593-LEAF CAPITAL FUNDING LLC				**Remit ID R-1**	**Payment Date: 07/10/2026**	**Payment Amt:**	**3,677.89**	
D000002159	07/01/2026	AP0378500015		GALLAGHER.061726	62-2891-580-101-00-000-000-000-0000	WS2891580	220.89	# D
1563-RONALD GALLAGHER				**Remit ID R-1**	**Payment Date: 07/10/2026**	**Payment Amt:**	**220.89**	
D000002160	07/01/2026	AP0378500014		0000188679276	23-2530-532-320-00-000-000-000-0000	SE2530532	48.95	D
1602-UNITED PARCEL SERVICE				**Remit ID R-1**	**Payment Date: 07/10/2026**	**Payment Amt:**	**48.95**	
D000002161	07/01/2026	AP0384400004		LETO.0726	26-1281-810-320-00-000-000-000-0000	EI1281810	65.00	D
6003-ALICIA LETO				**Remit ID R-1**	**Payment Date: 07/22/2026**	**Payment Amt:**	**65.00**	
D000002162	07/01/2026	AP0384400001		LAWSON.0726	26-1281-810-320-00-000-000-000-0000	EI1281810	65.00	D
3606-AMBER LAWSON				**Remit ID R-1**	**Payment Date: 07/22/2026**	**Payment Amt:**	**65.00**	
D000002163	07/01/2026	AP0384400006		ERICKSON.0726	26-2160-810-320-00-000-000-000-0000	EI2160810	65.00	D
5905-AMY ERICKSON				**Remit ID R-1**	**Payment Date: 07/22/2026**	**Payment Amt:**	**65.00**	
D000002164	07/01/2026	AP0384400008		CHESNUT.0726	26-1281-810-320-00-000-000-000-0000	EI1281810	65.00	D
5025-ASHLEY CHESNUT				**Remit ID R-1**	**Payment Date: 07/22/2026**	**Payment Amt:**	**65.00**	
D000002165	07/01/2026	AP0384400007		HOLZAPFEL.0726	26-1281-810-320-00-000-000-000-0000	EI1281810	65.00	D
5781-BRITTANY HABRAT HOLZAPFEL				**Remit ID R-1**	**Payment Date: 07/22/2026**	**Payment Amt:**	**65.00**	
D000002166	07/01/2026	AP0384400003		MCCLELLAN.0726	26-1281-810-320-00-000-000-000-0000	EI1281810	65.00	D

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Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
6670-JESSICA MCCLELLAN				**Remit ID R-1**	**Payment Date: 07/22/2026**	**Payment Amt:**	**65.00**	
D000002167	07/01/2026	AP0384400005		MALIZIA.0726	26-1281-810-320-00-000-000-000-0000	EI1281810	65.00	D
6001-KAREN MALIZIA				**Remit ID R-1**	**Payment Date: 07/22/2026**	**Payment Amt:**	**65.00**	
D000002168	07/01/2026	AP0384400002		ANKROM.0726	26-1281-810-320-00-000-000-000-0000	EI1281810	65.00	D
2749-RAYNA ANKROM				**Remit ID R-1**	**Payment Date: 07/22/2026**	**Payment Amt:**	**65.00**	
D000002169	07/01/2026	AP0384400011		WORTH.0726	26-1281-810-320-00-000-000-000-0000	EI1281810	65.00	D
713-SARAH WORTH				**Remit ID R-1**	**Payment Date: 07/22/2026**	**Payment Amt:**	**65.00**	
D000002170	07/01/2026	AP0384400009		0000188679296	23-2530-532-320-00-000-000-000-0000	SE2530532	48.65	D
D000002170	07/01/2026	AP0384400010		0000188679286	23-2530-532-320-00-000-000-000-0000	SE2530532	48.75	D
1602-UNITED PARCEL SERVICE				**Remit ID R-1**	**Payment Date: 07/22/2026**	**Payment Amt:**	**97.40**	
D000002171	07/13/2026	AP0384600034		JOHN.JUNE26	23-2140-580-320-00-000-000-000-0000	SE2140580	12.60	D
6188-ADRIENNE JOHN				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**12.60**	
D000002172	07/13/2026	AP0384600035		LETO.JUNE26	26-1281-580-320-00-000-000-000-0000	EI1281580	7.70	D
6003-ALICIA LETO				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**7.70**	
D000002173	07/13/2026	AP0384600011		STEINHEISER.0626	26-1281-580-320-00-000-000-000-0000	EI1281580	43.40	D
97-ALLISON STEINHEISER				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**43.40**	
D000002174	07/13/2026	AP0384600043		ADKINS.JUNE26	23-2140-580-320-00-000-000-000-0000	SE2140580	98.00	D
1342-AMANDA ADKINS				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**98.00**	

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Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
D000002175	07/13/2026	AP0384600012		ANDREOLLI.JUNE26	26-1281-580-320-00-000-000-000-0000	EI1281580	69.30	D
7876-AMANDA ANDREOLLI				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**69.30**	
D000002176	07/13/2026	AP0384600009		MILLER.JUNE26	26-1281-580-320-00-000-000-000-0000	EI1281580	30.10	D
8077-AMANDA MILLER				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**30.10**	
D000002177	07/13/2026	AP0384600044		MILLIKEN.JUNE26	10-1691-580-810-00-001-000-000-0000	AP1691580	154.43	D
944-AMY MILLIKEN				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**154.43**	
D000002178	07/13/2026	AP0384600030		KENES.JUNE26	10-1691-580-810-00-001-000-000-0000	AP1691580	571.30	D
442-ANGELA KENES				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**571.30**	
D000002179	07/13/2026	AP0384600015		THOMPSON.JUNE26C	26-1281-580-320-00-000-000-000-0000	EI1281580	24.12	D
D000002179	07/13/2026	AP0384600016		THOMPSON.JUNE26C	26-1281-580-320-00-000-000-000-0000	EI1281580	158.84	D
D000002179	07/13/2026	AP0384600017		THOMPSON.JUNE26C	26-1281-580-320-00-000-000-000-0000	EI1281580	108.31	D
D000002179	07/13/2026	AP0384600018		THOMPSON.JUNE26C	10-1281-580-526-00-000-000-000-0000	OC1281580	194.14	D
D000002179	07/13/2026	AP0384600019		THOMPSON.JUNE26C	10-1281-580-526-00-000-000-000-0000	OC1281580	29.49	D
D000002179	07/13/2026	AP0384600020		THOMPSON.JUNE26C	10-1281-580-526-00-000-000-000-0000	OC1281580	132.39	D
2241-ANGELA THOMPSON				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**647.29**	
D000002180	07/13/2026	AP0384600013		ANDERSON.JUNE26	23-2140-580-320-00-000-000-000-0000	SE2140580	35.00	D
7872-BRIAN P ANDERSON				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**35.00**	

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D000002181	07/13/2026	AP0384600039		HOLZAPFEL.JUNE26	26-1281-580-320-00-000-000-000-0000	EI1281580	50.40	D
5781-BRITTANY HABRAT HOLZAPFEL				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**50.40**	
D000002182	07/13/2026	AP0384600005		PLANICZKA.2QTR26	10-2310-580-010-00-000-000-000-0000	GO2310580	39.29	D
D000002182	07/13/2026	AP0384600006		PLANICZKA.2QTR26	10-2310-580-010-00-000-000-000-0000	GO2310580	39.30	D
D000002182	07/13/2026	AP0384600007		PLANICZKA.2QTR26	10-2310-580-010-00-000-000-000-0000	GO2310580	37.27	D
358-CARL PLANICZKA				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**115.86**	
D000002183	07/13/2026	AP0384600031		GOOD.JUNE26	10-2260-580-521-00-001-000-000-0000	PT2260580001	90.00	D
D000002183	07/13/2026	AP0384600032		GOOD.JUNE26	10-2260-580-521-00-001-000-000-0000	PT2260580001	114.92	D
D000002183	07/13/2026	AP0384600033		GOOD.JUNE26	10-2260-580-521-00-001-000-000-0000	PT2260580001	95.40	D
6212-CAROL GOOD				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**300.32**	
D000002184	07/13/2026	AP0384600040		CERNETIC.JUNE26	10-1110-580-106-00-000-000-000-0000	EL1110580	14.00	D
3434-CARRIE CERNETIC				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**14.00**	
D000002185	07/13/2026	AP0384600025		RIDENOUR.JUNE26	26-1281-580-320-00-000-000-000-0000	EI1281580	34.30	D
7247-CHARITY RIDENOUR				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**34.30**	
D000002186	07/13/2026	AP0384600004		DAVIS.JUNE26	10-1691-580-280-00-004-000-000-0000	AL1691580	246.50	D
372-CHELSE DAVIS				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**246.50**	
D000002187	07/13/2026	AP0384600026		MOON.JUNE26	10-2270-580-521-00-001-000-000-0000	PT2270580001	92.56	D

