

Jersey Shore Area School District
Board of Education – Regular Meeting
Minutes of July 22, 2019

A. Opening

1. Call to Order: Mr. Craig Allen, President, called the meeting to order at 7:01 p.m.

2. Roll Call:

Members Present: Mr. Craig Allen, Mr. Harry Brungard, Mrs. Michelle Stemler, Mrs. Karen Stover, Mr. Merrill Sweitzer, Mrs. Kelley Wasson and Dr. Jill Wenrich, Superintendent

Others Present: Christopher Kenyon, Esq., Solicitor, Mr. Benjamin Enders, Board Secretary, Dr. Ken Dady, Assistant Superintendent

Members Absent: Mr. Christopher Fravel, Mr. John Pecchia and Mrs. Mary Thomas

3. Pledge of Allegiance

B. Approvals

1. Minutes:

Motion: A motion was made by Merrill Sweitzer and seconded by Kelley Wasson to approve the following Minutes as listed on the Agenda:

- | | |
|------------------|-----------------|
| a. June 10, 2019 | Regular Meeting |
| b. June 24, 2019 | Regular Meeting |

The vote was a unanimous Yes. Motion carried.

2. Treasurer's Report:

Motion: A motion was made by Kelley Wasson and seconded by Karen Stover to approve the following Treasurer's Reports as listed on the Agenda:

- | | |
|---|---------------|
| a. June 2019 Treasurer's Report | |
| b. June 2019 Investment Report | |
| c. Student Activities Year End Report June 2019 | |
| d. Board Summary Report Year End Report June 2019 | (Attachments) |

The vote was a unanimous Yes. Motion carried.

3. Approval of Bills:

Motion: A motion was made by Karen Stover and seconded by Merrill Sweitzer to approve the following Bills as listed on the Agenda:

General Fund Month End Checks 18-19 POs	\$ 23,968.39
General Fund Month End Checks	498,831.32
General Fund Manual Checks	59,278.30
General Fund PLGIT Electronic Payments	1,500,198.49
General Fund Muncy Electronic Payments	657,431.91
General Fund FNB Electronic Payments	130.63
Activity Fund Checks	16,756.13
Athletic Fund Checks	10,980.22
Capital Reserve Checks	33,669.78
Food Service Checks	63,273.55
Payroll PLGIT Electronic Payments	551,413.62
Payroll Checks	82,003.98
General Interfund Cash Transfers	1,617,295.39
Athletic Interfund Cash Transfers	12,478.69
Food Service Interfund Cash Transfers	<u>38,201.93</u>
	\$ 5,165,912.33

The vote was a unanimous Yes. Motion carried.

C. Presentations

1. Communications:

- a. Congratulations to the following JSASD FBLA National event winners:
 - o Team of Annalise Eiswerth and Stephanie Steinbacher placed 7th in the nation in Community Service Project event.
 - o Team of Annalise Eiswerth and Stephanie Steinbacher placed 2nd in the nation in the Lead2Feed Challenge.
 - o Team of Austin Barnes and Quinn Henry placed 8th in the nation in the Network Design event.
 - o Max Ferguson represented PA FBLA in his position as PA FBLA State President.
 - o Julieanne Steinbacher was recognized as Business Person of the Year and Dolly Oden was recognized as PA FBLA Advisor of the Year.
- b. Congratulations to Alyssa Stover First team Class AAAA All-State honors in softball.
- c. Congratulations to Evan Fink second longest running Town Crier, he has represented Jersey shore for the last 3 years.
- d. Congratulations to Gwen Bechdel 2019 Tiadaghton Queen.

2. President's Report: SEDA-Council of Governments and Clinton, Lycoming, Northumberland and Union Counties are conducting a Broadband Survey to assess current broadband services and needs. Deadline for surveys is July 29, 2019.

3. Intermediate Unit Report: None

4. Superintendent's Report:

- a. Source 4 Teachers presentation - Dawn Mahoney
- b. Middle School Care Closet - Keith Veldhuis and MS Teachers
- c. Technology Department Update - Patrick McCormick
- d. Afterschool Snack Program - Ben Enders

L. Executive Session: An Executive Session was held beginning at 8:29 p.m. for legal and personnel matters after which business was conducted.

The meeting resumed at 8:50 p.m.

D. Courtesy of the Floor on Agenda Items:

Burt Francis-JS Boro. – commented on negotiations and the Board answering questions.

E. Personnel Items

1. Personnel Items:

Motion: A motion was made by Kelley Wasson and seconded by Merrill Sweitzer to approve the following Personnel items as listed on the agenda:

- a. a day without pay for employee number 2018-19-30, on Wednesday, June 26, 2019.
- b. accepting a letter of resignation from Margaret Ortbal, Music Teacher, effective August 1, 2019.
- c. accepting a letter of resignation from Stephen Alexander, Athletic Director, effective July 24, 2019.
- d. accepting a letter of resignation from Ty Kanouff, Assistant Wrestling coach, effective June 30, 2019.
- e. accepting a letter of retirement from Colleen Hawk, Head cook at the Middle School with 21.5 years of service, effective July 15, 2019.
- f. appointment of Heather Brown as Head cook at the Middle School, effective for the 2019-2020 school year, \$16.60 per hour.
- g. FMLA from September 30, 2019 thru November 22, 2019 for employee 2019-20-01.
- h. FMLA, intermittent days from August 1, 2019 thru July 31, 2020 for employee 2019-20-02.
- i. appointment of Alyssa English, a Senior at the High School, to a Technology Co-op student position, effective July 23, 2019, to be paid \$8.20 per hour, Co Op entry level rate.
- j. appointment of Nicole Green as Jr High Cheerleader Advisor, at a stipend of \$1985.50 (95% of full stipend \$2090), effective upon receipt of clearances.
- k. accepting a letter of resignation from Kimberly Moore, Instructional Aide at Jersey Shore Elementary, effective June 17, 2019.

l. appointment of Jennifer Rieck as full time Library Aide at the High School (was 5 hour aide at Jersey Shore Elementary) effective for the 2019-20 school year at an annual salary of \$16,019.

The vote was a unanimous yes. Motion carried.

F. Curriculum and Instruction: None

G. Building and Grounds: None

H. Finance:

1. Finance Items:

Motion: A motion was made by Merrill Sweitzer and seconded by Karen Stover to approve the following Finance items as listed on the agenda:

- a. a Full Service and Maintenance 49 month lease agreement with Xerox Corporation for a copier at the High School, as budgeted. (Attachment)
- b. a four year "lease to own" agreement with Winthrop Resources Corporation for technology equipment at an annual cost of \$63,048. (Attachment)
- c. a buyout of previously leased laptops, desktops and supporting hardware from Winthrop Resources Corporation at a final cost of \$109,824.
- d. Professional Design Services proposal from Aquatic Facility Design, Inc. for the High School Natatorium. (Attachment)

The vote was a unanimous yes. Motion carried.

I. Miscellaneous

1. Miscellaneous Items:

Motion: A motion was made by Kelley Wasson and seconded by Karen Stover to approve the following Miscellaneous items as listed on the agenda:

- a. a contract between Jersey Shore Area School District and Justice Works YouthCare, August 1, 2019 through July 31, 2020. (Attachment)
- b. the following out of state field trip:
 - May 21, 2020 - Washington, DC - 200 students (Grade 8)
 - Chaperones - 35 Faculty, Staff and Parents to be determined
- c. awarding the 2019-2020, 2020-2021, 2021-2022 Senior High School Yearbook to Josten's. Base bid on 250 books is \$16,250.00; adjustment for books above or below the 250 estimate will be \$65.00 per book (+ or -) and adjustment for actual pages above or below the 224 page adjustment will be \$70.00 per page (+ or -).
- d. application and implementation of the Afterschool Snack Program for the purpose of serving snacks to students attending the 21st Century Community Learning grant after school program at Jersey Shore Elementary.
- e. the Jersey Shore Area School District Level Comprehensive Plan. (Attachment)

f. a Memorandum of Understanding between Jersey Shore Area School District and The Bureau of Career and Technical Education for participation in the BCTE Technical Assistance Program. (Attachment)

g. the sale of the following items, via Municibid online auction, for the amount listed and to whom the bid is awarded:

Mixer & Accessories	\$565.00 to Tom Evers
Tray Holder Listing	\$11.00 to Tom Evers
Carpet Extractor	\$51.00 to Mark Vollman
Carpet Extractor	\$1.00 to Troy's Auto Sales
Combo Lathe/Mill	\$900.00 to Daniel Martin
Portapac Vacuum	\$1.00 to Micah Myers

The vote was a unanimous yes. Motion carried.

J. Old Business: None

K. Courtesy of the Floor on Items not on the Agenda:

Burt Francis-JS Boro. – commented on negotiations and chief negotiator.

Justin Wall-Piatt Twp. – commented on Nippenose closing and savings and school building choice.

L. Executive Session: An Executive Session was held beginning at 9:43 p.m. for legal and personnel matters after which no business was conducted.

The meeting resumed at 11:01 p.m.

M. Adjournment

The July 22, 2019 Regular Board Meeting was adjourned at 11:02 p.m.

Respectfully submitted,

Benjamin J. Enders
Board Secretary

**Jersey Shore Area School District
Treasurer's Report - Cash and Cash Equivalents
June, 2019**

<u>Bank Accounts</u>	Beginning Balance	Received	Disbursed	Ending Balance
General Fund - FNB	\$ 24,265.99	\$ 46.67	\$ 130.63	\$ 24,182.03
General Fund - PSDLAF	51,962.11	89.20	-	52,051.31
General Fund - Muncy Bank & Trust	6,340,785.71	2,725,638.11	1,657,601.51	7,408,822.31
Activity/Other Trust Funds - Muncy Bank & Trust	138,909.59	3,153.82	(8,600.00)	150,663.41
Athletics Fund - Muncy Bank & Trust	69,830.44	8,153.03	-	77,983.47
Food Service Fund - Muncy Bank & Trust	93,381.90	9,816.34	-	103,198.24
Payroll Fund - Muncy Bank & Trust	90.35	0.16	-	90.51
Capital Reserve - Muncy Bank & Trust	686,642.25	1,217.99	33,669.78	654,190.46
General Fund - PLGIT Class	4,865,871.65	2,046,312.68	5,536,567.26	1,375,617.07
General Fund - PLGIT Plus/Class	-	-	-	-
General Fund - PLGIT/I Class	-	-	-	-
Accounts Payable Fund - PLGIT Class	-	-	-	-
Activity/Other Trust Fund - PLGIT Class	41,629.85	77.69	16,756.13	24,951.41
Athletics Fund - PLGIT Class	131,383.15	220.71	23,458.91	108,144.95
Capital Reserve Fund - PLGIT Class	100.17	33,678.10	33,669.78	108.49
Capital Reserve Fund - PLGIT Plus/Class	-	-	-	-
Capital Reserve Fund - PLGIT/I Class	-	-	-	-
Food Service Fund - PLGIT Class	157,882.43	53,007.41	101,475.48	109,414.36
Ramsey Fund - PLGIT Class	51,245.69	93.91	-	51,339.60
Payroll Fund - PLGIT Class	195,187.29	1,668,094.21	1,636,073.06	227,208.44
Sechrist Scholarship Fund - PLGIT Class	95,025.24	549.60	-	95,574.84
Totals	\$ 12,944,193.81	\$ 6,550,149.63	\$ 9,030,802.54	\$ 10,463,540.90

PLGIT Class - A money market account; no minimum balance; unlimited check processing
 PLGIT/PLUS-Class - a money market account for investments of 30 days or longer; \$50,000 minimum initial deposit; \$5,000 minimum for additional deposits
 PLGIT/PLUS-I Class - a money market account for investments; no minimum investment period; \$50,000 minimum initial deposit; withdrawals are limited to two per month.

ACTIVITIES YEAR TO DATE REPORT
FOR THE YEAR ENDING JUNE 30, 2019

	Account	Beginning Balance	Receipts	Disbursements	Transfer	Interest	Ending Balance
	SENIOR HIGH						
HS AHA	American Heart Association	580.15	4,399.00	4,329.99	-	18.75	667.91
HS Auto	Automotive & Powersports Club	3.65	-	-	(3.65)	-	-
HS Band	Band	2.65	550.00	-	(552.65)	-	-
HS Chorus	Chorus	97.98	-	-	-	-	97.98
HS Class of 2019	Class of 2019	3,496.58	5,612.00	4,854.18	(4,323.27)	68.87	0.00
HS Class of 2020	Class of 2020	3,051.08	4,232.00	3,952.61	-	68.11	3,398.58
HS Class of 2021	Class of 2021	2,630.95	2,385.00	1,395.34	(600.00)	63.52	3,084.13
HS Class of 2022	Class of 2022	-	2,580.00	1,373.00	-	6.89	1,213.89
HS Construction	Construction Club	16.72	788.30	300.96	-	2.68	506.74
HS Dance	Dance	527.34	-	-	-	11.86	539.20
HS Democratic	Democratic Club	127.54	166.00	250.00	-	2.68	46.22
HS Diversity	Diversity	77.01	-	-	-	-	77.01
HS Drama	Drama	1,667.71	1,222.00	716.85	-	42.47	2,215.33
HS Epicurean	Epicurean Palate	129.98	-	-	-	3.06	133.04
HS Family	Family Consumer Science	52.24	-	-	-	-	52.24
HS Finicky	Finicky Acrobats	945.24	-	-	-	21.04	966.28
HS FBLA	FBLA	3,229.44	21,824.89	22,321.96	(150.00)	125.89	2,708.26
HS FBLA 9th	FBLA 9th Grade	149.81	775.00	861.58	-	5.74	68.97
HS Hopeful	Hopeful Hands Shore to Shore	239.37	-	-	-	5.36	244.73
HS Information	Information Technology Club	1,393.97	1,174.68	-	-	38.79	2,608.44
HS Jazz	Jazz Band	-	50.00	-	452.65	7.65	510.30
HS IG NHS	Ira Grujan National Honor Society	70.00	580.00	-	-	3.83	653.83
HS Key	Key Club	228.88	9,144.25	7,172.42	(75.00)	29.46	2,155.17
HS Library	Library Club	787.12	-	-	(794.39)	7.27	0.00
HS Manufacturing	Manufacturing	18.06	1,362.00	949.82	-	10.33	440.57
HS Miele	Courtney Miele Scholarship	-	2,725.00	1,000.00	4,323.27	36.35	6,084.62
HS Musical	Musical	11,668.53	9,636.00	12,095.99	(300.00)	209.68	9,118.22
HS NAHS	National Art Honor Society	11.73	416.00	404.00	-	-	23.73
HS NEHS	National English Honor Society	727.35	1,135.00	1,408.67	600.00	18.37	1,072.05
HS NGHS	National German Honor Society	70.72	-	-	-	-	70.72
HS NSHS	National Spanish Honor Society	61.10	1,085.00	1,020.00	-	3.44	129.54
HS Orange	Orange & Black	9,548.60	4,155.25	8,926.71	-	108.67	4,985.81
HS Outdoor	Outdoor Club	1,601.22	2,560.50	485.88	-	57.40	3,733.24
HS Pep	Pep Club	544.68	-	-	-	12.24	556.92
HS Red	Red Cross	1,346.09	101.68	346.96	-	26.78	1,127.59
HS Relay	Relay for Life	-	-	-	-	-	-
HS Renaissance	Relay for Life	-	272.00	-	-	-	272.00
HS Rho-Kappa	Rho-Kappa Nart Honor Society	8.00	-	-	-	-	8.00
HS SADD	S.A.D.D.	966.20	-	48.00	-	21.04	939.24
HS Sign	Sign Club	75.08	-	-	-	-	75.08
HS Skills	Skills USA - VICA	3.94	-	-	-	-	3.94
HS Spectrum	Spectrum	409.87	-	-	-	9.18	419.05
HS Student Ambass	Student Ambassador	302.67	212.00	183.34	(337.45)	6.12	0.00
HS Student Council	Student Council	6,172.80	5,461.52	3,658.39	1,300.93	185.68	9,442.54
HS TSA	Technology Student Assoc TSA	353.09	1,348.22	1,440.46	(265.44)	4.59	(0.00)
HS Wrestling	Wrestling Fund	133.87	-	-	-	3.06	136.93
	TOTAL SENIOR HIGH	53,529.01	85,953.29	79,397.11	(725.00)	1,227.85	60,588.04

Account	Beginning Balance	Receipts	Disbursements	Transfer	Interest	Ending Balance
<u>MIDDLE SCHOOL</u>						
MS Band	132.09	-	-	-	3.06	135.15
MS Builders	85.48	669.99	499.00	-	2.30	258.77
MS Bulldog	6,357.26	3,024.00	4,011.84	-	113.64	5,483.06
MS C3	1,227.01	10,387.21	8,673.32	-	36.73	2,977.63
MS Chorus	7,685.57	16,748.00	16,979.89	-	267.08	7,720.76
MS Diversity	-	-	-	-	-	-
MS Library	-	-	-	-	-	-
MS Literary	-	-	-	-	-	-
MS FBLA	1,279.12	9,732.50	7,003.48	-	55.86	4,064.00
MS Maker	448.17	-	-	(452.38)	4.21	0.00
MS Military	947.67	3,423.00	3,323.12	-	37.88	1,085.43
MS Outdoor	1,133.05	394.00	1,375.40	-	13.39	165.04
MS Rock Out	204.98	-	-	-	4.59	209.57
MS School	-	-	-	-	-	-
MS Science Olympiad	25.45	-	-	(25.45)	-	-
MS Ski	45.57	-	-	-	-	45.57
MS Student Council	2,931.66	7,132.75	4,830.83	477.83	92.60	5,804.01
MS Tag	916.49	10,042.25	10,608.33	-	35.20	385.61
TOTAL MIDDLE SCHOOL	23,419.57	61,553.70	57,305.21	-	668.54	28,334.60
<u>TOTAL ACTIVITY FUND</u>						
	76,948.58	147,506.99	136,702.32	(725.00)	1,894.39	88,922.64
<u>SCHOLARSHIP ACCOUNTS</u>						
HS Bartges	45.99	-	-	-	-	45.99
HS Carson	162.08	-	10.00	-	3.44	155.52
HS Cipriani	42,804.74	-	2,000.00	-	941.31	41,746.05
HS Commence	-	9,590.00	10,325.00	735.00	-	-
HS Derr	389.17	-	50.00	-	8.42	347.59
HS Eckert	1,019.85	-	-	-	22.58	1,042.43
HS Future	1,020.28	-	-	-	22.58	1,042.86
HS Gaines	35.55	-	-	-	-	35.55
HS Greene	4,556.93	-	250.00	-	100.25	4,407.18
HS Heively	510.20	-	-	-	11.48	521.68
HS Judy	1,030.52	-	-	-	22.96	1,053.48
HS Lansberry	147.20	-	-	(10.00)	3.06	140.26
HS Muthler	2,078.79	-	100.00	-	45.92	2,024.71
MS Clawson	513.08	-	-	-	11.48	524.56
MS Croyle	26,049.27	1,000.00	1,000.00	-	583.52	26,632.79
MS Lavallee	7,016.56	-	200.00	-	154.97	6,971.53
Interest Balance	-	-	-	(3,826.36)	3,826.36	(0.00)
<u>MISC. ACCOUNTS</u>						
Interest	-	-	-	(3,826.36)	3,826.36	(0.00)
<u>Scholarship/Misc. Totals</u>						
	87,380.21	10,590.00	13,935.00	(3,101.36)	5,758.33	86,692.18
Grand Total	\$ 164,328.79	\$ 158,096.99	\$ 150,637.32	\$ (3,826.36)	\$ 7,652.72	\$ 175,614.82

Board Summary Report

Fund: 10 GENERAL FUND

As of 06/30/2019

fabrdreg

Account Description	Current Budget	Unliquidated Encumbrances	Expend/Received	Balance	% Used
100 REGULAR PROGRAMS					
100 Salaries and Wages	9,222,378.75	0.00	9,100,647.56	121,731.19	98.68
200 Benefits	6,735,462.14	0.00	6,491,943.83	243,518.31	96.38
300 Prof Services	506,430.00	0.00	522,102.58	-15,672.58	103.09
400 Property Services	61,720.00	297.00	41,459.16	19,963.84	67.65
500 Other Services	993,408.00	0.00	1,319,802.55	-326,394.55	132.85
600 SUPPLIES	360,109.04	7,350.90	248,422.37	104,335.77	71.02
700 Equipment	378,407.00	0.00	435,228.86	-56,821.86	115.01
800 Other	3,035.00	0.00	238.00	2,797.00	7.84
Totals for - 1100's	18,260,949.93	7,647.90	18,159,844.91	93,457.12	99.48
200 SPECIAL PROGRAMS					
100 Salaries and Wages	2,106,043.00	0.00	2,123,168.28	-17,125.28	100.81
200 Benefits	1,713,816.53	0.00	1,698,227.19	15,589.34	99.09
300 Prof Services	946,700.00	4,000.00	726,183.52	216,516.48	77.12
400 Property Services	500.00	0.00	0.00	500.00	0.00
500 Other Services	977,550.00	0.00	1,033,366.67	-55,816.67	105.70
600 SUPPLIES	19,378.84	295.20	26,577.97	-7,494.33	138.67
700 Equipment	0.00	0.00	0.00	0.00	0.00
800 Other	1,950.00	0.00	450.00	1,500.00	23.07
900 Transfers	0.00	0.00	0.00	0.00	0.00
Totals for - 1200's	5,765,938.37	4,295.20	5,607,973.63	153,669.54	97.33
300 VOCATIONAL EDUCATION					
100 Salaries and Wages	396,197.00	0.00	542,285.69	-146,088.69	136.87
200 Benefits	284,815.52	0.00	401,696.91	-116,881.39	141.03
300 Prof Services	20,000.00	0.00	8,309.70	11,690.30	41.54
400 Property Services	6,050.00	0.00	2,413.25	3,636.75	39.88
500 Other Services	9,400.00	0.00	1,424.53	7,975.47	15.15
600 SUPPLIES	112,095.00	3,576.97	78,295.14	30,222.89	73.03
700 Equipment	0.00	0.00	8,532.54	-8,532.54	0.00

Board Summary Report

Fund: 10 GENERAL FUND

As of 06/30/2019

fabrdreg

Account Description	Current Budget	Unliquidated Encumbrances	Expend/Received	Balance	% Used
800 Other	2,850.00	0.00	1,486.00	1,364.00	52.14
Totals for - 1300's	831,407.52	3,576.97	1,044,443.76	-216,613.21	126.05
100 OTHER INSTRUCTIONAL PRG					
100 Salaries and Wages	21,000.00	0.00	7,372.50	13,627.50	35.10
200 Benefits	8,715.81	0.00	2,607.36	6,108.45	29.91
300 Prof Services	63,000.00	0.00	104,385.51	-41,385.51	165.69
400 Property Services	0.00	0.00	0.00	0.00	0.00
500 Other Services	64,500.00	0.00	3,341.34	61,158.66	5.18
600 SUPPLIES	2,500.00	0.00	0.00	2,500.00	0.00
700 Equipment	0.00	0.00	0.00	0.00	0.00
800 Other	0.00	0.00	0.00	0.00	0.00
Totals for - 1400's	159,715.81	0.00	117,706.71	42,009.10	73.69
300 Non-Public Instruction					
100 Salaries and Wages	0.00	0.00	5,173.00	-5,173.00	0.00
200 Benefits	0.00	0.00	3,171.00	-3,171.00	0.00
300 Prof Services	0.00	0.00	1,668.66	-1,668.66	0.00
Totals for - 1500's	0.00	0.00	10,012.66	-10,012.66	0.00
300 PRE-KINDERGARTEN					
100 Salaries and Wages	0.00	0.00	0.00	0.00	0.00
200 Benefits	0.00	0.00	0.00	0.00	0.00
300 Prof Services	0.00	0.00	1,000.00	-1,000.00	0.00
500 Other Services	0.00	0.00	43,200.00	-43,200.00	0.00
800 Other	340,000.00	0.00	244,000.00	96,000.00	71.76
Totals for - 1800's	340,000.00	0.00	288,200.00	51,800.00	84.76
100 SUPPORT SRVS-STUDENTS					
100 Salaries and Wages	788,897.74	0.00	756,853.16	32,044.58	95.93
200 Benefits	563,062.53	0.00	544,282.97	18,779.56	96.66
300 Prof Services	124,400.00	0.00	26,250.00	98,150.00	21.10

Board Summary Report

Fund: 10 GENERAL FUND

As of 06/30/2019

fabrdreg

Account Description	Current Budget	Unliquidated Encumbrances	Expend/Received	Balance	% Used
400 Property Services	3,000.00	0.00	2,261.06	738.94	75.36
500 Other Services	4,100.00	0.00	3,857.86	242.14	94.09
600 SUPPLIES	12,930.00	14,067.79	15,952.55	-17,090.34	232.17
700 Equipment	0.00	0.00	0.00	0.00	0.00
800 Other	1,069.00	0.00	385.00	684.00	36.01
Totals for - 2100's	1,497,459.27	14,067.79	1,349,842.60	133,548.88	91.08
200 SUPP SRVS-INSTRCT STAFF					
100 Salaries and Wages	608,163.40	0.00	542,478.51	65,684.89	89.19
200 Benefits	571,567.52	0.00	484,735.52	86,832.00	84.80
300 Prof Services	108,748.00	4,570.96	80,309.84	23,867.20	78.05
400 Property Services	15,100.00	0.00	5,507.72	9,592.28	36.47
500 Other Services	26,950.00	0.00	25,947.21	1,002.79	96.27
600 SUPPLIES	40,738.00	117.47	34,190.47	6,430.06	84.21
700 Equipment	31,350.00	423.00	29,324.19	1,602.81	94.88
800 Other	2,135.00	0.00	790.00	1,345.00	37.00
Totals for - 2200's	1,404,751.92	5,111.43	1,203,283.46	196,357.03	86.02
300 SUPPORT SRVS-ADMINISTRN					
100 Salaries and Wages	1,235,803.00	0.00	1,159,962.59	75,840.41	93.86
200 Benefits	876,646.09	0.00	880,103.59	-3,457.50	100.39
300 Prof Services	260,790.00	0.00	267,702.91	-6,912.91	102.65
400 Property Services	520.00	0.00	20.00	500.00	3.84
500 Other Services	55,238.00	0.00	66,638.72	-11,400.72	120.63
600 SUPPLIES	5,100.00	0.00	2,926.89	2,173.11	57.39
700 Equipment	0.00	0.00	0.00	0.00	0.00
800 Other	21,380.00	0.00	25,060.32	-3,680.32	117.21
Totals for - 2300's	2,455,477.09	0.00	2,402,415.02	53,062.07	97.83
100 SUPP SRVS-PUPIL HEALTH					
100 Salaries and Wages	197,029.00	0.00	201,367.38	-4,338.38	102.20
200 Benefits	200,438.09	0.00	198,171.86	2,266.23	98.86

Board Summary Report

Fund: 10 GENERAL FUND

As of 06/30/2019

fabrdreg

Account Description	Current Budget	Unliquidated Encumbrances	Expend/Received	Balance	% Used
300 Prof Services	2,500.00	0.00	9,625.20	-7,125.20	385.00
400 Property Services	600.00	0.00	125.00	475.00	20.83
500 Other Services	450.00	0.00	0.00	450.00	0.00
600 SUPPLIES	2,528.00	120.75	1,970.72	436.53	82.73
700 Equipment	0.00	0.00	0.00	0.00	0.00
800 Other	265.00	0.00	0.00	265.00	0.00
Totals for - 2400's	403,810.09	120.75	411,260.16	-7,570.82	101.87
300 SUPP SRVS-BUSINESS OFFC					
100 Salaries and Wages	408,658.80	0.00	389,840.64	18,818.16	95.39
200 Benefits	334,646.55	0.00	311,375.35	23,271.20	93.04
300 Prof Services	32,000.00	0.00	25,817.57	6,182.43	80.67
400 Property Services	63,100.00	0.00	50,261.65	12,838.35	79.65
500 Other Services	31,250.00	6,719.31	33,848.77	-9,318.08	129.81
600 SUPPLIES	13,150.00	0.00	28,095.50	-14,945.50	213.65
700 Equipment	0.00	0.00	0.00	0.00	0.00
800 Other	2,945.00	0.00	5,041.23	-2,096.23	171.17
Totals for - 2500's	885,750.35	6,719.31	844,280.71	34,750.33	96.07
500 OPERATION, MNT OF PLANT					
100 Salaries and Wages	1,085,027.20	0.00	1,012,443.39	72,583.81	93.31
200 Benefits	899,851.44	0.00	855,499.75	44,351.69	95.07
300 Prof Services	58,600.00	192.50	202,751.99	-144,344.49	346.32
400 Property Services	745,245.00	1,093.00	660,641.63	83,510.37	88.79
500 Other Services	204,850.00	0.00	193,081.85	11,768.15	94.25
600 SUPPLIES	393,975.00	8,189.39	323,549.02	62,236.59	84.20
700 Equipment	7,450.00	0.00	6.99	7,443.01	0.09
800 Other	2,525.00	0.00	2,458.50	66.50	97.36
Totals for - 2600's	3,397,523.64	9,474.89	3,250,433.12	137,615.63	95.94
700 STUDENT TRANSPORTN SRVS					
100 Salaries and Wages	0.00	0.00	55,814.45	-55,814.45	0.00

Board Summary Report

Fund: 10 GENERAL FUND

As of 06/30/2019

fabrdreg

Account Description	Current Budget	Unliquidated Encumbrances	Expend/Received	Balance	% Used
200 Benefits	0.00	0.00	43,348.95	-43,348.95	0.00
300 Prof Services	12,000.00	0.00	525.00	11,475.00	4.37
400 Property Services	150.00	0.00	303.48	-153.48	202.32
500 Other Services	1,691,367.75	0.00	1,690,198.63	1,169.12	99.93
600 SUPPLIES	400.00	0.00	3,468.06	-3,068.06	867.01
700 Equipment	0.00	0.00	2,678.77	-2,678.77	0.00
Totals for - 2700's	1,703,917.75	0.00	1,796,337.34	-92,419.59	105.42
300 SUPPORT SRVS-CENTRAL					
100 Salaries and Wages	5,750.00	0.00	4,228.00	1,522.00	73.53
200 Benefits	2,386.48	0.00	17,969.49	-15,583.01	752.97
300 Prof Services	1,500.00	0.00	1,632.24	-132.24	108.81
400 Property Services	0.00	0.00	0.00	0.00	0.00
500 Other Services	2,000.00	0.00	6,752.53	-4,752.53	337.62
600 SUPPLIES	0.00	0.00	0.00	0.00	0.00
700 Equipment	0.00	0.00	0.00	0.00	0.00
800 Other	0.00	0.00	0.00	0.00	0.00
Totals for - 2800's	11,636.48	0.00	30,582.26	-18,945.78	262.81
300 SUPPORT SERVICES-OTHER					
500 Other Services	0.00	0.00	0.00	0.00	0.00
800 Other	0.00	0.00	0.00	0.00	0.00
Totals for - 2900's	0.00	0.00	0.00	0.00	0.00
100 FOOD SERVICES					
800 Other	0.00	0.00	0.00	0.00	0.00
Totals for - 3100's	0.00	0.00	0.00	0.00	0.00
200 STUDENT ACTIVITIES					
100 Salaries and Wages	415,874.00	0.00	70,647.45	345,226.55	16.98
200 Benefits	195,738.37	0.00	28,049.66	167,688.71	14.33
300 Prof Services	42,545.00	0.00	1,500.00	41,045.00	3.52

Board Summary Report

Fund: 10 GENERAL FUND

As of 06/30/2019

fabrdreg

Account Description	Current Budget	Unliquidated Encumbrances	Expend/Received	Balance	% Used
400 Property Services	11,095.00	0.00	1,210.85	9,884.15	10.91
500 Other Services	94,110.00	0.00	14,034.98	80,075.02	14.91
600 SUPPLIES	63,083.00	0.00	5,885.01	57,197.99	9.32
700 Equipment	14,764.00	0.00	0.00	14,764.00	0.00
800 Other	15,780.00	0.00	679.00	15,101.00	4.30
Totals for - 3200's	852,989.37	0.00	122,006.95	730,982.42	14.30
500 BUILD IMPROV SVCS-REPL					
700 Equipment	0.00	0.00	0.00	0.00	0.00
Totals for - 4600's	0.00	0.00	0.00	0.00	0.00
100 OTHER EXPENDITURES					
800 Other	630,419.41	0.00	629,881.56	537.85	99.91
900 Transfers	2,650,000.00	0.00	2,650,000.00	0.00	100.00
Totals for - 5100's	3,280,419.41	0.00	3,279,881.56	537.85	99.98
200 Transfers					
800 Other	0.00	0.00	0.00	0.00	0.00
900 Transfers	0.00	0.00	600,000.00	-600,000.00	0.00
Totals for - 5200's	0.00	0.00	600,000.00	-600,000.00	0.00
100					
900 Transfers	0.00	0.00	0.00	0.00	0.00
Totals for - 5400's	0.00	0.00	0.00	0.00	0.00
500					
800 Other	0.00	0.00	0.00	0.00	0.00
900 Transfers	0.00	0.00	0.00	0.00	0.00
Totals for - 5500's	0.00	0.00	0.00	0.00	0.00
300 SUSPENSE ACCOUNT					
100 Salaries and Wages	0.00	0.00	0.00	0.00	0.00
200 Benefits	0.00	0.00	-1,999.80	1,999.80	0.00

