

Board Meeting

Monday, October 19, 2026 6:30 PM

Educational Service Center, 775 Marion Road, York, PA 17406

1. Call to Order	Speaker (s) : Board President
2. Pledge of Allegiance to the Flag	Speaker (s) : Board President
3. Roll Call	Speaker (s) : Board Secretary
4. Approval of Board Agenda	Speaker (s) : Board President
5. Approval of Minutes	Speaker (s) : Board President
5.A. Approval of September 14, 2026, Curriculum Committee Meeting Minutes	
5.B. Approval of September 14, 2026, Board Meeting Minutes	
5.C. Approval of September 28, 2026, Policy Committee Meeting Minutes	
5.D. Approval of September 28, 2026, Board Meeting Minutes	
6. Recognition	
6.A. Sinking Springs, Middle School & High School	Speaker (s) : Administration
7. Administrative Reports	
7.A. Student Board Representatives Report	Speaker (s) : Student Board Representatives
8. Treasurer's and Financial Reports	Speaker (s) : Board Treasurer & Board Secretary
9. Citizen Comment	Speaker (s) : Board President
10. Discussion Items	
10.A. Adoption of Policies – Second Read	Speaker (s) : Committee Chair & Assistant Superintendent
10.B. Field Trip Request	Speaker (s) : Assistant Superintendent
11. Action Items	Speaker (s) : Board President
11.A. Education	
11.A.1. AP Statistics Curriculum Maps	
11.A.2. Field Trip Requests	
11.B. Co-Curricular	
11.B.1. Athletics Co-Curricular Appointments	
11.B.2. 2026 Boys and Girls Lacrosse Clinic	

11.C.	Personnel	
11.C.1.	Conferences and Workshops	
11.C.2.	Employment	
11.C.3.	Retirement/Resignation	
11.C.4.	Transfers	
11.C.5.	Leave of Absence	
11.D.	Executive and Finance	
11.D.1.	PSBA Election Ballot 2027: Section C-3	
11.E.	Policy	
11.E.1.	Adoption of Policies – Final Adoption	
11.F.	Community	
11.F.1.	Fundraisers	
12.	Board Representative Reports	
12.A.	York County School of Technology – McMillan	Speaker (s) : Director McMillan
12.B.	York County School of Technology Authority – Bieber	Speaker (s) : Board Secretary
12.C.	Legislative Committee – Silvagnoli	Speaker (s) : Director Silvagnoli
12.D.	York Adams Academy – Thurman	Speaker (s) : Director Thurman
12.E.	York / LIU Joint Authority – Stewart	Speaker (s) : Director Stewart
12.F.	Lincoln Intermediate Unit – Milsten	Speaker (s) : Board President
12.G.	Policy Committee – Walker	Speaker (s) : Director Walker
12.H.	Curriculum Committee – Oliver	Speaker (s) : Director Oliver
12.I.	Business & Operations Committee – McMillan	Speaker (s) : Director McMillan
13.	Citizen Comment	Speaker (s) : Board President
14.	Board Comment	Speaker (s) : Board Directors
15.	Adjournment	Speaker (s) : Board President

Curriculum Committee Meeting
Monday, September 14, 2026 5:15 PM Eastern

Educational Service Center
775 Marion Road
York, PA 17406

1. Call to Order

The meeting was called to order.

2. Roll Call

All 3 directors were present.

3. Discussion Items

3.A. Curriculum Maps

3.A.1. AP Statistics

Dr. Youcheff presented the 2026-2027 AP Statistics for grades 9-12 for the committee

4. FAFSA Requirement Update

Dr. Youcheff presented an update on the FAFSA requirements.

5. Dual Enrollment Grading

Dr. Youcheff presented and update on the grading for Dual Enrollment

6. Adjournment

The meeting adjourned at 5:37 PM.

Board Meeting
Monday, September 14, 2026 6:30 PM Eastern

Educational Service Center
775 Marion Road
York, PA 17406

Jennifer Hartman:	Present
Amelia McMillan (Central York):	Present
Amy Milsten:	Present
Eric Oliver:	Present
Tanisha Silvagnoli:	Present
Wendy Smith:	Present
Michael Stewart:	Present
Corey Thurman:	Present
Ben Walker (Central York):	Present

Present: 9.

1. Call to Order

2. Pledge of Allegiance to the Flag

3. Roll Call

4. Approval of Board Agenda

It is recommended that the Board approve the September 14, 2026, Board Meeting Agenda as presented. This motion, made by Corey Thurman and seconded by Ben Walker (Central York), Carried.

Jennifer Hartman: Yea, Amelia McMillan (Central York): Yea, Amy Milsten: Yea, Eric Oliver: Yea, Tanisha Silvagnoli: Yea, Wendy Smith: Yea, Michael Stewart: Yea, Corey Thurman: Yea, Ben Walker (Central York): Yea
Yea: 9, Nay: 0

5. Recognition

5.A. Elementary Schools

Dr. Aiken and administration presented the students of the month for Septemeber.

6. Administrative Reports

6.A. Student Board Representatives Report

The student board representatives presented the monthly report, including updates on athletics, fall sports, the senior sunrise, Paws for a Cause, national honor society, student council, music and theater, and fall production.

7. Citizen Comment

No comments were made.

8. Discussion Items

8.A. York Academy Regional Charter School Agreement Renewal 2026-2031

Dr. Aiken presented the renewal agreement for the YARCS from 2026-2031. The agreement will be up for action at the next board meeting.

8.B. Dual Enrollment

Dr. Youcheff presented the dual enrollment agreement for discussion. The agreement will be up for action at the next board meeting.

8.C. PSBA Officer Candidates: Section C-3

Mr. Spataro presented the ballot of candidates for PSBA to the board. Ballots are due by the end of October.

8.D. Adoption of Policies — First Read

Director Walker presented Policy 621 for first read. The second reading will be for September 28 board meeting.

8.E. Field Trip Requests

Dr. Youcheff presented the field trip requests for discussion. The requests will be up for action at the next board meeting.

9. Action Items

9.A. Co-Curricular

9.A.1. Athletic/Aquatic Co-Curricular Appointments

It is recommended that the Board approve the following individuals for Athletic/Aquatic Co-Curricular Appointments as presented. This motion, made by Corey Thurman and seconded by Ben Walker (Central York), Carried.

Jennifer Hartman: Yea, Amelia McMillan (Central York): Yea, Amy Milsten: Yea, Eric Oliver: Yea, Tanisha Silvagnoli: Yea, Wendy Smith: Yea, Michael Stewart: Yea, Corey Thurman: Yea, Ben Walker (Central York): Yea
Yea: 9, Nay: 0

9.A.2. Non-Athletic Co-Curricular Appointments

It is recommended that the Board approve the following individuals for Non-Athletic Co-Curricular Appointments as presented. This motion, made by Corey Thurman and seconded by Ben Walker (Central York), Carried.

Jennifer Hartman: Yea, Amelia McMillan (Central York): Yea, Amy Milsten: Yea, Eric Oliver: Yea, Tanisha Silvagnoli: Yea, Wendy Smith: Yea, Michael Stewart: Yea, Corey Thurman: Yea, Ben Walker (Central York): Yea
Yea: 9, Nay: 0

9.B. Personnel

9.B.1. Conferences and Workshops

It is recommended that the Board approve the conferences and workshops as presented. This motion, made by Corey Thurman and seconded by Ben Walker (Central York), Carried.

Jennifer Hartman: Yea, Amelia McMillan (Central York): Yea, Amy Milsten: Yea, Eric Oliver: Yea, Tanisha Silvagnoli: Yea, Wendy Smith: Yea, Michael Stewart: Yea, Corey Thurman: Yea, Ben Walker (Central York): Yea
Yea: 9, Nay: 0

9.B.2. 2026-2027 School Bus Drivers

It is recommended that the Board approve the following school bus drivers for the 2026-2027 school year as presented. This motion, made by Corey Thurman and seconded by Ben Walker (Central York), Carried.

Jennifer Hartman: Yea, Amelia McMillan (Central York): Yea, Amy Milsten: Yea, Eric Oliver: Yea, Tanisha Silvagnoli: Yea, Wendy Smith: Yea, Michael Stewart: Yea, Corey Thurman: Yea, Ben Walker (Central York): Yea
Yea: 9, Nay: 0

9.B.3. Employment

It is recommended that the Board approve the following individuals for Employment as presented. This motion, made by Corey Thurman and seconded by Ben Walker (Central York), Carried.

Jennifer Hartman: Yea, Amelia McMillan (Central York): Yea, Amy Milsten: Yea, Eric Oliver: Yea, Tanisha Silvagnoli: Yea, Wendy Smith: Yea, Michael Stewart: Yea, Corey Thurman: Yea, Ben Walker (Central York): Yea
Yea: 9, Nay: 0

9.B.4. Retirements/Resignations

It is recommended that the Board approve the following Resignations as presented. This motion, made by Corey Thurman and seconded by Ben Walker (Central York), Carried.

Jennifer Hartman: Yea, Amelia McMillan (Central York): Yea, Amy Milsten: Yea, Eric Oliver: Yea, Tanisha Silvagnoli: Yea, Wendy Smith: Yea, Michael Stewart: Yea, Corey Thurman: Yea, Ben Walker (Central York): Yea
Yea: 9, Nay: 0

9.B.5. Transfers/Correction

It is recommended that the Board approve the following Transfers/Corrections as presented. This motion, made by Corey Thurman and seconded by Ben Walker (Central York), Carried.

Jennifer Hartman: Yea, Amelia McMillan (Central York): Yea, Amy Milsten: Yea, Eric Oliver: Yea, Tanisha Silvagnoli: Yea, Wendy Smith: Yea, Michael Stewart: Yea, Corey Thurman: Yea, Ben Walker (Central York): Yea
Yea: 9, Nay: 0

9.B.6. Leaves of Absence

It is recommended that the Board approve the following Leaves of Absence as presented. This motion, made by Corey Thurman and seconded by Ben Walker (Central York), Carried.

Jennifer Hartman: Yea, Amelia McMillan (Central York): Yea, Amy Milsten: Yea, Eric Oliver: Yea, Tanisha Silvagnoli: Yea, Wendy Smith: Yea, Michael Stewart: Yea, Corey Thurman: Yea, Ben Walker (Central York): Yea
Yea: 9, Nay: 0

9.B.7. Support Staff Substitutes

It is recommended that the Board approve the following individuals for Support Staff Substitutes as presented. This motion, made by Corey Thurman and seconded by Ben Walker (Central York), Carried.

Jennifer Hartman: Yea, Amelia McMillan (Central York): Yea, Amy Milsten: Yea, Eric

Oliver: Yea, Tanisha Silvagnoli: Yea, Wendy Smith: Yea, Michael Stewart: Yea, Corey Thurman: Yea, Ben Walker (Central York): Yea
Yea: 9, Nay: 0

9.C. Executive and Finance

9.C.1. Settlement Agreement and Release

It is recommended that the Board approve the Settlement Agreement and Release as proposed. This motion, made by Corey Thurman and seconded by Ben Walker (Central York), Carried.

Jennifer Hartman: Yea, Amelia McMillan (Central York): Yea, Amy Milsten: Yea, Eric Oliver: Yea, Tanisha Silvagnoli: Yea, Wendy Smith: Yea, Michael Stewart: Yea, Corey Thurman: Yea, Ben Walker (Central York): Yea
Yea: 9, Nay: 0

9.D. Policy

9.D.1. Adoption of Policies — Final Adoption

It is recommended that the Board approve the final adoption of Policy 607 - Tuition as presented. This motion, made by Corey Thurman and seconded by Ben Walker (Central York), Carried.

Jennifer Hartman: Yea, Amelia McMillan (Central York): Yea, Amy Milsten: Yea, Eric Oliver: Yea, Tanisha Silvagnoli: Yea, Wendy Smith: Yea, Michael Stewart: Yea, Corey Thurman: Yea, Ben Walker (Central York): Yea
Yea: 9, Nay: 0

9.E. Community

9.E.1. Facility Rentals

It is recommended that the Board approve the following facility rental requests as presented. This motion, made by Corey Thurman and seconded by Ben Walker (Central York), Carried.

Jennifer Hartman: Yea, Amelia McMillan (Central York): Yea, Amy Milsten: Yea, Eric Oliver: Yea, Tanisha Silvagnoli: Yea, Wendy Smith: Yea, Michael Stewart: Yea, Corey Thurman: Yea, Ben Walker (Central York): Yea
Yea: 9, Nay: 0

9.E.2. Fundraisers

It is recommended that the Board approve the following fundraiser requests as presented. This motion, made by Corey Thurman and seconded by Ben Walker (Central York), Carried.

Jennifer Hartman: Yea, Amelia McMillan (Central York): Yea, Amy Milsten: Yea, Eric Oliver: Yea, Tanisha Silvagnoli: Yea, Wendy Smith: Yea, Michael Stewart: Yea, Corey Thurman: Yea, Ben Walker (Central York): Yea
Yea: 9, Nay: 0

10. Agenda Review

Dr. Aiken presented the agenda review for the upcoming board meeting including students of the month for HS, MS, and SS, employees of the month, the YARCS and dual enrollment agreements for action, reminder to submit the PSBA ballot, second read on policy 621, field trip

requests, personnel, facilities and fundraisers. Director Milsten offered policy 800 will be available for first read as well.

11. Citizen Comment

No comments were made.

12. Board Comment

Director Walker congratulated employees retiring, especially Cheryl Mattern. Director Milsten second. Director McMillan showed gratitude towards the nurses' responses at Sinking Springs. Director Silvagnoli offered recognition to the Central York performing arts. Finally, Director Milsten offered a welcome back to everyone to the start of the school year.

13. Adjournment

Meeting adjourned at 7:22 PM.

Policy Committee Meeting
Monday, September 28, 2026 5:15 PM Eastern

Educational Service Center
775 Marion Road
York, PA 17406

1. Call to Order

The meeting was called to order at 5:15 p.m.

2. Roll Call

All three directors of the committee were present.

3. Discussion Items

3.A. Policy 616 — Payment of Bills

Director Walker led the committee through review of Policy 616 — Payment of Bills. Edits and changes were made. The policy will be further reviewed at the next policy committee meeting.

3.B. Policy 614 - Payroll Authorization

Director Walker led the committee through review of Policy 614 — Payroll Authorization. Edits and changes were made. The policy will be ready for first reading to the full board at the next Board Meeting.

3.C. Policy 830 - Security of Computerized Personal Information / Breach Notification

Director Walker led the committee through review of Policy 830 - Security of Computerized Personal Information / Breach Notification. Edits and changes were made. The policy will be further reviewed at the next policy committee meeting.

3.D. Policy 830.1 — Data Governance — Storage / Security

Director Walker led the committee through review of Policy 830.1 — Data Governance — Storage /Security. The policy will be further reviewed at the next policy committee meeting.

4. Adjournment

The meeting was adjourned at 6:15 p.m.

Board Meeting
Monday, September 28, 2026 6:30 PM Eastern

Educational Service Center
775 Marion Road
York, PA 17406

Jennifer Hartman: Present
Amelia McMillan (Central York): Present
Amy Milsten: Present
Eric Oliver: Present
Tanisha Silvagnoli: Present
Wendy Smith: Present
Michael Stewart: Present
Corey Thurman: Present
Ben Walker (Central York): Present
Present: 9.

1. Call to Order

The meeting was called to order at 6:30 p.m.

2. Pledge of Allegiance to the Flag

3. Roll Call

4. Approval of Board Agenda

It is recommended that the Board approve the September 28, 2026, Board Meeting Agenda as presented. This motion, made by Corey Thurman and seconded by Ben Walker (Central York), Carried.

Jennifer Hartman: Yea, Amelia McMillan (Central York): Yea, Amy Milsten: Yea, Eric Oliver: Yea, Tanisha Silvagnoli: Yea, Wendy Smith: Yea, Michael Stewart: Yea, Corey Thurman: Yea, Ben Walker (Central York): Yea
Yea: 9, Nay: 0

5. Approval of Minutes

5.A. Approval of August 3, 2026, Board Meeting Minutes

It is recommended that the minutes of the Board Meeting on August 3, 2026, be accepted as presented. This motion, made by Corey Thurman and seconded by Ben Walker (Central York), Carried.

Jennifer Hartman: Yea, Amelia McMillan (Central York): Yea, Amy Milsten: Yea, Eric Oliver: Yea, Tanisha Silvagnoli: Yea, Wendy Smith: Yea, Michael Stewart: Yea, Corey Thurman: Yea, Ben Walker (Central York): Yea
Yea: 9, Nay: 0

5.B. Approval of August 10, 2026, Policy Committee Meeting Minutes

It is recommended that the minutes of the Policy Committee Meeting on August 10, 2026, be accepted as presented. This motion, made by Corey Thurman and seconded by Ben Walker (Central York), Carried.

Jennifer Hartman: Yea, Amelia McMillan (Central York): Yea, Amy Milsten: Yea, Eric

Oliver: Yea, Tanisha Silvagnoli: Yea, Wendy Smith: Yea, Michael Stewart: Yea, Corey Thurman: Yea, Ben Walker (Central York): Yea
Yea: 9, Nay: 0

5.C. Approval of August 10, 2026, Board Meeting Minutes

It is recommended that the minutes of the Board Meeting on August 10, 2026, be accepted as presented. This motion, made by Corey Thurman and seconded by Ben Walker (Central York), Carried.

Jennifer Hartman: Yea, Amelia McMillan (Central York): Yea, Amy Milsten: Yea, Eric Oliver: Yea, Tanisha Silvagnoli: Yea, Wendy Smith: Yea, Michael Stewart: Yea, Corey Thurman: Yea, Ben Walker (Central York): Yea
Yea: 9, Nay: 0

6. Recognition

6.A. Students of the Month — Sinking Springs & Secondary Schools

Dr. Aiken and administration recognized the students of the month for Sinking Springs, Middle School and High School

6.B. Employees of the Month

Dr. Aiken presented the employees of the month for September.

7. Administrative Report

Mr. Billet presented and update on the transportation costs for the district and the consortium pricing the district receives for diesel.

8. Treasurer's and Financial Reports

It is recommended that the Board approve the Treasurer's and Financial reports as presented. This motion, made by Corey Thurman and seconded by Ben Walker (Central York), Carried.

Jennifer Hartman: Yea, Amelia McMillan (Central York): Yea, Amy Milsten: Yea, Eric Oliver: Yea, Tanisha Silvagnoli: Yea, Wendy Smith: Yea, Michael Stewart: Yea, Corey Thurman: Yea, Ben Walker (Central York): Yea
Yea: 9, Nay: 0

9. Citizen Comment

No comments were made.

10. Discussion Items

10.A. PSBA Compensation Study Proposal

Dr. Aiken presented the PSBA Compensation Study Proposal for discussion.

10.B. Adoption of Policies — First Read

Director Walker presented Policy 800 - Records Management for first read. The policy will be up for second reading at the next board meeting.

10.C. Adoption of Policies — Second Read

Director Walker presented Policy 621 — Local Taxpayer Bill of Rights for a second read. The policy will be up for final adoption at the next board meeting on October 5.

10.D. Sponsorship Agreements

Mr. Sutherland presented the Pizza Al Bacio sponsorship agreement for discussion. The agreement will be up for action on October 5.

11. Action Items

11.A. Education

11.A.1. Field Trip Requests

It is recommended that the Board approve the field trip requests as presented. This motion, made by Corey Thurman and seconded by Ben Walker (Central York), Carried.

Jennifer Hartman: Yea, Amelia McMillan (Central York): Yea, Amy Milsten: Yea, Eric Oliver: Yea, Tanisha Silvagnoli: Yea, Wendy Smith: Yea, Michael Stewart: Yea, Corey Thurman: Yea, Ben Walker (Central York): Yea

Yea: 9, Nay: 0

11.A.2. Dual Enrollment

It is recommended that the Board approve the dual enrollment agreement as presented. This motion, made by Corey Thurman and seconded by Ben Walker (Central York), Carried.

Jennifer Hartman: Yea, Amelia McMillan (Central York): Yea, Amy Milsten: Yea, Eric Oliver: Yea, Tanisha Silvagnoli: Yea, Wendy Smith: Yea, Michael Stewart: Yea, Corey Thurman: Yea, Ben Walker (Central York): Yea

Yea: 9, Nay: 0

11.B. Co-Curricular

11.B.1. Athletic/Aquatic Co-Curricular Appointments

It is recommended that the Board approve the following individuals for Athletic/Aquatic Co-Curricular Appointments as presented. This motion, made by Corey Thurman and seconded by Ben Walker (Central York), Carried.

Jennifer Hartman: Yea, Amelia McMillan (Central York): Yea, Amy Milsten: Yea, Eric Oliver: Yea, Tanisha Silvagnoli: Yea, Wendy Smith: Yea, Michael Stewart: Yea, Corey Thurman: Yea, Ben Walker (Central York): Yea

Yea: 9, Nay: 0

11.C. Personnel

11.C.1. Conferences and Workshops

It is recommended that the Board approve the conferences and workshops as presented. This motion, made by Corey Thurman and seconded by Ben Walker (Central York), Carried.

Jennifer Hartman: Yea, Amelia McMillan (Central York): Yea, Amy Milsten: Yea, Eric Oliver: Yea, Tanisha Silvagnoli: Yea, Wendy Smith: Yea, Michael Stewart: Yea, Corey Thurman: Yea, Ben Walker (Central York): Yea

Yea: 9, Nay: 0

11.C.2. Employment

It is recommended that the Board approve the following individuals for Employment as presented. This motion, made by Corey Thurman and seconded by Ben Walker (Central York), Carried.

Jennifer Hartman: Yea, Amelia McMillan (Central York): Yea, Amy Milsten: Yea, Eric Oliver: Yea, Tanisha Silvagnoli: Yea, Wendy Smith: Yea, Michael Stewart: Yea, Corey

Thurman: Yea, Ben Walker (Central York): Yea
Yea: 9, Nay: 0

11.C.3. Leave of Absence

It is recommended that the Board approve the following Leave of Absence as presented. This motion, made by Corey Thurman and seconded by Ben Walker (Central York), Carried.

Jennifer Hartman: Yea, Amelia McMillan (Central York): Yea, Amy Milsten: Yea, Eric Oliver: Yea, Tanisha Silvagnoli: Yea, Wendy Smith: Yea, Michael Stewart: Yea, Corey Thurman: Yea, Ben Walker (Central York): Yea
Yea: 9, Nay: 0

11.C.4. Transfers/Corrections

It is recommended that the Board approve the following Transfers/Corrections as presented. This motion, made by Corey Thurman and seconded by Ben Walker (Central York), Carried.

Jennifer Hartman: Yea, Amelia McMillan (Central York): Yea, Amy Milsten: Yea, Eric Oliver: Yea, Tanisha Silvagnoli: Yea, Wendy Smith: Yea, Michael Stewart: Yea, Corey Thurman: Yea, Ben Walker (Central York): Yea
Yea: 9, Nay: 0

11.D. Executive and Finance

11.D.1. York Academy Regional Charter School Agreement Renewal 2026-2031

It is recommended to approve the attached Renewal Charter for York Academy Regional Charter School for a term of July 1, 2026, through June 30, 2031, and to authorize the Board President and Board Secretary to execute the Renewal Charter on behalf of the Board of School Directors. This motion, made by Corey Thurman and seconded by Ben Walker (Central York), Carried.

Jennifer Hartman: Yea, Amelia McMillan (Central York): Yea, Amy Milsten: Yea, Eric Oliver: Yea, Tanisha Silvagnoli: Yea, Wendy Smith: Yea, Michael Stewart: Yea, Corey Thurman: Yea, Ben Walker (Central York): Yea
Yea: 9, Nay: 0

11.E. Community

11.E.1. Facility Rentals

It is recommended that the Board approve the facility rental requests as presented. This motion, made by Corey Thurman and seconded by Ben Walker (Central York), Carried.

Jennifer Hartman: Yea, Amelia McMillan (Central York): Yea, Amy Milsten: Yea, Eric Oliver: Yea, Tanisha Silvagnoli: Yea, Wendy Smith: Yea, Michael Stewart: Yea, Corey Thurman: Yea, Ben Walker (Central York): Yea
Yea: 9, Nay: 0

11.E.2. Fundraisers

It is recommended that the Board approve the fundraiser requests as presented. This motion, made by Corey Thurman and seconded by Ben Walker (Central York), Carried.

Jennifer Hartman: Yea, Amelia McMillan (Central York): Yea, Amy Milsten: Yea, Eric Oliver: Yea, Tanisha Silvagnoli: Yea, Wendy Smith: Yea, Michael Stewart: Yea, Corey

Thurman: Yea, Ben Walker (Central York): Yea
Yea: 9, Nay: 0

12. Board Representative Reports

12.A. York County School of Technology — McMillan

Director McMillan reported on 08/25 there was a curriculum review with the academic and academy leaders. Reviewed workforce plan, building updates through grant funding. Audit graduation included 15 Central York students. Secondary enrollment numbers include 1,729 students at York Tech. 127 students from Central York. Received a significant Dewalt Tool donation. Next meeting is 09/29.

12.B. York County School of Technology Authority — Bieber

No meeting for September.

12.C. Legislative Committee — Silvagnoli

The Legislative Committee report will be provided at the next board meeting

12.D. York Adams Academy — Thurman

Director Thurman reported the last meeting was canceled. The next meeting is 09/29.

12.E. York / LIU Joint Authority — Stewart

Director Stewart reported the meeting was on 09/16. The report included the beginning of the school year going well, the results of the students' gardening, back-to-school night attendance, and the new focus on utilizing data as much as possible. The main top of the conversation was the building itself. The design and rendering of the future state of the building along with approvals are needed for the costs. Appreciation was shown of how closely involved the building administration were for the project.

12.F. Lincoln Intermediate Unit — Milsten

Director Milsten reported the meeting on 09/01. The next meeting is 10/06. The September meeting included growing leaders from within. Offers include aspiring superintendent programs, support for administrators, school director training, and increased Act 45 opportunities. The rest of the meeting was ongoing approvals and a discipline hearing.

12.G. Policy Committee — Walker

Director Walker reported Policy 616, 830, 830.1 will require further review at the next policy committee meeting. Policy 614 will be ready for first read at the next board meeting for full board review.

12.H. Curriculum Committee — Oliver

Director Oliver reported the committee met on 09/14. The committee agreed to move the curriculum maps for AP statistics for full board review on October 5th. The next curriculum meeting will be held on October 5th.

12.I. Business & Operations Committee — McMillan

Director McMillan reported the next business & operations committee meeting will be held on October 14th at 6:30 p.m.

13. Citizen Comment

No comments were made.

14. Board Comment

Mr. Sutherland presented the updated school rankings for the county. Rankings included the high school being ranked #1 in the county, the middle school being ranked #2 in the county and three of our elementary schools placing in the top 10 of a field of 60 schools. Director Milsten complimented on the tremendous amount of work being done within the district. Director Walker echoes the same comments. Director Thurman commented on how proud he is to be part of the district and to be a panther. Director Oliver commented that he is all in. Finally, Director Silvagnoli offered shout-outs to admin and teachers, and to the staff that come back to the district to serve.

15. Adjournment

Meeting was adjourned at 7:40 p.m.