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D000002187	07/13/2026	AP0384600027		MOON.APR26	10-2270-580-521-00-001-000-000-0000	PT2270580001	27.72	D
D000002187	07/13/2026	AP0384600028		MOON.FEB26	10-2270-580-521-00-001-000-000-0000	PT2270580001	118.35	D
6901-CHRISTINE MOON				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**238.63**	
D000002188	07/13/2026	AP0384600010		DICKS.JUNE26	26-1281-580-320-00-000-000-000-0000	EI1281580	66.50	D
4727-DANIELLE DICKS				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**66.50**	
D000002189	07/13/2026	AP0384600036		MOHAR.AC.062726	10-2519-330-891-00-000-000-000-0000	AC2519330	2,107.00	# D
D000002189	07/13/2026	AP0384600037		MOHAR.EI.061226	26-2160-330-320-00-000-000-000-0000	EI2160330	189.00	D
5926-DANIELLE MOHAR				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**2,296.00**	
D000002190	07/13/2026	AP0384600008		BRYANT.APR26	10-2270-580-521-00-001-000-000-0000	PT2270580001	63.82	D
8122-DARLA BRYANT				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**63.82**	
D000002191	07/13/2026	AP0384600021		DUNHAM.JUNE26	62-2891-580-101-00-000-000-000-0000	WS2891580	21.77	D
D000002191	07/13/2026	AP0384600022		DUNHAM.JUNE26	62-2891-580-101-00-000-000-000-0000	WS2891580	83.01	D
D000002191	07/13/2026	AP0384600023		DUNHAM.JUNE26	10-2260-580-020-00-000-000-000-0000	GO2260580	21.77	D
D000002191	07/13/2026	AP0384600024		DUNHAM.JUNE26	10-2260-580-020-00-000-000-000-0000	GO2260580	83.02	D
9999-DAVID DUNHAM				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**209.57**	
D000002192	07/13/2026	AP0384600029		SKERBETZ.JUNE26	10-1281-580-526-00-000-000-000-0000	OC1281580	53.20	D
6437-DOREEN SKERBETZ				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**53.20**	
D000002193	07/13/2026	AP0384600002		HUGHES.JUNE26	10-2260-580-163-00-000-000-000-0000	SP2260580	12.84	D

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Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
D000002193	07/13/2026	AP0384600003		HUGHES.JUNE26	10-2260-580-163-00-000-000-000-0000	SP2260580	198.65	D
541326-Emily Hughes				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**211.49**	
D000002194	07/13/2026	AP0384600014		GOECKELER.0626C	10-1281-580-526-00-000-000-000-0000	OC1281580	79.31	D
2854-ERIN GOECKELER				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**79.31**	
D000002195	07/13/2026	AP0384600041		VITALE.JUNE26	10-1691-580-280-00-004-000-000-0000	AL1691580	6.00	D
D000002195	07/13/2026	AP0384600042		VITALE.JUNE26	10-1691-580-280-00-004-000-000-0000	AL1691580	26.10	D
1434-ERIN VITALE				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**32.10**	
D000002196	07/13/2026	AP0384600038		WILSON.JUNE26	26-1281-580-320-00-000-000-000-0000	EI1281580	43.40	D
5909-FELICIA WILSON				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**43.40**	
D000002197	07/13/2026	AP0384700006		CRAWFORD.JUNE26	26-1281-580-320-00-000-000-000-0000	EI1281580	31.80	D
D000002197	07/13/2026	AP0384700007		CRAWFORD.JUNE26	26-1281-580-320-00-000-000-000-0000	EI1281580	393.40	D
214578-Gabrielle Crawford				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**425.20**	
D000002198	07/13/2026	AP0384700011		BOLE.JUNE26	23-2140-580-320-00-000-000-000-0000	SE2140580	26.60	D
2209-GARY LEE BOLE				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**26.60**	
D000002199	07/13/2026	AP0384700009		LAWRENCE.MAY26	26-1281-580-320-00-000-000-000-0000	EI1281580	284.90	D
D000002199	07/13/2026	AP0384700010		LAWRENCE.JUNE26	26-1281-580-320-00-000-000-000-0000	EI1281580	214.20	D
7917-GINA LAWRENCE				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**499.10**	
D000002200	07/13/2026	AP0384700037		SALVINI.JUNE26	26-1281-580-320-00-000-000-000-0000	EI1281580	48.30	D

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Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
1116-HALEY SALVINI				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**48.30**	
D000002201	07/13/2026	AP0384700019		MANGIS.JUNE26	10-2270-580-521-00-001-000-000-0000	PT2270580001	45.44	D
6580-HILLARY MANGIS				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**45.44**	
D000002202	07/13/2026	AP0384700027		DURIGON.JUNE26	26-1281-580-320-00-000-000-000-0000	EI1281580	84.00	D
5267-HOLLY DURIGON				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**84.00**	
D000002203	07/13/2026	AP0384700013		FRIEDMAN.JUNE26	26-1281-580-320-00-000-000-000-0000	EI1281580	1.65	D
D000002203	07/13/2026	AP0384700014		FRIEDMAN.JUNE26	26-1281-580-320-00-000-000-000-0000	EI1281580	53.90	D
7368-JAMIE FRIEDMAN				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**55.55**	
D000002204	07/13/2026	AP0384700012		MATHIESON.JUNE26	10-2270-580-521-00-001-000-000-0000	PT2270580001	37.80	D
7529-JEFFREY MATHIESON				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**37.80**	
D000002205	07/13/2026	AP0384700023		GEIBEL.JUNE26	10-2270-580-521-00-001-000-000-0000	PT2270580001	51.49	D
D000002205	07/13/2026	AP0384700024		GEIBEL.MAY26	10-2270-580-521-00-001-000-000-0000	PT2270580001	38.96	D
D000002205	07/13/2026	AP0384700025		GEIBEL.APR26	10-2270-580-521-00-001-000-000-0000	PT2270580001	19.00	D
D000002205	07/13/2026	AP0384700026		GEIBEL.APR26	10-2270-580-521-00-001-000-000-0000	PT2270580001	11.32	D
5399-JENNIFER GEIBEL				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**120.77**	
D000002206	07/13/2026	AP0384700035		YORK.JUNE26	10-1281-580-510-00-000-000-000-0000	PS1281580	110.60	D
1638-JENNIFER YORK				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**110.60**	

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

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Bank Account: GF - General Fund **Payment Dates:** 06/16/2026 - 07/31/2026