Board Summary Report

Fund: 10 GENERAL FUND

As of 06/30/2019

fabrdreg

Account Description	Current Budget	Unliquidated Encumbrances	Expend/Received	Balance	% Used
300 Prof Services	0.00	0.00	0.00	0.00	0.00
500 Other Services	0.00	0.00	0.00	0.00	0.00
600 SUPPLIES	0.00	7.80	349.24	-357.04	0.00
700 Equipment	0.00	0.00	0.00	0.00	0.00
800 Other	0.00	0.00	0.00	0.00	0.00
900 Transfers	0.00	0.00	0.00	0.00	0.00
Totals for - 5800's	0.00	7.80	-1,650.56	1,642.76	0.00
300 BUDGETARY RESERVE					
800 Other	135,000.00	0.00	0.00	135,000.00	0.00
Totals for - 5900's	135,000.00	0.00	0.00	135,000.00	0.00
EXPENDITURE Totals	41,386,747.00	51,022.04	40,516,854.29	818,870.67	98.02

Board Summary Report

Fund: 10 GENERAL FUND

As of 06/30/2019

fabrdreg

Account Description	Current Budget	Unliquidated Encumbrances	Expend/Received	Balance	% Used
100					
000	-16,297,456.00	0.00	-16,247,617.05	-49,838.95	99.69
Totals for - 6100's	-16,297,456.00	0.00	-16,247,617.05	-49,838.95	99.69
200					
000	0.00	0.00	0.00	0.00	0.00
Totals for - 6200's	0.00	0.00	0.00	0.00	0.00
300					
000	0.00	0.00	0.00	0.00	0.00
Totals for - 6300's	0.00	0.00	0.00	0.00	0.00
400					
000	-650,000.00	0.00	-582,536.30	-67,463.70	89.62
Totals for - 6400's	-650,000.00	0.00	-582,536.30	-67,463.70	89.62
500					
000	-60,000.00	0.00	-267,302.03	207,302.03	445.50
Totals for - 6500's	-60,000.00	0.00	-267,302.03	207,302.03	445.50
600					
000	-80,000.00	0.00	-73,813.09	-6,186.91	92.26
Totals for - 6700's	-80,000.00	0.00	-73,813.09	-6,186.91	92.26
700					
000	-438,000.00	0.00	-389,408.91	-48,591.09	88.90
Totals for - 6800's	-438,000.00	0.00	-389,408.91	-48,591.09	88.90
800					
000	-58,245.00	0.00	-103,963.96	45,718.96	178.49
Totals for - 6900's	-58,245.00	0.00	-103,963.96	45,718.96	178.49
900					
000	-13,148,638.00	0.00	-13,203,046.32	54,408.32	100.41

Board Summary Report

Fund: 10 GENERAL FUND

As of 06/30/2019

fabrdreg

Account Description	Current Budget	Unliquidated Encumbrances	Expend/Received	Balance	% Used
Account Description					
totals for - 7100's	-13,148,638.00	0.00	-13,203,046.32	54,408.32	100.41
200					
000	-2,272,070.00	0.00	-2,216,364.41	-55,705.59	97.54
totals for - 7200's	-2,272,070.00	0.00	-2,216,364.41	-55,705.59	97.54
300					
000	-3,148,421.00	0.00	-3,316,608.10	168,187.10	105.34
totals for - 7300's	-3,148,421.00	0.00	-3,316,608.10	168,187.10	105.34
500					
000	-489,271.00	0.00	-496,787.62	7,516.62	101.53
totals for - 7500's	-489,271.00	0.00	-496,787.62	7,516.62	101.53
300					
000	-4,082,248.00	0.00	-2,571,987.40	-1,510,260.60	63.00
totals for - 7800's	-4,082,248.00	0.00	-2,571,987.40	-1,510,260.60	63.00
500					
000	-536,898.00	0.00	-653,491.17	116,593.17	121.71
totals for - 8500's	-536,898.00	0.00	-653,491.17	116,593.17	121.71
300					
000	-10,000.00	0.00	-8,596.98	-1,403.02	85.96
totals for - 8800's	-10,000.00	0.00	-8,596.98	-1,403.02	85.96
100 SALE OF BONDS					
000	0.00	0.00	0.00	0.00	0.00
totals for - 9100's	0.00	0.00	0.00	0.00	0.00
100 SALE-COMP FIXED ASSETS					
000	-5,000.00	0.00	-41,945.50	36,945.50	838.91
totals for - 9400's	-5,000.00	0.00	-41,945.50	36,945.50	838.91

Board Summary Report

Fund: 10 GENERAL FUND

As of 06/30/2019

fabrdreg

Account Description	Current Budget	Unliquidated Encumbrances	Expend/Received	Balance	% Used
REVENUE Totals	-41,276,247.00	0.00	-40,173,468.84	-1,102,778.16	97.32
FUND 10 - TOTALS:					
Total Expenditure	37,971,327.59	51,014.24	36,638,623.29	1,281,690.06	96.62
Total Other Expenditure	3,415,419.41	7.80	3,878,231.00	-462,819.39	113.55
Total Revenue	-41,271,247.00	0.00	-40,131,523.34	-1,139,723.66	97.23
Total Other Revenue	-5,000.00	0.00	-41,945.50	36,945.50	838.91
	110,500.00	51,022.04	343,385.45	-283,907.49	356.92

Board Summary Report

Fund: 29 ATHLETIC FUND

As of 06/30/2019

fabrdreg

Account Description	Current Budget	Unliquidated Encumbrances	Expend/Received	Balance	% Used
300 SUPPORT SRVS-CENTRAL					
200 Benefits	0.00	0.00	3,000.00	-3,000.00	0.00
Totals for - 2800's	0.00	0.00	3,000.00	-3,000.00	0.00
400 STUDENT ACTIVITIES					
100 Salaries and Wages	344,044.00	0.00	314,884.90	29,159.10	91.52
200 Benefits	165,926.15	0.00	144,718.10	21,208.05	87.21
300 Prof Services	39,545.00	0.00	27,312.30	12,232.70	69.06
400 Property Services	8,700.00	0.00	6,486.19	2,213.81	74.55
500 Other Services	83,010.00	0.00	73,864.13	9,145.87	88.98
600 SUPPLIES	52,709.00	2,488.50	60,475.37	-10,254.87	119.45
700 Equipment	14,500.00	0.00	0.00	14,500.00	0.00
800 Other	11,780.00	0.00	7,339.00	4,441.00	62.30
900 Transfers	0.00	0.00	0.00	0.00	0.00
Totals for - 3200's	720,214.15	2,488.50	635,079.99	82,645.66	88.52
EXPENDITURE Totals	720,214.15	2,488.50	638,079.99	79,645.66	88.94

Board Summary Report

Fund: 29 ATHLETIC FUND

As of 06/30/2019

fabrdreg

Account Description	Current Budget	Unliquidated Encumbrances	Expend/Received	Balance	% Used
500					
000	0.00	0.00	-43.13	43.13	0.00
Totals for - 6500's	0.00	0.00	-43.13	43.13	0.00
700					
000	0.00	0.00	-23,506.00	23,506.00	0.00
Totals for - 6700's	0.00	0.00	-23,506.00	23,506.00	0.00
300					
000	0.00	0.00	0.00	0.00	0.00
Totals for - 6900's	0.00	0.00	0.00	0.00	0.00
300					
000	0.00	0.00	-600,000.00	600,000.00	0.00
Totals for - 9300's	0.00	0.00	-600,000.00	600,000.00	0.00
500					
000	0.00	0.00	0.00	0.00	0.00
Totals for - 9500's	0.00	0.00	0.00	0.00	0.00
REFUNDS PRIOR YRS EXPDT					
500					
000	0.00	0.00	0.00	0.00	0.00
Totals for - 9500's	0.00	0.00	0.00	0.00	0.00
VENUE Totals	0.00	0.00	-623,549.13	623,549.13	0.00
FUND 29 - TOTALS:					
Total Expenditure	720,214.15	2,488.50	638,079.99	79,645.66	88.94
Total Other Expenditure	0.00	0.00	0.00	0.00	0.00
Total Revenue	0.00	0.00	-23,549.13	23,549.13	0.00
Total Other Revenue	0.00	0.00	-600,000.00	600,000.00	0.00
	720,214.15	2,488.50	14,530.86	703,194.79	2.36

Board Summary Report

Fund: 32 CAPITAL RES FUND (2932)
As of 06/30/2019

fabrdreg

Account Description	Current Budget	Unliquidated Encumbrances	Expend/Received	Balance	% Used
200 SITE IMPROVMENT SVCS					
700 Equipment	0.00	0.00	53,077.46	-53,077.46	0.00
Totals for - 4200's	0.00	0.00	53,077.46	-53,077.46	0.00
500 BUILD IMPROV SVCS-REPL					
300 Prof Services	0.00	0.00	0.00	0.00	0.00
400 Property Services	0.00	0.00	0.00	0.00	0.00
700 Equipment	0.00	1,679.12	82,421.68	-84,100.80	0.00
Totals for - 4600's	0.00	1,679.12	82,421.68	-84,100.80	0.00
EXPENDITURE Totals	0.00	1,679.12	135,499.14	-137,178.26	0.00

Board Summary Report

Fund: 32 CAPITAL RES FUND (2932)

As of 06/30/2019

fabrdreg

Account Description	Current Budget	Unliquidated Encumbrances	Expend/Received	Balance	% Used
500					
000	0.00	0.00	-13,846.84	13,846.84	0.00
Totals for - 6500's	0.00	0.00	-13,846.84	13,846.84	0.00
100 SALE OF BONDS					
000	0.00	0.00	0.00	0.00	0.00
Totals for - 9100's	0.00	0.00	0.00	0.00	0.00
300					
000	0.00	0.00	0.00	0.00	0.00
Totals for - 9300's	0.00	0.00	0.00	0.00	0.00
100 SALE-COMP FIXED ASSETS					
000	0.00	0.00	0.00	0.00	0.00
Totals for - 9400's	0.00	0.00	0.00	0.00	0.00
REVENUE Totals	0.00	0.00	-13,846.84	13,846.84	0.00
FUND 32 - TOTALS:					
Total Expenditure	0.00	1,679.12	135,499.14	-137,178.26	0.00
Total Other Expenditure	0.00	0.00	0.00	0.00	0.00
Total Revenue	0.00	0.00	-13,846.84	13,846.84	0.00
Total Other Revenue	0.00	0.00	0.00	0.00	0.00
	0.00	1,679.12	121,652.30	-123,331.42	0.00

Board Summary Report

Fund: 50 FOOD SERVICE FUND
As of 06/30/2019

fabrdreg

Account Description	Current Budget	Unliquidated Encumbrances	Expend/Received	Balance	% Used
100 FOOD SERVICES					
100 Salaries and Wages	0.00	0.00	353,190.89	-353,190.89	0.00
200 Benefits	0.00	0.00	278,960.78	-278,960.78	0.00
300 Prof Services	0.00	0.00	524,203.54	-524,203.54	0.00
400 Property Services	0.00	0.00	11,951.86	-11,951.86	0.00
500 Other Services	0.00	0.00	8,706.80	-8,706.80	0.00
600 SUPPLIES	0.00	0.00	5,904.23	-5,904.23	0.00
700 Equipment	0.00	0.00	0.00	0.00	0.00
800 Other	0.00	0.00	0.00	0.00	0.00
900 Transfers	0.00	0.00	0.00	0.00	0.00
Totals for - 3100's	0.00	0.00	1,182,918.10	-1,182,918.10	0.00
EXPENDITURE Totals	0.00	0.00	1,182,918.10	-1,182,918.10	0.00

Board Summary Report

Fund: 50 FOOD SERVICE FUND

As of 06/30/2019

fabrdreg

Account Description	Current Budget	Unliquidated Encumbrances	Expend/Received	Balance	% Used
500					
000	0.00	0.00	-3,222.53	3,222.53	0.00
Totals for - 6500's	0.00	0.00	-3,222.53	3,222.53	0.00
500					
000	0.00	0.00	-330,975.61	330,975.61	0.00
Totals for - 6600's	0.00	0.00	-330,975.61	330,975.61	0.00
500					
000	0.00	0.00	0.00	0.00	0.00
Totals for - 6900's	0.00	0.00	0.00	0.00	0.00
500					
000	0.00	0.00	-32,295.58	32,295.58	0.00
Totals for - 7600's	0.00	0.00	-32,295.58	32,295.58	0.00
500					
000	0.00	0.00	-50,526.52	50,526.52	0.00
Totals for - 7800's	0.00	0.00	-50,526.52	50,526.52	0.00
500					
000	0.00	0.00	-522,570.22	522,570.22	0.00
Totals for - 8500's	0.00	0.00	-522,570.22	522,570.22	0.00
500					
000	0.00	0.00	0.00	0.00	0.00
Totals for - 9300's	0.00	0.00	0.00	0.00	0.00
100					
000	0.00	0.00	0.00	0.00	0.00
Totals for - 9400's	0.00	0.00	0.00	0.00	0.00
500					
000	0.00	0.00	0.00	0.00	0.00

SUBSI MLK, LUN, BRK PROG

SALE-COMP FIXED ASSETS

REFUNDS PRIOR YRS EXPDT

Board Summary Report

Fund: 50 FOOD SERVICE FUND

As of 06/30/2019

fabrdreg

Account Description	Current Budget	Unliquidated Encumbrances	Expend/Received	Balance	% Used
Totals for - 9500's	0.00	0.00	0.00	0.00	0.00
REVENUE Totals	0.00	0.00	-939,590.46	939,590.46	0.00
FUND 50 - TOTALS:					
Total Expenditure	0.00	0.00	1,182,918.10	-1,182,918.10	0.00
Total Other Expenditure	0.00	0.00	0.00	0.00	0.00
Total Revenue	0.00	0.00	-939,590.46	939,590.46	0.00
Total Other Revenue	0.00	0.00	0.00	0.00	0.00
	0.00	0.00	243,327.64	-243,327.64	0.00

Board Summary Report

Fund: 72 RAMSEY EXPEND TRUST

As of 06/30/2019

fabrdreg

Account Description	Current Budget	Unliquidated Encumbrances	Expend/Received	Balance	% Used
300 COMMUNITY SERVICES					
800 Other	0.00	0.00	50,325.00	-50,325.00	0.00
Totals for - 3300's	0.00	0.00	50,325.00	-50,325.00	0.00
EXPENDITURE Totals	0.00	0.00	50,325.00	-50,325.00	0.00

Board Summary Report

Fund: 72 RAMSEY EXPEND TRUST

As of 06/30/2019

fabrdreg

Account Description	Current Budget	Unliquidated Encumbrances	Expend/Received	Balance	% Used
500					
000	0.00	0.00	-912.24	912.24	0.00
Totals for - 6500's	0.00	0.00	-912.24	912.24	0.00
300					
000	0.00	0.00	-37,500.00	37,500.00	0.00
Totals for - 6900's	0.00	0.00	-37,500.00	37,500.00	0.00
REVENUE Totals	0.00	0.00	-38,412.24	38,412.24	0.00
FUND 72 - TOTALS:					
Total Expenditure	0.00	0.00	50,325.00	-50,325.00	0.00
Total Other Expenditure	0.00	0.00	0.00	0.00	0.00
Total Revenue	0.00	0.00	-38,412.24	38,412.24	0.00
Total Other Revenue	0.00	0.00	0.00	0.00	0.00
	0.00	0.00	11,912.76	-11,912.76	0.00

Board Summary Report

Fund: 74 Sechrist Schlrsip Fund

As of 06/30/2019

fabrdreg

Account Description	Current Budget	Unliquidated Encumbrances	Expend/Received	Balance	% Used
300 COMMUNITY SERVICES					
000	0.00	0.00	48,750.00	-48,750.00	0.00
Totals for - 3300's	0.00	0.00	48,750.00	-48,750.00	0.00
EXPENDITURE Totals	0.00	0.00	48,750.00	-48,750.00	0.00

Board Summary Report

Fund: 74 Sechrist Schlrsip Fund

As of 06/30/2019

fabrdreg

Account Description	Current Budget	Unliquidated Encumbrances	Expend/Received	Balance	% Used
500					
000	0.00	0.00	-1,828.57	1,828.57	0.00
Totals for - 6500's	0.00	0.00	-1,828.57	1,828.57	0.00
300					
000	0.00	0.00	-32,641.00	32,641.00	0.00
Totals for - 6900's	0.00	0.00	-32,641.00	32,641.00	0.00
REVENUE Totals	0.00	0.00	-34,469.57	34,469.57	0.00

FUND 74 - TOTALS:

	Current Budget	Encumbered	Expend/Rec	Balance	% Used
Total Expenditure	0.00	0.00	48,750.00	-48,750.00	0.00
Total Other Expenditure	0.00	0.00	0.00	0.00	0.00
Total Revenue	0.00	0.00	-34,469.57	34,469.57	0.00
Total Other Revenue	0.00	0.00	0.00	0.00	0.00
	0.00	0.00	14,280.43	-14,280.43	0.00

Grand Totals

	Current Budget	Encumbered	Expend/Rec	Balance	% Used
Total Expenditure	38,691,541.74	55,181.86	38,694,195.52	-57,835.64	100.14
Total Other Expenditure	3,415,419.41	7.80	3,878,231.00	-462,819.39	113.55
Total All Expenditures	42,106,961.15	55,189.66	42,572,426.52	-520,655.03	101.23
Total Revenue	-41,271,247.00	0.00	-41,181,391.58	-89,855.42	99.78
Total Other Revenue	-5,000.00	0.00	-641,945.50	636,945.50	0.00
Total All Revenues	-41,276,247.00	0.00	-41,823,337.08	547,090.08	101.32
	830,714.15	55,189.66	749,089.44	26,435.05	96.81

Jersey Shore Area School District

Monthly Interfund Cash Transfers

June, 2019

Date	Amount	Reason
General Fund Transfers:		
6/7/19	\$ 105.60	To Food Service - Due to/Due from
6/6/19	902,649.46	Gross Payroll
6/6/19	66,881.67	FICA Employer Share
6/20/19	603,013.12	Gross Payroll
6/20/19	44,645.54	FICA Employer Share
Total:	<u>\$ 1,617,295.39</u>	
Athletic Fund Transfers:		
6/6/19	\$ 6,954.61	Gross Payroll
6/6/19	524.14	FICA Employer Share
6/20/19	4,652.91	Gross Payroll
6/20/19	347.03	FICA Employer Share
Total:	<u>\$ 12,478.69</u>	
Food Service Fund Transfers:		
6/13/19	\$ 405.20	To General Fund - Due to/Due from
6/6/19	16,313.02	Gross Payroll
6/6/19	1,218.69	FICA Employer Share
6/20/19	18,852.06	Gross Payroll
6/20/19	1,412.96	FICA Employer Share
Total:	<u>\$ 38,201.93</u>	

Fund Accounting Check Register

PLGIT ACTIVITY FUND - From 06/01/2019 To 06/30/2019

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
005351	06/05/2019	C3956600002		19-038	80-0496-000-00-000-000-0000	180496	169.00
Vendor: 174325 - JSASD GENERAL FUND							
005352	06/05/2019	C3956600003		REFUND	Remit # 1 Check Date: 06/05/2019	Check Amount:	169.00
					80-0496-000-00-000-000-0000	180496	212.50
Vendor: 227160 - MICHELE PERSUN							
005353	06/05/2019	C3956600001		AWARD	Check Date: 06/05/2019	Check Amount:	212.50
					80-0496-000-00-000-000-0000	180496	10.00
Vendor: 402920 - STUDENT							
005354	06/06/2019	C3957000001		42579	Check Date: 06/05/2019	Check Amount:	10.00
					80-0496-000-00-000-000-0000	180496	1,100.00
Vendor: 173740 - JANET'S FLORAL CREATIONS							
005355	06/06/2019	C3957000002		REFUND	Remit # 2 Check Date: 06/06/2019	Check Amount:	1,100.00
					80-0496-000-00-000-000-0000	180496	173.70
005355	06/06/2019	C3957000003		REFUND	80-0496-000-00-000-000-0000	180496	34.90
Vendor: 402752 - AUBREY SCHILLING							
005356	06/06/2019	C3957400004		REFUND	Check Date: 06/06/2019	Check Amount:	208.60
					80-0496-000-00-000-000-0000	180496	503.72
Vendor: 125100 - LYNNANN CHARNEGO							
005357	06/06/2019	C3957400003		MEMBERSHIP	Remit # 2 Check Date: 06/06/2019	Check Amount:	503.72
					80-0496-000-00-000-000-0000	180496	195.00
Vendor: 207619 - PASC							
005358	06/06/2019	C3957400002		AWARD	Remit # 3 Check Date: 06/06/2019	Check Amount:	195.00
					80-0496-000-00-000-000-0000	180496	25.00
Vendor: 402922 - STUDENT							
005359	06/06/2019	C3957400001		AWARD	Check Date: 06/06/2019	Check Amount:	25.00
					80-0496-000-00-000-000-0000	180496	25.00
Vendor: 402926 - STUDENT							
005360	06/07/2019	C3957800001			Check Date: 06/06/2019	Check Amount:	500.00
					80-0496-000-00-000-000-0000	180496	200.00
005360	06/07/2019	C3957800002			Check Date: 06/07/2019	Check Amount:	700.00
					80-0496-000-00-000-000-0000	180496	300.96
Vendor: 402927 - STUDENT							
005361	06/10/2019	C3958800001		050819	Remit # 1 Check Date: 06/10/2019	Check Amount:	300.96
					80-0496-000-00-000-000-0000	180496	256.00
Vendor: 138605 - DESIGNAMICS							
005362	06/10/2019	C3958800002		19-524	Remit # 1 Check Date: 06/10/2019	Check Amount:	256.00
					80-0496-000-00-000-000-0000	180496	256.00
Vendor: 174325 - JSASD GENERAL FUND							
005363	06/10/2019	C3958800003		NLC TSHIRTS	Check Date: 06/10/2019	Check Amount:	170.00
					80-0496-000-00-000-000-0000	180496	170.00
Vendor: 247370 - STEVE WALTER							
005364	06/10/2019	C3958800004		12173	Check Date: 06/10/2019	Check Amount:	706.61
					80-0496-000-00-000-000-0000	180496	706.61
Vendor: 300889 - SPECTRUM							
005365	06/10/2019	C3958800005		DONATION	Check Date: 06/10/2019	Check Amount:	500.00
					80-0496-000-00-000-000-0000	180496	500.00
Vendor: 402928 - NICOLA PAULHAMUS							
005366	06/12/2019	C3960400001		19-523	Check Date: 06/10/2019	Check Amount:	64.00
					80-0496-000-00-000-000-0000	180496	64.00
Vendor: 174325 - JSASD GENERAL FUND							
					Remit # 1 Check Date: 06/12/2019	Check Amount:	64.00

* Denotes Non-Negotiable Transaction

P - Prenote

- Payable Transaction

d - Direct Deposit

c - Credit Card Payment

Fund Accounting Check Register

PLGIT ACTIVITY FUND - From 06/01/2019 To 06/30/2019

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
005367	06/12/2019	C3960400002		502499	80-0496-000-00-000-000-0000	180496	159.83
Vendor:	247350	- WEIS MARKETS, INC.			Remit # 2 Check Date: 06/12/2019	Check Amount:	159.83
005368	06/19/2019	C3962800003		19-047	80-0496-000-00-000-000-0000	180496	165.88
Vendor:	174325	- JSASD GENERAL FUND			Remit # 1 Check Date: 06/19/2019	Check Amount:	165.88
005369	06/19/2019	C3962800001		16000	80-0496-000-00-000-000-0000	180496	8,327.58
Vendor:	235850	- SUSQUEHANNA TRAILWAYS COMPANY			Remit # 1 Check Date: 06/19/2019	Check Amount:	8,327.58
005370	06/19/2019	C3962800002		606	80-0496-000-00-000-000-0000	180496	2,098.13
Vendor:	250840	- WINDECKER ENTERPRISES, INC.			Remit # 1 Check Date: 06/19/2019	Check Amount:	2,098.13
005371	06/19/2019	C3962800004		REFUND	80-0496-000-00-000-000-0000	180496	21.50
Vendor:	402931	- M/M ROBERT WEHLER			Check Date: 06/19/2019	Check Amount:	21.50
005372	06/20/2019	C3964300001		133	80-0496-000-00-000-000-0000	180496	68.90
Vendor:	174275	- J S A S D CAFETERIA ACCOUNT			Remit # 1 Check Date: 06/20/2019	Check Amount:	68.90
005373	06/20/2019	C3964300002		19-043	80-0496-000-00-000-000-0000	180496	214.44
005373	06/20/2019	C3964300003		19-044	80-0496-000-00-000-000-0000	180496	391.50
005373	06/20/2019	C3964300004		19-046	80-0496-000-00-000-000-0000	180496	161.98
Vendor:	174325	- JSASD GENERAL FUND			Remit # 1 Check Date: 06/20/2019	Check Amount:	767.92

80-ACTIVITY FUND 16,756.13

Grand Total Manual Checks : 0.00
Grand Total Regular Checks : 16,756.13
Grand Total Direct Deposits: 0.00
Grand Total Credit Card Payments: 0.00
Grand Total All Checks : 16,756.13

Fund Accounting Check Register

PLGIT ATHLETIC FUND - From 06/01/2019 To 06/30/2019

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
013073	06/12/2019	C3959700001		MILEAGE	29-3250-581-009-00-000-000-0000	329040M	151.96
Vendor: 102000 - STEPHEN ALEXANDER							
013074	06/12/2019	C3959700002		67598	29-3250-610-009-00-000-000-0000	329044	151.96
Vendor: 121100 - BUTTORFFS HARDWARE							
013075	06/12/2019	C3959700003		CONFERENCE MILE	29-3250-581-009-00-000-000-0000	329040M	28.19
013075	06/12/2019	C3959700004		CONFERENCE REIMB	29-3250-580-009-00-000-000-0000	329040	28.19
Vendor: 155500 - JACQUELINE GEORGE							
013076	06/12/2019	C3959700005		FIELD RENT/ELECT	29-3250-441-009-00-000-000-0000-BASE	329441	157.76
Vendor: 175650 - JERSEY SHORE SOFTBALL ASSOCIATION							
013077	06/12/2019	C3959900002		567	29-3250-513-009-00-000-000-0000-SOCC	329103	360.10
013077	06/12/2019	C3959900003		565	29-3250-513-009-00-000-000-0000-SOFT	329104	517.86
013077	06/12/2019	C3959900004		566	29-3250-513-009-00-000-000-0000-TRAC	329107	299.26
Vendor: 250840 - WINDECKER ENTERPRISES, INC.							
013078	06/12/2019	C3959900001		ROMIE WOODRING	10-6740-000-009-00-000-000-0000	229019	1,311.24
Vendor: 402929 - AMANDA WOODRING							
013079	06/19/2019	L3963600001	19000717	TIMER PARTS	29-3250-610-009-00-000-000-0000	329044	1,001.36
Vendor: 136975 - DEGLER-WHITING, INC							
013080	06/19/2019	C3963500001		050770	29-3250-549-009-00-000-000-0000	329133	2,542.37
Vendor: 186200 - LOCK HAVEN EXPRESS							
013081	06/19/2019	C3963500003		STATES MILEAGE	29-3250-581-009-00-000-000-0000	329040M	4,854.97
Vendor: 235020 - MARK SUNDBERG							
013082	06/19/2019	C3963500002		059200	29-3250-549-009-00-000-000-0000	329133	40.00
Vendor: 235050 - SUN-GAZETTE COMPANY							
013083	06/19/2019	C3963500004		15996	29-3250-513-009-00-000-000-0000-BASE	329101	40.00
013083	06/19/2019	C3963500005		15987	29-3250-513-009-00-000-000-0000-BASE	329101	250.00
013083	06/19/2019	C3963500006		15987	29-0153-000-000-00-000-000-0000	129153	250.00
013083	06/19/2019	C3963500007		15988	29-3250-513-009-00-000-000-0000-BASE	329101	173.60
013083	06/19/2019	C3963500008		15989	29-3250-513-009-00-000-000-0000-BASE	329101	173.60
013083	06/19/2019	C3963500009		15990	29-3250-513-009-00-000-000-0000-BASE	329101	152.66
013083	06/19/2019	C3963500010		15991	29-3250-513-009-00-000-000-0000-BASE	329101	152.66
013083	06/19/2019	C3963500011		15992	29-3250-513-009-00-000-000-0000-BASE	329101	248.36
013083	06/19/2019	C3963500012		15993	29-3250-513-009-00-000-000-0000-BASE	329101	248.36
013083	06/19/2019	C3963500013		15994	29-3250-513-009-00-000-000-0000-BASE	329101	248.36
013083	06/19/2019	C3963500014		15995	29-3250-513-009-00-000-000-0000-BASE	329101	248.36

* Denotes Non-Negotiable Transaction

P - Prenote

- Payable Transaction

d - Direct Deposit

c - Credit Card Payment

Fund Accounting Check Register

fackrgc

PLGIT ATHLETIC FUND - From 06/01/2019 To 06/30/2019

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	Remit #	Check Date:	A.S.N.	Check Amount:	Expended Amt
Vendor:	235850	-	SUSQUEHANNA TRAILWAYS COMPANY			1	06/19/2019			4,263.36
					10-GENERAL FUND				40.00	
					29-ATHLETIC FUND				10,940.22	
					Grand Total Manual Checks :				0.00	
					Grand Total Regular Checks :				10,980.22	
					Grand Total Direct Deposits:				0.00	
					Grand Total Credit Card Payments:				0.00	
					Grand Total All Checks :				10,980.22	

- Payable Transaction * Denotes Non-Negotiable Transaction c - Credit Card Payment
 P - Prenote d - Direct Deposit

Fund Accounting Check Register

PLGIT CAPITAL RESERV - From 06/01/2019 To 06/30/2019

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
000119	06/12/2019	L3960100001	19000710	R023229	32-4600-752-000-00-798-000-000-0000	332798	28,548.90
Vendor: 102950 - AMERICHEM INTERNATIONAL					Remit # 1 Check Date: 06/12/2019	Check Amount:	28,548.90
000120	06/12/2019	L3960100002	19000632	99448	32-4600-752-000-00-797-000-000-0000	332797	5,120.88
Vendor: 183050 - LARSON DESIGN GROUP					Check Date: 06/12/2019	Check Amount:	5,120.88
32-CAPITAL RES FUND (2932)							33,669.78
Grand Total Manual Checks :							0.00
Grand Total Regular Checks :							33,669.78
Grand Total Direct Deposits:							0.00
Grand Total Credit Card Payments:							0.00
Grand Total All Checks :							33,669.78

* Denotes Non-Negotiable Transaction

P - Prenote

- Payable Transaction

d - Direct Deposit

C - Credit Card Payment

Fund Accounting Check Register

PLGIT CAFETERIA FUND - From 06/01/2019 To 06/30/2019

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
004671	06/12/2019	C3959200001		3117790	50-3100-460-000-00-000-000-0000	350013	291.00
Vendor: 141881 - J.C. EHRLICH CO., INC.							
004672	06/12/2019	C3959200002		19-073	Remit # 1 Check Date: 06/12/2019	Check Amount:	291.00
					50-3100-610-000-00-000-000-0000	350015	62.16
Vendor: 174325 - JSASD GENERAL FUND							
004673	06/12/2019	C3959200003		MAY 2019	Remit # 1 Check Date: 06/12/2019	Check Amount:	62.16
					50-3100-330-000-00-000-000-0000	350033	61,631.45
004673	06/12/2019	C3959200004		MAY 2019	50-6630-000-00-000-000-0000	250004	-202.60
Vendor: 205950 - NUTRITION, INC.							
004674	06/12/2019	C3959200005		SERVSAFE REFUND	Check Date: 06/12/2019	Check Amount:	61,428.85
					50-3100-580-000-00-000-000-0000	350014	175.95
Vendor: 219125 - DENISE RICE							
004675	06/12/2019	C3959200006		DANIEL STONEROOK	Check Date: 06/12/2019	Check Amount:	175.95
					50-0480-000-00-000-482-000-0000	150480R	23.85
Vendor: 402921 - M/M DANIEL STONEROOK							
004676	06/13/2019	C3960800002		REFUND	Check Date: 06/12/2019	Check Amount:	23.85
					50-3100-631-000-00-000-000-0000	350016	15.88
Vendor: 163870 - COLLEEN HAWK							
004677	06/13/2019	C3960800001		KAILEY PEACOCK	Check Date: 06/13/2019	Check Amount:	15.88
					50-0480-000-00-000-482-000-0000	150480R	234.23
Vendor: 402932 - M/M KEITH PEACOCK							
004678	06/19/2019	C3963800001		058561	Check Date: 06/13/2019	Check Amount:	234.23
					50-3100-549-000-00-000-000-0000	350034	247.71
Vendor: 235050 - SUN-GAZETTE COMPANY							
004679	06/27/2019	C3965100001		EMMA BROPHY	Remit # 1 Check Date: 06/19/2019	Check Amount:	247.71
					50-0480-000-00-000-482-000-0000	150480R	45.55
004679	06/27/2019	C3965100002		LYDIA BROPHY	50-0480-000-00-000-482-000-0000	150480R	49.35
Vendor: 402933 - IRENE BROPHY							
004680	06/28/2019	C3965500001		83119	Check Date: 06/27/2019	Check Amount:	94.90
					50-3100-430-000-00-000-000-0000	350012	699.02
Vendor: 216500 - QUALITY AIR MECHANICAL, INC.							
					Check Date: 06/28/2019	Check Amount:	699.02