Central York School District

YTD SUMMARY OF REVENUES For the Period 09/01/2026 through 09/30/2026

Fiscal Year: 2026-2027

	09/01/2026 - 09/30/2026	Year To Date	Budget	Budget Balance	
REVENUES					
REVENUE FROM LOCAL SOURCES					
TAXES LEVIED/ASSESSED	\$43,969,700.38	\$65,237,937.46	\$84,092,978.00	\$18,855,040.54	77.6%
DELINQUENT TAXES	\$18,277.10	\$264,482.07	\$1,500,000.00	\$1,235,517.93	17.6%
EARNINGS ON INVESTMENTS	\$95,191.70	\$165,464.66	\$650,000.00	\$484,535.34	25.5%
STATE REVENUE RECEIVED	\$0.00	\$0.00	\$1,020,000.00	\$1,020,000.00	0.0%
OTHER LOCAL REVENUE	\$63,165.68	\$73,525.97	\$960,000.00	\$886,474.03	7.7%
REVENUE FROM LOCAL SOURCES	\$44,146,334.86	\$65,741,410.16	\$88,222,978.00	\$22,481,567.84	74.5%
REVENUES FROM STATE SOURCES					
BASIC INSTR/OPERATION SUBSIDY	\$0.00	\$1,983,902.00	\$13,321,447.00	\$11,337,545.00	14.9%
SUBSIDIES SPECIAL ED PROGRAMS	\$504,632.00	\$1,009,264.00	\$2,575,587.00	\$1,566,323.00	39.2%
SUBSIDIES FOR NON-ED PROGRAMS	\$0.00	\$1,105,243.00	\$5,252,870.00	\$4,147,627.00	21.0%
STATE GRANT REVENUE	\$0.00	\$10,000.00	\$3,270,319.00	\$3,260,319.00	0.3%
SOC SECURITY/RETIRE PAYMENTS	\$242.02	(\$272.00)	\$10,745,307.00	\$10,745,579.00	0.0%
OTHER STATE REVENUE	\$0.00	\$0.00	\$15,000.00	\$15,000.00	0.0%
REVENUES FROM STATE SOURCES	\$504,874.02	\$4,108,137.00	\$35,180,530.00	\$31,072,393.00	11.7%
REVENUE FROM FEDERAL SOURCES					
FEDERAL TITLE PROGRAMS	\$0.00	\$0.00	\$1,117,863.00	\$1,117,863.00	0.0%
REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	\$1,117,863.00	\$1,117,863.00	0.0%
TOTAL REVENUES	\$44,651,208.88	\$69,849,547.16	\$124,521,371.00	\$54,671,823.84	56.1%

Central York School District

YTD SUMMARY OF EXPENDITURES

Fiscal Year: 2026-2027

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☐ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

☐ Include All Encumbrances

From Date: 9/1/2026

To Date: 9/30/2026

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
10.1100.100.000.00.0000.000.000.000	PERSONNEL - SALARIES	\$30,204,562.00	\$2,516,463.88	\$2,595,970.26	\$27,608,591.74	\$0.00	\$27,608,591.74	91.41%
10.1100.200.000.00.0000.000.000.000	PERSONNEL - BENEFITS	\$19,102,905.66	\$1,701,553.89	\$2,609,143.34	\$16,493,762.32	\$0.00	\$16,493,762.32	86.34%
10.1100.300.000.00.0000.000.000.000	PROF & TECH SERVICES	\$1,884,259.00	\$1,168,177.81	\$1,226,909.65	\$637,349.35	\$0.00	\$637,349.35	34.19%
10.1100.400.000.00.0000.000.000.000	PROPERTY SERVICES	\$149,687.00	\$8,820.48	\$17,762.23	\$131,924.77	\$0.00	\$131,924.77	88.13%
10.1100.500.000.00.0000.000.000.000	OTHER SERVICES	\$2,904,185.00	\$524,369.03	\$544,184.11	\$2,360,000.89	\$0.00	\$2,360,000.89	81.28%
10.1100.600.000.00.0000.000.000.000	SUPPLIES	\$522,151.00	\$54,048.56	\$286,856.20	\$235,294.80	\$17,624.10	\$217,670.70	41.69%
10.1100.700.000.00.0000.000.000.000	EQUIPMENT	\$77,040.00	\$12,481.97	\$31,701.91	\$45,338.09	\$957.58	\$44,380.51	57.61%
10.1100.800.000.00.0000.000.000.000	DUES & FEES	\$6,684.00	\$350.00	\$697.38	\$5,986.62	\$0.00	\$5,986.62	89.57%
FUNCTION: REGULAR EDUCATION-ELEM/SECONDARY - 1100		\$54,831,473.66	\$5,988,245.62	\$7,313,225.08	\$47,518,248.58	\$18,581.68	\$47,499,666.90	86.63%
10.1200.100.000.00.0000.000.000.000	PERSONNEL - SALARIES	\$7,184,302.00	\$684,504.06	\$820,321.85	\$6,363,980.35	\$0.00	\$6,363,980.35	88.58%
10.1200.200.000.00.0000.000.000.000	PERSONNEL - BENEFITS	\$5,076,787.00	\$488,979.27	\$732,126.02	\$4,344,660.98	\$0.00	\$4,344,660.98	85.58%
10.1200.300.000.00.0000.000.000.000	PROF & TECH SERVICES	\$5,669,092.00	\$431,504.85	\$733,906.86	\$4,935,185.14	\$0.00	\$4,935,185.14	87.05%
10.1200.400.000.00.0000.000.000.000	PROPERTY SERVICES	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
10.1200.500.000.00.0000.000.000.000	OTHER SERVICES	\$4,090,000.00	\$492,849.18	\$690,119.34	\$3,399,880.66	\$0.00	\$3,399,880.66	83.13%
10.1200.600.000.00.0000.000.000.000	SUPPLIES	\$66,460.00	\$11,277.98	\$28,841.55	\$37,618.45	\$2,101.31	\$35,517.14	53.44%
10.1200.700.000.00.0000.000.000.000	EQUIPMENT	\$9,200.00	\$37.23	\$1,282.23	\$7,917.77	\$0.00	\$7,917.77	86.06%
10.1200.800.000.00.0000.000.000.000	DUES & FEES	\$6,400.00	\$3,581.96	\$10,128.94	(\$3,728.94)	\$0.00	(\$3,728.94)	-58.26%
FUNCTION: SPECIAL PROGRAMS-ELEM/SECONDARY - 1200		\$22,104,241.00	\$2,112,734.53	\$3,016,726.59	\$19,087,514.41	\$2,101.31	\$19,085,413.10	86.34%
10.1300.500.000.00.0000.000.000.000	OTHER SERVICES	\$2,011,000.00	\$171,058.30	\$366,893.74	\$1,644,106.26	\$0.00	\$1,644,106.26	81.76%
FUNCTION: VOCATIONAL EDUCATION PROGRAMS - 1300		\$2,011,000.00	\$171,058.30	\$366,893.74	\$1,644,106.26	\$0.00	\$1,644,106.26	81.76%
10.1400.100.000.00.0000.000.000.000	PERSONNEL - SALARIES	\$122,105.00	\$11,872.14	\$48,097.49	\$74,007.51	\$0.00	\$74,007.51	60.61%
10.1400.200.000.00.0000.000.000.000	PERSONNEL - BENEFITS	\$64,320.00	\$8,619.17	\$30,707.11	\$33,612.89	\$0.00	\$33,612.89	52.26%
10.1400.300.000.00.0000.000.000.000	PROF & TECH SERVICES	\$733,830.50	\$89,434.95	\$187,029.25	\$546,801.25	\$0.00	\$546,801.25	74.51%
10.1400.400.000.00.0000.000.000.000	PROPERTY SERVICES	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
10.1400.500.000.00.0000.000.000.000	OTHER SERVICES	\$3,000.00	\$0.00	\$20,350.00	(\$17,350.00)	\$0.00	(\$17,350.00)	-578.33%
10.1400.600.000.00.0000.000.000.000	SUPPLIES	\$7,600.00	(\$705.62)	\$509.32	\$7,090.68	\$0.00	\$7,090.68	93.30%
10.1400.800.000.00.0000.000.000.000	DUES & FEES	\$200.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00	100.00%
FUNCTION: OTHER INSTR PROG-ELEM/SECONDARY - 1400		\$933,055.50	\$109,220.64	\$286,693.17	\$646,362.33	\$0.00	\$646,362.33	69.27%
10.2100.100.000.00.0000.000.000.000	PERSONNEL - SALARIES	\$3,122,064.00	\$230,337.97	\$241,797.58	\$2,880,266.42	\$0.00	\$2,880,266.42	92.26%
10.2100.200.000.00.0000.000.000.000	PERSONNEL - BENEFITS	\$1,896,264.00	\$158,159.87	\$248,944.35	\$1,647,319.65	\$0.00	\$1,647,319.65	86.87%
10.2100.300.000.00.0000.000.000.000	PROF & TECH SERVICES	\$48,000.00	\$1,295.00	\$10,170.70	\$37,829.30	\$0.00	\$37,829.30	78.81%
10.2100.500.000.00.0000.000.000.000	OTHER SERVICES	\$2,800.00	\$0.00	\$0.00	\$2,800.00	\$0.00	\$2,800.00	100.00%
10.2100.600.000.00.0000.000.000.000	SUPPLIES	\$14,777.00	\$35.79	\$959.90	\$13,817.10	\$105.98	\$13,711.12	92.79%
10.2100.800.000.00.0000.000.000.000	DUES & FEES	\$6,520.00	(\$367.08)	(\$998.90)	\$7,518.90	\$0.00	\$7,518.90	115.32%
FUNCTION: PUPIL SERVICES - 2100		\$5,090,425.00	\$389,461.55	\$500,873.63	\$4,589,551.37	\$105.98	\$4,589,445.39	90.16%
10.2200.100.000.00.0000.000.000.000	PERSONNEL - SALARIES	\$2,365,875.00	\$188,212.11	\$346,184.29	\$2,019,690.71	\$0.00	\$2,019,690.71	85.37%
10.2200.200.000.00.0000.000.000.000	PERSONNEL - BENEFITS	\$1,977,170.00	\$134,684.19	\$370,941.92	\$1,606,228.08	\$0.00	\$1,606,228.08	81.24%
10.2200.300.000.00.0000.000.000.000	PROF & TECH SERVICES	\$227,585.00	\$41,951.36	\$271,892.02	(\$44,307.02)	\$0.00	(\$44,307.02)	-19.47%
10.2200.400.000.00.0000.000.000.000	PROPERTY SERVICES	\$20,900.00	\$827.98	\$884.78	\$20,015.22	\$0.00	\$20,015.22	95.77%
10.2200.500.000.00.0000.000.000.000	OTHER SERVICES	\$23,275.00	\$197.57	\$1,660.90	\$21,614.10	\$0.00	\$21,614.10	92.86%
10.2200.600.000.00.0000.000.000.000	SUPPLIES	\$568,260.00	\$21,301.93	\$391,450.92	\$174,809.08	\$3,361.81	\$171,447.27	30.28%
10.2200.700.000.00.0000.000.000.000	EQUIPMENT	\$822,450.00	\$43,474.67	\$819,931.23	\$2,518.77	\$0.00	\$2,518.77	0.31%
10.2200.800.000.00.0000.000.000.000	DUES & FEES	\$42,100.00	\$6,458.22	\$22,381.10	\$19,718.90	\$0.00	\$19,718.90	46.84%
FUNCTION: INSTR STAFF SERVICES - 2200		\$6,045,615.00	\$437,108.03	\$2,225,327.16	\$3,820,287.84	\$3,361.81	\$3,816,926.03	63.14%
10.2300.100.000.00.0000.000.000.000	PERSONNEL - SALARIES	\$3,709,913.00	\$317,367.86	\$848,348.06	\$2,861,564.94	\$0.00	\$2,861,564.94	77.13%

Central York School District

YTD SUMMARY OF EXPENDITURES

Fiscal Year: 2026-2027

From Date: 9/1/2026

To Date: 9/30/2026

☐ Subtotal by Collapse Mask
 ☐ Include pre encumbrance
 ☐ Print accounts with zero balance
 ☐ Filter Encumbrance Detail by Date Range
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Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
10.2300.200.000.00.0000.000.000.000	PERSONNEL - BENEFITS	\$2,388,748.70	\$207,840.43	\$624,262.06	\$1,862,484.64	\$0.00	\$1,862,484.64	78.03%
10.2300.300.000.00.0000.000.000.000	PROF & TECH SERVICES	\$302,000.00	\$47,070.12	\$69,298.09	\$232,701.91	\$0.00	\$232,701.91	77.05%
10.2300.400.000.00.0000.000.000.000	PROPERTY SERVICES	\$15,500.00	\$665.62	\$2,944.94	\$12,555.06	\$0.00	\$12,555.06	81.00%
10.2300.500.000.00.0000.000.000.000	OTHER SERVICES	\$57,700.00	\$2,019.65	\$17,397.11	\$40,302.89	\$0.00	\$40,302.89	69.85%
10.2300.600.000.00.0000.000.000.000	SUPPLIES	\$112,300.00	\$13,888.12	\$42,387.48	\$69,912.52	\$407.42	\$69,505.10	61.89%
10.2300.700.000.00.0000.000.000.000	EQUIPMENT	\$10,300.00	\$23,986.76	\$25,082.88	(\$14,782.88)	\$249.98	(\$15,032.86)	-145.95%
10.2300.800.000.00.0000.000.000.000	DUES & FEES	\$58,300.00	\$15,127.58	\$47,806.51	\$10,493.49	\$0.00	\$10,493.49	18.00%
FUNCTION: SUPPORT SVC-ADMINISTRATION - 2300		\$6,652,759.70	\$627,966.14	\$1,577,527.13	\$5,075,232.57	\$657.40	\$5,074,575.17	76.28%
10.2400.100.000.00.0000.000.000.000	PERSONNEL - SALARIES	\$671,107.00	\$55,159.31	\$55,159.31	\$615,947.69	\$0.00	\$615,947.69	91.78%
10.2400.200.000.00.0000.000.000.000	PERSONNEL - BENEFITS	\$417,047.00	\$39,174.67	\$50,178.67	\$366,868.33	\$0.00	\$366,868.33	87.97%
10.2400.300.000.00.0000.000.000.000	PROF & TECH SERVICES	\$350,000.00	\$9,234.65	\$9,319.65	\$340,680.35	\$0.00	\$340,680.35	97.34%
10.2400.400.000.00.0000.000.000.000	PROPERTY SERVICES	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
10.2400.500.000.00.0000.000.000.000	OTHER SERVICES	\$550.00	\$0.00	\$0.00	\$550.00	\$0.00	\$550.00	100.00%
10.2400.600.000.00.0000.000.000.000	SUPPLIES	\$11,470.00	\$202.16	\$1,436.72	\$10,033.28	\$102.67	\$9,930.61	86.58%
10.2400.700.000.00.0000.000.000.000	EQUIPMENT	\$950.00	\$0.00	\$0.00	\$950.00	\$0.00	\$950.00	100.00%
10.2400.800.000.00.0000.000.000.000	DUES & FEES	\$290.00	\$0.00	\$0.00	\$290.00	\$0.00	\$290.00	100.00%
FUNCTION: SUPPORT SVC-PUPIL HEALTH - 2400		\$1,451,914.00	\$103,770.79	\$116,094.35	\$1,335,819.65	\$102.67	\$1,335,716.98	92.00%
10.2500.100.000.00.0000.000.000.000	PERSONNEL - SALARIES	\$615,253.00	\$55,418.77	\$158,462.09	\$456,790.91	\$0.00	\$456,790.91	74.24%
10.2500.200.000.00.0000.000.000.000	PERSONNEL - BENEFITS	\$392,303.00	\$36,812.18	\$105,809.08	\$286,493.92	\$0.00	\$286,493.92	73.03%
10.2500.300.000.00.0000.000.000.000	PROF & TECH SERVICES	\$0.00	\$2,250.00	\$5,429.55	(\$5,429.55)	\$0.00	(\$5,429.55)	0.00%
10.2500.400.000.00.0000.000.000.000	PROPERTY SERVICES	\$1,000.00	\$0.00	\$7,765.56	(\$6,765.56)	\$0.00	(\$6,765.56)	-676.56%
10.2500.500.000.00.0000.000.000.000	OTHER SERVICES	\$6,000.00	\$71.83	\$166.88	\$5,833.12	\$0.00	\$5,833.12	97.22%
10.2500.600.000.00.0000.000.000.000	SUPPLIES	\$6,750.00	\$236.93	\$236.93	\$6,513.07	\$0.00	\$6,513.07	96.49%
10.2500.800.000.00.0000.000.000.000	DUES & FEES	\$15,200.00	\$2,408.87	\$12,306.22	\$2,893.78	\$0.00	\$2,893.78	19.04%
FUNCTION: SUPPORT SERVICES-BUSINESS - 2500		\$1,036,506.00	\$97,198.58	\$290,176.31	\$746,329.69	\$0.00	\$746,329.69	72.00%
10.2600.100.000.00.0000.000.000.000	PERSONNEL - SALARIES	\$2,311,334.00	\$193,296.23	\$494,433.14	\$1,816,900.86	\$0.00	\$1,816,900.86	78.61%
10.2600.200.000.00.0000.000.000.000	PERSONNEL - BENEFITS	\$1,608,191.00	\$126,694.62	\$342,996.01	\$1,265,194.99	\$0.00	\$1,265,194.99	78.67%
10.2600.300.000.00.0000.000.000.000	PROF & TECH SERVICES	\$867,000.00	\$40,867.66	\$48,872.36	\$818,127.64	\$0.00	\$818,127.64	92.70%
10.2600.400.000.00.0000.000.000.000	PROPERTY SERVICES	\$2,445,469.00	\$226,115.25	\$592,557.60	\$1,852,911.40	\$39,478.22	\$1,813,433.18	74.15%
10.2600.500.000.00.0000.000.000.000	OTHER SERVICES	\$442,100.00	\$9,605.47	\$358,378.26	\$83,721.74	\$0.00	\$83,721.74	18.94%
10.2600.600.000.00.0000.000.000.000	SUPPLIES	\$2,091,583.00	\$171,538.97	\$368,563.51	\$1,723,019.49	\$351.62	\$1,722,667.87	82.36%
10.2600.700.000.00.0000.000.000.000	EQUIPMENT	\$293,000.00	\$3,000.00	\$49,162.00	\$243,838.00	\$26,187.50	\$217,670.50	74.29%
10.2600.800.000.00.0000.000.000.000	DUES & FEES	\$4,000.00	\$0.00	\$0.00	\$4,000.00	\$0.00	\$4,000.00	100.00%
FUNCTION: FACILITY SERVICES - 2600		\$9,862,677.00	\$771,118.20	\$2,254,762.88	\$7,607,914.12	\$65,997.34	\$7,541,916.78	76.47%
10.2700.100.000.00.0000.000.000.000	PERSONNEL - SALARIES	\$80,226.00	\$3,787.76	\$12,541.84	\$67,684.16	\$0.00	\$67,684.16	84.37%
10.2700.200.000.00.0000.000.000.000	PERSONNEL - BENEFITS	\$49,781.00	\$2,522.70	\$7,683.21	\$42,097.79	\$0.00	\$42,097.79	84.57%
10.2700.300.000.00.0000.000.000.000	PROF & TECH SERVICES	\$8,500.00	\$0.00	\$0.00	\$8,500.00	\$0.00	\$8,500.00	100.00%
10.2700.500.000.00.0000.000.000.000	OTHER SERVICES	\$6,145,515.00	\$333,112.67	\$422,548.81	\$5,722,966.19	\$0.00	\$5,722,966.19	93.12%
10.2700.600.000.00.0000.000.000.000	SUPPLIES	\$600.00	\$422.88	\$422.88	\$177.14	\$0.00	\$177.14	29.52%
FUNCTION: STUDENT TRANSPORTATION SERVICE - 2700		\$6,284,622.00	\$339,845.99	\$443,196.72	\$5,841,425.28	\$0.00	\$5,841,425.28	92.95%
10.2800.100.000.00.0000.000.000.000	PERSONNEL - SALARIES	\$335,485.00	\$28,083.96	\$84,326.32	\$251,158.68	\$0.00	\$251,158.68	74.86%
10.2800.200.000.00.0000.000.000.000	PERSONNEL - BENEFITS	\$237,379.00	\$17,791.57	\$51,898.37	\$185,480.63	\$0.00	\$185,480.63	78.14%
10.2800.300.000.00.0000.000.000.000	PROF & TECH SERVICES	\$752,157.00	\$79,300.61	\$627,274.24	\$124,882.76	\$38,501.50	\$86,381.26	11.48%
10.2800.500.000.00.0000.000.000.000	OTHER SERVICES	\$11,200.00	\$663.23	\$2,951.96	\$8,248.04	\$0.00	\$8,248.04	73.64%
10.2800.600.000.00.0000.000.000.000	SUPPLIES	\$20,500.00	\$21,625.26	\$21,702.82	(\$1,202.82)	\$429.45	(\$1,632.27)	-7.96%
10.2800.800.000.00.0000.000.000.000	DUES & FEES	\$2,440.00	\$0.00	\$391.34	\$2,048.66	\$0.00	\$2,048.66	83.96%

Central York School District

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From Date: 9/1/2026

To Date: 9/30/2026

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
	FUNCTION: SUPPORT SERVICES-CENTRAL - 2800	\$1,359,161.00	\$147,464.83	\$788,545.05	\$570,615.95	\$38,930.95	\$531,685.00	39.12%
10.2900.500.000.00.0000.000.000.000	OTHER SERVICES	\$11,000.00	\$0.00	\$0.00	\$11,000.00	\$0.00	\$11,000.00	100.00%
	FUNCTION: OTHER SUPPORT SERVICES - 2900	\$11,000.00	\$0.00	\$0.00	\$11,000.00	\$0.00	\$11,000.00	100.00%
10.3200.100.000.00.0000.000.000.000	PERSONNEL - SALARIES	\$983,612.00	\$100,630.48	\$133,153.08	\$850,458.92	\$0.00	\$850,458.92	86.46%
10.3200.200.000.00.0000.000.000.000	PERSONNEL - BENEFITS	\$435,570.00	\$46,133.86	\$65,818.28	\$369,751.72	\$0.00	\$369,751.72	84.89%
10.3200.300.000.00.0000.000.000.000	PROF & TECH SERVICES	\$266,760.00	\$5,485.69	\$51,985.69	\$214,774.31	\$0.00	\$214,774.31	80.51%
10.3200.400.000.00.0000.000.000.000	PROPERTY SERVICES	\$66,500.00	\$6,942.48	\$18,484.60	\$48,015.40	\$0.00	\$48,015.40	72.20%
10.3200.500.000.00.0000.000.000.000	OTHER SERVICES	\$241,950.00	\$6,223.97	\$33,594.39	\$208,355.61	\$0.00	\$208,355.61	86.12%
10.3200.600.000.00.0000.000.000.000	SUPPLIES	\$208,000.00	\$15,816.96	\$91,163.12	\$116,836.88	\$2,919.62	\$113,917.26	54.77%
10.3200.700.000.00.0000.000.000.000	EQUIPMENT	\$88,250.00	\$3,647.74	\$45,733.74	\$42,516.26	\$5,769.00	\$36,747.26	41.64%
10.3200.800.000.00.0000.000.000.000	DUES & FEES	\$78,400.00	\$7,167.50	\$11,679.67	\$66,720.33	\$0.00	\$66,720.33	85.10%
	FUNCTION: STUDENT ACTIVITIES - 3200	\$2,369,042.00	\$192,048.68	\$451,612.57	\$1,917,429.43	\$8,688.62	\$1,908,740.81	80.57%
10.3300.100.000.00.0000.000.000.000	PERSONNEL - SALARIES	\$131,193.00	\$6,957.46	\$27,138.87	\$104,054.13	\$0.00	\$104,054.13	79.31%
10.3300.200.000.00.0000.000.000.000	PERSONNEL - BENEFITS	\$61,931.00	\$2,046.83	\$6,682.54	\$55,268.46	\$0.00	\$55,268.46	89.24%
10.3300.300.000.00.0000.000.000.000	PROF & TECH SERVICES	\$3,000.00	\$256.00	\$256.00	\$2,744.00	\$0.00	\$2,744.00	91.47%
10.3300.500.000.00.0000.000.000.000	OTHER SERVICES	\$5,500.00	\$275.00	\$582.20	\$4,917.80	\$0.00	\$4,917.80	89.41%
10.3300.600.000.00.0000.000.000.000	SUPPLIES	\$40,294.00	\$1,725.45	\$2,316.54	\$37,977.46	\$0.00	\$37,977.46	94.25%
10.3300.700.000.00.0000.000.000.000	COMM SVC PROPERTY	\$8,500.00	\$708.98	\$708.98	\$7,791.02	\$214.00	\$7,577.02	89.14%
10.3300.800.000.00.0000.000.000.000	DUES & FEES	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
	FUNCTION: COMMUNITY SERVICES - 3300	\$250,918.00	\$11,969.72	\$37,665.13	\$213,252.87	\$214.00	\$213,038.87	84.90%
10.5200.900.000.00.0000.000.000.000	OTHER USES OF FUNDS	\$2,000,000.00	\$0.00	\$2,000,000.00	\$0.00	\$0.00	\$0.00	0.00%
	FUNCTION: FUND TRANSFERS - 5200	\$2,000,000.00	\$0.00	\$2,000,000.00	\$0.00	\$0.00	\$0.00	0.00%
Grand Total:		\$122,294,409.86	\$11,497,211.40	\$21,669,319.51	\$100,625,090.35	\$138,741.78	\$100,486,348.59	82.17%

End of Report

**CENTRAL YORK SCHOOL DISTRICT
CAFETERIA REPORT
September 30, 2026**

INCOME	YEAR TO DATE	
STUDENT LUNCHES/BREAKFASTS	\$ 134,122.60	
ADULT LUNCHES/BREAKFASTS	\$ 10,151.00	
ALACARTE	\$ 33,888.25	
OTHER INCOME	\$ (162.80)	
REFUNDS	\$ 551.72	
INTEREST FROM INVESTMENTS	\$ 17,624.72	
STATE REIMBURSEMENT - MEALS	\$ 3,847.66	
FEDERAL REIMBURSEMENT	\$ 26,584.95	
TOTAL INCOME		\$ 226,608.10
EXPENSES		
LABOR	\$ (258,026.11)	
BENEFITS	\$ (156,205.50)	
EQUIPMENT REPAIR	\$ (20,905.20)	
MILEAGE EXPENSE	\$ (705.72)	
SUPPLIES (NON-FOOD)	\$ (35,239.89)	
SUPPLIES (FOOD)	\$ (138,829.62)	
EQUIPMENT	\$ (17,265.95)	
DUES & FEES	\$ (5,116.55)	
TOTAL EXPENSES		\$ (632,294.54)
GROSS PROFIT OR (LOSS)		\$ (405,686.44)
ADJUSTMENT TO GROSS PROFIT OR (LOSS)		
WAGE & FRINGE BENEFIT LIABILITY	\$ (97,180.36)	
STATE SHARE SOC SEC & RETIREMENT	\$ 48,180.56	
OUTSTANDING INVOICES	\$ (139,528.30)	
REIMBURSEMENT RECEIVABLE	\$ 132,123.30	
INVENTORY INCREASE OR (DECREASE)	\$ -	
TOTAL ADJUSTMENTS		\$ (56,404.80)
NET PROFIT OR (LOSS)		\$ (462,091.24)
NET POSITION - BEGINNING AS OF 7/1/2026		\$ 2,571,621.00
NET POSITION - ENDING AS OF 9/30/2026		\$ 2,109,529.76