Payment Categories: Regular Checks, Direct Deposits
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Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
D000002207	07/13/2026	AP0384700028		LENT.JUNE26	10-2260-580-020-00-000-000-000-0000	GO2260580	52.09	D
D000002207	07/13/2026	AP0384700029		LENT.JUNE26	10-2260-580-020-00-000-000-000-0000	GO2260580	711.95	D
4910-JENNY LENT				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**764.04**	
D000002208	07/13/2026	AP0384700034		LUND.JUNE26	26-1281-580-320-00-000-000-000-0000	EI1281580	45.50	D
2981-JESSICA LUND				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**45.50**	
D000002209	07/13/2026	AP0384700018		MCCLELLAN.JUNE26	26-1281-580-320-00-000-000-000-0000	EI1281580	22.40	D
6670-JESSICA MCCLELLAN				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**22.40**	
D000002210	07/13/2026	AP0384700008		VAIL.JUNE26	23-1225-580-320-00-000-000-000-0000	SE1225580	57.40	D
3826-JILL VAIL				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**57.40**	
D000002211	07/13/2026	AP0384700033		ONISKO.JUNE26	26-1281-580-320-00-000-000-000-0000	EI1281580	88.90	D
4219-JILLIAN MCKITA ONISKO				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**88.90**	
D000002212	07/13/2026	AP0384700020		WOLPINK.JUNE26	10-1281-580-526-00-000-000-000-0000	OC1281580	5.60	D
6121-JODI WOLPINK				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**5.60**	
D000002213	07/13/2026	AP0384700040		LAPE.MAY26	10-2818-580-040-00-000-000-000-0000	GO2818580	69.86	D
D000002213	07/13/2026	AP0384700041		LAPE.MAY26	10-2818-580-040-00-000-000-000-0000	GO2818580	506.16	D
D000002213	07/13/2026	AP0384700042		LAPE.MAY26	10-2818-580-040-00-000-000-000-0000	GO2818580	45.44	D
D000002213	07/13/2026	AP0384700043		LAPE.MAY26	10-2818-580-040-00-000-000-000-0000	GO2818580	335.68	D
711-JOE LAPE				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**957.14**	

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

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Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
D000002214	07/13/2026	AP0384700016		GREENLEE.2QTR26	10-2310-580-010-00-000-000-000-0000	GO2310580	13.92	D
D000002214	07/13/2026	AP0384700017		GREENLEE.2QTR26	10-2310-580-010-00-000-000-000-0000	GO2310580	13.92	D
6673-JOHN GREENLEE				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**27.84**	
D000002215	07/13/2026	AP0384700044		GRODZ.2QTR26	10-2310-580-010-00-000-000-000-0000	GO2310580	3.34	D
349-JOSEPH GRODZ				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**3.34**	
D000002216	07/13/2026	AP0384700021		WILLIAMS.JUNE26	23-2140-580-320-00-000-000-000-0000	SE2140580	46.90	D
6069-JULIE WILLIAMS				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**46.90**	
D000002217	07/13/2026	AP0384700022		MALIZIA.JUNE26	26-1281-580-320-00-000-000-000-0000	EI1281580	74.90	D
6001-KAREN MALIZIA				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**74.90**	
D000002218	07/13/2026	AP0384700015		HORN.JUNE26	26-1281-580-320-00-000-000-000-0000	EI1281580	149.80	D
848-KATHRYN HORN				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**149.80**	
D000002219	07/13/2026	AP0384700036		POGGI.JUNE26	10-2270-580-521-00-001-000-000-0000	PT2270580001	34.12	D
1469-KATHRYN POGGI				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**34.12**	
D000002220	07/13/2026	AP0384800037		FINE.JUNE26	26-1281-580-320-00-000-000-000-0000	EI1281580	58.10	D
688-KATLYN FINE				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**58.10**	
D000002221	07/13/2026	AP0384800024		KERNS.JUNE26	26-1281-580-320-00-000-000-000-0000	EI1281580	112.00	D
6993-KAYLA KERNS				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**112.00**	
D000002222	07/13/2026	AP0384800028		MEADOWS.2QTR26	10-2310-580-010-00-000-000-000-0000	GO2310580	18.70	D

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Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
D000002222	07/13/2026	AP0384800029		MEADOWS.2QTR 26	10-2310-580-010-00-000-000-000-0000	GO2310580	18.71	D
1855-KENNETH G MEADOWS				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**37.41**	
D000002223	07/13/2026	AP0384800042		SZEWCZYK.JUNE 26	23-2360-580-320-00-000-000-000-0000	SE2360580	5.53	D
D000002223	07/13/2026	AP0384800043		SZEWCZYK.JUNE 26	23-2360-580-320-00-000-000-000-0000	SE2360580	74.67	D
D000002223	07/13/2026	AP0384800044		SZEWCZYK.JUNE 26	10-2360-580-010-00-000-000-000-0000	GO2360580	5.54	D
D000002223	07/13/2026	AP0384800045		SZEWCZYK.JUNE 26	10-2360-580-010-00-000-000-000-0000	GO2360580	74.68	D
347-KRISTIN SZEWCZYK				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**160.42**	
D000002224	07/13/2026	AP0384800025		SHAULIS.JUNE26	23-2160-580-320-00-000-000-000-0000	SE2160580	5.60	D
591-KYLENE SHAULIS				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**5.60**	
D000002225	07/13/2026	AP0384800026		DRAIN.JUNE26	23-1224-580-320-00-000-000-000-0000	SE1224580	13.30	D
6697-LEAH DRAIN				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**13.30**	
D000002226	07/13/2026	AP0384800022		SCHEPONIK.JUNE26	26-1281-580-320-00-000-000-000-0000	EI1281580	68.60	D
7821-LEAH SCHEPONIK				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**68.60**	
D000002227	07/13/2026	AP0384800038		YODERS.JUNE26	23-2140-580-320-00-000-000-000-0000	SE2140580	54.60	D
579-LINDSI YODERS				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**54.60**	
D000002228	07/13/2026	AP0384800046		STERATORE.JUNE26	23-2380-580-320-00-000-000-000-0000	SE2380580	20.00	D
D000002228	07/13/2026	AP0384800047		STERATORE.JUNE26	23-2380-580-320-00-000-000-000-0000	SE2380580	51.91	D

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D000002228	07/13/2026	AP0384800048		STERATORE.JUNE26	65-2260-580-141-00-000-000-000-0000	CY2260580065	80.00	D
D000002228	07/13/2026	AP0384800049		STERATORE.JUNE26	65-2260-580-141-00-000-000-000-0000	CY2260580065	207.64	D
191-LISA STERATORE				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**359.55**	
D000002229	07/13/2026	AP0384800033		SCHMIDT.MAY26	10-2270-580-521-00-001-000-000-0000	PT2270580001	7.74	D
D000002229	07/13/2026	AP0384800034		SCHMIDT.MAY26	10-2270-580-521-00-001-000-000-0000	PT2270580001	48.58	D
D000002229	07/13/2026	AP0384800035		SCHMIDT.APR26	10-2270-580-521-00-001-000-000-0000	PT2270580001	64.78	D
691-LISA SCHMIDT				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**121.10**	
D000002230	07/13/2026	AP0384800039		SIMMS.JUNE26	23-2140-580-320-00-000-000-000-0000	SE2140580	3.50	D
539-LISA SIMMS				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**3.50**	
D000002231	07/13/2026	AP0384800032		EMEIGH.FEB26	10-2270-580-521-00-001-000-000-0000	PT2270580001	169.48	D
694-LYDIA SVETKOVICH EMEIGH				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**169.48**	
D000002232	07/13/2026	AP0384800036		LENHART.JUNE26	26-1281-580-320-00-000-000-000-0000	EI1281580	218.40	D
690-MACKENZIE LENHART				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**218.40**	
D000002233	07/13/2026	AP0384800007		BIZZAK.JUNE26	26-1281-580-320-00-000-000-000-0000	EI1281580	98.70	D
21542-MADISON BIZZAK				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**98.70**	
D000002234	07/13/2026	AP0384800011		KRUPPA.MAY26	26-1281-580-320-00-000-000-000-0000	EI1281580	206.50	D
D000002234	07/13/2026	AP0384800012		KRUPPA.JUNE26	26-1281-580-320-00-000-000-000-0000	EI1281580	147.00	D

