

Jersey Shore Area School District
Board of Education – Regular Meeting
(held virtually using video conference calling)
Minutes of January 25, 2021

A. Opening

1. Call to Order: Mr. Allen, President, called the meeting to order at 7:02 p.m.

2. Roll Call:

Members Present: Mr. Craig Allen, Mr. David Becker, Mr. Harry Brungard, Ms. Patrice Doebler, Mrs. Angela Grant, Mr. Wayne Kinley, Mrs. Nancy Petrosky, Mrs. Michelle Stemler, Mrs. Mary Thomas and Dr. Brian T. Ulmer, Superintendent.

Others Present: Christopher Kenyon, Esq., Solicitor, Mr. Benjamin Enders, Board Secretary, Dr. Kenneth Dady, Jr., Assistant Superintendent and Robert Parker, Student Representative.

3. Pledge of Allegiance

B. Approvals

1. Minutes:

Motion: A motion was made by Harry Brungard and seconded by Mary Thomas to approve the following Minutes, as listed on the Agenda:

- | | |
|----------------------|----------------------------------|
| a. November 9, 2020 | Regular Meeting (Virtual) |
| b. November 23, 2020 | Regular Meeting (Virtual) |
| c. December 7, 2020 | Reorganization Meeting (Virtual) |

A roll call vote was taken as listed below:

David Becker	Yes	Harry Brungard	Yes
Patrice Doebler	Yes	Angela Grant	Yes
Wayne Kinley	Yes	Nancy Petrosky	Yes
Michelle Stemler	Yes	Mary Thomas	Yes
Craig Allen	Yes		

The vote was 9-yes and 0-no, motion carried.

2. Treasurer's Report:

Motion: A motion was made by Mary Thomas and seconded by Harry Brungard to approve the following Treasurer's Reports as listed on the Agenda:

- a. November 2020 Treasurer's Report
- b. December 2020 Treasurer's Report
- c. November 2020 Investment Report
- d. December 2020 Investment Report
- e. December 2020 Board Summary Report
- f. December 2020 Student Activities Report

(Attachments)

A roll call vote was taken as listed below:

David Becker	Yes	Harry Brungard	Yes
Patrice Doebler	Yes	Angela Grant	Yes
Wayne Kinley	Yes	Nancy Petrosky	Yes
Michelle Stemler	Yes	Mary Thomas	Yes
Craig Allen	Yes		

The vote was 9-yes and 0-no, motion carried.

3. Approval of Bills:

Motion: A motion was made by Mary Thomas and seconded by Wayne Kinley to approve the following November Bills as listed on the Agenda:

General Fund Month End Checks	788,262.36
General Fund Manual Checks	9,859.68
General Fund Prior Month Voided Checks	(1,177.35)
General Fund Prior Month Voided Checks	(65.00)
General Fund PLGIT Electronic Payments	(1,369.70)
General Fund Muncy Electronic Payments	554,791.71
General Fund FNB Electronic Payments	405.89
Accounts Payable Checks	27,250.00
Activity Fund Checks	3,428.20
Athletic Fund Checks	12,779.43
Capital Reserve Fund Checks	15,850.00
Food Service Fund Checks	1,823.56
Food Service Fund Muncy Electronic Payments	59,548.26
Payroll PLGIT Electronic Payments	512,397.05
Payroll Fund Checks	<u>56,531.98</u>
Total	2,040,316.07

A roll call vote was taken as listed below:

David Becker	Yes	Harry Brungard	Yes
Patrice Doebler	Yes	Angela Grant	Yes
Wayne Kinley	Yes	Nancy Petrosky	Yes
Michelle Stemler	Yes	Mary Thomas	Yes
Craig Allen	Yes		

The vote was 9-yes and 0-no, motion carried.

Motion: A motion was made by Mary Thomas and seconded by Wayne Kinley to approve the following December Bills as listed on the Agenda:

General Fund Month End Checks	482,897.50
General Fund Manual Checks	9,222.66
General Fund Prior Month Voided Checks	(491.62)
General Fund Prior Month Voided Checks	(1,217.00)
General Fund Prior Month Voided Checks	(1,757.50)
General Fund PLGIT Electronic Payments	1,396,608.04
General Fund Muncy Electronic Payments	599,726.54
General Fund FNB Electronic Payments	378.24
Activity Fund Checks	1,574.01
Athletic Fund Checks	7,309.90
Capital Reserve Fund Checks	12,113.77
Food Service Fund Checks	1,137.51
Food Service Fund Muncy Electronic Payments	44,123.54
Payroll PLGIT Electronic Payments	509,368.11
Payroll Fund Checks	<u>55,772.94</u>
Total	3,116,766.64

A roll call vote was taken as listed below:

David Becker	Yes	Harry Brungard	Yes
Patrice Doebler	Yes	Angela Grant	Yes
Wayne Kinley	Yes	Nancy Petrosky	Yes
Michelle Stemler	Yes	Mary Thomas	Yes
Craig Allen	Yes		

The vote was 9-yes and 0-no, motion carried.

C. Presentations

1. Communications:

- a. Recognition of JSASD’s help in getting people to complete the census by the US Census Bureau.

2. President’s Report:

- a. An Executive session was held by the Board beginning at 6:00 p.m. for legal and personnel issues.
- b. Appointment of Committee Members:
 - Act 93 Negotiations – Mary Thomas, Wayne Kinley, Angela Grant and Craig Allen
 - AFSCME Negotiations – Mary Thomas, Nancy Petrosky and Benjamin Enders
 - School Choice Committee – Mary Thomas, Angela Grant, Nancy Petrosky and Michelle Stemler
- c. participation by Mr. Allen in several zoom meetings over the last week:
 - PSBA Cyber Task Force

- Weekly PSBA buzz call
- PA Senator Dush regarding limited internet access and vaccines for school staff
- PA State Representative Hamm regarding limited internet access and PlanCon funding.
- PA State System of Higher Education regarding declining enrollment, remote learning and future partnerships with the school district on classes.

3. Intermediate Unit Report:

- a. the IU 17 Leadership report was presented at the last IU 17 meeting and is available for review on their website.

4. Student Representative Report: None

5. Superintendent’s Report:

- a. CTE Presentation - Steven Keen and Brian Ulmer (Attachments)
- b. Building Action Plans
- c. Cyber/Charter Cost and Savings Projections (Attachment)
- d. 2021-2022 School Year Calendar (Attachment)
- e. Updated Board Policies: (Attachments)

- Policy 140.1 - Extracurricular Participation by Charter/Cyber Charter Students
- Policy 142 - Migrant Students
- Policy 146 - Student Services
- Policy 208 - Withdrawal from School
- Policy 214 - Class Rank

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

Burt Francis-JS Boro – commented on a call he received from a JSASD graduate who is a retired Professor of Economics and Environmental Science in Connecticut and is also a Nobel Peace Prize winner.

Motion: A motion was made by Mary Thomas and seconded by Wayne Kinley to close Courtesy of the Floor.

A roll call vote was taken as listed below:

David Becker	Yes	Harry Brungard	Yes
Patrice Doebler	Yes	Angela Grant	Yes
Wayne Kinley	Yes	Nancy Petrosky	Yes
Michelle Stemler	Yes	Mary Thomas	Yes
Craig Allen	Yes		

The vote was 9-yes and 0-no, motion carried.

E. Personnel Items:

1. Personnel Items

Motion: A motion was made by Mary Thomas and seconded by David Becker to approve the following Personnel items as listed on the agenda:

- a. 2020-2021 Performance Objectives for Dr. Kenneth Dady, Jr., Assistant Superintendent, as presented at the October 26, 2020 Board meeting. (Attachment)

- b. accepting a letter of resignation from Ginger Neece, Middle School part time Food Service employee, effective January 11, 2021.
- c. accepting a letter of resignation from Jessica Smith, Jersey Shore Area Elementary School part time Food Service employee, effective January 11, 2021.
- d. appointment of Ann-Marie Dincher as Boys Head Tennis coach, at a stipend of \$3800,(level 5 of the coaches' salary matrix), effective the 2020-2021 season.
- e. appointment of Nicholas Bodle, a Senior at Jersey Shore Area Senior High School, to a Technology Co-op student position, effective January 26, 2021, to be paid \$8.49 per hour, (Technology Co Op entry level rate).
- f. appointment of Angela Johnson as Game Staff for the Athletic department, effective the 2020-2021 school year.
- g. Cody Ulmer as a volunteer Wrestling coach, effective the 2020-2021 school year.

A roll call vote was taken as listed below:

David Becker	Yes	Harry Brungard	Yes
Patrice Doebler	Yes	Angela Grant	Yes
Wayne Kinley	Yes	Nancy Petrosky	Yes
Michelle Stemler	Yes	Mary Thomas	Yes
Craig Allen	Yes		

The vote was 9-yes and 0-no, motion carried.

F. Curriculum and Instruction: None

G. Building and Grounds:

1. Building and Grounds Items

Motion: A motion was made by Mary Thomas and seconded by Harry Brungard to approve the following Building and Grounds items as listed on the agenda:

- a. 10 year warranty renewal with Weatherproofing Technologies, Inc. for Avis Elementary School. (Attachment)
- b. 10 year warranty renewal with Weatherproofing Technologies, Inc. for Jersey Shore Area Middle School. (Attachment)
- c. 10 year warranty renewal with Weatherproofing Technologies, Inc. for Jersey Shore Area High School. (Attachment)
- d. the purchase of a 2021 F-250 4x4 SD Regular cab, 8 foot box truck with western plow and amber safety lighting for \$44,282.00 from New Holland Auto Group through Costars. (Attachment)

A roll call vote was taken as listed below:

David Becker	Yes	Harry Brungard	Yes
Patrice Doebler	Yes	Angela Grant	Yes
Wayne Kinley	Yes	Nancy Petrosky	Yes
Michelle Stemler	Yes	Mary Thomas	Yes
Craig Allen	Yes		

The vote was 9-yes and 0-no, motion carried.

H. Finance:

1. Finance Item

Motion: A motion was made by Mary Thomas and seconded by Wayne Kinley to approve the following Finance item as listed on the agenda:

- a. the attached resolution to stay within the Act 1 Index for 2021-2022. (Attachment)

A roll call vote was taken as listed below:

David Becker	Yes	Harry Brungard	Yes
Patrice Doebler	Yes	Angela Grant	Yes
Wayne Kinley	Yes	Nancy Petrosky	Yes
Michelle Stemler	Yes	Mary Thomas	Yes
Craig Allen	Yes		

The vote was 9-yes and 0-no, motion carried.

I. Miscellaneous

1. Miscellaneous Items:

Motion: A motion was made by Mary Thomas and seconded by Harry Brungard to approve the following Miscellaneous items as listed on the agenda:

- a. the following policies at first read: (Attachments)

Policy 124.1 - Jersey Shore Online Learning
Policy 126 - Class Size
Policy 127 - Assessment System
Policy 138 - English as a Second Language/Bilingual Education Program
Policy 140 - Charter Schools

- b. the following policies at second read: (Attachments)

Policy 116 - Tutoring
Policy 117 - Homebound Instruction
Policy 122 - Extracurricular Activities
Policy 123 - Interscholastic Athletics
Policy 123.2 - Sudden Cardiac Arrest

- c. update of Policy 008 - Organizational chart. (Attachment)

- d. a donation of a \$100 Amazon ecard for Safety and Security equipment from Verkada and Ken Dady.

A roll call vote was taken as listed below:

David Becker	Yes	Harry Brungard	Yes
Patrice Doebler	Yes	Angela Grant	Yes
Wayne Kinley	Yes	Nancy Petrosky	Yes

Michelle Stemler Yes
Craig Allen Yes

Mary Thomas Yes

The vote was 9-yes and 0-no, motion carried.

J. Old Business: None

L. Executive Session: An executive session was held for personnel and legal issues starting at 8:40 p.m. after which no business was conducted.

Meeting resumed at 10:33 p.m.

M. Adjournment:

The January 25, 2021 Regular Board Meeting (held virtually using video conference calling) was adjourned at 10:34 p.m.

Respectfully submitted,

Benjamin J. Enders
Board Secretary

**Jersey Shore Area School District
Treasurer's Report - Cash and Cash Equivalents
November 2020**

Bank Accounts	Beginning Balance	Received	Disbursed	Ending Balance
General Fund - FNB	\$ 144,746.50	\$ 452,407.70	\$ 498,287.89	\$ 98,866.31
General Fund - PSDLAF	52,677.63	0.30	-	52,677.93
General Fund - Muncy Bank & Trust	13,867,495.95	1,319,293.28	605,464.07	14,581,325.16
Activity/Other Trust Funds - Muncy Bank &	184,477.63	4,111.97	-	188,589.60
Athletics Fund - Muncy Bank & Trust	37,218.50	838.28	-	38,056.78
Food Service Fund - Muncy Bank & Trust	22,807.39	54,255.59	59,548.26	17,514.72
Payroll Fund - Muncy Bank & Trust	36.52	0.04	-	36.56
Capital Reserve - Muncy Bank & Trust	627,191.27	755.35	15,850.00	612,096.62
General Fund - PLGIT Class	2,260,003.41	975,967.28	2,053,918.41	1,182,052.28
General Fund - PLGIT Plus/Class	-	-	-	-
General Fund - PLGIT/I Class	-	-	-	-
Accounts Payable Fund - PLGIT Class	0.65	27,250.05	27,250.00	0.70
Activity/Other Trust Fund - PLGIT Class	22,346.65	0.20	3,428.20	18,918.65
Athletics Fund - PLGIT Class	48,416.34	0.39	12,779.43	35,637.30
Capital Reserve Fund - PLGIT Class	172.00	15,850.03	15,850.00	172.03
Capital Reserve Fund - PLGIT Plus/Class	-	-	-	-
Capital Reserve Fund - PLGIT/I Class	-	-	-	-
Food Service Fund - PLGIT Class	52,929.67	90,943.22	95,615.54	48,257.35
Ramsey Fund - PLGIT Class	56,998.67	0.44	13,050.00	43,949.11
Payroll Fund - PLGIT Class	377,839.96	1,472,025.03	1,468,252.97	381,612.02
Sechrist Scholarship Fund - PLGIT Class	84,382.77	0.68	14,200.00	70,183.45
Totals	\$ 17,839,741.51	\$ 4,413,699.83	\$ 4,883,494.77	\$ 17,369,946.57

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.

**Jersey Shore Area School District
Treasurer's Report - Cash and Cash Equivalents
December 2020**

<u>Bank Accounts</u>	Beginning Balance	Received	Disbursed	Ending Balance
General Fund - FNB	\$ 98,866.31	\$ 400,907.59	\$ 266,532.19	\$ 233,241.71
General Fund - PSDLAF	52,677.93	0.31	-	52,678.24
General Fund - Muncy Bank & Trust	14,581,325.16	727,431.82	2,650,667.26	12,658,089.72
Activity/Other Trust Funds - Muncy Bank & Trust	188,589.60	239.75	-	188,829.35
Athletics Fund - Muncy Bank & Trust	38,056.78	48.38	-	38,105.16
Food Service Fund - Muncy Bank & Trust	17,514.72	50,156.29	44,123.54	23,547.47
Payroll Fund - Muncy Bank & Trust	36.56	0.05	-	36.61
Capital Reserve - Muncy Bank & Trust	612,096.62	767.71	12,113.77	600,750.56
Gilhart Scholarship Fund - Muncy Bank & Trust	-	1,243,110.29	-	1,243,110.29
General Fund - PLGIT Class	1,182,052.28	5,783,786.92	4,260,304.00	2,705,535.20
General Fund - PLGIT Plus/Class	-	-	-	-
General Fund - PLGIT/I Class	-	-	-	-
Accounts Payable Fund - PLGIT Class	0.70	0.07	-	0.77
Activity/Other Trust Fund - PLGIT Class	18,918.65	0.23	1,574.01	17,344.87
Athletics Fund - PLGIT Class	35,637.30	0.40	7,309.90	28,327.80
Capital Reserve Fund - PLGIT Class	172.03	12,113.86	12,113.77	172.12
Capital Reserve Fund - PLGIT Plus/Class	-	-	-	-
Capital Reserve Fund - PLGIT/I Class	-	-	-	-
Food Service Fund - PLGIT Class	48,257.35	115,294.63	40,018.17	123,533.81
Ramsey Fund - PLGIT Class	43,949.11	0.48	-	43,949.59
Payroll Fund - PLGIT Class	381,612.02	2,096,450.50	1,427,822.80	1,050,239.72
Sechrist Scholarship Fund - PLGIT Class	70,183.45	31,767.77	-	101,951.22
Totals	\$ 17,369,946.57	\$ 10,462,077.05	\$ 8,722,579.41	\$ 19,109,444.21

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.

JERSEY SHORE AREA SCHOOL DISTRICT
TREASURER'S REPORT - INVESTMENTS
FOR THE MONTH ENDED
November 30, 2020

<u>Certificates of Deposit</u>	<u>Rate</u>	<u>Maturity Date</u>	<u>Beginning Balance</u>	<u>Investment Purchased</u>	<u>Investment Redeemed</u>	<u>Net Interest Earned</u>	<u>Ending Balance</u>
<u>General Fund</u>			\$ -	\$ -	\$ -	\$ -	\$ -
			-	-	-	-	-
			\$ -	\$ -	\$ -	\$ -	\$ -
Total Certificates of Deposit							\$ -

JERSEY SHORE AREA SCHOOL DISTRICT
TREASURER'S REPORT - INVESTMENTS
FOR THE MONTH ENDED
December 31, 2020

<u>Certificates of Deposit</u>	<u>Rate</u>	<u>Maturity Date</u>	<u>Beginning Balance</u>	<u>Investment Purchased</u>	<u>Investment Redeemed</u>	<u>Net Interest Earned</u>	<u>Ending Balance</u>
<u>General Fund</u>			\$ -	\$ -	\$ -	\$ -	\$ -
Total Certificates of Deposit			\$ -	\$ -	\$ -	\$ -	\$ -

Board Summary Report

Fund: 10 GENERAL FUND

As of 12/31/2020

fabrdreg

Account Description	Current Budget	Unliquidated Encumbrances	Expend/Received	Balance	% Used
1100 REGULAR PROGRAMS					
100 Salaries and Wages	9,037,474.50	0.00	3,157,648.04	5,879,826.46	34.93
200 Benefits	6,537,125.12	0.00	2,662,366.06	3,874,759.06	40.72
300 Prof Services	578,425.00	1,703.00	372,924.56	203,797.44	64.76
400 Property Services	67,395.00	0.00	23,814.73	43,580.27	35.33
500 Other Services	1,162,758.00	0.00	1,101,921.91	60,836.09	94.76
600 SUPPLIES	300,194.00	13,058.08	232,710.13	54,425.79	81.86
700 Equipment	351,700.00	0.00	589,849.78	-238,149.78	167.71
800 Other	1,529.00	0.00	357.00	1,172.00	23.34
Totals for - 1100's	18,036,600.62	14,761.08	8,141,592.21	9,880,247.33	45.22
1200 SPECIAL PROGRAMS					
100 Salaries and Wages	2,217,244.33	0.00	772,794.06	1,444,450.27	34.85
200 Benefits	1,888,498.19	0.00	765,843.14	1,122,655.05	40.55
300 Prof Services	571,600.00	0.00	165,403.72	406,196.28	28.93
400 Property Services	500.00	0.00	0.00	500.00	0.00
500 Other Services	1,147,115.00	0.00	427,736.12	719,378.88	37.28
600 SUPPLIES	17,730.00	3,150.72	3,780.40	10,798.88	39.09
700 Equipment	0.00	0.00	3,213.70	-3,213.70	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	5,844,637.52	3,150.72	2,139,221.14	3,702,265.66	36.65
1300 VOCATIONAL EDUCATION					
100 Salaries and Wages	544,937.00	0.00	188,932.26	356,004.74	34.67
200 Benefits	405,979.08	0.00	166,987.49	238,991.59	41.13
300 Prof Services	20,000.00	0.00	2,467.90	17,532.10	12.33
400 Property Services	5,400.00	0.00	810.89	4,589.11	15.01
500 Other Services	8,150.00	0.00	0.00	8,150.00	0.00
600 SUPPLIES	105,510.00	19,442.62	56,509.84	29,557.54	71.98
700 Equipment	0.00	19,499.85	23,243.04	-42,742.89	0.00

Board Summary Report

Fund: 10 GENERAL FUND

As of 12/31/2020

fabrdreg

Account Description	Current Budget	Unliquidated Encumbrances	Expend/Received	Balance	% Used
800 Other	2,750.00	1,099.00	1,178.00	473.00	82.80
Totals for - 1300's	1,092,726.08	40,041.47	440,129.42	612,555.19	43.94
1400 OTHER INSTRUCTIONAL PRG					
100 Salaries and Wages	17,000.00	0.00	2,660.00	14,340.00	15.64
200 Benefits	7,225.20	0.00	1,060.03	6,165.17	14.67
300 Prof Services	58,000.00	0.00	12,330.00	45,670.00	21.25
400 Property Services	0.00	0.00	0.00	0.00	0.00
500 Other Services	62,500.00	0.00	545.10	61,954.90	0.87
600 SUPPLIES	1,500.00	0.00	0.00	1,500.00	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	146,225.20	0.00	16,595.13	129,630.07	11.34
1500 Non-Public Instruction					
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	0.00	0.00	0.00
600 SUPPLIES	0.00	0.00	7,350.12	-7,350.12	0.00
Totals for - 1500's	0.00	0.00	7,350.12	-7,350.12	0.00
1800 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	3,840.00	-3,840.00	0.00
500 Other Services	0.00	0.00	15,360.00	-15,360.00	0.00
800 Other	315,000.00	0.00	152,296.00	162,704.00	48.34
Totals for - 1800's	315,000.00	0.00	171,496.00	143,504.00	54.44
2100 SUPPORT SRVS-STUDENTS					
100 Salaries and Wages	794,740.23	0.00	290,579.39	504,160.84	36.56
200 Benefits	554,659.59	0.00	242,340.63	312,318.96	43.69

Board Summary Report

Fund: 10 GENERAL FUND

As of 12/31/2020

fabrdreg

Account Description	Current Budget	Unliquidated Encumbrances	Expend/Received	Balance	% Used
300 Prof Services	99,600.00	0.00	10,475.00	89,125.00	10.51
400 Property Services	3,000.00	0.00	932.63	2,067.37	31.08
500 Other Services	2,500.00	0.00	817.49	1,682.51	32.69
600 SUPPLIES	12,180.00	260.00	3,176.72	8,743.28	28.21
700 Equipment	0.00	0.00	0.00	0.00	0.00
800 Other	600.00	0.00	0.00	600.00	0.00
Totals for - 2100's	1,467,279.82	260.00	548,321.86	918,697.96	37.38
2200 SUPP SRVS-INSTRCT STAFF					
100 Salaries and Wages	606,331.69	0.00	229,178.30	377,153.39	37.79
200 Benefits	590,971.14	0.00	177,108.94	413,862.20	29.96
300 Prof Services	115,215.00	6,069.77	61,627.59	47,517.64	58.75
400 Property Services	14,750.00	284.95	2,340.30	12,124.75	17.79
500 Other Services	30,400.00	0.00	32,137.10	-1,737.10	105.71
600 SUPPLIES	43,843.00	1,093.19	48,950.87	-6,201.06	114.14
700 Equipment	8,000.00	111,887.40	30,272.76	-134,160.16	1777.00
800 Other	1,975.00	0.00	500.00	1,475.00	25.31
Totals for - 2200's	1,411,485.83	119,335.31	582,115.86	710,034.66	49.69
2300 SUPPORT SRVS-ADMINISTRN					
100 Salaries and Wages	1,264,932.34	0.00	603,104.62	661,827.72	47.67
200 Benefits	956,798.13	0.00	455,285.74	501,512.39	47.58
300 Prof Services	299,888.00	9,055.23	144,767.94	146,064.83	51.29
400 Property Services	1,020.00	0.00	0.00	1,020.00	0.00
500 Other Services	66,805.72	0.00	45,776.03	21,029.69	68.52
600 SUPPLIES	5,900.00	269.96	1,134.93	4,495.11	23.81
700 Equipment	0.00	0.00	0.00	0.00	0.00
800 Other	25,780.00	0.00	22,125.03	3,654.97	85.82
Totals for - 2300's	2,621,124.19	9,325.19	1,272,194.29	1,339,604.71	48.89
2400 SUPP SRVS-PUPIL HEALTH					
100 Salaries and Wages	200,306.00	0.00	62,161.90	138,144.10	31.03

Board Summary Report

Fund: 10 GENERAL FUND

As of 12/31/2020

fabrdreg

Account Description	Current Budget	Unliquidated Encumbrances	Expend/Received	Balance	% Used
200 Benefits	225,580.34	0.00	80,002.73	145,577.61	35.46
300 Prof Services	5,500.00	0.00	2,801.40	2,698.60	50.93
400 Property Services	600.00	0.00	0.00	600.00	0.00
500 Other Services	550.00	0.00	0.00	550.00	0.00
600 SUPPLIES	3,373.00	153.84	1,708.95	1,510.21	55.22
800 Other	265.00	0.00	130.00	135.00	49.05
Totals for - 2400's	436,174.34	153.84	146,804.98	289,215.52	33.69
2500 SUPP SRVS-BUSINESS OFFC					
100 Salaries and Wages	420,884.68	0.00	207,805.74	213,078.94	49.37
200 Benefits	342,148.08	0.00	169,995.01	172,153.07	49.68
300 Prof Services	26,000.00	0.00	25,908.65	91.35	99.64
400 Property Services	60,600.00	0.00	11,777.40	48,822.60	19.43
500 Other Services	27,250.00	0.00	11,033.74	16,216.26	40.49
600 SUPPLIES	30,800.00	375.00	16,541.73	13,883.27	54.92
700 Equipment	0.00	0.00	0.00	0.00	0.00
800 Other	5,220.00	0.00	2,828.48	2,391.52	54.18
Totals for - 2500's	912,902.76	375.00	445,890.75	466,637.01	48.88
2600 OPERATION,MNT OF PLANT					
100 Salaries and Wages	1,100,133.55	0.00	469,234.61	630,898.94	42.65
200 Benefits	897,702.96	0.00	413,718.33	483,984.63	46.08
300 Prof Services	80,041.00	0.00	29,087.72	50,953.28	36.34
400 Property Services	833,246.00	23,451.00	357,921.16	451,873.84	45.76
500 Other Services	225,332.00	0.00	163,090.60	62,241.40	72.37
600 SUPPLIES	362,985.00	66,666.50	326,990.89	-30,672.39	108.45
700 Equipment	50,000.00	0.00	3,424.00	46,576.00	6.84
800 Other	2,550.00	0.00	1,053.44	1,496.56	41.31
Totals for - 2600's	3,551,990.51	90,117.50	1,764,520.75	1,697,352.26	52.21
2700 STUDENT TRANSPORTIN SRVS					
100 Salaries and Wages	0.00	0.00	29,134.69	-29,134.69	0.00

Board Summary Report

Fund: 10 GENERAL FUND

As of 12/31/2020

fabrdreg

Account Description	Current Budget	Unliquidated Encumbrances	Expend/Received	Balance	% Used
200 Benefits	0.00	0.00	21,750.84	-21,750.84	0.00
300 Prof Services	67,000.00	3,632.50	29,190.85	34,176.65	48.99
400 Property Services	325.00	0.00	135.53	189.47	41.70
500 Other Services	1,820,832.00	0.00	844,290.11	976,541.89	46.36
600 SUPPLIES	200.00	0.00	10.61	189.39	5.30
700 Equipment	0.00	0.00	0.00	0.00	0.00
Totals for - 2700's	1,888,357.00	3,632.50	924,512.63	960,211.87	49.15
2800 SUPPORT SRVS-CENTRAL					
100 Salaries and Wages	5,982.30	0.00	1,329.00	4,653.30	22.21
200 Benefits	1,613.97	0.00	3,880.93	-2,266.96	240.45
300 Prof Services	1,500.00	0.00	798.96	701.04	53.26
400 Property Services	0.00	0.00	0.00	0.00	0.00
500 Other Services	2,000.00	0.00	2,672.12	-672.12	133.60
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	11,096.27	0.00	8,681.01	2,415.26	78.23
2900 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
3100 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
3200 STUDENT ACTIVITIES					
100 Salaries and Wages	424,840.50	0.00	191,850.99	232,989.51	45.15
200 Benefits	202,847.82	0.00	99,900.18	102,947.64	49.24
300 Prof Services	41,959.00	0.00	8,723.00	33,236.00	20.78

Board Summary Report

Fund: 10 GENERAL FUND

As of 12/31/2020

fabrdreg

Account Description	Current Budget	Unliquidated Encumbrances	Expend/Received	Balance	% Used
400 Property Services	13,245.00	0.00	952.52	12,292.48	7.19
500 Other Services	101,200.00	0.00	21,389.12	79,810.88	21.13
600 SUPPLIES	62,664.30	7,939.80	45,598.34	9,126.16	85.43
700 Equipment	8,340.00	0.00	0.00	8,340.00	0.00
800 Other	18,535.00	0.00	2,283.90	16,251.10	12.32
900 Transfers	0.00	0.00	0.00	0.00	0.00
Totals for - 3200's	873,631.62	7,939.80	370,698.05	494,993.77	43.34
4600 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
5100 OTHER EXPENDITURES					
800 Other	462,392.37	0.00	435,908.81	26,483.56	94.27
900 Transfers	2,576,000.00	0.00	2,365,000.00	211,000.00	91.80
Totals for - 5100's	3,038,392.37	0.00	2,800,908.81	237,483.56	92.18
5200 Transfers					
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 - 5200's	0.00	0.00	0.00	0.00	0.00
5400					
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
5500					
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
5800 SUSPENSE ACCOUNT					
200 Benefits	0.00	0.00	780.10	-780.10	0.00
600 SUPPLIES	0.00	409.51	0.00	-409.51	0.00

Board Summary Report

Fund: 10 GENERAL FUND

As of 12/31/2020

fabrdreg

Account Description	Current Budget	Unliquidated Encumbrances	Expend/Received	Balance	% Used
Totals for - 5800's	0.00	409.51	780.10	-1,189.61	0.00
5900 BUDGETARY RESERVE					
800 Other	2,528,630.37	0.00	0.00	2,528,630.37	0.00
Totals for - 5900's	2,528,630.37	0.00	0.00	2,528,630.37	0.00
EXPENDITURE Totals	44,176,254.50	289,501.92	19,781,813.11	24,104,939.47	45.43

Board Summary Report

Fund: 10 GENERAL FUND

As of 12/31/2020

fabrdreg

Account Description	Current Budget	Unliquidated		Balance	% Used
		Encumbrances	Expend/Received		
6100					
000	-16,942,151.00	0.00	-14,504,287.92	-2,437,863.08	85.61
Totals for - 6100's	-16,942,151.00	0.00	-14,504,287.92	-2,437,863.08	85.61
6400					
000	-650,000.00	0.00	-442,770.01	-207,229.99	68.11
Totals for - 6400's	-650,000.00	0.00	-442,770.01	-207,229.99	68.11
6500					
000	-150,000.00	0.00	-103,256.58	-46,743.42	68.83
Totals for - 6500's	-150,000.00	0.00	-103,256.58	-46,743.42	68.83
6700					
000	-76,100.00	0.00	-7,440.00	-68,660.00	9.77
Totals for - 6700's	-76,100.00	0.00	-7,440.00	-68,660.00	9.77
6800					
000	-416,460.00	0.00	-328,600.00	-87,860.00	78.90
Totals for - 6800's	-416,460.00	0.00	-328,600.00	-87,860.00	78.90
6900					
000	-35,000.00	0.00	-36,210.13	1,210.13	103.45
Totals for - 6900's	-35,000.00	0.00	-36,210.13	1,210.13	103.45
7100					
000	-14,073,193.00	0.00	-6,193,787.28	-7,879,405.72	44.01
Totals for - 7100's	-14,073,193.00	0.00	-6,193,787.28	-7,879,405.72	44.01
7200					
000	-2,286,871.00	0.00	-1,043,760.00	-1,243,111.00	45.64
Totals for - 7200's	-2,286,871.00	0.00	-1,043,760.00	-1,243,111.00	45.64
7300					
000	-3,306,401.00	0.00	-2,444,622.49	-861,778.51	73.93

Board Summary Report

Fund: 10 GENERAL FUND

As of 12/31/2020

fabrdreg

Account Description	Current Budget	Unliquidated Encumbrances	Expend/Received	Balance	% Used
Totals for - 7300's	-3,306,401.00	0.00	-2,444,622.49	-861,778.51	73.93
7500					
000	-489,271.00	0.00	0.00	-489,271.00	0.00
Totals for - 7500's	-489,271.00	0.00	0.00	-489,271.00	0.00
7800					
000	-3,633,860.00	0.00	-853,501.95	-2,780,358.05	23.48
Totals for - 7800's	-3,633,860.00	0.00	-853,501.95	-2,780,358.05	23.48
8500					
000	-639,366.00	0.00	-280,262.07	-359,103.93	43.83
Totals for - 8500's	-639,366.00	0.00	-280,262.07	-359,103.93	43.83
8700					
000	-399,044.00	0.00	-606,287.76	207,243.76	151.93
Totals for - 8700's	-399,044.00	0.00	-606,287.76	207,243.76	151.93
9300					
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
9400					
000	-5,000.00	0.00	-16.00	-4,984.00	0.32
Totals for - 9400's	-5,000.00	0.00	-16.00	-4,984.00	0.32
9900					
000	0.00	0.00	-1,217.00	1,217.00	0.00
Totals for - 9900's	0.00	0.00	-1,217.00	1,217.00	0.00
REVENUE Totals	-43,102,717.00	0.00	-26,846,019.19	-16,256,697.81	62.28

Board Summary Report

Fund: 10 GENERAL FUND

As of 12/31/2020

fabrdreg

Account Description	Current Budget	Unliquidated Encumbrances	Expend/Received	Balance	% Used
FUND 10 - TOTALS:					
Total Expenditure	38,609,231.76	289,092.41	16,980,124.20	21,340,015.15	44.72
Total Other Expenditure	5,567,022.74	409.51	2,801,688.91	2,764,924.32	50.33
Total Revenue	-43,097,717.00	0.00	-26,844,786.19	-16,252,930.81	62.28
Total Other Revenue	-5,000.00	0.00	-1,233.00	-3,767.00	24.66
	1,073,537.50	289,501.92	-7,064,206.08	7,848,241.66	-631.06

Board Summary Report

Fund: 29 ATHLETIC FUND

As of 12/31/2020

fabrdreg

Account Description	Current Budget	Unliquidated Encumbrances	Expend/Received	Balance	% Used
3200 STUDENT ACTIVITIES					
000	0.00	0.00	0.00	0.00	0.00
Totals for - 3200's	0.00	0.00	0.00	0.00	0.00
EXPENDITURE Totals	0.00	0.00	0.00	0.00	0.00
FUND 29 - TOTALS:					
Total Expenditure	0.00	0.00	0.00	0.00	0.00
Total Other Expenditure	0.00	0.00	0.00	0.00	0.00
Total Revenue	0.00	0.00	0.00	0.00	0.00
Total Other Revenue	0.00	0.00	0.00	0.00	0.00
	0.00	0.00	0.00	0.00	0.00

Board Summary Report

Fund: 32 CAPITAL RES FUND (2932)

As of 12/31/2020

fabrdreg

Account Description	Current Budget	Unliquidated Encumbrances	Expend/Received	Balance	% Used
4200 SITE IMPROVMENT SVCS					
700 Equipment	0.00	0.00	0.00	0.00	0.00
Totals for - 4200's	0.00	0.00	0.00	0.00	0.00
4400 A, E & ES DEV SVCS-REPL					
300 Prof Services	0.00	0.00	0.00	0.00	0.00
Totals for - 4400's	0.00	0.00	0.00	0.00	0.00
4600 BUILD IMPROV SVCS-REPL					
000	0.00	0.00	0.00	0.00	0.00
300 Prof Services	0.00	0.00	0.00	0.00	0.00
700 Equipment	0.00	90,137.18	76,375.72	-166,512.90	0.00
Totals for - 4600's	0.00	90,137.18	76,375.72	-166,512.90	0.00
EXPENDITURE Totals	0.00	90,137.18	76,375.72	-166,512.90	0.00

Board Summary Report

Fund: 32 CAPITAL RES FUND (2932)

As of 12/31/2020

fabrdreg

Account Description	Current Budget	Unliquidated		Balance	% Used
		Encumbrances	Expend/Received		
6500	0.00	0.00	-4,782.24	4,782.24	0.00
000	0.00	0.00	-4,782.24	4,782.24	0.00
Totals for - 6500's					
9300	0.00	0.00	0.00	0.00	0.00
000	0.00	0.00	0.00	0.00	0.00
Totals for - 9300's					
REVENUE Totals	0.00	0.00	-4,782.24	4,782.24	0.00
FUND 32 - TOTALS:					
Total Expenditure	0.00	90,137.18	76,375.72	-166,512.90	0.00
Total Other Expenditure	0.00	0.00	0.00	0.00	0.00
Total Revenue	0.00	0.00	-4,782.24	4,782.24	0.00
Total Other Revenue	0.00	0.00	0.00	0.00	0.00
	0.00	90,137.18	71,593.48	-161,730.66	0.00

Board Summary Report

Fund: 50 FOOD SERVICE FUND

As of 12/31/2020

fabrdreg

Account Description	Current Budget	Unliquidated Encumbrances	Expend/Received	Balance	% Used
3100 FOOD SERVICES					
100 Salaries and Wages	0.00	0.00	137,054.76	-137,054.76	0.00
200 Benefits	0.00	0.00	112,488.21	-112,488.21	0.00
300 Prof Services	0.00	0.00	0.00	0.00	0.00
400 Property Services	0.00	0.00	7,011.65	-7,011.65	0.00
500 Other Services	0.00	0.00	175,622.73	-175,622.73	0.00
600 SUPPLIES	0.00	0.00	3,535.45	-3,535.45	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	435,712.80	-435,712.80	0.00
EXPENDITURE Totals	0.00	0.00	435,712.80	-435,712.80	0.00

Board Summary Report

Fund: 50 FOOD SERVICE FUND

As of 12/31/2020

fabrdreg

Account Description	Current Budget	Unliquidated Encumbrances	Expend/Received	Balance	% Used
6500					
000	0.00	0.00	-406.83	406.83	0.00
Totals for - 6500's	0.00	0.00	-406.83	406.83	0.00
6600					
000	0.00	0.00	-26,572.28	26,572.28	0.00
Totals for - 6600's	0.00	0.00	-26,572.28	26,572.28	0.00
6900					
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
7100					
000	0.00	0.00	0.00	0.00	0.00
Totals for - 7100's	0.00	0.00	0.00	0.00	0.00
7600					
000	0.00	0.00	-7,849.70	7,849.70	0.00
Totals for - 7600's	0.00	0.00	-7,849.70	7,849.70	0.00
7800					
000	0.00	0.00	0.00	0.00	0.00
Totals for - 7800's	0.00	0.00	0.00	0.00	0.00
8500					
000	0.00	0.00	-202,859.29	202,859.29	0.00
Totals for - 8500's	0.00	0.00	-202,859.29	202,859.29	0.00
9300					
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
9400					
000	0.00	0.00	0.00	0.00	0.00