TOTAL DAYS SERVED 20

STUDENT PAID LUNCHES	45,024	STUDENT PAID BREAKFAST	21,090
STUDENT FREE LUNCHES	42,187	STUDENT FREE BREAKFAST	23,568
STUDENT REDUCED LUNCHES	4,785	STUDENT REDUCED BREAKFAST	2,252
TOTAL STUDENT LUNCHES	91,996	TOTAL STUDENT BREAKFAST	46,910
ADULT LUNCHES	1,517	ADULT BREAKFASTS	74
TOTAL LUNCHES	93,513	TOTAL BREAKFASTS	46,984

CENTRAL YORK SCHOOL DISTRICT
CAPITAL RESERVE
LIST OF PAYMENTS
CHECK NO 32000371 TO 32000371

CHECK NO	DATE	PAYEE	PROJECT	AMOUNT
TRANSFER	9/29/2026	DAUPHIN DATACOM	RUCKUS SWITCHES-SECONDARY BUILDINGS	\$23,998.52
32000371	10/1/2026	MCCLURE COMPANY	REPLACE POOL PUMP-HIGH SCHOOL	\$16,454.00
32000371	10/1/2026	MCCLURE COMPANY	REPLACE COOLING UNIT-FARM HOUSE	\$18,812.00
			GRAND TOTAL	\$59,264.52

GENERAL FUND
FIXED TERM INVESTMENTS
9/30/26

[illegible]

CENTRAL YORK SCHOOL DISTRICT
TREASURER'S REPORT FOR THE MONTH OF:
September 2026

GENERAL FUND:

Beginning Cash Balance September 1, 2026 38,132,928

Revenues:

Revenue From Local Sources	44,146,335
Revenue From State Sources	504,874
Revenue From Federal Sources	-
Revenue From Other Sources	-

Total Revenues 44,651,209

Total Funds Available 82,784,137

Expenditures / Accruals / Deferrals:

Accruals / Deferrals	1,035,835
Checking	2,116,558
Payroll	9,380,653

Total Expenditures / Accruals / Deferrals: 12,533,046

Ending Cash Balance September 30, 2026 70,251,091

SUMMARY OF GENERAL FUND CASH AND INVESTMENTS:

0.50%	Cash - M&T Bank	12,293,818
4.15%	PLGIT (Pennsylvania Local Government Investment Trust) Cash	5,328
4.16%	PSDLAF (Pennsylvania School District Liquid Asset Fund) Cash	7,586,421
4.25%	PSDLAF (Pennsylvania School District Liquid Asset Fund) Investments	50,365,524
	Total	<u><u>70,251,091</u></u>

CAPITAL RESERVE FUND:

SUMMARY OF CAPITAL RESERVE FUND CASH AND INVESTMENTS:

0.50%	Cash - M&T Bank	56,327
4.15%	PLGIT (Pennsylvania Local Government Investment Trust) Cash	620
4.16%	PSDLAF (Pennsylvania School District Liquid Asset Fund) Cash	963,701
	Total	<u><u>1,020,648</u></u>

CENTRAL YORK SCHOOL DISTRICT CASH FLOW STATEMENT													
	Sept 2025	Oct 2025	Nov 2025	Dec 2025	Jan 2026	Feb 2026	Mar 2026	Apr 2026	May 2026	June 2026	July 2026	August 2026	Sept 2026
Cash Balance Beginning of Month	25,829,161	62,127,826	56,649,974	62,685,493	56,940,422	50,081,365	47,538,888	39,847,441	35,356,043	29,258,140	23,871,799	23,871,799	38,132,928
REVENUE													
Local Tax receipts	50,065,770	1,988,688	4,111,548	1,896,065	1,125,519	1,133,275	679,348	662,071	818,970	1,803,407	3,321,975	17,946,262	43,969,700
Delinquent Taxes	355,944	106,011	21,612	25,446	35,117	159,470	123,188	283	745,049	1,199,568	14,114	232,091	18,277
Investment Earnings	118,962	130,751	142,907	166,495	138,121	112,643	155,295	102,246	149,956	176,981	36,212	34,061	95,192
Idea/Local Grants	-	-	-	-	-	-	-	1,015,970	-	-	-	-	-
Rent	9,689	12,466	46,235	9,225	-	12,279	9,576	8,168	16,839	14,393	-	-	-
Tuition	-	-	-	840	1,640	137,542	730	20,570	438	1,447,021	-	-	5,265
Miscellaneous	417,996	95,015	118,098	8,380	14,221	23,586	36,972	14,887	16,335	-	4,997	5,363	57,902
State Revenue	-	-	6,418,912	4,055,735	570,303	5,268,194	3,496,022	1,956,082	481,042	11,121,435	504,632	3,098,631	504,874
Federal Revenue	-	-	873	617	173,967	86,984	86,984	86,984	-	665,514	-	-	-
Sale of Assets/Insurance	-	-	-	5,000	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	50,968,360	2,332,932	10,860,184	6,167,804	2,058,888	6,933,974	4,588,115	3,867,261	2,228,628	16,428,319	3,881,930	21,316,408	44,651,209
EXPENSE													
Salaries	4,152,685	4,199,595	4,194,751	4,235,382	4,139,310	4,174,642	4,088,256	4,169,512	4,171,176	10,427,587	(2,168,505)	3,642,347	4,392,092
Benefits	2,845,672	2,629,590	2,610,828	2,623,263	3,380,037	2,619,717	2,577,973	2,631,055	2,628,854	5,254,907	(156,617)	2,327,399	2,971,013
Purchased Professional/Technical Services	1,981,836	983,508	591,398	998,493	1,002,451	2,026,477	722,186	1,148,094	696,284	907,160	625,500	700,205	1,916,829
Purchased Property Services	343,446	322,858	316,103	(387,953)	132,153	183,865	148,883	169,083	139,418	333,172	207,470	205,015	244,310
Other Purchased Services	1,386,868	1,353,909	1,338,536	1,598,050	1,338,024	1,171,153	1,302,123	1,548,045	1,270,686	1,898,419	472,895	435,777	1,562,858
Supplies (office & oper.)	210,506	193,091	114,990	787,942	237,209	275,095	301,151	260,943	154,545	539,875	484,617	434,678	288,774
Property	31,134	30,105	12,806	33,261	16,820	67,173	20,307	58,512	9,496	200,382	815,310	107,432	86,608
Other Objects (incl. interest exp.)	29,618	187,209	9,329	19,705	4,579	12,499	5,224	3,906	251,524	22,335	22,127	16,459	34,727
Transfers / Debt Payments	765,000	500,000	-	-	-	-	-	-	-	-	1,000,000	1,000,000	-
TOTAL EXPENSES	11,746,765	10,399,865	9,188,741	9,908,144	10,250,583	10,530,620	9,166,104	9,989,150	9,321,982	19,583,836	1,302,796	8,869,312	11,497,211
Percent of Budget Spent	17.44%	26.41%	34.34%	42.89%	51.73%	60.82%	68.73%	77.34%	85.39%	102.28%	1.07%	8.32%	17.72%
Cash Position	39,221,595	(8,066,933)	1,671,443	(3,740,340)	(8,191,696)	(3,596,647)	(4,577,990)	(6,121,889)	(7,093,354)	(3,155,518)	2,579,134	12,447,096	33,153,998
Included in the above expenses:													
Interest Paid	-	-	-	-	-	-	-	-	-	-	-	-	-
Loan Principal Payment	-	-	-	-	-	-	-	-	-	-	-	-	-
Accruals	2,922,930	(2,589,080)	(4,364,076)	2,004,731	(1,332,639)	(1,054,171)	3,113,458	(1,630,492)	(995,452)	2,230,824	2,579,134	(1,814,032)	1,035,835
Cash Balance End of Month	62,127,826	56,649,974	62,685,493	56,940,422	50,081,365	47,538,888	39,847,441	35,356,043	29,258,140	23,871,799	23,871,799	38,132,928	70,251,091
Prior Year Ending Cash Balance	60,756,981	59,244,531	55,978,270	50,768,860	43,946,976	39,157,198	31,303,504	26,367,295	26,196,754	19,100,046	18,083,569	25,829,161	62,127,826

CENTRAL YORK SCHOOL DISTRICT
GENERAL FUND
LIST OF PAYMENTS
CHECK NO 10049257 TO 10049410
ACH 9/30/2026

CHECK NO	DATE	PAYEE	AMOUNT
10049257	9/30/2026	BEE GUYS, THE LLC	\$2,655.00
10049258	9/30/2026	CAPITAL ELECTRIC	\$6,561.94
10049259	9/30/2026	CLAYWORKS SUPPLIES INC	\$1,162.50
10049260	9/30/2026	CLEAR PATH PEDIATRIC THERAPY LLC	\$3,510.75
10049261	9/30/2026	DIEBOLD NIXDORF INC	\$4,265.70
10049262	9/30/2026	DIESEL DIRECT CENTRAL LLC	\$19,592.97
10049263	9/30/2026	DIRECT ENERGY BUSINESS-ELECTRIC	\$35,916.38
10049264	9/30/2026	DOVER AREA SCHOOL DISTRICT	\$1,183.80
10049265	9/30/2026	DTRM LLC	\$3,875.01
10049266	9/30/2026	EDRIS OIL SERVICE INC	\$3,201.24
10049267	9/30/2026	ELECTRONIC SYSTEMS INSTALLERS INC	\$12,879.25
10049268	9/30/2026	GARRETY GLASS INC	\$1,475.00
10049269	9/30/2026	H & H SERVICE COMPANY INC	\$631.60
10049270	9/30/2026	HAJOCA CORPORATION	\$167.58
10049271	9/30/2026	HAMME, JEFFREY	\$695.41
10049272	9/30/2026	IMAGE 360	\$530.47
10049273	9/30/2026	ISENBERG, LORI	\$304.00
10049274	9/30/2026	JOHNSTONE SUPPLY	\$7,654.36
10049275	9/30/2026	KLEPPERS KEY SHOP	\$471.50
10049276	9/30/2026	LAMISON, ELEANOR C	\$24.93
10049277	9/30/2026	LINCOLN INTERMEDIATE UNIT #12	\$70,063.75
10049278	9/30/2026	LIVINGSTON, SCOTT	\$800.00
10049279	9/30/2026	MANCHESTER ACE HARDWARE	\$52.14
10049280	9/30/2026	MAXIM HEALTHCARE SERVICES	\$16,600.50
10049281	9/30/2026	MCCLURE COMPANY	\$37,447.75
10049282	9/30/2026	NATIONAL ART & SCHOOL SUPPLIES	\$1,359.38
10049283	9/30/2026	NEIMAN REFRIGERATION	\$985.00
10049284	9/30/2026	PARTSTOWN, LLC	\$912.76
10049285	9/30/2026	PITSCO INC	\$625.29
10049286	9/30/2026	POWERS, MELINDA	\$10,000.00
10049287	9/30/2026	PYRAMID SCHOOL PRODUCTS	\$4,590.59
10049288	9/30/2026	QUALITY WATER RESOURCES INC	\$765.00
10049289	9/30/2026	R F FAGER COMPANY	\$146.32
10049290	9/30/2026	RONCO TECHNOLOGY SOLUTIONS INC	\$861.00
10049291	9/30/2026	SEBRIGHT, MELISSA	\$29.72
10049292	9/30/2026	SITEONE LANDSCAPE SUPPLY LLC	\$54.21
10049293	9/30/2026	SPATARO, ANTHONY A	\$44.08
10049294	9/30/2026	SUNBURST WORKFORCE ADVISORS LLC	\$46,005.70
10049295	9/30/2026	SWAM ELECTRIC	\$2,588.82
10049296	9/30/2026	SWISS PREMIUM DAIRY	\$90.72
10049297	9/30/2026	UNITED REFRIGERATION INC	\$233.60
10049298	9/30/2026	WATTS, PAMELA	\$6.00

CENTRAL YORK SCHOOL DISTRICT
GENERAL FUND
LIST OF PAYMENTS
CHECK NO 10049257 TO 10049410
ACH 9/30/2026

CHECK NO	DATE	PAYEE	AMOUNT
10049299	9/30/2026	YORK EXCAVATING CO LLC	\$13,011.93
10049300	10/1/2026	BATTERIES PLUS BULBS	\$15.90
10049301	10/1/2026	CANTEEN REFRESHMENT SERVICES	\$354.62
10049302	10/1/2026	CAPITAL ELECTRIC	\$133.10
10049303	10/1/2026	ELECTRONIC SYSTEMS INSTALLERS INC	\$2,134.50
10049304	10/1/2026	KLEPPERS KEY SHOP	\$546.90
10049305	10/1/2026	LOUIE'S AUTO SERVICE	\$170.00
10049306	10/1/2026	MCCLURE COMPANY	\$4,475.84
10049307	10/1/2026	NATIONAL ART & SCHOOL SUPPLIES	\$3,022.69
10049308	10/1/2026	NEIMAN REFRIGERATION	\$1,040.00
10049309	10/1/2026	NRG BUILDING SERVICES	\$10,107.50
10049310	10/1/2026	OFFICE BASICS INC.	\$73.70
10049311	10/1/2026	PYRAMID SCHOOL PRODUCTS	\$2,520.88
10049312	10/1/2026	SPECTRUM AQUATICS	\$214.00
10049313	10/1/2026	YORK CO SCHOOL OF TECHNOLOGY	\$188,377.60
10049314	10/6/2026	PALMER, JULIANNE	\$70.00
10049315	10/6/2026	PYRAMID SCHOOL PRODUCTS	\$8,935.97
10049316	10/8/2026	ANDERSON, KATIE N	\$70.00
10049317	10/8/2026	APPLE INC	\$58.00
10049318	10/8/2026	ASTORINO, MATTHEW M	\$41.04
10049319	10/8/2026	BOWSER, CASEY	\$235.14
10049320	10/8/2026	BUILDERS SPECIALTY SERVICE INC	\$6,521.00
10049321	10/8/2026	CAPP	\$395.25
10049322	10/8/2026	CAUFMAN, RYAN	\$108.91
10049323	10/8/2026	CLEVELAND BROTHERS EQUIPMENT CO INC	\$2,767.26
10049324	10/8/2026	CREASY, CHAD D	\$242.06
10049325	10/8/2026	CUMMINGS, ASHLEIGH	\$10,000.00
10049326	10/8/2026	CURRY, NICHOLAS	\$68.10
10049327	10/8/2026	DTRM LLC	\$1,293.00
10049328	10/8/2026	DWYER, GENA	\$1,067.69
10049329	10/8/2026	EASTERN YORK SCHOOL DISTRICT OFFICE	\$736.00
10049330	10/8/2026	EDRIS OILSERVICE INC	\$1,816.19
10049331	10/8/2026	ELECTRONIC SYSTEMS INSTALLERS INC	\$6,218.50
10049332	10/8/2026	FLINT, IAN	\$3,500.00
10049333	10/8/2026	FREY, STACEY	\$18.20
10049334	10/8/2026	ISENBERG, LORI	\$608.00
10049335	10/8/2026	JOHNSON CONTROLS FIRE PROTECTION LP	\$2,550.55
10049336	10/8/2026	KLEPPERS KEY SHOP	\$182.20
10049337	10/8/2026	LINCOLN INTERMEDIATE UNIT #12	\$114,040.22
10049338	10/8/2026	LINCOLN INTERMEDIATE UNIT #12	\$246,733.80
10049339	10/8/2026	LOWE'S	\$2,063.01
10049340	10/8/2026	LUCIA, JOSEPH	\$138.74

CENTRAL YORK SCHOOL DISTRICT
GENERAL FUND
LIST OF PAYMENTS
CHECK NO 10049257 TO 10049410
ACH 9/30/2026

CHECK NO	DATE	PAYEE	AMOUNT
10049341	10/8/2026	MANCHESTER TOWNSHIP SEWER	\$1,002.26
10049342	10/8/2026	MET-ED	\$15,367.74
10049343	10/8/2026	NRG CONTROLS LLC	\$10,107.50
10049344	10/8/2026	OSS HEALTH	\$26,500.00
10049345	10/8/2026	PENN WASTE INC	\$11,533.87
10049346	10/8/2026	PMEA	\$280.00
10049347	10/8/2026	QUADIENT FINANCE USA INC	\$1,275.90
10049348	10/8/2026	QUILL LLC	\$120.97
10049349	10/8/2026	RUTTER\$ FARM STORES-FM NET	\$14,003.08
10049350	10/8/2026	SCHOOL DISTRICTS INSURANCE CONSORTIUM	\$3,365.24
10049351	10/8/2026	SPRING GROVE MUSIC BOOSTERS	\$350.00
10049352	10/8/2026	SPRINGETTSBURY TOWNSHIP	\$64,373.04
10049353	10/8/2026	SPRINGETTSBURY TOWNSHIP SEWER FUND	\$3,598.40
10049354	10/8/2026	SUSQUEHANNA CHRYSLER DODGE JEEP RAM	\$1,112.00
10049355	10/8/2026	THE ART STORE	\$533.98
10049356	10/8/2026	TORRES-CRUZ, DALYNET	\$73.19
10049357	10/8/2026	WAGNER, JENNIFER	\$25.38
10049358	10/8/2026	WEIS MARKETS INC	\$474.85
10049359	10/8/2026	WELLSPAN HEALTH	\$500.00
10049360	10/8/2026	YORK COUNTY SOLID WASTE AUTHORITY	\$244.65
10049361	10/15/2026	AGORA CYBER CHARTER SCHOOL	\$4,644.99
10049362	10/15/2026	AIRGAS USA LLC	\$32.15
10049363	10/15/2026	AMERICAN RED CROSS	\$143.40
10049364	10/15/2026	AUSTILL'S REHABILITATION SERVICES	\$22,199.11
10049365	10/15/2026	AVANTE LANGUAGE SERVICES	\$865.00
10049366	10/15/2026	BAILETS, MEREDITH A	\$5.73
10049367	10/15/2026	BARRON, KELLI	\$138.17
10049368	10/15/2026	BIOMEDICAL SERVICES INC.	\$17,661.00
10049369	10/15/2026	BLICK ART MATERIALS	\$420.81
10049370	10/15/2026	CAROLINA BIOLOGICAL SUPPLY CO	\$279.88
10049371	10/15/2026	CENTRAL YORK SCHOOL DISTRICT	\$1,602.39
10049372	10/15/2026	CLEAR PATH PEDIATRIC THERAPY LLC	\$2,790.00
10049373	10/15/2026	COLUMBIA GAS	\$11,214.87
10049374	10/15/2026	COMMONWEALTH CHARTER ACADEMY	\$166,987.50
10049375	10/15/2026	DIESEL DIRECT CENTRAL LLC	\$19,587.75
10049376	10/15/2026	DIRECT ENERGY BUSINESS-ELECTRIC	\$45,818.55
10049377	10/15/2026	DONNER, MICHELE A	\$164.69
10049378	10/15/2026	GOPHER-THE PROPHET CORPORATION	\$420.39
10049379	10/15/2026	HARBORCREEK YOUTH SERVICES	\$2,258.13
10049380	10/15/2026	HOFFMAN HOMES ACADEMY	\$12,000.00
10049381	10/15/2026	I BABEL INC	\$394.59
10049382	10/15/2026	IDC INTERNATIONAL	\$745.00

CENTRAL YORK SCHOOL DISTRICT
GENERAL FUND
LIST OF PAYMENTS
CHECK NO 10049257 TO 10049410
ACH 9/30/2026

CHECK NO	DATE	PAYEE	AMOUNT
10049383	10/15/2026	IMAGE 360	\$4,036.44
10049384	10/15/2026	INSIGHT PA CYBER CHARTER SCHOOL	\$1,161.24
10049385	10/15/2026	ISENBERG, LORI	\$243.20
10049386	10/15/2026	JAMISON-RODGERS, PETRIAJOFIA	\$10.00
10049387	10/15/2026	LEAF	\$35.11
10049388	10/15/2026	LEARNWELL SERVICES	\$629.20
10049389	10/15/2026	LINCOLN CHARTER SCHOOL	\$7,453.25
10049390	10/15/2026	LINCOLN INTERMEDIATE UNIT #12	\$197.50
10049391	10/15/2026	MAXIM HEALTHCARE SERVICES	\$1,071.00
10049392	10/15/2026	NEW STORY LLC	\$80,220.00
10049393	10/15/2026	PA DISTANCE LEARNING CHARTER SCHOOL	\$1,161.24
10049394	10/15/2026	PA LEADERSHIP CHARTER SCHOOL	\$16,129.74
10049395	10/15/2026	PARTS TOWN, LLC	\$69.41
10049396	10/15/2026	PENNSYLVANIA CYBER CHARTER SCHOOL	\$27,103.53
10049397	10/15/2026	PENNWOOD CYBER CHARTER SCHOOL	\$17,035.51
10049398	10/15/2026	REACH CYBER CHARTER SCHOOL	\$5,295.29
10049399	10/15/2026	RIVER ROCK ACADEMY LLC	\$840.00
10049400	10/15/2026	ROTARY CLUB OF YORK-NORTH	\$185.00
10049401	10/15/2026	SCHAAD DETECTIVE AGENCY INC	\$16,846.89
10049402	10/15/2026	SPECIALIZED EDUCATION OF PENNSYLVANIA	\$119,412.00
10049403	10/15/2026	TEE TO GREEN GROUNDS MANAGE CO	\$32,065.00
10049404	10/15/2026	VIDA CHARTER SCHOOL	\$2,484.41
10049405	10/15/2026	WELLSPAN PHILHAVEN	\$131.18
10049406	10/15/2026	WYRWAS, ANDREA	\$55.02
10049407	10/15/2026	YELLOW BREECHES EDUCATIONAL CENTER INC	\$31,655.80
10049408	10/15/2026	YORK ACADEMY REGIONAL CHARTER SCHOOL	\$146,225.00
10049409	10/15/2026	YOUCHEFF, KEVIN	\$83.15
10049410	10/15/2026	ZECH, KELSEY E	\$175.00

0	9/30/2026	AMAZON CAPITAL SERVICES	122.66
0	9/30/2026	AMAZON CAPITAL SERVICES	495.88
0	9/30/2026	AMAZON CAPITAL SERVICES	239.97
0	9/30/2026	AMAZON CAPITAL SERVICES	290.97
0	9/30/2026	AMAZON CAPITAL SERVICES	249.87
0	9/30/2026	AMAZON CAPITAL SERVICES	19.73
0	9/30/2026	AMAZON CAPITAL SERVICES	143.98
0	9/30/2026	AMAZON CAPITAL SERVICES	3.44
0	9/30/2026	AMAZON CAPITAL SERVICES	17.35
0	9/30/2026	AMAZON CAPITAL SERVICES	103.29
0	9/30/2026	AMAZON CAPITAL SERVICES	227.56
0	9/30/2026	AMAZON CAPITAL SERVICES	71.7

CENTRAL YORK SCHOOL DISTRICT
GENERAL FUND
LIST OF PAYMENTS
CHECK NO 10049257 TO 10049410
ACH 9/30/2026

CHECK NO	DATE	PAYEE	AMOUNT
0	9/30/2026	AMAZON CAPITAL SERVICES	24.23
0	9/30/2026	AMAZON CAPITAL SERVICES	11.99
0	9/30/2026	AMAZON CAPITAL SERVICES	164.24
0	9/30/2026	AMAZON CAPITAL SERVICES	48.12
0	9/30/2026	AMAZON CAPITAL SERVICES	354.76
0	9/30/2026	AMAZON CAPITAL SERVICES	360.95
0	9/30/2026	AMAZON CAPITAL SERVICES	26.99
0	9/30/2026	AMAZON CAPITAL SERVICES	80.94
0	9/30/2026	AMAZON CAPITAL SERVICES	207.72
0	9/30/2026	AMAZON CAPITAL SERVICES	26.95
0	9/30/2026	AMAZON CAPITAL SERVICES	135.19
0	9/30/2026	AMAZON CAPITAL SERVICES	799.98
0	9/30/2026	AMAZON CAPITAL SERVICES	64.29
0	9/30/2026	AMAZON CAPITAL SERVICES	44.98
0	9/30/2026	AMAZON CAPITAL SERVICES	192.96
0	9/30/2026	AMAZON CAPITAL SERVICES	27.95
0	9/30/2026	AMAZON CAPITAL SERVICES	725
0	9/30/2026	AMAZON CAPITAL SERVICES	87.97
0	9/30/2026	AMAZON CAPITAL SERVICES	22.49
0	9/30/2026	AMAZON CAPITAL SERVICES	22.99
0	9/30/2026	AMAZON CAPITAL SERVICES	288.59
0	9/30/2026	AMAZON CAPITAL SERVICES	69.99
0	9/30/2026	AMAZON CAPITAL SERVICES	24.36
0	9/30/2026	AMAZON CAPITAL SERVICES	32.99
0	9/30/2026	AMAZON CAPITAL SERVICES	69.39
0	9/30/2026	AMAZON CAPITAL SERVICES	44.99
0	9/30/2026	AMAZON CAPITAL SERVICES	44.99
0	9/30/2026	AMAZON CAPITAL SERVICES	100.33
GRAND TOTAL			\$1,921,015.69

Activity Fund Balances
September 30, 2026

	ACCOUNT NAME		BALANCE
703	PANTHER PERK FUND BALANCE 07/01/2026	\$4,206.82	
	PANTHER PERK INCOME	\$1,868.78	
	PANTHER PERK EXPENSES	-\$2,051.45	
	NET BALANCE		\$4,024.15
704	BUSINESS SHARES FUND BALANCE 07/01/2026	\$5.00	
	BUSINESS SHARES INCOME	\$0.00	
	BUSINESS SHARES EXPENSES	\$0.00	
	NET BALANCE		\$5.00
705	CENTRAL VENDING FUND BALANCE 07/01/2026	\$1,659.45	
	CENTRAL VENDING INCOME	\$0.00	
	CENTRAL VENDING EXPENSES	-\$1,227.94	
	NET BALANCE		\$431.51
801	ELEMENTARY MUSIC FUND BALANCE 07/01/2026	\$1,150.76	
	ELEMENTARY MUSIC INCOME	\$0.00	
	ELEMENTARY MUSIC EXPENSES	\$0.00	
	NET BALANCE		\$1,150.76
802	HAYSHIRE ELEM FUND BALANCE 07/01/2026	\$5,733.56	
	HAYSHIRE ELEM INCOME	\$2,606.17	
	HAYSHIRE ELEM EXPENSES	-\$1,630.48	
	NET BALANCE		\$6,709.25
803	NORTH HILLS ELEM FUND BALANCE 07/01/2026	\$54,840.77	
	NORTH HILLS ELEM INCOME	\$0.00	
	NORTH HILLS ELEM EXPENSES	-\$682.54	
	NET BALANCE		\$54,158.23
804	ROUNDTOWN ELEM FUND BALANCE 07/01/2026	\$2,241.69	
	ROUNDTOWN ELEM INCOME	\$66.92	
	ROUNDTOWN ELEM EXPENSES	\$0.00	
	NET BALANCE		\$2,308.61
805	STONY BROOK ELEM FUND BALANCE 07/01/2026	\$8,528.84	
	STONY BROOK ELEM INCOME	\$535.00	
	STONY BROOK ELEM EXPENSES	\$0.00	
	NET BALANCE		\$9,063.84