50-FOOD SERVICE FUND 63,273.55

Grand Total Manual Checks : 0.00
Grand Total Regular Checks : 63,273.55
Grand Total Direct Deposits: 0.00
Grand Total Credit Card Payments: 0.00
Grand Total All Checks : 63,273.55

Fund Accounting Check Register

GENERAL FUND - FNB - From 06/01/2019 To 06/30/2019

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
FT00601	06/14/2019	M3960700042			10-2330-335-000-00-000-000-000-0000	233335	130.63
Vendor: 150455 - FNB BANK NA					Check Date: 06/14/2019	Check Amount:	130.63
10-GENERAL FUND							130.63
Grand Total Manual Checks :							130.63
Grand Total Regular Checks :							0.00
Grand Total Direct Deposits:							0.00
Grand Total Credit Card Payments:							0.00
Grand Total All Checks :							130.63

- Payable Transaction * Denotes Non-Negotiable Transaction C - Credit Card Payment
P - Prenote d - Direct Deposit

Fund Accounting Check Register

PLGIT GENERAL FUND - From 06/01/2019 To 06/30/2019

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
049953	06/12/2019	C3959500001		HS91280039	10-2620-621-000-00-070-000-000-0000	310962	610.63
Vendor: 140060 - DIRECT ENERGY BUSINESS							
049954	06/12/2019	C3959500002		068673	10-2620-411-000-00-070-000-000-0000	311303	610.63
049954	06/12/2019	C3959500003		068673	10-2620-411-000-10-030-000-000-0000	310311	457.19
049954	06/12/2019	C3959500004		068673	10-2620-411-000-10-040-000-000-0000	310417	303.36
049954	06/12/2019	C3959500005		068673	10-2620-411-000-10-060-000-000-0000	310638	1,004.73
049954	06/12/2019	C3959500006		068673	10-2620-411-000-30-020-000-000-0000	310223	227.64
049954	06/12/2019	C3959500007		068673	10-2620-411-000-30-010-000-000-0000	310129	1,061.99
Vendor: 161775 - FRED HAMM INC							
049955	06/12/2019	C3959500008		91500277381905	10-2620-531-000-00-070-000-000-0000	311756	2,226.03
049955	06/12/2019	C3959500009		91500277381905	10-2620-531-000-30-010-000-000-0000	310134	5,280.94
049955	06/12/2019	C3959500010		91500277381905	10-2620-531-000-30-020-000-000-0000	310227	122.48
049955	06/12/2019	C3959500011		91500277381905	10-2620-531-000-10-030-000-000-0000	310317	5.18
049955	06/12/2019	C3959500012		91500277381905	10-2620-531-000-10-040-000-000-0000	310422	4.72
Vendor: 189200 - VERIZON BUSINESS SERVICES							
049956	06/12/2019	C3959500013		75230-67000	10-2620-422-000-10-040-000-000-0000	310418	0.22
049956	06/12/2019	C3959500014		36220-67004	10-2620-622-000-00-070-000-000-0000	311859	7.48
049956	06/12/2019	C3959500015		36220-67004	10-2620-422-000-00-070-000-000-0000	311785	140.08
049956	06/12/2019	C3959500016		39220-67028	10-2620-422-000-00-080-000-000-0000	311382	11,582.09
Vendor: 210800 - PPL ELECTRIC UTILITIES							
049957	06/12/2019	C3959500017		08475-00	10-2620-424-000-10-030-000-000-0000	310315	674.61
Vendor: 212700 - PINE CREEK MUNICIPAL AUTHORITY							
049958	06/12/2019	C3959500018		411006774003	10-2620-621-000-00-070-000-000-0000	310962	2,698.42
049958	06/12/2019	C3959500019		411006774458	10-2620-621-000-30-020-000-000-0000	310229	257.21
049958	06/12/2019	C3959500020		411006774250	10-2620-621-000-10-060-000-000-0000	310657	15,212.33
049958	06/12/2019	C3959500021		411006713647	10-2620-621-000-10-030-000-000-0000	310375	185.49
049958	06/12/2019	C3959500022		411006713795	10-2620-621-000-30-010-000-000-0000	312158	185.49
Vendor: 242000 - UGI CENTRAL PENN GAS, INC.							
049959	06/12/2019	C3959500023		570398-5560	10-2620-531-000-00-070-000-000-0000	311756	185.49
049959	06/12/2019	C3959500024		570398-5560	10-2620-531-000-30-010-000-000-0000	310134	185.49
049959	06/12/2019	C3959500025		570398-5560	10-2620-531-000-30-020-000-000-0000	310227	275.13
049959	06/12/2019	C3959500026		570398-5560	10-2620-531-000-10-040-000-000-0000	310422	435.43
049959	06/12/2019	C3959500027		570398-5560	10-2620-531-000-10-060-000-000-0000	310620	452.64
049959	06/12/2019	C3959500028		570398-5560	10-2620-531-000-10-030-000-000-0000	310317	235.87
							519.73
							1,918.80
							680.18
							566.82
							453.45
							340.09
							113.36
							113.36

* Denotes Non-Negotiable Transaction

P - Prenote

- Payable Transaction

d - Direct Deposit

c - Credit Card Payment

Fund Accounting Check Register

PLGIT GENERAL FUND - From 06/01/2019 To 06/30/2019

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
049959	06/12/2019	C3959500029		570398-5058	10-2620-531-000-00-070-000-000-0000	311756	825.10
049959	06/12/2019	C3959500030		570398-0365	10-2620-531-000-00-070-000-000-0000	311756	35.64
Vendor: 243970 - VERIZON					Remit # 2 Check Date: 06/12/2019	Check Amount:	3,128.00
050074	06/27/2019	C3965000014		20182019-012	10-1807-899-217-10-000-019-000-0000	340056-19	7,000.00
050074	06/27/2019	C3965000015		20182019-11	10-1807-899-217-10-000-019-000-0000	340056-19	5,000.00
Vendor: 103450 - ALL THINGS BRIGHT & BEAUTIFUL					Check Date: 06/27/2019	Check Amount:	12,000.00
050075	06/27/2019	L3964800001	19000729	835843483566	10-1110-610-169-00-000-019-000-CFAR	343802	98.10
050075	06/27/2019	L3964800002	19000725	449377976357	10-1110-610-184-00-000-000-000-0000	340729	161.26
050075	06/27/2019	L3964800003	19000742	434763947843	10-2120-610-187-10-030-000-000-0000	310362A	10.00
Vendor: 104200 - SYNCHRONY BANK/AMAZON					Remit # 2 Check Date: 06/27/2019	Check Amount:	269.36
050076	06/27/2019	C3965000010		UNIFORMS	10-2620-610-000-00-000-000-000-0000	310939	154.30
Vendor: 129937 - KEITH CONFAIR					Check Date: 06/27/2019	Check Amount:	154.30
050077	06/27/2019	C3965000016		HS91300557	10-2620-621-000-10-040-000-000-0000	310488	143.79
Vendor: 140060 - DIRECT ENERGY BUSINESS					Check Date: 06/27/2019	Check Amount:	143.79
050078	06/27/2019	C3965000017		19-20 HRA	10-0180-000-000-00-000-000-0000	110180	3,000.00
Vendor: 140145 - DISCOVERY BENEFITS, INC.					Check Date: 06/27/2019	Check Amount:	3,000.00
050079	06/27/2019	C3965000026		711144744	10-2620-531-000-00-070-000-000-0000	311756	288.08
050079	06/27/2019	C3965000027		711144744	10-2620-531-000-30-010-000-000-0000	310134	240.08
050079	06/27/2019	C3965000028		711144744	10-2620-531-000-30-020-000-000-0000	310227	192.06
050079	06/27/2019	C3965000029		711144744	10-2620-531-000-10-040-000-000-0000	310422	144.05
050079	06/27/2019	C3965000030		711144744	10-2620-531-000-10-060-000-000-0000	310620	48.02
050079	06/27/2019	C3965000031		711144744	10-2620-531-000-10-030-000-000-0000	310317	48.02
Vendor: 189200 - VERIZON BUSINESS SERVICES					Remit # 1 Check Date: 06/27/2019	Check Amount:	960.31
050080	06/27/2019	C3965000018		570398-0365	10-2620-531-000-00-070-000-000-0000	311756	34.62
Vendor: 193200 - MCI COMM SERVICE					Check Date: 06/27/2019	Check Amount:	34.62
050081	06/27/2019	C3965000033		UNIFORMS	10-2620-610-000-00-000-000-000-0000	310939	89.98
Vendor: 207952 - JUSTIN PALMATIER					Check Date: 06/27/2019	Check Amount:	89.98
050082	06/27/2019	C3965000019		16900-60006	10-2620-422-000-30-020-000-000-0000	310224	5,542.48
050082	06/27/2019	C3965000020		86119-21458	10-2620-422-000-00-080-000-000-0000	311382	33.48
050082	06/27/2019	C3965000021		85342-32005	10-2620-422-000-30-020-000-000-0000	310224	41.36
050082	06/27/2019	C3965000022		46119-21454	10-2620-422-000-30-010-000-000-0000	310131	31.60
050082	06/27/2019	C3965000023		05120-58007	10-2620-422-000-10-030-000-000-0000	310313	3,232.95
050082	06/27/2019	C3965000024		34774-31005	10-2620-422-000-30-010-000-000-0000	310131	30.17
Vendor: 210800 - PPL ELECTRIC UTILITIES					Remit # 2 Check Date: 06/27/2019	Check Amount:	8,912.04

* Denotes Non-Negotiable Transaction

- Payable Transaction P - Prenote

d - Direct Deposit

c - Credit Card Payment

Fund Accounting Check Register

PLGIT GENERAL FUND - From 07/23/2019 To 07/23/2019

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
050107	06/30/2019	L3972000001	19000765	S8318298.001	10-2620-610-000-00-000-000-0000	310939	1,209.88
Vendor: 100044 - APR SUPPLY CO							
050108	06/30/2019	L3972000002	19000758	159633586	Remit # 1 Check Date: 07/23/2019 10-1290-610-522-00-110-019-000-0000	Check Amount: 340537-19	1,209.88
Vendor: 109050 - B & H PHOTO-VIDEO INC							
050109	06/30/2019	L3972000008	19000123	N7781212	Remit # 1 Check Date: 07/23/2019 10-2540-532-000-00-000-000-0000	Check Amount: 340721	179.88
Vendor: 109108 - MAILFINANCE, INC.							
050110	06/30/2019	L3972000018	19000750	3417018136	Remit # 1 Check Date: 07/23/2019 10-5800-610-000-00-000-000-000-SUSP	Check Amount: 999999	179.88
050110	06/30/2019	L3972000020	19000756	3417509651	10-1110-610-184-00-000-000-000-0000	340729	516.87
050110	06/30/2019	L3972000021	19000756	3417509650	10-1110-610-184-00-000-000-000-0000	340729	516.87
050110	06/30/2019	L3972000022	19000756	3417509649	10-1110-610-184-00-000-000-000-0000	340729	4.06
050110	06/30/2019	L3972000023	19000756	3417509652	10-1110-610-184-00-000-000-000-0000	340729	117.40
Vendor: 130830 - STAPLES ADVANTAGE							
050111	06/30/2019	L3972000003	19000704	45303	Remit # 2 Check Date: 07/23/2019 10-2660-610-000-00-000-000-000-0000	Check Amount: 340692	4.06
Vendor: 147190 - EmergencyKits.com							
050112	06/30/2019	L3972000004	19000760	4700	Check Date: 07/23/2019 10-2730-340-000-00-000-000-000-0000	Check Amount: 311473	15,074.60
Vendor: 148550 - FAIR'S LLC							
050113	06/30/2019	L3972000005	19000759	302395	Check Date: 07/23/2019 10-1290-610-522-00-110-019-000-0000	Check Amount: 340537-19	525.00
Vendor: 178700 - KELVIN EDUCATIONAL							
050114	06/30/2019	L3972000006	19000743	382457004	Check Date: 07/23/2019 10-1290-610-522-00-110-019-000-0000	Check Amount: 340537-19	57.45
050114	06/30/2019	L3972000007	19000747	382777565	Check Date: 07/23/2019 10-1380-752-243-30-010-019-000-0000	Check Amount: 310752-19	783.32
Vendor: 187420 - LOWE'S							
050115	06/30/2019	L3972000009	19000748	P748120	Remit # 1 Check Date: 07/23/2019 10-1110-610-000-30-010-000-000-0000	Check Amount: 310102	1,077.57
Vendor: 201800 - NASCO							
050116	06/30/2019	L3972000010	19000751	19IN009265	Remit # 1 Check Date: 07/23/2019 10-1290-610-522-00-110-019-000-0000	Check Amount: 340537-19	1,860.89
Vendor: 208915 - PASCO							
050117	06/30/2019	L3972000012	19000650	5159320770	Remit # 1 Check Date: 07/23/2019 10-2150-610-000-10-000-000-000-0000	Check Amount: 340205	427.15
Vendor: 212350 - PHONAK, LLC							
050118	06/30/2019	L3972000013	19000767	8341208	Remit # 1 Check Date: 07/23/2019 10-2220-650-000-00-000-023-000-0000	Check Amount: 311788	427.15
050118	06/30/2019	L3972000014	19000753	8213105	Remit # 1 Check Date: 07/23/2019 10-2220-650-000-00-000-023-000-0000	Check Amount: 311788	1,192.00
Vendor: 216600 - QUILL CORPORATION							
050119	06/30/2019	L3972000015	19000752	10013256	Remit # 1 Check Date: 07/23/2019 10-1290-610-522-00-110-019-000-0000	Check Amount: 340537-19	202.50
Vendor: 220650 - ROBOMATTER INC.							
050120	06/30/2019	L3972000016	19000732	29598079	Check Date: 07/23/2019 10-1110-610-411-10-110-019-000-0000	Check Amount: 343980-19	202.50
050120	06/30/2019	L3972000017	19000732	29598080	Check Date: 07/23/2019 10-1110-610-411-10-110-019-000-0000	Check Amount: 343980-19	132.78

* Denotes Non-Negotiable Transaction

P - Prenote

- Payable Transaction

d - Direct Deposit

c - Credit Card Payment

Fund Accounting Check Register

PLGIT GENERAL FUND - From 07/23/2019 To 07/23/2019

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Check Amount:	Expend Amt
Vendor: 224075 - SCHOLASTIC INC.								
050121	06/30/2019	L3972000019	19000722	19537450	Remit # 4 Check Date: 07/23/2019	10-1110-610-184-00-000-000-0000	340729	286.00
Vendor: 224200 - SCHOLASTIC INC.								
050122	06/30/2019	L3972000024	19000730	1758640	Remit # 3 Check Date: 07/23/2019	10-1110-610-411-10-110-019-000-0000	343980-19	182.85
Vendor: 251115 - WILSON LANGUAGE TRAINING CORPORATION								
050123	06/30/2019	L3972000011	19000734	372077	Remit # 1 Check Date: 07/23/2019	10-1380-610-000-30-010-025-000-0000	312978	205.85
Vendor: 300810 - PAXTON PATTERSON								
					Remit # 1 Check Date: 07/23/2019			1,101.00
					10-GENERAL FUND		23,968.39	1,101.00
					Grand Total Manual Checks :		0.00	
					Grand Total Regular Checks :		23,968.39	
					Grand Total Direct Deposits:		0.00	
					Grand Total Credit Card Payments:		0.00	
					Grand Total All Checks :		23,968.39	

* Denotes Non-Negotiable Transaction

p - Prenote

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Fund Accounting Check Register

PLGIT GENERAL FUND - From 07/23/2019 To 07/23/2019

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
050124	07/10/2019	C3971800001		127517	10-2620-610-000-10-040-000-000-0000	310424	137.70
Vendor: 101300 - AGWAY							
050125	07/09/2019	C3970400001		WFED 495 C2	Remit # 1 Check Date: 07/23/2019	Check Amount:	137.70
					10-2270-240-000-00-000-000-000-0000	310811	2,355.00 #
Vendor: 101900 - ROBERT SCOTT ALEXANDER							
050126	07/08/2019	C3970000001		ED 541	Check Date: 07/23/2019	Check Amount:	2,355.00
					10-2270-240-000-00-000-000-000-0000	310811	805.00
Vendor: 102790 - VICKIE ALLEN							
050127	07/08/2019	C3970000002		2447114	Check Date: 07/23/2019	Check Amount:	805.00
					10-2380-810-000-30-020-000-000-0000	310247	89.00
Vendor: 107600 - ASCD							
050128	07/08/2019	C3970000003	20000126	1907-006061	Remit # 3 Check Date: 07/23/2019	Check Amount:	89.00
					10-2620-610-000-00-000-000-000-0000	310939	81.66
050128	07/08/2019	C3970000004	20000126	1907-005427	10-2620-610-000-10-040-000-000-0000	310424	25.64
050128	07/09/2019	C3970400002	19000107	1906-003214	10-2620-610-000-10-040-000-000-0000	310424	18.96 #
050128	07/10/2019	C3971600001	19000107	1906-004747	10-2620-610-000-30-010-000-000-0000	310135	31.31 #
Vendor: 108815 - BLUETARP FINANCIAL, INC.							
050129	07/10/2019	C3971600002		BT1447717	Remit # 2 Check Date: 07/23/2019	Check Amount:	157.57
					10-2310-330-000-00-000-000-000-0000	310819	7,750.00 #
Vendor: 109400 - BAKER TILLY VIRCHOW KRAUSE, LLP							
050130	07/10/2019	C3971600003		1901653	Remit # 1 Check Date: 07/23/2019	Check Amount:	7,750.00
					10-2220-538-000-00-000-023-000-0000	311079	678.40 #
Vendor: 115900 - BLAST INTERMEDIATE UNIT 17							
050131	07/08/2019	L3969300013	20000032	1751042	Remit # 2 Check Date: 07/23/2019	Check Amount:	678.40
					10-5800-610-000-00-000-000-000-SUSP	999999	17.28
050131	07/08/2019	L3969300014	20000032	1751042	10-5800-610-000-00-000-000-000-SUSP	999999	27.00
Vendor: 116000 - BLICK ART MATERIALS							
050132	07/09/2019	C3970400003		WS1905-0011	Remit # 1 Check Date: 07/23/2019	Check Amount:	44.28
					10-1233-322-000-30-000-000-000-0000	340724	12,628.35 #
Vendor: 119962 - BUCKS COUNTY INTERMEDIATE UNIT #22							
050133	07/10/2019	C3971600004	19000108	68239	Check Date: 07/23/2019	Check Amount:	12,628.35
					10-2620-610-000-00-070-000-000-0000	311758	27.57 #
050133	07/10/2019	C3971600005	19000108	68238	10-2620-610-000-00-000-000-0000	310939	107.62 #
050133	07/10/2019	C3971600006	19000108	68241	10-2620-610-000-30-010-000-000-0000	310135	76.96 #
050133	07/10/2019	C3971600007	19000108	68489	10-2620-610-000-30-010-000-000-0000	310135	2.81 #
050133	07/10/2019	C3971600008	19000108	68240	10-2620-610-000-30-010-000-000-0000	310135	44.15 #
050133	07/10/2019	C3971600009	19000108	68242	10-2620-610-000-30-020-000-000-0000	310228	127.78 #
050133	07/10/2019	C3971600010	19000108	68244	10-2620-610-000-10-040-000-000-0000	310424	30.68 #
050133	07/10/2019	C3971600011	19000108	68243	10-2620-610-000-10-060-000-000-0000	310622	68.49 #
050133	07/10/2019	C3971600012	19000108	68245	10-2620-610-000-10-030-000-000-0000	310319	3.80 #
050133	07/10/2019	C3971600013		67872	10-2220-650-000-00-000-023-000-0000	311788	11.77 #
Vendor: 121100 - BUTTORFFS HARDWARE							
050134	07/09/2019	C3970900001		20-INVD0008	Remit # 1 Check Date: 07/23/2019	Check Amount:	501.63
					10-2220-348-000-00-000-023-000-0000	311511	4,200.00

* Denotes Non-Negotiable Transaction

P - Prenote

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Fund Accounting Check Register

PLGIT GENERAL FUND - From 07/23/2019 To 07/23/2019

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
050134	07/10/2019	C3971600015		19-INV0966	10-1110-323-000-30-000-000-000-0000	340723	1,260.00 #
Vendor: 124700 - CENTRAL SUSQUEHANNA IU							
050135	07/09/2019	C3970900002		1104139	Remit # 1 Check Date: 07/23/2019	Check Amount:	5,460.00
					10-2620-810-000-00-000-000-000-0000	311062	65.00
Vendor: 129750 - COMMONWEALTH OF PENNSYLVANIA							
050136	07/09/2019	C3970400004		23158	Remit # 2 Check Date: 07/23/2019	Check Amount:	65.00
					10-2620-610-000-30-020-000-000-0000	310228	39.79 #
Vendor: 133550 - CREST/GOOD MFG. CO., INC.							
050137	07/10/2019	C3971600031		ARBITRATOR	Remit # 1 Check Date: 07/23/2019	Check Amount:	39.79
					10-2340-330-000-00-000-000-000-0000	311071	1,000.00 #
Vendor: 138610 - WAIT DE TREUX							
					Check Date: 07/23/2019	Check Amount:	1,000.00
050138	07/09/2019	C3970400008		01-53646	10-2620-610-000-00-000-000-000-0000	310939	74.25 #
050138	07/09/2019	C3970400009		01-53644	10-2620-610-000-00-000-000-000-0000	310939	149.69 #
050138	07/09/2019	C3970400010		01-53645	10-2620-610-000-00-000-000-000-0000	310939	15.21 #
Vendor: 140600 - DOTTERER EQUIPMENT							
					Check Date: 07/23/2019	Check Amount:	239.15
050139	07/09/2019	C3970400011		CT43920	10-2620-610-000-00-000-000-000-0000	310939	19.48 #
050139	07/09/2019	C3970800001		CT43804	10-2620-610-000-00-000-000-000-0000	310939	7.23 #
Vendor: 141725 - THOMAS L DUNLAP LLC							
050140	07/09/2019	C3970800002		3384085	Remit # 1 Check Date: 07/23/2019	Check Amount:	26.71
					10-2620-430-000-30-010-000-000-0000	310133	42.00 #
050140	07/09/2019	C3970800003		3431811	10-2620-430-000-00-070-000-000-0000	311757	63.00 #
Vendor: 141881 - J.C. EHRLICH CO., INC.							
					Check Date: 07/23/2019	Check Amount:	105.00
050141	07/09/2019	C3970900003		R253101	10-2620-430-000-10-030-000-000-0000	310316	510.00
050141	07/09/2019	C3970900004		R253253	10-2620-430-000-30-020-000-000-0000	310226	564.00
050141	07/09/2019	C3970900005		R253100	10-2620-430-000-00-070-000-000-0000	311757	510.00
050141	07/09/2019	C3970900006		R253102	10-2620-430-000-30-010-000-000-0000	310133	564.00
050141	07/09/2019	C3970900007		R253252	10-2620-430-000-10-060-000-000-0000	310619	414.00
Vendor: 142400 - EASTERN SECURITY SERVICES							
					Check Date: 07/23/2019	Check Amount:	2,562.00
050142	07/09/2019	C3971500001		REIMBURSEMENT	Remit # 1 Check Date: 07/23/2019	Check Amount:	753.61
					10-2310-820-000-00-000-000-000-0000-LEGL	343893LEGL	753.61
Vendor: 149380 - BILLIE JO FENSTERMACHER							
050143	07/09/2019	C3970400012	19000683	S037140489.001	Check Date: 07/23/2019	Check Amount:	69.98 #
					10-2620-610-000-10-040-000-000-0000	310424	
Vendor: 153250 - FRIEDMAN ELECTRIC SUPPLY COMPANY							
					Check Date: 07/23/2019	Check Amount:	69.98
050144	07/08/2019	C3970000005		EDL 702	Remit # 1 Check Date: 07/23/2019	Check Amount:	1,548.00
					10-2270-240-000-00-000-000-000-0000	310811	
Vendor: 161850 - ERIN HAMILTON							
					Check Date: 07/23/2019	Check Amount:	1,548.00
050145	07/09/2019	C3970400013		SALL ELEM	10-2620-430-000-10-060-000-000-0000	310619	1,140.00 #
Vendor: 168125 - HONEY DIPPEERS OF LYCO, LLC							
					Check Date: 07/23/2019	Check Amount:	1,140.00
050146	07/09/2019	C3970400014		JUNE 2019	10-1260-330-000-10-000-000-000-0000	340165	192.00 #
050146	07/09/2019	C3970400015		JUNE 2019	10-1260-330-000-30-000-000-000-0000	340166	48.00 #

* Denotes Non-Negotiable Transaction

P - Prenote

- Payable Transaction

d - Direct Deposit

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Fund Accounting Check Register

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Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Check Amount:	Expended Amt
Vendor: 168200 - HOPE ENTERPRISES, INC.								
050147	07/10/2019	C3971600014		MN000009756	10-2330-330-000-00-000-000-0000	311810	240.00	192.00 #
Vendor: 171600 - INFOCON CORPORATION								
050148	07/09/2019	C3970900008		33468	Remit # 1 Check Date: 07/23/2019	Check Amount:	192.00	885.00
050148	07/09/2019	C3970900009		33468	10-2620-430-000-30-010-000-000-0000	310133	885.00	875.00
050148	07/09/2019	C3970900010		33468	10-2620-430-000-30-020-000-000-0000	310226	385.00	485.00
050148	07/09/2019	C3970900011		33468	10-2620-430-000-10-030-000-000-0000	310316	3,515.00	401.82
050148	07/09/2019	C3970900012		33468	10-2620-430-000-10-060-000-000-0000	310619	280.15 #	280.15 #
Vendor: 171730 - INTEGRITEC INC.								
050149	07/10/2019	C3971800002		21046	Remit # 1 Check Date: 07/23/2019	Check Amount:	280.15	982.00
Vendor: 172875 - INTERSTATE TAX SERVICE INC.								
050150	07/10/2019	C3971600021		136	Remit # 1 Check Date: 07/23/2019	Check Amount:	3,287.00	1,999.00
Vendor: 174275 - J S A S D CAFETERIA ACCOUNT								
050151	07/08/2019	L3969300002	20000088	21000250	Remit # 1 Check Date: 07/23/2019	Check Amount:	686.00	687.00
050151	07/08/2019	L3969300003	20000090	21000021	10-2620-430-000-00-070-000-000-0000	311757	930.00	13,213.00
050151	07/08/2019	L3969300004	20000091	21000095	10-2620-430-000-30-010-000-000-0000	310133	21,784.00	38.00 #
050151	07/08/2019	L3969300005	20000093	21000185	10-2620-430-000-30-020-000-000-0000	310226	38.00	1,920.00 #
050151	07/08/2019	L3969300006	20000099	21000209	10-2620-430-000-10-040-000-000-0000	310421	1,920.00 #	800.00 #
050151	07/08/2019	L3969300012	20000097	21000117	10-2620-430-000-10-030-000-000-0000	310316	4,640.00	120.00 #
050151	07/08/2019	C3970000006	20000170	21066791	10-2620-430-000-10-060-000-000-0000	310619	120.00	120.00 #
Vendor: 176000 - JOHNSON CONTROLS FIRE PROTECTION LP								
050152	07/09/2019	C3970400016		62019120	Remit # 1 Check Date: 07/23/2019	Check Amount:	38.00	1,920.00 #
Vendor: 177151 - KADES-MARGOLIS CORPORATION								
050153	07/09/2019	C3970400005		146	Remit # 2 Check Date: 07/23/2019	Check Amount:	38.00	1,920.00 #
050153	07/09/2019	C3970400006		147	10-2620-430-000-30-010-000-000-0000	310133	1,920.00 #	800.00 #
050153	07/09/2019	C3970400007		148	10-2620-430-000-30-010-000-000-0000	310133	4,640.00	120.00 #
Vendor: 179325 - DWIGHT A. DAUBERMAN								
050154	07/09/2019	C3970800004		20190624	Check Date: 07/23/2019	Check Amount:	120.00	198.90
Vendor: 179580 - KIDSPACE CORPORATION								
050155	07/10/2019	L3971700001	20000020	31842.00	Remit # 1 Check Date: 07/23/2019	Check Amount:	119.30	593.16
050155	07/10/2019	L3971700002	20000026	31832.00	10-5800-610-000-00-000-000-000-SUSP	999999	911.36	3,318.35
050155	07/10/2019	L3971700003	20000044	31844.00	10-5800-610-000-00-000-000-000-SUSP	999999		
Vendor: 181801 - KURTZ BROTHERS								
050156	07/08/2019	L39693000015	20000002	29509	Remit # 1 Check Date: 07/23/2019	Check Amount:		

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P - Prenote

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Fund Accounting Check Register

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Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Check Amount:	Expended Amt
Vendor: 182100 - L J C DISTRIBUTORS								
050157	07/09/2019	C3970400017		MILEAGE	Remit # 1 Check Date: 07/23/2019 10-2260-581-000-00-000-000-0000	311969M	3,318.35	461.68 #
Vendor: 183870 - MARGARET LEEDY								
050158	07/09/2019	C3970800005		060690	Check Date: 07/23/2019 10-2310-549-000-00-000-000-0000	310825	461.68	232.10 #
050158	07/09/2019	C3970800006		060690	10-2310-549-000-00-000-000-0000	310825	35.80 #	
050158	07/09/2019	C3970800007		060690	10-2511-549-000-00-000-000-0000	343762	177.50 #	
050158	07/09/2019	C3970800008		060690	10-2310-549-000-00-000-000-0000	310825	189.20 #	
Vendor: 186200 - LOCK HAVEN EXPRESS								
050159	07/09/2019	C3970400018		74950517	Remit # 1 Check Date: 07/23/2019 10-2620-610-000-30-020-000-000-0000	310228	634.60	89.28 #
Vendor: 187420 - LOWE'S								
050160	07/08/2019	C3970000007		ED 682	Remit # 1 Check Date: 07/23/2019 10-2270-240-000-00-000-000-0000	310811	89.28	1,548.00
050160	07/08/2019	C3970000008		ED 697	10-2270-240-000-00-000-000-0000	310811	1,548.00	
050160	07/08/2019	C3970000009		ED 646	10-2270-240-000-00-000-000-0000	310811	1,548.00	
050160	07/08/2019	C3970000010		ED 686	10-2270-240-000-00-000-000-0000	310811	1,548.00	
Vendor: 193300 - JENNIFER MCKEE								
050161	07/09/2019	C3970400019	19000115	2086895	Check Date: 07/23/2019 10-2620-610-000-00-070-000-000-0000	311758	6,192.00	27.50 #
Vendor: 194200 - MEIER SUPPLY CO., INC								
050162	07/09/2019	C3970900013		289702	Remit # 1 Check Date: 07/23/2019 10-2620-522-000-00-000-000-0000	310935	27.50	9,456.00
050162	07/09/2019	C3970900014		289700	10-2620-521-000-00-000-000-0000	310934	8,243.00	
050162	07/09/2019	C3970900015		289703	10-2620-521-000-00-000-000-0000	310934	9,459.00	
050162	07/09/2019	C3970900016		289699	10-2620-521-000-00-000-000-0000	310934	60,384.00	
050162	07/09/2019	C3970900017		289704	10-2310-523-000-00-000-000-0000	310823	13,248.00	
050162	07/09/2019	C3970900018		289701	10-2310-523-000-00-000-000-0000	310823	17,345.00	
050162	07/09/2019	C3970900019		289705	10-2310-523-000-00-000-000-0000	310823	9,983.00	
Vendor: 200400 - R R MOTTER AGENCY								
050163	07/08/2019	L3969300007	20000038	436462	Check Date: 07/23/2019 10-5800-610-000-00-000-000-SUSP	999999	128,118.00	1.44
050163	07/08/2019	L3969300008	20000035	436451	10-5800-610-000-00-000-000-SUSP	999999	1.44	
050163	07/08/2019	L3969300016	20000043	437162	10-5800-610-000-00-000-000-SUSP	999999	27.93	
Vendor: 201801 - NASCO								
050164	07/09/2019	C3970400020		1482838	Remit # 1 Check Date: 07/23/2019 10-2620-430-000-10-060-000-000-0000	310619	30.81	32.00 #
050164	07/09/2019	C3970400021		1482838	10-2620-430-000-10-030-000-000-0000	310316	64.00 #	
050164	07/09/2019	C3970400022		1482838	10-2620-430-000-30-010-000-000-0000	310133	96.00 #	
050164	07/09/2019	C3970400023		1482838	10-2620-430-000-10-040-000-000-0000	310421	192.00 #	
050164	07/09/2019	C3970400024		1482838	10-2620-430-000-30-020-000-000-0000	310226	64.00 #	