SALE-COMP FIXED ASSETS

Board Summary Report

Fund: 50 FOOD SERVICE FUND

As of 12/31/2020

fabrdreg

Account Description	Current Budget	Unliquidated Encumbrances	Expend/Received	Balance	% Used
Totals for - 9400's	0.00	0.00	0.00	0.00	0.00
9500 REFUNDS PRIOR YRS EXPDT	0.00	0.00	0.00	0.00	0.00
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
REVENUE Totals	0.00	0.00	-237,688.10	237,688.10	0.00
FUND 50 - TOTALS:					
Total Expenditure	0.00	0.00	435,712.80	-435,712.80	0.00
Total Other Expenditure	0.00	0.00	0.00	0.00	0.00
Total Revenue	0.00	0.00	-237,688.10	237,688.10	0.00
Total Other Revenue	0.00	0.00	0.00	0.00	0.00
	0.00	0.00	198,024.70	-198,024.70	0.00

Board Summary Report

Fund: 72 RAMSEY EXPEND TRUST

As of 12/31/2020

fabrdreg

Account Description	Current Budget	Unliquidated Encumbrances	Expend/Received	Balance	% Used
3300 COMMUNITY SERVICES					
800 Other	0.00	0.00	26,600.00	-26,600.00	0.00
Totals for - 3300's	0.00	0.00	26,600.00	-26,600.00	0.00
EXPENDITURE Totals	0.00	0.00	26,600.00	-26,600.00	0.00

Board Summary Report

Fund: 72 RAMSEY EXPEND TRUST

As of 12/31/2020

fabrdreg

Account Description	Current Budget	Unliquidated Encumbrances	Expend/Received	Balance	% Used
6500					
000	0.00	0.00	-8.59	8.59	0.00
Totals for - 6500's	0.00	0.00	-8.59	8.59	0.00
6900					
000	0.00	0.00	-15,000.00	15,000.00	0.00
Totals for - 6900's	0.00	0.00	-15,000.00	15,000.00	0.00
REVENUE Totals	0.00	0.00	-15,008.59	15,008.59	0.00
FUND 72 - TOTALS:					
Total Expenditure	0.00	0.00	26,600.00	-26,600.00	0.00
Total Other Expenditure	0.00	0.00	0.00	0.00	0.00
Total Revenue	0.00	0.00	-15,008.59	15,008.59	0.00
Total Other Revenue	0.00	0.00	0.00	0.00	0.00
	0.00	0.00	11,591.41	-11,591.41	0.00

Board Summary Report

Fund: 74 Sechrist Schlrship Fund

As of 12/31/2020

fabrdreg

Account Description	Current Budget	Unliquidated Encumbrances	Expend/Received	Balance	% Used
3300 COMMUNITY SERVICES	0.00	0.00	-1,967.00	1,967.00	0.00
000	0.00	0.00	-1,967.00	1,967.00	0.00
Totals for - 3300's					
EXPENDITURE Totals	0.00	0.00	-1,967.00	1,967.00	0.00

Board Summary Report

Fund: 74 Sechrist Schlrship Fund

As of 12/31/2020

fabrdreg

Account Description	Current Budget	Unliquidated Encumbrances	Expend/Received	Balance	% Used
6500					
000	0.00	0.00	-16.00	16.00	0.00
Totals for - 6500's	0.00	0.00	-16.00	16.00	0.00
6900					
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
REVENUE Totals	0.00	0.00	-16.00	16.00	0.00
FUND 74 - TOTALS:					
Total Expenditure	0.00	0.00	-1,967.00	1,967.00	0.00
Total Other Expenditure	0.00	0.00	0.00	0.00	0.00
Total Revenue	0.00	0.00	-16.00	16.00	0.00
Total Other Revenue	0.00	0.00	0.00	0.00	0.00
	0.00	0.00	-1,983.00	1,983.00	0.00

Board Summary Report

Fund: 75 GILHART SCHOLARSHIP FUND

As of 12/31/2020

fabrdreg

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

Board Summary Report

Fund: 75 GILHART SCHOLARSHIP FUND

As of 12/31/2020

fabrdreg

Account Description	Current Budget	Unliquidated Encumbrances	Expend/Received	Balance	% Used
6500					
000	0.00	0.00	-916.69	916.69	0.00
Totals for - 6500's	0.00	0.00	-916.69	916.69	0.00
6900					
000	0.00	0.00	-1,242,193.60	1,242,193.60	0.00
Totals for - 6900's	0.00	0.00	-1,242,193.60	1,242,193.60	0.00
REVENUE Totals	0.00	0.00	-1,243,110.29	1,243,110.29	0.00
FUND 75 - TOTALS:					
Total Expenditure	0.00	0.00	0.00	0.00	0.00
Total Other Expenditure	0.00	0.00	0.00	0.00	0.00
Total Revenue	0.00	0.00	-1,243,110.29	1,243,110.29	0.00
Total Other Revenue	0.00	0.00	0.00	0.00	0.00
	0.00	0.00	-1,243,110.29	1,243,110.29	0.00

Grand Totals	Current Budget	Encumbered	Expended/Rec	Balance	% Used
Total Expenditure	38,609,231.76	379,229.59	17,516,845.72	20,713,156.45	46.35
Total Other Expenditure	5,567,022.74	409.51	2,801,688.91	2,764,924.32	50.33
Total All Expenditures	44,176,254.50	379,639.10	20,318,534.63	23,478,080.77	46.85
Total Revenue	-43,097,717.00	0.00	-28,345,391.41	-14,752,325.59	65.77
Total Other Revenue	-5,000.00	0.00	-1,233.00	-3,767.00	24.66
Total All Revenues	-43,102,717.00	0.00	-28,346,624.41	-14,756,092.59	65.76
	1,073,537.50	379,639.10	-8,028,089.78	8,721,988.18	-712.45

**ACTIVITIES YEAR TO DATE REPORT
FOR THE YEAR ENDING JUNE 30, 2021**

Account	Beginning Balance	Receipts	Disbursements	Transfer	Interest	Ending Balance
SENIOR HIGH						
American Heart Association	1,290.15	-	-	-	-	1,290.15
Chorus	(2.02)	2.02	-	-	-	-
Class of 2020	337.77	-	-	(337.77)	-	-
Class of 2021	3,549.31	593.00	-	-	-	4,142.31
Class of 2022	1,075.93	-	-	-	-	1,075.93
Class of 2023	783.37	-	-	-	-	783.37
Class of 2024	-	-	-	337.77	-	337.77
Construction Club	514.95	-	-	-	-	514.95
Dance	7.90	-	-	-	(7.90)	-
Democratic Club	46.22	-	-	-	-	46.22
Drama	2,319.71	-	-	-	-	2,319.71
Family Consumer Science	52.24	-	-	-	-	52.24
Finicky Acatours	14.21	-	-	-	(14.21)	-
FBLA	4,971.82	8,496.00	1,425.66	1,325.00	-	13,367.16
FBLA 9th Grade	533.84	-	-	-	-	533.84
CTE Scholarship	3,598.71	-	-	-	-	3,598.71
Hopeful Hands Shore to Shore	3.79	-	-	-	(3.79)	-
Information Technology Club	3,593.38	-	-	-	-	3,593.38
Jazz Band	3.14	-	-	-	-	3.14
Ira Grugan National Honor Society	664.57	-	-	-	-	664.57
Key Club	4,063.25	3,677.00	3,321.57	160.00	-	4,578.68
Manufacturing	921.45	-	-	-	-	921.45
Musical	7,626.73	-	300.00	-	-	7,326.73
National Art Honor Society	(59.84)	272.50	109.50	-	-	103.16
National English Honor Society	1,045.36	-	-	-	-	1,045.36
National Spanish Honor Society	131.75	-	-	-	-	131.75
Orange & Black	7,187.34	-	-	-	-	7,187.34
Outdoor Club	3,622.77	-	-	-	-	3,622.77
Pep Club	566.08	-	-	-	-	566.08
Red Cross	1,534.48	-	-	-	-	1,534.48
Renaissance	424.23	-	-	-	-	424.23
Rho-Kappa Nat'l Honor Society	8.00	-	-	-	-	8.00
S.A.D.D.	954.40	-	-	-	-	954.40
Sign Club	75.08	-	-	-	-	75.08
Skills USA - VICA	3.94	-	-	-	-	3.94
Spectrum	503.01	-	-	-	-	503.01
Student Council	13,158.50	-	2,287.67	(1,485.00)	25.90	9,411.73
Wrestling Fund	139.14	-	-	-	-	139.14
TOTAL SENIOR HIGH	65,264.66	13,040.52	7,444.40	-	-	70,860.78

Account	Beginning Balance	Receipts	Disbursements	Transfer	Interest	Ending Balance
MIDDLE SCHOOL						
Band	137.36	-	-	-	-	137.36
Builders Club	437.95	187.60	46.63	-	-	578.92
Bullpup Memories	5,571.81	748.00	-	-	-	6,319.81
C3 Club	5,042.79	-	-	-	-	5,042.79
Chorus	15,224.76	-	-	-	-	15,224.76
MS FBLA	4,901.73	-	-	-	-	4,901.73
Military Support	1,355.42	-	-	-	-	1,355.42
MS Outdoor Club	167.57	-	-	-	-	167.57
Rock Out for Bullying	213.04	-	-	-	-	213.04
Ski Club	45.57	-	-	-	-	45.57
Student Council	6,049.91	-	248.85	-	-	5,801.06
Tag	280.66	-	-	-	-	280.66
TOTAL MIDDLE SCHOOL	39,428.57	935.60	295.48	-	-	40,068.69

TOTAL ACTIVITY FUND	104,693.23	13,976.12	7,739.88	-	-	110,929.47
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SCHOLARSHIP ACCOUNTS

Jason D. Bantges	45.99	-	-	-	-	45.99
Carson	148.05	-	-	-	-	148.05
Alan & Art Cipriani Scholar	40,417.22	-	-	-	-	40,417.22
Commencement Prize	-	-	-	-	-	-
Derr	302.96	-	-	-	-	302.96
Eckert	1,034.17	-	-	-	-	1,034.17
Future Nurses	1,059.92	-	-	-	-	1,059.92
Bernard Gaines	442.50	-	-	-	-	442.50
Greene	4,227.93	-	-	-	-	4,227.93
Heively	530.21	-	-	-	-	530.21
Judy	1,070.54	-	-	-	-	1,070.54
Lansberry	132.47	-	-	-	-	132.47
Courtney Mile Scholarship	7,884.11	-	-	-	-	7,884.11
Muthler	1,957.24	-	-	-	-	1,957.24
Clawson	533.09	-	-	-	-	533.09
Croyle	27,068.34	-	-	-	-	27,068.34
Lavallee	6,883.97	-	-	-	-	6,883.97

MISC. ACCOUNTS

Interest	-	-	-	-	1,356.04	1,356.04
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Scholarship/Misc. Totals

	93,738.71	-	-	-	1,356.04	95,094.75
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Grand Total

	\$ 198,431.94	\$ 13,976.12	\$ 7,739.88	\$ -	\$ 1,356.04	\$ 206,024.22
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Fund Accounting Check Register

PLGIT ACCOUNTS PAYBL - From 11/01/2020 To 11/30/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A. S. N.	Expended Amt
00008166	11/19/2020	C4161500001		AWARD	72-3300-890-000-000-0000-0000	372000	400.00
Vendor: 105710 - AMERICAN UNIVERSITY							
00008167	11/19/2020	C4161500002		AWARD	72-3300-890-000-000-0000-0000	372000	1,050.00
Vendor: 116050 - BLOOMSBURG UNIVERSITY							
00008168	11/19/2020	C4161500003		AWARD	72-3300-890-000-000-0000-0000	372000	400.00
Vendor: 118900 - BROWN UNIVERSITY							
00008169	11/19/2020	C4161500004		AWARD	72-3300-890-000-000-0000-0000	372000	1,650.00
Vendor: 126775 - CLARION UNIVERSITY							
00008170	11/19/2020	C4161500005		AWARD	72-3300-890-000-000-0000-0000	372000	1,650.00
Vendor: 142250 - EAST STROUDSBURG UNIVERSITY							
00008171	11/19/2020	C4161500006		AWARD	72-3300-890-000-000-0000-0000	372000	250.00
Vendor: 162185 - HARDING UNIVERSITY							
00008172	11/19/2020	C4161500007		AWARD	72-3300-890-000-000-0000-0000	372000	250.00
Vendor: 171175 - INDIANA UNIVERSITY OF PA							
00008173	11/19/2020	C4161500008		AWARD	72-3300-890-000-000-0000-0000	372000	300.00
Vendor: 176510 - JUNIATA COLLEGE							
00008174	11/19/2020	C4161500009		AWARD	72-3300-890-000-000-0000-0000	372000	300.00
Vendor: 186203 - LOCK HAVEN UNIVERSITY							
00008175	11/19/2020	C4161500010		AWARD	72-3300-890-000-000-0000-0000	372000	300.00
Vendor: 190835 - MARIST COLLEGE							
00008176	11/19/2020	C4161500011		AWARD	72-3300-890-000-000-0000-0000	372000	500.00
Vendor: 195400 - MESSIAH COLLEGE							
00008177	11/19/2020	C4161500012		AWARD	72-3300-890-000-000-0000-0000	372000	250.00
Vendor: 196735 - MILLERSVILLE UNIVERSITY							
00008178	11/19/2020	C4161500013		AWARD	72-3300-890-000-000-0000-0000	372000	250.00
Vendor: 196780 - MISERICORDIA UNIVERSITY							
00008179	11/19/2020	C4161500014		AWARD	72-3300-890-000-000-0000-0000	372000	500.00
Vendor: 210160 - PA COLLEGE OF TECHNOLOGY							
00008180	11/19/2020	C4161500016		AWARD	72-3300-890-000-000-0000-0000	372000	800.00
Vendor: 210180 - PENN STATE UNIVERSITY							
00008181	11/19/2020	C4161500015		AWARD	72-3300-890-000-000-0000-0000	372000	1,600.00
Vendor: 210195 - PENN STATE ALTOONA							
00008182	11/19/2020	C4161500017		AWARD	72-3300-890-000-000-0000-0000	372000	400.00
Vendor: 214478 - PRINCETON UNIVERSITY							
00008183	11/19/2020	C4161500017		AWARD	72-3300-890-000-000-0000-0000	372000	400.00

* Denotes Non-Negotiable Transaction

Fund Accounting Check Register

PLGIT ACCOUNTS PAYBL - From 11/01/2020 To 11/30/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A. S. N.	Expended Amt
00008183	11/19/2020	C4161500018		AWARD	72-3300-890-000-000-0000-0000	372000	250.00
Vendor: 227975 - SHIPPENSBURG UNIVERSITY							
00008184	11/19/2020	C4161500019		AWARD	72-3300-890-000-000-0000-0000	372000	250.00
Vendor: 229550 - SLIPPERY ROCK UNIVERSITY							
00008185	11/19/2020	C4161500020		AWARD	72-3300-890-000-000-0000-0000	372000	400.00
Vendor: 235880 - SUSQUEHANNA UNIVERSITY							
00008186	11/19/2020	C4161500021		AWARD	72-3300-890-000-000-0000-0000	372000	500.00
Vendor: 237800 - TEMPLE UNIVERSITY							
00008187	11/19/2020	C4161500022		AWARD	72-3300-890-000-000-0000-0000	372000	400.00
Vendor: 242550 - UNIVERSITY OF PITTSBURGH							
00008188	11/19/2020	C4161500023		AWARD	72-3300-890-000-000-0000-0000	372000	400.00
Vendor: 245155 - WALDEN UNIVERSITY							
00008189	11/19/2020	C4161500024		AWARD	72-3300-890-000-000-0000-0000	372000	250.00
Vendor: 249380 - WILKES UNIVERSITY							
00008190	11/19/2020	C4161500025		AWARD	72-3300-890-000-000-0000-0000	372000	250.00
Vendor: 254200 - YORK COLLEGE OF PA							
00008191	11/19/2020	C4161700001		AWARD	74-3300-000-000-000-0000-0000	374000	250.00
Vendor: 116050 - BLOOMSBURG UNIVERSITY							
00008192	11/19/2020	C4161700002		AWARD	74-3300-000-000-000-0000-0000	374000	350.00
Vendor: 126775 - CLARION UNIVERSITY							
00008193	11/19/2020	C4161700003		AWARD	74-3300-000-000-000-0000-0000	374000	350.00
Vendor: 143280 - EDINBORO UNIVERSITY							
00008194	11/19/2020	C4161700004		AWARD	74-3300-000-000-000-0000-0000	374000	1,050.00
Vendor: 162185 - HARDING UNIVERSITY							
00008195	11/19/2020	C4161700005		AWARD	74-3300-000-000-000-0000-0000	374000	1,050.00
Vendor: 171175 - INDIANA UNIVERSITY OF PA							
00008196	11/19/2020	C4161700006		AWARD	74-3300-000-000-000-0000-0000	374000	350.00
Vendor: 176510 - JUNIATA COLLEGE							
00008197	11/19/2020	C4161700007		AWARD	74-3300-000-000-000-0000-0000	374000	700.00
Vendor: 182465 - LANCASTER BIBLE COLLEGE							
00008198	11/19/2020	C4161700008		AWARD	74-3300-000-000-000-0000-0000	374000	700.00
Vendor: 186203 - LOCK HAVEN UNIVERSITY							
00008199	11/19/2020	C4161700009		AWARD	74-3300-000-000-000-0000-0000	374000	350.00
Vendor: 190835 - MARIST COLLEGE							
00008199	11/19/2020	C4161700009		AWARD	74-3300-000-000-000-0000-0000	374000	350.00

* Denotes Non-Negotiable Transaction

- Payable Transaction P - Prenote d - Direct Deposit c - Credit Card Payment

Fund Accounting Check Register

PLGIT ACCOUNTS PAYBL - From 11/01/2020 To 11/30/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
00008200	11/19/2020	C4161700010		AWARD	74-3300-000-000-000-0000-0000	374000	350.00
Vendor: 195400 - MESSIAH COLLEGE							
00008201	11/19/2020	C4161700011		AWARD	74-3300-000-000-000-0000-0000	374000	350.00
Vendor: 196735 - MILLERSVILLE UNIVERSITY							
00008202	11/19/2020	C4161700012		AWARD	74-3300-000-000-000-0000-0000	374000	350.00
Vendor: 210160 - PA COLLEGE OF TECHNOLOGY							
00008203	11/19/2020	C4161700013		AWARD	74-3300-000-000-000-0000-0000	374000	2,100.00
Vendor: 210180 - PENN STATE UNIVERSITY							
00008204	11/19/2020	C4161700014		AWARD	74-3300-000-000-000-0000-0000	374000	3,700.00
Vendor: 220657 - ROCHESTER INSTITUTE OF TECHNOLOGY							
00008205	11/19/2020	C4161700015		AWARD	74-3300-000-000-000-0000-0000	374000	3,700.00
Vendor: 227975 - SHIPPENSBURG UNIVERSITY							
00008206	11/19/2020	C4161700016		AWARD	74-3300-000-000-000-0000-0000	374000	1,050.00
Vendor: 235880 - SUSQUEHANNA UNIVERSITY							
00008207	11/19/2020	C4161700017		AWARD	74-3300-000-000-000-0000-0000	374000	700.00
Vendor: 245155 - WALDEN UNIVERSITY							
00008208	11/19/2020	C4161700018		AWARD	74-3300-000-000-000-0000-0000	374000	700.00
Vendor: 254200 - YORK COLLEGE OF PA							
							13,050.00
72-RAMSEY EXPEND TRUST							14,200.00
74-Sechrist Schlrship Fund							0.00
Grand Total Manual Checks :							27,250.00
Grand Total Regular Checks :							0.00
Grand Total Direct Deposits :							0.00
Grand Total Credit Card Payments :							27,250.00

Fund Accounting Check Register

PLGIT ACTIVITY FUND - From 11/01/2020 To 11/30/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A. S. N.	Expended Amt
00005711	11/10/2020	C4157900001		REFUND	80-0496-000-000-000-000-0000	180496	150.57
Vendor: 147460 - JODI ENGLISH							
00005712	11/10/2020	C4157900002		4064	80-0496-000-000-000-000-0000	180496	150.57
00005712	11/10/2020	C4157900003		4878	80-0496-000-000-000-000-0000	180496	12.00
00005712	11/10/2020	C4157900004		4832	80-0496-000-000-000-000-0000	180496	12.00
00005712	11/10/2020	C4157900005		4148	80-0496-000-000-000-000-0000	180496	12.00
00005712	11/10/2020	C4157900008		4168	80-0496-000-000-000-000-0000	180496	12.00
Vendor: 210170 - PA FBLA							
00005713	11/10/2020	C4157900006		REFUND	80-0496-000-000-000-000-0000	180496	60.00
Vendor: 228825 - TRACY SILVIS							
00005714	11/10/2020	C4157900007		14480	80-0496-000-000-000-000-0000	180496	46.63
Vendor: 239650 - TIADAGHTON EMBROIDERY							
					Remit # 3 Check Date: 11/10/2020	Check Amount:	46.63
					Remit # 2 Check Date: 11/10/2020	Check Amount:	46.63
					80-0496-000-000-000-000-0000	180496	3,171.00
					Remit # 2 Check Date: 11/10/2020	Check Amount:	3,171.00
80-ACTIVITY FUND							
							3,428.20
Grand Total Manual Checks :							
							0.00
Grand Total Regular Checks :							
							3,428.20
Grand Total Direct Deposits:							
							0.00
Grand Total Credit Card Payments:							
							0.00
Grand Total All Checks :							
							3,428.20

Fund Accounting Check Register

PLGIT ATHLETIC FUND - From 11/01/2020 To 11/30/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A. S. N.	Expended Amt
000013552	11/06/2020	C4156100002		AD DUES	10-3250-810-009-00-000-000-0000	329056	30.00
Vendor: 140425 - DISTRICT IV ATHLETIC DIRECTORS ASSOCIATION							
000013553	11/06/2020	C4156100001		TICKETS	10-6710-000-007-00-000-000-0000	229100	1,080.00
Vendor: 210700 - PIAA							
000013554	11/11/2020	C4158300006		FOOTBALL DOCTOR	10-3250-330-000-00-000-000-FTBL	330FTBL	100.00
Vendor: 134475 - DR. CRYSTAL PIRAS							
000013555	11/11/2020	C4158300001		FB STATES	10-3250-580-000-00-000-000-FTBL		720.00
Vendor: 158225 - TOM GRAVISH							
000013556	11/11/2020	C4158300004		FOOTBALL	10-3250-390-000-00-000-000-FTBL	390FTBL	90.00
Vendor: 223690 - JOSEPH STAVINSKI							
000013557	11/11/2020	C4158300003		SOCCER BOYS	10-3250-390-000-00-000-000-SOCB		90.00
Vendor: 225278 - HOLGER SCHULT							
000013558	11/11/2020	C4158300007		FOOTBALL DOCTOR	10-3250-330-000-00-000-000-FTBL	330FTBL	110.00
Vendor: 244175 - JEFFREY VERZELLA, MD							
000013559	11/11/2020	C4158300005		FOOTBALL	10-3250-390-000-00-000-000-FTBL	390FTBL	100.00
Vendor: 248474 - WILLIAM WETZEL							
000013560	11/11/2020	C4158300002		SOCCER BOYS	10-3250-390-000-00-000-000-SOCB		90.00
Vendor: 254950 - RICHARD ZIMMERMAN							
000013561	11/19/2020	C4161900004		BASKETBALL GIRLS	10-3250-390-000-00-000-000-BSKG	390BSKG	110.00
Vendor: 156424 - PATRICK GITSCHLAG							
000013562	11/19/2020	C4161900002		FOOTBALL STATES	10-3250-580-000-00-000-000-FTBL		68.00
Vendor: 158225 - TOM GRAVISH							
000013563	11/19/2020	C4161900003		BASKETBALL GIRLS	10-3250-390-000-00-000-000-BSKG	390BSKG	720.00
Vendor: 173625 - BRIAN JACKSON							
000013564	11/19/2020	C4161900001		FOOTBALL GAMES	10-3250-390-000-00-000-000-FTBL	390FTBL	68.00
Vendor: 175062 - JERSEY SHORE AREA EMS							
000013565	11/20/2020	C4162100001		73039	10-3250-610-000-00-000-000-0000	329044	1,200.00
Vendor: 121100 - BUTTORFFS HARDWARE							
000013566	11/20/2020	C4162100002		51945	10-3250-610-000-00-000-000-BASE	610BASE	36.78
Vendor: 158100 - GRAND RENTAL STATION							
000013567	11/20/2020	C4162100003		18929	10-3250-513-000-00-000-000-FTBL	513FTBL	98.00
000013567	11/20/2020	C4162100004		18920	10-3250-513-000-00-000-000-FTBL	513FTBL	144.85
000013567	11/20/2020	C4162100005		18921	10-3250-513-000-00-000-000-SOFT	513SOFT	370.97
							322.16

* Denotes Non-Negotiable Transaction

Fund Accounting Check Register

PLGIT ATHLETIC FUND - From 11/01/2020 To 11/30/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A. S. N.	Expended Amt
00013567	11/20/2020	C4162100006		18919	10-3250-513-000-00-000-000-SOFT	513SOFT	123.69
00013567	11/20/2020	C4162100007		18931	10-3250-513-000-00-000-000-CRCT	513CRCT	252.20
00013567	11/20/2020	C4162100008		18927	10-3250-513-000-00-000-000-CRCT	513CRCT	325.41
00013567	11/20/2020	C4162100009		18924	10-3250-513-000-00-000-000-CRCT	513CRCT	376.62
00013567	11/20/2020	C4162100010		18932	10-3250-513-000-00-000-000-SOCB	513SOCB	498.64
00013567	11/20/2020	C4162100011		18930	10-3250-513-000-00-000-000-SOCG	513SOCG	213.95
00013567	11/20/2020	C4162100012		18928	10-3250-513-000-00-000-000-SOCG	513SOCG	246.50
00013567	11/20/2020	C4162100013		18926	10-3250-513-000-00-000-000-SOCG	513SOCG	74.51
00013567	11/20/2020	C4162100014		18925	10-3250-513-000-00-000-000-SOCG	513SOCG	154.61
00013567	11/20/2020	C4162100015		18918	10-3250-513-000-00-000-000-SOCG	513SOCG	74.51
00013567	11/20/2020	C4162100016		18922	10-3250-513-000-00-000-000-SOCG	513SOCG	295.29
00013567	11/20/2020	C4162100017		18923	10-3250-513-000-00-000-000-SOCG	513SOCG	74.51
Vendor: 235850 - SUSQUEHANNA TRAILWAYS COMPANY							Check Amount: 3,548.42
00013568	11/20/2020	C4162100018		149914	10-3250-549-009-00-000-000-0000	329133	120.45
Vendor: 246770 - WEB WEEKLY							Check Amount: 120.45
00013569	11/20/2020	C4162100019		821	10-3250-513-000-00-000-000-SOCB	513SOCB	2,071.86
00013569	11/20/2020	C4162100020		822	10-3250-513-000-00-000-000-TENG	513TENG	346.57
00013569	11/20/2020	C4162100021		823	10-3250-513-000-00-000-000-FTBL	513FTBL	1,351.35
Vendor: 250840 - WINDECKER ENTERPRISES, INC.							Check Amount: 3,769.78
00013570	11/23/2020	C4162900001		FOOTBALL STATES 10-3250-580-000-00-000-000-FTBL			720.00
Vendor: 158225 - TOM GRAVISH							Check Amount: 720.00

10-GENERAL FUND 12,779.43

Grand Total Manual Checks : 0.00
 Grand Total Regular Checks : 12,779.43
 Grand Total Direct Deposits: 0.00
 Grand Total Credit Card Payments: 0.00
 Grand Total All Checks : 12,779.43

Fund Accounting Check Register

PLGIT CAPITAL RESERV - From 11/01/2020 To 11/30/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
000000132	11/05/2020	C4155400001		C10420	32-4600-762-000-00-618-000-000-0000	332618	15,850.00

Vendor: 216500 - QUALITY AIR MECHANICAL, INC.

Check Date: 11/05/2020 Check Amount: 15,850.00

32-CAPITAL RES FUND (2932) 15,850.00

Grand Total Manual Checks : 0.00
 Grand Total Regular Checks : 15,850.00
 Grand Total Direct Deposits: 0.00
 Grand Total Credit Card Payments: 0.00
 Grand Total All Checks : 15,850.00

Fund Accounting Check Register

PLGIT CAFETERIA FUND - From 11/01/2020 To 11/30/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
00004771	11/04/2020	C4154500004		8262427	50-3100-430-000-000-000-0000	350012	324.00
Vendor: 141881 - J.C. EHRlich CO., INC.							
00004772	11/04/2020	C4154500001		276423	50-3100-430-000-000-000-0000	350012	1,207.26
Vendor: 177015 - K & D Factory Service, Inc.							
00004773	11/04/2020	C4154500002		090593	50-3100-610-000-000-000-0000	350015	103.40
Vendor: 186200 - LOCK HAVEN EXPRESS							
00004774	11/04/2020	C4154500003		650901	50-3100-610-000-000-000-0000	350015	188.90
Vendor: 235050 - SUN-GAZETTE COMPANY							
					50-FOOD SERVICE FUND		1,823.56
Grand Total Manual Checks : 0.00							
Grand Total Regular Checks : 1,823.56							
Grand Total Direct Deposits: 0.00							
Grand Total Credit Card Payments: 0.00							
Grand Total All Checks : 1,823.56							

Fund Accounting Check Register

MUNCY - FOOD SERVICE - From 11/01/2020 To 11/30/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A. S. N.	Expended Amt
*EFT01131	11/13/2020	M4161400028		OCTOBER 2020	50-3100-571-000-00-000-000-0000	350571	41,501.24
*EFT01131	11/13/2020	M4161400029		OCTOBER 2020	50-3100-572-000-00-000-000-0000	350572	18,132.27
*EFT01131	11/13/2020	M4161400030		OCTOBER 2020	50-3100-572-000-00-000-000-0000	350572	-85.25

Vendor: 205950 - NUTRITION, INC.

Check Date: 11/13/2020

Check Amount: 59,548.26

50-FOOD SERVICE FUND 59,548.26

Grand Total Manual Checks : 59,548.26

Grand Total Regular Checks : 0.00

Grand Total Direct Deposits: 0.00

Grand Total Credit Card Payments: 0.00

Grand Total All Checks : 59,548.26

Fund Accounting Check Register

GENERAL FUND - FNB - From 11/01/2020 To 11/30/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
<hr/>							
*EFT01150	11/16/2020	M4165800006			10-2330-335-000-00-000-000-0000-0000	233335	405.89

Vendor: 150455 - FNB BANK NA

Check Date: 11/16/2020 Check Amount: 405.89

10-GENERAL FUND 405.89

Grand Total Manual Checks :	405.89
Grand Total Regular Checks :	0.00
Grand Total Direct Deposits:	0.00
Grand Total Credit Card Payments:	0.00
Grand Total All Checks :	405.89

Fund Accounting Check Register

PLGIT GENERAL FUND - From 11/01/2020 To 11/30/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A. S. N.	Expended Amt
00052336	11/05/2020	I4155600001	21000388	5583	10-1110-610-000-30-010-000-000-0000	310102	344.99
00052336	11/05/2020	I4155600002	21000386	2552	10-1342-610-000-30-010-025-000-0000	312938	250.00
00052336	11/05/2020	C4155700001		4407	10-1225-610-000-30-010-000-000-0000	310296SP	3.99
00052336	11/05/2020	C4155700002		4461	10-1225-610-000-30-010-000-000-0000	310296SP	4.99
00052336	11/05/2020	C4155700003		4593	10-2620-610-000-30-010-000-000-0000	310135	25.49
00052336	11/05/2020	C4155700004		5269	10-3250-610-000-00-000-000-000-BSKB	610BSKB	26.50
00052336	11/05/2020	C4155700005		5269	10-3250-610-000-00-000-000-000-BSKG	610BSKG	26.50
00052336	11/05/2020	C4155700006		5269	10-3250-610-000-00-000-000-000-WRST	610WRST	26.50
00052336	11/05/2020	C4155700007		5269	10-3250-610-000-00-000-000-000-SWMB	345021	6.63
00052336	11/05/2020	C4155700008		5269	10-3250-610-000-00-000-000-000-SWMB	345022	6.62
00052336	11/05/2020	C4155700009		9371	10-2620-610-000-00-070-000-000-0000	311758	28.62
00052336	11/05/2020	C4155700010		1474	10-3250-810-009-00-000-000-000-0000	329056	80.00
00052336	11/05/2020	C4155700011		0036	10-2272-580-000-00-000-000-000-0000	313739NC	278.00
00052336	11/05/2020	C4155700012		0044	10-2271-580-000-30-010-000-000-0000	313736C	253.00
00052336	11/05/2020	C4155700013		4843	10-2220-348-000-00-000-023-000-0000	311511	39.00
00052336	11/05/2020	C4155700014		4059	10-2220-348-000-00-000-023-000-0000	311511	12.00
00052336	11/05/2020	C4155700015		3619	10-2620-810-000-00-000-000-000-0000	311062	10.00
00052336	11/05/2020	C4155700016	21000360	7322	10-1110-610-432-00-000-021-000-0000	343911-21	262.47
00052336	11/05/2020	C4155700017	21000360	7323	10-1110-610-432-00-000-021-000-0000	343911-21	410.35
00052336	11/05/2020	C4155700018	21000360	2583	10-1110-610-432-00-000-021-000-0000	343911-21	25.14
00052336	11/05/2020	C4155700019		0011	10-2360-580-000-00-000-000-000-0000	310845	149.00
Vendor: 244275 - CARDMEMBER SERVICES							
00052337	11/09/2020	C4157700001		1157015	Remit # 1 Check Date: 11/05/2020	Check Amount:	2,269.79
10-2620-810-000-00-000-000-000-0000 311062 65.00							
Vendor: 129750 - COMMONWEALTH OF PENNSYLVANIA							
00052338	11/09/2020	C4157700002			Remit # 2 Check Date: 11/09/2020	Check Amount:	65.00
10-1430-581-000-00-000-000-000-0000 310771M 217.35							
Vendor: 201770 - TODD NAGY							
00052339	11/17/2020	C4160100005		075371	Check Date: 11/09/2020	Check Amount:	217.35
10-2620-411-000-00-070-000-000-0000 311303 475.76							
00052339	11/17/2020	C4160100006		075371	10-2620-411-000-30-010-000-000-0000	310129	1,941.17
00052339	11/17/2020	C4160100007		075371	10-2620-411-000-30-020-000-000-0000	310223	1,032.32
00052339	11/17/2020	C4160100008		075371	10-2620-411-000-10-040-000-000-0000	310417	1,758.60
00052339	11/17/2020	C4160100009		075371	10-2620-411-000-10-060-000-000-0000	310638	307.93
00052339	11/17/2020	C4160100010		075371	10-2620-411-000-10-030-000-000-0000	310311	246.09
Vendor: 161775 - FRED HAMM INC							
00052340	11/17/2020	C4160100003		6000957.00	Check Date: 11/17/2020	Check Amount:	5,761.87
10-2620-424-000-30-010-000-000-0000 310132 51.08							

Fund Accounting Check Register

PLGIT GENERAL FUND - From 11/01/2020 To 11/30/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
00052340	11/17/2020	C4160100004		6000956.00	10-2620-424-000-30-010-000-000-0000	310132	51.08
Vendor: 175800 - JERSEY SHORE AREA JOINT WATER AUTHORITY							
00052341	11/17/2020	C4160100002		UNIFORMS	10-2620-610-000-00-000-000-0000	310939	88.79
Vendor: 235982 - CHELSEA SWEETLEY							
00052342	11/17/2020	C4160100001		UNIFORMS	10-2620-610-000-00-000-000-0000	310939	88.79
Vendor: 247300 - JEFFREY WEIDLER							
00052489	11/25/2020	C4162700001	21000499	4071282	10-2220-438-000-30-020-023-000-0000	310250	50.02
Vendor: 121413 - CDW-GOVERNMENT							
							1,304.70
10-GENERAL FUND							9,859.68
Grand Total Manual Checks :							0.00
Grand Total Regular Checks :							9,859.68
Grand Total Direct Deposits:							0.00
Grand Total Credit Card Payments:							0.00
Grand Total All Checks :							9,859.68