	ACCOUNT NAME		BALANCE
807	SINKING SPRINGS ELEM FUND BALANCE 07/01/2026	\$63,806.20	
	SINKING SPRINGS ELEM INCOME	\$421.19	
	SINKING SPRINGS ELEM EXPENSES	-\$269.23	
	NET BALANCE		\$63,958.16
808	SINKING SPRINGS SUNSHINE FUND BALANCE 07/01/2026	\$205.62	
	SINKING SPRINGS SUNSHINE FUND INCOME	\$0.00	
	SINKING SPRINGS SUNSHINE FUND EXPENSES	\$0.00	
	NET BALANCE		\$205.62
810	ARK FUND BALANCE 07/01/2026	\$282.52	
	ARK INCOME	\$2,477.43	
	ARK EXPENSES	\$0.00	
	NET BALANCE		\$2,759.95
812	TRI - MUSIC HONOR FUND BALANCE 07/01/2026	\$6,005.63	
	HS ALL SCHOOL MUSIC INCOME	\$0.00	
	HS ALL SCHOOL MUSIC EXPENSES	-\$1,193.60	
	NET BALANCE		\$4,812.03
813	STONY BROOK SNACK CART FUND BALANCE 07/01/2026	\$128.84	
	STONY BROOK SNACK CART INCOME	\$0.00	
	STONY BROOK SNACK CART EXPENSES	\$0.00	
	NET BALANCE		\$128.84
822	MS ALL SCHOOL MUSIC FUND BALANCE 07/01/2026	\$7,231.13	
	MS ALL SCHOOL MUSIC INCOME	\$0.00	
	MS ALL SCHOOL MUSIC EXPENSES	\$0.00	
	NET BALANCE		\$7,231.13
824	MS ORCHESTRA FUND BALANCE 07/01/2026	\$6,507.69	
	MS ORCHESTRA INCOME	\$2,394.00	
	MS ORCHESTRA EXPENSES	-\$566.72	
	NET BALANCE		\$8,334.97
825	MS MEMORY BOOK FUND BALANCE 07/01/2026	\$7,083.53	
	MS MEMORY BOOK INCOME	\$2,902.00	
	MS MEMORY BOOK EXPENSES	\$0.00	
	NET BALANCE		\$9,985.53
830	MS HOSPITALITY FUND BALANCE 07/01/2026	\$641.30	
	MS HOSPITALITY INCOME	\$2,200.00	
	MS HOSPITALITY EXPENSES	-\$320.00	
	NET BALANCE		\$2,521.30

	ACCOUNT NAME		BALANCE
831	MS STU BODY ACCT FUND BALANCE 07/01/2026	\$1,563.98	
	MS STU BODY ACCT INCOME	\$0.00	
	MS STU BODY ACCT EXPENSES	-\$66.15	
	NET BALANCE		\$1,497.83
832	MS STU COUNCIL FUND BALANCE 07/01/2026	\$5,280.27	
	MS STU COUNCIL INCOME	\$0.00	
	MS STU COUNCIL EXPENSES	\$0.00	
	NET BALANCE		\$5,280.27
834	MS STU COUN STORE FUND BAL 07/01/2026	\$142.08	
	MS STU COUN STORE INCOME	\$35.00	
	MS STU COUN STORE EXPENSES	\$0.00	
	NET BALANCE		\$177.08
838	MS AEVIDUM CLUB FUND BALANCE 07/01/2026	\$2,943.60	
	MS AEVIDUM CLUB INCOME	\$0.00	
	MS AEVIDUM CLUB EXPENSES	\$0.00	
	NET BALANCE		\$2,943.60
839	MS COFFEE CART FUND BALANCE 07/01/2026	\$233.69	
	MS COFFEE CART INCOME	\$99.00	
	MS COFFEE CART EXPENSES	-\$112.65	
	NET BALANCE		\$220.04
841	MS FIFE AND DRUM CORPS FUND BALANCE 07/01/2026	\$3.69	
	MS FIFE AND DRUM CORPS INCOME	\$0.00	
	MS FIFE AND DRUM CORPS EXPENSES	\$0.00	
	NET BALANCE		\$3.69
842	MS PANTHER PATHWAYS CART FUND BALANCE 07/01/2026	\$120.11	
	MS PANTHER PATHWAYS CART INCOME	\$0.00	
	MS PANTHER PATHWAYS CART EXPENSES	\$0.00	
	NET BALANCE		\$120.11
843	MS AS FUND BALANCE 07/01/2026	\$18.12	
	MS AS FUND INCOME	\$0.00	
	MS AS FUND EXPENSES	\$0.00	
	NET BALANCE		\$18.12
846	HS GERMAN HONOR SOCIETY FUND BALANCE 07/01/2026	\$211.98	
	HS GERMAN HONOR SOCIETY INCOME	\$0.00	
	HS GERMAN HONOR SOCIETY EXPENSES	\$0.00	
	NET BALANCE		\$211.98

	ACCOUNT NAME		BALANCE
847	HS LIBRARY COUNCIL FUND BALANCE 07/01/2026	\$1,395.43	
	HS LIBRARY COUNCIL INCOME	\$0.00	
	HS LIBRARY COUNCIL EXPENSES	\$0.00	
	NET BALANCE		\$1,395.43
848	HS MINI THON FUND BALANCE 07/01/2026	\$21,297.83	
	HS MINI THON INCOME	\$5,185.15	
	HS MINI THON EXPENSES	\$0.00	
	NET BALANCE		\$26,482.98
849	HS ANIME CLUB FUND BALANCE 07/01/2026	\$129.10	
	HS ANIME CLUB INCOME	\$0.00	
	HS ANIME CLUB EXPENSES	\$0.00	
	NET BALANCE		\$129.10
851	HS ART SERVICE CLUB FUND BAL 07/01/2026	\$713.75	
	HS ART SERVICE CLUB INCOME	\$0.00	
	HS ART SERVICE CLUB EXPENSES	\$0.00	
	NET BALANCE		\$713.75
852	HS BAND FUND BALANCE 07/01/2026	\$4,611.57	
	HS BAND INCOME	\$0.00	
	HS BAND EXPENSES	\$0.00	
	NET BALANCE		\$4,611.57
853	HS BROADWAY SHOW FUND BALANCE 07/01/2026	\$5,687.53	
	HS BROADWAY SHOW INCOME	\$0.00	
	HS BROADWAY SHOW EXPENSES	\$0.00	
	NET BALANCE		\$5,687.53
854	HS CHORUS FUND BALANCE 07/01/2026	\$2,289.99	
	HS CHORUS INCOME	\$0.00	
	HS CHORUS EXPENSES	\$0.00	
	NET BALANCE		\$2,289.99
855	HS FUTURE BUSINESS LEADERS BALANCE 07/01/2026	\$6,917.83	
	HS FUTURE BUSINESS LEADERS INCOME	\$0.00	
	HS FUTURE BUSINESS LEADERS EXPENSES	\$0.00	
	NET BALANCE		\$6,917.83
856	HS GIFTED EDUCATION BALANCE 07/01/2026	\$2.21	
	HS GIFTED EDUCATION INCOME	\$0.00	
	HS GIFTED EDUCATION EXPENSES	\$0.00	
	NET BALANCE		\$2.21

	ACCOUNT NAME		BALANCE
862	HS DRAMATICS FUND BALANCE 07/01/2026	\$1,245.21	
	HS DRAMATICS INCOME	\$0.00	
	HS DRAMATICS EXPENSES	\$0.00	
	NET BALANCE		\$1,245.21
865	HS HONOR SOCIETY FUND BAL 07/01/2026	\$8,513.48	
	HS HONOR SOCIETY INCOME	\$0.00	
	HS HONOR SOCIETY EXPENSES	\$0.00	
	NET BALANCE		\$8,513.48
866	HS INTERACT BAL 07/01/2026	\$1,314.14	
	HS INTERACT INCOME	\$0.00	
	HS INTERACT EXPENSES	\$0.00	
	NET BALANCE		\$1,314.14
868	HS ACTING II FUND BALANCE 07/01/2026	\$3.59	
	HS ACTING II INCOME	\$531.44	
	HS ACTING II EXPENSES	\$0.00	
	NET BALANCE		\$535.03
870	HS SADD FUND BALANCE 07/01/2026	\$378.21	
	HS SADD INCOME	\$0.00	
	HS SADD EXPENSES	\$0.00	
	NET BALANCE		\$378.21
871	HS SKI CLUB FUND BALANCE 07/01/2026	\$103.82	
	HS SKI CLUB INCOME	\$0.00	
	HS SKI CLUB EXPENSES	\$0.00	
	NET BALANCE		\$103.82
872	HS STRINGS FUND BALANCE 07/01/2026	\$3,898.33	
	HS STRINGS INCOME	\$0.00	
	HS STRINGS EXPENSES	\$0.00	
	NET BALANCE		\$3,898.33
873	HS STUDENT COUNCIL FUND BALANCE 07/01/2026	\$1,156.23	
	HS STUDENT COUNCIL INCOME	\$0.00	
	HS STUDENT COUNCIL EXPENSES	-\$65.00	
	NET BALANCE		\$1,091.23

	ACCOUNT NAME		BALANCE
874	HS VARSITY ASSN FUND BALANCE 07/01/2026	\$164.80	
	HS VARSITY ASSN INCOME	\$0.00	
	HS VARSITY ASSN EXPENSES	-\$634.00	
	NET BALANCE		-\$469.20
875	HS YEARBOOK FUND BALANCE 07/01/2026	\$1,580.71	
	HS YEARBOOK INCOME	\$0.00	
	HS YEARBOOK EXPENSES	-\$1,026.44	
	NET BALANCE		\$554.27
876	HS SCIENCE OLYMPIAD FUND BALANCE 07/01/2026	\$3,809.13	
	HS SCIENCE OLYMPIAD INCOME	\$0.00	
	HS SCIENCE OLYMPIAD EXPENSES	\$0.00	
	NET BALANCE		\$3,809.13
879	HS FUTURE EDUCATORS FUND BALANCE 07/01/2026	\$269.15	
	HS FUTURE EDUCATORS INCOME	\$0.00	
	HS FUTURE EDUCATORS EXPENSES	\$0.00	
	NEW BALANCE		\$269.15
881	HS SPANISH CLUB BALANCE 07/01/2026	\$288.29	
	HS SPANISH CLUB INCOME	\$0.00	
	HS SPANISH CLUB EXPENSES	\$0.00	
	NET BALANCE		\$288.29
884	HS AP TESTING FUND BALANCE 07/01/2026	\$16,941.95	
	HS AP TESTING INCOME	\$0.00	
	HS AP TESTING EXPENSES	\$0.00	
	NET BALANCE		\$16,941.95
885	HS PSAT TESTING FUND BALANCE 07/01/2026	\$2,802.37	
	HS PSAT TESTING INCOME	\$0.00	
	HS PSAT TESTING EXPENSES	\$0.00	
	NET BALANCE		\$2,802.37
886	HS SAT TESTING FUND BALANCE 07/01/2026	\$109.29	
	HS SAT TESTING INCOME	\$0.00	
	HS SAT TESTING EXPENSES	\$0.00	
	NET BALANCE		\$109.29

	ACCOUNT NAME		BALANCE
888	HS SPORTS MARKETING 07/01/2026	\$0.61	
	HS SPORTS MARKETING INCOME	\$0.00	
	HS SPORTS MARKETING EXPENSES	\$0.00	
	NET BALANCE		\$0.61
900	EPILEPSY CLUB FUND BALANCE 07/01/2026	\$1,548.41	
	EPILEPSY INCOME	\$0.00	
	EPILEPSY EXSPENSES	\$0.00	
	NET BALANCE		\$1,548.41
901	HS DESIGN CLUB FUND BALANCE 07/01/2026	\$1,835.48	
	DESIGN CLUB INCOME	\$0.00	
	DESIGN CLUB EXPENSES	\$0.00	
	NET BALANCE		\$1,835.48
902	HS REGIONAL CHORUS FESTIVAL FUND BALANCE 07/0	\$0.00	
	HS REGIONAL CHORUS FESTIVAL INCOME	\$0.00	
	HS REGIONAL CHORUS FESTIVAL EXPENSES	\$0.00	
	NET BALANCE		\$0.00
903	HS MATH HONOR SOCIETY FUND BALANCE 07/01/2026	\$92.72	
	HS MATH HONOR SOCIETY INCOME	\$0.00	
	HS MATH HONOR SOCIETY EXPENSES	\$0.00	
	NET BALANCE		\$92.72
905	HS MODEL U.N. FUND BALANCE 07/01/2026	\$202.75	
	HS MODEL U.N. INCOME	\$0.00	
	HS MODEL U.N. EXPENSES	\$0.00	
	NET BALANCE		\$202.75
907	HS ENGLISH HONOR SOCIETY FUND BALANCE 07/01/20	\$2,267.48	
	HS ENGLISH HONOR SOCIETY INCOME	\$0.00	
	HS ENGLISH HONOR SOCIETY EXPENSES	\$0.00	
	NET BALANCE		\$2,267.48

	ACCOUNT NAME		BALANCE
908	HS SCIENCE NATIONAL HONOR SOCIETY FUND BALANCE	\$19.21	
	HS SCIENCE NATIONAL HONOR SOCIETY INCOME	\$0.00	
	HS SCIENCE NATIONAL HONOR EXPENSES	\$0.00	
	NET BALANCE		\$19.21
912	HS PARU FUND BALANCE 07/01/2026	\$557.82	
	HS PARU INCOME	\$0.00	
	HS PARU EXPENSES	\$0.00	
	NET BALANCE		\$557.82
913	HS FRENCH CLUB FUND BALANCE 07/01/2026	\$945.65	
	HS FRENCH CLUB INCOME	\$0.00	
	HS FRENCH EXPENSES	\$0.00	
	NET BALANCE		\$945.65
914	HS PUMPKIN CHUNKIN FUND BALANCE 07/01/2026	\$156.30	
	HS PUMPKIN CHUNKIN CLUB INCOME	\$0.00	
	HS PUMPKIN CHUNKIN EXPENSES	\$0.00	
	NET BALANCE		\$156.30
918	HS CLASS OF 2026 FUND BALANCE 07/01/2026	\$1,551.09	
	HS CLASS OF 2026 INCOME	\$0.00	
	HS CLASS OF 2026 EXPENSES	\$0.00	
	NET BALANCE		\$1,551.09
919	HS CLASS OF 2027 FUND BALANCE 07/01/2026	\$2,465.83	
	HS CLASS OF 2027 INCOME	\$40.00	
	HS CLASS OF 2027 EXPENSES	\$0.00	
	NET BALANCE		\$2,505.83
920	HS AEVIDUM CLUB FUND BALANCE 07/01/2026	\$1,748.36	
	HS AEVIDUM CLUB INCOME	\$0.00	
	HS AEVIDUM CLUB EXPENSES	\$0.00	
	NET BALANCE		\$1,748.36
921	HS FITNESS CHALLENGE FUND BALANCE 07/01/2026	\$1,342.20	
	HS FITNESS CHALLENGE INCOME	\$0.00	
	HS FITNESS CHALLENGE EXPENSES	\$0.00	
	NET BALANCE		\$1,342.20
922	HS ENABLE CLUB FUND BALANCE 07/01/2026	\$272.04	
	HS ENABLE CLUB INCOME	\$0.00	
	HS ENABLE CLUB EXPENSES	\$0.00	
	NET BALANCE		\$272.04

	ACCOUNT NAME		BALANCE
923	HS CYHS iTEAM FUND BALANCE 07/01/2026	\$764.37	
	HS CYHS iTEAM INCOME	\$0.00	
	HS CYHS iTEAM EXPENSES	\$0.00	
	NET BALANCE		\$764.37
926	HS SOAP FUND BALANCE 07/01/2026	\$1,654.36	
	HS SOAP INCOME	\$0.00	
	HS SOAP EXPENSES	\$0.00	
	NET BALANCE		\$1,654.36
927	HS JROTC FUND BALANCE 07/01/2026	\$37,737.41	
	HS JROTC INCOME	\$320.00	
	HS JROTC EXPENSES	\$0.00	
	NET BALANCE		\$38,057.41
928	HS EARTH SAVERS FUND BALANCE 07/01/2026	\$2.91	
	HS EARTH SAVERS INCOME	\$0.00	
	HS EARTH SAVERS EXPENSES	\$0.00	
	NET BALANCE		\$2.91
930	HS YAC FUND BALANCE 07/01/2026	\$225.97	
	HS YAC INCOME	\$0.00	
	HS YAC EXPENSES	\$0.00	
	NET BALANCE		\$225.97
931	HS CANDY MAKING CLUB FUND BALANCE 07/01/2026	\$221.74	
	HS CANDY MAKING CLUB INCOME	\$0.00	
	HS CANDY MAKING CLUB EXPENSES	\$0.00	
	NET BALANCE		\$221.74
932	HS CPU FUND BALANCE 07/01/2026	\$340.72	
	HS CPU INCOME	\$0.00	
	HS CPU EXPENSES	\$0.00	
	NET BALANCE		\$340.72
933	HS TECH ED DESIGN CLUB FUND BALANCE 07/01/2026	\$4.44	
	HS CPU INCOME	\$0.00	
	HS CPU EXPENSES	\$0.00	
	NET BALANCE		\$4.44

	ACCOUNT NAME		BALANCE
934	HS BEAUTIFUL PEOPLE CLUB FUND BALANCE 07/01/2026	\$382.60	
	HS BEAUTIFUL PEOPLE CLUB INCOME	\$0.00	
	HS BEAUTIFUL PEOPLE CLUB EXPENSES	\$0.00	
	NET BALANCE		\$382.60
935	HS iRACING CLUB FUND BALANCE 07/01/2026	\$4,611.98	
	HS iRACING CLUB INCOME	\$0.00	
	HS iRACING CLUB EXPENSES	-\$1,311.40	
	NET BALANCE		\$3,300.58
937	HS ILS CLASSES FUND BALANCE 07/01/2026	\$1,141.82	
	HS ILS CLASSES INCOME	\$0.00	
	HS ILS CLASSES EXPENSES	\$0.00	
	NET BALANCE		\$1,141.82
941	HS CLASS of 2029 FUND BALANCE 07/01/2026	\$362.02	
	HS CLASS OF 2029 INCOME	\$0.00	
	HS CLASS OF 2029 EXPENSES	\$0.00	
	NET BALANCE		\$362.02
	TOTAL BALANCES		<u><u>\$339,381.58</u></u>



BOARD POLICY

614 Payroll Authorization Draft 2

9.30.26

POLICY NUMBER	ADOPTED	VERSION	DOCUMENT STATUS
614	7/11/2011	v1.3	DRAFT
PRINTED			
10/1/2026			

■ Proposed addition ■ Proposed deletion

Purpose

The Board directs that employees hired and retained by the District be paid promptly, accurately, and according to the terms under which they were approved.

Authority

Employment of all permanent, temporary and part-time district personnel must be approved by the Board. The Board shall authorize payment of salaries to employees. Actions by the Board to employ staff on a contractual basis shall ~~may~~ include the name of the individual, position title, salary/position classification, and period of employment. ~~position classification, method of payment, and budget category to which the wages are to be charged.~~ [1] [2] [3] [4] [5] [6] [7] [8]

Actions by the Board to employ temporary or part-time personnel may include the name of the individual, position title, rate of pay, position classification, the maximum number of hours or days an employee may work, school or vocation assignment, and budget category to which wages are to be charged.

The minutes of Board meetings shall record all actions with regard to resignation, retirement, death or discharge of all employees, or nonretention of a temporary professional employee. Each action shall include the name of the employee, date

upon which salary or wages will terminate, and position formerly held.

Guidelines

Time reporting procedures adequate to meet wage and hour requirements and Board policy **shall may** be required of **all- designated** employees **in accordance with applicable individual contracts and collective bargaining agreements.**

Salary or wages may be withheld for unapproved time off, in accordance with established procedures, by the Superintendent.

Overtime can be scheduled and paid only when authorized in advance by the immediate supervisor. [\[9\]](#)

The payroll shall be certified by the **Chief Financial Officer** ~~Business Manager.~~

Legal Footnotes

[1] Pol. 302 — Employment of Superintendent/Assistant Superintendent
POLICY REFERENCE

[2] Pol. 304 — Employment of Administrators
POLICY REFERENCE

[3] Pol. 304.1 — Employment of Professional Employees
POLICY REFERENCE

[4] Pol. 304.2 — Employment of Support Employees
POLICY REFERENCE

[5] Pol. 305 — Employment of Substitutes
POLICY REFERENCE

[6] Pol. 306 — Employment of Summer School Staff
POLICY REFERENCE

[7] Pol. 308 — Employment Contract/Board Resolution
POLICY REFERENCE

[8] Pol. 328 — Compensation Plans/Salary Schedules
POLICY REFERENCE

[9] Pol. 330 — Overtime
POLICY REFERENCE

Legal References

No additional references listed.



Central York School District

AP Statistics

Overview

Grade Level: 9 – 12

Course Description:

The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four Statistical Practices along with their concomitant skills: formulate questions, collect data, analyze data, and interpret results. The course content includes analyzing one-variable data, collecting data, probability, random variables and probability distributions, statistical inference for proportions and differences in proportions, statistical inference for two-way tables, and statistical inference for proportions and differences in means. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

Course Big Ideas:

- **BIG IDEA 1: VARIATION AND DISTRIBUTION**
The distribution of measures for individuals within a sample or population describes variation. The value of a statistic varies from sample to sample. How can we determine whether differences between measures represent random variation or meaningful distinctions? Statistical methods based on probabilistic reasoning provide the basis for shared understandings about variation and about the likelihood that variation between and among measures, samples, and populations is random or meaningful.
- **BIG IDEA 2: PATTERNS AND UNCERTAINTY**
Statistical tools allow us to represent and describe patterns in data and to classify departures from patterns. Simulation and probabilistic reasoning allow us to anticipate patterns in data and to determine the likelihood of errors in inference.
- **BIG IDEA 3: DATA-BASED PREDICTIONS, DECISIONS, AND CONCLUSIONS**
Data-based regression models describe relationships between variables and are a tool for making predictions for values of a response variable. Collecting data using random sampling or randomized experimental design means that findings may be generalized to the part of the population from which the selection was made. Statistical inference allows us to make data-based decisions.

Course Essential Questions:

- How can we reason in the face of uncertainty and chance?
- What story does data tell?
- What procedures generate meaningful data?
- How can we anticipate patterns in randomness?
- How can we make inferences about large populations from samples drawn out of those populations?
- When can we conclude that one variable causes changes in another variable?

Course Competencies:

- Write an appropriate investigative question.
- Describe one-variable data numerically and graphically.
- Describe two-variable data numerically and graphically.
- Identify proper and improper methods for selecting a sample.
- Design a proper experiment.
- Compute probabilities of random events using simulation and/or mathematics.
- Describe distributions of random variables.
- Describe how sample statistics vary in random sampling.
- Construct and interpret confidence intervals to estimate population parameters.
- Perform significance tests to test claims about population parameters.

Course Assessments:

- Unit quizzes
- Unit tests
- Informal and formal writing assignments
- Presentations
- Informal check of daily assignments



Central York School District

AP Statistics

Grade Level: 9 – 12

Unit 1 Part 1: Exploring One-Variable Data

Time: 11 days

Standards:

College Board 2026 CED for AP Statistics

- 1.1.A Identify components within a statistical study.
- 1.1.B Determine an investigative question within a statistical study.
- 1.2.A Identify observational units, variables, parameters, and statistics from a statistical study or data set.
- 1.2.B Identify types of variables.
- 1.2.C Identify types of quantitative variables.
- 1.3.A Construct categorical one-variable tabular representations.
- 1.3.B Describe categorical one-variable tabular representations with summary statistics.
- 1.4.A Construct categorical one-variable graphical representations.
- 1.4.B Justify a claim using categorical one-variable graphical representations.
- 1.4.C Compare multiple categorical one-variable tabular and graphical representations.
- 1.5.A Construct quantitative one-variable graphical representations.
- 1.6.A Describe distributions of quantitative one-variable graphical representations.
- 1.6.B Justify a claim using distributions of quantitative one-variable graphical representations.
- 1.7.A Calculate measures of center and position for quantitative data.
- 1.7.B Calculate measures of variability for quantitative data.
- 1.7.C Calculate different units of measurement for summary statistics.
- 1.7.D Calculate outliers for quantitative data.
- 1.7.E Compare multiple quantitative one-variable summary statistics.
- 1.7.F Justify the selection of a summary statistic for describing quantitative data.
- 1.8.A Construct quantitative one-variable graphical representations of summary statistics.
- 1.8.B Describe quantitative one-variable graphical representations of summary statistics based on the relationship of the mean and the median.
- 1.9.A Compare multiple quantitative one-variable graphical representations.
- 1.9.B Compare multiple quantitative one-variable graphical representations of summary statistics.
- 1.9.C Justify a claim using multiple quantitative one-variable graphical representations.
- 1.9.D Calculate z-scores with population parameters.
- 1.9.E Compare z-scores as measures of relative position for distributions.

Know:

- A statistical study is a study in which data are collected from a sample to answer an investigative question about a larger population.
- A population consists of all items or individuals of interest.
- A sample is a subset of the population from which data are obtained.
- An observational unit is an item or individual from which information is collected.
- A variable is a characteristic that can change from one individual to another.
- Variables can be classified as categorical or quantitative.
- A parameter is a numerical attribute or summary of the variable of interest for a population.
- A statistic is a numerical attribute or summary of the variable of interest for a sample.
- A discrete variable can take on a countable number of values.

- A continuous variable can take on infinitely many values.
- Percentages, relative frequencies, and rates all provide the same information as proportions.
- Outliers for one-variable data are data points that are unusually small or large relative to the rest of the data.
- A distribution is skewed to the right (positive skew) if the right tail is longer than the left.
- A distribution is skewed to the left (negative skew) if the left tail is longer than the right.
- A distribution is symmetric if the left half is the mirror image of the right half.
- One-variable graphs with one main peak are known as unimodal.
- A gap is a region of a distribution between two data values where there are no observed data.
- Clusters are concentrations of data usually separated by gaps.
- The mean is the sum of all the data values divided by the number of values.
- The median of a data set is the middle value when data are ordered.
- The first quartile, Q1, is the median of the half of the ordered data set from the minimum to the position of the median.
- The third quartile, Q3, is the median of the half of the ordered data set from the position of the median to the maximum.
- Range = maximum – minimum.
- The interquartile range (IQR) = $Q3 - Q1$.
- Standard deviation s is a way to measure variability of the distribution of a quantitative variable.
- The sample variance is the square of the sample standard deviation, s^2 .
- If a distribution is relatively symmetric, then the mean and median are relatively close to one another.
- If a distribution is skewed right, then the mean is usually greater than the median.
- If a distribution is skewed left, then the mean is usually less than the median.
- The mean, standard deviation, and range are not resistant.
- The median and IQR are considered resistant.
- The five-number summary is the minimum data value, the first quartile (Q1), the median, the third quartile (Q3), and the maximum data value.
- A boxplot is a graphical representation of the five-number summary.