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Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
9950-MARIA KRUPPA				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**353.50**	
D000002235	07/13/2026	AP0384800002		MCANULTY.JUNE 26	10-2260-580-163-00-000-000-000-0000	SP2260580	118.19	D
D000002235	07/13/2026	AP0384800003		MCANULTY.JUNE 26	10-2260-580-163-00-000-000-000-0000	SP2260580	40.18	D
D000002235	07/13/2026	AP0384800004		MCANULTY.JUNE 26	10-2260-580-163-00-000-000-000-0000	SP2260580	458.93	D
MCANULME-Meghan McAnulty				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**617.30**	
D000002236	07/13/2026	AP0384800040		NAYLOR.JUNE26	26-2153-580-320-00-000-000-000-0000	EI2153580	45.36	D
D000002236	07/13/2026	AP0384800041		NAYLOR.JUNE26	23-2140-580-320-00-000-000-000-0000	SE2140580	181.44	D
534-MELANIE NAYLOR				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**226.80**	
D000002237	07/13/2026	AP0384800005		LOUCKS.MAY26	26-1281-580-320-00-000-000-000-0000	EI1281580	93.10	D
D000002237	07/13/2026	AP0384800006		LOUCKS.JUNE26	26-1281-580-320-00-000-000-000-0000	EI1281580	85.40	D
216253-Melissa A Loucks				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**178.50**	
D000002238	07/13/2026	AP0384800020		KLUG.JUNE26	10-2270-580-521-00-001-000-000-0000	PT2270580001	50.77	D
7928-MELISSA KLUG				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**50.77**	
D000002239	07/13/2026	AP0384800021		KUZIOR.JUNE26	23-2140-580-320-00-000-000-000-0000	SE2140580	74.20	D
2133-MELISSA KUZIOR				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**74.20**	
D000002240	07/13/2026	AP0384800023		STAHL.JUNE26	10-1691-580-280-00-004-000-000-0000	AL1691580	97.15	D
7294-MELISSA STAHL				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**97.15**	
D000002241	07/13/2026	AP0384800014		MINOR.JUNE26	10-1440-580-105-00-000-000-000-0000	AS1440580	2.80	D

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Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
D000002241	07/13/2026	AP0384800015		MINOR.JUNE26	10-1440-580-105-00-000-000-000-0000	AS1440580	0.18	D
D000002241	07/13/2026	AP0384800016		MINOR.JUNE26	10-1440-580-105-00-000-000-000-0000	AS1440580	16.82	D
D000002241	07/13/2026	AP0384800017		MINOR.JUNE26	23-2380-580-320-00-000-000-000-0000	SE2380580	53.20	D
D000002241	07/13/2026	AP0384800018		MINOR.JUNE26	23-2380-580-320-00-000-000-000-0000	SE2380580	3.38	D
D000002241	07/13/2026	AP0384800019		MINOR.JUNE26	23-2380-580-320-00-000-000-000-0000	SE2380580	319.58	D
4129-MICHAEL MINOR				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**395.96**	
D000002242	07/13/2026	AP0384800013		SABIC.JUNE26	26-1281-580-320-00-000-000-000-0000	EI1281580	31.50	D
7996-MICHELINE SABIC				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**31.50**	
D000002243	07/13/2026	AP0384800027		THOMAS.JUNE26	23-2842-580-320-00-000-000-000-0000	SE2842580	26.10	D
3200-MIRANDA SHIMKO THOMAS				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**26.10**	
D000002244	07/13/2026	AP0384800008		NORTH.JUNE26	10-1390-580-158-00-000-000-000-0000	CW1390580	24.24	D
D000002244	07/13/2026	AP0384800009		NORTH.JUNE26	10-1390-580-158-00-000-000-000-0000	CW1390580	17.79	D
D000002244	07/13/2026	AP0384800010		NORTH.JUNE26	10-1390-580-158-00-000-000-000-0000	CW1390580	369.03	D
12548-MORGAN NORTH				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**411.06**	
D000002245	07/13/2026	AP0384800030		BOYD.JUNE26	26-1281-580-320-00-000-000-000-0000	EI1281580	21.83	D
D000002245	07/13/2026	AP0384800031		BOYD.JUNE26	26-1281-580-320-00-000-000-000-0000	EI1281580	257.60	D
1714-NATALIE BOYD				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**279.43**	
D000002246	07/13/2026	AP0384900038		BOWSER.JUNE26	26-1281-580-320-00-000-000-000-0000	EI1281580	115.50	D
3516-NICOLE BOWSER				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**115.50**	
D000002247	07/13/2026	AP0384900003		CLINE.JUNE26C	26-1281-580-320-00-000-000-000-0000	EI1281580	10.52	D

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Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
D000002247	07/13/2026	AP0384900004		CLINE.JUNE26C	26-1281-580-320-00-000-000-000-0000	EI1281580	17.81	D
D000002247	07/13/2026	AP0384900005		CLINE.JUNE26C	26-1281-580-320-00-000-000-000-0000	EI1281580	176.49	D
D000002247	07/13/2026	AP0384900006		CLINE.JUNE26C	26-1281-580-320-00-000-000-000-0000	EI1281580	217.50	D
D000002247	07/13/2026	AP0384900007		CLINE.JUNE26	26-1281-580-320-00-000-000-000-0000	EI1281580	11.62	D
D000002247	07/13/2026	AP0384900008		CLINE.JUNE26	26-1281-580-320-00-000-000-000-0000	EI1281580	137.75	D
9645-Nicole Cline				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**571.69**	
D000002248	07/13/2026	AP0384900025		LEMANSKY.JUNE26	23-2140-580-320-00-000-000-000-0000	SE2140580	4.20	D
6564-PATRICK LEMANSKY				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**4.20**	
D000002249	07/13/2026	AP0384900018		HARSHMAN.2QTR26	10-2310-580-010-00-000-000-000-0000	GO2310580	40.16	D
D000002249	07/13/2026	AP0384900019		HARSHMAN.2QTR26	10-2310-580-010-00-000-000-000-0000	GO2310580	40.17	D
D000002249	07/13/2026	AP0384900020		HARSHMAN.2QTR26	10-2310-580-010-00-000-000-000-0000	GO2310580	45.82	D
7150-PAUL HARSHMAN				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**126.15**	
D000002250	07/13/2026	AP0384900013		SCHMITT.JUNE26	10-2260-580-521-00-001-000-000-0000	PT2260580001	87.66	D
4131-PAULA SCHMITT				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**87.66**	
D000002251	07/13/2026	AP0384900016		DOMENCIC.JUNE26	23-1231-580-320-00-001-000-000-0000	SE1231580001	29.12	D
D000002251	07/13/2026	AP0384900017		DOMENCIC.JUNE26	10-2280-580-520-00-000-000-000-0000	ID2280580	116.48	D
7249-PETER DOMENCIC				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**145.60**	
D000002252	07/13/2026	AP0384900010		GREENLEE.JUNE26	10-2370-580-010-00-000-000-000-0000	GO2370580	7.46	D

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

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: GF - General Fund **Payment Dates:** 06/16/2026 - 07/31/2026

Payment Categories: Regular Checks, Direct Deposits
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
D000002252	07/13/2026	AP0384900011		GREENLEE.JUNE 26	10-2370-580-010-00-000-000-000-0000	GO2370580	42.05	D
101-RACHEL GREENLEE				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**49.51**	
D000002253	07/13/2026	AP0384900026		ZILCOSKY.JUNE2 6	10-1691-580-280-00-004-000-000-0000	AL1691580	8.44	D
D000002253	07/13/2026	AP0384900027		ZILCOSKY.JUNE2 6	10-1691-580-280-00-004-000-000-0000	AL1691580	154.43	D
6243-RACHEL ZILCOSKY				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**162.87**	
D000002254	07/13/2026	AP0384900022		KOTCHMAN.JUN E26	10-2270-580-520-00-000-000-000-0000	ID2270580	37.10	D
6698-RENAE KOTCHMAN				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**37.10**	
D000002255	07/13/2026	AP0384900014		MACKO.JUNE26	10-1691-580-280-00-004-000-000-0000	AL1691580	115.27	D
D000002255	07/13/2026	AP0384900015		MACKO.JUNE26	10-1691-580-810-00-001-000-000-0000	AP1691580	115.28	D
7517-RENEE MACKO				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**230.55**	
D000002256	07/13/2026	AP0384900032		GATES.2QTR26	10-2310-580-010-00-000-000-000-0000	GO2310580	6.38	D
D000002256	07/13/2026	AP0384900033		GATES.2QTR26	10-2310-580-010-00-000-000-000-0000	GO2310580	6.38	D
D000002256	07/13/2026	AP0384900034		GATES.2QTR26	10-2310-580-010-00-000-000-000-0000	GO2310580	13.49	D
5583-RICHARD GATES				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**26.25**	
D000002257	07/13/2026	AP0384900048		LAMPE.JUNE26	23-2140-580-320-00-000-000-000-0000	SE2140580	40.60	D
375-RILEY G LAMPE				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**40.60**	
D000002258	07/13/2026	AP0384900002		BUSH.JUNE26	10-2270-580-521-00-001-000-000-0000	PT2270580001	72.52	D
215498-Roanne Bush				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**72.52**	