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P - Prenote

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Fund Accounting Check Register

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Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Check Amount:	Expended Amt
Vendor: 205682 - NORTH CENTRAL SIGHT SERVICES, INC.								
050165	07/08/2019	C3970000011		JILL WENRICH	10-2360-810-000-00-000-000-0000	310848	448.00	990.00
Vendor: 207616 - PARSS								
050166	07/09/2019	C3970900020		118165	10-2620-610-000-10-040-000-000-0000	310424	990.00	1,623.44
Vendor: 207629 - P STONE INC								
050167	07/09/2019	C3970400025		1930187476	10-2620-430-000-30-010-000-000-0000	310133	1,623.44	2,340.00
050167	07/09/2019	C3970800009		1930188653	10-2620-430-000-30-010-000-000-0000	310133	88.00	88.00
Vendor: 207800 - PACE ANALYTICAL SERVICES, LLC								
050168	07/08/2019	C3970000012		SHEENA ARMBRUSTR	10-2271-580-000-30-010-000-000-0000	313736C	2,428.00	333.00
050168	07/08/2019	C3970000013		LISA TIBBENS	10-2272-580-000-00-000-000-000-0000	313739NC	333.00	333.00
Vendor: 210157 - PACCA - PA CHILDCARE ASSOCIATION								
050169	07/09/2019	C3970800010		39220-67028	10-2620-422-000-00-080-000-000-0000	311382	666.00	114.56
050169	07/09/2019	C3970800011		36220-67004	10-2620-622-000-00-070-000-000-0000	311859	331.13	331.13
050169	07/09/2019	C3970800012		36220-67004	10-2620-422-000-00-070-000-000-0000	311785	1,324.52	1,324.52
050169	07/09/2019	C3970800013		75230-67000	10-2620-422-000-10-040-000-000-0000	310418	3,631.91	3,631.91
Vendor: 210800 - PPL ELECTRIC UTILITIES								
050170	07/09/2019	C3970800014		819871	10-2620-610-000-00-000-000-000-0000	310939	5,402.12	19.57
Vendor: 210850 - PA ONE CALL SYSTEM INC								
050171	07/08/2019	C3970000014		500007688	10-2380-810-000-30-020-000-000-0000	310247	19.57	595.00
Vendor: 210860 - PA PRINCIPALS ASSOCIATION								
050172	07/09/2019	C3970900021		AUGUGST 2019	10-0462-214-000-00-000-000-000-0000	110462-214	595.00	508.30
050172	07/09/2019	C3970900022		AUGUGST 2019	29-0462-214-000-00-000-000-000-0000	129462-214	38.88	38.88
Vendor: 210900 - CM-REGENT, LLC								
050173	07/08/2019	C3970000015		2019301	10-2360-810-000-00-000-000-000-0000	310848	547.18	13,488.28
Vendor: 210900 - PA SCHOOL BOARD ASSOC								
050174	07/08/2019	L3969300009	20000004	S1392207.002	10-3250-610-003-00-000-000-000-0000	329041	13,488.28	364.32
050174	07/10/2019	L3971700004	20000012	S1393727.004	10-5800-610-000-00-000-000-000-SUSP	999999	762.00	762.00
Vendor: 216376 - PYRAMID SCHOOL PRODUCTS								
050175	07/08/2019	L3969300001	20000139	INV-42350	10-2620-430-000-00-000-000-000-0000	310932	1,126.32	7,120.46
Vendor: 224250 - SCHOOLDUDE.COM, INC.								
050176	07/10/2019	C3971600016		233778	10-2620-610-000-00-000-000-000-0000	310939	7,120.46	74.49
050176	07/10/2019	C3971600017		233787	10-2620-610-000-00-000-000-000-0000	310939	-7.97	-7.97
050176	07/10/2019	C3971600018		233844	10-2620-610-000-00-000-000-000-0000	310939	20.17	20.17
050176	07/10/2019	C3971600019		234673	10-2620-610-000-00-000-000-000-0000	310939	128.64	128.64

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050176	07/10/2019	C3971600020		235679	10-2620-610-000-00-000-000-0000	310939	2.85 #
Vendor: 228000 - SHORE AUTO PARTS INC							
050177	07/09/2019	C3970800015		ALTE 616	Remit # 1 Check Date: 07/23/2019	Check Amount:	218.18
					10-2270-240-000-00-000-000-0000	310811	1,548.00 #
050177	07/09/2019	C3970800016		EDTL 606	10-2270-240-000-00-000-000-0000	310811	1,548.00 #
Vendor: 229915 - SARA SMITH							
050178	07/10/2019	C3971600022		5764	Check Date: 07/23/2019	Check Amount:	3,096.00
					10-2620-610-000-00-000-000-0000	310939	128.68 #
Vendor: 229925 - SMITH RADIO, LLC							
050179	07/09/2019	C3970800017		059161	Check Date: 07/23/2019	Check Amount:	128.68
					10-2310-549-000-00-000-000-0000	310825	716.50 #
050179	07/09/2019	C3970800018		059161	10-2511-549-000-00-000-000-0000	343762	253.55 #
Vendor: 235050 - SUN-GAZETTE COMPANY							
050180	07/09/2019	C3970400026		00197295	Remit # 1 Check Date: 07/23/2019	Check Amount:	970.05
					10-2620-430-000-00-000-000-0000	310932	268.10 #
050180	07/09/2019	C3970400027		00197299	10-2620-430-000-30-010-000-0000	310133	376.60 #
050180	07/09/2019	C3970400028		00197292	10-2620-430-000-30-010-000-0000	310133	188.75 #
050180	07/09/2019	C3970400029		00197298	10-2620-430-000-30-020-000-0000	310226	164.55 #
050180	07/09/2019	C3970400030		00197293	10-2620-430-000-10-040-000-0000	310421	1,535.30 #
050180	07/09/2019	C3970400031		00197294	10-2620-430-000-10-030-000-0000	310316	76.20 #
050180	07/09/2019	C3970400032		00197297	10-2620-430-000-10-060-000-0000	310619	116.70 #
050180	07/10/2019	C3971600023		00197559	10-2620-430-000-10-060-000-0000	310619	197.15 #
050180	07/10/2019	C3971600024		00197566	10-2620-430-000-30-020-000-0000	310226	179.15 #
050180	07/10/2019	C3971600025		00197532	10-2620-430-000-30-010-000-0000	310133	2,431.35 #
050180	07/10/2019	C3971600026		00197533	10-2620-430-000-00-070-000-0000	311757	246.20 #
Vendor: 235750 - SUSQUEHANNA FIRE EQUIPMENT COMPANY							
050181	07/08/2019	L3969300010	20000041	434227	Remit # 1 Check Date: 07/23/2019	Check Amount:	5,780.05
					10-5800-610-000-00-000-000-0000-SUSP	999999	8.73
050181	07/08/2019	L3969300011	20000029	434226	10-5800-610-000-00-000-000-0000-SUSP	999999	12.71
Vendor: 240701 - TRIARCO ARTS & CRAFTS							
050182	07/09/2019	C3970900023		JULY 2019	Remit # 1 Check Date: 07/23/2019	Check Amount:	21.44
					10-2540-532-000-00-000-000-0000	340721	2,000.00
Vendor: 242305 - U S POSTAL SERVICE							
050183	07/10/2019	C3971600027		192-00352	Remit # 4 Check Date: 07/23/2019	Check Amount:	2,000.00
					10-1110-348-000-10-030-023-000-0000	310386	1.00 #
050183	07/10/2019	C3971600028		192-00352	10-1110-348-000-10-040-023-000-0000	310484	7.00 #
050183	07/10/2019	C3971600029		192-00352	10-1110-348-000-10-060-023-000-0000	310663	3.00 #
Vendor: 242535 - UNIVERSITY OF OREGON							
050184	07/10/2019	C3971600030	19000466	808456	Check Date: 07/23/2019	Check Amount:	11.00
					10-1211-610-000-30-010-000-000-0000	360502	70.92 #
Vendor: 247350 - WEIS MARKETS, INC.							
050185	07/09/2019	C3970400033		JERSHOSCH1906	Remit # 2 Check Date: 07/23/2019	Check Amount:	70.92
					10-2620-610-000-00-000-000-0000	310939	85.00 #

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050185	07/09/2019	C3970400034		JERSHOSCH1906	10-2620-610-000-30-010-000-000-0000	310135	76.50 #
050185	07/09/2019	C3970400035		JERSHOSCH1906	10-1380-610-000-30-010-025-000-0000	312978	314.50 #
Vendor: 247500 - WELD TEC SERVICE & SALES							
050186	07/09/2019	C3971500002		JULY 2019	10-2720-513-000-00-000-000-000-0000	310954	476.00
Vendor: 250840 - WINDECKER ENTERPRISES, INC.							
050187	07/10/2019	C3971900001		RT00294767	10-1110-756-000-30-010-023-000-0000	312125	91,878.01
050187	07/10/2019	C3971900002		RT00294767	10-0180-000-000-00-000-000-000-WNTH	110180W	129,660.13
Vendor: 251350 - WINTHROP RESOURCES CORPORATION							
050188	07/09/2019	C3970800019		EDL 500	10-2270-240-000-00-000-000-000-0000	310811	11,735.87
Vendor: 251725 - JODI WOLESAGLE							
050189	07/10/2019	C3971600032	19000119		10-2620-610-000-30-010-000-000-0000	310135	141,396.00
Vendor: 252300 - WOOL'S HARDWARE							
050190	07/09/2019	C3970800020		097290126	10-2120-442-000-30-010-000-000-0000	310766	1,548.00 #
050190	07/09/2019	C3970800021		097290127	10-2540-442-000-00-000-000-000-0000	311024	112.12 #
050190	07/09/2019	C3970800022		097290128	10-2540-442-000-00-000-000-000-0000	311024	112.12
Vendor: 253200 - XEROX CORPORATION							
050191	07/09/2019	C3970900024		1678046	10-2540-442-000-00-000-000-000-0000	311024	196.02 #
050191	07/09/2019	C3970900025		1678046	10-1110-442-000-30-010-000-000-0000	312110	1,659.27 #
050191	07/09/2019	C3970900026		1678046	10-1110-442-000-30-020-000-000-0000	310242	1,682.24 #
050191	07/09/2019	C3970900027		1678046	10-1110-442-000-10-040-000-000-0000	310402	3,537.53
050191	07/09/2019	C3970900028		1678046	10-1110-442-000-10-030-000-000-0000	310302	601.06
050191	07/09/2019	C3970900029		1678046	10-1110-442-000-10-060-000-000-0000	310602	901.59
Vendor: 253210 - XEROX FINANCIAL SERVICES							
050192	07/08/2019	L3969300017	20000001	058-39402960	10-2620-610-000-00-000-000-000-0000	310939	901.58
Vendor: 253301 - VERITIV OPERATING COMPANY							
							901.58
							300.52
							300.52
							3,906.85
							75.40
							75.40
10-GENERAL FUND							498,792.44
29-ATHLETIC FUND							38.88
Grand Total Manual Checks :							
Grand Total Regular Checks :							
Grand Total Direct Deposits:							
Grand Total Credit Card Payments:							
Grand Total All Checks :							

- Payable Transaction * Denotes Non-Negotiable Transaction c - Credit Card Payment
P - Prenote d - Direct Deposit

Fund Accounting Check Register

MUNICIPALITY - GENERAL FUND - From 06/01/2019 To 06/30/2019

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
FT00593	06/06/2019	M3960700002			78-0479-000-000-000-000-069-0000	178479 HSA	6,116.06
Vendor: 140145 - DISCOVERY BENEFITS, INC.							
FT00594	06/07/2019	M3960700003			78-0479-000-000-000-000-046-0000	178479DR	920.06
Vendor: 148125 - EXPERTPAY							
FT00597	06/11/2019	M3960700009			50-0462-211-000-000-000-000-0000	150462-211	10,990.98
FT00597	06/11/2019	M3960700010			29-0462-211-000-000-000-000-0000	129462-211	1,547.73
FT00597	06/11/2019	M3960700011			10-0462-211-000-000-000-000-0000	110462-211	381,200.52
FT00597	06/11/2019	M3960700012			10-0480-211-000-000-000-000-CPAY	110480C	34,707.33
FT00597	06/11/2019	M3960700013			10-0462-211-000-000-000-000-0000	110462-211	26,964.14
FT00597	06/11/2019	M3960700014			10-0153-211-000-000-000-000-BCBS	110153BC	-3,566.60
Vendor: 188650 - LYCOMING COUNTY INSURANCE CONSORTIUM							
FT00599	06/14/2019	M3960700016		BE003432927C	10-0462-212-000-000-000-000-0000	110462-212	4,748.64
FT00599	06/14/2019	M3960700017		BE003432927C	29-0462-212-000-000-000-000-0000	129462-212	37.39
FT00599	06/14/2019	M3960700018		BE003432927C	50-0462-212-000-000-000-000-0000	150462-212	130.87
FT00599	06/14/2019	M3960700019		BE003432927C	10-0462-212-000-000-000-000-RTRE	110462-212R	146.00
Vendor: 137700 - DELTA DENTAL							
FT00600	06/14/2019	M3960700020		INV125050	10-2380-599-000-10-000-000-000-0000	310999-4	5,062.90
FT00600	06/14/2019	M3960700021		INV125051	10-2290-599-000-00-000-000-000-0000	340329-4	417.24
FT00600	06/14/2019	M3960700022		INV125052	10-2420-329-000-00-000-000-000-0000	360001-4	83.52
FT00600	06/14/2019	M3960700023		INV125053	10-2620-413-000-00-000-000-000-0000	310919-4	263.80
FT00600	06/14/2019	M3960700024		INV125054	10-1290-599-000-00-000-000-000-0000	310900-4	267.44
FT00600	06/14/2019	M3960700025		INV125054	10-1110-599-000-30-000-000-000-0000	310997-4	363.31
FT00600	06/14/2019	M3960700026		INV125054	10-2250-599-000-30-000-000-000-0000	311005-4	80.71
FT00600	06/14/2019	M3960700027		INV125054	10-1211-599-000-10-000-000-000-0000	340311-4	165.01
FT00600	06/14/2019	M3960700028		INV125054	10-1241-599-000-10-000-000-000-0000	340315-4	126.00
FT00600	06/14/2019	M3960700029		INV125054	10-1241-599-000-30-000-000-000-0000	340316-4	57.96
FT00600	06/14/2019	M3960700030		INV126143	10-1110-329-000-00-000-000-000-0000	310700-4	78.69
FT00600	06/14/2019	M3960700031		INV126143	10-1110-329-000-10-000-000-000-0000	310704-4	989.25
FT00600	06/14/2019	M3960700032		INV126143	10-1110-329-000-30-000-000-000-0000	310705-4	3,495.35
FT00600	06/14/2019	M3960700033		INV126143	10-1380-329-000-30-000-000-000-0000	312998-4	2,703.95
FT00600	06/14/2019	M3960700034		INV126143	10-1241-329-000-30-000-000-000-0000	340326-4	131.90
FT00600	06/14/2019	M3960700035		INV127194	10-1110-329-000-00-000-000-000-0000	310700-4	197.85
FT00600	06/14/2019	M3960700036		INV127194	10-1110-329-000-10-000-000-000-0000	310704-4	1,253.05
FT00600	06/14/2019	M3960700037		INV127194	10-1110-329-000-30-000-000-000-0000	310705-4	3,759.15
							5,144.10

* Denotes Non-Negotiable Transaction

P - Prenote

- Payable Transaction

d - Direct Deposit

c - Credit Card Payment

Fund Accounting Check Register

MUNCY - GENERAL FUND - From 06/01/2019 To 06/30/2019

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
FT00600	06/14/2019	M3960700038		INV127194	10-1380-329-000-30-000-000-000-0000	312998-4	131.90
FT00600	06/14/2019	M3960700039		INV127194	10-1211-329-000-10-000-000-000-0000	340321-4	131.90
FT00600	06/14/2019	M3960700040		INV127194	10-1241-329-000-10-000-000-000-0000	340325-4	197.85
FT00600	06/14/2019	M3960700041		INV127194	10-1241-329-000-30-000-000-000-0000	340326-4	659.50
Vendor: 231001 - Source4Teachers							
FT00602	06/25/2019	M3960700043			10-2590-810-000-00-000-000-000-0000	310917	20,699.43
Check Amount: 281.75							
Vendor: 140145 - DISCOVERY BENEFITS, INC.							
FT00603	06/20/2019	M3960700044		9828981628	10-2620-531-000-00-070-000-000-0000	311756	281.75
FT00603	06/20/2019	M3960700045		9828981628	10-2620-531-000-30-010-000-000-0000	310134	1,848.69
FT00603	06/20/2019	M3960700046		9828981628	10-2620-531-000-30-020-000-000-0000	310227	299.86
FT00603	06/20/2019	M3960700047		9828981628	10-2620-531-000-10-040-000-000-0000	310422	383.15
FT00603	06/20/2019	M3960700048		9828981628	10-2620-531-000-10-060-000-000-0000	310620	339.87
FT00603	06/20/2019	M3960700049		9828981628	10-2620-531-000-10-030-000-000-0000	310317	102.45
FT00603	06/20/2019	M3960700050		9828981628	29-3250-531-009-00-000-000-000-0000	329137	157.40
FT00603	06/20/2019	M3960700051		9828981628	10-2130-531-000-00-000-000-000-0000	311264	202.94
FT00603	06/20/2019	M3960700052		9828981628	10-1290-531-000-00-000-000-000-0000	340061	94.97
FT00603	06/20/2019	M3960700053		9828981628	10-2220-650-431-00-000-019-000-0000	340696-19	54.96
FT00603	06/20/2019	M3960700054		9830958079	10-2620-531-000-00-070-000-000-0000		400.18
FT00603	06/20/2019	M3960700055		9830958079	10-2620-531-000-30-010-000-000-0000		1,822.27
FT00603	06/20/2019	M3960700056		9830958079	10-2620-531-000-30-020-000-000-0000		299.86
FT00603	06/20/2019	M3960700057		9830958079	10-2620-531-000-10-040-000-000-0000		383.15
FT00603	06/20/2019	M3960700058		9830958079	10-2620-531-000-10-060-000-000-0000		339.87
FT00603	06/20/2019	M3960700059		9830958079	10-2620-531-000-10-030-000-000-0000		102.45
FT00603	06/20/2019	M3960700060		9830958079	29-3250-531-009-00-000-000-000-0000		157.40
FT00603	06/20/2019	M3960700061		9830958079	10-2130-531-000-00-000-000-000-0000		202.94
FT00603	06/20/2019	M3960700062		9830958079	10-1290-531-000-00-000-000-000-0000		94.97
FT00603	06/20/2019	M3960700063		9830958079	10-2220-650-431-00-000-019-000-0000		54.96
Vendor: 243975 - VERIZON WIRELESS							
FT00605	06/21/2019	M3960700065			Remit # 1 Check Date: 06/20/2019	Check Amount:	7,742.44
					78-0479-000-000-00-000-000-046-0000	178479DR	920.06
Vendor: 148125 - EXPERTPAY							
FT00606	06/21/2019	M3960700066			Check Date: 06/21/2019	Check Amount:	920.06
					78-0479-000-000-00-000-000-069-0000	178479 HSA	4,576.06
Vendor: 140145 - DISCOVERY BENEFITS, INC.							
FT00607	06/24/2019	M3960700072			Check Date: 06/21/2019	Check Amount:	4,576.06
					10-2620-292-000-00-000-000-000-0000	311627	2,000.00
Vendor: 140145 - DISCOVERY BENEFITS, INC.							
					Check Date: 06/24/2019	Check Amount:	2,000.00

* Denotes Non-Negotiable Transaction

P - Prenote

- Payable Transaction

d - Direct Deposit

c - Credit Card Payment

Fund Accounting Check Register

MUNCY - GENERAL FUND - From 06/01/2019 To 06/30/2019

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
FT00611	06/24/2019	M3960700073		INV126144	10-2380-599-000-10-000-000-000-0000	310999-4	315.68
FT00611	06/24/2019	M3960700074		INV126145	10-2290-599-000-00-000-000-000-0000	340329-4	66.70
FT00611	06/24/2019	M3960700075		INV126146	10-2420-329-000-00-000-000-000-0000	360001-4	263.80
FT00611	06/24/2019	M3960700076		INV126147	10-2620-413-000-00-000-000-000-0000	310919-4	713.90
FT00611	06/24/2019	M3960700077		INV126148	10-1290-599-000-00-000-000-000-0000	310900-4	364.44
FT00611	06/24/2019	M3960700078		INV126148	10-1110-599-000-10-000-000-000-0000	310996-4	42.04
FT00611	06/24/2019	M3960700079		INV126148	10-1110-599-000-30-000-000-000-0000	310997-4	79.25
FT00611	06/24/2019	M3960700080		INV126148	10-2250-599-000-30-000-000-000-0000	311005-4	81.27
FT00611	06/24/2019	M3960700081		INV126148	10-1211-599-000-10-000-000-000-0000	340311-4	42.04
FT00611	06/24/2019	M3960700082		INV126148	10-1231-599-000-30-000-000-000-0000	340314-4	79.59
FT00611	06/24/2019	M3960700083		INV126148	10-1241-599-000-10-000-000-000-0000	340315-4	209.29
FT00611	06/24/2019	M3960700084		INV127195	10-2380-599-000-10-000-000-000-0000	310999-4	508.72
FT00611	06/24/2019	M3960700085		INV127197	10-2290-599-000-00-000-000-000-0000	340329-4	66.25
FT00611	06/24/2019	M3960700086		INV127198	10-1270-599-000-10-000-000-000-0000	340317-4	131.90
FT00611	06/24/2019	M3960700087		INV127198	10-2420-329-000-00-000-000-000-0000	360001-4	395.70
FT00611	06/24/2019	M3960700088		INV127199	10-2620-413-000-00-000-000-000-0000	310919-4	971.02
FT00611	06/24/2019	M3960700089		INV1271200	10-1290-599-000-00-000-000-000-0000	310900-4	368.24
FT00611	06/24/2019	M3960700090		INV1271200	10-2250-599-000-30-000-000-000-0000	311005-4	80.94
FT00611	06/24/2019	M3960700091		INV1271200	10-1211-599-000-10-000-000-000-0000	340311-4	125.55
FT00611	06/24/2019	M3960700092		INV1271200	10-1231-599-000-30-000-000-000-0000	340314-4	45.96
FT00611	06/24/2019	M3960700093		INV1271200	10-1241-599-000-10-000-000-000-0000	340315-4	238.45
FT00611	06/24/2019	M3960700094		INV1271200	10-1241-599-000-30-000-000-000-0000	340316-4	80.94
FT00611	06/24/2019	M3960700095		INV128119	10-1110-329-000-00-000-000-000-0000	310700-4	791.40
FT00611	06/24/2019	M3960700096		INV128119	10-1110-329-000-10-000-000-000-0000	310704-4	857.35
FT00611	06/24/2019	M3960700097		INV128119	10-1110-329-000-30-000-000-000-0000	310705-4	2,044.45
FT00611	06/24/2019	M3960700098		INV128119	10-1241-329-000-30-000-000-000-0000	340326-4	131.90
FT00611	06/24/2019	M3960700099		INV128120	10-2380-599-000-10-000-000-000-0000	310999-4	399.41
FT00611	06/24/2019	M3960700100		INV128120	10-2120-599-000-30-000-000-000-0000	310998-4	170.95
FT00611	06/24/2019	M3960700101		INV128121	50-3100-599-000-00-000-000-000-0000	350002-4	48.43
FT00611	06/24/2019	M3960700102		INV128122	10-1270-599-000-10-000-000-000-0000	340317-4	131.90
FT00611	06/24/2019	M3960700103		INV128122	10-2420-329-000-00-000-000-000-0000	360001-4	263.80
FT00611	06/24/2019	M3960700104		INV128123	10-2620-413-000-00-000-000-000-0000	310919-4	697.21
FT00611	06/24/2019	M3960700105		INV128124	10-1290-599-000-00-000-000-000-0000	310900-4	271.05
FT00611	06/24/2019	M3960700106		INV128124	10-1211-599-000-10-000-000-000-0000	340311-4	158.29

* Denotes Non-Negotiable Transaction

P - Prenote

- Payable Transaction

d - Direct Deposit

c - Credit Card Payment

Fund Accounting Check Register

MUNCY - GENERAL FUND - From 06/01/2019 To 06/30/2019

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
FT00611	06/24/2019	M3960700107		INV128124	10-1211-599-000-30-000-000-000-0000	340312-4	79.59
FT00611	06/24/2019	M3960700108		INV128124	10-1241-599-000-10-000-000-000-0000	340315-4	38.90
FT00611	06/24/2019	M3960700109		INV128124	10-1241-599-000-30-000-000-000-0000	340316-4	40.13
FT00611	06/24/2019	M3960700110		INV1271196	50-3100-599-000-00-000-000-000-0000	350002-4	45.62
Vendor: 231001 - Source4Teachers							
FT00612	06/24/2019	M3960700111		BE003440177C	10-0462-212-000-00-000-000-000-0000	110462-212	11,442.05
FT00612	06/24/2019	M3960700112		BE003440177C	29-0462-212-000-00-000-000-000-0000	129462-212	6,154.92
FT00612	06/24/2019	M3960700113		BE003440177C	50-0462-212-000-00-000-000-000-0000	150462-212	48.46
FT00612	06/24/2019	M3960700114		BE003440177C	10-0462-212-000-00-000-000-000-RTRE	110462-212R	169.62
Vendor: 137700 - DELTA DENTAL							
FT00613	06/28/2019	M3960700115			Remit # 2 Check Date: 06/24/2019	Check Amount:	254.00
					10-0180-000-000-00-000-000-0000	110180	6,627.00
Vendor: 140145 - DISCOVERY BENEFITS, INC.							
					Check Date: 06/28/2019	Check Amount:	139,200.00
					10-GENERAL FUND		631,474.69
					29-ATHLETIC FUND		2,039.46
					50-FOOD SERVICE FUND		11,385.52
					78-PAYROLL FUND		12,532.24
					Grand Total Manual Checks :		657,431.91
					Grand Total Regular Checks :		0.00
					Grand Total Direct Deposits:		0.00
					Grand Total Credit Card Payments:		0.00
					Grand Total All Checks :		657,431.91

- Payable Transaction * Denotes Non-Negotiable Transaction C - Credit Card Payment
P - Prenote d - Direct Deposit

Fund Accounting Check Register

PLGIT GENERAL FUND - From 06/01/2019 To 06/30/2019

fackrpg

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
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050010	06/30/2019	M3967500001		3288116	10-2620-610-000-30-010-000-000-0000	310135	-38.97
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SUPPLIES

endor: 182080 - L/B WATER SERVICE, INC

Check Date: 06/25/2019

Check Amount: -38.97

- Payable Transaction

* Denotes Non-Negotiable Transaction
P - Prenote d - Direct Deposit c - Credit Card Payment

Fund Accounting Check Register

PLGIT GENERAL FUND - From 06/01/2019 To 06/30/2019

fackrgpg

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
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FT00604 06/20/2019 M3960700064

ER RETIREMENT CONTRIBUTIONS

endor: 216000 - PSERS Remit # 1

Check Date: 06/20/2019 Check Amount: 1,500,237.46

10-GENERAL FUND 1500198.49

Grand Total Manual Checks : 1,500,198.49
 Grand Total Regular Checks : 0.00
 Grand Total Direct Deposits: 0.00
 Grand Total Credit Card Payments: 0.00
 Grand Total All Checks : 1,500,198.49

- Payable Transaction * Denotes Non-Negotiable Transaction c - Credit Card Payment
 P - Prenote d - Direct Deposit

Fund Accounting Check Register

PLGIT PAYROLL - From 06/01/2019 To 06/30/2019

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
058607	06/04/2019	C3955800001			78-0479-000-00-000-000-023-0000	178479CD	446.29
Vendor:	101250	- AFSCME COUNCIL 13			Remit # 1 Check Date: 06/07/2019	Check Amount:	446.29
058608	06/04/2019	C3955800002			78-0479-000-00-000-000-036-0000	178479JSEA	249.20
Vendor:	174953	- JSAEA, JULIE WAGNER			Check Date: 06/07/2019	Check Amount:	249.20
058609	06/04/2019	C3955800003			78-0479-000-00-000-000-050-0000	178479PHEA	191.90
Vendor:	207625	- PHEAA			Remit # 1 Check Date: 06/07/2019	Check Amount:	191.90
058610	06/04/2019	C3955800004			78-0479-000-00-000-000-026-0000	178479WTCU	6,621.50
Vendor:	250800	- WMSPT TEACHERS CREDIT UNION			Remit # 1 Check Date: 06/07/2019	Check Amount:	6,621.50
058613	06/19/2019	C3963200001			78-0479-000-00-000-000-023-0000	178479CD	423.43
Vendor:	101250	- AFSCME COUNCIL 13			Remit # 1 Check Date: 06/21/2019	Check Amount:	423.43
058614	06/19/2019	C3963200002			78-0479-000-00-000-000-057-0000	178479125I	38,563.77
058614	06/19/2019	C3963200003			78-0479-000-00-000-000-075-0000	178479VSIN	498.75
058614	06/19/2019	C3963200004			78-0479-000-00-000-000-071-0000	178479FC	10.00
Vendor:	174325	- JSASD GENERAL FUND			Remit # 3 Check Date: 06/21/2019	Check Amount:	39,072.52
058615	06/19/2019	C3963200005			78-0479-000-00-000-000-036-0000	178479JSEA	186.90
Vendor:	174953	- JSAEA, JULIE WAGNER			Check Date: 06/21/2019	Check Amount:	186.90
058616	06/19/2019	C3963200010			78-0479-000-00-000-000-067-0000	178479BDP	362.00
Vendor:	175050	- JERSEY SHORE AREA EDUCATION FOUNDATION			Check Date: 06/21/2019	Check Amount:	362.00
058617	06/19/2019	C3963200008			78-0479-000-00-000-000-042-0000	178479UF	60.00
Vendor:	188950	- LYCOMING UNITED WAY			Remit # 1 Check Date: 06/21/2019	Check Amount:	60.00
058618	06/19/2019	C3963200007			78-0479-000-00-000-000-076-0000	178479LTD	3,202.48
Vendor:	189758	- MADISON NATIONAL LIFE INS. CO., INC.			Check Date: 06/21/2019	Check Amount:	3,202.48
058619	06/19/2019	C3963200009			78-0478-000-00-000-000-029-0000	178478LOC	24,618.48
Vendor:	200800	- MUNICIPAL & SCHOOL INCOME TAX			Remit # 1 Check Date: 06/21/2019	Check Amount:	24,618.48
058620	06/19/2019	C3963200006			78-0479-000-00-000-000-050-0000	178479PHEA	191.90
Vendor:	207625	- PHEAA			Remit # 1 Check Date: 06/21/2019	Check Amount:	191.90
058621	06/19/2019	C3963200011			78-0479-000-00-000-000-072-0000	178479USDE	585.88
Vendor:	242564	- US DEPARTMENT OF EDUCATION			Remit # 1 Check Date: 06/21/2019	Check Amount:	585.88
058622	06/19/2019	C3963200012			78-0479-000-00-000-000-026-0000	178479WTCU	5,791.50
Vendor:	250800	- WMSPT TEACHERS CREDIT UNION			Remit # 1 Check Date: 06/21/2019	Check Amount:	5,791.50

78-PAYROLL FUND 82,003.98

Grand Total Manual Checks : 0.00

- Payable Transaction P - Prenote * Denotes Non-Negotiable Transaction c - Credit Card Payment
d - Direct Deposit

Fund Accounting Check Register

PLGIT PAYROLL - FROM 06/01/2019 To 06/30/2019

fackrgc

check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
					Grand Total Regular Checks :		82,003.98
					Grand Total Direct Deposits:		0.00
					Grand Total Credit Card Payments:		0.00
					Grand Total All Checks :		82,003.98

- Payable Transaction * Denotes Non-Negotiable Transaction c - Credit Card Payment
P - Prenote d - Direct Deposit