Understanding/Key Learning:

- Given that variation may be random or not, conclusions are uncertain.
- Graphical representations and numerical summaries allow us to identify and represent key features of data.
- Claims may be justified (or not) by examining data, including graphical representations and summary statistics.

Do:

- Summarize the distribution of data with a frequency table and/or a relative frequency table.
- Display the distribution of categorical data with a bar chart (or bar graph) of frequencies (counts) or relative frequencies.
- Justify claims about data in context using counts and relative frequencies of categorical data.
- Compare two or more data sets in terms of the same categorical variable using frequency tables, bar graphs, or other representations.
- Display the distribution of a quantitative data with a dotplot, a stem and leaf plot, and/or a histogram.
- Describe the distribution of quantitative data: shape, center, and variability (spread), as well as any unusual features.
- Compute the mean and the median of quantitative data to measure the center of the values.
- Compute the range, interquartile range (IQR), and standard deviation of quantitative data to measure the variability of the values.
- Calculate and interpret the percentile for a value.
- Determine how changing units of measurement affects the values of calculated statistics.
- Determine outliers in quantitative data using the $1.5 \times \text{IQR}$ rule.
- Determine outliers in quantitative data using the 2 standard deviations rule.
- Display the distribution of quantitative data with a boxplot.

- Summary statistics of quantitative data, or of sets of quantitative data, can be used to justify claims about the data in context.
- Compare two or more independent samples on center, variability, clusters, gaps, outliers, and other features using graphs.
- Compare two or more independent samples using numerical summaries.
- Calculate and interpret a z-score (one type of standardized score) for a value in a set of quantitative data.
- Find the proportion of data values located on a given interval of a normally distributed random variable using technology, such as a calculator, a standard normal table, or computer-generated output.
- Use technology to estimate parameters for some populations given the area of a region under the graph of the normal distribution curve.
- Compare relative positions of points within a data set or between data sets using percentiles and/or z-scores.

Unit Essential Questions:

- How can I represent data visually and numerically?
- How do I describe distributions of data?
- How can I compare two groups of data for the same variable?
- Where do values fall, relative to other values?

Lesson Essential Questions:

- What are the two types of variables?
- How can we summarize the distribution of a categorical variable?
- How can we visualize the distribution of a categorical variable?
- How can we visualize the distribution of a quantitative variable?
- How can we describe the distribution of a quantitative variable?
- What is the center of the distribution of a quantitative variable?
- How much do the values of a quantitative variable vary?
- How are the distributions of these variables different and the same?
- Where is the relative location of a value in a distribution?

Materials/Resources:

Textbook

Graphing calculator

Online statistical applets (e.g. <https://www.stapplet.com/>)

Vocabulary:

Data	Distribution	Statistic	Parameter
Observational	Bar graph	Mean	Standardized score
Unit Variability	Dotplot	Median	Z-score
Categorical variable	Histogram	Standard deviation	
Quantitative variable	Stemplot	Range	
Discrete variable	Boxplot	Interquartile range (IQR)	
Continuous variable	Skewed left	Outliers	
	Skewed right		
	Symmetric		
	Unimodal		

Assessments:

Unit quizzes

Unit tests

Informal and formal writing assignments

Presentations

Informal check of daily assignments

Progress check (College Board)



Central York School District

AP Statistics

Grade Level: 9 – 12

Unit 1 Part 2: Collecting Data

Time: 8 days

Standards:

College Board 2026 CED for AP Statistics

- 1.10.A Determine the components of an investigative question within a statistical study.
- 1.10.B Identify a census.
- 1.10.C Identify an experiment.
- 1.10.D Identify an observational study.
- 1.10.E Justify the appropriateness of generalizations for a statistical study.
- 1.11.A Identify a sampling method given a description of a study.
- 1.11.B Justify the appropriateness of a sampling method.
- 1.12.A Identify potential sources of bias in sampling methods.
- 1.13.A Identify elements of a well-designed experiment.
- 1.13.B Identify experimental designs.
- 1.13.C Justify the appropriateness of a particular experimental design.
- 1.13.D Justify the appropriateness of the conclusions based on a well-designed experiment.

Know:

- An investigative question should be posed so that the required data can be collected and analyzed.
- Methods for data collection that do not rely on chance result in untrustworthy conclusions.
- A population consists of all items or subjects of interest.
- A sample selected for study is a subset of the population.
- In an observational study, treatments are not imposed.
- In a retrospective study, investigators examine data for a sample of individuals.
- In a prospective study, investigators follow a sample of individuals into the future, collecting data.
- A sample survey collects data from a sample in an attempt to learn about the population from which the sample was taken.
- In an experiment, different conditions (treatments) are assigned to experimental units (participants or subjects).
- It is only appropriate to make generalizations about a population based on samples that are randomly selected or otherwise representative of that population.
- A sample is only generalizable to the population from which the sample was selected.
- It is not possible to determine causal relationships between variables using data collected in an observational study.
- When an item from a population can be selected only once, this is called sampling without replacement.
- When an item from the population can be selected more than once, this is called sampling with replacement.
- A simple random sample (SRS) is a sample in which every group of a given size has an equal chance of being chosen.
- A stratified random sample involves the division of a population into separate groups, called strata, based on shared attributes or characteristics (homogeneous grouping).
- A cluster sample involves the division of a population into smaller groups, called clusters.
- A systematic random sample is a method in which sample members from a population are selected according to a random starting point and a fixed, periodic interval.

- A census selects all items/subjects in a population.
- There are advantages and disadvantages for each sampling method depending upon the question that is to be answered and the population from which the sample will be drawn.
- Bias occurs when certain responses are systematically favored over others.
- Voluntary response bias may occur when a sample consists of volunteers or people who choose to participate.
- Undercoverage bias may occur when part of the population has a reduced chance of being included in the sample.
- Nonresponse bias may occur when individuals chosen for the sample for whom data cannot be obtained differ from those for whom data can be obtained.
- Problems in the data gathering instrument or process result in response bias.
- Non-random sampling methods introduce potential for bias because they do not use chance to select the individuals.
- The experimental units are the individuals that are assigned treatments.
- An explanatory variable (or factor) in an experiment is a variable whose levels are manipulated intentionally.
- The levels or combination of levels of the explanatory variable(s) are called treatments.
- A response variable in an experiment is an outcome from the experimental units that is measured after the treatments have been administered.
- A confounding variable in an experiment is a variable that is related to the explanatory variable and influences the response variable.
- A confounding variable may create a false perception of association between explanatory and response variables.
- A well-designed experiment should include the following: comparison, random assignment/allocation of treatments, replication, and control.
- There are advantages and disadvantages for each experimental design.
- In a completely randomized design, treatments are assigned to experimental units completely at random.
- Random assignment tends to balance the effects of uncontrolled (confounding) variables so that differences in responses can be attributed to the treatments.
- In a single-blind experiment, subjects do not know which treatment they are receiving, but members of the research team do, or vice versa.
- In a double-blind experiment neither the subjects nor the members of the research team who interact with them know which treatment a subject is receiving.
- A control group is a collection of experimental units either not given a treatment of interest or given a treatment with an inactive substance (placebo).
- The placebo effect occurs when experimental units have a response to a placebo.
- For randomized block designs, treatments are assigned completely at random within each block.
- Blocking ensures that at the beginning of the experiment the units within each block are similar to each other with respect to at least one blocking variable.
- A randomized block design helps to separate natural variability from differences due to the blocking variable.
- A matched pairs design is a special case of a randomized block design.
- There are advantages and disadvantages for each experimental design.
- Statistical inference attributes conclusions based on data to the distribution from which the data were collected.
- Statistically significant differences between or among experimental treatment groups are evidence that the treatments caused the effect.
- Random assignment of treatments to experimental units allows researchers to conclude that some observed changes are so large as to be unlikely to have occurred by chance.
- Statistically significant differences between or among experimental treatment groups are evidence that the treatments caused the effect.
- If the experimental units used in an experiment are representative of some larger group of units, the results of an experiment can be generalized to the larger group.

Understanding/Key Learning:

- Given that variation may be random or not, conclusions are uncertain.
- Statistical investigative questions establish the purpose of research and direct the way in which data are collected.
- The way we collect data influences what we can and cannot say about a population.
- Well-designed experiments can establish evidence of causal relationships.

Do:

- Identify the three components of a statistical investigative question.
- Determine if a statistical study is an observational study or an experiment.
- Classify observational studies.
- Describe how to select a simple random sample.
- Describe how to select a stratified random sample.
- Describe how to select a cluster random sample.
- Describe how to select a systematic random sample.
- Determine the largest population to which results in a sample can be safely generalized.
- Explain the problems in poor data collection protocols.
- Identify the experimental units, the explanatory variable(s), the response variable, and the treatments in an experiment.
- Determine the composition of the treatments in a multi-factor experiment.
- Describe a method to randomly allocate/assign treatments to experimental units.
- Design a completely randomized experiment.
- Design a randomized block experiment.
- Design a matched pairs experiment.
- Identify blinding in an experiment.
- Describe the placebo effect in an experiment.
- Explain the purpose of blocking in an experiment.
- Explain the purpose of pairing in an experiment.
- Determine if differences in groups are statistically significant using a simulation.
- Determine if cause and effect inferences are justified based on the results and methodology of an experiment.

Unit Essential Questions:

- How do I state investigative questions that direct research methods?
- What are poor data collection practices?
- Why is randomness important in data collection?
- How does the design of a statistical study relate to the inferences that can be drawn from the study?

Lesson Essential Questions:

- What are the components of an investigative question?
- Which type of statistical study is being used?
- How is a representative sample obtained?
- What problems can occur when sampling?
- What are the principles of good experiments?
- How are experiments designed?
- What inferences can be drawn from statistical studies?

Materials/Resources:

Textbook

Graphing calculator

Online statistical applets (e.g. <https://www.stapplet.com/>)

Vocabulary:

Population	Census	Experimental units	Blinding
Sample	Sampling variability	Factor	Completely randomized experiment
Parameter	Bias	Level	Blocking
Statistic	Simple random sample	Treatment	Randomized block experiment
Statistical inference	Stratified random sample	Confounding	Matched pairs experiment
Observational study	Cluster random sample	Extraneous variable	Statistically significant
Prospective	Systematic sample	Random assignment	
Retrospective	Unbiased estimators	Comparison	
Experiment	Convenience sample	Replication	
	Voluntary response sample	Control	
	Undercoverage bias	Control group	
	Nonresponse	Placebo	
	Response bias	Placebo effect	

Assessments:

Unit quizzes
Unit tests
Informal and formal writing assignments
Presentations
Informal check of daily assignments
Progress check (College Board)



Central York School District

AP Statistics

Grade Level: 9 – 12

Unit 2 Part 1: Probability

Time: 8 days

Standards:

College Board 2026 CED for AP Statistics

- 2.1.A Compare tabular and graphical representations for the relationship between two categorical variables.
- 2.1.B Justify a claim using tabular and graphical representations for the distributions of two categorical variables.
- 2.2.A Calculate summary statistics from two-way tables.
- 2.2.B Compare summary statistics for two categorical variables.
- 2.2.C Justify a claim using summary statistics for two categorical variables.
- 2.3.A Estimate probabilities using simulations.
- 2.4.A Calculate probabilities for events and their complements.
- 2.5.A Justify why two events are mutually exclusive (or disjoint) using joint probability.
- 2.6.A Calculate conditional probabilities.
- 2.7.A Calculate probabilities for independent events and for the union of two events.

Know:

- Determine if two categorical variables are associated with graphical representations of two categorical variables.
- In a two-way table, a joint relative frequency is a cell frequency divided by the total for the entire table.
- Summary statistics for two categorical variables can be used to compare distributions and/or determine if variables are associated.
- Patterns in data do not necessarily mean that variation is not random.
- A random process generates results that are determined by chance.
- An outcome is the result of a trial of a random process.
- An event is a collection of outcomes.
- Simulation is a way to model random events, such that simulated outcomes closely match real-world outcomes.
- The relative frequency of an outcome or event in simulated or empirical data can be used to estimate the probability of that outcome or event.
- The law of large numbers states that simulated (empirical) probabilities tend to get closer to the true probability as the number of trials increases.
- The sample space of a random process is the set of all possible non-overlapping outcomes.
- The probability of an event is a number between 0 and 1, inclusive.
- Probabilities of events in repeatable situations can be interpreted as the relative frequency with which the event will occur in the long run.
- The probability that events A and B both will occur, sometimes called the joint probability, is the probability of the intersection of A and B, denoted $P(A \cap B)$.
- Two events are mutually exclusive or disjoint if they cannot occur at the same time. In other words, $P(A \cap B) = 0$.
- The probability that event A will occur given that event B has occurred is called a conditional probability and denoted $P(A | B) = P(A \cap B) / P(B)$.
- The multiplication rule states that the probability that events A and B both will occur is $P(A \cap B) = P(A) \cdot P(B | A)$.

- Events A and B are independent if, and only if, knowing whether event A has occurred (or will occur) does not change the probability that event B will occur.
- For independent events, $P(A \cap B) = P(A) \cdot P(B)$.
- The probability that event A or event B (or both) will occur is the probability of the union of A and B, denoted $P(A \cup B)$.
- The addition rule states that the probability that event A or event B or both will occur is $P(A \cup B) = P(A) + P(B) - P(A \cap B)$.

Understanding/Key Learning:

- Information about two categorical variables can be summarized with a two-way table.
- Claims can be justified (or not) by analyzing data.
- Given that variation may be random or not, conclusions are uncertain.
- Simulation allows us to anticipate patterns in data.
- The likelihood of a random event can be quantified.
- Probability distributions may be used to model variation in populations.
- Probabilistic reasoning allows us to anticipate patterns in data.

Do:

- Display the relationship between two categorical variables with side-by-side bar graphs.
- Display the relationship between two categorical variables with segmented bar graphs.
- Display the relationship between two categorical variables with mosaic plots.
- Organize data from two categorical variables with a two-way table.
- Compute marginal relative frequencies in two-way tables.
- Compute conditional relative frequencies in two-way tables.
- Calculate the probability of an event given equally likely outcomes.
- Find the probability of the complement of an event E.
- Calculate the joint probability of the event (A and B) for independent events.
- Calculate the conditional probability of the event (A | B).
- Calculate the joint probability of the event (A and B) for dependent events.
- Justify whether two events are independent.
- Calculate the probability of the event (A or B).

Unit Essential Questions:

- Is there an association between two categorical variables?
- How certain can we be about our conclusions?
- How can simulation be used to model chance in our world?
- How can mathematics be used to model chance in our world?

Lesson Essential Questions:

- How are data from two categorical variables organized?
- Is there an association between two categorical variables?
- What does “random” mean?
- How is chance quantified?
- What are mutually exclusive events?
- What is the probability of an event occurring when it depends on the outcome of another event?
- What is the probability of independent events and unions of events?

Materials/Resources:

Textbook

Graphing calculator

Online statistical applets (e.g. <https://www.stapplet.com/>)

Vocabulary:

Explanatory variable	Random process	Mutually exclusive
Response variable	Outcome	Disjoint
Two-way table (contingency table)	Event	Joint probability
Marginal distribution	Relative frequency	Intersection
Conditional distribution	Law of large numbers	Conditional probability
Association	Probability	The multiplication rule
Statistical tendency	Simulation	The addition rule
	Complement	Union
	Sample space	Independent events

Assessments:

Unit quizzes
Unit tests
Informal and formal writing assignments
Presentations
Informal check of daily assignments
Progress check (College Board)



Central York School District

AP Statistics

Grade Level: 9 – 12

Unit 2 Part 2: Random Variables and Probability Distributions

Time: 10 days

Standards:

College Board 2026 CED for AP Statistics

- 2.8.A Construct a probability distribution for a discrete random variable.
- 2.9.A Calculate the mean and standard deviation for a discrete random variable.
- 2.9.B Interpret the mean and standard deviation for a discrete random variable.
- 2.10.A Justify why a random variable is or is not a binomial random variable.
- 2.10.B Calculate the mean and standard deviation for a binomial distribution.
- 2.10.C Interpret the mean, standard deviation, and probabilities for a binomial distribution.
- 2.10.D Estimate probabilities of binomial random variables using data from a simulation.
- 2.10.E Calculate probabilities for a binomial distribution.
- 2.11.A Describe a normal distribution.
- 2.11.B Calculate the mean and standard deviation for a normal distribution.
- 2.11.C Calculate percentages from a normal distribution using the empirical rule.
- 2.11.D Calculate the probability that a particular value lies within a given interval of a normal distribution.
- 2.11.E Calculate the associated intervals and areas of a normal distribution.
- 2.11.F Compare measures of relative position for distributions.
- 2.12.A Describe sampling distributions with simulations.

Know:

- The values of a random variable are the numerical outcomes of random behavior.
- A discrete random variable is a variable that can only take a countable number of values.
- The sum of the probabilities over all of the possible values of a random variable must be 1.
- A probability distribution can be represented as a graph, table, or function showing the probabilities associated with values of a random variable.
- A cumulative probability distribution can be represented as a table or function showing the probability of being less than or equal to each value of the random variable.
- An interpretation of a probability distribution provides information about the shape, center, and spread of a population.
- A numerical value measuring a characteristic of a population or the distribution of a random variable is known as a parameter, which is a single, fixed value.
- Parameters for a discrete random variable should be interpreted using appropriate units and within the context of a specific population.
- A probability distribution can be constructed using the rules of probability or estimated with a simulation using random number generators.
- Two random variables are independent if knowing information about one of them does not change the probability distribution of the other.
- A binomial random variable, X , counts the number of successes in n repeated independent trials, each trial having two possible outcomes (success or failure), with the probability of success p and the probability of failure $1 - p$.

- The binomial probability function is $P(X = x) = {}_nC_x(p)^x(1 - p)^{n-x}$.
- If a random variable is binomial, its mean $\mu_x = np$ and its standard deviation $\sigma_x = \sqrt{np(1 - p)}$.
- Probabilities and parameters for a binomial distribution should be interpreted using appropriate units and within the context of a specific population or situation.
- A continuous random variable is a variable that can take on any value within a specified domain. Every interval within the domain has a probability associated with it.
- A normal distribution can be described as a continuous, unimodal, bell-shaped, and symmetric curve.
- A normal curve can be used to model a distribution of data and a continuous random variable.
- The parameters of a normal distribution are the population mean, μ , and the population standard deviation, σ .
- A standard normal distribution is a normal distribution with mean $\mu = 0$ and standard deviation $\sigma = 1$.
- The empirical rule for a normal distribution states that in an approximately normal distribution, about 68% of values are within 1 standard deviation of the mean, about 95% of values are within 2 standard deviations of the mean, and about 99.7% of values are within 3 standard deviations of the mean.
- The area under a normal curve over a given interval represents the probability that a particular value lies in that interval.
- The boundaries of an interval associated with a given area in a normal distribution can be determined using z-scores or technology.
- Intervals associated with a given area in a normal distribution can be determined by assigning appropriate inequalities to the boundaries of the intervals.
- Normal distributions can be used to approximate distributions with similar characteristics. A sampling distribution of a statistic is the distribution of values of the statistic for all possible samples of a given size from a given population.
- The sampling distribution of a statistic can be simulated by repeatedly generating a large number of random samples from the population assuming known value(s) for the parameter(s).
- A randomization distribution is the distribution of a statistic generated by simulation from repeatedly randomly reallocating, or reassigning, the response values to treatment groups.
- The central limit theorem (CLT) states that the sampling distribution of a mean of a random sample has a shape that can be approximated by a normal distribution.

Understanding/Key Learning:

- Given that variation may be random or not, conclusions are uncertain.
- Simulation allows us to anticipate patterns in data.
- The likelihood of a random event can be quantified.
- Probability distributions may be used to model variation in populations.
- Probabilistic reasoning allows us to anticipate patterns in data.

Do:

- Calculate the probability of an event given equally likely outcomes.
- Find the probability of the complement of an event E.
- Calculate the joint probability of the event (A and B) for independent events.
- Calculate the conditional probability of the event (A | B).
- Calculate the joint probability of the event (A and B) for dependent events.
- Justify whether two events are independent.
- Calculate the probability of the event (A or B).
- Represent the probability distribution of a discrete random variable in a table.
- Represent the probability distribution of a discrete random variable with a histogram.
- Find the probability of a value of a random variable.
- Find the probability of an event defined for a random variable.
- Compute and interpret the mean of a discrete random variable.
- Compute and interpret the standard deviation of a discrete random variable.
- Find and interpret the mean of a linear combination of random variables.

- Find and interpret the standard deviation of a linear combination of independent random variables.
- Find and interpret the mean of a linear transformation of a random variable.
- Find and interpret the standard deviation of a linear transformation of a random variable.
- Justify whether a random variable is a binomial random variable.
- Calculate the probability of an event for a binomial random variable.
- Calculate and interpret the mean of a binomial random variable.
- Calculate and interpret the standard deviation of a binomial random variable.
- Calculate the probability of an event for a normal random variable.
- Calculate the mean or standard deviation of a normal random variable, given other information about the distribution.
- Simulate the sampling distribution of a sample statistic.

Unit Essential Questions:

- How certain can we be about our conclusions?
- How can simulation be used to model chance in our world?
- How can mathematics be used to model chance in our world?

Lesson Essential Questions:

- What does “random” mean?
- How is chance quantified?
- What are mutually exclusive events?
- What is the probability of an event occurring when it depends on the outcome of another event?
- What is the probability of independent events and unions of events?
- What is a random variable?
- How much do the values of random variables vary?
- How can random variables be combined?
- How can likelihoods be quantified in binomial settings?
- How can likelihoods be quantified by normal random variables?
- How can we simulate statistics generated by random samples?

Materials/Resources:

Textbook

Graphing calculator

Online statistical applets (e.g. <https://www.stapplet.com/>)

Vocabulary:

Random variable	Binomial random variable	Sampling distribution
Discrete random variable	Normal random variable	Randomization distribution
Probability distribution		Central Limit Theorem
Cumulative probability distribution		
Parameter		
Mean of a random variable		
Standard deviation of a random variable		

Assessments:

Unit quizzes

Unit tests

Informal and formal writing assignments

Presentations

Informal check of daily assignments
Progress check (College Board)



Central York School District

AP Statistics

Grade Level: 9 – 12

Unit 3 Part 1: Inference for One Proportion

Time: 9 days

Standards:

College Board 2026 CED for AP Statistics

- 3.1.A Justify why an estimator is or is not unbiased.
- 3.1.B Calculate estimates for a population parameter.
- 3.2.A Calculate the mean and standard deviation of a sampling distribution for a sample proportion.
- 3.2.B Justify the appropriateness of conditions for the sampling distribution of a sample proportion.
- 3.2.C Interpret the mean, standard deviation, and probabilities for a sampling distribution of a sample proportion.
- 3.3.A Identify an appropriate confidence interval procedure including the parameter for a population proportion.
- 3.3.B Justify the appropriateness of constructing a confidence interval for a population proportion by verifying conditions.
- 3.3.C Calculate an appropriate confidence interval for a population proportion.
- 3.3.D Calculate the standard error and margin of error of a sample statistic for a confidence interval for a population proportion, and estimate a given sample size from the margin of error.
- 3.4.A Interpret a confidence interval in context for a population proportion.
- 3.4.B Justify a claim based on a confidence interval for a population proportion.
- 3.4.C Identify the relationships among sample size, confidence interval width, confidence level, and margin of error for a population proportion.
- 3.5.A Identify an appropriate testing method for a population proportion including the parameter for the population proportion.
- 3.5.B Identify the null and alternative hypotheses for a population proportion.
- 3.5.C Justify the appropriateness of a hypothesis test for a population proportion by verifying conditions.
- 3.6.A Interpret the p-value of a hypothesis test for a population proportion.
- 3.7.A Calculate an appropriate test statistic and p-value for testing a hypothesis about a population proportion.
- 3.7.B Justify a claim about the population based on the results of a hypothesis test for a population proportion.
- 3.8.A Identify Type I and Type II errors.
- 3.8.B Calculate the probability of Type I and Type II errors.
- 3.8.C Identify the factors that affect the probability of errors in hypothesis testing.
- 3.8.D Interpret Type I and Type II errors.

Know:

- A sampling distribution of a statistic is the distribution of values for the statistic for all possible samples of a given size from a given population.
- A randomization distribution is a collection of statistics generated by simulation assuming known values for the parameters.
- The sampling distribution of a statistic can be simulated by generating repeated random samples from a population.
- When estimating a population parameter, an estimator is unbiased if, on average, the value of the estimator is equal to the population parameter.

- When estimating a population parameter, an estimator exhibits variability that can be modeled using probability.
- A sample statistic is a point estimator of the corresponding population parameter.
- The sampling distribution of the sample proportion, $\hat{p}$, has a mean p and a standard deviation $\sqrt{\frac{p(1-p)}{n}}$.
- If sampling without replacement, the standard deviation of the sample proportion is smaller than what is given by the formula above.
- If the sample size is less than 10% of the population size, the difference between the formula and the actual standard deviation is negligible.
- The sampling distribution of the sample proportion, $\hat{p}$, will have an approximate normal distribution, provided $np \geq 10$ and $n(1-p) \geq 10$.
- Probabilities and parameters for a sampling distribution for a sample proportion should be interpreted using appropriate units and within the context of a specific population.
- The appropriate confidence interval procedure for a one-sample proportion for one categorical variable is a one sample z-interval for a proportion.
- In order to make assumptions necessary for inference on population proportions, means, and slopes, we must check for independence in data collection methods and for selection of the appropriate sampling distribution.
- The standard error of $\hat{p}$ is $\sqrt{\frac{\hat{p}(1-\hat{p})}{n}}$.
- A margin of error gives how much a value of a sample statistic is likely to vary from the value of the corresponding population parameter.
- The margin of error of $\hat{p}$ is $z^* \sqrt{\frac{\hat{p}(1-\hat{p})}{n}}$.
- The formula for margin of error can be rearranged to solve for n , the minimum sample size needed to achieve a given margin of error.
- In general, an interval estimate can be constructed as a point estimate $\pm$ (margin of error).
- For a one sample z-interval for a proportion, the interval estimate is $\hat{p} \pm z^* \sqrt{\frac{\hat{p}(1-\hat{p})}{n}}$.
- Critical values represent the boundaries encompassing the middle C% of the standard normal distribution, where C% is an approximate confidence level for a proportion.
- Confidence intervals for population proportions can be used to calculate interval estimates with specified units.
- Confidence intervals are based on data from random samples, which vary from sample to sample.
- A confidence interval for a population proportion either contains the population proportion or it does not.
- We are C% confident that the confidence interval for a population proportion captures the population proportion.
- In repeated random sampling with the same sample size, approximately C% of confidence intervals created will capture the population proportion.
- Interpreting a confidence interval for a one-sample proportion should include a reference to the sample taken and details about the population it represents.
- When all other things remain the same, the width of the confidence interval for a population proportion tends to decrease as the sample size increases.
- For a population proportion, the width of the confidence interval is proportional to $1/\sqrt{n}$.
- For a given sample, the width of the confidence interval for a population proportion increases as the confidence level increases.
- The width of a confidence interval for a population proportion is exactly twice the margin of error.
- The null hypothesis is the situation that is assumed to be correct unless evidence suggests otherwise, and the alternative hypothesis is the situation for which evidence is being collected.
- For a one-sample z-test for a population proportion, the null hypothesis specifies a value for the population proportion, usually one indicating no difference or effect.
- For a single categorical variable, the appropriate testing method for a population proportion is a one-sample z-test for a population proportion.