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

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: GF - General Fund **Payment Dates:** 06/16/2026 - 07/31/2026

Payment Categories: Regular Checks, Direct Deposits
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
D000002259	07/13/2026	AP0384900001		GARVEY.JUNE26	10-2260-580-020-00-000-000-000-0000	GO2260580	79.75	D
214574-Robert Garvey				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**79.75**	
D000002260	07/13/2026	AP0384900035		MITCHELL.2QTR 26	10-2310-580-010-00-000-000-000-0000	GO2310580	24.36	D
D000002260	07/13/2026	AP0384900036		MITCHELL.2QTR 26	10-2310-580-010-00-000-000-000-0000	GO2310580	19.14	D
5074-ROBERT MITCHELL				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**43.50**	
D000002261	07/13/2026	AP0384900040		GALLAGHER.JUNE26	10-2260-580-020-00-000-000-000-0000	GO2260580	19.00	D
D000002261	07/13/2026	AP0384900041		GALLAGHER.JUNE26	10-2260-580-020-00-000-000-000-0000	GO2260580	22.07	D
D000002261	07/13/2026	AP0384900042		GALLAGHER.JUNE26	10-2260-580-020-00-000-000-000-0000	GO2260580	313.20	D
1563-RONALD GALLAGHER				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**354.27**	
D000002262	07/13/2026	AP0384900024		HARRIS.JUNE26	26-1281-580-320-00-000-000-000-0000	EI1281580	29.40	D
6659-SANDRA HARRIS				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**29.40**	
D000002263	07/13/2026	AP0384900037		D'URZO.JUNE26	62-2891-580-101-00-000-000-000-0000	WS2891580	60.90	D
4242-SARAH D'URZO				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**60.90**	
D000002264	07/13/2026	AP0384900043		HARDY.JUNE26	26-1281-580-320-00-000-000-000-0000	EI1281580	337.40	D
1121-SARAH HARDY				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**337.40**	
D000002265	07/13/2026	AP0384900047		ONDRA.JUNE26	26-1281-580-320-00-000-000-000-0000	EI1281580	168.70	D
689-SARAH ONDRA				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**168.70**	
D000002266	07/13/2026	AP0384900021		TAUBE.JUNE26	23-1221-580-320-00-000-000-000-0000	SE1221580	48.30	D

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

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: GF - General Fund **Payment Dates:** 06/16/2026 - 07/31/2026

Payment Categories: Regular Checks, Direct Deposits
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
588-SARAH TAUBE				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**48.30**	
D000002267	07/13/2026	AP0384900044		TELFOR.MAY26	10-1110-580-106-00-000-000-000-0000	EL1110580	88.20	D
D000002267	07/13/2026	AP0384900045		TELFOR.JUNE26	10-1110-580-106-00-000-000-000-0000	EL1110580	24.50	D
881-SARAH TELFOR				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**112.70**	
D000002268	07/13/2026	AP0384900046		WORTH.JUNE26	26-1281-580-320-00-000-000-000-0000	EI1281580	60.20	D
713-SARAH WORTH				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**60.20**	
D000002269	07/13/2026	AP0384900028		CUNIAK.JUNE26	26-1281-580-320-00-000-000-000-0000	EI1281580	0.83	D
D000002269	07/13/2026	AP0384900029		CUNIAK.JUNE26	23-1224-580-320-00-000-000-000-0000	SE1224580	3.33	D
D000002269	07/13/2026	AP0384900030		CUNIAK.JUNE26	26-1281-580-320-00-000-000-000-0000	EI1281580	8.82	D
D000002269	07/13/2026	AP0384900031		CUNIAK.JUNE26	23-1224-580-320-00-000-000-000-0000	SE1224580	35.28	D
5808-SHANNON CUNIAK				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**48.26**	
D000002270	07/13/2026	AP0384900039		NACE.JUNE26	23-1221-580-320-00-000-000-000-0000	SE1221580	46.90	D
2922-STACEY NACE				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**46.90**	
D000002271	07/13/2026	AP0384900009		FARISS.MAY26	10-2270-580-521-00-001-000-000-0000	PT2270580001	49.30	D
8123-SUSAN FARISS				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**49.30**	
D000002272	07/13/2026	AP0384900023		WALKER.JUNE26	26-1281-580-320-00-000-000-000-0000	EI1281580	126.00	D
6660-TARA LYNN WALKER				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**126.00**	
D000002273	07/13/2026	AP0384900012		KALKBRENNER.0626	26-1281-580-320-00-000-000-000-0000	EI1281580	22.40	D

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

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: GF - General Fund **Payment Dates:** 06/16/2026 - 07/31/2026

Payment Categories: Regular Checks, Direct Deposits
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
85-TAYLOR KALKBRENNER				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**22.40**	
D000002274	07/13/2026	AP0385000002		EDENFIELD.0626C	10-2270-580-520-00-000-000-000-0000	ID2270580	21.83	D
D000002274	07/13/2026	AP0385000003		EDENFIELD.0626C	10-2270-580-520-00-000-000-000-0000	ID2270580	21.47	D
D000002274	07/13/2026	AP0385000004		EDENFIELD.0626C	10-2270-580-520-00-000-000-000-0000	ID2270580	127.40	D
6768-THERESA EDENFIELD				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**170.70**	
D000002275	07/13/2026	AP0385000005		KNIGHT.JUNE26	10-2270-580-521-00-001-000-000-0000	PT2270580001	19.26	D
D000002275	07/13/2026	AP0385000006		KNIGHT.MAY26	10-2270-580-521-00-001-000-000-0000	PT2270580001	62.27	D
475-TIMOTHY KNIGHT				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**81.53**	
D000002276	07/13/2026	AP0385000008		CZAJKOWSKI.0626	10-2260-580-020-00-000-000-000-0000	GO2260580	23.82	D
D000002276	07/13/2026	AP0385000009		CZAJKOWSKI.0626	10-2260-580-020-00-000-000-000-0000	GO2260580	92.80	D
533-TRACEY CZAJKOWSKI				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**116.62**	
D000002277	07/13/2026	AP0385000001		ANDREWS.JUNE26	26-1281-580-320-00-000-000-000-0000	EI1281580	178.50	D
83-TRACY ANDREWS				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**178.50**	
D000002278	07/13/2026	AP0385000007		OLEXA.2QTR26	10-2310-580-010-00-000-000-000-0000	GO2310580	14.94	D
6006-VICKI OLEXA				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**14.94**	
D000002280	07/15/2026	AP0385800001			10-0462-000-000-00-024-000-000-0000	GO0462024	52.00	D
10517-INTERMEDIATE UNIT 1 EDUCATIONAL FOUNDATION				**Remit ID R-1**	**Payment Date: 07/21/2026**	**Payment Amt:**	**52.00**	

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

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: GF - General Fund **Payment Dates:** 06/16/2026 - 07/31/2026