Fund Accounting Check Register

PLGIT PAYROLL - From 06/01/2019 To 06/30/2019

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
FT00592	06/06/2019	M3960700001			78-0479-000-000-000-403-0000	178403	24,017.53
Vendor: 148003 - EPARS					Check Date: 06/06/2019	Check Amount:	24,017.53
FT00595	06/10/2019	M3960700004			78-0471-000-000-000-000-0000	178471	99,853.35
FT00595	06/10/2019	M3960700005			78-0479-000-000-000-040-0000	178479PS	265.18
Vendor: 216000 - PSERS					Remit # 1	Check Amount:	100,118.53
FT00596	06/10/2019	M3960700006			78-0478-000-000-000-028-0000	178478FED	82,284.21
FT00596	06/10/2019	M3960700007			78-0472-000-000-000-000-0000	178472	111,235.02
FT00596	06/10/2019	M3960700008			78-0472-000-000-000-000-0000	178472	26,014.64
Vendor: 141900 - EFTPS					Check Date: 06/10/2019	Check Amount:	219,533.87
FT00598	06/12/2019	M3960700015			78-0478-000-000-000-031-0000	178478STAT	27,524.66
Vendor: 141960 - E-TIDES					Check Date: 06/12/2019	Check Amount:	27,524.66
FT00608	06/24/2019	M3960700067			78-0478-000-000-000-028-0000	178478FED	53,367.84
FT00608	06/24/2019	M3960700068			78-0472-000-000-000-000-0000	178472	75,219.30
FT00608	06/24/2019	M3960700069			78-0472-000-000-000-000-0000	178472	17,591.61
Vendor: 141900 - EFTPS					Check Date: 06/24/2019	Check Amount:	146,178.75
FT00609	06/26/2019	M3960700070			78-0478-000-000-000-031-0000	178478STAT	18,622.75
Vendor: 141960 - E-TIDES					Check Date: 06/26/2019	Check Amount:	18,622.75
FT00610	06/21/2019	M3960700071			78-0479-000-000-000-403-0000	178403	15,417.53
Vendor: 148003 - EPARS					Check Date: 06/21/2019	Check Amount:	15,417.53
78-PAYROLL FUND							551,413.62
Grand Total Manual Checks :							551,413.62
Grand Total Regular Checks :							0.00
Grand Total Direct Deposits:							0.00
Grand Total Credit Card Payments:							0.00
Grand Total All Checks :							551,413.62

- Payable Transaction * Denotes Non-Negotiable Transaction c - Credit Card Payment
P - Prenote d - Direct Deposit

Xerox Financial Services LLC <small>25 Clinton Avenue Fairfield, CT 06424</small>		Supplement to Lease ("Supplement")									
Agreement Number for Lease 020-0078485-00		Agreement Number for this Supplement		Dealer Name							
CUSTOMER INFORMATION											
Full Legal Name				DBA							
JERSEY SHORE AREA SCHOOL DISTRICT											
Billing Address				City	State ZIP Code						
175 A & P DRIVE				JERSEY SHORE	PA 17740						
Phone		Contact Name		Contact Email							
570-398-5050		BEN ENDERS		benders@jsasd.org							
EQUIPMENT ADDED											
Quantity	Model and Description										
1	Xerox B8045 B&W Copy/Print/Color Scan/Email & Fax with Stapling & 3 Hole-Punching Office Finisher Located at JSASD High School 701 Cemetery St, Jersey Shore PA 17740										
EQUIPMENT DELETED											
Quantity	Model and Description										
NEW TOTAL PAYMENT			OR			ADDITIONAL PAYMENT					
<input type="checkbox"/> If this box is checked, your new Lease Payment consists of a Monthly Lease Payment of \$ _____, plus Taxes and, if the Lease is a Cost Per Copy Agreement, plus Excess Charges (collectively, the "New Total Payment").						<input checked="" type="checkbox"/> If this box is checked, your new payment is the sum of the amounts set forth in the Lease, any other Supplements thereto, as applicable, and an additional payment for this Supplement. The additional payment for this Supplement consists of a Monthly Lease Payment of \$ <u>395.00</u> , plus Taxes and, if the Lease is a Cost Per Copy Agreement, plus Excess Charges (collectively, the "Additional Payment").					
<input type="checkbox"/> If this box is checked, the above includes a change to your service.						<input checked="" type="checkbox"/> If this box is checked, the above includes a change to your service.					
B&W Copies Included _____			Excess B&W Copies Charge _____			B&W Prints Included <u>9,300</u>			Excess B&W Prints Charge <u>\$.0055</u>		
Color Copies Included _____			Excess Color Copies Charge _____			Color Prints Included _____			Excess Color Prints Charge _____		
Other Copies Included _____			Excess Other Copies Charge _____			Other Prints Included _____			Excess Other Prints Charge _____		
TERM											
<u>49</u> months, which is the balance of the Initial Lease Term of the Lease, so this Supplement is coterminous with the Lease and any other Supplements thereto, as applicable.											
TERMS AND CONDITIONS											
You have asked Xerox Financial Services LLC to agree to this Supplement, which adds Equipment to, deletes Equipment from, and/or modifies maintenance charges or Excess Charges for Equipment subject to, the Lease. You agree to pay the New Total Payment or the Additional Payment, whichever is applicable, set forth above. Except as set forth herein, the terms and conditions in the Lease, including any Supplements thereto, and any personal guaranty(s) shall remain in full force and effect and are incorporated herein by reference.											
CUSTOMER ACCEPTANCE											
BY YOUR SIGNATURE BELOW, YOU ACKNOWLEDGE THAT WE ARE MODIFYING AN EXISTING NON-CANCELLABLE LEASE AND THAT YOU HAVE READ AND AGREE TO ALL TERMS AND CONDITIONS IN (i) THE LEASE, AS MODIFIED, (ii) ANY SUPPLEMENTS, IF APPLICABLE, AND (iii) THIS SUPPLEMENT.											
Authorized Signer				Date				Federal Tax ID # (Required)			
X											
Print Name				Title (indicate President, Partner, Proprietor, etc.)							
LESSOR ACCEPTANCE											
Accepted By:				Name and Title				Date			
Xerox Financial Services LLC											

Provider: Complete Document Solutions, CP, LLC , 2209 Forest Hills Drive, Suite 18, Harrisburg, PA 17112					
Account Number: 060500337			FSMA Agreement Number:		
CUSTOMER INFORMATION					
Full Legal Name: JERSEY SHORE AREA SCHOOL DISTRICT			Phone: 570-398-5050	PO# (optional):	
Billing Address: 175 A & P DRIVE			Contact Name: Ben Enders		
City: JERSEY SHORE	State: PA	Zip Code: 17740	Contact Email: benders@jsasd.org		
EQUIPMENT (SEE NOTES 1-3)					
Model and Description	Periodic Base Charge	Included B&W Impressions	Excess B&W Charge	Included Color Impressions	Excess Color Charge
Xerox B8045	Included	adding 9,300 to pool agreement	\$.0055		
Equipment Location (if different from Billing Address): JSASD High School 701 Cemetery St, Jersey Shore PA 17740					
INITIAL TERM		PERIODIC BASE FREQUENCY		Commencement Date	
In months. If blank, will be One (1) year. 49		If blank, will be monthly. Monthly		Start of the term.	
LESSEE ACCEPTANCE					
BY YOUR SIGNATURE BELOW, YOU ACKNOWLEDGE THAT YOU ARE ENTERING INTO A NON-CANCELLABLE AGREEMENT AND THAT YOU HAVE READ AND AGREED TO ALL APPLICABLE TERMS AND CONDITIONS SET FORTH ON PAGES 1 AND 2 HEREOF.					
Authorized Signer X:			Date:		
Print Name:			Title:		
PROVIDER ACCEPTANCE					
Accepted By: Complete Document Solutions			Name and Title:		Date:

TERMS & CONDITIONS

1. **Definitions.** In this Maintenance Agreement (the "Agreement"), the words "You" and "Your" mean the Customer named above. "We," "Us" and "Our" mean CDS XEROX Service. The Agreement represents the final and only agreement between You and Us and may not be contradicted by evidence of prior, contemporaneous or subsequent oral agreements. The Agreement can be changed only by a written agreement between You and Us. Other agreements not stated herein are not binding on Us.

2. **Equipment.** Under a separate written agreement, You have purchased or leased the office equipment listed above from Us or a third party leasing company (together with all existing and future accessories, attachments, replacements and additions, the "Equipment"). You desire to enter into this Agreement for service and supplies for the Equipment. Non-Networked Equipment will be designated as such in the Model and Description field. You promise to pay to Us the "Base Monthly Charge(s)" shown below each month, any excess impression charges, and all other amounts stated herein. This Agreement is binding on You as of the date You sign it and cannot be cancelled by You.

3. **Location and Use of Equipment.** You shall give Us at least 30 days prior written notice before moving the Equipment from the location set forth above to a different location. The notice must include the mailing address of the new location so that Consumables are sent to the new location. You shall not move, sell, or otherwise transfer any rights in the Equipment unless You first get Our permission. You shall use the Equipment in accordance with all laws, operating manuals and Our service agreements.

4. **Term and Renewal.** The term of this Agreement will begin on the date We accept and sign the Agreement (the "Commencement Date") and will continue for the term shown above ("Term"). This Agreement will automatically renew at an additional one-year term unless either party provides the other party with written notice of non-renewal at least 45 days, but not more than 90 days, before the end of the existing term. Upon Your request, We will provide You with revised pricing for the renewal term within 90 days before the end of the existing term. Service is subject to a 5% - 20% annual increase.

5. **Maintenance Services.** Except for Equipment identified as "No Svc.", We (or a designated servicer) will keep the Equipment in good working order ("Maintenance Services"). Maintenance Services will be provided during Our standard working hours in areas open for repair service for the Equipment. Maintenance Services excludes repairs due to: (i) misuse, neglect, or abuse; (ii) failure of the installation site or the PC or workstation used with the Equipment to comply with Xerox's published specifications; (iii) use of options, accessories, or products not serviced by Us; or (iv) failure to perform operator maintenance procedures identified in operator manuals; or (v) network issues/changes not caused by the equipment, a diagnosis from a network analyst will be made before any work is performed. Replacement parts may be new, reprocessed or recovered and all replaced parts become Our property. We will, as Your exclusive remedy for Our failure to provide Maintenance Services, replace the Equipment with an identical model or another model with comparable features and capabilities. There will be no additional charge for the replacement Equipment during the remainder of the initial Term. You may request service by calling Us or going to the online portal.

6. **Consumable Supplies.** Under this Agreement, We provide You with reasonable black toner and/or solid ink and color toner and/or solid ink, if applicable ("Consumables"). Depending on the Equipment model, Consumables may also include developer, fuser agent, imaging units, waste cartridges, transfer rolls, transfer belts, belt cleaner, maintenance kits, print cartridges, drum cartridges, waste trays and cleaning kits. Consumables do not include paper or staples. You shall order Consumables only when needed. No "safety stock" of Consumables is permitted under this Agreement. Consumables will be shipped to You directly from Us. You agree to use the Consumables provided under this Agreement only in the Equipment. We reserve the right to provide remanufactured or refurbished cartridges which will work as new. Any use of Consumables in devices other than the Equipment constitutes a violation of this Agreement. Consumables are the property of Us until fully consumed by the Equipment. You shall return to Us all unused Consumables upon expiration or termination of this Agreement. You agree the Consumables are for Your business use (not resale) and will not be used for personal, household or family purposes. You acknowledge that We reserve the right to audit Consumables orders and hold or deny shipments until the requests are validated. UPS / FedEx Shipping and Processing Charges Apply. You must separately purchase Equipment service, parts or supplies as a result of Your negligence, misuse of the Equipment, failure to follow the/Our suggested use instructions, and/or breach of any warranty or service agreement provided by Us.

7. **Customer Responsibilities.** You acknowledge and agree that You will (a) Notify Us if You wish to relocate a Managed Equipment, and We will advise You if Services are available at the new location; (b) Ensure that Equipment is Simple Network Management Protocol ("SNMP") enabled and can route SNMP over the network; (c) Provide a Windows-Compatible PC (or server) that is connected to Your network at all times ("Your PC"); and allow Us and/or Xerox Corp. to install, use, access, update and maintain the Tools ("Tools") on the Your PC; (d) Ensure that proper virus protection is installed, maintained, and enabled on any servers, desktop workstations, laptop computers and other hardware attached to Your network and output environment, as well as on any server or computer hosting the Tools or any data on Your network. (Neither We nor Xerox Corp. are responsible for the disruption of Services or loss of functionality of the Tools caused as the result of any of the foregoing listed above in 6(a)-(d). The Tool must be run 24/7. If the Tools become inoperable due to implemented changes made by You on Your network, We will work with You to remotely re-install or reconfigure the Tools); (e) Provide a contact person (and access to that person) within Your site with whom We may work to resolve any data communication interruptions. (The lack of timely resolution may result in service interruptions and/or administrative fees. See Section 10. Default And Late Fees); (f) Assist in implementation of the Tools by providing relevant network information such as the IP address ranges or subnets on which Managed Equipment reside; (g) Distribute Supplies within Your site and install them in Managed Equipment, clear paper jams, and resolve any network or Customer PC issues, or any Managed Equipment software issues; (h) Replace Managed Equipment cartridges and Customer Replaceable Units ("CRUs") which are those items that an operator can install without service assistance, including but not limited to certain drums and maintenance kits; (i) Provide reasonable access to Your facilities and personnel as required for the performance of the Services. This may include the service provider attempting to resolve the problem over the phone with You and/or scheduling time to dispatch a service technician to the Your site; (j) Ensure that the required consumables are ordered either through the Tools Portal or the designated Help Desk as some items are not automatically replenished; (k) Submit meter data for Equipment designated as Non-Networked and for Equipment not Reported by the Tools; (l) Request Break Fix Services and Supplies from the Help Desk for Managed Equipment that are not compatible with the Tools; (m) Grant or transfer to Us and/or Xerox Corp. sufficient rights to use software owned, licensed or otherwise controlled by You, as required, solely for the purpose of providing the Services; and (n) Legally dispose of all hazardous wastes generated from use of Managed

Equipment and associated Supplies and CRUs. Neither We nor Xerox Corp. will be liable for delays or services failures, including but not limited to implementation delays if You fail to perform or facilitate completion of Your designated responsibilities.

8. Data Security. Certain models of Equipment can be configured to include a certain variety of data security features. There may be an additional cost associated with certain data security features. The selection, suitability and use of data security features are solely Your responsibility. Upon request, We will provide additional information to You regarding the security features available for particular Equipment models.

9. Impression Charges. Each month, You agree to pay Us, by the due date as set forth on Our Invoice to You, all Base Monthly Charges, excess impression charges and all other amounts due under this Agreement (including all applicable taxes). You agree to pay the Base Monthly Charges each month even if You do not make the number of Impressions included with the Base Monthly Charge. You may not carry over a credit from any month during which You make fewer than the included number of Impressions. Impression counts are recorded by the Equipment's meters. Note 1: A duplex Print/Copy job counts as 2 Impressions (1 Duplex = 2 Impressions). Note 2: For Color Prints/Copies: If any color print is on a page, it counts as a color impression. Grey scale images printed with the composite black setting on (the default setting on most Equipment) count as color impressions because color consumables are used. Note 3: For duplex Color Prints/Copies, all duplex prints with any color print counts as two (2) color impressions even if color print is only on one side of the sheet.

10. Default And Late Fees. You will be in default hereunder if You (a) fail to pay any amount within 15 days of the due date as set forth in an invoice from Us to You; (b) fail to provide Us with meter readings pursuant to Section 7(k); and/or (c) fail to perform any other obligation under this Agreement. (A) If We do not receive a payment in full within 15 days of its due date, You shall pay (i) a fee equal to the greater of 1.5% of the amount that is late or \$25, plus (ii) interest on the part of the payment that is late in the amount of 1.5% per month from the due date to the date paid. In addition, if We do not receive payment in full within 30 days of its due date, We may do any or all of the following, at Our option: (i) terminate this Agreement, (ii) require You to pay to Us, on demand, an amount equal to the sum of (a) all amounts then due and past due, (b) all remaining Base Monthly Charges and administrative fees for the Term and (c) all other amounts that may thereafter become due, hereunder to the extent that We will be obligated to collect and pay such amounts to a third party, and/or (iii) exercise any other remedy available to Us under law. (B) If We do not receive meter readings within fifteen (15) days of the date of Your monthly billing date or at Our request (whichever is sooner), then We (i) may estimate the number of Impressions used and invoice You accordingly, estimated charges for excess impressions will be adjusted upon receipt of actual meter readings; and/or (ii) charge an administrative fee in the amount of \$50.00 per piece of Networked Equipment that We do not receive meter readings for each month until We receive meter readings. (C) We will also charge an administrative fee in the amount of \$50.00 per piece of Equipment NOT designated as Non-Networked for each month the Equipment meters are not Reported by the Tools. You acknowledge that if You do not provide meter readings that Us will not be able to provide You with Consumables and the Equipment may not function or produce prints.

11. Analyst Services. Changes to Your network/environment (computers, servers, operating system updates, routers, email/internet providers, etc.) can cause Your Equipment to experience network connectivity issues and disable certain Equipment functions (printing/scanning/email etc.). Analyst Services will be provided and billed annually to cover the re-enabling of Equipment functions with unlimited remote/on-site support.

12. Taxes. You are responsible for all applicable taxes, fees, or charges of any kind (including interest and penalties) assessed by any governmental entity on this Agreement, which will be included in Our invoices unless You timely provide proof of Your tax exempt status.

13. Warranty Disclaimer & Limitation Of Liability. WE DISCLAIM THE IMPLIED WARRANTIES OF NONINFRINGEMENT AND FITNESS FOR A PARTICULAR PURPOSE. Our liability to You for any cause whatsoever shall be limited to amounts paid by You to Us under this Agreement. This limitation shall apply regardless of the form of action, whether contract or tort, including without limitation, negligence actions, provided, however, that this limitation shall not apply to damages resulting from personal injury caused by Our negligence. In no event shall We be liable to You for any special, indirect, incidental, consequential, exemplary or punitive damages in any way arising out of or relating to this Agreement.

14. Assignment. YOU SHALL NOT SELL, ASSIGN, OR OTHERWISE TRANSFER (collectively, "TRANSFER") THIS AGREEMENT, IN WHOLE OR IN PART, WITHOUT OUR PRIOR WRITTEN CONSENT. Any attempted assignment or delegation without Our prior written consent shall be void. Although Xerox Corp. is not a party to this Agreement, Xerox Corp. is a third party beneficiary of this Agreement.

15. Applicable Law; Venue; Jurisdiction. Any action related to this Agreement shall be governed by the laws of New Jersey without regard to choice of law principles, and any litigation hereunder shall take place in the state or federal courts located in New Jersey. Each term hereof shall be interpreted to the maximum extent possible so as to be enforceable under applicable law.

16. Miscellaneous. Notices must be in writing and will be deemed given five (5) days after mailing, or two (2) days after sending by nationally recognized overnight courier, to the other party's business address, or to such other address designated by either party to the other by written notice given pursuant to this sentence. This Agreement may be executed in counterparts, all of which together shall constitute the same document. You agree that a facsimile or other copy containing the signatures of both parties shall be as enforceable as the original executed Agreement. The failure of either party to enforce at any time any provision of this Agreement shall not be construed to be a waiver of such provision or the right thereafter to enforce each and every provision hereof. No waiver by either party, either express or implied, or any breach of these terms or conditions shall be construed as a waiver of any other term or condition. The provisions of this Agreement that by their nature continue in effect shall survive the termination or expiration of this Agreement. You hereby represent to Us that this Agreement is legally binding and enforceable against You in accordance with its terms.

RENTAL SCHEDULE NO. 006

This Rental Schedule is issued pursuant to the Rental Agreement Number JE062415 dated June 24, 2015. The terms of the Rental Agreement and the terms and conditions of Certificates of Acceptance executed pursuant to Rental Schedule 006, including Installation Dates and descriptions and serial numbers of Equipment contained therein, are a part hereof and are incorporated by reference herein.

WINTHROP

Winthrop Resources Corporation
11100 Wayzata Boulevard
Suite 800
Minnetonka, MN 55305

SUPPLIER OF EQUIPMENT

Various

CUSTOMER

Jersey Shore Area School District
175 A&P Drive
Jersey Shore, PA 17740

LOCATION OF INSTALLATION

Various

Term of Rental from Commencement Date: 48 months
Monthly Rental Charge: \$5,254.00, due quarterly as \$15,762.00
Anticipated Delivery and Installation: July 2019

EQUIPMENT

<u>MANUFACTURER</u>	<u>QTY</u>	<u>MACHINE/MODEL</u>	<u>EQUIPMENT DESCRIPTION (including features)</u>
Apple	620		iPads with Accessories

On the expiration of the Initial Term of this Rental Schedule Number 006 (this "Rental Schedule 006"), Customer will pay to Winthrop, in immediately available funds, One Dollar (\$1.00), plus all sales and use taxes arising on the sale of the Equipment, if any ("Mandatory Purchase Rental"). This Mandatory Purchase Rental means that Winthrop is financing Customer's purchase of the Equipment. Notwithstanding anything contained in Rental Agreement Number JE062415 and this Rental Schedule 006 to the contrary, Customer and Winthrop hereby agree and acknowledge that Customer owns and holds legal title to the Equipment and, pursuant to Section 9 of Rental Agreement Number JE062415, grants to Winthrop a first priority security interest in the Equipment together with all substitutions and replacements therefore and all attachments and accessories thereto and all proceeds (including insurance proceeds) thereof. Customer represents, warrants and agrees with and to Winthrop that Customer will at all times own and hold good legal title to the Equipment, and Winthrop will at all times hold a valid, perfected and enforceable first priority security interest in the Equipment together with all substitutions and replacements therefore and all attachments and accessories thereto and all proceeds (including insurance proceeds) thereof, subject to no other security interest, mortgage, lien or encumbrance. Customer shall be liable for all costs of maintaining Winthrop's perfected security interest in the Equipment, keeping the Equipment free of all encumbrances and security interests prohibited hereby and removing same if they should arise.

The Monthly Rental Charge will be prorated and charged as interim rent between the date an item of equipment is accepted and the Commencement Date. The rental rate and associated Rental Charges are based on the applicable treasury rate published as of July, 12, 2019. Should the treasury rate increase prior to or during the Installation Period, the rental rate will be adjusted. Customer agrees to rent from Winthrop Equipment that has an acquisition value of \$226,969.00.

The parties agree that they may execute this Rental Schedule by fax or PDF, and that certain actions may be taken in reliance on faxed or PDF signatures. The parties therefore agree that a faxed or PDF signature hereon shall be equally valid and binding as an original signature, and the transmission of a faxed or PDF signature will have the same legal effect as physical delivery of an original signature. Any party transmitting a faxed or PDF signature will deliver the original signature to the other party as soon as practicable.

AT ANY TIME AND FROM TIME TO TIME, UPON WINTHROP'S REQUEST, CUSTOMER OR A REPRESENTATIVE OF CUSTOMER SHALL PROVIDE SUCH INFORMATION, AND EXECUTE AND DELIVER SUCH CERTIFICATIONS, TO WINTHROP CONCERNING THE DIRECT AND INDIRECT OWNERS AND CONTROL PERSONS OF CUSTOMER, AS WINTHROP MAY REQUEST TO COMPLY WITH LAWS, REGULATIONS OR REGULATORY GUIDANCE APPLICABLE TO WINTHROP OR CUSTOMER.

WINTHROP IS NOT ACTING AS A MUNICIPAL ADVISOR OR FINANCIAL ADVISOR TO CUSTOMER, AND WINTHROP HAS NO FIDUCIARY DUTY TO CUSTOMER OR ANY OTHER PERSON PURSUANT TO SECTION 15B OF THE SECURITIES EXCHANGE ACT OF 1934. THE INFORMATION CONTAINED IN THIS RENTAL AGREEMENT OR ANY OTHER DOCUMENT PROVIDED BY WINTHROP IS NOT INTENDED TO BE AND SHOULD NOT BE CONSTRUED AS "ADVICE" WITHIN THE MEANING OF SECTION 15B OF THE SECURITIES EXCHANGE ACT OF 1934 AND THE MUNICIPAL ADVISOR RULES OF THE SEC. CUSTOMER HAS DISCUSSED THIS RENTAL AGREEMENT WITH ITS OWN FINANCIAL AND/OR MUNICIPAL, LEGAL, ACCOUNTING, TAX AND OTHER ADVISORS AS CUSTOMER DEEMS APPROPRIATE.

Agreed to and Accepted:

WINTHROP RESOURCES CORPORATION
"WINTHROP"

By: _____

Print Name: _____

Title: _____

Date: _____

Agreed to and Accepted:

JERSEY SHORE AREA SCHOOL DISTRICT
"CUSTOMER"

By: _____

Print Name: _____

Title: _____

Date: _____

PROPOSAL
Professional Design Services

For the

**Jersey Shore School District
Swimming Pool**

Submitted to

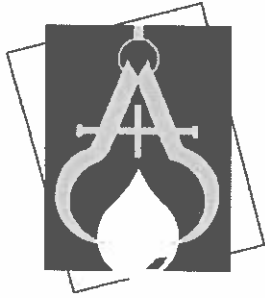
**Jersey Shore School District
c/o: Mark Wall, Director Buildings & Grounds
175 A&P Drive
Jersey Shore, PA 17740**

PREPARED BY:



**Aquatic Facility Design, Inc.
183 Moore Street
Millersburg, Pennsylvania 17061
1-800-680-SWIM (7946)
Fax: 717-692-0950**

July 16, 2019



Aquatic Facility Design INCORPORATED

Aquatic Facility Designers and Consultants

183 Moore Street • Millersburg, Pennsylvania 17061 • (800) 680-SWIM • Fax (717) 692-0950

July 16, 2019

Jersey Shore School District
Attn: Mark Wall
175 A&P Drive
Jersey Shore, PA 17740

RE: Proposal for Swimming Pool – Design Services

Dear Mr. Wall,

We are forwarding this proposal for your review and consideration of Aquatic Facility Design Inc as Designers and Consultants for the Jersey Shore School District Swimming Pool.

INTENT OF PROPOSAL

The intent of this Proposal is to provide comprehensive design services for the Main Drain System Replacement for the Jersey Shore School District Swimming Pool.

SCOPE OF WORK / DELIVERABLES

PROJECT GOALS AND OBJECTIVES:

A. Jersey Shore School District intends to achieve the following goals:

- Fast track project
- Structural Design of pool shell alterations to accept retrofit main drain line
- Design of Virginia Graeme Baker compliant main drain system and piping system from pool bottom to filtration tank
- Replacement of finishes after construction
- Front end documents (legal and bid forms) by District Solicitor or District Engineer
- Advertisements of bids by District

SCOPE OF SERVICES / DELIVERABLES / MEETINGS

The following is a list of services that shall be provided by the consultant:

- 1.0 DESIGN DEVELOPMENT
 - 1.1 One (1) meeting to discuss goals, design and objectives.
 - 1.2 Site visits as required to document existing conditions.

- 2.0 CONSTRUCTION DRAWINGS – 100%
 - 2.1 Three (3) sets of plans with specifications.
 - 2.2 Cost Estimate.
 - 2.3 One (1) progress meeting if applicable.

- 3.0 BID DOCUMENTS / BID ADMINISTRATION
 - 3.1 Three (3) sets of plans with specifications.
 - 3.2 Plans with specifications in PDF format on a CD.
 - 3.3 Attend pre-bid meeting to address questions.
 - 3.4 Issue addenda as required.
 - 3.5 Assistance to the owner in placing project to bid.

- 4.0 CONSTRUCTION ADMINISTRATION
 - 4.1 Attend pre-construction meeting.
 - 4.2 Review submittals and prepare responses.
 - 4.3 Make a maximum of three (3) site visits to review progress at key milestones / address issues and prepare observation report after each meeting.

Total Design Services Shall Not Exceed.....\$24,500.00

CLIENT RESPONSIBILITIES

1. Designate a CLIENT CONTACT person to act as representative with respect to the services to be rendered under this Agreement. Such person shall have complete authority to transmit instructions, receive information, and interpret and define Client's policies and decisions pertaining thereto within a reasonable time so as not to delay the services of Aquatic Facility Design, Inc.
2. Arrange for access to and make all provisions for Aquatic Facility Design, Inc. to enter upon the property as required to perform its services. Aquatic Facility Design, Inc. will notify the need for access to the facility 24 hours prior.
3. Supply Aquatic Facility Design, Inc. with a water supply and hook-up to operate equipment (as applicable).
4. Assist Aquatic Facility Design, Inc. by placing at its disposal all available information pertinent to the project including previous records, reports, site plans/blue prints/as built drawings, etc., and any other data relative to the work covered herein. Client to assist in scheduling of and conducting of any public meetings and their advertisements.
5. Examine all studies, reports, sketches, drawings, specifications, proposals and other documents presented by Aquatic Facility Design, Inc. as deemed appropriate for such examination, and render in writing, decisions pertaining thereto within a reasonable time so as not to delay the services of Aquatic Facility Design, Inc.
6. Give prompt written notice to Aquatic Facility Design, Inc. whenever the Client observes or otherwise becomes aware of any development that affects the scope, timing or financing that negatively affects the project or Aquatic Facility Design, Inc.'s services or becomes aware of any unsatisfactory schedule.
7. Completion of grant applications (if applicable) is the responsibility of the facility owner. It should also be noted that typical designs do not include the generation of a site plan as may be required in a grant application. Generally a site plan may already exist for your facility.

SPECIFIC SERVICES EXCLUDED

- Services resulting from significant changes to the general Scope of Services beyond the control of Aquatic Facility Design, Inc. Such revisions include, but are not limited to, changes in size, complexity, scheduling, or character required for completing the project.
- Investigations and studies deemed necessary during the course of the design that are unknown or unforeseeable at the time of this contract that are beyond those furnished in the Scope of Services. Such investigations and studies may include, but not be limited to, structural faults with any part of the complex or safety or health impacts unforeseeable at the time of the initial assessment.
- Costs for permits, fees, licenses, and advertising.
- Driveway or parking expansions (except as noted in scope of work), any specialized governmental meetings, plan submissions and documents pertaining to governmental agencies, unusual and unforeseeable excavation conditions, and code variance applications.
- Design of civil components and utilities not present, unforeseeable, or deemed inadequate, on site such as, but not limited to: geo-technical, storm water, water supply, waste water and sewer, filtration backwash handling, electric, or gas service.
- Testing for the presence of and design for the remediation of asbestos or any other hazardous material is excluded from this proposal.
- Generation of a Master Facility site plan is not included. Typically, one already exists, should it be required by local government.

Standard of Care: In performing our services, we will strive to use that degree of design ordinarily used under normal circumstances by competent members of our design profession. Notwithstanding our compliance with this standard of care, you can normally anticipate that some changes and adjustments in the project will be required in order to add or correct omissions in our documents, which are discovered either during or after construction. You agree to establish, with our assistance, a contingency fund to cover the reasonably anticipated cost of such changes and adjustments. Charges against such contingency will not be indicative of negligence on our part, and will not result in back charges or claims against us. Any required design services resulting of such errors or omissions, will be performed at no cost to the owner.

Limitation of Liability: In recognition of the relative risks, rewards, and benefits of the project to both the Client and the Firm, the risks have been allocated such that the Client agrees that, to the fullest extent permitted by law, the Firm's total liability to the Client for any and all injuries, claims, losses, expenses, damages, or claim expenses arising out of this agreement from any cause or causes, shall not exceed the Firm's maximum liability insurance coverage. Such causes include, but are not limited to, the Firm's negligence, errors, omissions, strict liability and breach of contract.

Shop Drawings: Our review of shop drawings is for general conformance to the design intent and shall not relieve the contractor from any agreed obligations.

Contractor's Responsibility: The Designer shall not have control over or charge of and shall not be responsible for construction means, methods, techniques, sequences or procedures, or for safety precautions and programs in connection with the work.

COMPENSATION

Additional services beyond the scope of services, meetings or site visits as required beyond the scope of services would be performed on an hourly basis of \$130.00 per hour and the current Standard IRS Mileage Rate.

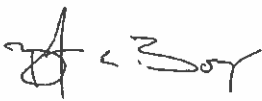
THE TERMS OF THIS AGREEMENT SHALL REMAIN OPEN FOR ACCEPTANCE FOR A PERIOD OF THIRTY (30) DAYS FROM THE ABOVE DATE, AFTER WHICH TIME AQUATIC FACILITY DESIGN, INC. RESERVES THE RIGHT TO REVIEW, REVISE, OR WITHDRAW THIS AGREEMENT.

Should project be postponed or canceled due to factors beyond the control of Aquatic Facility Design, Inc., owner will be invoiced for all work performed to date.

Upon acceptance of this proposal, a schedule of payment will be generated.

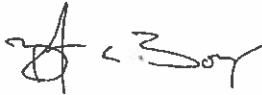
This proposal is accepted by:

By _____
Authorized Representative
Jersey Shore School District

By 
Brent E. Boyer, President/CEO
Aquatic Facility Design, Inc.

We appreciate this opportunity to submit this proposal and look forward to the successful completion of your project. Feel free to call me with any questions or concerns. (1-800-680-7946) (FAX: 717-692-0950)

Thank you,



Brent E. Boyer
President/CEO



1500 ARDMORE BOULEVARD
SUITE 410
PITTSBURGH, PA 15221

TEL: 877-525-5992
FAX: 412 241-6675
www.justiceworksyouthcare.com

CONTRACT AGREEMENT

August 1, 2019 through July 31, 2020

AGREEMENT BETWEEN

Jersey Shore Area School District
175 A&P Drive
Jersey Shore, PA 17740

AND

JusticeWorks YouthCare, Inc.
1500 Ardmore Blvd.
Suite 410
Pittsburgh, PA 15221

THIS CONTRACT is made this ___ DAY of __ 2019, between Jersey Shore School District and JusticeWorks YouthCare (JWYC), a Pennsylvania Corporation, with its principal place of business located at 1500 Ardmore Blvd., Suite 410, Pittsburgh, Pennsylvania, 15221.