Fund Accounting Check Register

MUNICIPALITY - GENERAL FUND - From 11/01/2020 To 11/30/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A. S. N.	Expended Amt
*EFT01120	11/03/2020	M4161400002		BE004147416C	10-0462-212-000-00-000-000-0000	110462-212	7,266.36
*EFT01120	11/03/2020	M4161400003		BE004147416C	50-0462-212-000-00-000-000-0000	150462-212	170.97
*EFT01120	11/03/2020	M4161400004		BE004147416C	10-0462-212-000-00-000-000-RTRE	110462-212R	627.00
Vendor: 137700 - DELTA DENTAL							
*EFT01121	11/03/2020	M4161400005		BE004147416A	10-0462-212-000-00-000-000-0000	110462-212	1,020.00
*EFT01121	11/03/2020	M4161400006		BE004147416A	50-0462-212-000-00-000-000-0000	150462-212	24.00
*EFT01121	11/03/2020	M4161400007		BE004147416A	10-0462-212-000-00-000-000-0000	110462-212	-263.79
*EFT01121	11/03/2020	M4161400008		BE004147416A	50-0462-212-000-00-000-000-0000	150462-212	-6.21
*EFT01121	11/03/2020	M4161400009		BE004147416A	10-5800-212-000-00-000-000-RTRE	310985R	108.00
Vendor: 137700 - DELTA DENTAL							
*EFT01124	11/06/2020	M4161400013			78-0479-000-000-000-000-046-0000	178479DR	1,013.64
Vendor: 148125 - EXPERTPAY							
*EFT01125	11/06/2020	M4161400014			78-0479-000-000-000-000-069-0000	178479 HSA	5,243.45
Vendor: 140145 - DISCOVERY BENEFITS, INC.							
*EFT01126	11/06/2020	M4161400015		411006774250	10-2620-621-000-10-060-000-0000	310657	954.78
*EFT01126	11/06/2020	M4161400016		411006713795	10-2620-621-000-30-010-000-0000	312158	2,614.11
*EFT01126	11/06/2020	M4161400017		411006774003	10-2620-621-000-00-070-000-0000	310962	621.16
*EFT01126	11/06/2020	M4161400018		411006774458	10-2620-621-000-30-020-000-0000	310229	2,819.29
*EFT01126	11/06/2020	M4161400019		411006713647	10-2620-621-000-10-030-000-000-0000	310375	687.66
Vendor: 242000 - UGI CENTRAL PENN GAS, INC.							
*EFT01132	11/13/2020	M4161400031		570753-5221	10-2620-531-000-10-030-000-000-0000	310317	7,697.00
*EFT01132	11/13/2020	M4161400032		570753-5221	10-2620-531-000-10-030-000-000-0000	310317	336.53
*EFT01132	11/13/2020	M4161400033		570398-5058	10-2620-531-000-00-070-000-000-0000	311756	335.94
*EFT01132	11/13/2020	M4161400034		570398-0365	10-2620-531-000-00-070-000-000-0000	311756	853.26
*EFT01132	11/13/2020	M4161400035		570398-5560	10-2620-531-000-00-070-000-000-0000	311756	38.53
*EFT01132	11/13/2020	M4161400036		570398-5560	10-2620-531-000-30-010-000-000-0000	310134	705.09
*EFT01132	11/13/2020	M4161400037		570398-5560	10-2620-531-000-30-020-000-000-0000	310227	587.58
*EFT01132	11/13/2020	M4161400038		570398-5560	10-2620-531-000-10-040-000-000-0000	310422	470.06
*EFT01132	11/13/2020	M4161400039		570398-5560	10-2620-531-000-10-060-000-000-0000	310620	352.55
*EFT01132	11/13/2020	M4161400040		570398-5560	10-2620-531-000-10-030-000-000-0000	310317	117.52
*EFT01132	11/13/2020	M4161400041		91500277382010	10-2620-531-000-00-070-000-000-0000	311756	117.52
*EFT01132	11/13/2020	M4161400042		91500277382010	10-2620-531-000-30-010-000-000-0000	310134	158.83
*EFT01132	11/13/2020	M4161400043		91500277382010	10-2620-531-000-30-020-000-000-0000	310227	23.69
*EFT01132	11/13/2020	M4161400044		91500277382010	10-2620-531-000-10-030-000-000-0000	310317	12.86
*EFT01132	11/13/2020	M4161400044		91500277382010	10-2620-531-000-10-030-000-000-0000	310317	4.59

* Denotes Non-Negotiable Transaction

P - Prenote

- Payable Transaction

C - Credit Card Payment

Fund Accounting Check Register

MUNCY - GENERAL FUND - From 11/01/2020 To 11/30/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A. S. N.	Expended Amt
*EFT01132	11/13/2020	M4161400045		91500277382010	10-2620-531-000-10-040-000-000-0000	310422	17.43
*EFT01132	11/13/2020	M4161400046		91500277382010	10-2620-531-000-10-060-000-000-0000	310620	1.82
*EFT01132	11/13/2020	M4161400047		71625357	10-2620-531-000-00-070-000-000-0000	311756	288.08
*EFT01132	11/13/2020	M4161400048		71625357	10-2620-531-000-30-010-000-000-0000	310134	240.08
*EFT01132	11/13/2020	M4161400049		71625357	10-2620-531-000-30-020-000-000-0000	310227	192.06
*EFT01132	11/13/2020	M4161400050		71625357	10-2620-531-000-10-040-000-000-0000	310422	144.05
*EFT01132	11/13/2020	M4161400051		71625357	10-2620-531-000-10-060-000-000-0000	310620	48.02
*EFT01132	11/13/2020	M4161400052		71625357	10-2620-531-000-10-030-000-000-0000	310317	48.02
Vendor: 243970 - VERIZON							
*EFT01133	11/13/2020	M4161400053		9865783430	Remit # 5 Check Date: 11/13/2020	Check Amount:	5,094.11
*EFT01133	11/13/2020	M4161400054		9865783430	10-2620-531-000-00-070-000-000-0000	311756	1,291.16
*EFT01133	11/13/2020	M4161400055		9865783430	10-2620-531-000-30-010-000-000-0000	310134	286.98
*EFT01133	11/13/2020	M4161400056		9865783430	10-2620-531-000-30-020-000-000-0000	310227	375.28
*EFT01133	11/13/2020	M4161400057		9865783430	10-2620-531-000-10-040-000-000-0000	310422	326.99
*EFT01133	11/13/2020	M4161400060		9865783430	10-2620-531-000-10-060-000-000-0000	310620	97.62
*EFT01133	11/13/2020	M4161400058		9865783430	10-2620-531-000-10-030-000-000-0000	310317	149.35
*EFT01133	11/13/2020	M4161400059		9865783430	10-3250-531-009-00-000-000-000-0000	329137	196.50
*EFT01133	11/13/2020	M4161400061		9865783430	10-2130-531-000-00-000-000-000-0000	311264	91.75
*EFT01133	11/13/2020	M4161400062		9865783430	10-1290-531-000-00-000-000-000-0000	340061	51.74
*EFT01133	11/13/2020	M4161400063		9865783430	10-2220-650-431-00-000-021-000-0000	340696-21	400.14
Vendor: 243975 - VERIZON WIRELESS							
*EFT01134	11/13/2020	M4161400063		75230-67000	Remit # 1 Check Date: 11/13/2020	Check Amount:	3,267.51
*EFT01134	11/13/2020	M4161400064		38150-58008	10-2620-422-000-10-040-000-000-0000	310418	3,629.75
*EFT01134	11/13/2020	M4161400065		36950-58017	10-2620-422-000-30-010-000-000-0000	310131	8,218.06
*EFT01134	11/13/2020	M4161400066		05120-58007	10-2620-422-000-10-030-000-000-0000	310313	44.69
*EFT01134	11/13/2020	M4161400067		39160-57007	10-2620-422-000-10-060-000-000-0000	310616	2,229.92
*EFT01134	11/13/2020	M4161400068		76757-04003	10-2620-422-000-10-060-000-000-0000	310616	100.43
*EFT01134	11/13/2020	M4161400069		34774-31005	10-2620-422-000-30-010-000-000-0000	310131	28.92
*EFT01134	11/13/2020	M4161400070		39560-57009	10-2620-422-000-10-060-000-000-0000	310616	31.30
*EFT01134	11/13/2020	M4161400071		39220-67028	10-2620-422-000-00-080-000-000-0000	311382	1,780.19
*EFT01134	11/13/2020	M4161400072		36220-67004	10-2620-622-000-00-070-000-000-0000	311859	196.66
*EFT01134	11/13/2020	M4161400073		36220-67004	10-2620-610-000-00-070-000-000-0000	311758	331.74
Vendor: 210800 - PPL ELECTRIC UTILITIES							
*EFT01135	11/16/2020	M4161400074		HS02140555	Remit # 2 Check Date: 11/13/2020	Check Amount:	17,918.64
*EFT01135	11/16/2020	M4161400075		HS02140551	10-2620-621-000-00-070-000-000-0000	310962	201.65
*EFT01135	11/16/2020	M4161400075		HS02140551	10-2620-621-000-10-030-000-000-0000	310375	276.77

* Denotes Non-Negotiable Transaction

- Payable Transaction P - Prenote d - Direct Deposit C - Credit Card Payment

Fund Accounting Check Register

MUNICIPALITY - GENERAL FUND - From 11/01/2020 To 11/30/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A. S. N.	Expended Amt
*EFT01135	11/16/2020	M4161400076		HS02140352	10-2620-621-000-10-060-000-000-0000	310657	449.32
*EFT01135	11/16/2020	M4161400077		HS02140353	10-2620-621-000-30-020-000-000-0000	310229	986.60
*EFT01135	11/16/2020	M4161400078		HS02140354	10-2620-621-000-30-010-000-000-0000	312158	184.76
Vendor: 140060 - DIRECT ENERGY BUSINESS							
*EFT01138	11/20/2020	M4161400082			78-0479-000-000-000-000-046-0000	178479DR	2,099.10
Vendor: 148125 - EXPERTPAY							
*EFT01142	11/23/2020	M4161400089		HS02159320	10-2620-621-000-10-040-000-000-0000	310488	1,013.64
Vendor: 140060 - DIRECT ENERGY BUSINESS							
*EFT01143	11/20/2020	M4161400090		411007863565	10-2620-621-000-00-080-000-000-0000	343772	444.82
*EFT01143	11/20/2020	M4161400091		411007368144	10-2620-621-000-10-040-000-000-0000	310488	62.26
Vendor: 242000 - UGI CENTRAL PENN GAS, INC.							
*EFT01144	11/20/2020	M4161400092		16900-60006	10-2620-422-000-30-020-000-000-0000	310224	540.93
*EFT01144	11/20/2020	M4161400093		86119-21458	10-2620-422-000-00-080-000-000-0000	311382	603.19
*EFT01144	11/20/2020	M4161400094		85342-32005	10-2620-422-000-30-020-000-000-0000	310224	4,315.78
*EFT01144	11/20/2020	M4161400095		46119-21454	10-2620-422-000-30-010-000-000-0000	310131	35.31
*EFT01144	11/20/2020	M4161400096		83670-61003	10-2730-422-000-00-000-000-000-0000	311365	28.47
Vendor: 210800 - PPL ELECTRIC UTILITIES							
*EFT01145	11/20/2020	M4161400097			Remit # 2 Check Date: 11/20/2020 Check Amount:		500.41
Vendor: 140145 - DISCOVERY BENEFITS, INC.							
*EFT01146	11/18/2020	M4161400098			78-0479-000-000-000-000-069-0000	178479 HSA	26.95
*EFT01146	11/18/2020	M4161400099			50-0462-211-000-00-000-000-000-0000	150462-211	4,906.92
*EFT01146	11/18/2020	M4161400100			10-0462-211-000-00-000-000-000-0000	110462-211	5,143.45
*EFT01146	11/18/2020	M4161400101			10-0480-211-000-00-000-000-CPAY	110480C	5,143.45
*EFT01146	11/18/2020	M4161400102			10-0462-281-000-00-000-000-0000	110462-281	9,049.07
*EFT01146	11/18/2020	M4165800001			10-0153-211-000-00-000-000-BCBS	110153BC	385,843.70
*EFT01146	11/18/2020	M4165800002			50-0462-211-000-00-000-000-0000	150462-211	32,868.79
*EFT01146	11/18/2020	M4165800003			10-0462-211-000-00-000-000-0000	110462-211	25,918.50
*EFT01146	11/18/2020	M4165800004			10-0480-211-000-00-000-000-CPAY	110480C	5,922.76
*EFT01146	11/18/2020	M4165800005			10-0462-211-000-00-000-000-0000	150462-211	-9,049.07
Vendor: 137700 - DELTA DENTAL							
*EFT01147	11/18/2020	M4161400103			10-0480-211-000-00-000-000-CPAY	110480C	-385,843.70
*EFT01147	11/18/2020	M4161400104			10-0462-281-000-00-000-000-0000	110462-281	-32,868.79
*EFT01147	11/18/2020	M4161400105			10-0153-211-000-00-000-000-BCBS	110153BC	-25,918.50
*EFT01147	11/18/2020	M4161400106			Remit # 2 Check Date: 11/18/2020 Check Amount:		-5,922.76
Vendor: 137700 - DELTA DENTAL							
*EFT01147	11/18/2020	M4161400103			50-0462-211-000-00-000-000-0000	150462-211	0.00
*EFT01147	11/18/2020	M4161400104			10-0462-211-000-00-000-000-0000	110462-211	9,049.07
*EFT01147	11/18/2020	M4161400105			10-0480-211-000-00-000-000-CPAY	110480C	385,843.70
*EFT01147	11/18/2020	M4161400106			10-0462-281-000-00-000-000-0000	110462-281	32,868.79
Vendor: 137700 - DELTA DENTAL							
*EFT01147	11/18/2020	M4161400103			50-0462-211-000-00-000-000-0000	150462-211	25,918.50
*EFT01147	11/18/2020	M4161400104			10-0462-211-000-00-000-000-0000	110462-211	385,843.70
*EFT01147	11/18/2020	M4161400105			10-0480-211-000-00-000-000-CPAY	110480C	32,868.79
*EFT01147	11/18/2020	M4161400106			10-0462-281-000-00-000-000-0000	110462-281	25,918.50

* Denotes Non-Negotiable Transaction

P - Prenote

- Payable Transaction

d - Direct Deposit

c - Credit Card Payment

Fund Accounting Check Register

MUNICIPALITY OF GENERAL FUND - From 11/01/2020 To 11/30/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A. S. N.	Expended Amt
*EFT01147	11/18/2020	M4161400107			10-0153-211-000-00-000-000-BCBS	110153BC	5,922.76
Vendor: 188650 - LYCOMING COUNTY INSURANCE CONSORTIUM							
*EFT01148	11/25/2020	M4161400108		0001243438-IN	10-2514-810-000-00-000-000-0000	310917	459,602.82
Vendor: 140145 - DISCOVERY BENEFITS, INC.							
*EFT01149	11/25/2020	M4161400109		BE004175802C	10-0462-212-000-00-000-000-0000	110462-212	335.75
*EFT01149	11/25/2020	M4161400110		BE004175802C	50-0462-212-000-00-000-000-0000	150462-212	335.75
*EFT01149	11/25/2020	M4161400111		BE004175802C	10-0462-212-000-00-000-000-RTRE	110462-212R	8,002.31
Vendor: 137700 - DELTA DENTAL							
*EFT01151	11/27/2020	M4161400112		INV200597	10-1110-329-000-00-000-000-0000	310700-4	188.29
*EFT01151	11/27/2020	M4161400113		INV200597	10-1110-329-000-10-000-000-0000	310704-4	630.00
*EFT01151	11/27/2020	M4161400114		INV200597	10-1110-329-000-30-000-000-0000	310705-4	8,820.60
*EFT01151	11/27/2020	M4161400115		INV200597	10-1340-329-000-30-000-000-0000	312992-4	1,934.30
*EFT01151	11/27/2020	M4161400116		INV200597	10-1370-329-000-30-000-000-0000	312997-4	2,201.10
*EFT01151	11/27/2020	M4161400117		INV200597	10-1380-329-000-30-000-000-0000	312998-4	4,235.45
*EFT01151	11/27/2020	M4161400118		INV200597	10-1241-329-000-30-000-000-0000	340326-4	133.40
*EFT01151	11/27/2020	M4161400119		INV200597	10-1110-599-000-30-000-000-0000	310997-4	133.40
*EFT01151	11/27/2020	M4161400120		INV200598	50-3100-599-000-00-000-000-0000	350002-4	133.40
*EFT01151	11/27/2020	M4161400121		INV200599	10-2420-329-000-00-000-000-0000	360001-4	233.84
*EFT01151	11/27/2020	M4161400122		INV200600	10-2620-413-000-00-000-000-0000	310919-4	400.20
*EFT01151	11/27/2020	M4161400123		INV200601	10-2250-599-000-30-000-000-0000	311005-4	417.77
*EFT01151	11/27/2020	M4161400124		INV200601	10-1211-599-000-30-000-000-0000	340312-4	65.21
*EFT01151	11/27/2020	M4161400125		INV200601	10-1241-599-000-10-000-000-0000	340315-4	80.51
*EFT01151	11/27/2020	M4161400126		INV201558	10-1110-329-000-00-000-000-0000	310700-4	81.31
*EFT01151	11/27/2020	M4161400127		INV201558	10-1110-329-000-10-000-000-0000	310704-4	2,001.00
*EFT01151	11/27/2020	M4161400128		INV201558	10-1110-329-000-30-000-000-0000	310705-4	1,667.50
*EFT01151	11/27/2020	M4161400129		INV201558	10-1342-329-000-30-000-000-0000	312994-4	4,702.35
*EFT01151	11/27/2020	M4161400130		INV201558	10-1380-329-000-30-000-000-0000	312998-4	133.40
*EFT01151	11/27/2020	M4161400131		INV201558	10-1241-329-000-10-000-000-0000	340325-4	266.80
*EFT01151	11/27/2020	M4161400132		INV201558	10-1241-329-000-30-000-000-0000	340326-4	400.20
*EFT01151	11/27/2020	M4161400133		INV201558	10-1110-599-000-30-000-000-0000	310997-4	133.40
*EFT01151	11/27/2020	M4161400134		INV201559	10-2120-599-000-30-000-000-0000	310998-4	46.49
*EFT01151	11/27/2020	M4161400135		INV201559	10-2380-599-000-30-000-000-0000	311000-4	47.85
*EFT01151	11/27/2020	M4161400136		INV201560	50-3100-599-000-00-000-000-0000	350002-4	399.84
*EFT01151	11/27/2020	M4161400137		INV201561	10-2420-329-000-00-000-000-0000	360001-4	133.40

Fund Accounting Check Register

MUNICIPALITY - GENERAL FUND - From 11/01/2020 To 11/30/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A. S. N.	Expended Amt
*EFT01151	11/27/2020	M4161400138		INV201562	10-2620-413-000-00-000-000-0000	310919-4	357.10
*EFT01151	11/27/2020	M4161400139		INV201563	10-1110-599-000-30-000-000-0000	310997-4	80.51
*EFT01151	11/27/2020	M4161400140		INV201563	10-1241-599-000-30-000-000-0000	340316-4	163.30
*EFT01151	11/27/2020	M4161400141		INV202625	10-2380-599-000-10-000-000-0000	310999-4	47.63
*EFT01151	11/27/2020	M4161400142		INV202625	10-2380-599-000-30-000-000-0000	311000-4	85.96
*EFT01151	11/27/2020	M4161400143		INV202626	50-3100-599-000-00-000-000-0000	350002-4	231.57
*EFT01151	11/27/2020	M4161400144		INV202627	10-2420-329-000-00-000-000-0000	360001-4	133.40
*EFT01151	11/27/2020	M4161400145		INV202628	10-2620-413-000-00-000-000-0000	310919-4	468.11
*EFT01151	11/27/2020	M4161400146		INV202629	10-1110-599-000-30-000-000-0000	310997-4	33.79
*EFT01151	11/27/2020	M4161400147		INV202629	10-2250-599-000-30-000-000-0000	311005-4	88.90
*EFT01151	11/27/2020	M4161400148		INV202629	10-1211-599-000-30-000-000-0000	340312-4	125.42
*EFT01151	11/27/2020	M4161400149		INV202629	10-1241-599-000-30-000-000-0000	340316-4	42.53
Vendor: 231001 - Source4Teachers							Check Amount: 22,640.74

10-GENERAL FUND	532,086.16
50-FOOD SERVICE FUND	10,291.37
78-PAYROLL FUND	12,414.18
Grand Total Manual Checks :	554,791.71
Grand Total Regular Checks :	0.00
Grand Total Direct Deposits:	0.00
Grand Total Credit Card Payments:	0.00
Grand Total All Checks :	554,791.71

Fund Accounting Check Register

PLGIT GENERAL FUND - From 11/01/2020 To 11/30/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
00052360	11/25/2020	M4162600001	21000499	4071282	10-2220-438-000-30-020-023-000-0000	310250	-1,304.70
Vendor: 121413 - CDW GOVERNMENT					Remit # 2 Check Date: 11/24/2020	Check Amount:	-1,304.70
00052369	11/25/2020	M4162500001		1157015	10-2620-810-000-00-000-000-0000	311062	-65.00
Vendor: 129750 - COMMONWEALTH OF PENNSYLVANIA					Remit # 2 Check Date: 11/24/2020	Check Amount:	-65.00
10-GENERAL FUND							-1,369.70
Grand Total Manual Checks :							-1,369.70
Grand Total Regular Checks :							0.00
Grand Total Direct Deposits:							0.00
Grand Total Credit Card Payments:							0.00
Grand Total All Checks :							-1,369.70

Fund Accounting Check Register

PLGIT GENERAL FUND - From 07/28/2020 To 07/28/2020

fackrgc

Check# 00051813 Through Check# 00051813

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A. S. N.	Expended Amt
00051813	07/21/2020	C4114000016		1157015	10-2620-810-000-00-000-000-0000	311062	65.00
00051813	11/09/2020	M4157600001		1157015	10-2620-810-000-00-000-000-0000	311062	-65.00

Vendor: 129750 - COMMONWEALTH OF PENNSYLVANIA

Remit # 2 Check Date: 07/28/2020 Check Amount: 0.00

10-GENERAL FUND 0.00

Grand Total Manual Checks : -65.00
 Grand Total Regular Checks : 65.00
 Grand Total Direct Deposits: 0.00
 Grand Total Credit Card Payments: 0.00
 Grand Total All Checks : 0.00

Fund Accounting Check Register

PLGIT GENERAL FUND - From 10/01/2020 To 10/31/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
00052246	11/09/2020	M4157500001		94047	10-1500-610-986-00-000-000-0000		-960.00
Vendor: 186100 - LOCK HAVEN CATHOLIC SCHOOL							
00052258	11/09/2020	M4157400001			10-1430-581-000-000-000-0000 310771M		-217.35
Vendor: 201770 - TODD NAGY							
10-GENERAL FUND							
							-1,177.35
Grand Total Manual Checks :							-1,177.35
Grand Total Regular Checks :							0.00
Grand Total Direct Deposits:							0.00
Grand Total Credit Card Payments:							0.00
Grand Total All Checks :							-1,177.35

Fund Accounting Check Register

PLGIT PAYROLL - From 11/01/2020 To 11/30/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
10058946	11/20/2020	C4162300001			78-0479-000-000-000-000-023-0000	178479CD	868.59
Vendor:	101250	- AFSCME COUNCIL 13			Remit # 1	Check Date: 11/20/2020	Check Amount: 868.59
10058947	11/20/2020	C4162300002			78-0479-000-000-000-000-057-0000	178479125I	30,228.72
10058947	11/20/2020	C4162300003			78-0479-000-000-000-000-075-0000	178479VSIN	381.90
Vendor:	174325	- JSASD GENERAL FUND			Remit # 3	Check Date: 11/20/2020	Check Amount: 30,610.62
10058948	11/20/2020	C4162300004			78-0479-000-000-000-000-036-0000	178479JSEA	131.40
Vendor:	174953	- JSAEA, JULIE WAGNER			Check Date: 11/20/2020	Check Amount: 131.40	
10058949	11/20/2020	C4162300008			78-0479-000-000-000-000-067-0000	178479BDF	531.00
Vendor:	175050	- JERSEY SHORE AREA EDUCATION FOUNDATION			Check Date: 11/20/2020	Check Amount: 531.00	
10058950	11/20/2020	C4162300006			78-0479-000-000-000-000-042-0000	178479UF	76.00
Vendor:	188950	- LYCOMING UNITED WAY			Remit # 1	Check Date: 11/20/2020	Check Amount: 76.00
10058951	11/20/2020	C4162300005			78-0479-000-000-000-000-076-0000	178479LTD	2,512.46
Vendor:	189758	- MADISON NATIONAL LIFE INS. CO., INC.			Check Date: 11/20/2020	Check Amount: 2,512.46	
10058952	11/20/2020	C4162300007			78-0478-000-000-000-000-029-0000	178478LOC	21,801.91
Vendor:	200800	- MUNICIPAL & SCHOOL INCOME TAX			Remit # 1	Check Date: 11/20/2020	Check Amount: 21,801.91
78-PAYROLL FUND							
Grand Total Manual Checks :							0.00
Grand Total Regular Checks :							56,531.98
Grand Total Direct Deposits:							0.00
Grand Total Credit Card Payments:							0.00
Grand Total All Checks :							56,531.98

Fund Accounting Check Register

PLGIT PAYROLL - From 11/01/2020 To 11/30/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A. S. N.	Expended Amt
*EFT01119	11/03/2020	M4161400001			78-0478-000-00-000-000-031-0000	178478STAT	19,387.66
Vendor: 141960 - E-TIDES							
*EFT01122	11/04/2020	M4161400010			78-0479-000-00-000-000-058-0000	178479 125F	723.82
*EFT01122	11/04/2020	M4161400011			78-0479-000-00-000-000-059-0000	178479 125D	116.00
Vendor: 123600 - CBIZ							
*EFT01123	11/04/2020	M4161400012			78-0479-000-00-000-000-403-0000	178403	17,044.46
Vendor: 148003 - EPARS							
*EFT01127	11/09/2020	M4161400020			78-0478-000-00-000-000-028-0000	178478FED	17,044.46
*EFT01127	11/09/2020	M4161400021			78-0472-000-00-000-000-000-0000	178472	56,571.03
*EFT01127	11/09/2020	M4161400022			78-0472-000-00-000-000-000-0000	178472	78,361.08
Vendor: 141900 - EFTPS							
*EFT01128	11/09/2020	M4161400023			10-0471-000-00-000-000-000-0000	110471	18,326.38
*EFT01128	11/09/2020	M4161400024			78-0471-000-00-000-000-000-0000	178471	153,258.49
Vendor: 310900 - VOYA FINANCIAL							
*EFT01129	11/09/2020	M4161400025			78-0478-000-00-000-000-032-0000	178478UNEP	784.91
Vendor: 241700 - UC TAX							
*EFT01130	11/10/2020	M4161400026			78-0479-000-00-000-000-040-0000	178479PS	614.44
*EFT01130	11/10/2020	M4161400027			78-0471-000-00-000-000-000-0000	178471	1,399.35
Vendor: 216000 - PSERS							
*EFT01136	11/18/2020	M4161400079			78-0479-000-00-000-000-403-0000	178403	10,832.00
Vendor: 148003 - EPARS							
*EFT01137	11/18/2020	M4161400080			78-0479-000-00-000-000-058-0000	178479 125F	10,832.00
*EFT01137	11/18/2020	M4161400081			78-0479-000-00-000-000-059-0000	178479 125D	289.11
Vendor: 123600 - CBIZ							
*EFT01139	11/23/2020	M4161400083			10-0471-000-00-000-000-000-0000	110471	96,108.74
*EFT01139	11/23/2020	M4161400084			78-0471-000-00-000-000-000-0000	178471	96,397.85
Vendor: 310900 - VOYA FINANCIAL							
*EFT01140	11/23/2020	M4161400085			78-0478-000-00-000-000-028-0000	178478FED	17,044.46
*EFT01140	11/23/2020	M4161400086			78-0472-000-00-000-000-000-0000	178472	723.82
*EFT01140	11/23/2020	M4161400087			78-0472-000-00-000-000-000-0000	178472	116.00
Vendor: 141900 - EFTPS							
*EFT01141	11/25/2020	M4161400088			78-0478-000-00-000-000-031-0000	178478STAT	839.82
Vendor: 141960 - E-TIDES							
*EFT01141	11/25/2020	M4161400088			78-0478-000-00-000-000-031-0000	178478STAT	1,007.41
*EFT01141	11/25/2020	M4161400088			78-0478-000-00-000-000-031-0000	178478STAT	796.45
*EFT01141	11/25/2020	M4161400088			78-0478-000-00-000-000-031-0000	178478STAT	1,803.86
*EFT01141	11/25/2020	M4161400088			78-0478-000-00-000-000-031-0000	178478STAT	65,565.20
*EFT01141	11/25/2020	M4161400088			78-0478-000-00-000-000-031-0000	178478STAT	86,388.56
*EFT01141	11/25/2020	M4161400088			78-0478-000-00-000-000-031-0000	178478STAT	20,203.78
*EFT01141	11/25/2020	M4161400088			78-0478-000-00-000-000-031-0000	178478STAT	172,157.54
*EFT01141	11/25/2020	M4161400088			78-0478-000-00-000-000-031-0000	178478STAT	21,391.74
Vendor: 141960 - E-TIDES							
*EFT01141	11/25/2020	M4161400088			78-0478-000-00-000-000-031-0000	178478STAT	21,391.74

Fund Accounting Check Register

PLGIT PAYROLL - From 11/01/2020 To 11/30/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
					10-GENERAL FUND		1,792.32
					78-PAYROLL FUND		510,604.73
					Grand Total Manual Checks :		512,397.05
					Grand Total Regular Checks :		0.00
					Grand Total Direct Deposits:		0.00
					Grand Total Credit Card Payments:		0.00
					Grand Total All Checks :		512,397.05

**Jersey Shore Area School District
Monthly Interfund Cash Transfers
November, 2020**

<u>Date</u>	<u>Amount</u>	<u>Reason</u>
General Fund Transfers:		
11/12/20	\$ 50,000.00	To Food Service - Due to/Due from
11/5/20	632,162.93	Gross Payroll
11/5/20	46,800.23	FICA Employer Share
11/18/20	697,507.75	Gross Payroll
11/18/20	51,757.88	FICA Employer Share
Total:	<u>\$ 1,478,228.79</u>	
Food Service Fund Transfers:		
11/13/20	\$ 50,000.00	To General Fund - Due to/Due from
11/5/20	20,437.96	Gross Payroll
11/5/20	1,543.68	FICA Employer Share
11/18/20	20,271.78	Gross Payroll
11/18/20	1,538.56	FICA Employer Share
Total:	<u>\$ 93,791.98</u>	
Ramsey Fund Transfers:		
11/24/20	\$ 13,050.00	To Accounts Payable Fund - Due to/Due from
Total:	<u>\$ 13,050.00</u>	
Sechrist Fund Transfers:		
11/24/20	\$ 14,200.00	To Accounts Payable Fund - Due to/Due from
Total:	<u>\$ 14,200.00</u>	

Fund Accounting Check Register

PLGIT ACTIVITY FUND - From 12/01/2020 To 12/31/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A. S. N.	Expended Amt
00005715	12/10/2020	C4168000001		REFUND	80-0496-000-000-000-000-0000	180496	120.97
00005715	12/10/2020	C4168000002		REFUND	80-0496-000-000-000-000-0000	180496	107.86
Vendor: 125100 - LYNNANN CHARNEGO							
00005716	12/10/2020	C4168000003		316337	Remit # 2 Check Date: 12/10/2020	Check Amount:	228.83
Vendor: 175910 - JIFFY MARKET & DELI							
00005717	12/10/2020	C4168000004		REFUND	80-0496-000-000-000-000-0000	180496	328.50
Vendor: 189700 - STEPHANIE MACHMER							
00005718	12/10/2020	C4168000005		244146	Remit # 1 Check Date: 12/10/2020	Check Amount:	274.78
Vendor: 210170 - PA FBLA							
00005719	12/10/2020	C4168000006		244146	Remit # 3 Check Date: 12/10/2020	Check Amount:	12.00
Vendor: 213100 - PIZZA 2 GO							
00005720	12/10/2020	C4168000007		14531	80-0496-000-000-000-000-0000	Check Amount:	600.38
Vendor: 239650 - TIADAGHTON EMBROIDERY							
00005721	12/10/2020	C4168000008		REFUND	80-0496-000-000-000-000-0000	180496	109.50
Vendor: 403179 - MARY ANN BRIGGS							
					Check Date: 12/10/2020	Check Amount:	20.02
80-ACTIVITY FUND							
							1,574.01
Grand Total Manual Checks : 0.00							
							1,574.01
Grand Total Regular Checks :							
							0.00
Grand Total Direct Deposits:							
							0.00
Grand Total Credit Card Payments:							
							1,574.01
Grand Total All Checks :							

Fund Accounting Check Register

PLGIT ATHLETIC FUND - From 12/01/2020 To 12/31/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A. S. N.	Expended Amt
000013571	12/11/2020	C4168500005		BASKETBALL GIRLS	10-3250-390-000-000-000-BSKG	390BSKG	73.00
Vendor:	125825	- THOMAS CILLO			Check Date: 12/11/2020	Check Amount:	73.00
000013572	12/11/2020	C4168500004		BASKETBALL GIRLS	10-3250-390-000-000-000-BSKG	390BSKG	68.00
Vendor:	133540	- KEITH CREMER			Check Date: 12/11/2020	Check Amount:	68.00
000013573	12/11/2020	C4168500008		BASKETBALL GIRLS	10-3250-390-000-000-000-BSKG	390BSKG	73.00
Vendor:	156424	- PATRICK GITSCHLAG			Check Date: 12/11/2020	Check Amount:	73.00
000013574	12/11/2020	C4168500002		BASKETBALL GIRLS	10-3250-390-000-000-000-BSKG	390BSKG	68.00
000013574	12/11/2020	C4168500003		BASKETBALL GIRLS	10-3250-390-000-000-000-BSKG	390BSKG	68.00
000013574	12/11/2020	C4168500007		BASKETBALL GIRLS	10-3250-390-000-000-000-BSKG	390BSKG	73.00
Vendor:	176085	- ALBERT JONES			Check Date: 12/11/2020	Check Amount:	209.00
000013575	12/11/2020	C4168500009		BASKETBALL GIRLS	10-3250-390-000-000-000-BSKG	390BSKG	73.00
Vendor:	225575	- WILLIAM SCOTT			Check Date: 12/11/2020	Check Amount:	73.00
000013576	12/11/2020	C4168500001		BASKETBALL GIRLS	10-3250-390-000-000-000-BSKG	390BSKG	68.00
Vendor:	240800	- DAN TROXELL			Check Date: 12/11/2020	Check Amount:	68.00
000013577	12/11/2020	C4168500006		BASKETBALL GIRLS	10-3250-390-000-000-000-BSKG	390BSKG	73.00
Vendor:	251975	- DWIGHT WOODLEY			Check Date: 12/11/2020	Check Amount:	73.00
000013578	12/17/2020	C4171400002		73365	10-3250-610-000-000-000-0000	329044	6.99
Vendor:	121100	- BUTTORFFS HARDWARE			Remit # 1 Check Date: 12/18/2020	Check Amount:	6.99
000013579	12/17/2020	C4171400001	21000159	IN192993321	10-3250-610-000-000-000-0000	329044	34.48
Vendor:	193750	- MEDCO SUPPLY COMPANY			Remit # 3 Check Date: 12/18/2020	Check Amount:	34.48
000013580	12/17/2020	L4171300001	21000155	56492	10-3250-610-009-000-000-0000-CHER		1,119.00
Vendor:	232110	- SPORTSMAN'S RECONDITIONING, INC.			Remit # 2 Check Date: 12/18/2020	Check Amount:	1,119.00
000013581	12/17/2020	C4171400003		19051	10-3250-513-000-000-000-000-SOCB	513SOCB	349.79
000013581	12/17/2020	C4171400004		19052	10-3250-513-000-000-000-FTBL	513FTBL	135.86
000013581	12/17/2020	C4171400005		19053	10-3250-513-000-000-000-FTBL	513FTBL	579.19
000013581	12/17/2020	C4171400006		19054	10-3250-513-000-000-000-FTBL	513FTBL	138.30
000013581	12/17/2020	C4171400007		19055	10-3250-513-000-000-000-FTBL	513FTBL	141.56
000013581	12/17/2020	C4171400008		19056	10-3250-513-000-000-000-FTBL	513FTBL	858.99
000013581	12/17/2020	C4171400009		19057	10-3250-513-000-000-000-FTBL	513FTBL	138.30
000013581	12/17/2020	C4171400010		19058	10-3250-513-000-000-000-FTBL	513FTBL	131.79
000013581	12/17/2020	C4171400011		19059	10-3250-513-000-000-000-FTBL	513FTBL	1,399.10
Vendor:	235850	- SUSQUEHANNA TRAILWAYS COMPANY			Remit # 1 Check Date: 12/18/2020	Check Amount:	3,872.88
000013582	12/17/2020	C4171400012		151094	10-3250-549-009-000-000-0000	329133	171.00
000013582	12/17/2020	C4171400013		150970	10-3250-549-009-000-000-0000	329133	114.00

* Denotes Non-Negotiable Transaction

- Payable Transaction P - Prenote d - Direct Deposit C - Credit Card Payment

Fund Accounting Check Register

PLGIT ATHLETIC FUND - From 12/01/2020 To 12/31/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A. S. N.	Expended Amt
Vendor: 246770 - WEB WEEKLY							
00013583	12/17/2020	C4171400014		831	10-3250-513-000-00-000-000-BSKG	513BSKG	285.00
00013583	12/17/2020	C4171400015		832	10-3250-513-000-00-000-000-SOCB	513SOCB	325.42
Vendor: 250840 - WINDECKER ENTERPRISES, INC.							
00013584	12/21/2020	L4172400001	21000535	T10-0004331	10-3250-610-000-00-000-000-SWIM	610SWIM	104.13
Vendor: 300448 - D&J SPORTS OF LEWISBURG							
							429.55
							925.00
							925.00

10-GENERAL FUND 7,309.90

Grand Total Manual Checks : 0.00
 Grand Total Regular Checks : 7,309.90
 Grand Total Direct Deposits: 0.00
 Grand Total Credit Card Payments: 0.00
 Grand Total All Checks : 7,309.90

Fund Accounting Check Register

PLGIT CAPITAL RESERV - From 12/01/2020 To 12/31/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A. S. N.	Expended Amt
000000133	12/11/2020	L4169000001	21000432	309021	32-4600-762-000-00-795-000-000-0000	332795	12,113.77
Vendor: 108510 - AUTOMATED LOGIC CONTRACTING SERVICES Remit # 1 Check Date: 12/11/2020 Check Amount: 12,113.77							
32-CAPITAL RES FUND (2932)							12,113.77
Grand Total Manual Checks :							0.00
Grand Total Regular Checks :							12,113.77
Grand Total Direct Deposits:							0.00
Grand Total Credit Card Payments:							0.00
Grand Total All Checks :							12,113.77

Fund Accounting Check Register

PLGIT CAFETERIA FUND - From 12/01/2020 To 12/31/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A. S. N.	Expended Amt
00004775	12/10/2020	C4167800001		55745	50-3100-430-000-000-000-0000	350012	73.58
00004775	12/10/2020	C4167800002		55748	50-3100-430-000-000-000-0000	350012	394.82
Vendor: 134950 - D R CUPP					Remit # 1 Check Date: 12/10/2020	Check Amount:	468.40
00004776	12/10/2020	C4167800003		279158	50-3100-430-000-000-000-0000	350012	477.19
Vendor: 177015 - K & D Factory Service, Inc.					Remit # 1 Check Date: 12/10/2020	Check Amount:	477.19
00004777	12/10/2020	C4167800009		DONATION	50-0480-000-000-000-481-000-0000	150480NK	23.38
Vendor: 203997 - NEW LOVE CENTER					Check Date: 12/10/2020	Check Amount:	23.38
00004778	12/10/2020	C4167800004		GRADEN KILPATRIK	50-0480-000-000-000-482-000-0000	150480R	48.25
00004778	12/10/2020	C4167800005		LILLIAN KILPATRK	50-0480-000-000-000-482-000-0000	150480R	37.65
Vendor: 403167 - TIFFANY KILPATRICK					Check Date: 12/10/2020	Check Amount:	85.90
00004779	12/10/2020	C4167800007		MAKAYLA SHOLDER	50-0480-000-000-000-482-000-0000	150480R	46.94
00004779	12/10/2020	C4167800008		ISABELLA SHOLDER	50-0480-000-000-000-482-000-0000	150480R	26.85
Vendor: 403182 - BETH SHOLDER					Check Date: 12/10/2020	Check Amount:	73.79
00004780	12/10/2020	C4167800006		PAIGE LUPOLD	50-0480-000-000-000-482-000-0000	150480R	8.85
Vendor: 403183 - HEATHER LUPOLD					Check Date: 12/10/2020	Check Amount:	8.85
50-FOOD SERVICE FUND							1,137.51
Grand Total Manual Checks :							0.00
Grand Total Regular Checks :							1,137.51
Grand Total Direct Deposits:							0.00
Grand Total Credit Card Payments:							0.00
Grand Total All Checks :							1,137.51

Fund Accounting Check Register

MUNICIPALITY - FOOD SERVICE - From 12/01/2020 To 12/31/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A. S. N.	Expended Amt
*EFT01168	12/10/2020	M4169400086		NOVEMBER 2020	50-3100-571-000-00-000-000-0000	350571	33,133.79
*EFT01168	12/10/2020	M4169400087		NOVEMBER 2020	50-3100-572-000-00-000-000-0000	350572	11,075.00
*EFT01168	12/10/2020	M4169400088		NOVEMBER 2020	50-3100-572-000-00-000-000-0000	350572	-85.25

Vendor: 205950 - NUTRITION, INC.