Payment Categories: Regular Checks, Direct Deposits
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount	
D000002281	07/21/2026	AP0387400001		PAULINE.JUNE26	26-1281-580-320-00-000-000-000-0000	EI1281580	5.53	D
D000002281	07/21/2026	AP0387400002		PAULINE.JUNE26	26-1281-580-320-00-000-000-000-0000	EI1281580	57.68	D
D000002281	07/21/2026	AP0387400003		PAULINE.JUNE26	23-1224-580-320-00-000-000-000-0000	SE1224580	22.11	D
D000002281	07/21/2026	AP0387400004		PAULINE.JUNE26	23-1224-580-320-00-000-000-000-0000	SE1224580	230.72	D
321569-Charlene Pauline				**Remit ID R-1**	**Payment Date: 07/24/2026**	**Payment Amt:**	**316.04**	
D000002282	07/30/2026	AP0394300002			10-0462-000-000-00-024-000-000-0000	GO0462024	52.00	D
10517-INTERMEDIATE UNIT 1 EDUCATIONAL FOUNDATION				**Remit ID R-1**	**Payment Date: 07/31/2026**	**Payment Amt:**	**52.00**	
D000002283	07/30/2026	AP0394300003		VAIL.0726	23-1225-810-320-00-000-000-000-0000	SE1225810	65.00	D
3826-JILL VAIL				**Remit ID R-1**	**Payment Date: 07/31/2026**	**Payment Amt:**	**65.00**	
D000002284	07/30/2026	AP0394300017		KERNS.072026	26-1281-580-320-00-000-000-000-0000	EI1281580	65.00	D
6993-KAYLA KERNS				**Remit ID R-1**	**Payment Date: 07/31/2026**	**Payment Amt:**	**65.00**	
D000002285	07/30/2026	AP0394300004		20626621	23-2390-442-320-00-000-000-000-0000	SE2390442	70.64	D
D000002285	07/30/2026	AP0394300005		20626621	26-1281-442-320-00-000-000-000-0000	EI1281442	281.77	D
D000002285	07/30/2026	AP0394300006		20626621	23-2390-442-320-00-000-000-000-0000	SE2390442	395.65	D
D000002285	07/30/2026	AP0394300007		20626621	23-2515-442-320-00-000-000-000-0000	SE2515442	142.64	D
D000002285	07/30/2026	AP0394300008		20626621	65-2260-442-141-00-000-000-000-0000	CY2260442065	587.87	D
D000002285	07/30/2026	AP0394300009		20626621	62-2891-442-101-00-000-000-000-0000	WS2891442	708.43	D
D000002285	07/30/2026	AP0394300010		20626621	10-2519-442-891-00-000-000-000-0000	AC2519442	39.73	D
D000002285	07/30/2026	AP0394300011		20626621	10-2818-442-040-00-000-000-000-0000	GO2818442	39.73	D
D000002285	07/30/2026	AP0394300012		20626621	10-1281-442-526-00-000-000-000-0000	OC1281442	275.43	D

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

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: GF - General Fund **Payment Dates:** 06/16/2026 - 07/31/2026

Payment Categories: Regular Checks, Direct Deposits
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount
D000002285	07/30/2026	AP0394300013		20626621	10-2270-442-520-00-000-000-000-0000	ID2270442	137.54 D
D000002285	07/30/2026	AP0394300014		20626621	10-2360-442-010-00-000-000-000-0000	GO2360442	142.64 D
D000002285	07/30/2026	AP0394300015		20626621	10-2260-442-020-00-000-000-000-0000	GO2260442	713.18 D
D000002285	07/30/2026	AP0394300016		20626621	10-2850-442-070-00-000-000-000-0000	GO2850442	142.64 D
7593-LEAF CAPITAL FUNDING LLC				**Remit ID R-1**	**Payment Date: 07/31/2026**	**Payment Amt:**	**3,677.89**
D000002286	07/30/2026	AP0394300019		ZURA.072326	66-3390-610-144-00-000-000-000-0000	OP3390610044	55.12 D
D000002286	07/30/2026	AP0394300020		ZURA.072326	10-1110-610-140-00-010-000-000-0000	PR1110610	82.67 D
D000002286	07/30/2026	AP0394300021		ZURA.072326	66-3390-610-144-00-000-000-000-0000	OP3390610044	18.34 D
D000002286	07/30/2026	AP0394300022		ZURA.072326	10-1110-610-140-00-010-000-000-0000	PR1110610	27.51 D
D000002286	07/30/2026	AP0394300023		ZURA.072326	66-3390-610-144-00-000-000-000-0000	OP3390610044	19.05 D
D000002286	07/30/2026	AP0394300024		ZURA.072326	10-1110-610-140-00-010-000-000-0000	PR1110610	28.57 D
1430-LORI ZURA				**Remit ID R-1**	**Payment Date: 07/31/2026**	**Payment Amt:**	**231.26**
D000002287	07/30/2026	AP0394300001		VANDEVEER.0726	26-1281-810-320-00-000-000-000-0000	EI1281810	65.00 D
MEGANVA-MEGAN VANDEVEER				**Remit ID R-1**	**Payment Date: 07/31/2026**	**Payment Amt:**	**65.00**
D000002288	07/30/2026	AP0394300018		0000188679306	23-2530-532-320-00-000-000-000-0000	SE2530532	48.85 D
1602-UNITED PARCEL SERVICE				**Remit ID R-1**	**Payment Date: 07/31/2026**	**Payment Amt:**	**48.85**

10 - GENERAL FUND	**851,738.53**
23 - SPECIAL ED-IU USE ONLY	**190,824.57**
24 - SPEC ED TRANS-IU ONLY	**44,182.18**

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

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: GF - General Fund **Payment Dates:** 06/16/2026 - 07/31/2026

Payment Categories: Regular Checks, Direct Deposits
Sort: Payment Number

26 - EARLY INTERVEN-IU ONLY	**95,154.58**
61 - 61	**5,397.57**
62 - 62	**46,034.12**
64 - 64	**37,505.53**
65 - 65	**571,094.18**
66 - 66	**2,641.26**
Grand Total All Funds	**1,844,572.52**
Grand Total Credit Cards	**0.00**
Grand Total Direct Deposits	**26,702.43**
Grand Total Manual Checks	**0.00**
Grand Total Other Disbursement Non-negotiables	**0.00**
Grand Total Procurement Card Other Disbursement Non-negotiables	**0.00**
Grand Total Regular Checks	**1,817,870.09**
Grand Total Virtual Payments	**0.00**
Grand Total All Payments	**1,844,572.52**

PRE-PAYMENT PROCESSING DETAIL REPORT

Year	Bank Account	Due Date	Start Chk No	Payment Date
27	GF General Fund	08/13/2026 - 08/13/2026	0000012807	08/14/2026

Sort: Vendor Name

Trans Date	Trans #	PO #	Invoice #	Account Code	ASN	Amount
Vendor Code	Payee Name			Order/Remit ID	Payment #	
08/13/2026	LE0396900002	2600000816		10-1281-610-526-00-000-000-000-0000	OC1281610	899.16 #
Enc Transfer from FY26 SUPPLIES						
653984	**ADAPTIVE TECH SOLUTIONS, LLC**			**R-1**	**0000012807**	**899.16**
08/13/2026	AP0397000020		92049367	26-1281-330-320-00-000-000-000-0000	EI1281330	(9.00)
10 PERCENT DISCOUNT BEFORE 09/15						
08/13/2026	AP0397000021		92049367	23-2260-330-320-00-000-000-000-0000	SE2260330	(81.00)
10 PERCENT DISCOUNT BEFORE 09/15						
08/13/2026	AP0397000022		92049367	23-2260-330-320-00-000-000-000-0000	SE2260330	810.00
CONTENT CENTRAL ANNUAL MAINTENANCE & SUPPORT						
08/13/2026	AP0397000023		92049367	26-1281-330-320-00-000-000-000-0000	EI1281330	90.00
CONTENT CENTRAL ANNUAL MAINTENANCE & SUPPORT						
7366	**ADEMERO INC**			**R-1**	**0000012808**	**810.00**
08/13/2026	AP0397000027		C-05222026a	23-2620-330-320-00-000-000-000-0000	SE2620330	202.50
R&M - INNER VESTIBULE PANIC BAR						
398	**ALLEGHENY SAFE & LOCK INC**			**R-1**	**0000012809**	**202.50**
08/13/2026	LE0396900005	2600000819	1DN1-DPNC-6QF1	10-1281-610-526-00-000-000-000-0000	OC1281610	3,039.00 #
Enc Transfer from FY26 SUPPLIES						
08/13/2026	LE0396900006	2600000825	1XK6-V11N-4QLM	64-2220-610-100-00-001-000-000-0000	TN2220610	626.44 #
Enc Transfer from FY26 SUPPLIES						

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Year	Bank Account	Due Date	Start Chk No	Payment Date
27	GF General Fund	08/13/2026 - 08/13/2026	0000012807	08/14/2026