WHEREAS, Jersey Shore School District and JWYC will enter into an agreement, with a term extending from August 1, 2019 through July 31, 2020, for the provision of Alternative Education for Disruptive Youth to the students of Jersey Shore School District; and

WHEREAS, JWYC has proposed services to Jersey Shore School District related to the provision of Alternative Education for Disruptive Youth and Jersey Shore School District is willing to purchase those additional services as offered by JWYC; and

NOW, THEREFORE, in consideration of the mutual promises made herein, the parties, intending to be legally bound, hereby agree to services as follows;

ACT 48 PROGRAM PLACEMENT AGREEMENT

Approved Private Provider JUSTICE WORKS YOUTH CARE, INC.
Public School District JERSEY SHORE SCHOOL DISTRICT

AND NOW, this ___ of _____, 2019 JUSTICEWORKS YOUTHCARE INC. (JWYC) with a principal place of operations located at 1500 Ardmore Blvd., Suite 410, Pittsburgh, PA 15221
Enter into this ACT 48 Program Placement Agreement, as follows:

WHEREAS, JUSTICEWORKS YOUTHCARE INC. primary operations is a private for-profit organization; and
WHEREAS, JUSTICEWORKS YOUTHCARE INC. has been in the business of providing EDUCATIONAL SERVICES; and **WHEREAS**, JUSTICEWORKS YOUTHCARE INC. has become an approved private provider of educational services for disruptive youth under Act 48 and Act 30 (collectively the Act), whereby JUSTICEWORKS YOUTHCARE INC. is authorized to enter into contractual arrangements with local School Districts to provide educational services to disruptive youth as that term is defined in the aforesaid Act; and

WHEREAS, JUSTICEWORKS YOUTHCARE INC. has developed a specific educational program (the Program);
WHEREAS, JERSEY SHORE SCHOOL DISTRICT and JUSTICEWORKS YOUTHCARE INC. have entered into a contractual arrangement, as further described herein, wherein JERSEY SHORE SCHOOL DISTRICT will have



certain placement rights regarding the disruptive youth, as defined in the Act, that JERSEY SHORE SCHOOL DISTRICT desires to transfer to JUSTICEWORKS YOUTHCARE INC. for placement in the Program; NOW THEREFORE, in accordance with the aforesaid recitals, JUSTICEWORKS YOUTHCARE INC. and JERSEY SHORE SCHOOL DISTRICT, intending to be legally bound, agree as follows:

1. DEFINITIONS. The following definitions apply regarding the text of this agreement:

- a) TERM. For purposes of this Agreement, the term shall cover the 2019-2020 school year.
- b) PROGRAM. For purposes of this Agreement, Program shall be defined as the JUSTICEWORKS YOUTHCARE INC. Act 48 program;
- c) SCHOOL DISTRICT. For purposes of this Agreement, JERSEY SHORE SCHOOL DISTRICT shall collectively be defined as the Senior High Schools of the community, acting by and through their authorized employees, agents and representatives;
- d) STUDENT. For purposes of this Agreement, Student shall be defined as an enrolled student at JERSEY SHORE SCHOOL DISTRICT who has been designated by JERSEY SHORE SCHOOL DISTRICT as a disruptive youth in accordance with the Act;
- e) SEAT. For purposes of this Agreement, Seat shall be defined as the cost for one Student to attend the JWYC program for each school day. The cost of each Seat under this Agreement is as follows: Daily charges occur when the student is present for school for any part of the school day and for any absences of up to three consecutive days. After three consecutive absences, there will not be a regular daily charge for the student except as otherwise indicated in this contract.

2. MATRICULATION RIGHTS. JERSEY SHORE SCHOOL DISTRICT shall have the right to matriculate as many students agreed upon by JWYC and JERSEY SHORE SCHOOL DISTRICT per year into the JUSTICE WORKS YOUTH CARE Program, under the following terms and conditions:

- a) JERSEY SHORE SCHOOL DISTRICT shall certify to JUSTICEWORKS YOUTHCARE INC. that the Student is disruptive as defined in the Act and provide all pertinent information to JUSTICEWORKS YOUTHCARE INC. regarding said Student;

3. COST/PAYMENT. JERSEY SHORE SCHOOL DISTRICT shall compensate JWYC for the Program services rendered to Students as follows:

- a) JWYC will submit a monthly invoice to JERSEY SHORE SCHOOL DISTRICT for the following:

Compass Academy Alternative School

Regular Education:	\$78 per seat per school day
Special/Vocational Education:	\$86 per seat per school day

4. DURATION: One calendar school year August 1, 2019 - July 31, 2020. School year shall at a minimum equal 180 days.

5. COMPLIANCE - P.D.E GUIDELINES. During the entire term of this Agreement, JUSTICEWORKS YOUTHCARE INC. and JERSEY SHORE SCHOOL DISTRICT warrant to each other that they shall both be and remain in compliance with all applicable guidelines, requirements and mandates issued by the Commonwealth of Pennsylvania, Department of Education, or any other applicable statute or ordinance regarding all aspects of the Act 48 Program referenced herein. In addition, the following specific warranties and assurances apply:

- a) JUSTICEWORKS YOUTHCARE INC. warrants that it shall be and remain an approved private provider of alternative educational services for disruptive youth, as defined in the Act, during the entire term of this Agreement (Appendix three (3) of the 2003/2008 Guidelines regarding Private Alternative Educational Institutions).
- b) JUSTICEWORKS YOUTHCARE INC. warrants that its educational facility conforms to all applicable State and local statutes, regulations and building and safety code requirements, in addition to fire and panic requirements of the Commonwealth of Pennsylvania, County and local municipalities and that said facility has been approved by the Licensing and Inspection Bureau of the county and municipalities, and that a valid Certificate of Occupancy has been issued by said Department of Licensing and Inspection Bureau. (Appendix three (3) of the 2001/2001 Guidelines regarding Private Alternative Educational Institutions; Page 32, item E1a-E1d).
- c) JUSTICEWORKS YOUTHCARE INC. warrants that its educational facility currently complies with all physical welfare and safety statutes, regulations, ordinances or mandates prescribed or issued by the Department of Environmental Protection and any applicable local governmental authority, and that said facility shall be and remain



in compliance with all such physical welfare and safety statutes, regulations, ordinances or mandates during the entire term of this Agreement (Appendix (3) of the 2003/2008 Guidelines regarding Private Alternative Educational Institutions; Page 33, Item E2a-E2d).

d) JUSTICEWORKS YOUTHCARE INC. warrants that its educational facility and all grounds annexed thereto that are owned and/or controlled by JUSTICEWORKS YOUTHCARE INC. have been approved by the Department of Health of the county and local municipalities, and that said facility shall be and remain in compliance with all applicable regulations, ordinances, statutes or mandates during the entire term of the Agreement (Appendix three (3) of the 2003/2008 Guidelines regarding Private alternative Educational Institutions; Page 33, item E2a-E2d).

e) JUSTICEWORKS YOUTHCARE INC. warrants that its educational facility meets all state and local statutes regarding environmental health and safety and that artificial lighting facilities, heating facilities, ventilation and cleanliness standards are being provided in concert with 24 P.S. 7-736 and 7-737 (Appendix three (3) of the 2003/2008 Guidelines regarding Private Alternative Educational Institutions; Page 33, item E2a-E2d).

f) JUSTICEWORKS YOUTHCARE INC. shall not operate any food service program, and the requirements of Appendix three (3) of the 2003/2008 Guidelines regarding Private Alternative Educational Institutions set forth on page 33, items E3a-E3c, do not apply. JERSEY SHORE SCHOOL DISTRICT will also be responsible for the daily cost of breakfast and lunch for each student.

g) JUSTICEWORKS YOUTHCARE INC. warrants that all members of its staff are of good moral character and are at least 18 years of age, that they have been examined by a physician, have had tuberculosis testing, and that each member of the staff has a certificate from a physician on file verifying the examination and results of said examination in accordance with the aforesaid representation (Appendix three (3) of the 2003/2008 Guidelines regarding Private Alternative Educational Institutions; (age 33, item E4a-E4d).

h) JUSTICEWORKS YOUTHCARE INC. warrants that all employees and members of its staff are citizens of the United States (Appendix three (3) of the 2003/2008 Guidelines regarding Private Alternative Educational Institutions; Page 33, item E4a-E4d)

i) JUSTICEWORKS YOUTHCARE INC. warrants that all employees and members of its staff have applied for and received all applicable and appropriate background information, including Criminal History Records as required by 24 P.S. 1-111 and Pennsylvania Child Abuse History Clearances as required by 23 P.S. 6354, Cogent FBI Fingerprint Background Check as required by Act 114 of 2006, Section 111 and that all records received show no evidence of a criminal background or a background of child abuse which would exclude an individual from employment (Appendix three (3) of the 2003/2008 Guidelines regarding Private Alternative Educational Institutions; Page 33, item E4a - E4d.). JUSTICEWORKS YOUTHCARE also requires that all staff comply with Act 168 of 2014, which requires completion of the Act 168 Commonwealth of PA Sexual Misconduct/Abuse Disclosure Release.

j) JUSTICEWORKS YOUTHCARE INC. warrants that it shall maintain records of student attendance in accordance with Appendix three (3) of the 2003/2008 Guidelines regarding Private Alternative Educational Institutions as set forth on page thirty four (34), items number 5a, 5b and 5c and the pupil attendance provisions under Chapter 11 of the State Board of Educational Regulations. The specific method for maintaining attendance records shall be by daily physical check of each student through the JWYC Administrative and Teaching Staff, documentation of said daily physical check in a written Attendance Log, kept on file at JWYC, with daily contact to each parent or guardian of said student if said student is not present when school is in session (Appendix three (3) of the 2003/2008 Guidelines regarding Private Alternative Educational Institutions; Page 34, item E5a-E5c).

k) JUSTICEWORKS YOUTHCARE INC. warrants that during the entire term of this Agreement, JERSEY SHORE SCHOOL DISTRICT shall receive a written quarterly progress report for each JERSEY SHORE SCHOOL DISTRICT student matriculated into JWYC in accordance with Appendix three (3) of the 2003/2008 Guidelines regarding Private Alternative Educational Institutions set forth on page thirty five (35), items number 6a and 6b. The quarterly written progress reports shall include subject and credit information, progress grade information, attendance information, discipline records, teacher and staff comments regarding said students educational progress, and any applicable staff comments regarding the students behavior, conduct or other pertinent issue regarding or related, in any way, with the education of said student (Appendix three (3) of the 2003/2008 Guidelines regarding Private Alternative Educational Institutions; Page 33, item E6a -E6b).

l) JERSEY SHORE SCHOOL DISTRICT shall be responsible for transportation of said students to JWYC in accordance with Appendix three (3) of the 2003/2008 Guidelines regarding Private Alternative Educational Institutions set forth on page thirty five (35), items number 7a and 7b and in accordance with 24 P.S. 13-1361

and 67 Pa. Code Chapter 171.

m) JUSTICEWORKS YOUTHCARE INC. warrants that its Act 48 Program complies with all provisions of Article XIII-A of the School Code, and that JUSTICEWORKS YOUTHCARE INC. has a written policy regarding its role in compliance with Article 13-A. A true and correct copy of said policy is on file at JWYC. Further, in accordance with Appendix three (3) of the 2003/2008 Guidelines regarding Private Alternative Educational Institutions set forth on page 35 and 36, item number E 8, the following stipulations apply:

aa. All new incidents involving acts of violence, possession of a weapon or possession, use or sale of controlled substances, or possession, use or sale of alcohol or tobacco by any person on school property shall be addressed by JWYC Administrative Staff immediately, the students parents and/or guardians shall be immediately notified and consulted, appropriate disciplinary action shall be taken by JWYC Administrative Staff, and a written report shall be completed by JWYC Administrative Staff setting forth the name of the student and all pertinent information regarding the incident. A copy of said report shall be placed into the students file and turned into the Department of Education pursuant to 24 P.S. 13-1303-A (Appendix three (3) of the 2003/2008 Guidelines regarding Private Alternative Educational Institutions; Page 35, item E8).

bb. All new incidents involving acts of violence, possession of a weapon and convictions or adjudication of delinquency for acts committed at the JWYC educational facility, shall be processed handled in compliance with 24 P.S. 13-1307-A (Appendix three (3) of the 2003/2008 Guidelines regarding Private Alternative Educational Institutions; Page 35, Item E8).

cc. JUSTICEWORKS YOUTHCARE INC. shall follow the Violence Policy with regard to all arrangements with local law enforcement when an incident involving an act of violence occurs, at or near with JWYC educational facility (Appendix (3) of the 2003/2008 Guidelines regarding Private Alternative Educational Institutions; Page 35, item E8).

n) JUSTICEWORKS YOUTHCARE INC. warrants that it complies in full with the academic standards and assessment under Chapter 4 of the State Board of Education Regulations and the academic standards for Reading, Writing, Speaking and Listening, and Mathematics that were adopted by the State Board of Education and published in the Pennsylvania Bulletin on January 16, 1999 (Appendix three (3) of the 2003/2008 Guidelines regarding Private Alternative Educational Institutions; Page 36, Item E10).

o) JWYC will employ certified Special Education teachers for the program.

p) In accordance with Appendix three (3) of the 2003/2008 Guidelines regarding Private Alternative Educational Institutions, specifically the provisions set forth on page thirty seven (37), item 12, JERSEY SHORE SCHOOL DISTRICT shall set forth its internal policies to identify those JERSEY SHORE SCHOOL DISTRICT students who are eligible for the JWYC Act 48 Program, and said internal policies shall comply with the informal hearing procedures set forth in 22 Pa. Code 12.8(c). A true and correct copy of the JERSEY SHORE SCHOOL DISTRICT internal policies are attached hereto and incorporated herein ad Exhibit "D" (Appendix three (3) of the 2003/2008 Guidelines regarding Private Alternative Educational Institutions; Page 37, Item E12).

q) JUSTICEWORKS YOUTHCARE INC. warrants that it complies with those statutory requirements identified in 24 P.S. 1902-E (3) and all additional statutory provisions, regulations, ordinances or legal mandates regarding JWYC's operations as a private high school or Act 48 Alternative Educational Services Provider (Appendix three (3) of the 2003/2008 Guidelines regarding Private Alternative Educational Institutions; Page 37, Item F.

r) Upon written request by JERSEY SHORE SCHOOL DISTRICT, JWYC shall provide to JERSEY SHORE SCHOOL DISTRICT, within ten (10) days after JWYC's written receipt of same, duly notarized as true and correct copies of the original permits, licenses and/or approvals set forth in paragraphs 5(a) and 5(b). Further, to the extent that JWYC does receive written permits, licenses and/or approvals regarding the provisions of paragraphs 5(c) 5(d) and 5(e), duly notarized as true and correct copies of the original permits, licenses and/or approvals shall be provided upon request to JERSEY SHORE SCHOOL DISTRICT.

s) SPECIAL EDUCATION PROVISIONS - JWYC will provide (a) certified Special Education teacher(s) to monitor any Special Education requirements.

6. CHALLENGES: JUSTICEWORKS YOUTHCARE INC. confirms and agrees that it shall be fully liable for any and all damages and costs of any kind resulting from any legal challenge(s) regarding the JWYC Act 48 Program and/or the actions of JWYC as the Private Alternative Education Institution ("PAEI"). The JERSEY SHORE SCHOOL



DISTRICT and the JERSEY SHORE SCHOOL DISTRICT Board of School Directors shall not be liable for any activity or operation related to the PAEI.

7. INSURANCE: JUSTICEWORKS YOUTHCARE INC. and JERSEY SHORE SCHOOL DISTRICT agree to provide mutual proof of liability and risk insurance in an amount equal to or greater than \$1,000,000.00 which names each other as an additional insured and is deemed acceptable by JWYC, the JERSEY SHORE SCHOOL DISTRICT and the JERSEY SHORE SCHOOL DISTRICT Board of School Directors. For purposes of this Agreement, a well-rated insurance carrier, protected by the Pennsylvania Guaranty Fund or other deemed secure and stable by another similar and well recognized stability index, shall be deemed an acceptable liability insurance carrier. In addition to the liability insurance coverage, JWYC agrees to provide at all times during the term of this Agreement and to maintain worker's compensation insurance. JWYC does not have any volunteer employees, but to the extent any volunteers are utilized by JWYC, JWYC shall procure mutually acceptable volunteer insurance. JWYC and JERSEY SHORE SCHOOL DISTRICT further agree to provide each other with proof of said insurance during the entire term of this Agreement, which shall include a Certificate of Insurance naming both entities as additional insured and setting forth the respective applicable insurance coverage and the policy term.

8. INSOLVENCY OF SCHOOL DISTRICT: If JERSEY SHORE SCHOOL DISTRICT is or becomes insolvent, is declared a Distressed District under applicable Pennsylvania law, or is unable to pay any amounts due hereunder as said payments become due, then this contract shall automatically terminate upon the election of JWYC and all payments required hereunder for the remaining Term shall be accelerated and become automatically due and payable to JWYC within ten (10) days. If said payment is not received, all JERSEY SHORE SCHOOL DISTRICT students and related records shall not be entitled to continue to be matriculated at JWYC and said records shall be forwarded by JWYC to JERSEY SHORE SCHOOL DISTRICT. If said payment is received, the matriculated JERSEY SHORE SCHOOL DISTRICT students shall be entitled to remain for the remainder of the applicable Term.

9. ACCESS: JUSTICEWORKS YOUTHCARE INC. agrees that the JERSEY SHORE SCHOOL DISTRICT shall have access, at mutually agreeable dates and times, to the records and facilities of the PAEI to ensure that the PAEI is in compliance with Act 48 and all applicable Federal, State and Local laws, regulations, provisions, statutes and ordinances.

JERSEY SHORE SCHOOL DISTRICT agrees that JWYC shall have access, at mutually agreeable dates and times, to the records and facilities of JERSEY SHORE SCHOOL DISTRICT to ensure that JERSEY SHORE SCHOOL DISTRICT is in compliance with ACT 48 and all applicable Federal, State and Local laws, regulations, provisions, statutes and ordinances.

10. TERMINATION - JERSEY SHORE SCHOOL DISTRICT: JWYC agrees that the JERSEY SHORE SCHOOL DISTRICT retains the right to terminate this Agreement, after written notice of default and a thirty (30) day opportunity to cure said default by JWYC, for any of the following reasons:

- a) One or more material violations of this Agreement;
- b) Failure to timely comply with JERSEY SHORE SCHOOL DISTRICT requests for information regarding any matriculated students, or failure to cooperate with JERSEY SHORE SCHOOL DISTRICT staff regarding matriculation procedures set forth herein;
- c) Violations of any provision in Act 48 of the Pennsylvania School Code;
- d) Violations of any provisions of state or federal law from which JWYC has not been exempted;

11. TERMINATION - JUSTICEWORKS YOUTHCARE INC. retains the right to terminate or not to renew Agreement, after written notice of default and a thirty (30) day opportunity to cure said default by JERSEY SHORE SCHOOL DISTRICT, for any of the following reasons:

- a) One or more material violations of this Agreement;
- b) Failure to timely comply with JWYC requests for information regarding any matriculated students, or failure to cooperate with JWYC staff regarding matriculation procedures set forth herein;
- c) Failure to make any payment hereunder or pay any JWYC invoice when due;



d) Violations of any provision in Act 48 of the Pennsylvania School Code;

e) Violations of any provisions of state or federal law from which JERSEY SHORE SCHOOL DISTRICT has not been exempted;

f) The JERSEY SHORE SCHOOL DISTRICT or the JERSEY SHORE SCHOOL DISTRICT Board of School Directors has been indicted for and convicted of fraud;

12. COMPLIANCE - STATE REGULATIONS: JUSTICEWORKS YOUTHCARE INC. agrees that as a Private Alternative Education Institution it must comply with all of the statutory requirements identified in 24 P.S. 1902-E (3). JERSEY SHORE SCHOOL DISTRICT and JUSTICEWORKS YOUTHCARE INC. agree that they shall comply with all applicable Special Education requirements in accordance with State and Federal Law.

13. ASSIGNMENT: JUSTICEWORKS YOUTHCARE INC. agrees that this Agreement may not be assigned by JWYC or JERSEY SHORE SCHOOL DISTRICT and that this Agreement shall be binding upon and inure to the benefit of the successors and assigns of the JERSEY SHORE SCHOOL DISTRICT.

14. COMPLIANCE: JUSTICEWORKS YOUTHCARE INC. agrees that this Agreement is subject to all applicable Federal, State and local laws and regulations, policies and procedures of the Commonwealth of Pennsylvania, Department of Public Education and the Federal Government;

15. SEPARABILITY: JUSTICEWORKS YOUTHCARE INC. agrees that in the event that any provision of this Agreement shall or become invalid or unenforceable in whole or in part for any reason whatsoever, the remaining provisions shall, nevertheless, be valid and binding as if such invalid or unenforceable provision had not been contained in this Agreement.

16. MISCELLANEOUS: This Agreement may be executed in counterpart. Facsimile copies of signatures shall serve as acceptable substitutes for original signatures, and shall be legally binding. By executing this Agreement, each party hereto ratifies that all necessary Board action has been approved and obtained prior to the execution hereof and each party shall be entitled to rely upon the compliance with said rules, regulations and statutes. All notices required under paragraphs 11 or 12 of this Agreement shall be delivered via certified mail, return receipt requested or Federal Express delivery service to the following parties at the addresses set forth below:

17. ENTIRE AGREEMENT: This Agreement contains the entire understanding among the parties hereto with respect to the subject matter hereof, and supersedes all prior and contemporaneous agreements and understandings, inducements or conditions, express or implied, oral or written, except as herein contained. The express terms hereof control and supersede any course of performance and/or usage of the trade inconsistent with any of the terms hereof. This Agreement may not be modified or amended other than by an agreement in writing, duly signed by all parties. No delay or forbearance by JWYC in exercising any right or remedy hereunder or in undertaking or performing any act or matter which is not expressly required to be undertaken by JWYC shall be construed, respectively, to be a waiver of JWYC's rights or to represent any agreement by JWYC to undertake or perform such act or matter thereafter.

18. NONDISCRIMINATION: JWYC agrees that the PAEI will abide by all federal and state laws prohibiting discrimination admissions, employment and operation on the basis of disability, race, creed, gender, national origin, religious ancestry, need for special education services, subject to JWYC's right to receive waivers from the same or JWYC's rights of noncompliance as set forth in Act 48 or other legal standard.



IN WITNESS THEREOF, the parties hereto have executed this Contract as of the day and year first above written.

ATTEST:

Jersey Shore School District Representative

ATTEST:

JusticeWorks YouthCare
1500 Ardmore Blvd.
Suite 410
Pittsburgh, PA 15221

BY: _____
JusticeWorks YouthCare's Authorized Signatory

PRINT NAME/TITLE

Jersey Shore Area SD
District Level Plan
07/01/2020 - 06/30/2023

District Profile

Demographics

175 A & P Drive
Jersey Shore, PA 17740-9268
570-398-1561
Superintendent: Jill Wenrich
Director of Special Education: Margaret Leedy

Planning Process

The Comprehensive Planning (CP) process for the Jersey Shore Area School District began with the appointment of a Steering Committee. Administrative team meetings were held with administrative team members, i.e. Superintendent, Assistant Superintendent, Director of Special Education/Pupil Personnel Services, and Principals to discuss what the district would look like 2019 and beyond. Key stakeholders (representing all aspects of the community and district organizations) were appointed to represent varying perspectives. Comprehensive plans were developed and implemented in each of the five (5) buildings within the district beginning with the 2017-2018 school year and are reviewed twice annually by their respective committees. All aspects of this planning are incorporated in the current District Comprehensive Plan ensuring congruence across all plans.

The charge and major task of the overall committee was to review and revise the Comprehensive Plan for the next three to six years. The CP Steering Committee prioritized goals and tasks and respective action plans. As the District moves forward, the District's School Board of Directors will use this document as a guide to consider future programming needs of the District.

Mission Statement

The Jersey Shore Area School District will provide a supportive environment where all members learn, grow and succeed to positively impact the world around them.

Vision Statement

The Jersey Shore Area School District will prepare students for the next step in their life's plan.

OUR GRADUATES WILL:

- *Be college and/or career ready.*

- *Be able to apply what they have learned effectively to face a wide range of challenges.*
- *Be a good communicator.*
- *Be both discipline and creative.*
- *Be an effective leader and good team member.*
- *Be able to monitor their behavior and change it when necessary.*
- *Be of high moral character and willing to serve others.*
- *Be able to set a goal, develop a plan, and work toward achievement.*
- *Be willing to persevere for the achievement of long-term goals.*
- *Be innovative and proactive.*
- *Be able to accelerate the learning they have achieved.*
- *Be a lifelong learner.*
- *Be reflective, tolerant, and inclusive while being contributing members of society.*

Shared Values

We Believe-

- Every student is important and possesses the potential to achieve greatness.
- Students must be encouraged and challenged in a caring learning environment where communication is crucial in building positive relationships.
- Educators lay a foundation of wisdom and knowledge, equipping students with critical thinking skills which positively impact the global community.

Educational Community

The Jersey Shore Area School District is comprised of three boroughs and thirteen townships in Lycoming and Clinton Counties in Pennsylvania. The overall population of the school district is approximately 17,800, according to the 2010 census data. The borough of Jersey Shore is the center of the school district, with the largest population and most business activities. Large businesses include, but are not limited to, Jersey Shore Steel Company, The West Company, Geisinger Jersey

Shore Hospital, and Williams Gas. The district is located approximately 15 miles west of Williamsport and 10 miles east of Lock Haven.

The enrollment for the 2018-2019 school year is 2,280 students. The student population is predominantly Caucasian (98%). The student population has been in a steady decline since a high enrollment in 1978 of 3,987 students. Recent student populations were 2,902 in 2005, 2,642 in 2010, and 2,465 in 2015. PDE projections show a continued decline in enrollment during the next 5-8 years. Grade levels are on average 170 students for the high school, 192 students for the middle school, and 162 students for the elementary schools.

Currently, the Jersey Shore Area School District operates five schools, an administration building, and a maintenance garage. Nippenose Valley Elementary School was closed at the end of the 2012 - 2013 school year. Students from that area now attend Jersey Shore Area Elementary School. The Jersey Shore Area Senior High School is a comprehensive high school serving students in grades 9-12. The district operates its own Career and Technical Education Programs. The Jersey Shore Area Middle School provides instruction for students in grades 6-8. Three elementary schools serve students in kindergarten through grade 5: Jersey Shore Area Elementary (616 students), Salladasburg Elementary (181 students), and Avis Elementary (189 students). Extensive renovations were completed for Salladasburg Elementary School in 2002. The Jersey Shore Area Middle School was converted from the Junior High building to a Middle School building with a shift in grades in 2003. Renovations and a significant addition were made to the Jersey Shore Area Senior High School in 2002 to house grade 9 and the Career and Technical Education Programs. Prior to this renovation, Career and Technical Education students were bused to a neighboring school district. A renovation and addition project began in 2013 for the Jersey Shore Area Elementary School that was completed in August, 2014.

The school district employs 343 people including administrators, teachers, clerical staff, instructional assistants, custodial/maintenance personnel, and cafeteria workers. The Jersey Shore Area School District provides transportation services. Central office staff consists of the Superintendent, Assistant Superintendent, Business Manager, Accountant, Director of Pupil Services, Director of Technology, Network Specialist, and Director of Buildings and Grounds. There are four principals, one who has responsibility for two smaller elementary schools. Jersey Shore Area Elementary School, Jersey Shore Area Middle School, and Jersey Shore Area Senior High School all have one assistant principal. The high school principal also serves as the Director of Career and Technical Education and oversees all CTE programs. There are 157 classroom teachers, 37 professional support staff, two (2) registered nurses, and three (3) licensed practical nurses.

Special Education services are available at Jersey Shore Area Elementary, Jersey Shore Area Middle School and Jersey Shore Area Senior High School. Two school psychologists provide consultation and evaluation services and assist in the operation of the Special Education programs. In an effort to meet Least Restrictive Environment (LRE), the district restructured their inclusive model to meet the individual needs of students at all levels. The district operates four full-time/supplemental life skills support classes and provides varying degrees of emotional support at the elementary, middle, and high school levels. Speech language pathologists are also employed to provide speech/language

and assistive technology services. The school district contracts with Hope Enterprises for Physical Therapy and with Intermediate Unit 17 for Occupational Therapy services. A few district students are served in inter-district classes operated by Intermediate Unit #17.

Planning Committee

Name	Role
Justin Armbruster	Administrator : Professional Education Schoolwide Plan
Jennifer Berry-Propst	Administrator : Professional Education
Ken Dady, Ph.D.	Administrator : Professional Education Special Education
Ben Enders	Administrator
Jon Jean	Administrator : Professional Education Schoolwide Plan
Adrienne Johnston	Administrator : Professional Education Schoolwide Plan
Steven Keen	Administrator : Professional Education Schoolwide Plan
Margaret Leedy	Administrator : Professional Education Special Education
Elizabeth Segraves	Administrator : Professional Education
Keith Veldhuis	Administrator : Professional Education Special Education Schoolwide Plan
Jill Wenrich, Ed.D.	Administrator : Professional Education Special Education
Craig Allen	Board Member : Professional Education Special Education Schoolwide Plan
Harry Brungard	Board Member : Professional Education
Michelle Stemler	Board Member : Professional Education Special Education
Merrill Sweitzer	Board Member : Professional Education
Jim Ely	Business Representative : Professional Education
William Henry	Business Representative : Professional Education
David Palski	Business Representative : Professional Education
Deb Reese	Business Representative : Professional Education
Dennis Buttorff	Community Representative : Professional Education
LouAnne Gasperine	Community Representative : Professional Education

Chad Krape	Ed Specialist - Instructional Technology : Professional Education
Patrick McCormick	Ed Specialist - Instructional Technology : Professional Education
Cindy Welsh	Ed Specialist - Other : Professional Education
Holly Barto	Ed Specialist - School Counselor : Professional Education
Amanda Pauling	Ed Specialist - School Psychologist : Special Education
Beth Gill	Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan
Jennifer Ingraham	Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan
Megan Kodish	Elementary School Teacher - Regular Education : Professional Education
Adrienne Miller	Elementary School Teacher - Regular Education : Professional Education
Jeanne Reeder	Elementary School Teacher - Regular Education : Professional Education
Amy Bischof	Elementary School Teacher - Special Education : Professional Education Schoolwide Plan
Cindy Ferguson	Elementary School Teacher - Special Education : Professional Education Special Education
Sheena Armbruster	High School Teacher - Regular Education : Special Education
Robert Fox	High School Teacher - Regular Education : Professional Education
Jessica George	High School Teacher - Regular Education : Professional Education
Tim Greene	High School Teacher - Regular Education : Professional Education
Michael Harvey	High School Teacher - Regular Education : Professional Education Schoolwide Plan
Eric Nagy	High School Teacher - Regular Education : Professional Education Schoolwide Plan
Jim Smith	High School Teacher - Regular Education : Professional Education
Carolyn Williams	High School Teacher - Special Education : Special Education Schoolwide Plan
Barbara Fedeale	Middle School Teacher - Regular Education :

	Professional Education Special Education
Angela Haffley	Middle School Teacher - Regular Education : Professional Education Schoolwide Plan
Ruth LeVan	Middle School Teacher - Regular Education : Professional Education
Justin Wall	Middle School Teacher - Regular Education : Professional Education
Shawn Weaver	Middle School Teacher - Regular Education : Professional Education
Rachael Clark	Parent : Professional Education
Betty Jo Eberhart	Parent : Special Education
Pam Garrett	Parent : Professional Education Schoolwide Plan
Chryssie Miller	Parent : Professional Education
Angie Waldman	Parent : Professional Education Schoolwide Plan

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Accomplished	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Developing
Economics	Non Existent	Non Existent
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Needs Improvement	Needs Improvement
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Accomplished	Accomplished
Early Childhood Education: Infant-Toddler→Second Grade	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Accomplished	Accomplished
School Climate	Developing	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

FCS - is not part of the elementary curriculum at this time; Economics - is not part of the elementary curriculum at this time; Geography - is a very limited part of the elementary curriculum.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Accomplished	Accomplished

Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Developing
Economics	Non Existent	Non Existent
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Accomplished	Accomplished
School Climate	Developing	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

FCS - is not part of the elementary curriculum at this time; Economics - is not part of the elementary curriculum at this time; Geography - is a very limited part of the elementary curriculum.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing

English Language Proficiency	Developing	Developing
Interpersonal Skills	Accomplished	Accomplished
School Climate	Developing	Developing
World Language	Non Existent	Non Existent

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

FCS and World Language are not offered at this level.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Accomplished	Developing
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Developing
PA Core Standards: Mathematics	Accomplished	Developing
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Developing
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Developing
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

FCS is not offered at this level.

Adaptations

Elementary Education-Primary Level

Checked answers

- Arts and Humanities
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics

- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

None.

Middle Level

Checked answers

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

None.

High School Level

Checked answers

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

None.