Check Date: 12/10/2020 Check Amount: 44,123.54

50-FOOD SERVICE FUND 44,123.54

Grand Total Manual Checks : 44,123.54
 Grand Total Regular Checks : 0.00
 Grand Total Direct Deposits: 0.00
 Grand Total Credit Card Payments: 0.00
 Grand Total All Checks : 44,123.54

Fund Accounting Check Register

GENERAL FUND - FNB - From 12/01/2020 To 12/31/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A. S. N.	Expended Amt
*EFT01179	12/15/2020	M4169400192			10-2330-335-000-00-000-000-0000-0000	233335	378.24

Vendor: 150455 - FNB BANK NA

Check Date: 12/15/2020

Check Amount: 378.24

10-GENERAL FUND 378.24

Grand Total Manual Checks : 378.24

Grand Total Regular Checks : 0.00

Grand Total Direct Deposits: 0.00

Grand Total Credit Card Payments: 0.00

Grand Total All Checks : 378.24

Fund Accounting Check Register

PLGIT GENERAL FUND - From 12/01/2020 To 12/31/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A. S. N.	Expended Amt
00052490	12/03/2020	C4164800001		570398-7972	10-2620-531-000-00-000-000-0000	311510	38.11
00052490	12/03/2020	C4164800002		570398-8200	10-2620-531-000-00-070-000-000-0000	311756	298.65
00052490	12/03/2020	C4164800003		570398-8200	10-2620-531-000-30-010-000-000-0000	310134	248.87
00052490	12/03/2020	C4164800004		570398-8200	10-2620-531-000-30-020-000-000-0000	310227	199.09
00052490	12/03/2020	C4164800005		570398-8200	10-2620-531-000-10-040-000-000-0000	310422	149.32
00052490	12/03/2020	C4164800006		570398-8200	10-2620-531-000-10-060-000-000-0000	310620	49.77
00052490	12/03/2020	C4164800007		570398-8200	10-2620-531-000-10-030-000-000-0000	310317	49.77
00052490	12/03/2020	C4164800008		570753-8179	10-2620-531-000-10-030-000-000-0000	310317	37.05
00052490	12/03/2020	C4164800009		570398-0365	10-2620-531-000-00-070-000-000-0000	311756	37.05
Vendor: 193200 - MCI COMM SERVICE							
00052491	12/04/2020	C4165900001		2000997.00	10-2620-424-000-30-010-000-000-0000	310132	59.17
Vendor: 175800 - JERSEY SHORE AREA JOINT WATER AUTHORITY							
00052492	12/11/2020	C4168300007		UNIFORMS	10-2620-610-000-00-000-000-000-0000	310939	139.95
Vendor: 129937 - KEITH CONFAIR							
00052493	12/11/2020	C4168300001		075768	10-2620-411-000-00-070-000-000-0000	311303	139.95
00052493	12/11/2020	C4168300002		075768	10-2620-411-000-30-010-000-000-0000	310129	437.90
00052493	12/11/2020	C4168300003		075768	10-2620-411-000-30-020-000-000-0000	310223	1,908.78
00052493	12/11/2020	C4168300004		075768	10-2620-411-000-10-040-000-000-0000	310417	792.54
00052493	12/11/2020	C4168300005		075768	10-2620-411-000-10-060-000-000-0000	310638	1,342.14
00052493	12/11/2020	C4168300006		075768	10-2620-411-000-10-030-000-000-0000	310311	225.90
Vendor: 161775 - FRED HAMM INC							
00052494	12/11/2020	C4168300008		087475-00	10-2620-424-000-10-030-000-000-0000	310315	227.16
Vendor: 212700 - PINE CREEK MUNICIPAL AUTHORITY							
00052495	12/15/2020	C4170200001		BALLFIELD FENCE	10-2620-430-000-00-000-000-000-1111		4,934.42
Vendor: 227983 - SHOEMAKER FENCING							
00052609	12/22/2020	C4172900001		2779	10-2360-810-000-00-000-000-0000	310848	194.44
Vendor: 207618 - PASA							
00052609	12/22/2020	C4172900001		2779	10-2360-810-000-00-000-000-0000	310848	1,217.00
Vendor: 207618 - PASA							
00052609	12/22/2020	C4172900001		2779	10-2360-810-000-00-000-000-0000	310848	1,570.00
10-GENERAL FUND							9,222.66
Grand Total Manual Checks :							0.00
Grand Total Regular Checks :							9,222.66
Grand Total Direct Deposits:							0.00

Fund Accounting Check Register

PLGIT GENERAL FUND - From 12/01/2020 To 12/31/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
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Grand Total Credit Card Payments: 0.00

Grand Total All Checks : 9,222.66

Fund Accounting Check Register

PLGIT GENERAL FUND - From 12/21/2020 To 12/21/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A. S. N.	Expended Amt
00052496	12/16/2020	C4171200019		131944	10-2620-610-000-10-060-000-000-0000	310622	24.50
Vendor: 101300 - AGWAY							
00052497	12/16/2020	C4171200020		20202021-05	Remit # 1 Check Date: 12/21/2020	Check Amount:	24.50
00052497	12/18/2020	C4171600002		20202021-01	10-1807-899-217-10-000-021-000-0000	340056-21	11,500.00
Vendor: 103450 - ALL THINGS BRIGHT & BEAUTIFUL							
00052498	12/16/2020	L4170900001	21000525	AE02789897	10-2220-756-169-00-000-000-000-0000		2,940.00
00052498	12/16/2020	L4170900002	21000525	AE02009158	10-2220-756-169-00-000-000-000-0000		749.25
Vendor: 106550 - APPLE COMPUTER INC							
00052499	12/16/2020	C4171200018		68314	Remit # 1 Check Date: 12/21/2020	Check Amount:	3,689.25
Vendor: 107700 - ASSOCIATED CONTROLS INC							
00052500	12/16/2020	L4170900003	21000515	2012-083544	10-1380-610-000-30-010-025-000-0000	312978	692.75
00052500	12/16/2020	C4171200021	21000133	2012-084299	10-2620-610-000-10-030-000-000-0000	310319	22.05
00052500	12/16/2020	C4171200022	21000133	2012-084335	10-2620-610-000-10-030-000-000-0000	310319	4.99
00052500	12/16/2020	C4171200023	21000133	2012-083642	10-2620-610-000-10-030-000-000-0000	310319	102.45
00052500	12/16/2020	C4171200024	21000133	2011-082592	10-2620-610-000-10-030-000-000-0000	310319	23.08
00052500	12/16/2020	C4171200025	21000133	2012-084707	10-2620-610-000-10-030-000-000-0000	310319	23.83
00052500	12/16/2020	C4171200026	21000133	2011-082659	10-2620-610-000-10-030-000-000-0000	310319	15.35
00052500	12/16/2020	C4171200027	21000133	2012-083317	10-2620-610-000-30-020-000-000-0000	310228	37.01
00052500	12/16/2020	C4171200028	21000133	2012-083372	10-2620-610-000-30-020-000-000-0000	310228	23.89
Vendor: 108815 - BLUETARP FINANCIAL, INC.							
00052501	12/16/2020	L4170900004	21000193	78169	Remit # 2 Check Date: 12/21/2020	Check Amount:	945.40
Vendor: 109035 - BE PUBLISHING							
00052502	12/18/2020	C4171600003		BT1721497	Check Date: 12/21/2020	Check Amount:	4,312.00
Vendor: 109400 - BAKER TILLY VIRCHOW KRAUSE, LLP							
00052503	12/16/2020	C4171200030		R81475	Remit # 1 Check Date: 12/21/2020	Check Amount:	17,140.00
Vendor: 113220 - BEST LINE EQUIPMENT							
00052504	12/18/2020	C4171600001		2100748	Remit # 2 Check Date: 12/21/2020	Check Amount:	354.25
00052504	12/18/2020	C4171600004		2100748	10-2220-538-000-00-000-023-000-0000	311079	1,678.40
00052504	12/18/2020	C4171600005		2100835	10-1290-340-000-00-000-000-000-0000	313068	7,450.00
00052504	12/18/2020	C4171600006		2100835	10-2271-580-000-30-010-000-000-0000	313736C	1,228.56
00052504	12/18/2020	C4171600007		2100835	10-2271-580-000-30-020-000-000-0000	313737C	614.29
00052504	12/18/2020	C4171600008		2100835	10-2271-580-000-10-040-000-000-0000	313734C	104.43
00052504	12/18/2020	C4171600009		2100835	10-2271-580-000-10-030-000-000-0000	313733C	101.36
00052504	12/18/2020	C4171600010		2100819	10-2271-580-000-10-060-000-000-0000	313649C	101.36
00052504	12/18/2020	C4171600010		2100819	10-2271-580-000-30-020-000-000-0000	313737C	100.00

* Denotes Non-Negotiable Transaction

- Payable Transaction P - Prenote d - Direct Deposit C - Credit Card Payment

Fund Accounting Check Register

PLGIT GENERAL FUND - From 12/21/2020 To 12/21/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A. S. N.	Expended Amt
00052504	12/18/2020	C4171600011		2100819	10-2271-580-000-30-010-000-000-0000	313736C	100.00
00052504	12/18/2020	C4171600012		2100819	10-2271-580-000-10-030-000-000-0000	313733C	50.00
00052504	12/18/2020	C4171900015		2100851	10-2271-580-000-30-020-000-000-0000	313737C	80.00
00052504	12/18/2020	C4171900016		2100851	10-2271-580-000-10-030-000-000-0000	313733C	80.00
00052504	12/18/2020	C4171900017		2100801	10-1110-322-000-30-000-000-000-VLNC	313650	169,805.40
Vendor: 115900 - BLAST INTERMEDIATE UNIT 17							
00052505	12/16/2020	L4170900005	21000267	73520	10-1380-610-000-30-010-025-000-0000	312978	43.20
00052505	12/16/2020	L4170900006	21000270	73263	10-1380-610-000-30-010-025-000-0000	312978	108.27
00052505	12/16/2020	C4171200033	21000134	73364	10-2620-610-000-00-000-000-000-0000	310939	39.15
00052505	12/16/2020	C4171200034	21000134	73362	10-2620-610-000-30-010-000-000-0000	310135	55.33
00052505	12/16/2020	C4171200035	21000134	73361	10-2620-610-000-30-020-000-000-0000	310228	44.49
00052505	12/16/2020	C4171200036	21000134	73359	10-2620-610-000-10-040-000-000-0000	310424	42.00
00052505	12/16/2020	C4171200037	21000134	73360	10-2620-610-000-10-060-000-000-0000	310622	47.57
00052505	12/16/2020	C4171200038	21000134	73358	10-2620-610-000-10-030-000-000-0000	310319	24.41
Vendor: 121100 - BUTTORFFS HARDWARE							
00052506	12/16/2020	L4170900009	21000496	4179591	10-1380-756-192-30-010-025-000-0000		15,000.00
00052506	12/16/2020	L4170900010	21000496	4179591	10-1380-756-987-30-010-025-000-ICTY		6,243.04
00052506	12/16/2020	L4170900011	21000496	4179591	10-1380-756-169-30-010-025-000-0000		1,114.40
00052506	12/16/2020	L4170900012	21000524	5199043	10-2220-766-987-00-000-000-000-ICTY		5,463.00
Vendor: 121413 - CDW-GOVERNMENT							
00052507	12/16/2020	L4170900007	21000387	N/A	10-1211-752-522-00-110-021-000-0000	343752-21	1,613.70
Vendor: 121750 - CABINET SURPLUS							
00052508	12/16/2020	L4170900008	21000530	CS-393014	10-1390-610-000-30-010-025-000-0000	310755	75.00
Vendor: 122597 - CAREERSAFE							
00052509	12/16/2020	C4171200039		2100000483	10-1140-322-000-10-000-000-000-0000		75.00
Vendor: 124705 - CENTRAL INTERMEDIATE UNIT #10							
00052510	12/16/2020	L4170900013	21000435	12144141	10-1380-640-000-30-010-025-000-0000	312979	619.00
Vendor: 124810 - NCS PEARSON, INC.							
00052511	12/16/2020	C4171200041	21000136	INV59858	10-2620-610-000-30-010-000-000-0000	310135	17.80
Vendor: 127200 - CLARKSON CHEMICAL CO INC							
00052512	12/16/2020	C4171200042		1100	10-2620-430-000-30-010-000-000-0000	310133	450.00
Vendor: 128220 - CLINTON GLASS/JB CONTRACTING LLC							
00052513	12/16/2020	C4171200016		JANUARY 2021	10-0462-213-000-00-000-000-000-0000	110462-213	1,154.98
00052513	12/16/2020	C4171200017		JANUARY 2021	50-0462-213-000-00-000-000-000-0000	150462-213	16.10

* Denotes Non-Negotiable Transaction

- Payable Transaction P - Prenote d - Direct Deposit C - Credit Card Payment

Fund Accounting Check Register

PLGIT GENERAL FUND - From 12/21/2020 To 12/21/2020

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Vendor: 128250 - CM REGENT LLC							
00052514	12/16/2020	L4170900045	21000514	3463741379	Remit # 1 10-2540-610-000-000-000-0000	Check Amount: 310897	1,171.08
00052514	12/16/2020	L4170900046	21000526	3463741379	10-1110-610-000-30-020-000-0000	310203	25.20
00052514	12/16/2020	L4170900047	21000520	3463741380	10-5800-610-000-00-000-000-SUSP	999999	4.50
00052514	12/16/2020	L4170900048	21000522	3463741381	10-2310-610-000-00-000-000-0000	311028	183.20
00052514	12/16/2020	L4170900049	21000503	3462207941	10-2260-610-000-00-000-000-0000	311964	47.93
00052514	12/16/2020	L4170900050	21000503	3462207941	10-2360-610-000-00-000-000-0000	310846	28.24
00052514	12/16/2020	L4170900051	21000503	3462207941	10-2530-610-000-00-000-000-0000	311786	4.89
00052514	12/16/2020	L4170900052	21000503	3462207941	10-2590-610-000-00-000-000-0000	310914	10.61
00052514	12/16/2020	L4170900053	21000503	3462207941	10-2620-610-000-00-070-000-0000	311758	34.71
00052514	12/16/2020	L4170900054	21000503	3462207941	10-2711-610-000-00-000-000-0000	311038	36.33
00052514	12/18/2020	L4171700001	21000522	3464089706	10-2310-610-000-00-000-000-0000	311028	10.61
Vendor: 130830 - STAPLES							
00052515	12/16/2020	C4171200062		01-70164	Remit # 2 10-2620-430-000-00-070-000-0000	Check Amount: 311757	91.99
Vendor: 140600 - DOTTERER EQUIPMENT							
00052516	12/16/2020	C4171200004		8933510	10-2620-430-000-00-070-000-0000	311757	73.59
00052516	12/16/2020	C4171200005		8933510	50-3100-460-000-00-000-000-0000	350013	73.59
00052516	12/18/2020	C4171600015		8749061	10-2620-430-000-30-010-000-0000	310133	70.00
Vendor: 141881 - J.C. EHRlich CO., INC.							
00052517	12/16/2020	L4170900014	21000373	394753	Remit # 1 10-1380-610-000-30-010-025-0000	Check Amount: 312978	381.00
00052517	12/16/2020	L4170900015	21000373	5425-394506	10-1380-610-000-30-010-025-000-0000	312978	-35.73
Vendor: 143250 - ECONOMY AUTO PARTS INC							
00052518	12/16/2020	L4170900016	21000502	H230611	Remit # 1 10-2620-610-000-30-010-000-0000	Check Amount: 310135	467.92
Vendor: 147025 - ELERY W. NAU, INC.							
00052519	12/16/2020	C4171200063		114-8488440	10-2190-610-190-30-020-000-0000	343916	432.19
Vendor: 147990 - HALEY ENDERS							
00052520	12/16/2020	L4170900017	21000464	PAWIL349083	10-1380-610-000-30-010-025-000-0000	312978	3,159.60
00052520	12/16/2020	L4170900018	21000465	PAWIL349105	10-1380-610-000-30-010-025-000-0000	312978	86.93
Vendor: 148700 - FASTENAL COMPANY							
00052521	12/16/2020	C4171200043		S042021256.002	Remit # 1 10-1380-430-000-30-010-025-000-0000	Check Amount: 310969	86.93
00052521	12/16/2020	C4171200044		S042072372.004	10-1380-430-000-30-010-025-000-0000	310969	204.90
00052521	12/16/2020	C4171200045		S042042489.001	10-1380-430-000-30-010-025-000-0000	310969	155.86
00052521	12/16/2020	C4171200046		S042072372.006	10-1380-610-170-30-000-000-0000		360.76
00052521	12/16/2020	C4171200047		S042072372.002	10-1380-610-170-30-000-000-0000		525.47

* Denotes Non-Negotiable Transaction

P - Prenote

- Payable Transaction

d - Direct Deposit

c - Credit Card Payment

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00052521	12/16/2020	C4171200048		S042072372.003	10-1380-610-170-30-000-000-0000		1,008.63
00052521	12/16/2020	C4171200049		S042107355.001	10-1380-610-170-30-000-000-0000		246.54
00052521	12/16/2020	C4171200050		S042107355.002	10-1380-610-170-30-000-000-0000		246.54
00052521	12/16/2020	C4171200051		S072072372.001	10-1380-610-170-30-000-000-0000		1,299.58
00052521	12/16/2020	C4171200052		S042181375.001	10-1380-610-170-30-000-000-0000		2,145.51
00052521	12/16/2020	C4171200053		S042021256.001	10-1380-610-170-30-000-000-0000		924.62
00052521	12/16/2020	C4171200054		S042072372.005	10-1380-610-170-30-000-000-0000		25.44
00052521	12/16/2020	C4171200055	21000138	S042425127.002	10-2620-610-000-30-010-000-0000	310135	68.85
00052521	12/16/2020	C4171200056	21000138	S042477083.001	10-2620-610-000-30-010-000-0000	310135	1,800.00
00052521	12/16/2020	C4171200057	21000138	S042516024.001	10-2620-610-000-10-040-000-0000	310424	24.51
00052521	12/16/2020	C4171200058	21000138	S042484461.001	10-2620-610-000-30-010-000-0000	310135	172.60
00052521	12/16/2020	C4171200059	21000138	S042497531.001	10-2620-610-000-30-010-000-0000	310135	-36.33
00052521	12/16/2020	C4171200060	21000138	S042477083.002	10-2620-610-000-30-010-000-0000	310135	10.00
Vendor: 153250 - COOPER ELECTRIC COMPANY							
00052522	12/16/2020	C4171200064	21000139	9735365745	10-2620-610-000-30-010-000-0000	310135	9,114.92
00052522	12/16/2020	C4171200065	21000139	9733262977	10-2620-610-000-30-010-000-0000	310135	252.00
00052522	12/16/2020	C4171200066	21000139	9720704114	10-2620-610-000-30-010-000-0000	310135	139.00
00052522	12/16/2020	C4171200067	21000139	9720702175	10-2620-610-000-30-010-000-0000	310135	89.50
00052522	12/16/2020	C4171200068	21000139	9722474823	10-2660-610-000-00-000-000-0000	340692	30.00
00052522	12/16/2020	C4171200069	21000139	9725576251	10-2620-610-000-30-010-000-0000	310135	178.78
00052522	12/18/2020	C4171900001		9738619312	10-2620-610-000-30-020-000-0000	310228	143.75
Vendor: 158000 - GRAINGER							
00052523	12/16/2020	L4170900019	21000466	M15860	10-1110-610-000-30-010-000-0000	310102	534.00
Vendor: 170200 - IASCO/TESCO							
00052524	12/16/2020	C4171200070		S2221359.001	10-2620-610-000-30-010-000-0000	310135	1,367.03
Vendor: 171500 - INDUSTRIAL PIPING SYSTEMS INC							
00052525	12/18/2020	C4171600016		MN00014994	10-2330-330-000-00-000-000-0000	311810	333.65
Vendor: 171600 - INFOCON CORPORATION							
00052526	12/16/2020	C4171200071		MILEAGE	10-2380-581-000-10-030-000-0000	310323M	333.65
00052526	12/16/2020	C4171200072		MILEAGE	10-2380-581-000-10-060-000-0000	310612M	73.41
00052526	12/16/2020	C4171200073		MILEAGE	10-2380-581-000-10-060-000-0000	310612M	73.41
00052526	12/16/2020	C4171200074		MILEAGE	10-2380-581-000-10-030-000-0000	310323M	200.00
Vendor: 173950 - JON S JEAN							
00052527	12/18/2020	C4171600017		HEATHER BROWN	10-2340-860-000-00-000-000-0000	343943	200.00
Vendor: 173950 - JON S JEAN							
00052527	12/18/2020	C4171600017		HEATHER BROWN	10-2340-860-000-00-000-000-0000	343943	200.00
Vendor: 173950 - JON S JEAN							
00052527	12/18/2020	C4171600017		HEATHER BROWN	10-2340-860-000-00-000-000-0000	343943	200.00

* Denotes Non-Negotiable Transaction

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Vendor: 00052528	12/18/2020	175058 - JERSEY SHORE EDUCATION FOUNDATION			10-2620-430-000-10-060-000-0000	310619	50.00
				4225A			157.00
Vendor: 00052529	12/16/2020	175800 - JERSEY SHORE AREA JOINT WATER AUTHORITY			Remit # 1	Check Amount:	157.00
					10-2620-430-000-10-040-000-0000	310421	1,022.40
				22015899	10-2620-330-000-10-030-000-0000	340573	7,430.00
				1-99939829702			
Vendor: 00052530	12/18/2020	176000 - JOHNSON CONTROLS			Remit # 2	Check Amount:	8,452.40
				21400	10-1442-323-000-30-000-000-0000	311703	4,134.00
				21650	10-1442-323-000-30-000-000-0000	311703	3,432.00
Vendor: 00052531	12/18/2020	176600 - JUSTICEWORKS YOUTHCARE INC			Check Date:	Check Amount:	7,566.00
				112020120	10-2514-810-000-00-000-000-0000	310917	40.00
Vendor: 00052532	12/18/2020	177151 - KADES-MARGOLIS CORPORATION			Remit # 2	Check Amount:	40.00
				MILEAGE	10-2380-581-000-30-010-000-0000	310151M	103.50
Vendor: 00052533	12/16/2020	177880 - STEVEN KEEN			Remit # 1	Check Amount:	103.50
				309537	10-1110-610-000-30-010-000-0000	310102	26.70
Vendor: 00052534	12/16/2020	178700 - KELVIN EDUCATIONAL			Check Date:	Check Amount:	26.70
				248	10-2620-430-000-30-010-000-0000	310133	6,120.00
Vendor: 00052535	12/16/2020	179325 - DWIGHT A. DAUBERMAN			Check Date:	Check Amount:	6,120.00
				212231	10-2271-580-000-00-000-000-0000	313739C	145.00
Vendor: 00052536	12/16/2020	185650 - LINCOLN INTERMEDIATE UNIT #12			Remit # 1	Check Amount:	145.00
				970255-FYLKBJ	10-1380-610-000-30-010-025-000-0000	312978	296.90
Vendor: 00052537	12/16/2020	187420 - LOWE'S			Remit # 1	Check Amount:	296.90
				988258-FXWRNZ	10-1110-610-000-30-010-000-0000	310102	101.31
Vendor: 00052538	12/18/2020	187420 - LOWE'S			Remit # 1	Check Amount:	101.31
				3828	10-2120-330-000-00-000-000-0000	313791	5,000.00
Vendor: 00052539	12/18/2020	188275 - LYCOMING-CLINTON MHIDEI			Remit # 1	Check Amount:	5,000.00
				230229	10-2620-430-000-00-000-000-0000	310932	2,899.00
Vendor: 00052540	12/16/2020	189335 - MSDSONLINE, INC./VELOCITYEHS			Remit # 1	Check Amount:	2,899.00
				94047	10-1500-610-986-00-000-000-0000		960.00
				94285	10-1500-610-986-00-000-000-0000		963.00
Vendor: 00052541	12/16/2020	189340 - M & J SUPPLY COMPANY			Check Date:	Check Amount:	1,923.00
				REFUND/LUNCHES	10-1211-610-000-30-010-000-0000	360502	29.68
Vendor: 00052542	12/21/2020	189700 - STEPHANIE MACHMER			Remit # 1	Check Amount:	29.68
				13430915	10-2350-330-000-00-000-000-0000	310835	3,090.90

* Denotes Non-Negotiable Transaction

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Vendor: 191493 - MARSHALL, DENNEHEY, WARNER, COLEMAN & GOGGIN							
00052543	12/16/2020	L4170900023	21000487	115519394001	10-1211-640-000-30-020-000-0000	360510	51.06
00052543	12/16/2020	L4170900024	21000487	115489793001	10-1211-640-000-30-020-000-0000	360510	123.74
00052543	12/16/2020	L4170900025	21000391	115466756001	10-1110-640-000-30-010-000-0000	310103	1,430.35
00052543	12/16/2020	L4170900026	21000239	114458747001	10-1110-640-000-30-010-000-0000	310103	3,345.41
00052543	12/18/2020	C4171900003	21000487	115532612001	10-1211-640-000-30-020-000-0000	360510	13.92
00052543	12/18/2020	C4171900004	21000487	115519009001	10-1211-640-000-30-020-000-0000	360510	12.03
Vendor: 192851 - THE MCGRAW-HILL SCHOOL EDUCATION HOLDINGS, LLC							
00052544	12/16/2020	C4171200079	21000141	2299126	10-2620-610-000-30-020-000-0000	310228	24.02
Vendor: 194200 - MEIER SUPPLY CO., INC							
00052545	12/16/2020	C4171200032		MILEAGE	10-1110-581-000-00-000-000-0000	310740M	19.55
Vendor: 196280 - ANDREA BOWERS							
00052546	12/16/2020	L4170900027	21000209	401383	10-1110-610-000-30-020-000-0000	310203	19.55
Vendor: 198400 - MONARCH WATCH							
00052547	12/16/2020	C4171200001		REFUND/MEMBERSHP	10-2440-810-000-00-000-000-0000	360356	30.00
Vendor: 200085 - JUDY MORLOCK							
00052548	12/16/2020	L4170900028	21000475	MA10109	10-3210-610-000-30-020-000-0000	310233	130.00
Vendor: 201230 - IN TUNE PARTNERS							
00052549	12/16/2020	C4171200080		MILEAGE	10-1430-581-000-00-000-000-0000	310771M	359.00
Vendor: 201770 - TODD NAGY							
00052550	12/16/2020	C4171200101	21000264	083599	10-2620-610-000-00-000-000-0000	310939	182.85
00052550	12/16/2020	C4171200102	21000264	031445	10-2620-610-000-00-000-000-0000	310939	182.85
00052550	12/16/2020	C4171200103	21000264	032143	10-2620-610-000-00-000-000-0000	310939	48.99
00052550	12/16/2020	C4171200104	21000264	032250	10-2620-610-000-00-000-000-0000	310939	-18.00
00052550	12/16/2020	C4171200105	21000264	032928	10-2620-610-000-00-000-000-0000	310939	68.38
00052550	12/16/2020	C4171200106	21000264	033932	10-2620-610-000-00-000-000-0000	310939	97.11
00052550	12/16/2020	C4171200107	21000264	8282020	10-2620-610-000-00-000-000-0000	310939	8.83
00052550	12/18/2020	C4171600029	21000171	035423	10-2620-610-000-00-000-000-0000	310939	7.32
Vendor: 201785 - TONER AUTO PARTS, INC.							
00052551	12/16/2020	L4170900029	21000188	963958	10-1110-610-000-30-010-000-0000	310102	-90.94
Vendor: 201800 - NASCO							
00052552	12/16/2020	C4171200081	21000054	855740	10-5800-610-000-00-000-000-SUSP	999999	4.57
							3,090.90

* Denotes Non-Negotiable Transaction

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00052552	12/16/2020	C4171200082	21000047	856842	10-5800-610-000-000-000-SUSP	999999	19.34
00052552	12/16/2020	C4171200083	21000041	856843	10-5800-610-000-000-000-SUSP	999999	32.12
Vendor: 201801 - NASCO							
00052553	12/16/2020	L4170900030	21000010	6493	Remit # 1 Check Date: 12/21/2020	Check Amount:	491.62
00052553	12/16/2020	L4170900031	21000479	7629	10-5800-610-000-000-000-SUSP	999999	451.20
00052553	12/16/2020	L4170900031	21000479	7629	10-5800-610-000-000-000-SUSP	999999	94.20
Vendor: 201961 - NATIONAL ART & SCHOOL SUPPLIES							
00052554	12/16/2020	L4170900032	21000395	2307	Remit # 1 Check Date: 12/21/2020	Check Amount:	545.40
00052554	12/16/2020	L4170900032	21000395	2307	10-2620-610-000-000-000-0000	311758	46.56
00052554	12/16/2020	L4170900033	21000395	2307	10-2620-610-000-10-030-000-0000	310319	143.70
00052554	12/16/2020	L4170900034	21000395	2307	10-2620-610-000-10-040-000-0000	310424	745.98
00052554	12/16/2020	L4170900035	21000395	2307	10-2620-610-000-30-010-000-0000	310135	194.40
00052554	12/16/2020	L4170900036	21000395	2307	10-2620-610-000-30-020-000-0000	310228	370.44
00052554	12/16/2020	C4171200084		2341	10-2620-610-000-000-000-0000	310939	14.22
Vendor: 204905 - NIAGARA FILTRATION							
00052555	12/16/2020	C4171200007		2030271244	Check Date: 12/21/2020	Check Amount:	1,515.30
00052555	12/16/2020	C4171200085		2030268489	10-2620-340-000-30-010-000-0000	310178	50.00
00052555	12/16/2020	C4171200086		2030269658	10-2620-340-000-30-010-000-0000	310178	50.00
00052555	12/16/2020	C4171200087		2030270169	10-2620-340-000-10-060-000-0000	310626	88.00
00052555	12/16/2020	C4171200088		2030270484	10-2620-340-000-30-010-000-0000	310178	50.00
Vendor: 207800 - PACE ANALYTICAL SERVICES, LLC							
00052556	12/16/2020	L4170900038	21000405	12074777	Remit # 1 Check Date: 12/21/2020	Check Amount:	288.00
00052557	12/16/2020	C4171200089		0000885980	10-2140-610-000-000-000-0000	311619	582.75
Vendor: 209563 - NCS PEARSON, INC							
00052557	12/16/2020	C4171200089		0000885980	Remit # 1 Check Date: 12/21/2020	Check Amount:	582.75
00052558	12/16/2020	C4171200015		JANUARY 2021	10-2620-610-000-000-000-0000	310939	10.50
Vendor: 210850 - PA ONE CALL SYSTEM INC							
00052558	12/16/2020	C4171200015		JANUARY 2021	Remit # 1 Check Date: 12/21/2020	Check Amount:	10.50
00052559	12/16/2020	L4170900039	21000490	1875316-00	10-0462-214-000-000-000-0000	110462-214	532.63
Vendor: 210900 - CM-REGENT, LLC							
00052559	12/16/2020	L4170900039	21000490	1875316-00	Remit # 1 Check Date: 12/21/2020	Check Amount:	532.63
Vendor: 211800 - PERMA-BOUND							
00052560	12/18/2020	C4171900014		ADDRESS SRVCS	Check Date: 12/21/2020	Check Amount:	2,420.70
00052560	12/22/2020	M4172800001		ADDRESS SRVCS	10-2540-532-000-000-000-0000	340721	9.16
Vendor: 213653 - POSITMASTER							
00052561	12/18/2020	C4171900022		033181	Check Date: 12/21/2020	Check Amount:	0.00
00052562	12/16/2020	C4171200013		JANUARY 2021	10-2620-430-000-000-070-000-0000	311757	268.00
Vendor: 214300 - PREMIUM TOOL CO INC							
00052562	12/16/2020	C4171200014		JANUARY 2021	Check Date: 12/21/2020	Check Amount:	268.00
00052562	12/16/2020	C4171200014		JANUARY 2021	10-0462-215-000-000-000-0000	110462-215	526.40
00052562	12/16/2020	C4171200014		JANUARY 2021	10-0480-215-000-000-000-000-CPAY	110480V	463.50

* Denotes Non-Negotiable Transaction

Fund Accounting Check Register

PLGIT GENERAL FUND - From 12/21/2020 To 12/21/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A. S. N.	Expended Amt
Vendor: 215990 - PSEA HEALTH AND WELFARE FUND							
00052563	12/18/2020	C4171600023		58564	10-1233-322-000-30-000-000-0000	340724	989.90
Vendor: 216350 - PYRAMID HEALTHCARE, INC.							
00052564	12/16/2020	L4170900040	21000480	S1422598.001	Remit # 1 Check Date: 12/21/2020	Check Amount:	526.50
Vendor: 216376 - PYRAMID SCHOOL PRODUCTS							
00052565	12/18/2020	C4171900023		UNIFORMS	Remit # 1 Check Date: 12/21/2020	Check Amount:	54.75
Vendor: 218100 - RICHARD REESE							
00052566	12/16/2020	L4170900041	21000280	508203	Remit # 1 Check Date: 12/21/2020	Check Amount:	43.94
Vendor: 218320 - REINHART FOOD SERVICE							
00052567	12/16/2020	L4170900043	21000492	308103687404	Remit # 1 Check Date: 12/21/2020	Check Amount:	654.71
Vendor: 223350 - SCHOOL SPECIALTY							
00052568	12/16/2020	L4170900042	21000103	M6996032	Remit # 2 Check Date: 12/21/2020	Check Amount:	654.71
Vendor: 224300 - SCHOLASTIC INC.							
00052569	12/16/2020	L4170900044	21000038	208126576222	Remit # 1 Check Date: 12/21/2020	Check Amount:	321.64
Vendor: 225101 - SCHOOL SPECIALTY							
00052570	12/16/2020	C4171200092		MILEAGE	Remit # 2 Check Date: 12/21/2020	Check Amount:	321.64
Vendor: 227125 - VINCENT SHEARER							
00052571	12/16/2020	C4171200093		2017 GMC	Remit # 1 Check Date: 12/21/2020	Check Amount:	229.08
Vendor: 228275 - SHOW CASE BODY SHOP							
00052572	12/18/2020	C4171600024		27132	Check Date: 12/21/2020	Check Amount:	55.32
Vendor: 227125 - VINCENT SHEARER							
00052572	12/18/2020	C4171600025		27132	Remit # 2 Check Date: 12/21/2020	Check Amount:	55.32
Vendor: 232860 - R. C. STAHLNECKER CO.							
00052573	12/16/2020	C4171200094		DECEMBER 2020	Remit # 1 Check Date: 12/21/2020	Check Amount:	138.00
Vendor: 235050 - SUN-GAZETTE COMPANY							
00052573	12/16/2020	C4171200095		DECEMBER 2020	Remit # 2 Check Date: 12/21/2020	Check Amount:	138.00
Vendor: 234835 - SUGAR VALLEY RURAL CHARTER SCHOOL							
00052573	12/18/2020	C4171900024		JANUARY 2021	Remit # 1 Check Date: 12/21/2020	Check Amount:	40.28
Vendor: 235050 - SUN-GAZETTE COMPANY							
00052573	12/18/2020	C4171900026		JANUARY 2021	Check Date: 12/21/2020	Check Amount:	40.28
Vendor: 235050 - SUN-GAZETTE COMPANY							
00052574	12/18/2020	C4171600028		652045	Remit # 1 Check Date: 12/21/2020	Check Amount:	40.28
Vendor: 235050 - SUN-GAZETTE COMPANY							
00052575	12/16/2020	C4171200096		DECEMBER 2020	Remit # 2 Check Date: 12/21/2020	Check Amount:	40.28
Vendor: 235050 - SUN-GAZETTE COMPANY							
00052575	12/16/2020	C4171200097		DECEMBER 2020	Remit # 1 Check Date: 12/21/2020	Check Amount:	40.28
Vendor: 235050 - SUN-GAZETTE COMPANY							
00052575	12/16/2020	C4171200098		BUS 262	Remit # 2 Check Date: 12/21/2020	Check Amount:	40.28