Sort: Vendor Name

Trans Date	Trans #	PO #	Invoice #	Account Code	ASN	Amount
Vendor Code	**Payee Name**			**Order/Remit ID**	**Payment #**	
08/13/2026	LE0396900007	2600000825	1XK6-V11N-4QLM	10-2818-610-040-00-000-000-000-0000	GO2818610	308.54 #
Enc Transfer from FY26 SUPPLIES						
08/13/2026	LE0396900008	2600000801	14FD-YJ1C-VHCP	64-2220-650-100-00-000-000-000-0000	TN2220650	331.83 #
Enc Transfer from FY26 SUPPLIES						
08/13/2026	LE0396900009	2600000809	1RCN-WMN6-WGVJ	26-1281-610-320-00-000-000-000-0000	EI1281610	39.98 #
Enc Transfer from FY26 SUPPLIES						
08/13/2026	LE0396900010	2600000828	1GWW-XPPW-RJY9	10-2660-610-361-00-001-000-000-0000	SS266061001	1,551.47 #
Enc Transfer from FY26 SUPPLIES						
7798	**AMAZON CAPITAL SERVICES INC**			**R-1**	**0000012810**	**5,897.26**
08/13/2026	LE0396900011	2700000034	000522219	64-2220-330-100-00-000-000-000-0000	TN2220330	1,151.13
SOPHOS						
08/13/2026	LE0396900012	2700000035	000520718	64-2220-330-100-00-000-000-000-0000	TN2220330	5,133.10
SOPHOS						
7758	**CLIMB CHANNEL SOLUTIONS**			**R-1**	**0000012811**	**6,284.23**
08/13/2026	LE0396900003	2600000448	INV198249	10-1290-330-891-00-000-000-000-0000	AC1290330	2,545.76 #
Enc Transfer from FY26 SUPPLIES						
251897	**CUSTOM COMPUTER SPECIALISTS**			**R-2**	**0000012812**	**2,545.76**
08/13/2026	AP0397000016		113979.020777	23-1270-610-320-00-060-000-000-0000	SE127061060	18.66

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27	GF General Fund	08/13/2026 - 08/13/2026	0000012807	08/14/2026

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Trans Date	Trans #	PO #	Invoice #	Account Code	ASN	Amount
Vendor Code	Payee Name			Order/Remit ID	Payment #	
ACCT#020777 - IU1 MCMURRAY						
08/13/2026	AP0397000017		113979.020777	23-1233-610-320-00-000-000-000-0000	SE1233610	18.67
ACCT#020777 - IU1 MCMURRAY						
08/13/2026	AP0397000018		113979.020777	23-1231-610-320-00-001-000-000-0000	SE1231610001	18.67
ACCT#020777 - IU1 MCMURRAY						
08/13/2026	AP0397000019		114083.30495	10-2310-610-010-00-000-000-000-0000	GO2310610	40.00
ACCT#30495 - IU1 CENTRAL OFFICE						
2461	**DEAN'S WATER**			**R-1**	**0000012813**	**96.00**
08/13/2026	AP0397000013		540	10-1500-810-124-00-002-000-000-0000	NC1500810002	100.00 #
NCEA CONVENTION						
08/13/2026	AP0397000014		540	10-1500-580-124-00-002-000-000-0000	NC1500580002	1,543.29 #
NCEA CONVENTION						
08/13/2026	AP0397000015		558	10-1500-580-124-00-002-000-000-0000	NC1500580002	289.76 #
PAFPC CONFERENCE						
2695	**DIOCESE OF GREENSBURG**			**R-1**	**0000012814**	**1,933.05**
08/13/2026	LE0396900015	2600000615	199148	26-1281-610-320-00-000-000-000-0000	EI1281610	102.24 #
Enc Transfer from FY26 SUPPLIES						
08/13/2026	LE0396900016	2600000615	199148	23-2530-610-320-00-000-000-000-0000	SE2530610	204.48 #
Enc Transfer from FY26 SUPPLIES						
08/13/2026	LE0396900017	2600000615	199148	10-2530-610-010-00-000-000-000-0000	GO2530610	34.08 #

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27	GF General Fund	08/13/2026 - 08/13/2026	0000012807	08/14/2026

Sort: Vendor Name

Trans Date	Trans #	PO #	Invoice #	Account Code	ASN	Amount
Vendor Code	**Payee Name**			**Order/Remit ID**	**Payment #**	
Enc Transfer from FY26 SUPPLIES						
4418	**FAGAN SANITARY SUPPLY**			**R-1**	**0000012815**	**340.80**
08/13/2026	AP0397000026		FLORES.AC.072026	10-2519-330-891-00-000-000-000-0000	AC2519330	49.00
IEP REVIEW(S) - 07/20/2026						
790	**FLORES & FLORES MEDICAL ASSOC INC**			**R-1**	**0000012816**	**49.00**
08/13/2026	LE0396900001	2700000053	9031	10-1500-360-124-00-002-000-000-0000	NC1500360002	5,100.36
supplies						
10692	**FRIENDZY INC**			**R-1**	**0000012817**	**5,100.36**
08/13/2026	AP0397000012		557	10-1500-360-124-00-002-000-000-0000	NC1500360002	2,583.36
CLASSICALU ANNUAL SUBSCRIPTION						
7900	**GREENSBURG CENTRAL CATHOLIC JRSR HS**			**R-1**	**0000012818**	**2,583.36**
08/13/2026	AP0397000001		26M-0078488	66-3390-330-144-00-000-000-000-0000	OP3390330044	189.02
SVC - JULY2026						
08/13/2026	AP0397000002		26M-0078488	10-1110-330-140-00-010-000-000-0000	PR1110330	189.01
SVC - JULY2026						
77	**INOVALON PROVIDER INC**			**R-1**	**0000012819**	**378.03**
08/13/2026	LE0396900004	2700000054	S594618	10-2271-610-127-00-000-000-000-0000	IV2271610	2,062.50
IXL SITE LICENSE						
4033	**IXL LEARNING INC**			**R-1**	**0000012820**	**2,062.50**

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27	GF General Fund	08/13/2026 - 08/13/2026	0000012807	08/14/2026

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Vendor Code	**Payee Name**			**Order/Remit ID**	**Payment #**	
08/13/2026	AP0397000024		BROOKS.052726	62-2891-329-101-00-000-000-000-0000	WS2891329	800.00 #
ONLINE INSTRUCTOR - TECH TOOLS FOR THE 21ST CENTURY CLASSROOM						
08/13/2026	AP0397000025		BROOKS.052626	62-2891-329-101-00-000-000-000-0000	WS2891329	1,200.00 #
ONLINE INSTRUCTOR -CULTURALLY RESPONSIVE TEACHING						
7233	**JILL ANN BROOKS**			**R-1**	**0000012821**	**2,000.00**
08/13/2026	LE0396900013	2600000821	INV-56975	10-1500-360-124-00-002-000-000-0000	NC1500360002	1,455.00
Enc Transfer from FY26 subscription						
7734	**NAVIGATE360 LLC**			**R-1**	**0000012822**	**1,455.00**
08/13/2026	AP0397000028		21489082	23-1213-330-320-00-000-000-000-0000	SE1213330	1,211.25
SVCS - W/E 07/05/2026						
08/13/2026	AP0397000029		21490647	23-1213-330-320-00-000-000-000-0000	SE1213330	2,466.00
SVCS - W/E 07/19/2026						
08/13/2026	AP0397000030		21489324	23-1213-330-320-00-000-000-000-0000	SE1213330	1,900.45
SVCS - W/E 07/12/2026						
161	**NEW DIRECTION SOLUTIONS LLC**			**R-1**	**0000012823**	**5,577.70**
08/13/2026	LE0396900014	2700000036	241372	64-2220-330-100-00-000-000-000-0000	TN2220330	3,347.50
SUBSCRIPTION						
665	**NOTABLE INC**			**R-1**	**0000012824**	**3,347.50**
08/13/2026	AP0397000003		72026-2	23-2620-621-320-00-060-000-000-0000	SE262062160	3,500.86 #
APRIL2026 - GAS SVC						

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27	GF General Fund	08/13/2026 - 08/13/2026	0000012807	08/14/2026