Explanation for any standards checked:

The JSASD has spent a great deal of time aligning ELA and Math to PA Core Standards. Other departments have aligned curriculum to PA Standards, and PA Core Standards where appropriate. Unit plans using the SAS model are currently being revised and written across all curricular areas to align with PA Core State Standards.

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

A four (4) year curriculum cycle was developed prior to the 16-17 school year. It is a fluid document which can be changed as needs arise. Grade level leaders, a paid stipend position, exist at this level to help ensure the curriculum and materials is consistent across each grade level. Standards-based reporting is currently part of Kindergarten. A committee has been formed to develop a plan to move the standards-based reporting through each level of

the Elementary program across the next five (5) years.

Curriculum review cycles, review of student achievement data- including adjustment to curriculum and areas identified as being a challenge – ongoing professional development

- Locally developed assessments that are clearly tied to the approved course content, the PA Common Core Standards, and the PSSA anchors/standards
- Curriculum is built upon researched-based instructional strategies and are monitored via walk-throughs and informal/formal evaluations
- Teachers are held accountable for teaching the written and approved curriculum
- Curriculum is designed to meet Chapter 4 regulations
- JSASD has identified department coordinators/grade level leaders responsible for updating and maintaining course content K-12

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

A four (4) year curriculum cycle was developed prior to the 16-17 school year. It is a fluid document which can be changed as needs arise. Grade level leaders, a paid stipend position, exist at this level to help ensure the curriculum and materials is consistent across each grade level. Standards-based reporting is currently part of Kindergarten. A committee has been formed to develop a plan to move the standards-based reporting through each level of the Elementary program across the next five (5) years.

- Curriculum review cycles, review of student achievement data- including adjustment to curriculum and areas identified as being a challenge – ongoing professional development
- Locally developed assessments that are clearly tied to the approved course content, the PA Common Core Standards, and the PSSA anchors/standards
- Curriculum is built upon researched-based instructional strategies and are monitored via walk-throughs and informal/formal evaluations
- Teachers are held accountable for teaching the written and approved curriculum
- Curriculum is designed to meet Chapter 4 regulations
- JSASD has identified department coordinators/grade level leaders responsible for updating and maintaining course content K-12

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

- JSASD teachers across the curriculum worked with consultants in English Language Arts and Mathematics Common Core State Standards and aligned all *Unit Plans*
- JSASD developed a common *Unit Plan* format that identifies unit plans aligned to CCSS

- Curriculum review cycles, review of student achievement data- including adjustment to curriculum and areas identified as being challenged – ongoing professional development
- Locally developed assessments that are clearly tied to the approved course content, the PA Common Core Standards, and the PSSA anchors/standards
- Curriculum is built upon researched-based instructional strategies and are monitored via walk-throughs and informal/formal evaluations
- Teachers are held accountable for teaching the written and approved curriculum
- Curriculum is designed to meet Chapter 4 regulations
- JSASD has identified department coordinators responsible for updating and maintaining course content K-12

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

- JSASD teachers across the curriculum worked with consultants in English Language Arts and Mathematics PA Core State Standards and aligned all *Unit Plans*
- JSASD developed a common *Unit Plan* format that identifies unit plans aligned to PA Core Standards

- Curriculum review cycles, review of student achievement data- including adjustment to curriculum and areas identified as being challenged – ongoing professional development
- Locally developed assessments that are clearly tied to the approved course content, the PA Common Core Standards, and the PSSA anchors/standards
- Curriculum is built upon researched-based instructional strategies and are monitored via walk-throughs and informal/formal evaluations
- Teachers are held accountable for teaching the written and approved curriculum
- Curriculum is designed to meet Chapter 4 regulations
- JSASD has identified department coordinators responsible for updating and maintaining course content K-12

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

Modifications and accommodations are included in the student's individualized education program (IEP). They are individualized according to the student needs, enabling them to gain access to the curriculum. Student needs are also addressed in 504 accommodation plans and through the Child Study Team (CST) process. Co-teaching strategies are used throughout the district. The interventions used during instruction help to ensure student learning, understanding and growth.

Instruction

Instructional Strategies

Checked Answers

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction

- Annual Instructional evaluations
- Peer evaluation/coaching

Unchecked Answers

- Instructional Coaching

Regular Lesson Plan Review

Checked Answers

- Administrators
- Building Supervisors
- Department Supervisors

Unchecked Answers

- Instructional Coaches
- Not Reviewed

Provide brief explanation of LEA's process for incorporating selected strategies.

The district utilizes both formative (walk-throughs) and summative evaluation techniques to ensure instructional fidelity.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

NA

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Elementary Education-Intermediate Level

Instructional Practices	Status
--------------------------------	---------------

Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

It is the mission of the Jersey Shore Area School District (JSASD) to ensure all children in our district receive a high-quality education. This requires a qualified and effective teacher in every classroom, effective administrators in every school, and school leadership that is focused on raising achievement.

In keeping with this philosophy, JSASD is committed to the goal that all teachers and administrators are highly qualified and that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, and/or non-certified teachers.

JSASD further recognized that teacher quality has a major impact on student achievement. We are committed to the goals of ensuring that all students are well prepared to be responsible and productive citizens and all educators are highly qualified and responsive to students.

This system will ensure that a highly qualified teacher is in every classroom, that the preparation and licensure process seamlessly supports highly qualified teacher requirements, that the hiring process facilitates selection of highly qualified teachers, that there is a support system in place for early career teachers and administrators. It will also ensure that all schools have the tools they need to monitor and evaluate teachers and administrators; and that high quality professional development is tied directly to the needs of both staff and students.

Assessments

Local Graduation Requirements

Course Completion	SY 20/21	SY 21/22	SY 22/23
Total Courses	27.00	27.00	27.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	2.00	2.00	2.00
Health	0.50	0.50	0.50
Music, Art, Family & Consumer Sciences, Career and Technical Education	1.50	1.50	1.50
Electives	7.00	7.00	7.00
Minimum % Grade Required for Credit (Numerical Answer)	70.00	70.00	70.00

Graduation Requirement Specifics

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following: *Checked answers*

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

Unchecked answers

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
 - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing

the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
- Not Applicable. Our LEA does not offer High School courses.

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X			X	
Career Education and Work		X	X	X	X	X
Civics and Government		X	X	X		X
PA Core Standards: English Language Arts		X	X	X	X	X
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X	X	X		
PA Core Standards: Mathematics		X	X	X		X
Economics		X	X			X
Environment and Ecology		X				X
Family and Consumer Sciences						
Geography		X				
Health, Safety and Physical Education		X	X	X	X	X
History		X	X	X		X
Science and Technology and Engineering Education		X	X	X	X	X
World Language		X	X			X

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSAs		X	X	
Keystones			X	X
Evaluation of Portfolios		X	X	X
Scientific Experiments	X	X	X	X

Standardized Tests- AP				X
Industry Standard Tests - CTE				X
Written Work	X	X	X	X
Performance	X	X	X	X
Unit Tests by Subject	X	X	X	X
PASA		X	X	X
NOCTI				X
PSAT				X
SAT				X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
CDT			X	X
DIBELS - Math/Reading	X	X		
STAR Early Literacy	X			
STAR	X	X	X	X
Pre- NOCTI				X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Progress Monitoring	X	X	X	X
Textbook Assessments	X	X	X	X
Teacher Designed Assessments	X	X	X	X
Summarization Strategies (Ticket out the Door - Graphic Organizers)	X	X	X	X
Lesson Essential Questions	X	X	X	X
Portfolios/Work Samples	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
CDT			X	X

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review			X	
Intermediate Unit Review			X	
LEA Administration Review	X	X	X	X
Building Supervisor Review	X	X	X	X

Department Supervisor Review	X	X	X	X
Professional Learning Community Review				
Instructional Coach Review				
Teacher Peer Review	X	X	X	X

Provide brief explanation of your process for reviewing assessments.

With the help of the Department Heads/Grade Level Leaders, teacher-made assessments will be reviewed as they are written through the Jersey Shore Area School District (JSASD) Assessment Rubric. This rubric determines what Depth of Knowledge (DOK) level each question addresses as well as what type of assessment question is being utilized. All assessments are required to benchmark at 70% DOK level two (2) or three (3) with one DOK level four(4) at the culmination of a unit.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

The district uses informal walk-throughs and research based instructional strategies. Content is compared to alignment with benchmark assessment data and other sources. Assessments created by staff are shared between and among professionals with insight from department coordinators and district administrators. Independent consultants have reviewed assessments with ELA, Mathematics, Technology, and CTE teachers. Common assessments are used to verify the attainment of academic standards to provide an accurate picture of each student's strengths and weaknesses in relation to each academic standard.

Collection and Dissemination

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

Information is disseminated to building principals. Building principals participate in building/grade level data team meetings using multiple sources. Through the use of curriculum mapping and data analysis, students will reach proficiency as measured by state and other assessments. The JSASD will utilize benchmark testing, PSSA results, and other locally state administered assessments in order to make informed decisions about instruction. By knowing each student's strengths and weaknesses, teachers will be able to use data to differentiate instruction. Building level data teams will review results. Data are used to identify performance weaknesses, diagnose underlying causes, select and apply prescriptive treatments and interventions, reallocate resources to more efficiently and

effectively achieve desired results and increase health in institutional practices.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

A Multi-Tiered System of Support (MTSS) model is utilized at the Elementary and Middle levels. The High School uses the State Systematic Improvement Plan (SSIP) to support those students who are struggling the most.

The least restrictive environment is the first option considered when discussing student placements. The goal of the district is for each student is to make progress each year and to perform on grade level. Title I services are available for students in Kindergarten through grade 5.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Faculty meetings, in-services, and working with consultants as well as professional development days are used to review data across several different platforms. This information is used to assist teachers in making adjustments to their instruction to better support student achievement. Assessment anchors and standards are used as a starting point to build assessments and improve instruction. Teachers also use benchmark testing to determine areas that may need adjustment.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

NA

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Each parent of a student that takes the PSSA receives a report on the student's progress and ways to help. This occurs annually. When requested, teachers, counselors, and administrators explain the PSSA reports and answer individual questions. Teachers report on individual student progress during parent-teacher conferences. Progress reports are sent home and staff maintains open communication for parent-teacher conferences as needed. Teachers routinely collaborate on interventions to improve student understanding of information where student performance is below benchmark levels on PSSAs/Keystones/standardized assessments.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

N/A

Safe and Supportive Schools

Assisting Struggling Schools

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

The district implements the use of a *Multi-Tiered System of Support (MTSS)* and has incorporated concepts from Professional Learning Communities in order to assist students

in making further progress. Universal screening is implemented in each elementary school and the middle school. Each building has a data team that systematically reviews the data and develops ways to help students needing intervention and assistance. The data is used to determine which students are in need of further evaluations/interventions. The district also has district level data teams that look for trends across the district and analyze curricular gaps and redundancies. The MTSS model is implemented with fidelity at the Elementary level (grades K-5) and Middle level (grades 6-8). The MTSS model is developing at the High School Level with a State Systemic Improvement Plan (SSIP).

JSASD has a strong well-organized process implementing intervention at Tier 1, 2 and 3 (elementary/middle) levels. The use of the data review process is implemented through teaming at the elementary and middle levels.

School-wide Positive Behavior Support Program

Jersey Shore Area School District has a School-wide Positive Behavior Support (SWPBS) system in each school. Each school has an acronym that states their basic rules for expected behavior in school.

At the elementary schools, the system is called **BARK**

: **B**

e Respectful, **A**

ct Responsibly, **R**

emember Safety, and **K**

eepest on Learning. At the middle school level, the students **ROCK**

: **R**

espect Yourself, **O**

rganize and Plan for Success, **C**

are for People and Property, and **K**

eepest on Learning. At the High School, we have transitioned to **SHORE** : Safety, Honesty,

Ownership, Respect and Enthusiasm. There is also a Bully Prevention Program that is built into the School-wide Positive Behavior Program!

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X

Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers	X	X	X	X
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

Explanation of strategies not selected and how the LEA plans to address their incorporation:

The district employs a School Resource Officer (SRO) through a 50/50 split in funding between grant and district money. The elementary schools have an advanced tier program which functions as a Student Assistance Program (SAP) team. Social/emotional learning programs are being implemented at the middle/high school level for the first time.

Screening, Evaluating and Programming for Gifted Students

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

Information pertaining to gifted education services is available in student handbooks and on the Jersey Shore Area School District website under the special education section. Annual notices are published in local newspapers as well.

Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).

The gifted screening consists of the following:

- Input from the classroom teacher including completion of the gifted rating scales
- Classroom grades
- Curriculum-based measures (i.e. STAR, DiBELS)
- PSSA history, if applicable
- Classroom Diagnostic Assessments (CDT's), if applicable

Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).

Students requiring specially designed instruction are determined through an established protocol reflecting the National Gifted Education Standards and Chapter 16 of the Pennsylvania State Board of Education Regulations. Identification is based on multiple criteria and may include the following: intellectual abilities of 130 or better as determined by an evaluation by a certified school psychologist, above grade level achievement levels on nationally-normed tests, high rates of acquisition and retention of new content, and early, measured or demonstrated use of high-order thinking skills, academic creativity, leadership, intense domain-specific interest, and communication skills.

Specific assessment will be determined at the time of referral to reflect age/grade appropriate measures of gifted ability and achievement. Occasionally, intervening factors may mask gifted abilities. These will be taken into consideration when determining eligibility into the gifted program.

*The gifted education rubric requires a student to acquire a minimum of 36 out of a possible 40 points using the following categories:

- Intellectual Assessment - Full scale standard score
- Standard measure of reading achievement
- Standard measure of mathematics achievement
- Standard measure of writing achievement
- Gifted Screening
- Rates of Acquisition and Retention as measured by the Chuska Scale
- Upon completion of all testing, the gifted education rubric is completed and summarized within a gifted written report. *This report is shared with the gifted multidisciplinary evaluation team. and a recommendation is made regarding the student's educational programming.

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

The gifted multidisciplinary team determines the need of individual students and plans accordingly, based on their gifted individualized education program document (GIEP).

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X

Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X
School-Based Counseling	X	X	X	X

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X
Child Study Teams	X	X	X	

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
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Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

N/A

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X

Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Mass Communication through One Call system	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

It is a priority of the Jersey Shore Area School District to ensure students succeed. At the elementary level, a nationally normed reading/math screening inventory (DIBELS) is administered a minimum of three times per year to all elementary students in order to identify students not meeting the benchmarks. A period of intervention within the regular education curriculum is provided. The student's progress is monitored at regular intervals to determine if further interventions are necessary.

All secondary students receive personalized interventions through a PLT model.

Parent communication is on-going throughout the school year. Students who are not achieving proficient or advanced on state assessments are identified and interventions are provided. Each student is considered on an individual basis and a plan for remediation/intervention is created and implemented. Alternate instructional strategies are continually developed to assist students who do not achieve at the proficient level.

Each building has a School Wide Positive Behavior Support Program.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

Child Care - The district partners with child care agencies to provide before and after school programs for children in all schools. Several agencies use school district facilities to operate their programs. This district as well as local agencies provide before and after school programs, as well as summer programs for children.

The district facilitates two Pre K Counts programs with local child care providers.

An annual meeting is held with all Early Childhood agencies throughout the district.

The Ready Rosie program is made available to all families in the district.

Youth Workforce Development Programs - The district operates a comprehensive Career and Technical Education Program in eight cluster areas. Perkins data indicate the program is performing above state benchmarks at seven indicators. Students have the opportunity to gain skills as well as cooperative education work experiences with local and regional employers. As a part of this program, students may also participate in a dual enrollment partnership with Pennsylvania College of Technology in earning up to 18 transcripted college credits during high school. All CTE programs also have an advisory committee that includes local and regional business and industry partners who contribute to the development of curriculum to ensure a prepared workforce. In addition, the district has partnered with Penn College, Lock Haven University and NAPE (National Alliance for Partnerships in Equity) to encourage non-traditional career choices.

Tutoring resources are provided on an individual basis.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

When kindergarten registration opens up in late winter, the registration documentation allows parents to supply a summative history of support services and interventions the child may have received and services the child continues to receive. That documentation, along with information gathered during the school district's mid-spring kindergarten screening event provides the school district with information pertinent to transitioning the student into public school. Parents

are asked to specify the kinds of interventions and support their child has received which eases students with disabilities into the school environment. Early Intervention meetings are arranged for pre-school students who have Individual Education Programs prior to their entry into kindergarten. These meetings allow the school district to plan ahead for staffing and support well in advance of the child's first day of school.

The school district maintains a PA Pre-K Counts grant which provides pre-school to 36 four year olds who will enter kindergarten when they meet admission birthdate criteria. The Pre-K Counts students participate in programs held at two local child care agencies. The district and those agencies have on-going communication throughout the school year about both pre-school and kindergarten. In the spring, the agencies bring the students on visits to several of the kindergarten classrooms in order for the children to have a first hand view of what kindergarten might be like for them. These visits include the agency personnel who also become knowledgeable about the school district kindergarten program. The agency personnel are able to share with the pre-school parents what they need to know about preparing their children for kindergarten.

In the fall, the school district works with the local Head Start programs in sharing information about students' accomplishments both prior to their start in kindergarten and after the students have transitioned into kindergarten. This is a positive and meaningful exchange for both programs.

The school district has developed an early enrollment initiative in order to capture as much information about students who are age-eligible to start public school. During the registration initiative, parents are asked to commit to having their child go through a screening process in mid-spring. The process is designed to assess children's kindergarten readiness which is shared with the kindergarten teachers. That information drives how the kindergarten teachers will begin instruction for the diverse skill levels of the new students. Speech and language specialists and an occupational therapist have a role in the screening process. Parents are given the results of the screening. Parents are invited to contact the school and ask what steps they may take regarding the indicators and what steps the school district takes when the results indicate there might be a delay in language development, motor development, or perhaps a questionable hearing/vision screening result. At the screening event, the parents complete a survey of how they see their child's development on self-help and independent behavior skills.

The school district provides an open house program specifically for parents and kindergartners and then a first day of school for half of the enrolled kindergarten students on each of the first two days of school. The kindergarten open house provides an opportunity for the parents and their children to meet the child's teacher, principal, and learn more about what school will be like for the kindergartners. The reduced number of students attending a full day of kindergarten the first two days of school allows the children to become better acquainted with the teacher and routine with fewer student-distractions their first day of school.

Overall the school district intensifies its awareness of the children who are kindergarten eligible in February and from that time works with parents and agencies in order to learn as much as possible about the children's skills and abilities prior to their start in public school.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

The K-5 program has a strong MTSS service delivery model in place.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

The K-5 program has a strong MTSS service delivery model in place.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Developing

Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Annual review of core curriculum is occurring at this level, at this time.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

A strong system is already in place with yearly evidence from the strong Keystone Exam scores.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in

	50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district

	classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

All teachers have been trained to use the SAS portal. The portal is used on an as needed basis due to the wide array of curriculum resources available on the world wide web. The district does not offer an FCS program at this level.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms

Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

All teachers have been trained to use the SAS portal. The portal is used on an as needed basis due to the wide array of curriculum resources on the world wide web. The district does not offer an FCS program at this level.

Middle Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district

	classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Not Applicable

Further explanation for columns selected "

All teacher have been trained to use the SAS portal. The portal is used on an as needed basis due to the wide array of curriculum resources on the world wide web. The district does not offer an FCS or World Language program at this level.

High School Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district

	classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in

	50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

All teachers have been trained to use the SAS portal. The portal is used on an as needed basis due to the wide array of curriculum resources on the world web web. The district no longer offer a stand alone FCS program, however there is a strong CTE Culinary Arts program offered at the high school level.

Early Warning System

The free PA Educator Dashboard Early Warning System and Intervention Catalog (PA EWS/IC) utilizes the metrics of Attendance, Behavior and Course grades to identify students who may be on a path to dropping out of school. Please indicate your selection of the following options.

We already have the PA EWS/IC in our district.

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.		X	X	X
Provides educators with a variety of classroom-based	X	X	X	X

assessment skills and the skills needed to analyze and use data in instructional decision making.				
Empowers educators to work effectively with parents and community partners.	X	X	X	X

District's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.		X	X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

Provide brief explanation of your process for ensuring these selected characteristics.

The progress and effectiveness of the District's professional education program is assessed annually by the Professional Learning Committee, Department Coordinators and administrative team. The prior year's professional development activities are evaluated and discussed. Feedback is compiled from the professional staff via survey. District goals are reviewed to ensure professional development activities align with annual objectives for improvement through building level and district comprehensive plan.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

Gifted students are not typically identified at the early primary level.

Professional Development

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:

6/1/2015 All staff completed. New staff complete within two weeks of hire if they have not had training.
The LEA plans to conduct the required training on approximately:
6/1/2020 This date is the beginning of the district's next five year cycle.

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA has conducted the training on:
9/25/2015 All middle school staff participated in 2 hours of training.
11/24/2015 All other staff will participate in two hours of training.
The LEA plans to conduct the training on approximately:
8/22/2019 All district staff will participate in a four hour training

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
The LEA has conducted the training on:
9/25/2015
11/24/2015
The LEA plans to conduct the training on approximately:
8/22/2019

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.

- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

JSASD employs supervisory activities to ensure successful implementation of the strategies identified. Administrators utilize walkthroughs to effectively document and monitor instructional practices and curricular alignment. Administrators collaborate and identify areas of strength and areas to grow upon in the instructional design and implementation throughout all programming across the district. The district utilizes a Differentiated Supervision Plan which includes multiple forms of professional development which are individualized to meet teacher needs. Professional development for administrators is on-going throughout the school year as well ie. shared/discussed articles, PILS coursework, etc.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

NA

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.

- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

JSASD has outlined an effective New Teacher Induction Plan which is completed by all new teaching staff. Modifications are made annually as needed.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

NA

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.

- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

JSASD's Teacher Induction Program is designed to assist new certificated personnel to perform more effectively and grow professionally during their first year. In addition, the program is required for new certificated personnel to fulfill part of the requirements for an Instructional II certificate. For the purposes of this program, the term, beginning certificated personnel, is defined as any teacher and/or education specialist and/or psychologist who is beginning their PA teaching career and is certified in accordance with the 1999 regulations required to participate in this program. The term, education specialist, is defined as a person whose primary responsibility shall be to render professional services other than classroom teaching.

The JSASD Induction Program is planned and coordinated by the Assistant Superintendent and Administrative Team. The purpose of this team is to:

1. Develop the Teacher Induction Plan
2. Publish a Teacher Induction Portfolio
3. Design and conduct teacher induction workshops and seminars
4. Recommend induction activities
5. Annually assess the teacher induction plan

The goals of the program are as follows:

1. Building strong mentoring relationships between beginning teachers and the induction team by
 - a. Providing a teacher mentor for each beginning teacher
 - b. Providing training for the induction team member and inductee
 - c. Providing adequate opportunities for interaction between the teacher mentor and inductee
2. Building a knowledge base of essential resources, policies and procedures by providing information regarding essential resources, policies and procedures of the building, district, intermediate unit and Pennsylvania Department of Education
3. Building a knowledge base of the District's student learning achievement by providing information regarding Chapter 4 Regulations, PA Academic Standards, PA Core Standards, state and local assessments, and curriculum

4. Developing an understanding of effective classroom techniques and procedures by reinforcing effective classroom management skills, instructional strategies, and the use of a variety of student assessment strategies including researched based instruction
5. Demonstrating understanding of the Code of Professional Practice and Conduct
6. Ensuring understanding of the evaluation process

JSASD will maintain records of all beginning teachers completing the induction process. All participants will receive recognition for successfully completing the induction program, place evidence of program completion in the professional file, and maintain the file at the district office.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

NA

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

JSASD identifies various topics of interest for mentor teachers. District administrators, department coordinators and building administrators present topics for mentors related to

their role.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

NA

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X		X			
Assessments			X			
Best Instructional Practices	X	X				
Safe and Supportive Schools	X	X				
Standards	X	X		X		
Curriculum	X		X			
Instruction	X	X	X	X	X	
Accommodations and Adaptations for diverse learners	X					
Data informed decision making		X		X		
Materials and Resources for Instruction	X					

If necessary, provide further explanation.

NA

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Inductee progress is monitored monthly by their assigned mentor district and building level administration. A culminating project is required during the last induction meeting. Inductees complete a pre and post program assessment. All records are kept on file at the district office. Feedback from inductees is used to make adjustments that enhance the effectiveness of the program.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)*Checked answers*

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.

- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

None.

Special Education

Special Education Students

Total students identified: **372**

Identification Method

Identify the District's method for identifying students with specific learning disabilities.

The Jersey Shore Area School District identifies students with specific learning disabilities using the discrepancy model. When students are not achieving adequately for their age or meeting grade level standards, the district utilizes MTSS (Multi-Tiered System of Support) and CST (Child Study Team) to implement interventions to assist the student. If MTSS and CST interventions are not successful in helping the student make gains, the child would be referred for a Multi-Disciplinary Evaluation (MDE). Students are administered ability and achievement assessments; if a discrepancy exists between the two scores, the student is identified as a student with a specific learning disability in the area of discrepancy. The student performance data is used in the Multi-Disciplinary Evaluation but is not used as the sole determining factor in eligibility determinations.

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is:
<https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

According to the 2016-2017 Special Education Data Report, Jersey Shore Area School

District is disproportionate in two identification areas: Intellectual Disability and Speech or Language Impairment. For Intellectual Disability, the state's percentage is 6.5% and Jersey Shore's percentage is 11.1%. Students who qualify as students with an Intellectual Disability have IQ and adaptive skill scores falling significantly below average (two standard deviations below the mean). Jersey Shore Area School District has been above the state percentage since the 2005-2006 school year. The percentage has ranged from 10.0% (2005-2006) to 13.4% (2013-2014). The district will continue to thoroughly review assessment data when determining special education eligibility. For Speech or Language Impairment, the state's percentage is 14.7% and Jersey Shore's percentage is 22.6%. We have seen a steady increase in the number of students coming into kindergarten with speech and language deficits. Kindergarten screenings are conducted using the DIAL-4. We work with Early Intervention providers to discuss ways to increase access to speech and language activities in these programs and to give access to programs in the home (i.e., Ready Rosie). We also work with Early Intervention providers to ensure children who have a Speech and Language Impairment continue to receive services, if needed, in the school age setting. In the ethnicity category, the district did not have any significant disproportionalities. According to the 2016-2017 Special Education Data Report, 95.9% of students identified as special education were Caucasian; 96.3% of the total school population for the same school year was Caucasian.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

Question 1

Currently there are no 1306 facilities for Non-resident Students within the Jersey Shore Area School District boundaries.

Every exceptional student attending the schools of this district shall be offered an educational program that meets his/her individual needs and is suited to his/her unique abilities. Such a program of special education shall be designed to comply with law, conform to the goals of this district, and shall, to the extent feasible and consistent with the best interests of the student and other pupils, integrate programs of special education with the regular instructional program of the schools.

Exceptional children to be served by the special education program of this district shall include those school-age children who meet eligibility criteria established by federal and state law according to the results of an appropriate evaluation as defined by those laws.

Question 2

With regard to each student entering any 1306 Residential Treatment Facility (1306) or Foster Care Program (1305) located within the Jersey Shore Area School District, the following procedure will be followed:

1. A designated LEA of Jersey Shore Area School District (JSASD) (or a contractor of services) will contact all educational decision makers within 3 days of enrollment to discuss educational placement options and set up a time and date for an IEP meeting, which will occur within 30 days.
2. An enrollment form will be sent by the 1306 Facility personnel to the JSASD Central Registration Office within 1 day providing all pertinent information indicating whether the student is a student with an IEP or 504 Plan as available.
3. Central Registration personnel will contact the home district within 3 days to procure all necessary educational records. (In the case of students with disabilities: most recent IEP, most recent Re-Evaluation Report, most recent NOREP, and Initial Evaluation Report; or, if appropriate, the 504 Plan.)
4. All students residing at any 1306 Residential Facility (with or without an IEP/504) will receive an education that complies with Chapter 4 and is provided by teachers appropriately certificated by the Pennsylvania Department of Education.
 - a. Instructional opportunities at any 1306 facility will include teacher-led instruction and computer-based instruction with teacher and/or counselor guidance. Either opportunity can be supplemented or supported by special education services. Each student will have access to either instructional opportunity for each content area, depending upon individual student need.
 - b. Students at the 1306 facility will be provided with instruction from certified teachers.
 - c. The length of the school day and year will follow the JSASD published schedule and calendar
5. Special Education personnel will follow up with the home district should specific special education records be missing or additional records required.
6. An IEP (504) meeting will be scheduled within 10 calendar days and convened within 30 days of the student's enrollment in JSASD to determine appropriate programming. All involved personnel will be invited including: parent(s) (including foster parents if needed), and/or appointed educational decision maker, 1306 facility representative, regular education teacher, special education teacher, home district representative, JSASD LEA, referring agency, and any other involved agency personnel.
 - a. Meeting will be scheduled by the Special Education Teacher at the 1306 facility.
 - b. All appropriate documentation and paperwork (procedural safeguards, invitation, input forms) will be sent out by the Special Education Department Secretary to provide at least 10 calendar days notice of the meeting.
 - c. At this meeting, the student's educational program will be developed based upon his/her needs. First consideration will be attendance at the appropriate JSASD public school.
 - d. Should the available evidence indicate that the student requires a more restrictive placement, a behavior plan will be developed to facilitate the student's eventual attendance

in the public school.

7. An appropriate educational program will be developed at the IEP meeting.

a. Each student will be assigned to a special education teacher's roster either at the 1306 facility or in the public school.

b. The special education teacher will be responsible for conducting and collecting progress monitoring data with the input of the regular education teacher as appropriate.

c. Transition Plans will be discussed, developed, and implemented for all students who will turn 14 during the school year in question, or younger students as deemed appropriate by the IEP team.

8. JSASD will issue a NOREP to parent/guardian/educational decision maker indicating the student's educational placement.

9. Re-evaluations will be conducted according to required timelines or sooner if deemed necessary by the parent or JSASD IEP Team.

Child Find: Public Notice of Child Find responsibilities will be included at the end of the 1306 Facility's Handbook and made available to all parents or educational decision makers.

Evaluation: Evaluations will be conducted by a JSASD School Psychologist (or contractor of services) within 60 calendar days from receipt of written parent consent.

IEP/504 Eligibility: A student's eligibility for Special Education or Chapter 15 Service Plan will be determined by a team consisting of all individuals required by federal and state law.

Discharge: Upon student discharge, JSASD will provide home district with all progress monitoring and any necessary updated documentation regarding student programming or progress within 3 days. Upon receipt of Request for Records, JSASD will forward all pertinent documentation (IEP, Evaluation, NOREP, progress monitoring) to the receiving LEA (if not home district) within 5 days.

Question 3

Problems or barriers that exist include student mobility, student records attainment, and court orders. Some students are in 1306 facilities for a very short period of time. Students may be in and out of a facility before the district is aware that they were even placed there. Student records, including special education records, are not always forwarded from the last LEA in a timely fashion despite multiple requests for said records. Finally, upon occasion, a court order has been received stipulating that a student attend an educational program outside JSASD despite temporary residence within JSASD.

Incarcerated Students Oversight

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

The district does not have any facilities for incarcerated students within its boundaries. When the district is notified by the prison, the commonwealth, or by the educational entity providing the educational services at a facility that a JSASD student is incarcerated, JSASD

works with staff from those facilities and the school district/intermediate units that have educational responsibilities to ensure that the student's needs are addressed. JSASD assists with the exchange of educational records, child find, evaluation, and Individualized Education Program development.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

Question 1

When a student is determined to be eligible and in need of special education services, the Individual Education Program (IEP) team considers all options available within the full continuum of services to provide a Free Appropriate Public Education within the Least Restrictive Environment for all identified students within the Jersey Shore Area School District. The IEP team determines the program type and level of service based on the individual needs of each student, starting with the least restrictive options and moving toward more restrictive options, as necessary.

Question 2

The Jersey Shore Area School District serves students in regular education settings at all levels (elementary and secondary) based on individual need, and has shifted from pull-out programs to co-taught service delivery for many students. Individualized professional development opportunities have been presented to teachers to help them address the needs of students with IEPs in their classrooms. At the elementary level, co-teaching and resource supports are provided through learning support and emotional support programs; programs address a variety of student needs. The elementary Emotional Support program focuses on appropriate academic programming with behavioral/emotional supports and services provided both in the academic setting and within the Emotional Support room, as necessary.

Middle school students are provided with co-taught instruction in academic areas as specified in their IEPs. If data indicates the need for a higher level of support, pull-out

programming is available to address those needs. For students whose instructional level is significantly discrepant from their grade level, a Supplemental Learning Support program provides instruction in the core content areas to students at their instructional levels while extended academics are provided within the regular education curriculum with supports as necessary. Emotional Support is available for students at the middle school level as well. At the high school, instruction in content area classes (Science, Social Studies, English) is delivered via a co-taught delivery model. Supplemental support (pull-out) instruction is available in the skill area of math. This instruction is offered to students based upon need and IEP team decision. Many identified students participate in Career and Technical Education training and are provided adaptations in that regular education classroom. A Building Maintenance Program (added in 2012) increased educational opportunities for students with disabilities. Students also participate in regular education classes for Computer Applications with special education teachers providing co-taught services in these classes whenever necessary. Social Skills are also provided via Supplemental Support/ES instruction as determined necessary by the IEP team. Students are provided with opportunities to interact with regular education students throughout the school day in Physical Education, Health, other selected electives, and non-structured activities such as library, lunch, and activity periods.