* Denotes Non-Negotiable Transaction

- Payable Transaction P - Prenote d - Direct Deposit C - Credit Card Payment

Fund Accounting Check Register

PLGIT GENERAL FUND - From 12/21/2020 To 12/21/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A. S. N.	Expended Amt
00052575	12/16/2020	C4171200099		BUS 2140	10-2730-390-000-000-000-0000	343942	933.00
00052575	12/16/2020	C4171200100		19050	10-1110-513-000-30-010-000-0000	310160	383.20
Vendor: 235850 - SUSQUEHANNA TRAILWAYS COMPANY							
00052576	12/18/2020	L4171700002	21000246	104918	Remit # 1 Check Date: 12/21/2020	Check Amount:	66,077.00
Vendor: 236699 - T.L.C. FUELS INC.							
00052577	12/16/2020	C4171200040		TITLE IV REFUND	10-2120-610-431-30-020-021-000-0000	343785-MS	1,581.75
Vendor: 239500 - JODIE CHAPPEL							
00052578	12/16/2020	C4171200029		MILEAGE	10-2140-581-000-000-000-0000	311618M	236.73
Vendor: 239580 - TERI BAUMAN							
00052579	12/16/2020	C4171200002		202013	10-2620-430-000-10-060-000-0000	310619	78.78
Vendor: 239665 - TIADAGHTON VALLEY MUNICIPAL AUTHORITY							
00052580	12/16/2020	C4171200008		NOVEMBER 2020	10-2660-390-000-000-000-0000	340308	1,528.62
Vendor: 239675 - TIADAGHTON VALLEY REGIONAL POLICE DEPT							
00052581	12/16/2020	L4170900055	21000402	17418	10-1110-610-432-00-000-021-000-0000	343911-21	4,583.40
Vendor: 240600 - TRI-STATE TRAINING & SAFETY							
00052582	12/18/2020	C4171900002		27334	10-2620-424-000-00-070-000-000-0000	311911	6,345.00
Vendor: 241300 - TULPEHOCKEN MOUNTAIN SPRING WATER, INC.							
00052583	12/16/2020	C4171200112		DECEMBER 2020	10-2540-532-000-00-000-000-0000	340721	83.60
Vendor: 242305 - U S POSTAL SERVICE							
00052584	12/18/2020	C4171600013		083330-1	10-1442-329-000-30-000-000-000-MDWS	340032-MDWS	2,000.00
00052584	12/18/2020	C4171600014		079489-2	10-1442-329-000-30-000-000-000-MDWS	340032-MDWS	536.00
Vendor: 242385 - UNIVERSAL COMMUNITY BEHAVIORAL HEALTH, INC.							
00052585	12/16/2020	C4171200012		JSNV20	10-1211-340-169-00-000-021-000-UODD		1,040.00
Vendor: 243306 - UPBEAT OUTREACH							
00052586	12/16/2020	C4171200108		SEPTEMBER 2020	10-1260-330-000-10-000-000-0000	340165	1,576.00
00052586	12/16/2020	C4171200109		SEPTEMBER 2020	10-1260-330-000-30-000-000-0000	340166	75.00
00052586	12/16/2020	C4171200110		OCTOBER 2020	10-1260-330-000-10-000-000-0000	340165	75.00
00052586	12/16/2020	C4171200111		OCTOBER 2020	10-1260-330-000-30-000-000-0000	340166	1,088.96
00052586	12/16/2020	C4171200122		NOVEMBER 2020	10-1260-330-000-10-000-000-0000	340165	760.54
00052586	12/16/2020	C4171200123		NOVEMBER 2020	10-1260-330-000-30-000-000-0000	340166	808.42
Vendor: 243307 - UPMC							
00052587	12/18/2020	C4171600030		20-7114	10-1110-430-000-30-020-000-0000	310201	510.58
					Check Date: 12/21/2020	Check Amount:	558.17
					Check Date: 12/21/2020	Check Amount:	426.83
					Check Date: 12/21/2020	Check Amount:	4,153.50
					Check Date: 12/21/2020	Check Amount:	500.00

Fund Accounting Check Register

PLGIT GENERAL FUND - From 12/21/2020 To 12/21/2020

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Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A. S. N.	Expended Amt
00052587	12/18/2020	C4171600031		20-7114	10-1110-430-000-30-010-000-000-0000	310100	1,000.00
Vendor: 244625 - W. E. L. INSTRUMENT COMPANY							
00052588	12/16/2020	L4170900056	21000290	113756	10-1342-610-000-30-010-025-000-0000	312938	1,500.00
00052588	12/16/2020	L4170900057	21000290	109977	10-1342-610-000-30-010-025-000-0000	312938	10.00
00052588	12/16/2020	L4170900058	21000279	113436	10-1340-610-000-30-010-025-000-0000	312918	11.96
00052588	12/18/2020	L4171700003	21000275	109171	10-1211-610-000-30-010-000-000-0000	360502	160.66
Vendor: 247350 - WEIS MARKETS, INC.							
00052589	12/16/2020	L4170900059	21000461	84877/84893	10-1380-610-000-30-010-025-000-0000	312978	119.49
00052589	12/16/2020	C4171200006		32534	10-2620-610-000-30-010-000-000-0000	310135	302.11
00052589	12/16/2020	C4171200113		JERSHOSCH2011	10-2620-610-000-00-000-000-000-0000	310939	1,184.65
00052589	12/16/2020	C4171200114		JERSHOSCH2011	10-2620-610-000-30-010-000-000-0000	310135	167.50
00052589	12/16/2020	C4171200115		JERSHOSCH2011	10-1380-610-000-30-010-025-000-0000	312978	85.00
Vendor: 247500 - WELD TEC SERVICE & SALES							
00052590	12/16/2020	C4171200009		DECEMBER 2020	10-2720-513-000-00-000-000-000-0000	310954	76.50
00052590	12/16/2020	C4171200010		DECEMBER 2020	10-2750-513-000-00-000-000-000-0000	311192	323.00
00052590	12/16/2020	C4171200011		DECEMBER 2020	10-0153-000-000-00-000-000-000-WNDK	110153W	1,836.65
00052590	12/18/2020	C4171600032		833	10-1211-513-000-30-010-000-000-0000	310184	87,939.43
00052590	12/18/2020	C4171600033		834	10-1110-513-432-00-000-021-000-0000	343940-21	9,512.79
00052590	12/18/2020	C4171600034		835	10-2730-390-000-00-000-000-000-0000	343942	-115.50
00052590	12/18/2020	C4171600035		836	10-2730-390-000-00-000-000-000-0000	343942	137.52
00052590	12/18/2020	C4171600036		837	10-1804-390-217-10-000-021-000-0000	343937-21	4,875.00
00052590	12/18/2020	C4171600037		837	10-1804-513-217-10-000-021-000-0000	340055-21	2,023.42
00052590	12/18/2020	C4171600038		838	10-2720-513-000-00-000-000-000-0000	310954	1,430.82
00052590	12/18/2020	C4171600039		839	10-2720-513-000-00-000-000-000-0000	310954	900.00
00052590	12/18/2020	C4171600040		841	10-2720-513-000-00-000-000-000-0000	310954	3,600.00
Vendor: 250840 - WINDECKER ENTERPRISES, INC.							
00052591	12/18/2020	C4171900025		011969493	10-2120-442-000-30-010-000-000-0000	310766	1,513.96
Vendor: 253200 - XEROX CORPORATION							
00052592	12/16/2020	C4171200116		2359701	10-1110-442-000-30-010-000-000-0000	312110	270.35
00052592	12/18/2020	C4171600042		2379949	10-2540-442-000-00-000-000-000-0000	311024	1,057.20
00052592	12/18/2020	C4171600043		2379949	10-1110-442-000-30-010-000-000-0000	312110	113,144.99
00052592	12/18/2020	C4171600044		2379949	10-1110-442-000-30-020-000-000-0000	310242	187.77
00052592	12/18/2020	C4171600045		2379949	10-1110-442-000-10-040-000-000-0000	310402	187.77
00052592	12/18/2020	C4171600046		2379949	10-1110-442-000-10-030-000-000-0000	310302	187.77

* Denotes Non-Negotiable Transaction

- Payable Transaction P - Prenote d - Direct Deposit C - Credit Card Payment

Fund Accounting Check Register

PLGIT GENERAL FUND - From 12/21/2020 To 12/21/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A. S. N.	Expended Amt
00052592	12/18/2020	C4171600047		2379949	10-1110-442-000-10-060-000-000-0000	310602	300.52
Vendor: 253210 - XEROX FINANCIAL SERVICES							
00052593	12/16/2020	C4171200117		16610	10-1807-899-217-10-000-021-000-0000	340056-21	4,301.85
00052593	12/18/2020	C4171600041		18848	10-1807-899-987-10-000-021-000-0000	PREK	11,500.00
Vendor: 254430 - YOUR GUARDIAN ANGEL PRESCHOOL PRE-K							
COUNTS							
00052594	12/16/2020	L4170900037	21000516	390539	10-1380-610-000-30-010-025-000-0000	312978	402.50
Vendor: 300810 - PAXTON PATTERSON							
00052595	12/16/2020	C4171200090		MILEAGE	10-2620-581-000-00-000-000-000-0000	310938M	4.60
00052595	12/16/2020	C4171200091		MILEAGE	10-2130-581-000-00-000-000-000-0000	310792M	27.83
Vendor: 400939 - KEVIN RICHARDS							
00052596	12/16/2020	C4171200118		REFUND	10-6111-000-000-00-000-000-000-0000	210000	32.43
Vendor: 402494 - LERETA TAX LLC							
00052597	12/16/2020	C4171200119		REFUND	10-6111-000-000-00-000-000-000-0000	210000	16.77
Vendor: 402605 - JEFFREY MOORE							
00052598	12/18/2020	C4171900005		REFUND	10-6111-000-000-00-000-000-000-0000	210000	104.39
Vendor: 403172 - RICHARD HARTZEL							
00052599	12/18/2020	C4171900006		REFUND	10-6111-000-000-00-000-000-000-0000	210000	104.39
Vendor: 403177 - STEPHEN OBERG							
00052600	12/16/2020	C4171200120		REFUND	10-6111-000-000-00-000-000-000-0000	210000	126.25
Vendor: 403180 - SPIKO, INC.							
00052601	12/16/2020	C4171200121		REFUND	10-6111-000-000-00-000-000-000-0000	210000	126.25
Vendor: 403181 - EDWARD C LEISENRING							
00052602	12/18/2020	C4171900007		REFUND	10-6111-000-000-00-000-000-000-0000	210000	126.25
Vendor: 403184 - WILLIAM BOSCH							
00052603	12/18/2020	C4171900008		REFUND	10-6111-000-000-00-000-000-000-0000	210000	126.25
Vendor: 403185 - NOAH DIEHL							
00052604	12/18/2020	C4171900009		REFUND	10-6111-000-000-00-000-000-000-0000	210000	126.25
Vendor: 403186 - NANCY GOWER							
00052605	12/18/2020	C4171900010		REFUND	10-6111-000-000-00-000-000-000-0000	210000	126.25
Vendor: 403187 - RALPH TRAUTMAN							
00052606	12/18/2020	C4171900011		REFUND	10-6111-000-000-00-000-000-000-0000	210000	126.25
Vendor: 403188 - RICHARD SNYDER							
00052607	12/18/2020	C4171900012		REFUND	10-6111-000-000-00-000-000-000-0000	210000	126.25

* Denotes Non-Negotiable Transaction

P - Prenote

- Payable Transaction

d - Direct Deposit

c - Credit Card Payment

Fund Accounting Check Register

PLGIT GENERAL FUND - From 12/21/2020 To 12/21/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A. S. N.	Expended Amt
Vendor: 403189 - ROBERT STROUSE 00052608 12/18/2020 C4171900013							
				REFUND	10-6111-000-00-000-000-0000-0000	210000	780.04
Vendor: 403190 - JOSEPH YORKS							
					10-GENERAL FUND		6.38
					50-FOOD SERVICE FUND		6.38
Grand Total Manual Checks : -9.16 Grand Total Regular Checks : 788,271.52 Grand Total Direct Deposits: 0.00 Grand Total Credit Card Payments: 0.00 Grand Total All Checks : 788,262.36							

Fund Accounting Check Register

MUNICIPALITY - GENERAL FUND - From 12/01/2020 To 12/31/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A. S. N.	Expended Amt
*EFT01155	12/04/2020	M4169400005			78-0479-000-000-000-046-0000	178479DR	1,013.64
Vendor: 148125 - EXPERTPAY							
*EFT01156	12/04/2020	M4169400006			78-0479-000-000-000-069-0000	178479 HSA	6,743.45
Vendor: 140145 - DISCOVERY BENEFITS, INC.							
*EFT01159	12/08/2020	M4169400012		BE004185011C	10-0462-212-000-000-000-0000	110462-212	6,743.45
*EFT01159	12/08/2020	M4169400013		BE004185011C	50-0462-212-000-000-000-0000	150462-212	5,488.35
*EFT01159	12/08/2020	M4169400014		BE004185011C	10-0462-212-000-000-000-RTRE	110462-212R	129.65
Vendor: 137700 - DELTA DENTAL							
*EFT01160	12/08/2020	M4169400015		BE004185011A	10-0462-212-000-000-000-0000	110462-212	52.00
*EFT01160	12/08/2020	M4169400016		BE004185011A	50-0462-212-000-000-000-0000	150462-212	1,016.00
*EFT01160	12/08/2020	M4169400017		BE004185011A	10-5800-212-000-000-000-RTRE	310985R	24.00
Vendor: 137700 - DELTA DENTAL							
*EFT01161	12/08/2020	M4169400018			10-0462-211-000-000-000-0000	110462-211	104.00
*EFT01161	12/08/2020	M4169400019			10-0480-211-000-000-000-CPAY	110480C	385,843.70
*EFT01161	12/08/2020	M4169400020			10-0462-281-000-000-000-0000	110462-281	32,868.79
*EFT01161	12/08/2020	M4169400021			10-0153-211-000-000-000-BCBS	110153BC	25,918.50
*EFT01161	12/08/2020	M4169400022					-2,948.39
Vendor: 188650 - LYCOMING COUNTY INSURANCE CONSORTIUM							
*EFT01162	12/08/2020	M4169400023		9867889464	10-2620-531-000-000-070-000-0000	311756	450,731.67
*EFT01162	12/08/2020	M4169400024		9867889464	10-2620-531-000-30-010-000-0000	310134	1,291.26
*EFT01162	12/08/2020	M4169400025		9867889464	10-2620-531-000-30-020-000-0000	310227	286.98
*EFT01162	12/08/2020	M4169400026		9867889464	10-2620-531-000-10-040-000-0000	310422	375.28
*EFT01162	12/08/2020	M4169400027		9867889464	10-2620-531-000-10-060-000-0000	310620	326.99
*EFT01162	12/08/2020	M4169400028		9867889464	10-2620-531-000-10-030-000-0000	310317	97.62
*EFT01162	12/08/2020	M4169400029		9867889464	10-3250-531-009-00-000-000-0000	329137	149.35
*EFT01162	12/08/2020	M4169400030		9867889464	10-2130-531-000-00-000-000-0000	311264	196.50
*EFT01162	12/08/2020	M4169400031		9867889464	10-1290-531-000-00-000-000-0000	340061	91.75
*EFT01162	12/08/2020	M4169400032		9867889464	10-2220-650-431-00-000-021-000-0000	340696-21	51.74
Vendor: 243975 - VERIZON WIRELESS							
*EFT01163	12/08/2020	M4169400033		70350338	10-2540-442-000-00-000-000-0000	311024	400.24
Vendor: 135828 - DE LAGE LANDEN FINANCIAL SERVICES, INC.							
*EFT01164	12/08/2020	M4169400034		34774-31005	10-2620-422-000-30-010-000-0000	310131	3,267.71
*EFT01164	12/08/2020	M4169400035		05120-58007	10-2620-422-000-10-030-000-0000	310313	927.00
Vendor: 135828 - DE LAGE LANDEN FINANCIAL SERVICES, INC.							
							927.00

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

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Fund Accounting Check Register

MUNICIPALITY - GENERAL FUND - From 12/01/2020 To 12/31/2020

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Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A. S. N.	Expended Amt
*EFT01164	12/08/2020	M4169400036		36950-58017	10-2620-422-000-30-010-000-000-0000	310131	40.80
*EFT01164	12/08/2020	M4169400037		76757-04003	10-2620-422-000-10-060-000-000-0000	310616	28.90
*EFT01164	12/08/2020	M4169400038		39560-57009	10-2620-422-000-10-060-000-000-0000	310616	1,881.78
*EFT01164	12/08/2020	M4169400039		39160-57007	10-2620-422-000-10-060-000-000-0000	310616	134.22
*EFT01164	12/08/2020	M4169400040		38150-58008	10-2620-422-000-30-010-000-000-0000	310131	7,926.89
Vendor: 210800 - PPL ELECTRIC UTILITIES							
*EFT01165	12/08/2020	M4169400041	21000396	4374946859763	10-1110-610-432-00-000-021-000-0000	343911-21	11,891.03
*EFT01165	12/08/2020	M4169400042	21000377	863366363858	10-1380-610-000-30-010-025-000-0000	312978	81.12
*EFT01165	12/08/2020	M4169400043	21000448	938868974639	10-1270-610-000-00-000-000-000-0000	340572	332.37
*EFT01165	12/08/2020	M4169400044	21000459	945576575884	10-2620-610-000-30-020-000-000-0000	310228	20.94
*EFT01165	12/08/2020	M4169400045	21000446	473734365988	10-2660-610-000-00-000-000-000-0000	340692	92.93
*EFT01165	12/08/2020	M4169400046	21000377	557497989464	10-1380-610-000-30-010-025-000-0000	312978	42.45
*EFT01165	12/08/2020	M4169400047	21000462	799597674353	10-1380-610-000-30-010-025-000-0000	312978	67.85
*EFT01165	12/08/2020	M4169400048	21000462	445363973476	10-3210-610-000-30-020-000-000-0000	310233	414.02
*EFT01165	12/08/2020	M4169400049	21000460	888657557898	10-3210-610-000-30-020-000-000-0000	310233	498.99
*EFT01165	12/08/2020	M4169400050	21000447	4554798884859	10-2540-610-000-00-000-000-000-0000	310897	127.90
*EFT01165	12/08/2020	M4169400051	21000462	674768364687	50-3100-610-000-00-000-000-000-0000	350015	44.95
*EFT01165	12/08/2020	M4169400052	21000377	949497468579	10-3210-610-000-30-020-000-000-0000	310233	459.95
*EFT01165	12/08/2020	M4169400053	21000377	835499479659	10-1380-610-000-30-010-025-000-0000	312978	337.42
*EFT01165	12/08/2020	M4169400054	21000482	468978974774	10-1380-610-000-30-010-025-000-0000	312978	187.95
*EFT01165	12/08/2020	M4169400055	21000471	643334438559	10-1241-610-000-30-020-000-000-0000	312978	123.93
*EFT01165	12/08/2020	M4169400056	21000485	994589955859	10-1380-610-000-30-010-025-000-0000	312978	22.50
*EFT01165	12/08/2020	M4169400057	21000471	775445856774	10-1110-610-432-00-000-021-000-0000	343911-21	524.00
*EFT01165	12/08/2020	M4169400058	21000481	673999659394	10-1380-610-000-30-010-025-000-0000	312978	49.91
*EFT01165	12/08/2020	M4169400059	21000469	495948646944	10-5800-610-000-00-000-000-000-SUSP	999999	43.96
*EFT01165	12/08/2020	M4169400060	21000489	566886958334	10-3210-610-000-30-020-000-000-0000	310233	43.84
*EFT01165	12/08/2020	M4169400061	21000485	43.4363787756	10-3210-610-000-30-020-000-000-0000	310233	119.95
*EFT01165	12/08/2020	M4169400062	21000501	996436633646	10-1110-610-432-00-000-021-000-0000	343911-21	27.28
*EFT01165	12/08/2020	M4169400063	21000471	843544978948	10-2540-610-000-00-000-000-000-0000	310897	249.75
*EFT01165	12/08/2020	M4169400064	21000335	759678338985	10-1380-610-000-30-010-025-000-0000	312978	257.89
*EFT01165	12/08/2020	M4169400065	21000482	454499433358	10-1110-610-000-10-040-000-000-0000	310405	250.12
*EFT01165	12/08/2020	M4169400066		F934200NC000LF36	10-1241-610-000-30-020-000-000-0000	310405	160.34
Vendor: 104200 - SYNCHRONY BANK/AMAZON							
*EFT01166	12/08/2020	M4169400067		570398-0365	10-0153-000-000-00-000-000-0000	110153	-25.00
Remit # 2 Check Date: 12/08/2020 Check Amount:							4,557.31
10-2620-531-000-00-070-000-000-0000							311756

* Denotes Non-Negotiable Transaction

P - Prenote

- Payable Transaction

d - Direct Deposit

c - Credit Card Payment

Fund Accounting Check Register

MUNICIPALITY - GENERAL FUND - From 12/01/2020 To 12/31/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A. S. N.	Expended Amt
*EFT01166	12/08/2020	M4169400068		71653618	10-2620-531-000-00-070-000-000-0000	311756	288.09
*EFT01166	12/08/2020	M4169400069		71653618	10-2620-531-000-00-010-000-000-0000	310134	240.08
*EFT01166	12/08/2020	M4169400070		71653618	10-2620-531-000-00-030-020-000-0000	310227	192.06
*EFT01166	12/08/2020	M4169400071		71653618	10-2620-531-000-00-040-000-000-0000	310422	144.05
*EFT01166	12/08/2020	M4169400072		71653618	10-2620-531-000-00-060-000-000-0000	310620	48.02
*EFT01166	12/08/2020	M4169400073		71653618	10-2620-531-000-00-030-000-000-0000	310317	48.02
*EFT01166	12/08/2020	M4169400074		570398-5058	10-2620-531-000-00-070-000-000-0000	311756	848.20
*EFT01166	12/08/2020	M4169400075		570-398-5560	10-2620-531-000-00-070-000-000-0000	311756	703.38
*EFT01166	12/08/2020	M4169400076		570-398-5560	10-2620-531-000-00-010-000-000-0000	310134	586.15
*EFT01166	12/08/2020	M4169400077		570-398-5560	10-2620-531-000-00-030-020-000-0000	310227	468.92
*EFT01166	12/08/2020	M4169400078		570-398-5560	10-2620-531-000-00-040-000-000-0000	310422	351.69
*EFT01166	12/08/2020	M4169400079		570-398-5560	10-2620-531-000-00-060-000-000-0000	310620	117.23
*EFT01166	12/08/2020	M4169400080		570-398-5560	10-2620-531-000-00-030-000-000-0000	310317	117.23
*EFT01166	12/08/2020	M4169400081		91500277382011	10-2620-531-000-00-070-000-000-0000	311756	154.66
*EFT01166	12/08/2020	M4169400082		91500277382011	10-2620-531-000-00-010-000-000-0000	310134	20.99
*EFT01166	12/08/2020	M4169400083		91500277382011	10-2620-531-000-00-030-020-000-0000	310227	3.04
*EFT01166	12/08/2020	M4169400084		91500277382011	10-2620-531-000-00-040-000-000-0000	310422	12.00
*EFT01166	12/08/2020	M4169400085		91500277382011	10-2620-531-000-00-060-000-000-0000	310620	1.44
Vendor: 243970 - VERIZON					Remit # 5 Check Date: 12/08/2020	Check Amount:	4,383.36
*EFT01167	12/09/2020	M4169400091		INV196174	10-1110-329-000-00-000-000-000-0000	310700-4	1,800.90
*EFT01167	12/09/2020	M4169400092		INV196174	10-1110-329-000-00-000-000-000-0000	310704-4	2,467.90
*EFT01167	12/09/2020	M4169400093		INV196174	10-1110-329-000-00-000-000-000-0000	310705-4	2,467.90
*EFT01167	12/09/2020	M4169400094		INV198570	10-1110-329-000-00-000-000-000-0000	310700-4	2,301.15
*EFT01167	12/09/2020	M4169400095		INV198570	10-1110-329-000-00-000-000-000-0000	310704-4	1,734.20
*EFT01167	12/09/2020	M4169400096		INV198570	10-1110-329-000-00-000-000-000-0000	310705-4	4,135.40
*EFT01167	12/09/2020	M4169400097		INV198570	10-1342-329-000-00-000-000-000-0000	312994-4	400.20
*EFT01167	12/09/2020	M4169400098		INV198570	10-1241-329-000-00-000-000-000-0000	340326-4	533.60
*EFT01167	12/09/2020	M4169400099		INV204764	10-1110-329-432-00-000-021-000-0000	344201-21	35.20
*EFT01167	12/09/2020	M4169400100		INV202624	10-1241-329-000-00-000-000-000-0000	340326-4	133.40
*EFT01167	12/09/2020	M4169400101		INV202624	10-1110-329-000-00-000-000-000-0000	310704-4	266.80
*EFT01167	12/09/2020	M4169400102		INV202624	10-1110-329-000-00-000-000-000-0000	310700-4	2,001.00
*EFT01167	12/09/2020	M4169400103		INV202624	10-1110-329-000-00-000-000-000-0000	310704-4	2,001.00
*EFT01167	12/09/2020	M4169400104		INV202624	10-1110-329-000-00-000-000-000-0000	310705-4	4,568.95
*EFT01167	12/09/2020	M4169400105		INV202624	10-1342-329-000-00-000-000-000-0000	312994-4	400.20

* Denotes Non-Negotiable Transaction

P - Prenote

- Payable Transaction

C - Credit Card Payment

Fund Accounting Check Register

MUNICIPALITY - GENERAL FUND - From 12/01/2020 To 12/31/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A. S. N.	Expended Amt
*EFT01167	12/09/2020	M4169400106		INV202624	10-1380-329-000-30-000-000-000-0000	312998-4	66.70
*EFT01167	12/09/2020	M4169400107		INV202624	10-1241-329-000-30-000-000-000-0000	340326-4	133.40
Vendor: 231001 - Source4Teachers							
*EFT01170	12/10/2020	M4169900024		7403	10-1110-610-432-00-000-021-000-0000	343911-21	25,447.90
*EFT01170	12/10/2020	M4169900025		2200	10-1225-610-000-30-010-000-000-0000	310296SP	-162.00
*EFT01170	12/10/2020	M4169900026		7913	10-1225-610-000-30-010-000-000-0000		4.99
*EFT01170	12/10/2020	M4169900027		6736	10-2220-348-000-00-000-023-000-0000	311511	3.99
*EFT01170	12/10/2020	M4169900028		8832	10-1110-650-000-00-000-023-000-0000	310774	890.40
*EFT01170	12/10/2020	M4169900029		5821	10-2220-756-000-00-000-023-000-0000	340734	739.98
*EFT01170	12/10/2020	M4169900030		3339	10-0153-000-000-000-000-000-0000	110153	209.78
*EFT01170	12/10/2020	M4169900031		0583	10-1211-752-522-00-110-021-000-0000	343752-21	329.46
*EFT01170	12/10/2020	M4169900032		9790	10-2220-348-000-00-000-023-000-0000	311511	1,600.00
*EFT01170	12/10/2020	M4169900033		4262	10-2620-610-000-00-000-000-0000	310939	39.00
*EFT01170	12/10/2020	M4169900034		0723	10-2220-650-000-00-000-023-000-0000	311788	28.27
*EFT01170	12/10/2020	M4169900035	21000507	5484	10-2220-650-000-00-000-023-000-0000		41.60
*EFT01170	12/10/2020	M4169900036	21000507	5457	10-2220-650-000-00-000-023-000-0000		21.79
*EFT01170	12/10/2020	M4169900037		1560	80-0496-000-000-00-000-000-000-0000	180496	119.90
*EFT01170	12/10/2020	M4169900038	21000507	4706	10-2220-650-000-00-000-023-000-0000		150.00
*EFT01170	12/10/2020	M4169900039		1434	10-2360-810-000-00-000-000-000-0000	310848	29.03
*EFT01170	12/10/2020	M4169900040		0594	10-2380-580-000-10-040-000-000-0000	310428	169.00
*EFT01170	12/10/2020	M4169900041		0594	10-2380-580-000-30-020-000-000-0000	310244	475.00
*EFT01170	12/10/2020	M4169900042		0594	10-2271-580-000-10-040-000-000-0000	313734C	475.00
*EFT01170	12/10/2020	M4169900043		6804	10-2360-580-000-00-000-000-000-0000	310845	200.00
*EFT01170	12/10/2020	M4169900044		9387	10-2271-810-000-00-000-000-000-0000	311229	100.00
*EFT01170	12/10/2020	M4170600001		5093	10-2271-810-000-00-000-000-000-0000		100.00
*EFT01170	12/10/2020	M4170600002		5583	10-1110-610-000-30-010-000-000-0000	310102	-0.50
*EFT01170	12/10/2020	M4170600003		7403	10-1110-610-432-00-000-021-000-0000	343911-21	162.00
*EFT01170	12/10/2020	M4170600004		2200	10-1225-610-000-30-010-000-000-0000	310296SP	-4.99
*EFT01170	12/10/2020	M4170600005		7913	10-1225-610-000-30-010-000-000-0000		-3.99
*EFT01170	12/10/2020	M4170600006		6736	10-2220-348-000-00-000-023-000-0000	311511	-890.40
*EFT01170	12/10/2020	M4170600007		8832	10-1110-650-000-00-000-023-000-0000	310774	-739.98
*EFT01170	12/10/2020	M4170600008		5821	10-2220-756-000-00-000-023-000-0000	340734	-209.78
*EFT01170	12/10/2020	M4170600009		3339	10-0153-000-000-00-000-000-000-0000	110153	-329.46
*EFT01170	12/10/2020	M4170600010		0583	10-1211-752-522-00-110-021-000-0000	343752-21	-1,600.00

* Denotes Non-Negotiable Transaction

P - Prenote

- Payable Transaction

C - Credit Card Payment

Fund Accounting Check Register

MUNICIPAL - GENERAL FUND - From 12/01/2020 To 12/31/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A. S. N.	Expended Amt
*EFT01170	12/10/2020	M4170600009		9790	10-2220-348-000-00-000-023-000-0000	311511	-39.00
*EFT01170	12/10/2020	M4170600010		4262	10-2620-610-000-00-000-000-000-0000	310939	-28.27
*EFT01170	12/10/2020	M4170600011		0723	10-2220-650-000-00-000-023-000-0000	311788	-41.60
*EFT01170	12/10/2020	M4170600012	21000507	5484	10-2220-650-000-00-000-023-000-0000		-21.79
*EFT01170	12/10/2020	M4170600013	21000507	5457	10-2220-650-000-00-000-023-000-0000		-119.90
*EFT01170	12/10/2020	M4170600014		1560	80-0496-000-000-00-000-000-000-0000	180496	-150.00
*EFT01170	12/10/2020	M4170600015	21000507	4706	10-2220-650-000-00-000-023-000-0000		-29.03
*EFT01170	12/10/2020	M4170600016		1434	10-2360-810-000-00-000-000-000-0000	310848	-169.00
*EFT01170	12/10/2020	M4170600017		0594	10-2380-580-000-10-040-000-000-0000	310428	-475.00
*EFT01170	12/10/2020	M4170600018		0594	10-2380-580-000-30-020-000-000-0000	310244	-475.00
*EFT01170	12/10/2020	M4170600019		0594	10-2271-580-000-10-040-000-000-0000	313734C	-475.00
*EFT01170	12/10/2020	M4170600020		6804	10-2360-580-000-00-000-000-000-0000	310845	-200.00
*EFT01170	12/10/2020	M4170600021		9387	10-2271-810-000-00-000-000-000-0000	311229	-100.00
*EFT01170	12/10/2020	M4170600022		5093	10-2271-810-000-00-000-000-000-0000		-100.00
*EFT01170	12/10/2020	M4170600023		5583	10-1110-610-000-30-010-000-000-0000	310102	0.50
Vendor: 244275 - CARDMEMBER SERVICE							
*EFT01171	12/14/2020	M4169400108		INV204765	10-1110-329-000-00-000-000-000-0000	310700-4	1,000.50
*EFT01171	12/14/2020	M4169400109		INV204765	10-1110-329-000-10-000-000-000-0000	310704-4	2,134.40
*EFT01171	12/14/2020	M4169400110		INV204765	10-1110-329-000-30-000-000-000-0000	310705-4	5,169.25
*EFT01171	12/14/2020	M4169400111		INV204765	10-1241-329-000-30-000-000-000-0000	340326-4	266.80
Vendor: 231001 - Source4Teachers							
*EFT01172	12/15/2020	M4169400112		BE004216922C	10-0462-212-000-00-000-000-000-0000	110462-212	3,623.90
*EFT01172	12/15/2020	M4169400113		BE004216922C	50-0462-212-000-00-000-000-000-0000	150462-212	85.60
*EFT01172	12/15/2020	M4169400114		BE004216922C	10-0462-212-000-00-000-000-RTRE	110462-212R	567.00
Vendor: 137700 - DELTA DENTAL							
*EFT01173	12/18/2020	M4169400115			Remit # 2 Check Date: 12/15/2020 Check Amount: 4,276.50		
					78-0479-000-000-00-000-046-0000	178479DR	612.58
Vendor: 148125 - EXPERTPAY							
*EFT01177	12/25/2020	M4169400122			Check Date: 12/18/2020 Check Amount: 335.75		
					10-2514-810-000-00-000-000-000-0000	310917	335.75
Vendor: 140145 - DISCOVERY BENEFITS, INC.							
*EFT01178	12/10/2020	M4169400146			Check Date: 12/25/2020 Check Amount: 335.75		
					10-2620-610-000-00-000-000-000-0000	310939	64.35
*EFT01178	12/10/2020	M4169400147			Check Date: 12/25/2020 Check Amount: 20.46		
					10-2620-610-000-30-020-000-000-0000	310228	20.46
*EFT01178	12/10/2020	M4169400148			Check Date: 12/25/2020 Check Amount: 999.92		
					10-1380-610-000-30-010-025-000-0000	312978	999.92
*EFT01178	12/10/2020	M4169400149			Check Date: 12/25/2020 Check Amount: 356.61		
					10-1380-610-000-30-010-025-000-0000	312978	356.61
*EFT01178	12/10/2020	M4169400150			Check Date: 12/25/2020 Check Amount: 439.54		
					10-1380-610-000-30-010-025-000-0000	312978	439.54

* Denotes Non-Negotiable Transaction

P - Prenote

- Payable Transaction

d - Direct Deposit

c - Credit Card Payment

Fund Accounting Check Register

MUNICIPALITY - GENERAL FUND - From 12/01/2020 To 12/31/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A. S. N.	Expended Amt
*EFT01178	12/10/2020	M4169400151			10-5800-610-000-00-000-000-SUSP	999999	1,069.20
*EFT01178	12/10/2020	M4169400152			10-2190-610-190-30-020-000-000-0000	343916	7.09
*EFT01178	12/10/2020	M4169400153			10-2620-610-000-00-000-000-0000	310939	320.26
*EFT01178	12/10/2020	M4169400154			10-1380-610-000-30-010-025-000-0000	312978	23.98
*EFT01178	12/10/2020	M4169400155			10-1380-610-000-30-010-025-000-0000	312978	47.94
*EFT01178	12/10/2020	M4169400156			10-5800-610-000-00-000-000-000-SUSP	999999	2,029.80
*EFT01178	12/10/2020	M4169400157			10-1380-610-000-30-010-025-000-0000	312978	25.98
*EFT01178	12/10/2020	M4169400158			10-1110-610-000-30-010-000-000-0000	310102	335.53
*EFT01178	12/10/2020	M4169400159			10-1380-610-000-30-010-025-000-0000	312978	13.99
*EFT01178	12/10/2020	M4169400160			10-5800-610-000-00-000-000-000-SUSP	999999	356.00
*EFT01178	12/10/2020	M4169400161			10-2620-752-000-30-010-000-000-0000	343770	3,424.00
*EFT01178	12/10/2020	M4169400162			10-1110-610-000-30-020-000-000-0000	310203	181.95
*EFT01178	12/10/2020	M4169400163			10-1110-610-169-00-000-021-000-LRFR		1,936.90
*EFT01178	12/10/2020	M4169400164			10-1380-610-000-30-010-025-000-0000	312978	221.84
*EFT01178	12/10/2020	M4169400165			10-1380-610-000-30-010-025-000-0000	312978	13.98
*EFT01178	12/10/2020	M4169400166			10-1380-610-000-30-010-025-000-0000	312978	299.31
*EFT01178	12/10/2020	M4169400167			10-1380-610-000-30-010-025-000-0000	312978	41.47
*EFT01178	12/10/2020	M4169400168			10-1380-610-000-30-010-025-000-0000	312978	422.05
*EFT01178	12/10/2020	M4169400169		5583	10-1110-610-432-00-000-021-000-0000	343911-21	-162.00
*EFT01178	12/10/2020	M4169400170		5583	10-1225-610-000-30-010-000-000-0000	310296SP	4.99
*EFT01178	12/10/2020	M4169400171		5583	10-1225-610-000-30-010-000-000-0000		3.99
*EFT01178	12/10/2020	M4169400172		5583	10-2220-348-000-00-000-023-000-0000	311511	890.40
*EFT01178	12/10/2020	M4169400173		5583	10-1110-650-000-00-000-023-000-0000	310774	739.98
*EFT01178	12/10/2020	M4169400174		5583	10-2220-756-000-00-000-023-000-0000	340734	209.78
*EFT01178	12/10/2020	M4169400175		5583	10-0153-000-000-00-000-000-000-0000	110153	329.46
*EFT01178	12/10/2020	M4169400176	21000387	5583	10-1211-752-522-00-110-021-000-0000	343752-21	1,600.00
*EFT01178	12/10/2020	M4169400177		5583	10-2220-348-000-00-000-023-000-0000	311511	39.00
*EFT01178	12/10/2020	M4169400178		5583	10-2620-610-000-00-000-000-000-0000	310939	28.27
*EFT01178	12/10/2020	M4169400179		5583	10-2220-650-000-00-000-023-000-0000	311788	41.60
*EFT01178	12/10/2020	M4169400180		5583	10-2220-650-000-00-000-023-000-0000		21.79
*EFT01178	12/10/2020	M4169400181		5583	10-2220-650-000-00-000-023-000-0000		119.90
*EFT01178	12/10/2020	M4169400182		5583	80-0496-000-000-00-000-000-000-0000	180496	150.00
*EFT01178	12/10/2020	M4169400183		5583	10-2220-650-000-00-000-023-000-0000		29.03
*EFT01178	12/10/2020	M4169400184		5583	10-2360-810-000-00-000-000-000-0000	310848	169.00