Sort: Vendor Name

Trans Date	Trans #	PO #	Invoice #	Account Code	ASN	Amount
Vendor Code	Payee Name			Order/Remit ID	Payment #	
08/13/2026	AP0397000004		72026-2	23-2620-622-320-00-060-000-000-0000	SE262062260	13,048.95 #
APRIL2026 - ELECTRIC SVC						
08/13/2026	AP0397000005		72026-2	23-2620-424-320-00-060-000-000-0000	SE262042460	641.41 #
APRIL2026 - WTR SVC						
08/13/2026	AP0397000006		72026-2	23-2620-621-320-00-060-000-000-0000	SE262062160	1,459.48 #
APRIL2026 - GAS SVC						
08/13/2026	AP0397000007		72026-1	23-2620-621-320-00-060-000-000-0000	SE262062160	5,633.66 #
MARCH2026 - GAS SVC						
08/13/2026	AP0397000008		72026-1	23-2620-622-320-00-060-000-000-0000	SE262062260	12,332.23 #
MARCH2026 - ELECTRIC SVC						
08/13/2026	AP0397000009		72026-1	23-2620-424-320-00-060-000-000-0000	SE262042460	651.76 #
MARCH2026 - WTR SVC						
08/13/2026	AP0397000010		72026-1	23-2620-621-320-00-060-000-000-0000	SE262062160	2,274.16 #
MARCH2026 - GAS SVC						
08/13/2026	AP0397000011		72026-1	23-2620-424-320-00-060-000-000-0000	SE262042460	1,320.94 #
MARCH2026 - PETERS TOWNSHIP SANITARY AUTHORITY						
08/13/2026	AP0397200002		72026-4	23-2620-610-320-00-060-000-000-0000	SE262061060	70.00 #
JUNE2026 - SECURITY BADGES						
08/13/2026	AP0397200003		72026-4	23-2620-424-320-00-060-000-000-0000	SE262042460	959.74 #
JUNE2026 - PETERS TOWNSHIP SANITARY AUTHORITY						

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27	GF General Fund	08/13/2026 - 08/13/2026	0000012807	08/14/2026

Sort: Vendor Name

Trans Date	Trans #	PO #	Invoice #	Account Code	ASN	Amount
Vendor Code	**Payee Name**			**Order/Remit ID**	**Payment #**	
08/13/2026	AP0397200004		72026-4	23-2620-621-320-00-060-000-000-0000	SE262062160	1,908.05 #
JUNE2026 - GAS SVC						
08/13/2026	AP0397200005		72026-4	23-2620-622-320-00-060-000-000-0000	SE262062260	14,969.17 #
JUNE2026 - ELECTRIC SVC						
08/13/2026	AP0397200006		72026-4	23-2620-424-320-00-060-000-000-0000	SE262042460	592.04 #
JUNE2026 - WTR SVC						
08/13/2026	AP0397200007		72026-4	23-2620-621-320-00-060-000-000-0000	SE262062160	674.95 #
JUNE2026 - GAS SVC						
08/13/2026	AP0397200008		72026-4	23-2620-610-320-00-060-000-000-0000	SE262061060	1,026.10 #
JUNE2026 - ALLEGHENY SAFE AND LOCK INC						
08/13/2026	AP0397200009		72026-3	23-2620-621-320-00-060-000-000-0000	SE262062160	2,605.02 #
MAY2026 - GAS SVC						
08/13/2026	AP0397200010		72026-3	23-2620-622-320-00-060-000-000-0000	SE262062260	14,760.26 #
MAY2026 - ELECTRIC SVC						
08/13/2026	AP0397200011		72026-3	23-2620-424-320-00-060-000-000-0000	SE262042460	637.12 #
MAY2026 - WTR SVC						
08/13/2026	AP0397200012		72026-3	23-2620-621-320-00-060-000-000-0000	SE262062160	769.42 #
MAY2026 - GAS SVC						
8018	**PETERS TOWNSHIP SCHOOL DIST**			**R-2**	**0000012825**	**79,835.32**
08/13/2026	LE0397100007	2700000013	1029736403	24-2719-610-320-00-000-000-000-0000	TR2719610	31.80

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27	GF General Fund	08/13/2026 - 08/13/2026	0000012807	08/14/2026

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Trans Date	Trans #	PO #	Invoice #	Account Code	ASN	Amount
Vendor Code	**Payee Name**			**Order/Remit ID**	**Payment #**	
SUPPLIES						
08/13/2026	LE0397100008	2700000013	1029736403	10-2519-610-893-00-000-000-000-0000	MA2519610	6.36
SUPPLIES						
08/13/2026	LE0397100009	2700000013	1029736403	10-2519-610-891-00-000-000-000-0000	AC2519610	4.24
SUPPLIES						
3360	**PITNEY BOWES GLOBAL FINANCIAL SVCS LLC**			**R-2**	**0000012826**	**42.40**
08/13/2026	LE0397100002	2700000022	IN-00612134	23-2390-610-320-00-000-000-000-0000	SE2390610	3,027.55
SUPPLIES						
08/13/2026	LE0397100003	2700000022	IN-00612134	10-1440-610-105-00-000-000-000-0000	AS1440610	159.35
SUPPLIES						
384	**PSYCHOLOGICAL ASSESSMENT RESOURCESINC**			**R-1**	**0000012827**	**3,186.90**
08/13/2026	AP0397200001		575	10-1500-810-124-00-002-000-000-0000	NC1500810002	775.00 #
AP ENGLISH LANGUAGE AND COMPOSITION ONLINE TRAINING						
10713	**RACHEL OBSENICA**			**R-1**	**0000012828**	**775.00**
08/13/2026	AP0397200017		RAD.061726	23-2511-330-320-00-000-000-000-0000	SE2511330	3,006.00 #
FILE NO: 6910-000M - JUNE2026						
7100	**RADCLIFFE MARTIN LAW LLC**			**R-1**	**0000012829**	**3,006.00**
08/13/2026	AP0397200018		7831	23-2650-433-320-00-000-000-000-0000	SE2650433	1,307.00
R&M - MG7786J - F350 S/N#34642						
522	**RED BARN AUTO REPAIR**			**R-1**	**0000012830**	**1,307.00**

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27	GF General Fund	08/13/2026 - 08/13/2026	0000012807	08/14/2026

Sort: Vendor Name

Trans Date	Trans #	PO #	Invoice #	Account Code	ASN	Amount
Vendor Code	**Payee Name**			**Order/Remit ID**	**Payment #**	
08/13/2026	LE0397100006	2600000490	125196	23-1270-610-320-00-000-000-000-0000	SE1270610	2,375.53 #
Enc Transfer from FY26 SUPPLIES						
6242	**REHABMART LLC**			**R-1**	**0000012831**	**2,375.53**
08/13/2026	LE0397100001	2600000814	0000554	10-1281-610-526-00-000-000-000-0000	OC1281610	450.00 #
Enc Transfer from FY26 SUPPLIES						
631942	**SEE ME THRIVE ADAPTED TOYS**			**R-1**	**0000012832**	**450.00**
08/13/2026	LE0397100010	2600000683	3067002A	26-1281-610-320-00-000-000-000-0000	EI1281610	33.90 #
Enc Transfer from FY26 SUPPLIES						
1280	**SUPER DUPER INC**			**R-1**	**0000012833**	**33.90**
08/13/2026	LE0397100004	2700000025	210448268	10-1390-610-158-00-000-000-000-0000	CW1390610	284.22
SUPPLIES						
08/13/2026	LE0397100005	2700000025	210448268	10-2122-610-810-00-001-000-000-0000	AP2122610	71.06
SUPPLIES						
8836	**ULINE INC**			**R-1**	**0000012834**	**355.28**
08/13/2026	AP0397200013		WPBHR.071326	66-3390-330-144-00-000-000-000-0000	OP3390330044	3,040.00 #
SVCS - JUNE2026						
08/13/2026	AP0397200014		WPBHR.071326	10-1110-330-140-00-010-000-000-0000	PR1110330	12,480.00 #
SVCS - JUNE2026						
08/13/2026	AP0397200015		WPBHR.071326	23-1231-330-320-00-001-000-000-0000	SE1231330001	6,080.00 #

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Vendor Code	Payee Name			Order/Remit ID	Payment #	
SVCS - JUNE2026						
08/13/2026	AP0397200016		WPBHR.071326	23-2160-330-320-00-000-000-000-0000	SE2160330	480.00 #
SVCS - JUNE2026						
3882	**WESTERN PA BEHAVIORAL HEALTH RESOURCES**			**R-1**	**0000012835**	**22,080.00**
					Grand Total:	**155,009.54**

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