Full-time and/or supplemental Life Skills programming is provided at all levels K-12, as determined necessary by the IEP team. For students requiring Multiple Disabilities Support, programming is available for students in grades K-8 via IU operated programs in district buildings. High School students (grades 9-12+) typically attend an MDS program in a neighboring district.

Question 3

Based upon the 2016-2017 Special Education Data Report, JSASD was successful in meeting the SPP target for students with disabilities educated inside regular education classes for 80% or more of the day (LEA's percentage was 71.1%, state's percentage was 62.4%, target was 63.6%), but did not meet the SPP target for students educated in the regular classroom less than 40% of the day (LEA's percentage was 15.5%, state's percentage was 9.0%, target was 8.3%). The district worked diligently to re-structure their inclusive model at the high school level to meet individual student needs which resulted in some students moving to the Supplemental Learning Support program based on their individual needs (supplemental learning support for all core subjects is approximately 35% in the regular education classroom). A far larger percentage of students moved to a co-taught model and are included in regular education for more than 80% of their day.

Students may be placed outside of the district. Prior to the district making any suggestion of an outside placement, the IEP team utilizes all available supports and services in an attempt to successfully educate the student in their home district. If the supports and services prove not to be successful, JSASD works with a small number of facilities who employ certified special education teachers to meet the needs of the students. Students who are recommended by JSASD to placements outside the district continue to receive special education services according to their IEP. Communication, planning, and meetings to discuss return to the public school occur regularly.

In some instances, students are placed outside of JSASD by outside agencies such as Children and Youth or Juvenile Probation via court orders. JSASD reviews these placements when notified of them and communicates with the appropriate agency to ensure that the student is receiving the appropriate supports and services.

Behavior Support Services

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

Question 1

Jersey Shore Area School District policy 113.1 (below) addresses Discipline of Students with Disabilities.

PURPOSE

The district shall develop and implement positive Behavior Support Plans and programs for students with disabilities who require specific interventions to address behaviors that interfere with learning.

Students with disabilities who violate the Code of Student Conduct, or engage in inappropriate behavior, disruptive or prohibited activities and/or actions injurious to themselves or others, which would typically result in corrective action or discipline of students without disabilities, shall be disciplined in accordance with state and federal laws and regulations and Board policy and, if applicable, their Individualized Education Program (IEP) and Behavior Support Plan.

DEFINITIONS

Students with disabilities - school-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services.

Suspensions from school - disciplinary exclusions from school for a period of one (1) to ten (10) consecutive school days.

Expulsions from school - disciplinary exclusions from school by the Board for a period exceeding ten (10) consecutive school days and may include permanent exclusion from school.

Interim alternative educational setting - removal of a student with a disability from his/her current placement. Interim alternative educational settings may be used by school personnel for up to forty-five (45) school days for certain infractions committed by students with disabilities. The IEP team shall determine the interim alternative educational setting; however, this does not constitute a change in placement for a student with a disability.

AUTHORITY

The Board directs that the district shall comply with provisions and procedural safeguards of the Individuals With Disabilities Education Act (IDEA) and federal and state regulations when disciplining students with disabilities for violations of Board policy or district rules or regulations. No student with a disability shall be subjected to a disciplinary change in placement if the student's particular misconduct is a manifestation of his/her disability. However, under certain circumstances a student with a disability may be placed in an interim alternative educational setting by school personnel or the IEP team could, if appropriate, change the student's educational placement to one which is more restrictive than the placement where the misconduct occurred.

Provision of Education During Disciplinary Exclusions: During any period of expulsion or suspension from school for more than ten (10) cumulative days in a year, or placement in an interim alternative educational setting for disciplinary reasons, a student with a disability shall continue to receive a free and appropriate education, in accordance with law.

GUIDELINES

Suspension from School: A student with a disability may be suspended for ten (10) consecutive and fifteen (15) cumulative days of school per school year, for the same reasons and duration as a student without a disability. Such suspension shall not constitute a change in the student's educational placement.

Changes in Educational Placement/Manifestation Determinations: For disciplinary exclusions which constitute a change in educational placement, the district shall first determine whether the student's behavior is a manifestation of her/his disability. Expulsion, or exclusion from school for more than fifteen (15) cumulative days in a year, or patterns of suspensions for substantially identical behaviors constitute changes in educational placements requiring a manifestation determination. For students with intellectual disability, any disciplinary suspension or expulsion is a change in educational placement.

A student with a disability whose behavior is not a manifestation of his/her disability may be disciplined in accordance with Board policy, district rules and regulations in the same manner and to the same extent as students without disabilities.

Parent/Guardian Appeals from Disciplinary Actions/Request for Hearing by District for Students Who Are a Danger to Themselves or Others: A due process hearing may be requested by a parent/guardian of a student with a disability who disagrees with a disciplinary placement or manifestation determination, or by the district if the district believes that the current placement is substantially likely to result in injury to the student or others. On parent/guardian appeal, or when the district requests a due process hearing, the hearing officer may return the student to the placement from which s/he was removed or order his/her removal to an appropriate interim alternative educational setting for up to forty-five (45) school days if the hearing officer determines that maintaining the child's current placement is substantially likely to result in an injury to the student or others. Placement during appeals of disciplinary actions shall be in the interim alternative

educational setting pending the decision of the hearing officer or expiration of the time period set for the disciplinary exclusion from the student's regular placement unless the district and the parent/guardian agree otherwise.

Students who have not been identified as disabled may be subject to the same disciplinary measures applied to students without disabilities if the district did not have knowledge of the disability. If a request for evaluation is made during the period the student is subject to disciplinary measures, the evaluation shall be expedited.

Administrative Removal to Interim Alternative Educational Setting for Certain Infractions:

School personnel may remove a student with a disability, including intellectual disability, to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability if the student:

1. Carries a weapon to or possesses a weapon at school, on school property, or at school functions under the jurisdiction of the district. For purposes of this provision, **weapon** is defined as a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than two and one-half (2 1/2) inches in length.
2. Knowingly possesses or uses illegal drugs, as defined by law, or sells or solicits the sale of a controlled substance, as defined by law, while at school, on school property, or at school functions under the jurisdiction of the district.
3. Has inflicted serious bodily injury upon another person while at school, on school property, or at school functions under the jurisdiction of the district. For purposes of this provision, **serious bodily injury** means bodily injury which involves a substantial risk of death, extreme physical pain, protracted or obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

Referral to Law Enforcement and Reporting Requirements: The district shall report crimes committed by a student with a disability to the appropriate authorities in the same manner as it reports crimes committed by students without disabilities and in accordance with applicable law.

When reporting a crime committed by a student with a disability to the appropriate authorities, the district shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by these authorities. The district shall transmit copies of the student's special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act.

DELEGATION OF RESPONSIBILITY

The Superintendent shall report incidents committed by students with disabilities to the Office of Safe Schools in accordance with Board policy, law and regulations.

REFERENCES

School Code - 24 P.S. Sec.510, 1302.1-A, 1303-A
 State Board of Education Regulations - 22 PA Code Sec. 12.6, 14.133, 14.143
 Crimes Code, Possession of Firearms and Dangerous Weapons - 18 U.S.C. Sec. 930
 Crimes Code, Definition, Serious Bodily Injury - 18 U.S.C. Sec. 1365(h)(3)
 Individuals With Disabilities Education Act - 20 U.S.C. Sec. 1400 et seq.
 Controlled Substances Act - 21 U.S.C. Sec. 812
 Individuals With Disabilities Education, Title 34, Code of Federal Regulations - 34 CFR Part 300
 Board Policy - 113, 113.2, 113.4, 216, 218, 218.1, 218.2, 222, 227, 233

Question 2

Staff (teachers and paraprofessionals) in each building within the district are trained annually in de-escalation techniques and restraint techniques. Staff are currently trained using either Crisis Prevention Institute (CPI) or Quality Behavioral Solutions (QBS). In addition, the district individually in-services teachers on behavioral strategies that have been successful with students or behavior plans for students. The district is currently piloting a sensory room at Jersey Shore Area Elementary School for students who need scheduled breaks or opportunities for de-escalation.

For a child whose behavior impedes his/her learning or that of others, the Individualized Education Program (IEP) team must consider strategies and supports, including effective behavior interventions, to address the impeding behavior. The interventions and supports must be included in the IEP. When behavior is determined to be a special consideration, a Functional Behavioral Assessment (FBA) needs to be conducted and included in the IEP. The FBA will reveal the following: antecedents, measurable description of the behavior of concern, consequences of the behavior, function of the behavior, and a hypothesis statement.

Behavior Support Plans included in IEPs shall contain the following information: definition of the problem behavior, hypothesis regarding the problem behavior, measurable goal(s), antecedent/setting event strategies, alternative skills/behaviors to be taught, instructional consequence strategies, reduction oriented strategies including crisis management plan if necessary, long term prevention strategies, and evaluation schedule.

Question 3

School Wide Positive Behavior Support (SWPBS) is implemented in all Jersey Shore Area School District buildings to some degree. Currently, Tier 1 of the SWPBS is offered in all three elementary schools, the middle school, and the high school. Tier 2 supports are formally offered at the three elementary schools and the middle school. Universal behavioral screening is implemented at all elementary buildings and the middle school and the data from the screening is used in data team meetings. Plans to implement the universal behavior screening at the high school have been discussed but have not yet been implemented. Data team meetings occur at the elementary buildings and the middle school;

these meetings address and analyze data related to behavior, academics, interventions, and groupings. The process utilized by the district follows the MTSS model. Some Advanced Tiers interventions are occurring in small pockets at the high school including a form of CICO (check-in/check-out) and mentoring. Student Assistance Program (SAP) and School-Based Outpatient Therapy are also available as appropriate. Implementation of the universal behavior screening may help to bring these services to a larger number of students and more efficiently.

All three elementary schools and the middle school received banners from the state for implementing with fidelity at both the Tier 1 (universal) and Tier 2 (advanced interventions) Levels for the 2016-2017 school year. All three elementary schools were recognized for both levels the previous year as well. The three elementary schools and the middle school have been recognized at the state level for implementing Tier 1 with fidelity for over five years. SWPBS team members from JSASD schools have helped train other schools and programs due to the success of the JSASD SWPBS program.

Jersey Shore Area School District contracts with Community Services Group (CSG) to provide school-based outpatient counseling to students within the school setting. This is helpful to many families for whom transportation to the outpatient clinic is an issue.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

Question 1

It is difficult to find appropriate placements for some students with disabilities who demonstrate extremely aggressive or disruptive behavior or severe mental health issues. The Jersey Shore Area School District utilizes a district-wide School-Wide Positive Behavior Support Program, school-based behavioral health services, district-wide emotional support programs, a full array of supplementary aids, and related services. When all of the district resources have been exhausted and found to be unsuccessful, students may be considered for an educational program operated by BLaST IU 17 which provides special education services, group and individual counseling with a social worker, school psychological services, and access to a psychiatrist if necessary in a smaller and more structured environment. The JSASD continues to offer support to those students and remains active in their programming.

Should none of the aforementioned programs be sufficient to address the student's needs,

the district will contact the IU and/or PDE/BSE to receive support in placing a student. The school district participates in inter-agency meetings as necessary to discuss the needs of Hard to Place students. If a student is considered to be at risk of not having an appropriate placement, the school district contacts BLaST IU 17 as well as Mental Health/Intellectual Disability agencies to develop an Interagency Plan. Several students have been served in residential settings supported by medical assistance; the district has been responsible for the educational program in these cases.

JSASD has contracted with Lycoming-Clinton Joinder for a full-time home-school liaison who provides access to community services as well as participating in School Attendance Improvement meetings and the SAP team process.

Many students with multiple needs are involved in the Mental Health System. The Residential Services Coordinator from Lycoming/Clinton MH/ID meets with the family and conducts research on appropriate residential placements. The school district is invited to participate in planning and placement meetings for students who are eventually placed in a residential program. The school district's participation includes agreement on the appropriateness of the educational program and responsibility for funding the educational component of the placement.

The school district also hosts meetings with Mental Health agency personnel, including service providers for wrap-around services if a student is to receive these services in the home or at school. An attempt is made to have a single Behavior Management Plan at school which is implemented by the teacher and the Therapeutic Support Staff (TSS).

Question 2

JSASD implements a developmentally appropriate social skills curriculum that is available to students in grades K-12 based on student need.

JSASD also has an Assistive Technology (AT) Coordinator who works with IEP teams for students with communication and sensory needs. The district has assistive technology available that ranges from low tech to high tech. JSASD has also created its own AT library with many AT supplies and devices available for students for trial periods, back up use, or full-time use as deemed appropriate by the IEP team.

Question 3

The district continually assesses the effectiveness of the special education programs and make changes, as necessary. The district will continue to look at ways to successfully support students with Autism and students who demonstrate behaviors that are challenging.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))
- Free Education and Attendance (in compliance with § 12.1)
- School Rules (in compliance with § 12.3)
- Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)
- Discrimination (in compliance with § 12.4)
- Corporal Punishment (in compliance with § 12.5)
- Exclusion from School, Classes, Hearings (in compliance with § 12.6, § 12.7, § 12.8)
- Freedom of Expression (in compliance with § 12.9)
- Flag Salute and Pledge of Allegiance (in compliance with § 12.10)
- Hair and Dress (in compliance with § 12.11)
- Confidential Communications (in compliance with § 12.12)
- Searches (in compliance with § 12.14)
- Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h) and in compliance with § 12.41(d))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))
- Development and Implementation of Local Wellness Program (in compliance with Public Law 108-265, Section 204)
- Early Intervention Services System Act (if applicable) (11 P.S. § 875-101—875-503)

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with 24 PS § 15-1547)
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Behavior Specialists, Inc. Partial Hospitalization Program	Other	IEPs served by certified teachers from IU 17 - learning support, emotional support	1
IU 17 Academy of Integrated Studies - South	Special Education Centers	Emotional Support - provided by certified teachers, licensed social worker, school psychologist	3

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	13	0.8
Locations:				
Jersey Shore Area Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	3	0.2
Locations:				
Jersey Shore Area Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 26, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	8 to 12	6	0.5
Justification: Speech and language support is offered to students in grade-level small groups.				

Locations:				
Avis Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	10 to 11	1	0.05
Justification: Students are provided with hearing support in grade-level groups or in their classroom				
Locations:				
Avis Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	8 to 9	1	0.02
Locations:				
Jersey Shore Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	21	0.5
Justification: Speech and language services are provided to students in grades K-5 in small grade-level groups				
Locations:				
Salladasburg Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	28	0.5
Justification: Speech and language services are provided to students in small groups of same-grade students or in the regular education classroom				
Locations:				
Jersey Shore Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	25	0.7
Justification: Speech and language supports are delivered to small, grade-level groups of students or in the regular education classroom.				
Locations:				
Jersey Shore Area Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	14	0.3
Justification: Speech and language supports are delivered to small, grade-level groups of students or in the regular education classroom.				
Locations:				
Avis Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	14 to 15	1	1
Locations:				
Jersey Shore Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 26, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	7 to 12	4	1
Justification: The MDS program provides services to elementary students in Kindergarten through 5th grade. Students are also included in regular education classes as determined by the IEP team. For students who do not meet the age range requirement, documentation and justification will be added to each IEP.				
Locations:				

Avis Elementary	An Elementary School Building	A building in which General Education programs are operated		
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Program Position #10 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: August 26, 2015***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	11	0.8
Locations:				
Jersey Shore High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 18	1	0.2
Locations:				
Jersey Shore Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: August 26, 2015***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 19	11	1
Locations:				
Jersey Shore High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: August 30, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	5	0.5
Locations:				
Jersey Shore High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	16 to 17	2	0.2

Locations:				
Jersey Shore High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	16 to 17	1	0.15
Locations:				
Jersey Shore High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 18	1	0.15
Locations:				
Jersey Shore High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 26, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	12	1
Locations:				
Jersey Shore High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 26, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	14	1
Locations:				
Jersey Shore High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Learning Support	15 to 16	12	0.7
Locations:				
Jersey Shore High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 16	3	0.3
Locations:				
Jersey Shore High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 26, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 18	9	1
Justification: This LSS program provides services to high school students and often encourages them to continue in public education until the age of 21 to enhance skill development and independence. For those students who do not meet the age range requirement, documentation and justification will be added to each IEP.				
Locations:				
Jersey Shore High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #17 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 26, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	17	1
Justification: Students receive educational services at their instructional level in the Supplemental Learning Support program. For those students who do not meet the the age range requirement, documentation and justification will be added to each IEP.				
Locations:				
Jersey Shore High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #18 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 26, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	15	1
Locations:				
Jersey Shore Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #19 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	8	0.7
Locations:				
Jersey Shore Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	5	0.3
Locations:				
Jersey Shore Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #20 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 26, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	17	1
Locations:				
Jersey Shore Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #21 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	13	1
Locations:				

Jersey Shore Area Middle School	A Middle School Building	A building in which General Education programs are operated		
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Program Position #22 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 29, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	4	0.5
Locations:				
Jersey Shore Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 14	2	0.3
Locations:				
Jersey Shore Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 13	3	0.2
Locations:				
Jersey Shore Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #23 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 26, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	6	1
Locations:				
Jersey Shore Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #25 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	12 to 15	8	1
Locations:				
Jersey Shore Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #26 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 26, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	9 to 12	5	0.8
Locations:				
Jersey Shore Area Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 12	1	0.2
Locations:				
Jersey Shore Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #27 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	7 to 8	2	0.6
Locations:				
Jersey Shore Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 8	3	0.4
Locations:				
Jersey Shore Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #28 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION*Type: Position**Implementation Date: July 1, 2018***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 11	5	0.25
Justification: Students are provided services in grades K-5 in grade-level groups whenever possible or with behavior plans in the regular education classroom.				
Locations:				
Jersey Shore Area School District	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 9	1	0.75
Justification: Students are provided services grades K-5 in grade-level small groups whenever possible and with behavior plans in the regular education classroom.				
Locations:				
Jersey Shore Area Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #29 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: July 1, 2018***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	27	1
Locations:				
Jersey Shore Area Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #30 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: July 1, 2018***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	14	1
Locations:				
Jersey Shore Area Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #31 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position*

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	10	1
Locations:				
Jersey Shore Area Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #32 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: March 11, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	6	0.5
Locations:				
Jersey Shore Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	4	0.5
Locations:				
Jersey Shore Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Coordinator of Special Education	All Buildings	1
Speech and Language Therapist	Jersey Shore Elementary, Jersey Shore MS, Jersey Shore HS	0.9
Speech and Language Therapist	Jersey Shore MS, Avis Elementary, Salladasburg Elementary, Jersey Shore High School, Jersey Shore Area Elementary	1
School Psychologist	Jersey Shore Elementary, Jersey Shore MS	1
School Psychologist	Jersey Shore High School, Avis Elementary, Salladasburg Elementary	1
Learning Support Paraprofessional	Jersey Shore Elementary	7.14
Emotional Support Paraprofessional	Jersey Shore Elementary	1

Life Skills Paraprofessional	Jersey Shore Elementary	3
Life Skills Paraprofessional	Jersey Shore Middle School	2
Life Skills Paraprofessional	Jersey Shore High School	2
Learning Support Paraprofessional	Jersey Shore Middle School	5
Emotional Support Paraprofessional	Jersey Shore Middle School	1
Learning Support Paraprofessional	Jersey Shore High School	2
Assistive Technology Coordinator	All Buildings	0.1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapy	Outside Contractor	1 Days
Occupational Therapy	Intermediate Unit	5 Days

Needs Assessment

Record School Patterns

Question:

After reviewing school level accomplishments and systemic challenges, what patterns can you identify among your schools?

What other information do you still need to assess?

Answer:

Patterns across the five schools:

Positive attendance rate

Positive promotion rate

PBIS is working due to decrease in office referrals (ODR) from the previous year

Curriculum improvements have been made at all levels

Successful implementation of academic programs

District Accomplishments

Accomplishment #1:

The District has developed a K-12 School-Wide Positive Behavior Support system in each of the district's schools. This system of behavior support has helped establish consistent expectations for students, and has put an emphasis on rewarding positive behavior in students. The District has implemented a Bully Prevention system of support at the elementary and middle school levels that is closely tied to each school's School-wide Positive Behavior Support system.

The District's elementary schools and the middle and high school continue to implement the SWPBS system. The three elementary schools and middle school have been recognized by the state as being programs that are implemented with fidelity.

Accomplishment #2:

The District continues to use a behavior screening tool at the elementary and middle school levels as a means to provide additional data in order to offer interventions for students in need. Data team meetings that analyze academic and behavioral data currently utilize this information to analyze the student as a whole in order to better assign needed interventions.

Accomplishment #3:

The district continues to offer a comprehensive CTE program that has received very positive feedback from Chapter 339 program evaluations.

Accomplishment #4:

The district continues to partner with The Pennsylvania College of Technology to offer a dual enrollment program that results in the acquisition of transcribed college credits for high school students. Beginning with the 19-20 school year, the district will partner with the Lock Haven University to offer students interested in becoming a secondary teacher the ability to attend the university at a 75% reduction in tuition rate and an automatic acceptance into the university to continue their studies upon receiving their high school diploma.

Accomplishment #5:

The district has a comprehensive career/college ready pathway system as well as K-12 comprehensive guidance plan to assist students in becoming career and college ready (Future Ready PA program). Activities include extensive career exploration, job shadowing and internship experiences, non-traditional career exploration and job fairs.

Accomplishment #6:

Fidelity of instructional practices is evident across all schools, ensuring a guaranteed and viable curriculum for all.

District Concerns**Concern #1:**

Financial ramifications are a concern as funding sources diminish resulting in decisions being made in regard to programs, facilities and taxes.

Concern #2:

Funding technological needs and maintaining hardware and software as well as professional development to meet the needs of district-wide programming options is imperative. Digital citizenship is necessary to create responsible use of current technology.

Concern #3:

There are increasing mental health needs across the district.

Concern #4:

The district's enrollment continues to become diverse over time. It is important to meet the needs of all of our students through awareness, understanding of community and character education.

Concern #5:

Preparing students for a continually evolving world and ensure programs exist in our schools to meet the current listing of high priority occupations established by the state of Pennsylvania.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Aligned Concerns:

Funding technological needs and maintaining hardware and software as well as professional development to meet the needs of district-wide programming options is imperative. Digital citizenship is necessary to create responsible use of current technology.

The district's enrollment continues to become diverse over time. It is important to meet the needs of all of our students through awareness, understanding of community and character education.

Preparing students for a continually evolving world and ensure programs exist in our schools to meet the current listing of high priority occupations established by the state of Pennsylvania.

Systemic Challenge #2 (*Guiding Question #0*) Establish a district system that fully ensures the social and emotional needs of all students are met.

Aligned Concerns:

There are increasing mental health needs across the district.

The district's enrollment continues to become diverse over time. It is important to meet the needs of all of our students through awareness, understanding of community and character education.

District Level Plan

Action Plans

Goal #1: Ensure all students and educators will have access to a comprehensive infrastructure which supports engaging and transformative learning when and where needed for the development of 21st century skills.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: ISTE

Specific Targets: Lesson plans and observation documentation will show higher integration of technology use by both students and faculty. Technology Inventory is continuously upgraded and refreshed. Technology resources are purchased and utilized for intended purposes. Additional technology may need to be purchased in order to re-establish the intended use K-5.

Strategies:

Technology Infrastructure Enhancement/Technology Access and Training Increase

Description: The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source: http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf)

SAS Alignment: Instruction, Materials & Resources

Implementation Steps:

Embed Digital Citizenship curriculum across the district (K-12).

Description:

Research, identify and implement curricular units in the area of Digital Citizenship.

Start Date: 9/30/2019 **End Date:** 10/1/2022

Program Area(s): Professional Education, Teacher Induction, Educational Technology

Supported Strategies:

- Technology Infrastructure Enhancement/Technology Access and Training Increase

*21st Century Learning Space***Description:**

Research, develop and implement a plan to re-design buildings for student-centered learning spaces.

Reference: *Blueprint for Tomorrow: Redesigning Schools for Student-Centered Learning* - Prakash Nair

ISBN-13: 978-1612507040

Start Date: 9/30/2020 **End Date:** 9/30/2025

Program Area(s): Professional Education, Teacher Induction, Student Services

Supported Strategies:

- Technology Infrastructure Enhancement/Technology Access and Training Increase

Goal #2: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Related Challenges:

- Establish a district system that fully ensures the social and emotional needs of all students are met.

Indicators of Effectiveness:

Type: Annual

Data Source: SWPBS

Specific Targets: Buildings across the district will see a decrease in office discipline reports (ODR's) from year to year.

Strategies:***Student-to-Counselor Ratio Reduction*****Description:**

Sources cite research that supports the positive relationship of counseling to student achievement and other student factors.

(Sources: Are school counselors an effective education input?, Contributions to Economic Analysis & Policy, Research on School Counseling Effectiveness, United States Student-to-Counselor Ratios for Elementary and Secondary Schools)

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Character and Social Skill Building Programs - Social Skills Training**Description:**

Social skills training is not a specific curriculum, but rather a collection of practices that utilize a behavioral approach to teaching preschool children age-appropriate social skills and competencies, including communication, problem solving, decision making, self-management, and peer relations. Social skills training can occur in both regular and special education classrooms. (Sources: Social Skills Training)

SAS Alignment: Standards, Curriculum Framework, Instruction, Safe and Supportive Schools

Career Education and Work Standards

Description:

Pennsylvania has established academic standards to assist individual school districts in developing strategies to ensure that students have the opportunity to acquire age-appropriate skills and knowledge throughout their education. Benchmark progress will be shown at grade three (3), five (5), eight (8) and 11 as identified by the Pennsylvania Department of Education (PDE). The four domains addressed are: Career Awareness and Preparation, Career Acquisition, Career Retention and Advancement, and Entrepreneurship.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:***Embed Character Education curriculum across the district (K-12)*****Description:**

Research, identify and implement curricular units in the area of Character Education.

Start Date: 9/30/2019 **End Date:** 10/1/2022

Program Area(s): Professional Education, Teacher Induction, Student Services

Supported Strategies:

- Character and Social Skill Building Programs - Social Skills Training

Career Education and Work Standards Curriculum**Description:**

The Career Education and Work Standards will be developed and implemented through a cross-curricular approach.

Start Date: 9/30/2019 **End Date:** 10/1/2022

Program Area(s): Professional Education, Teacher Induction, Student Services

Supported Strategies:

- Career Education and Work Standards

Career Education and Work Standards Expansion

Description:

The Career Education and Work Standards instruction will help enhance and advance the current Career Pathway System at the Jersey Shore Area Senior High School through the addition of a Health & Science (CNA) choice and an additional choice for Entrepreneurship within the existing Business Education pathway. The Jersey Shore Area Middle School's Future Ready class (grades six (6) - eight (8)) will be enhanced with career education and work standards instruction through the Smart Futures Program as well as the addition of passion projects, genius hour, etc. during personalized learning time (PLT). A partnership between the Intermediate Unit 17 curriculum specialist and the Middle School has been established for the 2019-2020 school year.

The District Administration will work on expanding the current Comprehensive Technical Education (CTE) Pathways program 8-12. All students are required to have a formalized career plan by the end of grade eight (8).

Start Date: 9/30/2019 **End Date:** 10/1/2022

Program Area(s): Professional Education, Teacher Induction, Student Services

Supported Strategies:

- Career Education and Work Standards

Career Education and Work Standards Additional Expansion

Description:

The Career Education and Work Standards instruction will help enhance and advance the current Career Pathway System at the Jersey Shore Area Senior High School through the addition of an Agricultural Career Pathway choice.

Start Date: 9/30/2024 **End Date:** 8/10/2025

Program Area(s): Professional Education, Teacher Induction, Student Services

Supported Strategies:

- Career Education and Work Standards

Goal #3: Establish a district system that fully ensures the social and emotional needs of all students are met.

Indicators of Effectiveness:

Type: Annual

Data Source: School-wide Positive Behavior Support (SWPBS), American School Counselor Association (ASCA)

Specific Targets: Buildings across the district will see a decrease in office discipline reports (ODR's) from year to year. The counselor to student ratio, specifically at the elementary level needs to be addressed in order to better meet the social and emotional needs of students.

Strategies:

Character and Social Skill Building Programs - Social Skills Training

Description:

Social skills training is not a specific curriculum, but rather a collection of practices that utilize a behavioral approach to teaching preschool children age-appropriate social skills and competencies, including communication, problem solving, decision making, self-management, and peer relations. Social skills training can occur in both regular and special education classrooms. (Sources: [Social Skills Training](#))

SAS Alignment: Standards, Curriculum Framework, Instruction, Safe and Supportive Schools

Student-to-Counselor Ratio Reduction

Description:

Sources cite research that supports the positive relationship of counseling to student achievement and other student factors.

(Sources: Are school counselors an effective education input?, Contributions to Economic Analysis & Policy, Research on School Counseling Effectiveness, United States Student-to-Counselor Ratios for Elementary and Secondary Schools)

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Social Worker

Description:

Social work is an academic discipline and profession that concerns itself with individuals, families, groups and communities in an effort to enhance social functioning and overall well-being. A part-time social worker was provided to the district in the 2018-2019 school year through a safe and supportive schools grant. This individual worked with student and their families at the elementary and middle level specifically. A full-time position would enable work across the district, K-12.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Embed defined character and social skills programming at each grade level (K-12).

Description:

Establishment of a character education curriculum (K-12).

Start Date: 9/30/2019 **End Date:** 6/30/2023

Program Area(s): Professional Education, Teacher Induction, Student Services

Supported Strategies:

- Character and Social Skill Building Programs - Social Skills Training

Working towards additional counseling services/staff to the district - elementary level

Description:

Additional counseling services will be allocated to the Elementary level. The counselor to student ratio will decrease.

Start Date: 8/10/2020 **End Date:** 6/30/2023

Program Area(s): Student Services

Supported Strategies:

- Student-to-Counselor Ratio Reduction

*District Social Worker***Description:**

Provide a full-time social worker who would be assigned to the District (K-12).

Start Date: 8/10/2020 **End Date:** 6/10/2022

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Character and Social Skill Building Programs - Social Skills Training
- Social Worker

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Jersey Shore Area SD.

District Level Affirmations

We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

No signature has been provided

Board President

Affirmed by Jill Wenrich on 7/28/2017

Superintendent/Chief Executive Officer

Special Education Affirmations

We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

Affirmed by Craig Allen on 4/17/2019

Board President

Affirmed by Jill Wenrich on 4/17/2019

Superintendent/Chief Executive Officer

2019-2020

MEMORANDUM of UNDERSTANDING

Between

Career and Technical Centers and Sending School Districts

And

The Bureau of Career and Technical Education

For

Participation in the

BCTE Technical Assistance Program

Technical Assistance Program Commitment

Despite a decade of reform and rising public expenditures for education, little has changed in most high schools to prepare students for the demands of work and further education. The Technical Assistance Program (TAP) is focused on assisting schools in raising student academic achievement. The technical assistance is designed to support career and technical centers (CTCs) and high schools with approved programs by offering these sites multiple resources at minimal cost.

Purpose

The purpose of this Program is to significantly raise the academic and technical achievement of all students enrolled in career and technical education programs at a CTC or high school which take advantage of this opportunity. Through this Program, BCTE will assist CTCs and their sending school districts with raising student performance on academic assessments and occupational end-of-program assessments. Each participating school agrees to align their Perkins local plan activities for increasing student achievement with the TAP activities and participate in all professional development activities provided by BCTE.

Goal

The academic targets are based on the state's level of proficiency in 2017-18: Literature - 55%, Algebra I - 45% and Skill Attainment - 82%. Progress is defined as a five percentage point increase over the state's performance or local performance level in students achieving proficiency on the *Literature Keystone Exam*, a six percentage point increase over the state's performance or local performance level in students achieving proficiency on the *Algebra I Keystone Exam* and a two percentage point increase over the state's performance or local performance level in students achieving proficiency on the *end-of-program occupational assessment*.

TAP Activities

Your school has confirmed all of the TAP services you will participate in during the 2019-2020 school year. Schools were chosen to participate in the various activities based on BCTE review of the *Intent to Participate Survey* responses and a school's ability to most benefit from each TAP activity. Each activity will be on-site at each school with the exception of the Teacher Coaching Clinics and selected PIL programs.

**Memorandum of Understanding
with
Jersey Shore Area Senior High School**

**2019-2020
Technical Assistance Program (TAP) Activities**

By signing this Memorandum of Understanding, you are assuring your school's participation in the following TAP activities:

- NOCTI Pre-Tests and Study Guides
- Pennsylvania Inspired Leadership (PIL) Program – Comprehensive Local Needs Assessment: Strengthening Career and Technical Education for the 21st Century

School District Superintendent Signature

Date



07/11/2019

High School Principal/Assistant Principal/CTE Director Signature

Date



6/27/2019

Director, Bureau of Career and Technical Education
Pennsylvania Department of Education

Date