* Denotes Non-Negotiable Transaction

P - Prenote

- Payable Transaction

d - Direct Deposit

c - Credit Card Payment

Fund Accounting Check Register

MUNICIPAL - GENERAL FUND - From 12/01/2020 To 12/31/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A. S. N.	Expended Amt
*EFT01178	12/10/2020	M4169400185		5583	10-2380-580-000-10-040-000-000-0000	310428	475.00
*EFT01178	12/10/2020	M4169400186		5583	10-2380-580-000-30-020-000-000-0000	310244	475.00
*EFT01178	12/10/2020	M4169400187		5583	10-2271-580-000-10-040-000-000-0000	313734C	475.00
*EFT01178	12/10/2020	M4169400188		5583	10-2360-580-000-00-000-000-000-0000	310845	200.00
*EFT01178	12/10/2020	M4169400189		5583	10-2271-810-000-00-000-000-000-0000	311229	100.00
*EFT01178	12/10/2020	M4169400190		5583	10-2271-810-000-00-000-000-000-0000	311229	100.00
*EFT01178	12/10/2020	M4169400191		5583	10-1110-610-000-30-010-000-000-0000	310102	-0.50
Vendor: 244275 - CARDMEMBER SERVICE							
*EFT01181	12/17/2020	M4169400195		411006774003	10-2620-621-000-00-070-000-000-0000	310962	915.27
*EFT01181	12/17/2020	M4169400196		411006713647	10-2620-621-000-10-030-000-000-0000	310375	956.31
*EFT01181	12/17/2020	M4169400197		411006713795	10-2620-621-000-30-010-000-000-0000	312158	3,845.66
*EFT01181	12/17/2020	M4169400198		411006774250	10-2620-621-000-10-060-000-000-0000	310657	1,253.28
Vendor: 242000 - UGI CENTRAL PENN GAS, INC.							
*EFT01182	12/18/2020	M4169400199			78-0479-000-000-00-000-000-069-0000	178479 HSA	6,970.52
Vendor: 140145 - DISCOVERY BENEFITS, INC.							
*EFT01184	12/22/2020	M4169400201		INV205668	10-1110-329-000-00-000-000-000-0000	310700-4	333.50
*EFT01184	12/22/2020	M4169400202		INV205668	10-1110-329-000-10-000-000-000-0000	310704-4	266.80
*EFT01184	12/22/2020	M4169400203		INV205667	10-1110-329-432-00-000-021-000-0000	344201-21	17.78
*EFT01184	12/22/2020	M4169400204		INV208172	10-1110-329-000-00-000-000-000-0000	310700-4	1,067.20
*EFT01184	12/22/2020	M4169400205		INV208172	10-1110-329-000-10-000-000-000-0000	310704-4	533.60
*EFT01184	12/22/2020	M4169400206		INV208172	10-1110-329-000-30-000-000-000-0000	310705-4	1,467.40
*EFT01184	12/22/2020	M4169400207		INV208172	10-1342-329-000-30-000-000-000-0000	312994-4	133.40
*EFT01184	12/22/2020	M4169400208		INV208172	10-1211-329-000-30-000-000-000-0000	340322-4	1,067.20
*EFT01184	12/22/2020	M4169400209		INV209470	10-2250-599-000-30-000-000-000-0000	311005-4	42.87
*EFT01184	12/22/2020	M4169400210		INV209470	10-1211-599-000-10-000-000-000-0000	340311-4	364.48
*EFT01184	12/22/2020	M4169400211		INV209470	10-1211-599-000-30-000-000-000-0000	340312-4	83.01
*EFT01184	12/22/2020	M4169400212		INV209470	10-1241-599-000-30-000-000-000-0000	340316-4	198.45
*EFT01184	12/22/2020	M4169400213		INV208174	10-1211-599-000-10-000-000-000-0000	340311-4	313.66
*EFT01184	12/22/2020	M4169400214		INV209469	10-2620-413-000-00-000-000-000-0000	310919-4	359.12
*EFT01184	12/22/2020	M4169400215		INV208173	10-2620-413-000-00-000-000-000-0000	310919-4	284.41
*EFT01184	12/22/2020	M4169400216		INV205669	10-2620-413-000-00-000-000-000-0000	310919-4	424.20
*EFT01184	12/22/2020	M4169400217		CR012329	10-2620-413-000-00-000-000-000-0000	310919-4	-137.25
*EFT01184	12/22/2020	M4169400218		INV209468	10-1110-329-000-00-000-000-000-0000	310700-4	2,267.80
*EFT01184	12/22/2020	M4169400219		INV209468	10-1110-329-000-10-000-000-000-0000	310704-4	800.40

* Denotes Non-Negotiable Transaction

P - Prenote

- Payable Transaction

C - Credit Card Payment

Fund Accounting Check Register

MUNICIPALITY - GENERAL FUND - From 12/01/2020 To 12/31/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A. S. N.	Expended Amt
*EFT01184	12/22/2020	M4169400220		INV209468	10-1110-329-000-30-000-000-000-0000	310705-4	1,834.25
*EFT01184	12/22/2020	M4169400221		INV209468	10-1342-329-000-30-000-000-000-0000	312994-4	266.80
*EFT01184	12/22/2020	M4169400222		INV209468	10-1211-329-000-30-000-000-000-0000	340322-4	266.80
*EFT01184	12/22/2020	M4169400223		CR012328	10-1110-329-000-00-000-000-000-0000	310700-4	-66.70
Vendor: 231001 - Source4Teachers							
*EFT01185	12/22/2020	M4169400224		70765748	10-2540-442-000-00-000-000-000-0000	311024	927.00
Vendor: 135828 - DE LAGE LANDEN FINANCIAL SERVICES, INC.							
*EFT01186	12/22/2020	M4169400225		570753-5221	10-2620-531-000-10-030-000-000-0000	310317	335.94
*EFT01186	12/22/2020	M4169400226		71684724	10-2620-531-000-00-070-000-000-0000	311756	288.09
*EFT01186	12/22/2020	M4169400227		71684724	10-2620-531-000-30-010-000-000-0000	310134	240.08
*EFT01186	12/22/2020	M4169400228		71684724	10-2620-531-000-30-020-000-000-0000	310227	192.06
*EFT01186	12/22/2020	M4169400229		71684724	10-2620-531-000-10-040-000-000-0000	310422	144.05
*EFT01186	12/22/2020	M4169400230		71684724	10-2620-531-000-10-060-000-000-0000	310620	48.02
*EFT01186	12/22/2020	M4169400231		71684724	10-2620-531-000-10-030-000-000-0000	310317	48.02
Vendor: 243970 - VERIZON							
*EFT01187	12/22/2020	M4169400232		36220-67004	10-2620-622-000-00-070-000-000-0000	311859	326.65
*EFT01187	12/22/2020	M4169400233		36220-67004	10-2620-422-000-00-070-000-000-0000	311785	1,306.59
*EFT01187	12/22/2020	M4169400234		39220-67028	10-2620-422-000-00-080-000-000-0000	311382	172.69
*EFT01187	12/22/2020	M4169400235		75230-67000	10-2620-422-000-10-040-000-000-0000	310418	3,568.16
*EFT01187	12/22/2020	M4169400236		16900-60006	10-2620-422-000-30-020-000-000-0000	310224	4,103.80
*EFT01187	12/22/2020	M4169400237		34774-31005	10-2620-422-000-30-010-000-000-0000	310131	31.02
*EFT01187	12/22/2020	M4169400238		46119-21454	10-2620-422-000-30-010-000-000-0000	310131	445.50
*EFT01187	12/22/2020	M4169400239		86119-21458	10-2620-422-000-00-080-000-000-0000	311382	31.06
*EFT01187	12/22/2020	M4169400240		85342-32005	10-2620-422-000-30-020-000-000-0000	310224	28.57
*EFT01187	12/22/2020	M4169400241		83670-61003	10-2730-422-000-00-000-000-000-0000	311365	26.95
Vendor: 210800 - PPL ELECTRIC UTILITIES							
*EFT01188	12/23/2020	M4169400242		HS02189173	10-2620-621-000-00-070-000-000-0000	310962	431.10
*EFT01188	12/23/2020	M4169400243		HS02189169	10-2620-621-000-10-030-000-000-0000	310375	470.39
*EFT01188	12/23/2020	M4169400244		HS02189170	10-2620-621-000-10-060-000-000-0000	310657	623.82
*EFT01188	12/23/2020	M4169400245		HS02189171	10-2620-621-000-30-020-000-000-0000	310229	1,503.37
*EFT01188	12/23/2020	M4169400246		HS02189172	10-2620-621-000-30-010-000-000-0000	312158	2,652.77
Vendor: 140060 - DIRECT ENERGY BUSINESS							
*EFT01190	12/23/2020	M4169400248		BE004226222A	10-0462-212-000-00-000-000-000-0000	110462-212	1,008.00

Remit # 5 Check Date: 12/22/2020 Check Amount: 1,296.26
Remit # 2 Check Date: 12/22/2020 Check Amount: 10,040.99
Remit # 5 Check Date: 12/23/2020 Check Amount: 5,681.45

- Payable Transaction **P - Prenote** *** Denotes Non-Negotiable Transaction** **d - Direct Deposit** **C - Credit Card Payment**
01/06/2021 12:24:31 PM **JERSEY SHORE AREA SCHOOL DIST** **Page 8**

Fund Accounting Check Register

MUNICIPALITY - GENERAL FUND - From 12/01/2020 To 12/31/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A. S. N.	Expended Amt
*EFT01190	12/23/2020	M4169400249		BE004226222A	50-0462-212-000-00-000-000-0000	150462-212	24.00
*EFT01190	12/23/2020	M4169400250		BE004226222A	10-5800-212-000-00-000-000-RTRE	310985R	104.00
*EFT01190	12/23/2020	M4169400251		BE004226222A	10-0153-212-000-00-000-000-DDNT	110153DD	4.00
Vendor: 137700 - DELTA DENTAL					Remit # 2 Check Date: 12/23/2020	Check Amount:	1,140.00
*EFT01191	12/23/2020	M4169400252		BE004226222C	10-0462-212-000-00-000-000-0000	110462-212	6,326.37
*EFT01191	12/23/2020	M4169400253		BE004226222C	50-0462-212-000-00-000-000-0000	150462-212	150.63
*EFT01191	12/23/2020	M4169400254		BE004226222C	10-0462-212-000-00-000-000-RTRE	110462-212R	56.00
Vendor: 137700 - DELTA DENTAL					Remit # 2 Check Date: 12/23/2020	Check Amount:	6,533.00
					10-GENERAL FUND		575,015.52
					50-FOOD SERVICE FUND		9,507.90
					78-PAYROLL FUND		15,053.12
					80-ACTIVITY FUND		150.00
					Grand Total Manual Checks :		599,726.54
					Grand Total Regular Checks :		0.00
					Grand Total Direct Deposits:		0.00
					Grand Total Credit Card Payments:		0.00
					Grand Total All Checks :		599,726.54

Fund Accounting Check Register

PLGIT GENERAL FUND - From 12/01/2020 To 12/31/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A. S. N.	Expended Amt
*EFT01170	12/14/2020	M4169900001	21000436	7990	10-2620-610-000-000-000-0000	310939	64.35
*EFT01170	12/14/2020	M4169900002	21000457	0748	10-2620-610-000-30-020-000-000-0000	310228	20.46
*EFT01170	12/14/2020	M4169900003	21000337	7387	10-1380-610-000-30-010-025-000-0000	312978	999.92
*EFT01170	12/14/2020	M4169900004	21000337	7386	10-1380-610-000-30-010-025-000-0000	312978	356.61
*EFT01170	12/14/2020	M4169900005	21000470	6577	10-1380-610-000-30-010-025-000-0000	312978	439.54
*EFT01170	12/14/2020	M4169900006	21000478	7809	10-5800-610-000-00-000-000-000-SUSP	999999	1,069.20
*EFT01170	12/14/2020	M4169900007	21000394	7809	10-2190-610-190-30-020-000-000-0000	343916	7.09
*EFT01170	12/14/2020	M4169900008	21000440	1091	10-2620-610-000-00-000-000-0000	310939	320.26
*EFT01170	12/14/2020	M4169900009	21000470	7382	10-1380-610-000-30-010-025-000-0000	312978	23.98
*EFT01170	12/14/2020	M4169900010	21000338	6570	10-1380-610-000-30-010-025-000-0000	312978	47.94
*EFT01170	12/14/2020	M4169900011	21000483	9308	10-5800-610-000-00-000-000-000-SUSP	999999	2,029.80
*EFT01170	12/14/2020	M4169900012	21000337	7380	10-1380-610-000-30-010-025-000-0000	312978	25.98
*EFT01170	12/14/2020	M4169900013	21000392	2735	10-1110-610-000-30-010-000-000-0000	310102	335.53
*EFT01170	12/14/2020	M4169900014	21000337	0543	10-1380-610-000-30-010-025-000-0000	312978	13.99
*EFT01170	12/14/2020	M4169900015	21000484	5114	10-5800-610-000-00-000-000-000-SUSP	999999	356.00
*EFT01170	12/14/2020	M4169900016	21000506	0023	10-2620-752-000-30-010-000-000-0000	343770	3,424.00
*EFT01170	12/14/2020	M4169900017	21000486	5762	10-1110-610-000-30-020-000-000-0000	310203	181.95
*EFT01170	12/14/2020	M4169900018	21000486	5762	10-1110-610-169-00-000-021-000-LRFR		1,936.90
*EFT01170	12/14/2020	M4169900019	21000470	4315	10-1380-610-000-30-010-025-000-0000	312978	221.84
*EFT01170	12/14/2020	M4169900020	21000470	4315	10-1380-610-000-30-010-025-000-0000	312978	13.98
*EFT01170	12/14/2020	M4169900021	21000470	4315	10-1380-610-000-30-010-025-000-0000	312978	299.31
*EFT01170	12/14/2020	M4169900022	21000337	4315	10-1380-610-000-30-010-025-000-0000	312978	41.47
*EFT01170	12/14/2020	M4169900023	21000338	4315	10-1380-610-000-30-010-025-000-0000	312978	422.05
*EFT01170	12/10/2020	M4170500001	21000436	7990	10-2620-610-000-00-000-000-0000	310939	-64.35
*EFT01170	12/10/2020	M4170500002	21000457	0748	10-2620-610-000-30-020-000-000-0000	310228	-20.46
*EFT01170	12/10/2020	M4170500003	21000337	7387	10-1380-610-000-30-010-025-000-0000	312978	-999.92
*EFT01170	12/10/2020	M4170500004	21000337	7386	10-1380-610-000-30-010-025-000-0000	312978	-356.61
*EFT01170	12/10/2020	M4170500005	21000470	6577	10-1380-610-000-30-010-025-000-0000	312978	-439.54
*EFT01170	12/10/2020	M4170500006	21000478	7809	10-5800-610-000-00-000-000-000-SUSP	999999	-1,069.20
*EFT01170	12/10/2020	M4170500007	21000394	7809	10-2190-610-190-30-020-000-000-0000	343916	-7.09
*EFT01170	12/10/2020	M4170500008	21000440	1091	10-2620-610-000-00-000-000-0000	310939	-320.26
*EFT01170	12/10/2020	M4170500009	21000470	7382	10-1380-610-000-30-010-025-000-0000	312978	-23.98
*EFT01170	12/10/2020	M4170500010	21000338	6570	10-1380-610-000-30-010-025-000-0000	312978	-47.94
*EFT01170	12/10/2020	M4170500011	21000483	9308	10-5800-610-000-00-000-000-000-SUSP	999999	-2,029.80

* Denotes Non-Negotiable Transaction

P - Prenote

- Payable Transaction

d - Direct Deposit

c - Credit Card Payment

Fund Accounting Check Register

PLGIT GENERAL FUND - From 12/01/2020 To 12/31/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
*EFT01170	12/10/2020	M4170500012	21000337	7380	10-1380-610-000-30-010-025-000-0000	312978	-25.98
*EFT01170	12/10/2020	M4170500013	21000392	2735	10-1110-610-000-30-010-000-000-0000	310102	-335.53
*EFT01170	12/10/2020	M4170500014	21000337	0543	10-1380-610-000-30-010-025-000-0000	312978	-13.99
*EFT01170	12/10/2020	M4170500015	21000484	5114	10-5800-610-000-00-000-000-000-SUSP	999999	-356.00
*EFT01170	12/10/2020	M4170500016	21000506	0023	10-2620-752-000-30-010-000-000-0000	343770	-3,424.00
*EFT01170	12/10/2020	M4170500017	21000486	5762	10-1110-610-000-30-020-000-000-0000	310203	-181.95
*EFT01170	12/10/2020	M4170500018	21000486	5762	10-1110-610-169-00-000-021-000-LRFR		-1,936.90
*EFT01170	12/10/2020	M4170500019	21000470	4315	10-1380-610-000-30-010-025-000-0000	312978	-221.84
*EFT01170	12/10/2020	M4170500020	21000470	4315	10-1380-610-000-30-010-025-000-0000	312978	-13.98
*EFT01170	12/10/2020	M4170500021	21000470	4315	10-1380-610-000-30-010-025-000-0000	312978	-299.31
*EFT01170	12/10/2020	M4170500022	21000337	4315	10-1380-610-000-30-010-025-000-0000	312978	-41.47
*EFT01170	12/10/2020	M4170500023	21000338	4315	10-1380-610-000-30-010-025-000-0000	312978	-422.05

Vendor: 244275 - CARDMEMBER SERVICE

*EFT01189 12/23/2020 M4169400247

Vendor: 216000 - PSERS

Remit # 5 Check Date: 12/10/2020 Check Amount: 0.00
 10-0471-000-000-00-000-000-000-0000 110471 1,396,608.04

Remit # 1 Check Date: 12/23/2020 Check Amount: 1,396,608.04

10-GENERAL FUND 1,396,608.04

Grand Total Manual Checks : 1,396,608.04

Grand Total Regular Checks : 0.00

Grand Total Direct Deposits: 0.00

Grand Total Credit Card Payments: 0.00

Grand Total All Checks : 1,396,608.04

Fund Accounting Check Register

PLGIT GENERAL FUND - From 07/01/2020 To 06/30/2021

fackrgc

Check# 00052443 Through Check# 00052443

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A. S. N.	Expended Amt
00052443	11/16/2020	C4159900018		BALLFIELD FENCE	10-2620-430-000-00-000-000-1111		1,217.00
00052443	12/15/2020	M4170100001		BALLFIELD FENCE	10-2620-430-000-00-000-000-1111		-1,217.00

Vendor: 227983 - SHOEMAKER FENCING

Remit # 1 Check Date: 11/24/2020 Check Amount: 0.00

10-GENERAL FUND 0.00

Grand Total Manual Checks : -1,217.00
 Grand Total Regular Checks : 1,217.00
 Grand Total Direct Deposits: 0.00
 Grand Total Credit Card Payments: 0.00
 Grand Total All Checks : 0.00

Fund Accounting Check Register

PLGIT GENERAL FUND - From 07/01/2020 To 06/30/2021

fackrgc

Check# 00052107 Through Check# 00052107

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A. S. N.	Expended Amt
00052107	09/18/2020	L4137300031	21000041	856843	10-5800-610-000-00-000-000-000-SUSP	999999	32.12
00052107	09/18/2020	L4137300032	21000047	856842	10-5800-610-000-00-000-000-000-SUSP	999999	19.34
00052107	09/18/2020	L4137300033	21000054	855740	10-5800-610-000-00-000-000-000-SUSP	999999	440.16
00052107	12/09/2020	M4167600001	21000041	856843	10-5800-610-000-00-000-000-000-SUSP	999999	-32.12
00052107	12/09/2020	M4167600002	21000047	856842	10-5800-610-000-00-000-000-000-SUSP	999999	-19.34
00052107	12/09/2020	M4167600003	21000054	855740	10-5800-610-000-00-000-000-000-SUSP	999999	-440.16

Vendor: 201801 - NASCO

Remit # 1 Check Date: 09/29/2020 Check Amount: 0.00

10-GENERAL FUND 0.00

Grand Total Manual Checks : -491.62

Grand Total Regular Checks : 491.62

Grand Total Direct Deposits: 0.00

Grand Total Credit Card Payments: 0.00

Grand Total All Checks : 0.00

Fund Accounting Check Register

PLGIT GENERAL FUND - From 07/01/2020 To 06/30/2021

fackrgc

Check# 00052363 Through Check# 00052363

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
00052363	11/16/2020	C4159700035		ACT 30	10-1140-322-000-10-000-000-0000		1,710.00
00052363	11/18/2020	C4161000001		2100000483	10-1140-322-000-10-000-000-0000		47.50
00052363	12/11/2020	M4169300001		ACT 30	10-1140-322-000-10-000-000-0000		-1,710.00
00052363	12/11/2020	M4169300002		2100000483	10-1140-322-000-10-000-000-0000		-47.50

Vendor: 124705 - CENTRAL INTERMEDIATE UNIT #10

Remit # 1 Check Date: 11/24/2020

Check Amount: 0.00

10-GENERAL FUND

0.00

Grand Total Manual Checks : -1,757.50

Grand Total Regular Checks : 1,757.50

Grand Total Direct Deposits: 0.00

Grand Total Credit Card Payments: 0.00

Grand Total All Checks : 0.00

Fund Accounting Check Register

PLGIT PAYROLL - From 12/01/2020 To 12/31/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A. S. N.	Expended Amt
10058959	12/18/2020	C4170700001			78-0479-000-000-000-000-023-0000	178479CD	862.65
Vendor:	101250	- AFSCME COUNCIL 13			Remit # 1 Check Date: 12/18/2020	Check Amount:	862.65
10058960	12/18/2020	C4170700002			78-0479-000-000-000-000-057-0000	178479125I	30,289.69
10058960	12/18/2020	C4170700003			78-0479-000-000-000-000-075-0000	178479VSIN	381.90
Vendor:	174325	- JSASD GENERAL FUND			Remit # 3 Check Date: 12/18/2020	Check Amount:	30,671.59
10058961	12/18/2020	C4170700004			78-0479-000-000-000-000-036-0000	178479JSEA	131.40
Vendor:	174953	- JSAEA, JULIE WAGNER			Check Date: 12/18/2020	Check Amount:	131.40
10058962	12/18/2020	C4170700008			78-0479-000-000-000-000-067-0000	178479BDF	521.00
Vendor:	175050	- JERSEY SHORE AREA EDUCATION FOUNDATION			Check Date: 12/18/2020	Check Amount:	521.00
10058963	12/18/2020	C4170700006			78-0479-000-000-000-000-042-0000	178479UF	76.00
Vendor:	188950	- LYCOMING UNITED WAY			Remit # 1 Check Date: 12/18/2020	Check Amount:	76.00
10058964	12/18/2020	C4170700005			78-0479-000-000-000-000-076-0000	178479LTD	2,535.06
Vendor:	189758	- MADISON NATIONAL LIFE INS. CO., INC.			Check Date: 12/18/2020	Check Amount:	2,535.06
10058965	12/18/2020	C4170700007			78-0478-000-000-000-000-029-0000	178478LOC	20,975.24
Vendor:	200800	- MUNICIPAL & SCHOOL INCOME TAX			Remit # 1 Check Date: 12/18/2020	Check Amount:	20,975.24
78-PAYROLL FUND							55,772.94
Grand Total Manual Checks :							0.00
Grand Total Regular Checks :							55,772.94
Grand Total Direct Deposits:							0.00
Grand Total Credit Card Payments:							0.00
Grand Total All Checks :							55,772.94

Fund Accounting Check Register

PLGIT PAYROLL - From 12/01/2020 To 12/31/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A. S. N.	Expended Amt
*EFT01152	12/03/2020	M4169400001			78-0479-000-000-000-058-0000	178479 125F	723.82
*EFT01152	12/03/2020	M4169400002			78-0479-000-000-000-059-0000	178479 125D	116.00
Vendor: 123600 - CBIZ							
*EFT01153	12/03/2020	M4169400003			78-0479-000-000-000-403-0000	178403	839.82
Vendor: 148003 - EPARS							
*EFT01154	12/04/2020	M4169400004			78-0478-000-000-000-031-0000	178478STAT	17,044.46
Vendor: 141960 - E-TIDES							
*EFT01157	12/07/2020	M4169400007			78-0478-000-000-000-028-0000	178478FED	18,550.49
*EFT01157	12/07/2020	M4169400008			78-0472-000-000-000-000-0000	178472	53,674.48
*EFT01157	12/07/2020	M4169400009			78-0472-000-000-000-000-0000	178472	74,978.70
Vendor: 141900 - EFTPS							
*EFT01158	12/07/2020	M4169400010			10-0471-000-000-000-000-0000	110471	17,535.08
*EFT01158	12/07/2020	M4169400011			78-0471-000-000-000-000-0000	178471	146,188.26
Vendor: 310900 - VOYA FINANCIAL							
*EFT01169	12/10/2020	M4169400089			78-0479-000-000-000-040-0000	178479PS	744.53
*EFT01169	12/10/2020	M4169400090			78-0471-000-000-000-000-0000	178471	289.11
Vendor: 216000 - PSERS							
*EFT01174	12/21/2020	M4169400116			10-0471-000-000-000-000-0000	110471	99,938.29
*EFT01174	12/21/2020	M4169400117			78-0471-000-000-000-000-0000	178471	100,227.40
Vendor: 310900 - VOYA FINANCIAL							
*EFT01175	12/21/2020	M4169400118			78-0478-000-000-000-028-0000	178478FED	908.05
*EFT01175	12/21/2020	M4169400119			78-0472-000-000-000-000-0000	178472	715.18
*EFT01175	12/21/2020	M4169400120			78-0472-000-000-000-000-0000	178472	1,623.23
Vendor: 141900 - EFTPS							
*EFT01176	12/23/2020	M4169400121			78-0478-000-000-000-031-0000	178478STAT	63,479.97
Vendor: 141960 - E-TIDES							
*EFT01180	12/16/2020	M4169400193			78-0479-000-000-000-058-0000	178479 125F	83,746.58
*EFT01180	12/16/2020	M4169400194			78-0479-000-000-000-059-0000	178479 125D	19,585.86
Vendor: 123600 - CBIZ							
*EFT01183	12/16/2020	M4169400200			78-0479-000-000-000-403-0000	178403	166,812.41
Vendor: 148003 - EPARS							
*EFT01192	12/30/2020	M4169400255			78-0479-000-000-000-403-0000	178403	20,737.59
Vendor: 148003 - EPARS							
*EFT01193	12/30/2020	M4169400256			78-0479-000-000-000-058-0000	178479 125F	723.82
Vendor: 148003 - EPARS							
*EFT01193	12/30/2020	M4169400256			78-0479-000-000-000-403-0000	178403	116.00
Vendor: 148003 - EPARS							
*EFT01193	12/30/2020	M4169400256			78-0479-000-000-000-403-0000	178403	839.82

* Denotes Non-Negotiable Transaction

P - Prenote

- Payable Transaction

d - Direct Deposit

c - Credit Card Payment

Fund Accounting Check Register

PLGIT PAYROLL - From 12/01/2020 To 12/31/2020

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A. S. N.	Expended Amt
Vendor: 123600	- CBIZ						
				Check Date: 12/30/2020		Check Amount:	839.82

10-GENERAL FUND	1,652.58
78-PAYROLL FUND	507,715.53

Grand Total Manual Checks :	509,368.11
Grand Total Regular Checks :	0.00
Grand Total Direct Deposits:	0.00
Grand Total Credit Card Payments:	0.00
Grand Total All Checks :	509,368.11

**Jersey Shore Area School District
Monthly Interfund Cash Transfers
December, 2020**

<u>Date</u>	<u>Amount</u>	<u>Reason</u>
General Fund Transfers:		
12/8/20	\$ 50,000.00	To Food Service - Due to/Due from
12/11/20	12,113.77	To Capital Reserve - Due to/Due from
12/2/20	615,835.38	Gross Payroll
12/2/20	45,435.78	FICA Employer Share
12/16/20	683,552.38	Gross Payroll
12/16/20	50,575.45	FICA Employer Share
12/30/21	616,554.12	Gross Payroll
12/30/21	45,610.18	FICA Employer Share
Total:	<u>\$ 2,119,677.06</u>	
Food Service Fund Transfers:		
12/2/20	10,993.66	Gross Payroll
12/2/20	821.11	FICA Employer Share
12/16/20	14,518.24	Gross Payroll
12/16/20	1,090.77	FICA Employer Share
12/30/21	10,661.18	Gross Payroll
12/30/21	795.70	FICA Employer Share
Total:	<u>\$ 38,880.66</u>	
Capital Reserve Fund Transfers:		
12/11/20	\$ <u>12,113.77</u>	To General Fund - Due to/Due from
Total:	<u>\$ 12,113.77</u>	

Conferences Attendees					
Date	Name of Conference	Conference Facility	Conference Location	Attendees	
11/16/2020	TDA Skills Lab	Virtual		Flook	
01/21-22/2021	PASA - New Superintendent Academy Part 3	Virtual		Ulmer	

Field Trips			
Date	Student Group	Destination Facility	Destination Location
			Chaperones
None			

Vandalism Report				
Date	Building	Damage	Outcome	Cost for Repair
		None		



Healthcare Occupations: Jobs, Projected Change, Projected Openings, and Typical Entry Level Education								
Clinton and Lycoming Counties								
SOC	Occupation	Jobs		Projected Change		Projected Openings	Typical Entry Level Education	# of CIP Codes
		Current	Projected	Net	Percent			
29-1031	Dietitians and Nutritionists	43	43	0	-0.3%	11	Bachelor's degree	9
29-1124	Radiation Therapists	<10	<10	Insf. Data	Insf. Data	<10	Associate's degree	2
29-1125	Recreational Therapists	19	19	0	1.0%	<10	Bachelor's degree	5
29-1126	Respiratory Therapists	35	36	1	2.5%	<10	Associate's degree	2
29-1128	Exercise Physiologists	<10	<10	Insf. Data	Insf. Data	<10	Bachelor's degree	4
29-1129	Therapists, All Other	<10	<10	Insf. Data	Insf. Data	<10	Bachelor's degree	13
29-1141	Registered Nurses	1,396	1,420	24	1.7%	329	Bachelor's degree	27
29-1292	Dental Hygienists	109	108	-1	-0.5%	30	Associate's degree	0
29-2018	Clinical Laboratory Technologists and Technicians	85	83	-3	-3.2%	21	Bachelor's degree	0
29-2031	Cardiovascular Technologists and Technicians	33	33	-1	-1.6%	<10	Associate's degree	5
29-2032	Diagnostic Medical Sonographers	<10	<10	Insf. Data	Insf. Data	<10	Associate's degree	2
29-2033	Nuclear Medicine Technologists	<10	<10	Insf. Data	Insf. Data	<10	Associate's degree	3
29-2034	Radiologic Technologists and Technicians	108	106	-2	-1.7%	24	Associate's degree	6
29-2035	Magnetic Resonance Imaging Technologists	<10	<10	Insf. Data	Insf. Data	<10	Associate's degree	2
29-2041	Emergency Medical Technicians and Paramedics	198	204	6	3.0%	60	Postsecondary nondegree award	4
29-2051	Dietetic Technicians	11	10	0	-1.9%	<10	Associate's degree	9
29-2052	Pharmacy Technicians	122	120	-2	-1.4%	40	High school diploma or equivalent	2
29-2053	Psychiatric Technicians	13	15	2	17.2%	<10	Postsecondary nondegree award	2
29-2055	Surgical Technologists	35	34	-1	-4.2%	11	Postsecondary nondegree award	4
29-2056	Veterinary Technologists and Technicians	59	64	5	8.0%	26	Associate's degree	7
29-2057	Ophthalmic Medical Technicians	19	21	2	10.1%	<10	Postsecondary nondegree award	5
29-2081	Opticians, Dispensing	23	21	-2	-8.0%	<10	High school diploma or equivalent	3
29-2092	Hearing Aid Specialists	<10	<10	Insf. Data	Insf. Data	<10	High school diploma or equivalent	2
29-2061	Licensed Practical and Licensed Vocational Nurses	572	603	31	5.5%	219	Postsecondary nondegree award	3
29-2098	Medical Dosimetrists, Medical Records Specialists, and Health	109	114	5	5.0%	38	Postsecondary nondegree award	0
29-9091	Athletic Trainers	<10	<10	Insf. Data	Insf. Data	<10	Bachelor's degree	3
29-9098	Health Information Technologists, Medical	27	26	0	-1.8%	<10	Postsecondary nondegree award	0
31-1128	Home Health and Personal Care Aides	1,740	1,989	249	14.3%	1,486	High school diploma or equivalent	0



Healthcare Occupations: Jobs, Projected Change, Projected Openings, and Typical Entry Level Education								
Clinton and Lycoming Counties (continued)								
SOC	Occupation	Jobs		Projected Change		Projected Openings	Typical Entry Level Education	# of CIP Codes
		Current	Projected	Net	Percent			
31-1131	Nursing Assistants	900	907	7	0.7%	416	Postsecondary nondegree award	0
31-1132	Orderlies	<10	<10	Insf. Data	Insf. Data	<10	High school diploma or equivalent	0
31-1133	Psychiatric Aides	<10	<10	Insf. Data	Insf. Data	<10	High school diploma or equivalent	0
31-2011	Occupational Therapy Assistants	74	75	1	0.8%	33	Associate's degree	2
31-2012	Occupational Therapy Aides	0	0	0	0.0%	0	High school diploma or equivalent	3
31-2021	Physical Therapist Assistants	61	63	2	4.0%	34	Associate's degree	2
31-2022	Physical Therapist Aides	<10	<10	Insf. Data	Insf. Data	<10	High school diploma or equivalent	4
31-9011	Massage Therapists	41	43	2	4.5%	22	Postsecondary nondegree award	5
31-9091	Dental Assistants	104	104	0	0.1%	48	Postsecondary nondegree award	3
31-9092	Medical Assistants	196	218	22	11.2%	121	Postsecondary nondegree award	16
31-9093	Medical Equipment Preparers	<10	<10	Insf. Data	Insf. Data	<10	High school diploma or equivalent	3
31-9094	Medical Transcriptionists	26	26	0	1.3%	15	Postsecondary nondegree award	3
31-9095	Pharmacy Aides	35	30	-5	-13.8%	17	High school diploma or equivalent	2
31-9096	Veterinary Assistants and Laboratory Animal Caretakers	62	66	5	7.6%	48	High school diploma or equivalent	6
31-9097	Phlebotomists	46	45	-1	-1.5%	20	Postsecondary nondegree award	9
31-9099	Healthcare Support Workers, All Other	22	23	1	4.5%	11	High school diploma or equivalent	19
Total	All Occupations	70,532	71,320	787	1.1%	35,905	--	--

Technical Notes:

Source: EMSI, 2020.4

Highlighted occupations are High Priority Occupations in the Central Workforce Development Area

Current jobs based on 2020 estimates

Projected jobs based on 2023 estimates

Projected openings include both new and replacement projected openings from 2020 to 2023

Ins. Data: Insufficient data not available due to a lack of significant and reportable employment

Typical entry level education based on national estimates

Total values based on all occupations in the county/region/State

For more information about each occupation, please visit <https://www.onetonline.org/>



Healthcare Occupations: Jobs, Projected Change, Projected Openings, and Typical Entry Level Education								
Central Pennsylvania								
SOC	Occupation	Jobs		Projected Change		Projected Openings	Typical Entry Level Education	# of CIP Codes
		Current	Projected	Net	Percent			
29-1031	Dietitians and Nutritionists	212	218	6	2.8%	63	Bachelor's degree	9
29-1124	Radiation Therapists	48	51	3	5.6%	13	Associate's degree	2
29-1125	Recreational Therapists	54	54	0	-0.1%	11	Bachelor's degree	5
29-1126	Respiratory Therapists	138	149	11	8.3%	45	Associate's degree	2
29-1128	Exercise Physiologists	13	13	0	1.5%	<10	Bachelor's degree	4
29-1129	Therapists, All Other	48	50	3	5.3%	15	Bachelor's degree	13
29-1141	Registered Nurses	6,871	7,194	323	4.7%	1,902	Bachelor's degree	27
29-1292	Dental Hygienists	324	326	2	0.7%	96	Associate's degree	0
29-2018	Clinical Laboratory Technologists and Technicians	426	439	14	3.2%	131	Bachelor's degree	0
29-2031	Cardiovascular Technologists and Technicians	151	155	4	2.6%	41	Associate's degree	5
29-2032	Diagnostic Medical Sonographers	115	124	9	7.9%	38	Associate's degree	2
29-2033	Nuclear Medicine Technologists	49	51	2	4.3%	14	Associate's degree	3
29-2034	Radiologic Technologists and Technicians	554	573	19	3.4%	152	Associate's degree	6
29-2035	Magnetic Resonance Imaging Technologists	20	22	1	6.6%	<10	Associate's degree	2
29-2041	Emergency Medical Technicians and Paramedics	812	854	42	5.2%	284	Postsecondary nondegree award	4
29-2051	Dietetic Technicians	37	39	2	5.4%	15	Associate's degree	9
29-2052	Pharmacy Technicians	570	578	8	1.4%	205	High school diploma or equivalent	2
29-2053	Psychiatric Technicians	92	99	7	7.1%	41	Postsecondary nondegree award	2
29-2055	Surgical Technologists	230	241	11	4.7%	92	Postsecondary nondegree award	4
29-2056	Veterinary Technologists and Technicians	115	128	13	11.0%	56	Associate's degree	7
29-2057	Ophthalmic Medical Technicians	157	168	11	7.0%	67	Postsecondary nondegree award	5
29-2061	Licensed Practical and Licensed Vocational Nurses	2,144	2,238	93	4.3%	785	Postsecondary nondegree award	3
29-2081	Opticians, Dispensing	113	119	5	4.8%	47	High school diploma or equivalent	3
29-2092	Hearing Aid Specialists	<10	<10	Insf. Data	Insf. Data	<10	High school diploma or equivalent	2
29-2098	Medical Dosimetrists, Medical Records Specialists, and Health	790	836	46	5.8%	283	Postsecondary nondegree award	0
29-9091	Athletic Trainers	144	146	3	1.8%	37	Bachelor's degree	3
29-9098	Health Information Technologists, Medical	154	155	2	1.0%	41	Postsecondary nondegree award	0
31-1128	Home Health and Personal Care Aides	6,846	7,641	795	11.6%	5,596	High school diploma or equivalent	0



Healthcare Occupations: Jobs, Projected Change, Projected Openings, and Typical Entry Level Education								
Central Pennsylvania (continued)								
SOC	Occupation	Jobs		Projected Change		Projected Openings	Typical Entry Level Education	# of CIP Codes
		Current	Projected	Net	Percent			
31-1131	Nursing Assistants	3,333	3,424	90	2.7%	1,637	Postsecondary nondegree award	0
31-1132	Orderlies	70	72	2	2.8%	37	High school diploma or equivalent	0
31-1133	Psychiatric Aides	69	76	7	10.0%	41	High school diploma or equivalent	0
31-2011	Occupational Therapy Assistants	142	148	6	4.3%	70	Associate's degree	2
31-2012	Occupational Therapy Aides	<10	<10	Insf. Data	Insf. Data	<10	High school diploma or equivalent	3
31-2021	Physical Therapist Assistants	245	263	18	7.4%	149	Associate's degree	2
31-2022	Physical Therapist Aides	57	62	5	9.2%	37	High school diploma or equivalent	4
31-9011	Massage Therapists	168	176	8	5.0%	92	Postsecondary nondegree award	5
31-9091	Dental Assistants	522	529	8	1.5%	254	Postsecondary nondegree award	3
31-9092	Medical Assistants	1,149	1,264	115	10.0%	684	Postsecondary nondegree award	16
31-9093	Medical Equipment Preparers	174	179	5	2.8%	88	High school diploma or equivalent	3
31-9094	Medical Transcriptionists	145	145	0	-0.2%	83	Postsecondary nondegree award	3
31-9095	Pharmacy Aides	58	53	-5	-7.8%	29	High school diploma or equivalent	2
31-9096	Veterinary Assistants and Laboratory Animal Caretakers	324	339	16	4.8%	237	High school diploma or equivalent	6
31-9097	Phlebotomists	200	208	8	4.1%	99	Postsecondary nondegree award	9
31-9099	Healthcare Support Workers, All Other	139	144	5	3.8%	71	High school diploma or equivalent	19
Total	All Occupations	284,209	288,913	4,704	1.7%	144,116	--	--