- The distribution of the test statistic assuming the null hypothesis is true (null distribution) can be either a randomization distribution or when a probability model is assumed to be true, a theoretical distribution (z).
- When using a z-test, the standardized test statistic can be written as

$$\text{standardized test statistic} = \frac{\text{sample statistic} - \text{null value of the parameter}}{\text{standard deviation of the statistic}}$$
- The test statistic for a population proportion is
$$z = \frac{\hat{p} - p_0}{\sqrt{\frac{p_0(1-p_0)}{n}}}$$
- A p-value is the probability of obtaining a test statistic as extreme or more extreme than the observed test statistic when the null hypothesis and probability model are assumed to be true.
- The p-value is the proportion of values for the null distribution that are as extreme or more extreme than the observed value of the test statistic.
- An interpretation of the p-value of a significance test for a one-sample proportion should recognize that the p-value is computed by assuming that the true population proportion is equal to the particular value stated in the null hypothesis.
- The significance level α is the predetermined probability of rejecting the null hypothesis given that it is true.
- A formal decision explicitly compares the p-value to the significance level α .
- If the p-value $\leq \alpha$, reject the null hypothesis. If the p-value $> \alpha$, fail to reject the null hypothesis.
- Rejecting the null hypothesis means there is sufficient statistical evidence to support the alternative hypothesis.
- Failing to reject the null means there is insufficient statistical evidence to support the alternative hypothesis.
- The conclusion about the alternative hypothesis must be stated in context.
- A significance test can lead to rejecting or not rejecting the null hypothesis, but can never lead to concluding or proving that the null hypothesis is true.
- Small p-values indicate that the observed value of the test statistic would be unusual if the null hypothesis and probability model were true.
- The lower the p-value, the more convincing the statistical evidence for the alternative hypothesis.
- p-values that are not small indicate that the observed value of the test statistic would not be unusual if the null hypothesis and probability model were true.
- p-values that are not small do not provide evidence that the null hypothesis is true.
- A Type I error occurs when the null hypothesis is true and is rejected (false positive).
- A Type II error occurs when the null hypothesis is false and is not rejected (false negative).
- The significance level α is the probability of making a Type I error, if the null hypothesis is true.
- The power of a test is the probability that a test will correctly reject a false null hypothesis.
- The probability of making a Type II error = 1 - power.
- Whether a Type I or a Type II error is more consequential depends upon the situation.
- Since the significance level α is the probability of a Type I error, the consequences of a Type I error influence decisions about a significance level.

Understanding/Key Learning:

- Given that variation may be random or not, conclusions are uncertain.
- An interval of values should be used to estimate parameters, in order to account for uncertainty.
- The normal distribution may be used to model variation in sample statistics.
- Significance testing allows us to make decisions about hypotheses within a particular context.
- Probabilities of Type I and Type II errors influence inference.

Do:

- Determine whether an estimator of a population parameter is biased or unbiased.
- Verify whether the conditions for the sampling distribution of the sample proportion $\hat{p}$ have been met.
- Compute the mean and standard deviation of the sampling distribution of the sample proportion $\hat{p}$.
- Compute probabilities of events given the sampling distribution of a sample proportion $\hat{p}$.

- Check for independence (random and 10% conditions) and that the sampling distribution is approximately normal (Large Counts condition) before constructing a confidence interval to estimate a population proportion p .
- Compute the margin of error for a population proportion p .
- Calculate the minimum sample size required to estimate p given a required margin of error.
- Check for independence (random and 10% conditions) and that the sampling distribution is approximately normal (Large Counts condition) before constructing a confidence interval for a population proportion p .
- Calculate and interpret a one-sample z interval for p .
- Interpret the confidence level of a confidence interval.
- Evaluate a claim about a parameter using a confidence interval.
- Describe how the margin of error relates to sample size and confidence level.
- State hypotheses for a significance test about a population proportion.
- Check for independence (random and 10% conditions) and that the sampling distribution is approximately normal (Large Counts condition) before performing a significance test about a population proportion p .
- Calculate the standardized test statistic and p -value for a one-sample z test for p .
- State a conclusion for a one-sample z test for p .
- Interpret the p -value for a one-sample z test for p .
- Describe a Type I error and give a possible consequence of such an error.
- Describe a Type II error and give a possible consequence of such an error.
- Explain how sample size, significance level, standard error, and the true (alternative) value of the parameter influence the power of a test.

Unit Essential Questions:

- What is an unusual event when sampling from a population?
- What patterns occur when sampling from a population when measuring a categorical variable?
- How is an unknown population parameter estimated?
- How is a claim about an unknown population parameter tested?

Lesson Essential Questions:

- What happens to sampling distributions when sample size increases?
- What is an unbiased estimator?
- What is the sampling distribution of a sample proportion?
- How can a population proportion be estimated?
- What affects margin of error?
- How is a claim about a population proportion tested?
- What does a P -value mean?
- What is the conclusion for a test about a population proportion?
- What errors could occur when testing a population proportion?

Materials/Resources:

Textbook

Graphing calculator

Online statistical applets (e.g. <https://www.stapplet.com/>)

Vocabulary:

Sampling distribution	Confidence level	Null hypothesis	Type I error
Randomization distribution	Critical value	Alternative hypothesis	Type II error
Biased estimator	Margin of error	One-sided hypothesis	Power of a test
Unbiased estimator	One-sample z interval for p	Two-sided hypothesis	
Point estimate		One-sample z test for p	
Point estimator		Standardized test statistic	

Standard error
Sampling distribution of the
sample proportion
Random condition
10% condition
Large Counts condition

P-value
Significance level

Assessments:

Unit quizzes
Unit tests
Informal and formal writing assignments
Presentations
Informal check of daily assignments
Progress check (College Board)



Central York School District

AP Statistics

Grade Level: 9 – 12

Unit 3 Part 2: Inference for Two Proportions and Two-way Tables

Time: 8 days

Standards:

College Board 2026 CED for AP Statistics

- 3.9.A Calculate the mean and standard deviation of the sampling distribution for the difference between two sample proportions.
- 3.9.B Justify the appropriateness of conditions for the sampling distribution for the difference between two sample proportions.
- 3.9.C Interpret the mean, standard deviation, and probabilities for the sampling distribution for the difference between two sample proportions.
- 3.10.A Identify an appropriate confidence interval procedure including the parameters for the difference between two population proportions.
- 3.10.B Justify the appropriateness of constructing a confidence interval for the difference between two population proportions by verifying conditions.
- 3.10.C Calculate an appropriate confidence interval for the difference between two population proportions.
- 3.10.D Calculate the standard error and margin of error for estimating the difference between two population proportions.
- 3.11.A Interpret a confidence interval in context for the difference between two population proportions.
- 3.11.B Justify a claim based on a confidence interval for the difference between two population proportions.
- 3.12.A Identify an appropriate testing method for the difference between population proportions including the parameters.
- 3.12.B Identify the null and alternative hypotheses for the difference between population proportions.
- 3.12.C Justify the appropriateness of a hypothesis test for the difference between two population proportions by verifying conditions.
- 3.13.A Calculate an appropriate test statistic and p-value for testing a hypothesis for the difference between two population proportions.
- 3.13.B Interpret the p-value of a hypothesis test for the difference between two population proportions.
- 3.13.C Justify a claim about the populations based on the results of a hypothesis test for the difference between two population proportions.
- 3.14.A Describe chi-square distributions.
- 3.14.B Identify an appropriate testing method for comparing distributions in two-way tables of categorical data including the populations and variables.
- 3.14.C Identify the null and alternative hypotheses for a chi-square test for homogeneity or independence.
- 3.14.D Justify the appropriateness of a chi-square test for independence or homogeneity by verifying conditions.
- 3.15.A Calculate expected counts for two-way tables of categorical data.
- 3.15.B Calculate the appropriate test statistic and p-value for a chi-square test for homogeneity or independence.
- 3.15.C Interpret the p-value for the chi-square test for homogeneity or independence.
- 3.15.D Justify a claim about the population(s) based on the results of a chi-square test for homogeneity or independence.

Know:

- The sampling distribution of the difference in sample proportions $\hat{p}_1 - \hat{p}_2$ has mean $p_1 - p_2$ and standard deviation $\sqrt{\frac{p_1(1-p_1)}{n_1} + \frac{p_2(1-p_2)}{n_2}}$
- If sampling without replacement, the standard deviation of the difference in proportions is smaller than what is given by the formula above.
- If the sample size is less than 10% of the population size, the difference between the formula and the actual standard deviation is negligible.
- The sampling distribution of the difference in proportions will have an approximate normal distribution, provided $n_1 p_1 \geq 10$ and $n_1(1-p_1) \geq 10$ and $n_2 p_2 \geq 10$ and $n_2(1-p_2) \geq 10$.
- Parameters for a sampling distribution for a difference of proportions should be interpreted using appropriate units and within the context of specific populations.
- The appropriate confidence interval procedure for a two-sample comparison of proportions for one categorical variable is a two-sample z-interval for a difference between population proportions.
- In order to calculate confidence intervals to estimate a difference between proportions, we must check for independence and that the sampling distribution is approximately normal.
- For a comparison of proportions, the interval estimate is $\hat{p}_1 - \hat{p}_2 \pm z^* \sqrt{\frac{\hat{p}_1(1-\hat{p}_1)}{n_1} + \frac{\hat{p}_2(1-\hat{p}_2)}{n_2}}$
- Confidence intervals for a difference in proportions can be used to calculate interval estimates with specified units.
- In repeated random sampling with the same sample size, approximately C% of confidence intervals created will capture the difference in population proportions.
- A confidence interval for difference in population proportions provides an interval of values that may provide sufficient evidence to support a particular claim in context.
- For a single categorical variable, the appropriate testing method for the difference of two population proportions is a two-sample z-test for a difference between two population proportions.
- In order to make statistical inferences when testing a difference between population proportions, we must check for independence and that the sampling distribution is approximately normal.
- The test statistic for a difference in proportions is $z = \frac{(\hat{p}_1 - \hat{p}_2) - 0}{\sqrt{\hat{p}_c(1-\hat{p}_c)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$ where $\hat{p}_c = \frac{n_1 \hat{p}_1 + n_2 \hat{p}_2}{n_1 + n_2}$.
- An interpretation of the p-value of a significance test for a difference of two population proportions should recognize that the p-value is computed by assuming that the null hypothesis is true.
- The results of a significance test for a difference of two population proportions can serve as the statistical reasoning to support the answer to an investigative question about the two populations that were sampled.
- Variation between what we find and what we expect to find may be random or not.
- Expected counts of categorical data are counts consistent with the null hypothesis. In general, an expected count is a sample size times a probability.
- The chi-square statistic measures the distance between observed and expected counts relative to expected counts.
- Chi-square distributions have positive values and are skewed right. Within the family of chi-square density curves, the skewness becomes less pronounced with increasing degrees of freedom.
- The distribution of a test statistic assuming the null hypothesis is true (null distribution) can be either a randomization distribution or, when a probability model is assumed to be true, a theoretical distribution (chi-square).
- The expected count in a particular cell of a two-way table of categorical data can be calculated using the formula $expected\ count = \frac{(row\ total)(column\ total)}{table\ total}$.
- The appropriate hypotheses for a chi-square test for homogeneity are:
 H_0 : There is no difference in distributions of a categorical variable across populations or treatments.

H_a : There is a difference in distributions of a categorical variable across populations or treatments.

- The appropriate hypotheses for a chi-square test for independence are:

H_0 : There is no association between two categorical variables in a given population or the two categorical variables are independent.

H_a : Two categorical variables in a population are associated or dependent.

- When comparing distributions to determine whether proportions in each category for categorical data collected from different populations are the same, the appropriate test is the chi-square test for homogeneity.
- To determine whether row and column variables in a two-way table of categorical data might be associated in the population from which the data were sampled, the appropriate test is the chi-square test for independence.
- In order to make statistical inferences for a chi-square test for homogeneity or independence we must check for independence (Random and 10% condition) and that the sampling distribution has an approximately Chi-square distribution (Large Counts condition).
- The appropriate test statistic for a chi-square test for homogeneity or independence is the chi-square statistic $\chi^2 = \sum \frac{(\text{observed count} - \text{expected count})^2}{\text{expected count}}$ with degrees of freedom = (number of rows - 1) $\times$ (number of columns - 1).
- The p-value for a chi-square test for independence or homogeneity for a number of degrees of freedom is found using the appropriate table or technology.
- For a test of independence or homogeneity for a two-way table, the p-value is the proportion of values in a chi-square distribution with appropriate degrees of freedom that are equal to or larger than the test statistic.
- An interpretation of the p-value for the chi-square test for homogeneity or independence is the probability, given the null hypothesis and probability model are true, of obtaining a test statistic as, or more, extreme than the observed value.
- A decision to either reject or fail to reject the null hypothesis for a chi-square test for homogeneity or independence is based on comparison of the p-value to the significance level α .
- The results of a chi-square test for homogeneity or independence can serve as the statistical reasoning to support the answer to a research question about the population that was sampled (independence) or the populations that were sampled (homogeneity).

Understanding/Key Learning:

- Given that variation may be random or not, conclusions are uncertain.
- An interval of values should be used to estimate parameters, in order to account for uncertainty.
- The normal distribution may be used to model variation in sample statistics.
- Significance testing allows us to make decisions about hypotheses within a particular context.
- Probabilities of Type I and Type II errors influence inference.
- The chi-square distribution may be used to model variation.

Do:

- Verify whether the conditions for the sampling distribution of a difference in proportions $\hat{p}_1 - \hat{p}_2$ have been met.
- Compute the mean and standard deviation of the sampling distribution of a difference in proportions $\hat{p}_1 - \hat{p}_2$.
- Compute probabilities of events given the sampling distribution of a difference in proportions $\hat{p}_1 - \hat{p}_2$.
- Check for independence (random and 10% conditions) and that the sampling distribution is approximately normal (Large Counts condition) before constructing a confidence interval for a difference in two population proportions $p_1 - p_2$.
- Calculate and interpret a two-sample z interval for $p_1 - p_2$.
- State hypotheses for a significance test about a difference in two population proportions $p_1 - p_2$.

- Check for independence (random and 10% conditions) and that the sampling distribution is approximately normal (Large Counts condition) before performing a significance test about a difference in two population proportions $p_1 - p_2$.
- Calculate the standardized test statistic and p-value for a two-sample z test for $p_1 - p_2$.
- State a conclusion for a two-sample z test for $p_1 - p_2$.
- Interpret the p-value of a significance test.
- Describe a Type I error and give a possible consequence of such an error.
- Describe a Type II error and give a possible consequence of such an error.
- Explain how sample size, significance level, standard error, and the true (alternative) value of the parameter influence the power of a test.
- State hypotheses for a chi-square test for independence.
- Compute expected counts for a two-way table given a null hypothesis.
- Check for independence (random and 10% conditions) and that the sampling distribution is approximately chi-square before performing a chi-square test for independence.
- Calculate the χ^2 test statistic and p-value for a chi-square test for independence.
- State a conclusion for a chi-square test for independence.
- State hypotheses for a chi-square test for homogeneity.
- Check for independence (random and 10% conditions) and that the sampling distribution is approximately chi-square before performing a chi-square test for homogeneity.
- Calculate the χ^2 test statistic and p-value for a chi-square test for homogeneity.
- State a conclusion for a chi-square test for homogeneity.

Unit Essential Questions:

- What is an unusual event when sampling from a population?
- What patterns occur when sampling from two populations when measuring categorical variables?
- How is an unknown difference in population parameters estimated?
- How is a claim about an unknown difference in population parameters tested?
- How can inferences about relationships between categorical variables be made?

Lesson Essential Questions:

- What is the sampling distribution of a difference in sample proportions?
- How can a difference in two population proportions be estimated?
- How can a claim about a difference in two population proportions be tested?
- How is a claim about independence between two categorical variables in one population tested?
- How is a claim about the distribution of a categorical variable in multiple populations tested?

Materials/Resources:

Textbook

Graphing calculator

Online statistical applets (e.g. <https://www.stapplet.com/>)

Vocabulary:

Difference in proportions	Two-sample z test for $p_1 - p_2$	Observed counts	Association
Independent samples		Expected counts	Independence
Sampling distribution of a difference in proportions	Two-sample z interval for $p_1 - p_2$	χ^2 -distribution	Chi-square test for independence
		Two-way table	Chi-square test for homogeneity

Assessments:

Unit quizzes

Unit tests

Informal and formal writing assignments

Presentations

Informal check of daily assignments

Progress check (College Board)



Central York School District

AP Statistics

Grade Level: 9 – 12

Unit 4 Part 1: Inference for One Mean

Time: 7 days

Standards:

College Board 2026 CED for AP Statistics

- 4.1.A Calculate the mean and standard deviation of a sampling distribution of a sample mean.
- 4.1.B Justify the appropriateness of conditions for the sampling distribution of a sample mean.
- 4.1.C Interpret the mean, standard deviation, and probabilities for the sampling distribution of a sample mean.
- 4.2.A Describe t-distributions.
- 4.2.B Identify an appropriate confidence interval procedure including the parameter for a population mean or population mean difference.
- 4.2.C Justify the appropriateness of constructing a confidence interval for a population mean or population mean difference by verifying conditions.
- 4.2.D Calculate an appropriate confidence interval for a population mean or population mean difference.
- 4.2.E Calculate the standard error and margin of error for a sample size for a one-sample t-interval.
- 4.3.A Interpret a confidence interval in context for a population mean or population mean difference.
- 4.3.B Justify a claim based on a confidence interval for a population mean or population mean difference.
- 4.3.C Identify the relationships among sample size, confidence interval width, confidence level, and margin of error for a population mean or population mean difference.
- 4.4.A Identify an appropriate testing method and parameter for a population mean or population mean difference with unknown σ .
- 4.4.B Identify the null and alternative hypotheses for a population mean or population mean difference with unknown σ .
- 4.4.C Justify the appropriateness of a hypothesis test for a population mean or population mean difference by verifying conditions.
- 4.5.A Calculate an appropriate test statistic and p-value for testing a hypothesis about a population mean or population mean difference.
- 4.5.B Interpret the p-value of a hypothesis test for a population mean or population mean difference.
- 4.5.C Justify a claim about the population based on the results of a hypothesis test for a population mean or population mean difference.

Know:

- The sampling distribution of the sample mean $\bar{x}$ has mean μ and standard deviation $\sigma/\sqrt{n}$.
- If sampling without replacement, the standard deviation of the sample mean is smaller than what is given by the formula above.
- If the sample size is less than 10% of the population size, the difference between the formula and the actual standard deviation is negligible.
- The central limit theorem (CLT) states that when the sample size is sufficiently large, a sampling distribution of the mean of a random variable will be approximately normally distributed.
- The central limit theorem requires that the sample values are independent of each other and that n is sufficiently large.
- The sampling distribution of the sample mean $\bar{x}$, will have an approximate normal distribution, provided the population is approximately normal or the sample size is large (e.g. $n \geq 30$).

- Probabilities and parameters for a sampling distribution for a sample mean should be interpreted using appropriate units and within the context of a specific population.
- When s is used instead of σ to calculate a test statistic, the corresponding distribution, known as the t -distribution.
- The t -distribution varies from the normal distribution in shape, in that more of the area is allocated to the tails of the density curve than in a normal distribution.
- As the degrees of freedom increase, the area in the tails of a t -distribution decreases.
- Because σ is typically not known for distributions of quantitative variables, the appropriate confidence interval procedure for estimating the population mean of one quantitative variable for one sample is a one-sample t -interval for a mean.
- For one quantitative variable X that is normally distributed, the distribution of $t = \frac{\bar{x} - \mu_0}{\frac{s}{\sqrt{n}}}$ is a t -distribution with $n - 1$ degrees of freedom.
- Matched pairs can be thought of as one sample of pairs. Once differences between pairs of values are found, inference for confidence intervals proceeds as for a population mean.
- In order to calculate confidence intervals to estimate a population mean, we must check for independence and that the sampling distribution is approximately normal.
- The standard error of $\bar{x}$ is $\frac{s}{\sqrt{n}}$.
- The margin of error of $\bar{x}$ is $t^* \frac{s}{\sqrt{n}}$.
- The point estimate for a population mean is the sample mean $\bar{x}$.
- For the population mean for one sample with unknown population standard deviation, the confidence interval is $\bar{x} \pm t^* \frac{s}{\sqrt{n}}$.
- A confidence interval for a population mean either contains the population mean or it does not.
- We are $C\%$ confident that the confidence interval for a population mean captures the population mean.
- An interpretation of a confidence interval for a population mean includes a reference to the sample taken and details about the population it represents.
- A confidence interval for a population mean provides an interval of values that may provide sufficient evidence to support a particular claim in context.
- When all other things remain the same, the width of a confidence interval for a population mean tends to decrease as the sample size increases.
- For a population mean, the width of the confidence interval is proportional to $1/\sqrt{n}$.
- For a given sample, the width of the confidence interval for a population mean increases as the confidence level increases.
- The appropriate test for a population mean with unknown σ is a one-sample t -test for a population mean.
- Matched pairs can be thought of as one sample of pairs. Once differences between pairs of values are found, inference for significance testing proceeds as for a population mean.
- When finding the mean difference μ_d between values in a matched pair, it is important to define the order of subtraction.
- In order to make statistical inferences when testing a population mean, we must check for independence and that the sampling distribution is approximately normal.
- For a single quantitative variable when random sampling with replacement from a population that can be modeled with a normal distribution with mean μ and standard deviation σ , the sampling distribution of $t = \frac{\bar{x} - \mu_0}{\frac{s}{\sqrt{n}}}$ has a t -distribution with $n - 1$ degrees of freedom.
- An interpretation of the p -value of a significance test for a population mean should recognize that the p -value is computed by assuming that the null hypothesis is true.
- A formal decision explicitly compares the p -value to the significance level α .
- If the p -value $\leq \alpha$, reject the null hypothesis. If the p -value $> \alpha$, fail to reject the null hypothesis.
- The results of a significance test for a population mean can serve as the statistical reasoning to support the

answer to an investigative question about the population that was sampled.

- Random variation may result in errors in statistical inference.

Understanding/Key Learning:

- Random variation may result in errors in statistical inference.
- The t -distribution may be used to model variation.
- An interval of values should be used to estimate parameters, in order to account for uncertainty.
- Significance testing allows us to make decisions about hypotheses within a particular context.

Do:

- Verify whether the conditions for the sampling distribution of the sample mean $\bar{x}$ have been met.
- Compute the mean and standard deviation of the sampling distribution of the sample mean $\bar{x}$.
- Explain the Central Limit Theorem in the context of a given population.
- Compute probabilities of events given the sampling distribution of a sample mean $\bar{x}$.
- Check for independence (random and 10% conditions) and that the sampling distribution is approximately normal (Normal/large sample condition) before constructing a confidence interval to estimate a population mean μ .
- Determine the critical value t^* using a table or technology.
- Calculate and interpret a one-sample t interval for μ .
- Check for independence (random and 10% conditions) and that the sampling distribution is approximately normal (Normal/large sample condition) before constructing a confidence interval to estimate a population mean difference μ_{Diff} .
- Calculate and interpret a paired t interval for μ_{Diff} .
- Interpret the confidence level of a confidence interval.
- Evaluate a claim about a parameter using a confidence interval.
- Describe how the margin of error relates to sample size and confidence level.
- State hypotheses for a significance test about a population mean μ .
- Check for independence (random and 10% conditions) and that the sampling distribution is approximately normal (Large Counts condition) before performing a significance test about a population mean μ .
- Calculate the standardized test statistic and p-value for a one-sample t test for μ .
- State a conclusion for a paired t test for μ_{Diff} .
- State hypotheses for a significance test about a population mean difference μ_{Diff} .
- Check for independence (random and 10% conditions) and that the sampling distribution is approximately normal (Large Counts condition) before performing a significance test about a population mean difference μ_{Diff} .
- Calculate the standardized test statistic and p-value for a paired t test for μ_{Diff} .
- State a conclusion for a paired t test for μ_{Diff} .
- Explain the relationship between a $C\%$ confidence interval and two-sided significance test with a significance level of α .
- Interpret the p-value of a significance test.
- Describe a Type I error and give a possible consequence of such an error.
- Describe a Type II error and give a possible consequence of such an error.
- Explain how sample size, significance level, standard error, and the true (alternative) value of the parameter influence the power of a test.

Unit Essential Questions:

- What is an unusual event when sampling from a population?
- What patterns occur when sampling from a population when measuring a quantitative variable?
- How is an unknown population parameter estimated?
- How is a claim about an unknown population parameter tested?

Lesson Essential Questions:

- What is the sampling distribution of a sample mean?
- How can a population mean be estimated?
- How can a population mean difference be estimated?
- What is the connection between confidence intervals and significance tests?
- How is a claim about a population mean tested?
- How is a claim about a population mean difference tested?

Materials/Resources:

Textbook

Graphing calculator

Online statistical applets (e.g. <https://www.stapplet.com/>)

Vocabulary:

Sampling distribution of the sample mean

Random condition

10% condition

Central Limit Theorem

Normal/large sample condition

t -distribution

Degrees of freedom

One-sample t interval for μ

One-sample t test for μ

Paired data

Mean difference

Difference in means

Paired t interval for μ_{Diff}

Paired t test for μ_{Diff}

Assessments:

Unit quizzes

Unit tests

Informal and formal writing assignments

Presentations

Informal check of daily assignments

Progress check (College Board)



Central York School District

AP Statistics

Grade Level: 9 – 12

Unit 4 Part 2: Inference for Two Means

Time: 5 days

Standards:

College Board 2026 CED for AP Statistics

- 4.6.A Calculate the mean and standard deviation of a sampling distribution for the difference between two sample means.
- 4.6.B Justify the appropriateness of conditions for the sampling distribution of the difference between two sample means.
- 4.6.C Interpret the mean, standard deviation, and probabilities for a sampling distribution for the difference between sample means.
- 4.7.A Identify an appropriate confidence interval procedure including the parameter for the difference between two population means.
- 4.7.B Justify the appropriateness of constructing a confidence interval for the difference between two population means by verifying conditions.
- 4.7.C Calculate an appropriate confidence interval for the difference between two population means.
- 4.7.D Calculate the standard error and margin of error for estimating the difference between two population means.
- 4.8.A Interpret a confidence interval in context for the difference between two population means.
- 4.8.B Justify a claim based on a confidence interval for the difference between two population means.
- 4.9.A Identify an appropriate testing method for the difference between two population means including the parameters for the difference between the two population means.
- 4.9.B Identify the null and alternative hypotheses for the difference between two population means.
- 4.9.C Justify the appropriateness of a hypothesis test for the difference between two population means by verifying conditions.
- 4.10.A Calculate an appropriate test statistic and p-value for testing a hypothesis for the difference between two population means.
- 4.10.B Interpret the p-value of a hypothesis test for the difference between two population means.
- 4.10.C Justify a claim about the populations based on the results of a hypothesis test for the difference between two population means.

Know:

- The sampling distribution of the difference in sample means $\bar{x}_1 - \bar{x}_2$ has mean $\mu_1 - \mu_2$ and standard deviation

$$\sqrt{\frac{\sigma_1^2}{n_1} + \frac{\sigma_2^2}{n_2}}$$

- If sampling without replacement, the standard deviation of the difference in means smaller than what is given by the formula above.
- If the sample size is less than 10% of the population size, the difference between the formula and the actual standard deviation is negligible.
- The sampling distribution of the difference in means will have an approximate normal distribution, provided each sample comes from a normal population or the sample size is large (e.g $n \geq 30$).
- Parameters for a sampling distribution for a difference of means should be interpreted using appropriate units and within the context of specific populations. The appropriate confidence interval procedure for one

quantitative variable for two independent samples is a two-sample t- interval for a difference between population means.

- In order to calculate confidence intervals to estimate a difference of population means, we must check for independence and that the sampling distribution is approximately normal.
- For the difference of two sample means, the margin of error is the critical value (t^*) times the standard error (SE) of the difference of two means.

- The standard error of $\bar{x}_1 - \bar{x}_2$ is $\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}$.

- The margin of error of $\bar{x}_1 - \bar{x}_2$ is $t^* \sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}$.

- The point estimate for the difference of two population means is the difference in sample means $\bar{x}_1 - \bar{x}_2$.

- For a difference of two population means where the population standard deviations are not known, the

confidence interval is $\bar{x}_1 - \bar{x}_2 \pm t^* \sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}$ where $\pm t^*$ are the critical values for the central C% of a t-distribution with appropriate degrees of freedom that can be found using technology.

- In repeated random sampling with the same sample size, approximately C% of confidence intervals created will capture the difference of population means.
- An interpretation for a confidence interval for the difference of two population means should include a reference to the samples taken and details about the populations they represent.
- A confidence interval for a difference of population means provides an interval of values that may provide sufficient evidence to support a particular claim in context.
- When all other things remain the same, the width of the confidence interval for the difference of two means tends to decrease as the sample sizes increase.
- For a quantitative variable, the appropriate test for a difference of two population means is a two-sample t-test for a difference of two population means $\mu_1 - \mu_2$.
- In order to make statistical inferences when testing a difference between population means, we must check for independence and that the sampling distribution is approximately normal.
- For a single quantitative variable, data collected using independent random samples or a randomized experiment from two populations, each of which can be modeled with a normal distribution, the sampling distribution of $\bar{x}_1 - \bar{x}_2$ is an approximate t-distribution with degrees of freedom that can be found using technology.
- An interpretation of the p-value of a significance test for a two-sample difference of population means should recognize that the p-value is computed by assuming that the null hypothesis is true.
- The results of a significance test for a two-sample test for a difference between two population means can serve as the statistical reasoning to support the answer to an investigative question about the populations that were sampled.

Understanding/Key Learning:

- Random variation may result in errors in statistical inference.
- The t-distribution may be used to model variation.
- An interval of values should be used to estimate parameters, in order to account for uncertainty.
- Significance testing allows us to make decisions about hypotheses within a particular context.

Do:

- Verify whether the conditions for the sampling distribution of a difference in means $\bar{x}_1 - \bar{x}_2$ have been met.
- Compute the mean and standard deviation of the sampling distribution of a difference in means $\bar{x}_1 - \bar{x}_2$.
- Compute probabilities of events given the sampling distribution of a difference in means

$$\bar{x}_1 - \bar{x}_2$$

- Check for independence (random and 10% conditions) and that the sampling distribution is approximately normal (Large Counts condition) before constructing a confidence interval for a difference in two population means $\mu_1 - \mu_2$.
- Calculate and interpret a two-sample t interval for $\mu_1 - \mu_2$.
- State hypotheses for a significance test about a difference in two population means $\mu_1 - \mu_2$.
- Check for independence (random and 10% conditions) and that the sampling distribution is approximately normal (Large Counts condition) before performing a significance test about a difference in two population means $\mu_1 - \mu_2$.
- Calculate the standardized test statistic and p-value for a two-sample t test for $\mu_1 - \mu_2$.
- State a conclusion for a two-sample t test for $\mu_1 - \mu_2$.
- Explain the relationship between a $C\%$ confidence interval and two-sided significance test with a significance level of α .
- Interpret the p-value of a significance test.
- Describe a Type I error and give a possible consequence of such an error.
- Describe a Type II error and give a possible consequence of such an error.
- Explain how sample size, significance level, standard error, and the true (alternative) value of the parameter influence the power of a test.

Unit Essential Questions:

- What is an unusual event when sampling from a population?
- What patterns occur when sampling from two populations when measuring quantitative variables?
- How is an unknown difference in population parameters estimated?
- How is a claim about an unknown difference in population parameters tested?

Lesson Essential Questions:

- What is the sampling distribution of a difference in sample means?
- How can a difference in two population means be estimated?
- How can a claim about a difference in two population means be tested?

Materials/Resources:

Textbook

Graphing calculator

Online statistical applets (e.g. <https://www.stapplet.com/>)

Vocabulary:

Difference in means	Two-sample t interval for $\mu_1 - \mu_2$	Two-sample t test for $\mu_1 - \mu_2$
Sampling distribution of a difference in means		

Assessments:

Unit quizzes

Unit tests

Informal and formal writing assignments

Presentations

Informal check of daily assignments

Progress check (College Board)



Central York School District

AP Statistics

Grade Level: 9 – 12

Unit 5: Regression Analysis

Time: 5 days

Standards:

College Board 2026 CED for AP Statistics

- 5.1.A Construct scatterplots depicting the relationship between two quantitative variables.
- 5.1.B Describe the characteristics of a scatterplot.
- 5.1.C Justify a claim using scatterplots depicting the relationship between two quantitative variables.
- 5.2.A Interpret the correlation for a linear relationship.
- 5.3.A Calculate a predicted response value using a linear regression model.
- 5.4.A Calculate the differences between the observed and predicted values.
- 5.4.B Interpret the differences between the observed and predicted values.
- 5.4.C Describe the form of association of bivariate data using residual plots.
- 5.5.A Calculate the coefficients for the least-squares regression line model.
- 5.5.B Interpret coefficients for the least-squares regression line model.

Know:

- Apparent patterns and associations in data may be random or not.
- A bivariate quantitative data set consists of observations of two different quantitative variables made on individuals in a sample or population.
- An explanatory variable is a variable whose values are used to explain or predict corresponding values for the response variable.
- The direction of the association shown in a scatterplot, if any, can be described as positive or negative.
- A positive association means that as values of one variable increase, the values of the other variable tend to increase.
- A negative association means that as values of one variable increase, values of the other variable tend to decrease.
- The form of the association shown in a scatterplot, if any, can be described as linear or non-linear to varying degrees.
- The strength of the association is how closely the individual points follow a specific pattern, e.g., linear, and can be shown in a scatterplot.
- Strength can be described as strong, moderate, or weak.
- Unusual features of a scatter plot include clusters of points or points with relatively large discrepancies between the value of the response variable and a predicted value for the response variable.
- The correlation, r , gives the direction and quantifies the strength of the linear association between two quantitative variables.
- A correlation coefficient close to 1 or -1 does not necessarily mean that a linear model is appropriate.
- The correlation, r , is unit-free.
- The correlation, r , is between -1 and 1 , inclusive.
- A value of $r = 0$ indicates that there is no linear association.
- A value of $r = 1$ or $r = -1$ indicates that there is a perfect linear association.
- A perceived or real relationship between two variables does not mean that changes in one variable cause changes in the other. That is, association does not necessarily imply causation.
- A simple linear regression model is an equation that uses an explanatory variable, x , to predict the response

variable, y .

- The predicted response value, denoted by $\hat{y}$, is calculated as $\hat{y} = a + bx$.
- a is the y -intercept of the regression line.
- b is the slope of the regression line.
- Extrapolation is predicting a response value using a value for the explanatory variable that is beyond the interval of x -values used to determine the regression line.
- The residual is the difference between the actual value and the predicted value.
- A residual plot is a plot of residuals versus explanatory variable values or predicted response values.
- Apparent randomness in a residual plot for a linear model is evidence of a linear form to the association between the variables.
- The least-squares regression model minimizes the sum of the squares of the residuals.
- The least-squares regression model contains the point $(\bar{x}, \bar{y})$.
- The slope is the amount that the predicted y -value changes for every unit increase in x .
- The y -intercept value is the predicted value of the response variable when the explanatory variable is equal to 0.

Understanding/Key Learning:

- Given that variation may be random or not, conclusions are uncertain.
- Graphical representations and statistics allow us to identify and represent key features of data.
- Regression models may allow us to predict responses to changes in an explanatory variable.

Do:

- Construct a scatterplot.
- Describe the association between two variables in a scatterplot.
- Interpret a correlation coefficient r .
- Compute a least-squares regression equation.
- Predict a value of the response variable using a least-squares regression equation.
- Compute and interpret a residual.
- Interpret the slope b of a least-squares regression equation.
- Interpret the y -intercept a of a least-squares regression equation.
- Sometimes, the y -intercept of the line does not have a logical interpretation in context.
- Investigate the appropriateness of a selected model using a residual plot.
- Interpret the coefficient of determination r^2 .

Unit Essential Questions:

- Is there an association between two quantitative variables?
- How can the association between two quantitative variables be measured?
- How can associations between variables be used to make predictions?

Lesson Essential Questions:

- How are data from two quantitative variables organized?
- Is there an association between two quantitative variables?
- Can the relationship between two quantitative variables be modeled?
- Is the least-squares regression model adequate?
- How is the least-squares regression model interpreted?

Materials/Resources:

Textbook

Graphing calculator

Online statistical applets (e.g. <https://www.stapplet.com/>)

Vocabulary:

Explanatory variable
Response variable

Scatterplot
Direction
Form
Strength
Correlation coefficient

Least squares regression
line
Slope coefficient
Intercept coefficient
Residual
Residual plot

Coefficient of
determination

Assessments:

Unit quizzes
Unit tests
Informal and formal writing assignments
Presentations
Informal check of daily assignments
Progress check (College Board)

**CENTRAL YORK SCHOOL DISTRICT
CONFERENCE/WORKSHOP LIST**

OCTOBER 2026

DATE	EVENT TITLE	EVENT LOCATION	PERSON ATTENDING	BLDG	SUB NEEDED	REG COST	FLIGHT COST	LODGING COST
10/15/26	2026 PCEA Conference	State College, PA	Matthew Astorio	HS	Y	\$300.00	\$0.00	\$176.00
11/12/26 – 11/13/26	Leader of Leaders Collaborative	Philadelphia, PA	Matthew Miller <i>(Cost prepaid from 25/26 budget)</i>	RT	N	\$0.00	\$0.00	\$0.00
11/18/26	PDS Partners Meeting	Millersville, PA	James Howard Karen Rao	HS HS	Y Y	\$0.00	\$0.00	\$0.00
11/18/26 – 11/19/26	Association of School Psychologists of Pennsylvania Annual Fall Conference – Step in; Step up	Harrisburg, PA	Laura Stine	MS	Y	\$0.00	\$0.00	\$0.00
11/20/26	Kutztown Art Education Conference	Kutztown, PA	James Howard	HS	Y	\$100.00	\$0.00	\$0.00
12/03/26	Structured Literacy Considerations for Multilingual Learners Day 3: Advanced Phonics & Vocabulary	New Oxford, PA	Siobhan Owens <i>(Cost covered by LIU Title III General Membership)</i>	SB	N	\$0.00	\$0.00	\$0.00
12/03/26 – 12/04/26	PSCA Conference	State College, PA	Krystal Cornell	MS	N	\$300.00	\$0.00	\$170.94

**CENTRAL YORK SCHOOL DISTRICT
CONFERENCE/WORKSHOP LIST**

OCTOBER 2026

DATE	EVENT TITLE	EVENT LOCATION	PERSON ATTENDING	BLDG	SUB NEEDED	REG COST	FLIGHT COST	LODGING COST
12/09/26	Counselor Day at Messiah University	Mechanicsburg, PA	Tristan Zelinka	HS	N	\$0.00	\$0.00	\$0.00
01/21/27 & 02/18/27 & 03/18/27 & 04/15/27	Act 45 hours – Fierce Conversations	Virtual	Jeffrey Hamme	HS	N	\$99.00	\$0.00	\$0.00
03/08/27	4 th Annual ELD Symposium	New Oxford, PA	Siobhan Owens <i>(Cost covered by LIU Title III General Membership)</i>	SB	N	\$0.00	\$0.00	\$0.00

Transfer/Correction Notes:

Sheila Doyle is temporarily replacing Deborah Arnold who is out on an unexpected medical leave. This position will be posted as a temporary opening lasting the remainder of the school year.

Justin Waltman is replacing Faith Brooks.

PSBA Leadership Positions up for Election

*Any slated candidate that demonstrates exceptional leadership at the local and state level shall be considered for “endorsement” by the Nominating Committee and the determination shall be noted on the slate of candidates. (PSBA Bylaws, Section 300 – Policy 302)

2027 President-Elect (one-year term)

Matt Vannoy*, Sharon City School District

My name is Matt Vannoy and I am a school director for the Sharon City School District (Mercer Co.) and serve on the Finance, Buildings and Grounds and Budget Committee. I am also currently in my second term as the vice president of the PSBA Governing Board. Prior to this I was a sectional advisor and sectional advisor representative to the PSBA Governing Board. Professionally, I am a principal in the Conneaut School District (Crawford Co.) and have also been a social studies teacher, athletic director and assistant principal in the Farrell Area School District, Moniteau School District and Sharon City School District. I am a member of the PIAA District 10 Committee, PIAA Cross Country Steering Committee, the Slippery Rock University (SRU) Alumni Association Board of Directors, several boards under the ARC of Mercer County umbrella and several other local boards. In 2018, I was a recipient of the SRU Alumni Association’s Distinguished Recent Alumni Award as well as the Mercer County Chambers of Commerce 40 Under 40 award. I graduated *summa cum laude* from Slippery Rock University in 2009 and earned my Master of Education degree and Superintendent’s Letter of Eligibility from Westminster College. Serving on the PSBA Governing Board has been a highlight of my career and I look forward to continuing to serve PSBA as the president-elect of the Governing Board and working with the staff and PSBA members across the state to advocate for public education. I look forward to working with PSBA to advocate for on-time budgets, cyber charter reform, mental health supports for schools, increased education funding and other areas that will benefit school districts. I appreciate your support. Thank you.

2027 Vice President (one-year term)

Kristy Bolte*, Northwestern School District

It has been an honor to serve as the Western Zone representative on the PSBA Governing Board since 2024. I am honored to seek election as vice president of the Pennsylvania School Boards Association and to continue advancing our shared mission of supporting school board directors as they lead their districts, build strong relationships and advocate for public education across Pennsylvania. I am a graduate of Edinboro University with a bachelor’s degree in elementary education. As a former teacher, a mother of six, and the wife of a middle school teacher in the Conneaut School District, I have experienced public education from many perspectives. My family and I live in West Springfield, Pennsylvania, where I have been inspired to serve because I believe quality public education is the cornerstone of strong communities. I am currently serving my second term on the Northwestern School District Board of School Directors in Albion and am privileged to serve as board president. I also serve on the Tri-County Intermediate Unit 5 board. These leadership roles have reinforced my belief in the importance of effective governance, collaboration and continuous learning. Through PSBA’s training, advocacy and support, I have grown as a leader and have become better equipped to serve my district and community. If elected vice president, I will remain committed to PSBA’s vision of fostering informed, engaged and passionate school board directors who lead with integrity and advocate effectively for excellent public education. I will work to strengthen connections between PSBA and local school boards, ensuring directors throughout the commonwealth understand and benefit from the valuable resources and services our association provides. Public education faces both significant challenges and tremendous opportunities. By working together with honesty, integrity, collaboration and innovation, we can support school directors, strengthen our districts and create the best possible educational opportunities for every student. I

would be honored to continue serving the members of PSBA as your vice president. I respectfully ask for your trust, your vote and your support as we work together to advance public education and ensure a bright future for Pennsylvania's students.

2027- 2029 PSBA Treasurer (three-year term)

David Hein*, Parkland School District

My name is David Hein, and I am honored to ask for your support as treasurer of the Pennsylvania School Boards Association. For more than a decade, I have been privileged to serve PSBA in a variety of volunteer and governing board leadership roles, including as president, Eastern Zone representative, E-2 sectional advisor, member of the Finance Committee and other PSBA committees. These experiences have given me a deep understanding of our association, its mission and the importance of responsible financial stewardship. Locally, I am serving my fourth term on the Parkland School Board and currently have the privilege of serving as board president. Throughout my service, I have chaired our Personnel and Finance Committee and worked collaboratively on many of the complex financial and governance issues facing public education today. Beyond K-12 education, I currently serve as chair of the Lehigh Carbon Community College Board of Trustees after being reappointed to a second six-year term. I also served for 12 years on the Lehigh Career and Technical Institute Joint Operating Committee, holding several leadership positions there. These experiences have reinforced my commitment to sound governance, fiscal responsibility and long-term strategic planning. Professionally, I bring more than 35 years of finance and accounting experience across banking, healthcare IT, health insurance and the nonprofit sector. Today, I serve as assistant business administrator at Lehigh Career and Technical Institute, where fiscal accountability and responsible stewardship are central to my daily work. If elected treasurer, I will work to ensure that PSBA's financial resources are managed with transparency, integrity and a focus on delivering value to every member school district. I believe strong financial management allows our association to remain a trusted advocate for public education while providing the services and support our members depend on. I am passionate about protecting and strengthening public education through the fair allocation of resources, advocating for fully funded state and federal mandates, and ensuring a level playing field for our public schools in relation to charter and cyber charter schools. Public service has always been a family commitment. My wife and daughter are both elementary school teachers, giving me a firsthand appreciation for the work happening in our classrooms every day. I also proudly serve as president of the Parkland CARES Food Pantry, supporting families throughout our community. It would be an honor to continue serving PSBA in this new capacity. I respectfully ask for your vote for treasurer, and I thank you for your continued commitment to Pennsylvania's students, schools and communities.

2027 PSBA Eastern Zone Representative (one-year term) (Only Eastern Sections vote)

Jason Mell*, Exeter Township School District

My name is Jason Mell and I am seeking election to the PSBA Governing Board as the Eastern Zone representative for a one-year term starting in 2027. As part of the election process, I'd like to provide some background on myself as a candidate. I currently serve as a school director in the Exeter Township School District, located in Berks County, where I represent our board as the district's PSBA Liaison. Being the liaison to PSBA has provided me with valuable insight into the association's resources and advocacy efforts. I also had the privilege of serving as board president for two years. Throughout my time on the board, I have worked closely with fellow directors and district leadership to address complex policy, financial and operational issues while maintaining a focus on student success. My commitment to public service extends beyond education. Over the years, I have served on the boards of the Exeter Community Library, Exeter Youth Soccer Association, Albright College Alumni Association and the Exeter Township Planning Commission. Today, I continue to support our region as a board member of Genesius Theatre, the Reading Film Office and

Opportunity House. From 2014 through 2020, I also founded and served as editor of *The Exeter Informant*, a community news service dedicated to keeping residents informed about local government and community issues. Professionally, I am a software engineering manager for a national restaurant service and supplies company headquartered in Lititz, Pennsylvania, in neighboring Lancaster County. I hold a Master of Science degree in information systems from Drexel University and a bachelor's degree in information systems from Albright College. In addition, I've earned a Master Planner certification through the Albright College Center for Excellence in Local Government and the Cyber Risk and Oversight for Public Education certification from the Diligent Institute. Public education is also deeply personal to my family. In addition to both of my children attending the Exeter Township School District, my wife, Tiffany, is a 1998 Exeter graduate herself and serves as a K–4 reading specialist in the district. I believe strong public schools depend on thoughtful governance and effective advocacy. If elected, I will work collaboratively with fellow board members across the commonwealth, listen carefully to the concerns of our member districts, and advocate for policies that strengthen local school boards and improve educational opportunities for every student. I would be grateful for your support and the opportunity to serve as your Eastern Zone representative. Thank you.

2027 Section W1 Advisor (one-year term) (Only Section W-1 vote)

Tracey Leyda*, Franklin Area School District

I am honored to submit my candidacy for PSBA Sectional Advisor. Throughout my service in school board leadership, I have been guided by a deep belief that strong governance, open communication and a commitment to students are essential to public education. I would welcome the opportunity to continue serving PSBA and the local school boards in my section by listening carefully, sharing information clearly, and representing member concerns with professionalism and integrity. My experience in school board administration has taught me the value of collaboration, consistency and thoughtful decision-making. I understand that local boards face a wide range of challenges, from policy development and finance to personnel matters and community expectations. As sectional advisor, I would strive to be a responsive and reliable connection between local members and PSBA, ensuring that feedback from boards in our section is heard and carried forward. I would also work to strengthen awareness of PSBA resources, advocacy efforts and leadership initiatives that support effective board service. I believe one of the most important responsibilities of a sectional advisor is building trust through regular communication and visible engagement. I would approach this role by maintaining strong relationships with board liaisons, encouraging participation in PSBA programs, and promoting the Principles for Governance and Leadership. I also value the importance of recognizing local service and celebrating the work of board members who give their time to public education. That kind of encouragement helps sustain a healthy culture of leadership across our schools. If elected, I will bring dedication, steadiness, and a sincere respect for the volunteer spirit that makes PSBA strong. I am prepared to serve as an effective voice for local members, to support PSBA's mission, and to represent my section with energy and accountability. Thank you for your consideration and for the opportunity to serve.

2027-2028 Section W-2 Advisor (two-year term) (Only Section W-2 vote)

Michael Panza*, Moniteau School District

My name is Michael Panza and I respectfully ask for your support to continue as your sectional advisor. I was first appointed to the Moniteau school board in 2008 and have since won five elections. I have served as president of my school board and am currently vice-president. Our board operates by committees. I have served on the Policy, Superintendent Evaluation and other committees during this time. I also serve on the Midwestern Intermediate Unit Board of Directors, serving as the treasurer. As a current sectional advisor, I was elected by my peers to serve on the governing board of PSBA for the past three years. My background is in education, as I hold bachelor's and master's degrees in music education, a second master's degree in

administration, a doctorate in educational leadership and 18 post doctorate credits for my Letter of Eligibility. I have been a music educator, assistant principal, principal and served for more than 17 years as a district superintendent. I retired from public education in 2016 and am currently on the faculty at Slippery Rock University, supervising student teachers and teaching various courses at both the undergraduate and graduate levels. I also serve on several doctoral dissertation committees. I have presented twice at the PSBA conference and have served as a session monitor at the annual conference. I have submitted articles and have been published on no less than three occasions in the *PSBA Bulletin*. I have also been published on the national level on education-related matters. Most recently, I was asked to write a theme song for PSBA. I was happy to complete this piece. It was recently professionally recorded by the North Hills Wind Ensemble and will be featured at this year's conference. I was also asked and participated in the taping of the *PSBA Keystone Education Report* television program on the topic of arts in our schools. This program aired twice on the *PNC* cable news channel and can be found at the PSBA site or on YouTube. As can be seen, I have extensive experience in education, as a teacher, an administrator, a school director, with the intermediate unit and at the state level. I respectfully ask for your support to continue our important work, providing guidance and support to fellow school directors as we collectively serve our schools, our communities, but most importantly, our students. Again, I am Michael Panza asking to continue as your sectional advisor. Thank you for watching, and best wishes.

2027 Section E-1 Advisor (one-year term) (Only Section E-1 vote)

Christina Cosmello*, Blue Ridge School District

Hello, my name is Christina Cosmello and I am honored to seek your support to continue serving as your PSBA Sectional Advisor for section E-1. Public education has always been at the heart of my commitment to public service. I am proud to say that I am the product of Pennsylvania public schools and so are both of my children. Our public education provided the foundation that has shaped our lives. And that personal connection has fueled my lifelong commitments to advocating for strong public education. I believe every student deserves the same opportunities to learn, grow and succeed. And I am proud to support PSBA's mission of promoting excellence in public education across our commonwealth. For approximately 20 years, I have proudly served on the Blue Ridge School District Board of Directors, including five years as vice president and eight years as treasurer, which I currently hold. During that time, I have gained extensive experience in school governance, policy development, financial stewardship, strategic planning and advocating for students in our community. In addition, I have also served on the NEIU 19 board of directors for approximately nine years, three years as treasurer, which I currently hold that position. Working alongside representatives from 20 school districts has broadened my perspective, strengthened regional partnerships and deepened my understanding of the challenges and opportunities facing public education across northeast Pennsylvania. As a PSBA member for more than 15 years, I have consistently participated in conferences, sectional meetings and educational sessions. I encourage my district to recognize excellence by nominating students, educators and fellow board members for PSBA's Student Showcase. I believe these programs highlight the incredible work happening in our schools and strengthen connections across districts. For the past seven months I've had the privilege of serving as your PSBA Sectional Advisor for section E-1. During this time, I have gained valuable experience, communicating with member districts, supporting PSBA initiatives and help strengthening engagement throughout our section. That experience has reinforced my commitment to ensuring our districts remain informed, connected and represented. Outside of education I remain actively involved in community service. I am involved in leading a scholarship program for more than a decade, I support initiatives that address food insecurity and participate in projects that honor veterans and strengthen our local communities. Professionally I am a Berkshire Hathaway Home Services Chairman's Circle recipient. I'm recognized among the top agents globally. That achievement reflects the same values I bring to public service, integrity, communication, accountability and dedication. I would be honored to continue serving as your PSBA Sectional Advisor for E-1.

And I am committed to listening, collaborating and advocating for our districts while promoting the outstanding work taking place throughout our schools. Thank you for your time, your support and continued dedication to Pennsylvania students and public education. I respectfully ask for your vote this fall and I look forward to the opportunity to continue serving the schools and communities of section E-1.