Central PA: Centre, Clinton, Columbia, Lycoming, Mifflin, Montour, Northumberland, Snyder, and Union Counties

Technical Notes:

Source: EMSI, 2020.4

Highlighted occupations are High Priority Occupations in the Central Workforce Development Area

Current jobs based on 2020 estimates

Projected jobs based on 2023 estimates

Projected openings include both new and replacement projected openings from 2020 to 2023

Ins. Data: Insufficient data not available due to a lack of significant and reportable employment

Typical entry level education based on national estimates

Total values based on all occupations in the county/region/State

For more information about each occupation, please visit <https://www.onetonline.org/>



Healthcare Occupations: Jobs, Projected Change, Projected Openings, and Typical Entry Level Education								
Pennsylvania								
SOC	Occupation	Jobs		Projected Change		Projected Openings	Typical Entry Level Education	# of CIP Codes
		Current	Projected	Net	Percent			
29-1031	Dietitians and Nutritionists	3,760	3,866	106	2.8%	1,110	Bachelor's degree	9
29-1124	Radiation Therapists	859	877	18	2.1%	198	Associate's degree	2
29-1125	Recreational Therapists	1,219	1,247	28	2.3%	281	Bachelor's degree	5
29-1126	Respiratory Therapists	6,078	6,382	304	5.0%	1,739	Associate's degree	2
29-1128	Exercise Physiologists	632	643	11	1.8%	161	Bachelor's degree	4
29-1129	Therapists, All Other	1,311	1,395	84	6.4%	415	Bachelor's degree	13
29-1141	Registered Nurses	151,148	156,621	5,473	3.6%	40,015	Bachelor's degree	27
29-1292	Dental Hygienists	9,462	9,667	205	2.2%	2,883	Associate's degree	0
29-2018	Clinical Laboratory Technologists and Technicians	14,158	14,566	408	2.9%	4,218	Bachelor's degree	0
29-2031	Cardiovascular Technologists and Technicians	3,209	3,253	44	1.4%	799	Associate's degree	5
29-2032	Diagnostic Medical Sonographers	2,918	3,062	145	5.0%	851	Associate's degree	2
29-2033	Nuclear Medicine Technologists	919	935	16	1.8%	232	Associate's degree	3
29-2034	Radiologic Technologists and Technicians	10,292	10,499	207	2.0%	2,629	Associate's degree	6
29-2035	Magnetic Resonance Imaging Technologists	1,559	1,582	22	1.4%	390	Associate's degree	2
29-2041	Emergency Medical Technicians and Paramedics	14,040	14,064	24	0.2%	4,076	Postsecondary nondegree award	4
29-2051	Dietetic Technicians	1,185	1,209	23	2.0%	423	Associate's degree	9
29-2052	Pharmacy Technicians	18,356	18,488	132	0.7%	6,324	High school diploma or equivalent	2
29-2053	Psychiatric Technicians	3,002	3,190	188	6.3%	1,251	Postsecondary nondegree award	2
29-2055	Surgical Technologists	4,298	4,405	107	2.5%	1,573	Postsecondary nondegree award	4
29-2056	Veterinary Technologists and Technicians	5,334	5,716	382	7.2%	2,278	Associate's degree	7
29-2057	Ophthalmic Medical Technicians	2,002	2,113	111	5.6%	814	Postsecondary nondegree award	5
29-2061	Licensed Practical and Licensed Vocational Nurses	38,143	39,527	1,384	3.6%	13,682	Postsecondary nondegree award	3
29-2081	Opticians, Dispensing	2,574	2,601	27	1.0%	878	High school diploma or equivalent	3
29-2092	Hearing Aid Specialists	253	264	12	4.6%	88	High school diploma or equivalent	2
29-2098	Medical Dosimetrists, Medical Records Specialists, and Health	14,998	15,532	534	3.6%	4,925	Postsecondary nondegree award	0
29-9091	Athletic Trainers	1,789	1,879	90	5.0%	530	Bachelor's degree	3
29-9098	Health Information Technologists, Medical	1,953	2,051	98	5.0%	589	Postsecondary nondegree award	0
31-1128	Home Health and Personal Care Aides	195,541	226,529	30,988	15.8%	171,700	High school diploma or equivalent	0



Healthcare Occupations: Jobs, Projected Change, Projected Openings, and Typical Entry Level Education								
Pennsylvania (continued)								
SOC	Occupation	Jobs		Projected Change		Projected Openings	Typical Entry Level Education	# of CIP Codes
		Current	Projected	Net	Percent			
31-1131	Nursing Assistants	76,873	78,477	1,604	2.1%	37,079	Postsecondary nondegree award	0
31-1132	Orderlies	2,703	2,708	4	0.2%	1,271	High school diploma or equivalent	0
31-1133	Psychiatric Aides	2,921	3,029	108	3.7%	1,488	High school diploma or equivalent	0
31-2011	Occupational Therapy Assistants	2,732	2,963	230	8.4%	1,528	Associate's degree	2
31-2012	Occupational Therapy Aides	348	363	15	4.2%	174	High school diploma or equivalent	3
31-2021	Physical Therapist Assistants	5,361	5,740	380	7.1%	3,245	Associate's degree	2
31-2022	Physical Therapist Aides	2,058	2,189	131	6.4%	1,224	High school diploma or equivalent	4
31-9011	Massage Therapists	6,675	7,166	492	7.4%	3,855	Postsecondary nondegree award	5
31-9091	Dental Assistants	12,089	12,435	346	2.9%	5,989	Postsecondary nondegree award	3
31-9092	Medical Assistants	31,041	33,221	2,181	7.0%	16,989	Postsecondary nondegree award	16
31-9093	Medical Equipment Preparers	2,247	2,308	61	2.7%	1,137	High school diploma or equivalent	3
31-9094	Medical Transcriptionists	2,901	2,830	-71	-2.4%	1,632	Postsecondary nondegree award	3
31-9095	Pharmacy Aides	2,471	2,336	-134	-5.4%	1,227	High school diploma or equivalent	2
31-9096	Veterinary Assistants and Laboratory Animal Caretakers	3,223	3,502	279	8.7%	2,536	High school diploma or equivalent	6
31-9097	Phlebotomists	5,602	6,000	398	7.1%	2,986	Postsecondary nondegree award	9
31-9099	Healthcare Support Workers, All Other	2,329	2,461	132	5.7%	1,268	High school diploma or equivalent	19
Total	All Occupations	6,563,850	6,715,014	151,164	2.3%	3,324,758	--	--

Technical Notes:

Source: EMSI, 2020.4
 Highlighted occupations are High Priority Occupations in the Central Workforce Development Area
 Current jobs based on 2020 estimates
 Projected jobs based on 2023 estimates
 Projected openings include both new and replacement projected openings from 2020 to 2023
 Ins. Data: Insufficient data not available due to a lack of significant and reportable employment
 Typical entry level education based on national estimates
 Total values based on all occupations in the county/region/State
 For more information about each occupation, please visit <https://www.onetonline.org/>



Healthcare Occupations: Average, Median, and Percentile Wages							
Clinton and Lycoming Counties							
SOC	Occupation	Hourly Wages					
		Average	10 th Percentile	25 th Percentile	Median	75 th Percentile	90 th Percentile
29-1031	Dietitians and Nutritionists	\$27.38	\$21.07	\$24.65	\$27.66	\$30.53	\$35.28
29-1124	Radiation Therapists	Insf. Data	Insf. Data	Insf. Data	Insf. Data	Insf. Data	Insf. Data
29-1125	Recreational Therapists	\$9.66	\$7.25	\$7.28	\$9.78	\$11.49	\$13.64
29-1126	Respiratory Therapists	\$23.94	\$17.22	\$21.17	\$23.88	\$27.30	\$31.60
29-1128	Exercise Physiologists	Insf. Data	Insf. Data	Insf. Data	Insf. Data	Insf. Data	Insf. Data
29-1129	Therapists, All Other	Insf. Data	Insf. Data	Insf. Data	Insf. Data	Insf. Data	Insf. Data
29-1141	Registered Nurses	\$33.22	\$20.35	\$28.54	\$33.66	\$38.22	\$44.91
29-1292	Dental Hygienists	\$28.64	\$22.02	\$25.86	\$28.49	\$31.92	\$36.11
29-2018	Clinical Laboratory Technologists and	\$20.89	\$13.63	\$16.48	\$21.71	\$25.12	\$29.79
29-2031	Cardiovascular Technologists and Technicians	\$18.01	\$10.52	\$12.47	\$15.00	\$23.88	\$30.49
29-2032	Diagnostic Medical Sonographers	Insf. Data	Insf. Data	Insf. Data	Insf. Data	Insf. Data	Insf. Data
29-2033	Nuclear Medicine Technologists	Insf. Data	Insf. Data	Insf. Data	Insf. Data	Insf. Data	Insf. Data
29-2034	Radiologic Technologists and Technicians	\$25.39	\$17.42	\$20.97	\$25.33	\$29.24	\$34.06
29-2035	Magnetic Resonance Imaging Technologists	Insf. Data	Insf. Data	Insf. Data	Insf. Data	Insf. Data	Insf. Data
29-2041	Emergency Medical Technicians and Paramedics	\$17.11	\$10.11	\$12.03	\$15.79	\$20.29	\$24.37
29-2051	Dietetic Technicians	\$14.42	\$8.90	\$10.59	\$14.08	\$17.40	\$20.81
29-2052	Pharmacy Technicians	\$14.17	\$9.82	\$10.97	\$13.52	\$16.85	\$19.83
29-2053	Psychiatric Technicians	\$14.89	\$11.63	\$12.96	\$14.83	\$17.35	\$19.15
29-2055	Surgical Technologists	\$19.89	\$14.48	\$16.46	\$19.23	\$21.91	\$25.73
29-2056	Veterinary Technologists and Technicians	\$15.56	\$11.21	\$13.54	\$15.98	\$17.89	\$19.22
29-2057	Ophthalmic Medical Technicians	\$16.24	\$7.28	\$9.14	\$13.90	\$17.79	\$21.49
29-2081	Opticians, Dispensing	\$17.10	\$9.32	\$10.29	\$15.21	\$19.54	\$24.28
29-2092	Hearing Aid Specialists	Insf. Data	Insf. Data	Insf. Data	Insf. Data	Insf. Data	Insf. Data
29-2061	Licensed Practical and Licensed Vocational Nurses	\$20.63	\$16.14	\$18.70	\$21.06	\$23.14	\$24.84
29-2098	Medical Dosimetrists, Medical Records Specialists,	\$19.72	\$13.85	\$15.80	\$18.20	\$22.38	\$30.20
29-9091	Athletic Trainers	Insf. Data	Insf. Data	Insf. Data	Insf. Data	Insf. Data	Insf. Data
29-9098	Health Information Technologists, Medical	\$31.96	\$13.27	\$16.16	\$26.03	\$40.52	\$54.99
31-1128	Home Health and Personal Care Aides	\$11.99	\$9.30	\$10.27	\$11.48	\$13.17	\$15.23
31-1131	Nursing Assistants	\$14.04	\$11.19	\$12.51	\$13.93	\$15.56	\$17.86



Healthcare Occupations: Average, Median, and Percentile Wages							
Clinton and Lycoming Counties (continued)							
SOC	Occupation	Hourly Wages					
		Average	10 th Percentile	25 th Percentile	Median	75 th Percentile	90 th Percentile
31-1132	Orderlies	Insf. Data	Insf. Data	Insf. Data	Insf. Data	Insf. Data	Insf. Data
31-1133	Psychiatric Aides	Insf. Data	Insf. Data	Insf. Data	Insf. Data	Insf. Data	Insf. Data
31-2011	Occupational Therapy Assistants	\$26.72	\$21.37	\$23.63	\$26.36	\$29.54	\$33.29
31-2012	Occupational Therapy Aides	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
31-2021	Physical Therapist Assistants	\$25.79	\$19.73	\$21.91	\$25.83	\$29.48	\$34.13
31-2022	Physical Therapist Aides	Insf. Data	Insf. Data	Insf. Data	Insf. Data	Insf. Data	Insf. Data
31-9011	Massage Therapists	\$22.58	\$10.09	\$17.66	\$23.25	\$26.44	\$31.05
31-9091	Dental Assistants	\$19.33	\$13.05	\$15.66	\$18.44	\$23.15	\$28.56
31-9092	Medical Assistants	\$15.78	\$12.98	\$13.71	\$14.93	\$16.77	\$19.99
31-9093	Medical Equipment Preparers	Insf. Data	Insf. Data	Insf. Data	Insf. Data	Insf. Data	Insf. Data
31-9094	Medical Transcriptionists	\$15.84	\$12.44	\$12.92	\$15.29	\$18.27	\$20.49
31-9095	Pharmacy Aides	\$11.94	\$8.37	\$9.33	\$11.30	\$14.26	\$17.34
31-9096	Veterinary Assistants and Laboratory Animal Caretakers	\$16.46	\$10.99	\$12.62	\$15.46	\$18.40	\$21.44
31-9097	Phlebotomists	\$18.51	\$15.94	\$16.54	\$18.02	\$20.31	\$23.32
31-9099	Healthcare Support Workers, All Other	\$19.23	\$12.49	\$15.09	\$19.05	\$22.72	\$26.26
Total	All Occupations	\$20.86	--	--	--	--	--

Technical Notes:

Source: EMSI, 2020.4

Highlighted occupations are High Priority Occupations in the Central Workforce Development Area

Occupational wages based on current estimates

Occupational wages do not include benefits, but they do include bonuses and commissions (incentive pay)

Percentile wages show what percentage of workers earn less than the given wage. For example, the 25th percentile wage indicates 25% of all workers in an occupation earn less than the given wage, and thus 75% earn more. Median wages are 50th percentile wages (half earn more and half earn less).

Total wage based on all occupations in the county/region/State

For more information about each occupation, please visit <https://www.onetonline.org/>



Healthcare Occupations: Average, Median, and Percentile Wages							
Central Pennsylvania							
SOC	Occupation	Hourly Wages					
		Average	10 th Percentile	25 th Percentile	Median	75 th Percentile	90 th Percentile
29-1031	Dietitians and Nutritionists	\$28.16	\$20.22	\$23.15	\$27.54	\$32.67	\$37.78
29-1124	Radiation Therapists	\$36.40	\$21.57	\$25.30	\$33.97	\$44.07	\$55.18
29-1125	Recreational Therapists	\$17.45	\$7.27	\$10.10	\$16.46	\$22.61	\$27.24
29-1126	Respiratory Therapists	\$27.36	\$19.82	\$22.69	\$26.32	\$30.51	\$34.99
29-1128	Exercise Physiologists	\$25.90	\$12.67	\$16.17	\$20.82	\$29.19	\$43.08
29-1129	Therapists, All Other	\$27.27	\$7.29	\$9.57	\$20.92	\$31.80	\$56.30
29-1141	Registered Nurses	\$32.86	\$23.70	\$27.63	\$32.36	\$37.38	\$42.37
29-1292	Dental Hygienists	\$29.04	\$23.36	\$26.49	\$29.04	\$32.08	\$36.37
29-2018	Clinical Laboratory Technologists and	\$25.76	\$14.48	\$18.82	\$24.56	\$30.79	\$38.57
29-2031	Cardiovascular Technologists and Technicians	\$21.34	\$11.42	\$14.01	\$19.92	\$27.63	\$35.36
29-2032	Diagnostic Medical Sonographers	\$23.48	\$7.81	\$9.22	\$23.44	\$33.33	\$39.39
29-2033	Nuclear Medicine Technologists	\$26.93	\$14.11	\$17.30	\$22.94	\$33.24	\$40.46
29-2034	Radiologic Technologists and Technicians	\$26.95	\$19.13	\$21.93	\$26.02	\$31.03	\$36.12
29-2035	Magnetic Resonance Imaging Technologists	\$33.71	\$23.86	\$27.19	\$31.83	\$36.65	\$40.73
29-2041	Emergency Medical Technicians and Paramedics	\$13.22	\$8.06	\$9.29	\$11.96	\$16.42	\$20.26
29-2051	Dietetic Technicians	\$14.57	\$9.05	\$10.78	\$14.22	\$17.69	\$21.11
29-2052	Pharmacy Technicians	\$14.57	\$10.28	\$11.81	\$13.90	\$16.66	\$20.08
29-2053	Psychiatric Technicians	\$14.99	\$11.40	\$12.74	\$14.58	\$16.98	\$18.70
29-2055	Surgical Technologists	\$20.34	\$15.02	\$16.94	\$19.82	\$23.22	\$27.34
29-2056	Veterinary Technologists and Technicians	\$14.90	\$9.66	\$11.66	\$14.76	\$17.60	\$20.07
29-2057	Ophthalmic Medical Technicians	\$11.86	\$7.54	\$9.37	\$12.13	\$14.79	\$16.11
29-2081	Opticians, Dispensing	\$17.04	\$7.90	\$11.63	\$16.48	\$21.35	\$25.39
29-2092	Hearing Aid Specialists	Insf. Data	Insf. Data	Insf. Data	Insf. Data	Insf. Data	Insf. Data
29-2061	Licensed Practical and Licensed Vocational Nurses	\$21.17	\$16.64	\$18.76	\$21.23	\$23.66	\$25.99
29-2098	Medical Dosimetrists, Medical Records Specialists,	\$19.44	\$13.19	\$15.06	\$18.07	\$22.51	\$27.99
29-9091	Athletic Trainers	\$22.24	\$8.95	\$18.60	\$22.05	\$26.61	\$34.41
29-9098	Health Information Technologists, Medical	\$42.74	\$19.86	\$25.33	\$39.47	\$58.07	\$81.50
31-1128	Home Health and Personal Care Aides	\$11.76	\$9.11	\$10.10	\$11.42	\$13.11	\$15.07
31-1131	Nursing Assistants	\$14.56	\$11.92	\$12.99	\$14.33	\$16.08	\$18.29



Healthcare Occupations: Average, Median, and Percentile Wages							
Central Pennsylvania (continued)							
SOC	Occupation	Hourly Wages					
		Average	10 th Percentile	25 th Percentile	Median	75 th Percentile	90 th Percentile
31-1132	Orderlies	\$15.07	\$10.55	\$11.83	\$13.61	\$15.71	\$18.26
31-1133	Psychiatric Aides	\$16.59	\$8.05	\$11.82	\$16.61	\$20.83	\$24.78
31-2011	Occupational Therapy Assistants	\$26.63	\$20.23	\$22.60	\$26.08	\$30.03	\$34.32
31-2012	Occupational Therapy Aides	Insf. Data	Insf. Data	Insf. Data	Insf. Data	Insf. Data	Insf. Data
31-2021	Physical Therapist Assistants	\$27.03	\$19.92	\$23.00	\$27.17	\$30.90	\$35.58
31-2022	Physical Therapist Aides	\$11.77	\$7.28	\$8.44	\$11.82	\$15.22	\$18.31
31-9011	Massage Therapists	\$23.36	\$8.02	\$10.85	\$18.91	\$27.71	\$47.68
31-9091	Dental Assistants	\$18.30	\$13.41	\$15.22	\$17.80	\$21.12	\$25.12
31-9092	Medical Assistants	\$15.48	\$11.84	\$13.25	\$15.13	\$17.63	\$19.97
31-9093	Medical Equipment Preparers	\$21.37	\$13.82	\$16.50	\$20.47	\$25.28	\$30.08
31-9094	Medical Transcriptionists	\$18.14	\$12.06	\$13.64	\$17.57	\$21.80	\$26.14
31-9095	Pharmacy Aides	\$11.95	\$8.37	\$9.24	\$10.97	\$13.77	\$16.80
31-9096	Veterinary Assistants and Laboratory Animal Caretakers	\$16.47	\$9.77	\$11.81	\$15.05	\$19.25	\$25.45
31-9097	Phlebotomists	\$16.83	\$12.89	\$14.35	\$16.61	\$18.97	\$21.19
31-9099	Healthcare Support Workers, All Other	\$20.89	\$13.16	\$16.35	\$20.43	\$24.82	\$29.25
Total	All Occupations	\$21.97	--	--	--	--	--

Central PA: Centre, Clinton, Columbia, Lycoming, Mifflin, Montour, Northumberland, Snyder, and Union Counties

Technical Notes:

Source: EMSI, 2020.4

Highlighted occupations are High Priority Occupations in the Central Workforce Development Area

Occupational wages based on current estimates

Occupational wages do not include benefits, but they do include bonuses and commissions (incentive pay)

Percentile wages show what percentage of workers earn less than the given wage. For example, the 25th percentile wage indicates 25% of all workers in an occupation earn less than the given wage, and thus 75% earn more. Median wages are 50th percentile wages (half earn more and half earn less).

Total wage based on all occupations in the county/region/State

For more information about each occupation, please visit <https://www.onetonline.org/>



Healthcare Occupations: Average, Median, and Percentile Wages							
Pennsylvania							
SOC	Occupation	Hourly Wages					
		Average	10 th Percentile	25 th Percentile	Median	75 th Percentile	90 th Percentile
29-1031	Dietitians and Nutritionists	\$28.77	\$17.33	\$22.92	\$28.62	\$34.75	\$39.33
29-1124	Radiation Therapists	\$40.53	\$25.92	\$31.60	\$39.25	\$48.16	\$57.30
29-1125	Recreational Therapists	\$22.49	\$10.63	\$18.06	\$22.73	\$27.82	\$31.64
29-1126	Respiratory Therapists	\$27.69	\$20.65	\$23.60	\$27.44	\$31.37	\$36.56
29-1128	Exercise Physiologists	\$25.61	\$15.25	\$17.37	\$21.60	\$28.88	\$40.44
29-1129	Therapists, All Other	\$29.90	\$9.59	\$18.34	\$24.87	\$33.76	\$55.89
29-1141	Registered Nurses	\$34.32	\$25.26	\$28.66	\$33.89	\$39.14	\$46.36
29-1292	Dental Hygienists	\$32.91	\$24.72	\$27.82	\$32.67	\$37.61	\$42.81
29-2018	Clinical Laboratory Technologists and	\$25.76	\$15.71	\$19.98	\$25.54	\$30.76	\$36.94
29-2031	Cardiovascular Technologists and Technicians	\$27.54	\$15.71	\$18.42	\$25.01	\$35.09	\$43.85
29-2032	Diagnostic Medical Sonographers	\$32.07	\$23.54	\$26.81	\$31.20	\$36.83	\$41.75
29-2033	Nuclear Medicine Technologists	\$34.38	\$24.61	\$28.06	\$33.58	\$39.10	\$47.38
29-2034	Radiologic Technologists and Technicians	\$25.98	\$18.89	\$21.52	\$25.44	\$29.85	\$35.31
29-2035	Magnetic Resonance Imaging Technologists	\$31.14	\$22.00	\$25.93	\$30.44	\$36.17	\$40.43
29-2041	Emergency Medical Technicians and Paramedics	\$16.50	\$10.22	\$12.32	\$15.06	\$19.87	\$24.31
29-2051	Dietetic Technicians	\$15.24	\$9.38	\$11.15	\$14.85	\$18.34	\$21.94
29-2052	Pharmacy Technicians	\$15.03	\$10.28	\$12.11	\$14.39	\$17.54	\$20.90
29-2053	Psychiatric Technicians	\$15.26	\$11.70	\$13.12	\$14.93	\$17.44	\$19.07
29-2055	Surgical Technologists	\$21.93	\$16.41	\$18.53	\$21.45	\$24.48	\$29.07
29-2056	Veterinary Technologists and Technicians	\$17.85	\$11.81	\$14.13	\$17.24	\$21.23	\$24.71
29-2057	Ophthalmic Medical Technicians	\$14.92	\$8.06	\$9.56	\$14.73	\$19.02	\$23.06
29-2081	Opticians, Dispensing	\$18.04	\$12.06	\$13.67	\$16.56	\$20.43	\$25.85
29-2092	Hearing Aid Specialists	\$25.19	\$13.56	\$16.70	\$23.25	\$30.89	\$37.43
29-2061	Licensed Practical and Licensed Vocational Nurses	\$23.60	\$17.27	\$20.24	\$23.45	\$27.38	\$30.13
29-2098	Medical Dosimetrists, Medical Records Specialists,	\$21.00	\$13.71	\$16.09	\$19.17	\$24.41	\$30.52
29-9091	Athletic Trainers	\$24.17	\$16.22	\$18.71	\$22.39	\$27.31	\$33.52
29-9098	Health Information Technologists, Medical	\$35.89	\$16.32	\$20.65	\$33.84	\$48.16	\$59.01
31-1128	Home Health and Personal Care Aides	\$12.44	\$9.68	\$10.60	\$11.97	\$13.92	\$15.48
31-1131	Nursing Assistants	\$15.17	\$11.83	\$13.25	\$14.98	\$17.33	\$19.09



Healthcare Occupations: Average, Median, and Percentile Wages							
Pennsylvania (continued)							
SOC	Occupation	Hourly Wages					
		Average	10 th Percentile	25 th Percentile	Median	75 th Percentile	90 th Percentile
31-1132	Orderlies	\$14.06	\$10.51	\$12.27	\$13.86	\$15.52	\$18.38
31-1133	Psychiatric Aides	\$17.22	\$11.40	\$13.76	\$16.53	\$19.03	\$24.15
31-2011	Occupational Therapy Assistants	\$27.50	\$20.78	\$23.44	\$27.20	\$31.24	\$36.39
31-2012	Occupational Therapy Aides	\$15.68	\$10.63	\$12.68	\$14.37	\$17.51	\$20.35
31-2021	Physical Therapist Assistants	\$26.69	\$16.25	\$22.07	\$27.38	\$31.64	\$36.56
31-2022	Physical Therapist Aides	\$15.16	\$9.94	\$11.21	\$13.48	\$15.86	\$20.33
31-9011	Massage Therapists	\$22.79	\$8.71	\$13.00	\$20.07	\$27.21	\$41.35
31-9091	Dental Assistants	\$19.52	\$13.04	\$15.70	\$18.84	\$23.23	\$27.82
31-9092	Medical Assistants	\$16.11	\$12.28	\$13.73	\$15.85	\$18.25	\$20.61
31-9093	Medical Equipment Preparers	\$16.95	\$12.98	\$14.25	\$16.39	\$18.93	\$22.69
31-9094	Medical Transcriptionists	\$16.65	\$10.15	\$12.64	\$16.74	\$20.32	\$23.63
31-9095	Pharmacy Aides	\$12.54	\$8.85	\$10.15	\$12.28	\$14.35	\$17.12
31-9096	Veterinary Assistants and Laboratory Animal Caretakers	\$13.93	\$8.94	\$11.01	\$13.55	\$16.06	\$19.45
31-9097	Phlebotomists	\$16.75	\$12.99	\$14.63	\$16.75	\$18.69	\$21.21
31-9099	Healthcare Support Workers, All Other	\$20.31	\$13.38	\$16.03	\$20.22	\$23.86	\$27.43
Total	All Occupations	\$24.88	--	--	--	--	--

Technical Notes:

Source: EMSI, 2020.4

Highlighted occupations are High Priority Occupations in the Central Workforce Development Area

Occupational wages based on current estimates

Occupational wages do not include benefits, but they do include bonuses and commissions (incentive pay)

Percentile wages show what percentage of workers earn less than the given wage. For example, the 25th percentile wage indicates 25% of all workers in an occupation earn less than the given wage, and thus 75% earn more. Median wages are 50th percentile wages (half earn more and half earn less).

Total wage based on all occupations in the county/region/State

For more information about each occupation, please visit <https://www.onetonline.org/>



Healthcare Occupations							
Online Job Postings and Hires							
Clinton and Lycoming Counties							
SOC	Occupation	Average Monthly Online Job Postings			Average Monthly Hires		
		2017	2018	2019	2017	2018	2019
29-1031	Dietitians and Nutritionists	1	1	1	7	6	6
29-1124	Radiation Therapists	0	1	0	0	2	3
29-1125	Recreational Therapists	0	3	0	1	1	3
29-1126	Respiratory Therapists	1	0	1	6	6	10
29-1128	Exercise Physiologists	0	0	0	0	0	0
29-1129	--	--	--	--	--	--	--
29-1141	Registered Nurses	25	19	24	301	306	551
29-1292	Dental Hygienists	2	3	2	2	2	3
29-2018	Clinical Laboratory Technologists and Technicians	1	1	1	4	11	20
29-2031	Cardiovascular Technologists and Technicians	1	1	0	2	4	10
29-2032	Diagnostic Medical Sonographers	0	0	0	1	3	4
29-2033	Nuclear Medicine Technologists	0	0	0	1	1	0
29-2034	Radiologic Technologists and Technicians	2	1	2	4	6	11
29-2035	Magnetic Resonance Imaging Technologists	0	0	0	0	1	1
29-2041	Emergency Medical Technicians and Paramedics	4	6	5	5	7	7
29-2051	Dietetic Technicians	0	0	0	0	1	1
29-2052	Pharmacy Technicians	3	3	3	18	30	33
29-2053	Psychiatric Technicians	0	1	0	3	3	1
29-2055	Surgical Technologists	1	1	1	3	7	11
29-2056	Veterinary Technologists and Technicians	2	2	3	0	2	1
29-2057	Ophthalmic Medical Technicians	0	2	0	1	4	2
29-2081	Opticians, Dispensing	1	1	1	1	0	1
29-2092	Hearing Aid Specialists	0	0	0	0	0	0
29-2061	Licensed Practical and Licensed Vocational Nurses	13	13	18	78	73	68
29-2098	Medical Dosimetrists, Medical Records Specialists, and	3	2	2	9	10	11
29-9091	Athletic Trainers	0	1	0	2	1	1
29-9098	Health Information Technologists, Medical	1	1	0	0	0	0



Healthcare Occupations							
Online Job Postings and Hires							
Clinton and Lycoming Counties (continued)							
SOC	Occupation	Average Monthly Online Job Postings			Average Monthly Hires		
		2017	2018	2019	2017	2018	2019
31-1128	Home Health and Personal Care Aides	61	104	109	93	68	102
31-1131	Nursing Assistants	36	30	40	37	43	52
31-1132	--	--	--	--	--	--	--
31-1133	Psychiatric Aides	0	0	0	0	1	0
31-2011	Occupational Therapy Assistants	3	4	3	4	3	3
31-2012	--	--	--	--	--	--	--
31-2021	Physical Therapist Assistants	3	3	3	10	10	8
31-2022	Physical Therapist Aides	1	0	0	1	0	0
31-9011	Massage Therapists	2	1	1	2	1	1
31-9091	Dental Assistants	3	4	4	4	4	5
31-9092	Medical Assistants	5	4	7	8	18	26
31-9093	Medical Equipment Preparers	0	1	0	2	4	6
31-9094	Medical Transcriptionists	4	2	1	0	0	1
31-9095	--	--	--	--	--	--	--
31-9096	Veterinary Assistants and Laboratory Animal Caretakers	3	4	5	0	0	1
31-9097	Phlebotomists	1	1	1	3	8	6
31-9099	Healthcare Support Workers, All Other	1	1	1	1	5	11
Total	All Occupations	3,001	3,151	3,152	5,333	5,903	6,559

Technical Notes:

Source: EMSI, 2020.4

Highlighted occupations are High Priority Occupations in the Central Workforce Development Area

Online job postings based on unique (de-duplicated) postings

Total postings based on all occupations in the county/region/State

For more information about each occupation, please visit <https://www.onetonline.org/>



Healthcare Occupations							
Online Job Postings and Hires							
Central Pennsylvania							
SOC	Occupation	Average Monthly Online Job Postings			Average Monthly Hires		
		2017	2018	2019	2017	2018	2019
29-1031	Dietitians and Nutritionists	8	4	4	17	20	19
29-1124	Radiation Therapists	2	1	1	1	3	4
29-1125	Recreational Therapists	1	4	1	7	8	8
29-1126	Respiratory Therapists	2	3	2	20	23	72
29-1128	Exercise Physiologists	0	0	0	1	0	1
29-1129	--	--	--	--	--	--	--
29-1141	Registered Nurses	79	93	105	1,324	1,448	2,780
29-1292	Dental Hygienists	5	10	7	4	4	8
29-2018	Clinical Laboratory Technologists and Technicians	6	8	7	26	31	48
29-2031	Cardiovascular Technologists and Technicians	2	3	2	13	15	33
29-2032	Diagnostic Medical Sonographers	1	2	2	6	9	21
29-2033	Nuclear Medicine Technologists	0	1	1	2	3	4
29-2034	Radiologic Technologists and Technicians	6	6	7	15	19	36
29-2035	Magnetic Resonance Imaging Technologists	1	1	0	2	3	4
29-2041	Emergency Medical Technicians and Paramedics	20	25	23	20	21	32
29-2051	Dietetic Technicians	2	2	1	0	1	1
29-2052	Pharmacy Technicians	13	13	15	77	103	121
29-2053	Psychiatric Technicians	4	9	2	13	21	14
29-2055	Surgical Technologists	3	5	4	10	13	33
29-2056	Veterinary Technologists and Technicians	4	4	4	3	3	4
29-2057	Ophthalmic Medical Technicians	10	9	4	3	5	4
29-2081	Opticians, Dispensing	3	7	4	3	2	4
29-2092	Hearing Aid Specialists	1	0	0	0	0	0
29-2061	Licensed Practical and Licensed Vocational Nurses	54	50	66	314	261	314
29-2098	Medical Dosimetrists, Medical Records Specialists, and	15	13	15	43	41	56
29-9091	Athletic Trainers	6	3	3	4	5	5
29-9098	Health Information Technologists, Medical	9	8	3	0	0	0



Healthcare Occupations Online Job Postings and Hires							
Central Pennsylvania (continued)							
SOC	Occupation	Average Monthly Online Job Postings			Average Monthly Hires		
		2017	2018	2019	2017	2018	2019
31-1128	Home Health and Personal Care Aides	315	407	506	392	307	707
31-1131	Nursing Assistants	106	131	149	176	163	226
31-1132	Orderlies	7	4	2	0	0	0
31-1133	Psychiatric Aides	4	6	3	0	2	0
31-2011	Occupational Therapy Assistants	7	8	7	11	10	12
31-2012	--	--	--	--	--	--	--
31-2021	Physical Therapist Assistants	13	9	12	25	22	30
31-2022	Physical Therapist Aides	4	3	3	2	1	1
31-9011	Massage Therapists	5	3	4	5	4	5
31-9091	Dental Assistants	14	18	18	10	10	16
31-9092	Medical Assistants	26	26	39	39	55	84
31-9093	Medical Equipment Preparers	4	5	5	7	8	16
31-9094	Medical Transcriptionists	7	7	6	1	0	1
31-9095	Pharmacy Aides	6	3	2	1	1	1
31-9096	Veterinary Assistants and Laboratory Animal Caretakers	12	15	16	1	1	3
31-9097	Phlebotomists	5	5	5	12	21	21
31-9099	Healthcare Support Workers, All Other	4	7	5	13	20	38
Total	All Occupations	12,076	12,328	12,531	21,466	25,036	28,747

Central PA: Centre, Clinton, Columbia, Lycoming, Mifflin, Montour, Northumberland, Snyder, and Union Counties

Technical Notes:

Source: EMSI, 2020.4

Highlighted occupations are High Priority Occupations in the Central Workforce Development Area

Online job postings based on unique (de-duplicated) postings

Total postings based on all occupations in the county/region/State

For more information about each occupation, please visit <https://www.onetonline.org/>



Healthcare Occupations							
Online Job Postings and Hires							
Pennsylvania							
SOC	Occupation	Average Monthly Online Job Postings			Average Monthly Hires		
		2017	2018	2019	2017	2018	2019
29-1031	Dietitians and Nutritionists	118	129	78	209	215	227
29-1124	Radiation Therapists	30	63	11	38	44	66
29-1125	Recreational Therapists	38	45	22	121	122	182
29-1126	Respiratory Therapists	133	162	113	272	289	553
29-1128	Exercise Physiologists	27	50	8	23	15	25
29-1129	--	--	--	--	--	--	--
29-1141	Registered Nurses	2,482	2,407	2,618	20,604	18,137	34,561
29-1292	Dental Hygienists	208	222	242	95	89	220
29-2018	Clinical Laboratory Technologists and Technicians	246	298	262	827	800	1,101
29-2031	Cardiovascular Technologists and Technicians	52	80	47	387	389	510
29-2032	Diagnostic Medical Sonographers	70	71	49	207	190	325
29-2033	Nuclear Medicine Technologists	18	25	13	34	31	48
29-2034	Radiologic Technologists and Technicians	152	163	154	491	516	812
29-2035	Magnetic Resonance Imaging Technologists	43	55	23	76	75	124
29-2041	Emergency Medical Technicians and Paramedics	498	444	435	279	276	415
29-2051	Dietetic Technicians	80	52	36	9	11	12
29-2052	Pharmacy Technicians	570	676	625	1,812	2,026	2,336
29-2053	Psychiatric Technicians	123	158	88	228	240	287
29-2055	Surgical Technologists	119	100	97	323	320	508
29-2056	Veterinary Technologists and Technicians	167	175	204	138	168	175
29-2057	Ophthalmic Medical Technicians	117	129	56	70	59	86
29-2081	Opticians, Dispensing	87	111	82	73	81	138
29-2092	Hearing Aid Specialists	14	26	7	3	3	8
29-2061	Licensed Practical and Licensed Vocational Nurses	1,123	1,116	1,223	3,717	3,303	4,703
29-2098	Medical Dosimetrists, Medical Records Specialists, and	408	357	329	1,023	951	1,139
29-9091	Athletic Trainers	95	71	39	57	69	89
29-9098	Health Information Technologists, Medical	87	182	39	8	7	10