2027-2028 Section E-2 Advisor (two-year term) (Only Section E-2 vote)

Sarah Nemitz*, Salisbury Township School District

My name is Sarah Nemitz, and I'm a school board member and current vice president for the Salisbury Township School District in Lehigh County. I'm running for election to be the E-2 sectional advisor for PSBA, serving Lehigh, Northampton, Monroe and Carbon counties. I have been a school board member since 2019, and I've served in leadership roles in my own district and beyond. I was previously our president for one year, and have served as vice president since 2024. I've led negotiating teams and worked to recertify the charter school that is in our boundaries, worked with our state legislators, as well as presented sessions at the School Leadership Conference. Since 2019, I have also represented Salisbury on the joint operating committee for the Lehigh Career and Technical Institute, and currently serve as treasurer and chair of the Business and Finance committee. I was also a member of the inaugural class of PSBA's Innovation and Policy Institute in 2022. PSBA has a lot to offer our districts and as E-2 sectional advisor, I'd be happy to help connect you with those services and resources. Our board has had very positive experiences working with PSBA – we have taken roles and responsibilities and goal setting trainings, we regularly participate in the self-evaluation process, and we have engaged in advocacy day events, as well as working with PSBA on policy updates. Personally, I have gained a lot of knowledge from PSBA's webinars on current topics in education and have enjoyed hearing the experience of others through the member exchanges. I believe that the more informed we are as board members the better we can serve our students and communities. I also believe that by working together and sharing our unique experiences we can become stronger, more informed advocates for public education. I appreciate your support and look forward to working with all of you.

Anna Lopez, Pocono Mountain School District

Hello everyone my name is Anna Lopez and I'm a proudly serving school director at Pocono Mountain School District and as a director at the Colonial Intermediate Unit 20 board. It's an honor to be a candidate for the PSBA Sectional Advisor for section E-2. Over the past several years I've learned that effective leadership begins with listening. Every school district is unique. We all share many of the same challenges, supporting students, retaining quality staff, maintaining safe schools, managing facilities and balancing budgets all while remaining accountable to our communities. So serving on my local board has given me the opportunity to work on long-term projects such as capital improvements planning, policy development, education initiatives that strengthen our schools while all remaining fiscally responsible. Serving on the intermediate unit has also brought me an understanding of how collaboration between districts creates opportunities that no single district can accomplish alone. If elected as your advisor, my commitment is very simple. I will listen, I will communicate and I will advocate. I believe school directors deserve timely information, opportunities to share ideas and a strong voice within PSBA. I also believe our greatest strength comes from working together. So regardless of the size of our district or community we represent, every school member brings valuable experience that can help improve public education across Pennsylvania. I want to help strengthen those connections by encouraging collaboration, sharing successful practices and ensuring that our concerns of our region are heard. Public education continues to face significant challenges, but it also has tremendous opportunities by working together with respect, professionalism and a shared commitment to students. We can continue building stronger schools and stronger communities. Thank you all for your service to public education, for everything you do on behalf of your students and communities and for considering my candidacy. I would be honored to earn your support as your next PSBA Section E-2 Advisor. Thank you.

Timothy Kearney*, Southern Lehigh School District

Over 40 years. That is how long I've been involved in public education work. I am honored to be a 2026 PSBA Nominating Committee endorsed candidate for the PSBA Section E2 Sectional Advisor position. Over 40 years ago, I decided to earn a degree in elementary education at Millersville University. I was hired by Allentown School District and taught there for 34 years. I earned a master's degree in education leadership and a Principal's Certificate at Lehigh University. I earned a Management Certificate from DeSales University. I won several awards including Outstanding Educator Award from the Allentown Education Association and the Legacy Award from Pennsylvania State Education (PSEA) Eastern Region. I was an education leader at the school, local, region, state and national level. I served as a building representative, Allentown Education Association's vice president of elementary schools, PSEA Eastern Region Third Representative and PSEA Board of Directors. I served on PSEA statewide Communications, Resolutions, Bargaining and Health Care committees. I also served on the National Education Association's Resolutions Committee. I attended education leadership meetings in Germany and National Education Association meetings across the country – Minnesota to Texas, California to Washington, D.C. When I retired, I did not stop my education work. I ran for school board. I am on our Continuing Education, Policy, Education and Technology committees. I serve as one of our representatives on our local technical school's joint operating committee. I am president of Founding Forward's Valley Forge Volunteer Chapter, and work part time there. I am a voice for civics education. I develop a weekly education update for area educators and community members. I've been composing that email newsletter for over five years. I bring a career's worth of dedication to this position. I want to bring my experience to PSBA and school board members in our region. When I look at PSBA's purpose of improving public schools, I can't help but know I've been doing this for decades. When PSBA states that its mission is promoting exceptional public education, it matches my own personal philosophy and the education success I achieved in support, empower and advocate for public education. When I see PSBA's Principles for Governance and Leadership, I know they are principles I've strived for as an educator, whether in the classroom, principal's office or education association leadership roles. I would be honored to serve you and PSBA. Thank you, sincerely, for your time and consideration.

2027-2028 Section E-4 Advisor (two-year term) (Only Section E-4 vote)

Dr. Tasliym Morales*, Chester Upland School District

My name is Dr. Tasliym Morales, and I am honored to seek another term as your PSBA Section E4 Advisor. Supporting school directors across Bucks, Chester, Delaware, Montgomery and Philadelphia counties has been one of the most rewarding opportunities of my public service. During my term, I have worked to ensure that board members had access to timely legislative updates, governance resources and opportunities to strengthen their effectiveness as educational leaders. As an elected school director, legislative chairwoman, and treasurer for the Chester Upland School District, I understand the challenges boards face every day. We are expected to balance fiscal responsibility, student achievement, transparency, community expectations and an ever-changing legislative landscape. Those experiences have shaped the way I support section E4, with practical solutions, open communication, and a commitment to helping fellow board members succeed. Throughout my term, I have remained engaged with local school districts, legislative discussions, and regional educational partners. I believe an effective sectional advisor should not simply share information but also create opportunities for collaboration, ensuring that boards can learn from one another while advocating for policies that strengthen public education. If reelected, I will continue strengthening connections throughout section E4 by expanding communication, increasing opportunities for professional engagement, and ensuring school directors have access to meaningful governance and legislative resources. I remain committed to supporting every district fairly and professionally, recognizing that while our communities may differ, our commitment to serving students is shared. Public education continues to face significant challenges, from

funding and workforce issues to governance and accountability. These challenges require thoughtful leadership, respectful dialogue, and a willingness to work together across districts and perspectives. I am committed to continuing to support that work on your behalf. Thank you for the trust you have placed in me during my first term. It has been a privilege to work alongside so many dedicated school directors who volunteer countless hours to improve outcomes for students and communities across southeastern Pennsylvania. I respectfully ask for your support and your vote to continue serving as your PSBA Section E4 Advisor.

PSBA Insurance Trustees

Member entities also are asked to vote for open trustee positions on the PSBA Insurance board. PSBA Insurance provides complimentary travel/accident insurance to all school directors from member school entities while on official school board business. As such, all member entities are considered participants in PSBA Insurance programs and are eligible to vote.

Trustee (term ends Dec. 31, 2029) – Includes two candidates (three-year term)

Choose up to two candidates for a three-year term.

Marianne L. Neel

Dr. Michael Faccinetto

Dr. Michael Faccinetto has served on the Bethlehem Area School District Board of Directors since 2009, providing 17 years of leadership in public school governance, budgeting, labor relations and education policy. As board president, he has advocated for underserved students, responsible stewardship, and programs that expand opportunities for every learner. His statewide leadership includes serving as PSBA president from 2017–18 and advocating for public education before the Pennsylvania General Assembly. Dr. Faccinetto is the principal of Southern Lehigh Middle School and previously served as an elementary teacher in the Southern Lehigh and Allentown school districts. He earned his Doctorate in Educational Leadership, master's degree, and K–12 Principal Certification from Lehigh University.

School Board Secretaries Forum

(Only school board secretaries may nominate and vote for the forum officers.)

Forum Steering Committee (term ends Dec. 31, 2028) – (two-year term)

Choose up to three individuals for a two-year term

Betsy Gates, Dauphin County Technical School

Betsy Gates is the administrative operations coordinator and board secretary at Dauphin County Technical School, where she plays a central role in supporting school leadership, board operations, and the mission of high-quality career and technical education. For the past three years, Betsy has been an active and engaged member of the PSBA School Board Secretaries Forum, contributing her expertise, insight and collaborative spirit to the statewide network of board professionals. She currently serves as chair of the forum, a role she has held for the past year, where she works to strengthen connections among members, elevate best practices and support the vital work of board secretaries across Pennsylvania. Betsy is a passionate advocate for both career and technical centers (CTCs) and the Pennsylvania School Boards Association. She believes deeply in the power of CTCs to prepare students for meaningful careers and in PSBA's role as a cornerstone of strong

public education governance. Her commitment to these organizations reflects her broader dedication to ensuring that every student in Pennsylvania has access to high-quality educational opportunities.

Lauryn Weaver, Central Intermediate Unit 10

I have spent the last four years working in education, along with more than 10 years in the fitness industry, and one thing that has remained constant throughout my career is my love for connecting with people. I genuinely enjoy meeting new people, building relationships, and finding creative ways to make networking feel fun, welcoming and engaging. I am naturally organized, always happy to lend a helping hand and enjoy supporting others however I can. Those qualities are a big part of why I would love to serve on the SBS Steering Committee. From my very first SBS Annual Conference, I was impressed by how welcoming, knowledgeable and supportive this group is. The committee always goes the extra mile to help others and find answers, even when it takes a little extra digging. Through this committee, I have built valuable connections, gained insights that helped me grow professionally and felt genuinely supported. I would love the opportunity to give back by helping create those same positive experiences for others, supporting members, encouraging engagement and helping strengthen the network that makes SBS Steering Committee such a valuable resource. At the IU, I lead the Community and Staff Engagement Committee, where I help create events and initiatives that bring people together and strengthen our sense of community and boost employee morale. I believe that experience would transfer well to this opportunity and allow me to contribute ideas, organization and enthusiasm that support the committee's goals.



PSBA OFFICER ELECTION

Frequently Asked Questions

The answers below are drawn primarily from PSBA Bylaws and PSBA Policy 302 – Procedures and Campaign Policy for Election of Officers, Zone Representatives, and Sectional Advisors

How many affirmative votes are needed to select a candidate?

A candidate must receive a simple majority of votes of a quorum of the entity's governing board in order for an entity's vote to be cast for that candidate.

What happens if a school board is deadlocked and cannot select one candidate for a particular office?

If the board is unable to produce a majority vote for a candidate, no vote is cast by the entity for that elected position.

Does the school board need to vote at a public meeting to elect PSBA officers?

Yes. PSBA Policy 302 specifies that votes of an entity's board are to be cast at a public meeting.

Is a roll call vote needed?

A roll call vote is not required. However, that procedure may be used if it appears necessary in order to accurately determine the outcome of a vote that is not unanimous.

Are governing boards of intermediate units (IU), career and technical centers (CTC), and community colleges also entitled to cast votes in PSBA elections?

Yes. The boards of all PSBA-member entities whose current-year membership dues are paid in full are eligible to cast that entity's votes in PSBA elections.

If I am also on the IU board or CTC joint operating committee, does that mean I am able to participate in the voting of each entity?

Yes.

May a board abstain from voting on a particular office?

There is no general rule that requires a vote to be cast for every office on a ballot, so as a practical matter, abstention is allowed but of course, not encouraged.

Our board secretary never received an email from Simply Voting with the login password to the online ballot.

This email will not arrive until voting opens on September 8. Be sure your firewall security is allowing the email vote@simplyvoting.com to get through. Additionally, you can notify your IT staff that email blasts from Simply Voting will originate from the IP address: 198.21.6.73 or 184.173.105.83. Ask them to add these to your firewall safe lists. ***PLEASE NOTE: Only member entities in good standing may vote. If your dues have not arrived by September 8, you will not receive the email with the link to the ballot. Passwords will be released once we receive dues for 2026-27.***

Why do some candidates have an asterisk next to their name on the ballot?

The Leadership Development Committee may, by majority vote, determine that one or more candidates for any elected position will be designated on the ballot as a candidate the Leadership Development Committee considers to be highly qualified.
(PSBA Bylaws, Section 6 C – Nominations)

Below is an excerpt from PSBA Policy 302, addressing how votes are cast by member entity boards.

VOTING PROCEDURES

Voting procedures. Voting and registering of votes shall take place during a period commencing eight (8) weeks prior to the annual meeting of the Delegate Assembly and ending one (1) week prior to the annual meeting of the Delegate Assembly, unless the PSBA Governing Board declares a shorter voting period. Specific dates for the first and last day of voting shall be widely publicized to the membership.

Sufficiently prior to the voting window, printed slates of candidates, along with instructions for voting, shall be distributed to the board secretary of the Governing Board of each member entity eligible to cast votes. For purposes of the PSBA election process and this policy, a Joint Operating Committee is regarded as that entity's Governing Board.

Casting of votes by member entities

Each member entity whose current year PSBA dues have been paid in full shall be entitled to cast one (1) vote for each elected position presented for election.

An entity may cast a vote only for an Zone Representative position for the zone of the state to which the entity is assigned. An entity may cast a vote only for a Sectional Advisor position for the section of the state to which the entity is assigned.

The vote of the entity for each position shall be determined by simple majority vote of the entity's Governing Board (majority of a quorum), cast at a public meeting of the Board.

A candidate must receive a majority of votes of a quorum of the entity's Governing Board present and voting in order for an entity's vote to be cast for that candidate. A plurality of votes by an entity's Governing Board for any candidate is not sufficient. If no candidate for a position receives at least a majority of votes of the quorum present and voting, a run-off shall be conducted between the two (2) candidates previously receiving the most votes. If the Board is unable to produce a majority vote for a candidate, no vote is cast by the entity for that elected position.

The secretary of each entity's Board shall record the Board's vote as to each elected position on the ballot. The selections of each member entity's Board for the elected positions on the ballot cast for that entity shall be registered with the PSBA Credentials Committee via the PSBA election system by the secretary of each entity's Board.



2027 PSBA Officer Election

PSBA Officer Elections

PSBA members seeking election to office for the association were required to submit a nomination form no later than June 1, 2026, at 5:00 p.m. to be considered. All applications for nomination were reviewed by the 2026 Nominating Committee, and candidates who met eligibility requirements were interviewed by the Nominating Committee via Teams Meeting. According to PSBA bylaws and Policy 302, the Nominating Committee may endorse slated candidates.

Endorsed candidates are noted with an asterisk (*).

Voting Procedure

Each member entity will have one vote for each officer. This will require boards of the various school entities to come to a consensus on each candidate and cast their vote electronically during the open voting period (September 8 – October 31, 2026, at 5:00 p.m.).

Voting will be accomplished through a secure third-party, web-based voting site that will require a password login. One person from each member entity will be authorized as the official person to register the vote on behalf of their entity. In the case of school districts, intermediate units, career, and technical centers, it will be the board secretary who will cast votes unless requested otherwise. In the case of community colleges, the president is designated as the authorized registrar.

Special note: Boards are strongly encouraged to add “discussion and voting on PSBA officer candidates” to their agenda during one of their meetings before the open voting period ends. Template ballots to use at your entity board meeting can be found at [MyPSBA.org](https://www.mypsb.org).

- [Frequently asked questions](#)

- [Policy 302](#)
- [Voter Instructions](#)

2027 President-Elect

You may select **one** of the following.

Matt Vannoy*

☐

My name is Matt Vannoy and I am a school director for the Sharon City School District (Mercer Co.) and serve on the Finance, Buildings and...

[Show more](#)

☐

Abstain

2027 Vice President

You may select **one** of the following.

Kristy Bolte*

☐

It has been an honor to serve as the Western Zone Representative on the PSBA Governing Board since 2024. I am honored to seek election as Vice...

[Show more](#)

☐

Abstain

2027-2029 Treasurer

You may select **one** of the following.

David Hein*

☐

My name is David Hein, and I am honored to ask for your support as Treasurer of the Pennsylvania School Boards Association. For more than a...
[Show more](#)

☐

Abstain

PSBA Insurance Trust Trustees

Member entities also are asked to vote for open trustee positions on the PSBA Insurance board. There are currently two seats open and two candidates. A member school entity can vote for up to two individuals. PSBA Insurance provides complimentary travel/accident insurance to all school directors from member school entities while on official school board business. As such, all member entities are considered participants in PSBA Insurance programs and are eligible to vote.

Trustee (term ends Dec. 31, 2029)

Seat 1

You may select **one** of the following.

☐

Marianne L. Neel

☐

Abstain

Seat 2

You may select **one** of the following.

Dr. Michael Faccinetto

☐

Dr. Michael Faccinetto has served on the Bethlehem Area School District Board of Directors since 2009, providing 17 years of leadership in public...

[Show more](#)

☐

Abstain

School Board Secretaries Forum

This vote should be registered by the school board secretary and does not need board approval. It is a two-part ballot. Choose up to two individuals for a two-year term.

Forum Steering Committee (term ends Dec. 31, 2028)

You may select **up to 2** of the following.

Lauryn Weaver

☐

I have spent the last four years working in education, along with more than ten years in the fitness industry, and one thing that has remained constant...

[Show more](#)

Betsy Gates

☐

Betsy Gates serves as the Administrative Assistant to the Director and Board Secretary at Dauphin County Technical School, where she plays a central...

[Show more](#)

☐

Abstain

Cancel

Continue



BOARD POLICY

800 Records Management Draft 3

9.18.26

POLICY NUMBER	VERSION	DOCUMENT STATUS	PRINTED
800	v1.6	DRAFT	9/18/2026

■ Proposed addition ■ Proposed deletion

Purpose

It is the policy of this school district to generate and retain only those records and data which are required for the effective operation of the district and to meet the obligations to students, parents/guardians, employees, and state, local and federal governments.

The Board recognizes the importance of establishing and maintaining a Records Management Plan that defines district staff responsibilities, complies with federal and state laws and regulations, and improves efficiency by reducing the time spent retrieving required information from duplicate and other unnecessary records and data.

A Records Management plan will provide better access, control, and retrieval of information resources within the district; preserve storage space; optimize network performance; make complying with litigation requirements more efficient; and ultimately lower the district's overall information management costs.

Authority

The Board shall retain, as a permanent record of the district, Board minutes, annual auditor's reports and annual financial reports. All other financial records, including financial account books, orders, bills, contracts, invoices, receipts and purchase orders, shall be retained by the district for a period of not less than six (6) years.[1]

All other district records shall be retained in accordance with state and federal law and regulations and the district Records Management Plan approved by the Board.

The district shall make a good faith effort to comply with all proper requests for record production. Selective Destruction of records in anticipation of litigation is forbidden.[2] [3]

Definitions

Electronic Mail (E-mail) System - a system that enables users to compose, transmit, receive and manage text and/or graphic electronic messages and images across local area networks and through gateways connecting other networks. This information consists primarily of messages but may include attachments such as calendars, directories, distribution lists, word processing documents, spreadsheets, and other electronic documents.

Electronic Records - include numeric, graphic, and text information, which may be recorded, on any medium capable of being read by a computer and which satisfies the definition of a record. Electronic records include, but are not limited to: magnetic media such as computer tapes, disks, optical disks, diskettes and other electronic storage devices and electronic filing systems containing records. This also includes data stored in the cloud and District-wide network systems.

Litigation Hold - a communication ordering that all records and data relating to an issue being addressed by current or potential litigation or investigation be preserved for possible production during the litigation or investigation.

Records - information, regardless of physical form or characteristics, that documents a transaction or activity of the district and that is created, received or retained pursuant to law or in connection with a transaction, business or activity of

the district. The term includes a document, paper, letter, map, book, tape, photograph, film, **video, images** or sound recording, information stored or maintained electronically and a data-processed or image-processed document.[\[4\]](#)

Records Management Plan - the system implemented by the district for the retention, retrieval, and disposition of all records generated by district operations.

Records Retention Schedule - a comprehensive listing stating retention periods and proper disposition of records.

Delegation of Responsibility

Any individual responsible for the collection, maintenance, and/or security of records on behalf of the District shall comply with State and federal laws and regulations, Board policies, District procedures and the Records Management Plan.

Records Coordinator

In order to maintain a Records Management Plan that complies with federal and state laws and regulations and Board policy, the Board designates the Superintendent or designee as the district's Records Coordinator who shall serve as the chairperson of the Records Management Committee.

The Records Coordinator shall be responsible to:

1. Ensure that training appropriate to the user's position and level of responsibility is provided. Such training may include:
 - a. A review of this policy, administrative regulations and Records Management Plan.
 - b. Operation, care and handling of the equipment and software.
 - c. Requirements of the Records Retention Schedule.
 - d. Protocols for preserving and categorizing district records.
 - e. Procedures and responsibilities of district staff in the event of a litigation hold.
 - f. Identification of what is and what is not a record.
 - g. Disposal of records.
2. Review the Records Management Plan **annually periodically** to ensure that record descriptions and retention periods are updated as necessary.
3. Monitor changing technology and legal developments to recommend revisions to the Records Management Plan and/or district operations.
4. Identify, when the retention period expires, the specific records to be disposed of and ensure that all identified records are properly disposed of at regular intervals of at least once every twelve (12) months.

Records Management Committee

A committee responsible for the development and recommendation of the district's Records Management Plan shall be established by the Board. The Records Management Committee shall give primary consideration to the most efficient and economical means of implementing the recommended Plan. **The Committee shall consult with the district solicitor as it deems necessary.** Members of the Committee shall include the:

1. Open Records Officer. **[5]**
2. Superintendent, **if not Records Coordinator.**

3. Board Secretary.[\[6\]](#)
4. ~~District solicitor~~
5. Director of Communications
6. Information Technology Director or designee.
7. ~~Business Manager~~Chief Financial Officer.
8. Board member(s).
9. Records Management Coordinator.
10. Human Resources Director.
11. Other persons as assigned.

The Records Management Committee shall meet ~~at least annually periodically~~ to evaluate the effectiveness and implementation of the Records Management Plan and recommend changes as needed.

Guidelines

Records Management Plan

The district's Records Management Plan shall be the principal means for the storage, retention, retrieval, and disposition of manual and electronic records, ~~including e-mails~~. The Plan shall not rely primarily on backup systems to manage the retention and disposition of records.

The Records Management Plan, ~~as outlined in the administration regulations~~, shall include:

1. Comprehensive listing of records and data of the district.
2. Criteria to distinguish records of the school district from the supplemental personal records of individual employees.[\[10\]](#) [\[11\]](#)
3. System(s) of records storage and retrieval to be used, including in what form the records will be stored, maintained, reproduced, and disposed.

4. Preservation measures to protect the integrity of records and data.
5. ~~Data map or flow chart detailing the sources, routes, and destinations of electronic records.~~
6. Procedures and employee designated for determining whether an item is a record.
7. Procedures for adding, revising or deleting records and data, and any other details necessary to implement the Records Management Plan.
8. Records Retention Schedule.
9. Provisions for the storage and retrieval of records in the event of an emergency or disaster.
10. Staff positions authorized to access district records.
11. Procedures to be implemented in the event of a litigation hold that immediately suspends disposition of all records relevant to the current or potential claim. Such procedures shall specify:
 - a. Who can initiate a litigation hold.
 - b. How and to whom a litigation hold is communicated.
 - c. Who will determine which records are subject to the litigation hold.
 - d. Who will be responsible for collecting and preserving such records and data.
 - e. Who will be responsible for monitoring and ensuring the district's compliance with the litigation hold.
 - f. In what format the records will be collected.

When possible, records and data shall be stored in their original form, including metadata, such as creation date, author, type of file, etc.

For any record not covered by the Records Retention Schedule, the Records Management Committee shall determine how long the record shall be kept and recommend any necessary revisions to the retention schedule.

The district shall maintain and dispose of records in a manner that protects any sensitive, proprietary or confidential information or individual privacy rights, and helps conserve natural resources.

Manual Records

Manual records, which include all records not stored electronically, shall be retained and disposed of in accordance with the Records Management Plan.

Manual records shall be indexed in an organized and consistent manner, reflecting the way the records will be retained and referenced for later retrieval.

~~The district shall develop and maintain adequate and up-to-date documentation about each manual record system. Documentation may:~~

- ~~1. List system title and responsible employee(s) or office.~~
- ~~2. Define the contents of the system, including record formats.~~
- ~~3. Identify vital records and information.~~
- ~~4. Determine restrictions on access and use.~~

Electronic Records

It is the policy of this district to retain only those electronic records minimally necessary for student instruction and district business in accordance with the Record Retention Schedule. As such, all district personnel are directed to create and retain only those electronic records necessary for student instruction and district business on the district's information network.

Electronic records shall be retained and disposed of in the same manner as records in other formats and in accordance with the Records Management Plan.

Electronic records shall be indexed in an organized and consistent manner, reflecting the way the records will be retained and referenced for later retrieval.

~~The district shall develop and maintain adequate and up to date documentation about each electronic record system. Documentation may:~~

- ~~1. List system title and responsible employee(s) or office.~~
- ~~2. Specify all technical characteristics necessary for reading or processing the records stored on the system.~~
- ~~3. Identify all defined inputs and outputs of the system.~~
- ~~4. Define the contents of the system, including record formats and database tables.~~
- ~~5. Identify vital records and information.~~
- ~~6. Determine restrictions on access and use.~~
- ~~7. Describe update cycles or conditions.~~

E-mail Records

All e-mails sent or received by district e-mail users shall be archived for a minimum period of three (3) years.

E-mail messages, in and of themselves, do not constitute records. Retention and disposition of e-mail messages depend on the function and content of the individual message.

Records on an e-mail system, including messages and attachments, shall be retained and disposed of in accordance with the district's Records Management Plan.

~~E-mail records may be maintained as an electronic record or be printed and maintained as a manual record.~~

~~For each e-mail considered to be a record, the following information shall be retained:~~

- ~~1. Message content.~~
- ~~2. Name of sender.~~
- ~~3. Name of recipient.~~
- ~~4. Date and time of transmission and/or receipt.~~

Contractors Service Providers

~~Records created or maintained by contractors employed by the Board shall be retained and disposed of in accordance with the Records Management Plan. The Board requires- prefers and seeks contractors that will follow with the District guidelines to create, maintain, retain, and dispose of district records in accordance with the Records Management Plan. However, in the absence of this, the Board expects compliance within the terms of its agreement.~~^[8]

Exceptions

This policy shall not apply to:

1. Student records. Student records are managed under the district's Student Records Plan and Board policy. ^[9]
2. Items that do not meet the definition of a record, which shall not be subject to retention.

Legal Footnotes

[1] 24 P.S. 518
LEGAL REFERENCE

[2] 65 P.S. 67.901
LEGAL REFERENCE

[3] Pol. 828 — Fraud POLICY REFERENCE	[4] 65 P.S. 67.102 LEGAL REFERENCE
[5] Pol. 801 — Public Records POLICY REFERENCE	[6] 24 P.S. 433 LEGAL REFERENCE
[8] 65 P.S. 67.506 LEGAL REFERENCE	[9] Pol. 216 — Student Records POLICY REFERENCE
[10] 20 U.S.C. 1232g LEGAL REFERENCE	[11] 65 P.S. 67.708 LEGAL REFERENCE

Legal References

No additional references listed.

Fundraiser Requests - October 19, 2026 Meeting

School Organization	Items Sold/Event	Dates	Purpose
CYHS Student Council	Trunk or Treat	10/26/26 - 10/31/26	raise money for activities and events that benefit students
CYHS Baseball	Sponsorship logos on annual t-shirts	11/1/26 - 01/01/27	raise money for spring training trip, game meals and equipment
CYHS AS Program	Candles, soaps, crafts	10/19/26 - 06/02/26	fund for additional activities for the AS classrooms