Healthcare Occupations							
Online Job Postings and Hires							
Pennsylvania (continued)							
SOC	Occupation	Average Monthly Online Job Postings			Average Monthly Hires		
		2017	2018	2019	2017	2018	2019
31-1128	Home Health and Personal Care Aides	10,397	12,184	13,170	5,335	4,760	12,634
31-1131	Nursing Assistants	3,168	3,101	3,582	2,385	2,449	3,983
31-1132	Orderlies	167	109	85	5	3	4
31-1133	Psychiatric Aides	150	189	110	1	47	2
31-2011	Occupational Therapy Assistants	105	157	137	254	194	221
31-2012	Occupational Therapy Aides	23	29	15	2	5	3
31-2021	Physical Therapist Assistants	223	263	277	351	313	360
31-2022	Physical Therapist Aides	107	113	100	34	35	48
31-9011	Massage Therapists	175	215	209	227	212	376
31-9091	Dental Assistants	395	461	502	246	264	405
31-9092	Medical Assistants	866	1,057	1,139	1,236	1,224	1,735
31-9093	Medical Equipment Preparers	82	85	74	194	185	283
31-9094	Medical Transcriptionists	182	178	142	30	31	39
31-9095	Pharmacy Aides	205	216	132	19	22	33
31-9096	Veterinary Assistants and Laboratory Animal Caretakers	198	208	210	46	72	85
31-9097	Phlebotomists	212	225	197	254	231	375
31-9099	Healthcare Support Workers, All Other	97	148	92	289	315	436
Total	All Occupations	303,751	314,033	315,608	451,971	453,737	579,995

Technical Notes:

Source: EMSI, 2020.4

Highlighted occupations are High Priority Occupations in the Central Workforce Development Area

Online job postings based on unique (de-duplicated) postings

Total postings based on all occupations in the county/region/State

For more information about each occupation, please visit <https://www.onetonline.org/>

2020 High Priority Occupations for Central Workforce Development Area

SOC Code	CIP	SOC Title	Educational Attainment	Wages (2019)			Employment			Learning Pathway	CTE Program of Study	
				Entry Level	Annual Average	Exper. Level	Estimated 2016	Projected 2026	Percent Change			Annual Demand
11-1021		General & Operations Managers	BD+	\$52,930	\$108,420	\$136,170	2,530	2,700	6.7%	227	Business	Business
13-1161		Market Research Analysts & Marketing Specialists	BD	\$37,440	\$71,410	\$88,390	780	900	15.4%	93	Business	Business
13-2011		Accountants & Auditors	BD	\$43,320	\$64,370	\$74,900	1,720	1,890	9.9%	174	Business	Business
15-1131	11.0901	Computer Programmers	BD	50770	70240	79980	370	330	-0.10811	18	Industrial Technologies	Computer Systems Networking
15-1132		Software Developers, Applications	BD	\$58,340	\$89,290	\$104,760	380	480	26.3%	37	Industrial Techn / Communications	Computer Systems Networking
15-1134	11.0901	Web Developers	AD	46350	70170	82080	200	220	0.1	17	Industrial Techn / Communications	Comp Sys Net / Comm Tech
15-1142	11.0901	Network & Computer Systems Administrators	BD	58070	73650	81440	720	750	0.041667	48	Industrial Technologies	Computer Systems Networking
15-1151	11.0901	Computer User Support Specialists	PS	31450	46510	54040	930	1020	0.096774	79	Industrial Technologies	Computer Systems Networking
21-1021		Substance Abuse & Behavioral Disorder Counselors	BD	\$29,520	\$46,860	\$55,530	300	340	13.3%	37	Human Services	Child Care Services
21-1078	19.0708	Child, Family & School Social Workers	BD	\$25,510	\$37,300	\$43,190	870	920	5.7%	94	Human Services	Child Care Services
21-1093		Social & Human Service Assistants	ST OJT	\$25,850	\$34,610	\$39,990	1,330	1,420	6.8%	168	Human Services	Child Care Services
25-2011	19.0708	Preschool Teachers	AD	\$23,120	\$34,340	\$39,950	650	690	6.2%	69	Human Services	Child Care Services
25-3021		Self-Enrichment Teachers	WK EXP	\$19,420	\$33,710	\$40,850	840	910	8.3%	101	Human Services	Child Care Services
29-1141		Registered Nurses	BD	\$52,540	\$68,350	\$76,260	7,530	8,480	12.6%	498	Health Science	Health / Medical Assisting
29-2041		Emergency Medical Technicians & Paramedics	PS	\$20,990	\$30,000	\$34,500	590	660	11.9%	45	Health Science	Health / Medical Assisting
29-2061		Licensed Practical & Licensed Vocational Nurses	PS	\$36,940	\$44,200	\$47,830	2,190	2,380	8.7%	180	Health Science	Health / Medical Assisting
29-2071		Medical Records & Health Information Technicians	PS	\$27,840	\$38,980	\$44,550	290	310	6.9%	21	Health Science	Health / Medical Assisting
31-1014	51.0899	Nursing Assistants	PS	\$26,140	\$30,180	\$32,190	3,800	4,140	8.9%	476	Health Science	Health / Medical Assisting
31-9091		Dental Assistants	PS	\$28,150	\$38,030	\$42,960	440	470	6.8%	52	Health Science	Health / Medical Assisting
31-9092	51.0899	Medical Assistants	PS	\$26,060	\$31,760	\$34,610	1,060	1,320	24.5%	151	Health Science	Health / Medical Assisting
33-3012		Correctional Officers & Jailers	MT OJT	\$39,890	\$55,140	\$62,770	1,600	1,480	-7.5%	111	*Human Services	No Program: Homeland Security
33-3051		Police & Sheriffs Patrol Officers	MT OJT	\$40,890	\$49,630	\$55,630	1,030	1,080	4.9%	73	*Human Services	No Program: Homeland Security
35-1012	12.0508	Supervisors - Food Preparation & Serving Workers	WK EXP	\$23,960	\$38,150	\$45,240	1,620	1,750	8.0%	250	Business / Human Services	Culinary Arts / Business
37-1011	46.0401	Supervisors - Housekeeping & Janitorial Workers	WK EXP	26680	37300	43120	350	380	0.085714	44	Industrial Technologies	Building Property Maintenance
39-9011	19.0708	Childcare Workers	ST OJT	\$17,730	\$21,860	\$23,920	2,000	2,060	3.0%	298	Human Services	Child Care Services
41-1011	52.1801	Supervisors - Retail Sales Workers	WK EXP	\$25,400	\$40,270	\$47,710	2,700	2,800	3.7%	297	Business	Business
41-3021		Insurance Sales Agents	MT OJT	\$31,440	\$56,540	\$69,090	710	740	4.2%	72	Business	Business
43-1011	52.0401	Supervisors - Office & Administrative Support Workers	WK EXP	\$36,210	\$54,630	\$63,850	2,110	2,110	0.0%	204	Business	Business
43-3021	52.0302	Billing & Posting Clerks	MT OJT	\$27,320	\$36,340	\$40,850	780	850	9.0%	87	Business	Business
43-4111		Interviewers (Contact Tracers)	ST OJT	\$27,410	\$34,920	\$38,680	560	590	1.7%	68	Health Science / Human Services	Health / Medical Assisting / HS
43-5061	52.0302	Production, Planning & Expediting Clerks	MT OJT	\$32,150	\$44,610	\$50,840	460	510	10.9%	53	Business	Business
43-5071		Shipping, Receiving & Inventory Clerks	ST OJT	\$26,440	\$36,340	\$41,290	1,220	1,210	-0.8%	118	Business	Business
43-6011	52.0401	Executive Secretaries & Administrative Assistants	WK EXP	\$34,780	\$56,410	\$67,230	1,050	860	-18.1%	83	Business	Business
47-1011	46.0401	Supervisors - Construction & Extraction Workers	WK EXP	43920	64010	74050	1200	1290	0.075	128	Industrial Technologies	Building Property Maintenance
47-2031	46.9999	Carpenters	LT OJT	31100	42210	47760	1990	2130	0.070352	200	Industrial Technologies	Constr. Trades / Build Prop Main
47-2073		Operating Engineers	MT OJT	\$33,970	\$46,760	\$53,150	1,220	1,320	8.2%	147	Industrial Technologies	Manufacturing Engineering
47-2111		Electricians	LT OJT	\$34,650	\$50,630	\$58,610	940	1,020	8.5%	115	Industrial Technologies	Constr Trades / Build Prop Main
47-2152		Plumbers, Pipefitters & Steamfitters	LT OJT	\$34,310	\$52,410	\$61,460	690	770	11.6%	83	Industrial Technologies	Constr Trades / Build Prop Main
47-4051		Highway Maintenance Workers	MT OJT	\$25,020	\$35,900	\$41,340	700	730	4.3%	74	Industrial Technologies	Any Industrial Tech Programs
49-1011	47.0604	Supervisors - Mechanics, Installers & Repairers	WK EXP	42680	63640	74130	880	950	0.079545	84	Industrial Technologies	Any Industrial Tech Programs
49-3021		Automotive Body & Related Repairers	LT OJT	\$23,390	\$40,720	\$49,380	370	410	10.8%	40	Industrial Technologies	Automotive Technicians
49-3023	47.0604	Automotive Service Technicians & Mechanics	PS	28090	39050	44530	1540	1630	0.058442	154	Industrial Technologies	Automotive Technicians
49-3031	47.0604	Bus & Truck Mechanics & Diesel Engine Specialists	LT OJT	30780	42740	48730	690	760	0.101449	70	Industrial Technologies	Automotive Technicians
49-9021		Heating, A/C & Refrigeration Mechanics & Installers	PS+	\$30,270	\$41,790	\$47,560	770	860	17.7%	87	*Industrial Technologies	No Progra: HVAC
49-9041		Industrial Machinery Mechanics	LT OJT	\$38,440	\$50,990	\$57,270	920	1,010	9.8%	91	Industrial Technologies	Manufacturing Engineering
49-9043		Maintenance Workers, Machinery	LT OJT	\$35,740	\$45,010	\$49,640	410	460	12.2%	49	Industrial Technologies	Manufacturing Engineering
49-9071		Maintenance & Repair Workers, General	MT OJT	\$25,550	\$39,770	\$46,880	3,820	4,080	6.8%	407	Industrial Technologies	Building Property Maintenance
51-1011	48.9999	Supervisors - Production & Operating Workers	WK EXP	38240	55940	64790	1350	1400	0.037037	137	Industrial Technologies	Manufacturing Engineering
51-2022	48.9999	Electrical & Electronic Equipment Assemblers	MT OJT	26220	33830	37630	680	570	-0.16177	62	Industrial Technologies	Any Industrial Tech Programs
51-2092	48.9999	Team Assemblers	MT OJT	24980	33110	37170	3230	2880	-0.10836	316	Industrial Technologies	Any Industrial Tech Programs
51-4011	48.9999	CNC Machine Tool Operators	MT OJT	26210	38810	45110	420	450	0.071429	45	Industrial Technologies	Manufacturing Engineering
51-4021	48.9999	Machinists	LT OJT	31830	45530	52370	660	680	0.030303	69	Industrial Technologies	Manufacturing Engineering
51-4121	48.9999	Welders, Cutters, Solderers & Brazers	MT OJT	31520	40110	44410	1070	1140	0.065421	123	Industrial Technologies	Manufacturing Engineering
51-9061	48.9999	Inspectors, Testers, Sorters, Samplers & Weighers	MT OJT	29750	40720	46200	960	880	-0.08333	101	Industrial Technologies	Any Industrial Tech Programs
51-9111	48.9999	Packaging & Filing Machine Oprs/Tenders	MT OJT	23790	33910	38970	1250	1270	0.016	146	Industrial Technologies	Any Industrial Tech Programs
51-9121	48.9999	Coating, Painting, & Spraying Machine Setters/Oprs/Tenders	MT OJT	28970	38880	40810	510	570	0.117647	61	Industrial Technologies	Any Industrial Tech Programs
53-3032		Heavy & Tractor-Trailer Truck Drivers	PS	\$31,810	\$45,230	\$51,940	4,630	5,010	8.2%	545	*Industrial Technologies	No Program: CDL/Heavy Equip
53-7051		Industrial Truck & Tractor Operators	ST OJT	\$31,120	\$39,670	\$43,940	920	970	5.4%	109	*Industrial Technologies	No Program: CDL/Heavy Equip

2020 High Priority Occupations for Central Workforce Development Area

SOC Code	CIP	SOC Title	Educational Attainment	Wages (2019)			Employment			Learning Pathway	CTE Program of Study
				Entry Level	Annual Average	Exper. Level	Estimated 2016	Projected 2026	Percent Change		

Educational Attainment Abbreviations:

- Short-term or Moderate-term training (**ST OJT** or **MT OJT**) – basic tasks and skills are learned through a period of on-the-job training. A high school diploma may be required.
- Long-term training (**LT OJT**) – a high school diploma and at least one year of on-the-job training or an apprenticeship.
- Related work experience (**WK EXP**) – a high school diploma and training gained through hands-on work in a similar occupation.
- Postsecondary training (**PS** or **PS+**) – training is gained through a postsecondary training program. Some period of related work experience may be required.
- Associate Degree (**AD** or **AD+**) – degree completed after two years of full-time schooling beyond high school. Some period of related work experience may be required.
- Bachelor's Degree (**BD** or **BD+**) – degree completed after four years of full-time schooling beyond high school. Some period of related work experience may be required.
- Master's Degree (**MD** or **MD+**) – degree completed after two years of full-time schooling beyond a bachelor's degree. Some period of related work experience may be required.
- Doctoral (**PhD**) or First Professional Degree (**PROF**) – degree programs requiring 3-6 years of education at the college or university level beyond a four-year bachelor's degree.

Unit/ Standard Number	<p style="text-align: center;"><u>High School Graduation Years 2019, 2020 and 2021</u></p> <p style="text-align: center;">Health/Medical Assisting Services, Other CIP 51.0899 Task Grid</p>	<p style="text-align: center;">Proficiency Level Achieved: (X) Indicates Competency Achieved to Industry Proficiency Level</p>
Secondary Competency Task List		
100	SAFETY	
101	Identify safety measures that prevent accidents.	
102	RESERVED	
103	Follow OSHA standards which promote a safe work environment for employees.	
104	Follow the "Right to Know" Law and the information provided on a SDS form.	
105	Use body mechanics used by a health care worker when moving or lifting objects or clients.	
106	Transfer client from bed to chair, chair to bed, bed to stretcher, and stretcher to bed.	
107	Assist client with dangling, standing and walking.	
108	Turn and/or position in bed, in a chair, and/or exam table.	
109	Assist with client ambulation and use of ambulation devices, such as a gait/transfer belt.	
110	Describe the proper use of a mechanical lift adhering to the current governmental regulations.	
200	PROFESSIONALISM, LEGAL, AND ETHICAL ISSUES	
201	Define the role and functions of the health care worker.	
202	Demonstrate the ability to follow the chain of command within the scope of practice and when identifying, reporting, and documenting possible abuse and/or neglect.	
203	Describe the responsibilities of the various members of the health care team.	
204	RESERVED	
205	Maintain acceptable personal hygiene and exhibit appropriate dress practices.	
206	Identify the legal responsibilities and ethical behaviors of a health care provider.	
207	RESERVED	
208	RESERVED	
209	Practice leadership/citizenship skills through participation in Career and Technical Student Organizations, (CTSOs).	
210	Modify your own behavior in response to the client's attitude and their behaviors.	
211	Follow accurate documentation procedures, including charting client's information.	
212	Apply standards of confidentiality as required by HIPAA.	
300	COMMUNICATION	
301	Use abuse-free verbal and non-verbal communication with other staff and clients.	
302	RESERVED	
303	Communicate in a respectful, professional manner, according to the client's stage of development and cultural background.	
304	Recognize and use both physical and psychological indicators of stress in self and others and identify stress reduction techniques.	
305	Identify and use effective interpersonal conflict management skills, describe various types of abuse, and ways to prevent abuse.	
306	RESERVED	
307	RESERVED	
308	RESERVED	
400	INFECTION CONTROL	
401	Identify and explain the chain of infection of various microorganisms.	
402	Use proper hygiene techniques.	
403	Implement the practice of standard precautions and transmission based precautions with correct use of Personal Protective Equipment (PPE), including donning/removing a disposable gown, mask/goggles/faceshield and sterile/non-sterile gloves.	
404	Follows OSHA's blood borne pathogens standards as it pertains to the health care industry.	
405	Differentiate between medical and surgical asepsis, including disinfection and sterilization procedures.	
406	RESERVED	
500	EMERGENCY CARE AND DISASTER PREPAREDNESS	
501	Demonstrate CPR skills and the proper use of an AED including choking victim.	
502	Perform basic first aid skills including sterile and non sterile dressings.	
503	Describe Emergency Response/Crisis Plan Procedures when life threatening situations occur.	
504	Identify potential fire hazards and appropriate procedures to use in a fire emergency.	
505	Recognize and report emergencies immediately.	
600	HUMAN NEEDS AND HUMAN DEVELOPMENT	
601	Identify growth and developmental stages across the human life span.	
602	Describe how illness and disability affects a person's life.	
603	Select and implement appropriate techniques to deal with the cognitively impaired (i.e. validation, reminiscence, music therapy, etc.).	

Unit/ Standard Number	High School Graduation Years 2019, 2020 and 2021		Proficiency Level Achieved: (X) Indicates Competency Achieved to Industry Proficiency Level
	Health/Medical Assisting Services, Other CIP 51.0899 Task Grid		
700	RESERVED		
701	RESERVED		
702	RESERVED		
703	RESERVED		
704	RESERVED		
705	RESERVED		
800	HEALTH CARE PROVIDER SKILLS		
801	Provide the client with personal privacy, both auditory and visual consistently.		
802	RESERVED		
803	Demonstrate unoccupied bed making techniques according to setting.		
804	Demonstrate occupied bed making techniques.		
805	Measure and record height and weight.		
806	RESERVED		
807	Assist with client bathing, peri-care and personal grooming while encouraging independence with ADLs.		
808	RESERVED		
809	Assist with dressing and undressing.		
810	Observe and report condition of the skin including measures to prevent decubitus ulcer/pressure sores/pressure ulcers/bed sores.		
811	RESERVED		
812	Assist and/or administer denture and oral care for conscious and unconscious client.		
813	RESERVED		
814	RESERVED		
815	Assist client with use of the bathroom, bedside commode (BSC), bedpan and urinal.		
816	Provide catheter care and emptying of urinary drainage bag.		
817	Apply hot and/or cold dry/moist therapy.		
818	Measure and record body temperature using various thermometers placed on specific body sites.		
819	Measure and record various pulses.		
820	Measure and record respirations.		
821	Measure and record blood pressure.		
822	Recognize parameters of blood glucose monitoring related to usage of a glucometer and report results.		
823	Describe type, degree and manage client's pain.		
824	RESERVED		
825	Apply therapeutic compression devices (i.e. anti-embolism stockings).		
826	Perform range of motion exercises with a client.		
827	RESERVED		
828	Recognize basic medical coding, billing, insurance, filing and appointment scheduling procedures in a medical office.		
829	RESERVED		
830	RESERVED		
831	RESERVED		
832	RESERVED		
833	Perform methods of collection, special handling and labeling of specimens.		
834	Describe medication administration to a client utilizing proper medical math.		
835	Describe how an EKG/ECG is performed and how it is used diagnostically.		
836	Identify proper oxygen delivery methods, hazards involved with oxygen; and proper use of a pulse oximeter.		
837	RESERVED		
900	NUTRITION AND HYDRATION		
901	List general principles of basic nutrition.		
902	Identify therapeutic diets including cultural variations.		
903	Prepare and serve meal trays to clients, including fluids.		
904	Provide assistance with safe positioning and feeding techniques for the dependent and sensory deprived clients.		
905	Measure and record intake and output (I & O).		
906	Measure and record meal percentages.		

Unit/ Standard Number	<p style="text-align: center;"><u>High School Graduation Years 2019, 2020 and 2021</u></p> <p style="text-align: center;">Health/Medical Assisting Services, Other CIP 51.0899 Task Grid</p>	<p style="text-align: center;">Proficiency Level Achieved: (X) Indicates Competency Achieved to Industry Proficiency Level</p>
1000	BASIC STRUCTURES AND FUNCTIONS OF THE HUMAN BODY & RELATED DISEASES WITH ASSOCIATED TERMINOLOGY	
1001	Identify the basic structure and explain the function and disease processes for the Integumentary system.	
1002	Identify the basic structure and explain the function and disease processes for the Respiratory system.	
1003	Identify the basic structure and explain the function and disease processes for the Cardiovascular system.	
1004	Identify the basic structure and explain the function and disease processes for the Lymphatic/immune system.	
1005	Identify the basic structure and explain the function and disease processes for the Muscular system.	
1006	Identify the basic structure and explain the function and disease processes for the Skeletal system.	
1007	Identify the basic structure and explain the function and disease processes for the Nervous system, including the Sensory Organs.	
1008	Identify the basic structure and explain the function and disease processes for the Digestive system.	
1009	Identify the basic structure and explain the function and disease processes for the Urinary system.	
1010	Identify the basic structure and explain the function and disease processes for the Reproductive system.	
1011	Identify the basic structure and explain the function and disease processes for the Endocrine system.	
1012	RESERVED	
1013	Distinguish the various directional terms, planes and regions of the human body.	
1100	DEATH AND DYING	
1101	Discuss your own feelings and attitudes concerning death.	
1102	Research how culture and religion influence attitudes toward death.	
1103	Identify the stages of grief.	
1104	Recognize and report the common signs of a client approaching death.	
1105	Identify goals of hospice care.	
1106	Discuss various methods of postmortem care.	
1200	MEDICAL TERMINOLOGY	
1201	Define and differentiate between roots/prefixes/suffixes.	
1202	Identify the meaning of medical abbreviations.	
1203	Differentiate the various medical specialties seen in health care settings.	
1204	Communicate both orally, and in writing, using proper medical terms and approved abbreviations.	



**Health/Medical Assisting Services, Classification of Instructional Program (CIP) 51.0899
Units of Instruction and Task Grid Linked to Pennsylvania Core Standards**

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
<p>100 SAFETY.</p> <p>101 Identify safety measures that prevent accidents.</p> <p>102 RESERVED</p> <p>103 Follow OSHA standards which promote a safe work environment for employees.</p> <p>104 Follow the "Right to Know" Law and the information provided on a SDS form.</p> <p>105 Use body mechanics used by a health care worker when moving or lifting objects or clients.</p> <p>106 Transfer client from bed to chair, chair to bed, bed to stretcher, and stretcher to bed.</p> <p>107 Assist client with dangling, standing and walking.</p> <p>108 Turn and/or position in bed, in a chair, and/or exam table.</p> <p>109 Assist with client ambulation and use of ambulation devices, such as a gait/transfer belt.</p> <p>110 Describe the proper use of a mechanical lift adhering to the current governmental regulations.</p>	<p>CLUSTER: Health Sciences Careers (Choose Standards) 1-2-3-4-5-6</p> <p>PATHWAYS INCLUDE Support Services Career Pathway (Select Standards) 1-2-3-4-5</p>	<p>KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A. Cite specific textual evidence, etc....</p> <p>Standard CC.3.5.9-10B & Determine the central ideas or conclusions of a text; etc...</p> <p>Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc...</p> <p>KEY IDEAS/DETAILS GRADES 11-12 Standard CC.3.5.11-12A Cite specific textual evidence, etc....</p> <p>Standard CC.3.5.11-12.B. Determine the central ideas or conclusions of a text; etc...</p> <p>Standard CC.3.5.11-12.C. Follow precisely a complex multistep procedure, etc....</p>	<p>TEXT TYPES AND PURPOSE GRADES 9-10 Standard CC.3.6.9-10.A Write arguments focused on discipline specific content.</p> <p>Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p>TEXT TYPES AND PURPOSE GRADES 11-12 Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.</p> <p>Standard CC.3.6.11-12.B Write informative or explanatory texts, including</p>	

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		<p>Standard CC.3.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats... to solve a problem.</p> <p>Standard CC.3.5.11-12.H. Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</p> <p>Standard CC.3.5.11-12.I. Synthesize information from a range of sources into a coherent understanding.</p> <p>RANGE OF READING GRADES 9-10 and 11-12 Standard CC.3.5.9-10.J AND Standard CC.3.5.11-12.J. By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p>update individual or shared writing products.</p> <p>RESEARCH GRADES 9-10 Standard CC.3.6.9-10.F. Conduct short and more sustained research to answer a question or solve a problem.</p> <p>Standard CC.3.6.9-10.G. Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <p>Standard CC.3.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>RESEARCH GRADES 11-12 Standard CC.3.6.11-12.F. Conduct short and more sustained research to answer a question or solve a problem.</p> <p>Standard CC.3.6.11-12.G. Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <p>Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>RANGE OF WRITING FOR ALL GRADES 9-12</p>	
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<p>400 INFECTION CONTROL.</p> <p>401 Identify and explain the chain of infection of various microorganisms.</p> <p>402 Use proper hygiene techniques.</p> <p>403 Implement the practice of standard precautions and transmission-based precautions with correct use of Personal Protective Equipment (PPE), including donning/removing a disposable gown, mask/goggles/face shield, and sterile/non-sterile gloves.</p> <p>404 Follows OSHA's blood borne pathogens standards as it pertains to the health care industry.</p> <p>405 Differentiate between medical and surgical asepsis, including disinfection and sterilization procedures.</p> <p>406 RESERVED</p>	<p>CLUSTER: Health Sciences Careers (Choose Standards) 1-2-3-4-5-6</p> <p>PATHWAYS INCLUDE Support Services Career Pathway (Select Standards) 1-2-3-4-5</p>	<p>KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A. Cite specific textual evidence, etc....</p> <p>Standard CC.3.5.9-10B & Determine the central ideas or conclusions of a text; etc...</p> <p>Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc....</p> <p>KEY IDEAS/DETAILS GRADES 11-12 Standard CC.3.5.11-12A Cite specific textual evidence, etc....</p> <p>Standard CC.3.5.11-12.B. Determine the central ideas or conclusions of a text; etc...</p> <p>Standard CC.3.5.11-12.C. Follow precisely a complex multistep procedure, etc....</p> <p>CRAFT & STRUCTURE GRADES 9-10 Standard CC.3.5.9-10.D. Determine the meaning of symbols, key terms, and other domain specific words... Standard CC.3.5.9-10.E</p>	<p>Standard CC.3.5.9-10.I AND Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	<p>Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems. Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.</p>
		<p>KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A. Cite specific textual evidence, etc....</p> <p>Standard CC.3.5.9-10B & Determine the central ideas or conclusions of a text; etc...</p> <p>Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc....</p> <p>KEY IDEAS/DETAILS GRADES 11-12 Standard CC.3.5.11-12A Cite specific textual evidence, etc....</p> <p>Standard CC.3.5.11-12.B. Determine the central ideas or conclusions of a text; etc...</p> <p>Standard CC.3.5.11-12.C. Follow precisely a complex multistep procedure, etc....</p> <p>CRAFT & STRUCTURE GRADES 9-10 Standard CC.3.5.9-10.D. Determine the meaning of symbols, key terms, and other domain specific words... Standard CC.3.5.9-10.E</p>	<p>TEXT TYPES AND PURPOSE GRADES 9-10 Standard CC.3.6.9-10.A Write arguments focused on discipline specific content. Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc. TEXT TYPES AND PURPOSE GRADES 11-12 Standard CC.3.6.11-12.A Write arguments focused on discipline specific content. Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p>PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10 Standard CC.3.6.9-10.C</p>	<p>Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems. Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.</p>

		<p>Analyze the structure of the relationships among concepts in a text, etc.</p> <p>Standard CC.3.5.9-10.F Analyze the author’s purpose in providing an explanation, describing a procedure...</p> <p>CRAFT & STRUCTURE GRADES 11-12</p> <p>Standard CC.3.5.11-12.D. Determine the meaning of symbols, key terms, and other domain specific words...</p> <p>Standard CC.3.5.11-12.E. Analyze the structure of the relationships among concepts in a text.</p> <p>Standard CC.3.5.11-12.F Analyze the author’s purpose in providing an explanation, describing a procedure...</p> <p>INTEGRATE KNOWLEDGE/ IDEAS</p> <p>GRADES 9-10</p> <p>Standard CC.3.5.9-10.G. Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).</p> <p>Standard CC.3.5.9-10.H. Assess the reasoning in a text to support the author’s claim for solving a technical problem.</p> <p>Standard CC.3.5.9-10.I. Compare and contrast findings presented in a text to those from other sources, etc...</p> <p>INTEGRATE KNOWLEDGE/ IDEAS</p> <p>GRADES 11-12</p> <p>Standard CC.3.5.11-12.G.</p>	<p>Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p>Standard CC.3.6.9-10 D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Standard CC.3.6.9-10.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products.</p> <p>PRODUCTION & DISTRIBUTION OF WRITING</p> <p>GRADES 11-12</p> <p>Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p>Standard CC.3.6.9-10 D</p> <p>Standard CC.3.6.11-12.DDDevelop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Standard CC.3.6.11-12.E.Use technology, including the Internet, to produce, publish, and</p>	
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		<p>Integrate and evaluate multiple sources of information presented in diverse formats... to solve a problem.</p> <p>Standard CC.3.5.11-12.H. Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</p> <p>Standard CC.3.5.11-12.I. Synthesize information from a range of sources into a coherent understanding.</p> <p>RANGE OF READING GRADES 9-10 and 11-12 Standard CC.3.5.9-10.J AND Standard CC.3.5.11-12.J. By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p>update individual or shared writing products.</p> <p>RESEARCH GRADES 9-10 Standard CC.3.6.9-10.F. Conduct short and more sustained research to answer a question or solve a problem.</p> <p>Standard CC.3.6.9-10.G. Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <p>Standard CC.3.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>RESEARCH GRADES 11-12 Standard CC.3.6.11-12.F. Conduct short and more sustained research to answer a question or solve a problem.</p> <p>Standard CC.3.6.11-12.G. Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <p>Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>RANGE OF WRITING FOR ALL GRADES 9-12</p>
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<p>500 EMERGENCY CARE AND DISASTER PREPAREDNESS.</p>			<p>Standard CC.3.5.9-10.I AND Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
<p>501 Demonstrate CPR skills and the proper use of an AED, including choking victim. 502 Perform basic first aid skills including sterile and non-sterile dressings.²¹ 503 Describe Emergency Response/Crisis Plan Procedures when life threatening situations occur. 504 Identify potential fire hazards and appropriate procedures to use in a fire emergency. 505 Recognize and report emergencies immediately.</p>	<p>CLUSTER: Health Sciences Careers (Choose Standards) 1-2-3-4-5-6</p> <p>PATHWAYS INCLUDE Support Services Career Pathway (Select Standards) 1-2-3-4-5</p>	<p>KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A. Cite specific textual evidence, etc.... Standard CC.3.5.9-10B & Determine the central ideas or conclusions of a text; etc... Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc... KEY IDEAS/DETAILS GRADES 11-12 Standard CC.3.5.11-12A Cite specific textual evidence, etc.... Standard CC.3.5.11-12.B. Determine the central ideas or conclusions of a text; etc... Standard CC.3.5.11-12.C. Follow precisely a complex multistep procedure, etc... CRAFT & STRUCTURE GRADES 9-10 Standard CC.3.5.9-10.D. Determine the meaning of symbols, key terms, and other domain specific words... Standard CC.3.5.9-10.E</p>	<p>TEXT TYPES AND PURPOSE GRADES 9-10 Standard CC.3.6.9-10.A Write arguments focused on discipline specific content. Standard CC.3.6.9-10B Write informative or explanatory texts, including the narration of technical processes, etc. TEXT TYPES AND PURPOSE GRADES 11-12 Standard CC.3.6.11-12.A Write arguments focused on discipline specific content. Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc. PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10 Standard CC.3.6.9-10.C</p>	

		<p>Analyze the structure of the relationships among concepts in a text, etc.</p> <p>Standard CC.3.5.9-10.F Analyze the author’s purpose in providing an explanation, describing a procedure...</p> <p>CRAFT & STRUCTURE GRADES 11-12</p> <p>Standard CC.3.5.11-12.D. Determine the meaning of symbols, key terms, and other domain specific words...</p> <p>Standard CC.3.5.11-12.E. Analyze the structure of the relationships among concepts in a text.</p> <p>Standard CC.3.5.11-12.F Analyze the author’s purpose in providing an explanation, describing a procedure...</p> <p>INTEGRATE KNOWLEDGE/ IDEAS</p> <p>GRADES 9-10</p> <p>Standard CC.3.5.9-10.G. Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).</p> <p>Standard CC.3.5.9-10.H. Assess the reasoning in a text to support the author’s claim for solving a technical problem.</p> <p>Standard CC.3.5.9-10.I. Compare and contrast findings presented in a text to those from other sources, etc...</p> <p>INTEGRATE KNOWLEDGE/ IDEAS</p> <p>GRADES 11-12</p> <p>Standard CC.3.5.11-12.G.</p>	<p>Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p>Standard CC.3.6.9-10 D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Standard CC.3.6.9-10.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products.</p> <p>PRODUCTION & DISTRIBUTION OF WRITING</p> <p>GRADES 11-12</p> <p>Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p>Standard CC.3.6.9-10 D</p> <p>Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Standard CC.3.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products.</p>	
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		Write routinely over extended time frames for a range of tasks, purposes and audiences...etc.	
<p>600 HUMAN NEEDS AND HUMAN DEVELOPMENT.</p>			
601	<p>Identify growth and developmental stages across the human life span.</p>		
602	<p>Describe how illness and disability affects a person's life.</p>		
603	<p>Select and implement appropriate techniques to deal with the cognitively impaired (i.e. validation, reminiscence, music therapy, etc.).</p>		
	<p>CLUSTER: Health Sciences Careers (Choose Standards) 1-2-3-4-5-6</p> <p>PATHWAYS INCLUDE Support Services Career Pathway (Select Standards) 1-2-3-4-5</p>	<p>KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A. Cite specific textual evidence, etc....</p> <p>Standard CC.3.5.9-10B & Determine the central ideas or conclusions of a text; etc...</p> <p>Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc....</p> <p>KEY IDEAS/DETAILS GRADES 11-12 Standard CC.3.5.11-12A Cite specific textual evidence, etc....</p> <p>Standard CC.3.5.11-12.B. Determine the central ideas or conclusions of a text; etc...</p> <p>Standard CC.3.5.11-12.C. Follow precisely a complex multistep procedure, etc....</p> <p>CRAFT & STRUCTURE GRADES 9-10 Standard CC.3.5.9-10.D. Determine the meaning of symbols, key terms, and other domain specific words...</p> <p>Standard CC.3.5.9-10.E Analyze the structure of the relationships among concepts in a text, etc.</p>	<p>TEXT TYPES AND PURPOSE GRADES 9-10 Standard CC.3.6.9-10.A Write arguments focused on discipline specific content.</p> <p>Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p>TEXT TYPES AND PURPOSE GRADES 11-12 Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.</p> <p>Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p>PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10 Standard CC.3.6.9-10.C Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p>Standard CC.3.6.9-10 D</p>
			<p>Standard 2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.</p> <p>Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p>Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.</p> <p>Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p>Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.</p>

		<p>Standard CC.3.5.9-10.F Analyze the author’s purpose in providing an explanation, describing a procedure...</p> <p>CRAFT & STRUCTURE GRADES 11-12</p> <p>Standard CC.3.5.11-12.D. Determine the meaning of symbols, key terms, and other domain specific words...</p> <p>Standard CC.3.5.11-12.E. Analyze the structure of the relationships among concepts in a text.</p> <p>Standard CC.3.5.11-12.F Analyze the author’s purpose in providing an explanation, describing a procedure...</p> <p>INTEGRATE KNOWLEDGE/ IDEAS</p> <p>GRADES 9-10</p> <p>Standard CC.3.5.9-10.G. Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).</p> <p>Standard CC.3.5.9-10.H. Assess the reasoning in a text to support the author’s claim for solving a technical problem.</p> <p>Standard CC.3.5.9-10.I. Compare and contrast findings presented in a text to those from other sources, etc...</p> <p>INTEGRATE KNOWLEDGE/ IDEAS</p> <p>GRADES 11-12</p> <p>Standard CC.3.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats... to solve a problem.</p>	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Standard CC.3.6.9-10.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products.</p> <p>PRODUCTION & DISTRIBUTION OF WRITING</p> <p>GRADES 11-12</p> <p>Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p>Standard CC.3.6.9-10 D</p> <p>Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Standard CC.3.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products.</p> <p>RESEARCH</p> <p>GRADES 9-10</p> <p>Standard CC.3.6.9-10.F. Conduct short and more</p>	
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		<p>Standard CC.3.5.11-12.H. Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</p> <p>Standard CC.3.5.11-12.I. Synthesize information from a range of sources into a coherent understanding.</p> <p>RANGE OF READING GRADES 9-10 and 11-12 Standard CC.3.5.9-10.J AND Standard CC.3.5.11-12.J. By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p>sustained research to answer a question or solve a problem.</p> <p>Standard CC.3.6.9-10.G. Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <p>Standard CC.3.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>RESEARCH GRADES 11-12 Standard CC.3.6.11-12.F. Conduct short and more sustained research to answer a question or solve a problem.</p> <p>Standard CC.3.6.11-12.G. Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <p>Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>RANGE OF WRITING FOR ALL GRADES 9-12 Standard CC.3.5.9-10.I AND Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
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<p>700 RESERVED.</p>				
<p>701 RESERVED 702 RESERVED 703 RESERVED 704 RESERVED 705 RESERVED</p>	<p>CLUSTER: Health Sciences Careers (Choose Standards) 1-2-3-4-5-6</p> <p>PATHWAYS INCLUDE Support Services Career Pathway (Select Standards) 1-2-3-4-5</p>	<p>KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A. Cite specific textual evidence, etc.... Standard CC.3.5.9-10B & Determine the central ideas or conclusions of a text; etc.... Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc.... KEY IDEAS/DETAILS GRADES 11-12 Standard CC.3.5.11-12A Cite specific textual evidence, etc.... Standard CC.3.5.11-12.B. Determine the central ideas or conclusions of a text; etc... Standard CC.3.5.11-12.C. Follow precisely a complex multistep procedure, etc.... CRAFT & STRUCTURE GRADES 9-10 Standard CC.3.5.9-10.D. Determine the meaning of symbols, key terms, and other domain specific words... Standard CC.3.5.9-10.E Analyze the structure of the relationships among concepts in a text, etc. Standard CC.3.5.9-10.F Analyze the author's purpose in providing an explanation, describing a procedure...</p>	<p>TEXT TYPES AND PURPOSE GRADES 9-10 Standard CC.3.6.9-10.A Write arguments focused on discipline specific content. Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc. TEXT TYPES AND PURPOSE GRADES 11-12 Standard CC.3.6.11-12.A Write arguments focused on discipline specific content. Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc. PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10 Standard CC.3.6.9-10.C Produce clear and coherent writing...appropriate to task, purpose, and audience. Standard CC.3.6.9-10 D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most</p>	

		<p>Standard CC.3.5.11-12.D. Determine the meaning of symbols, key terms, and other domain specific words...</p> <p>Standard CC.3.5.11-12.E. Analyze the structure of the relationships among concepts in a text.</p> <p>Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...</p> <p>INTEGRATE KNOWLEDGE/ IDEAS</p> <p>GRADES 9-10</p> <p>Standard CC.3.5.9-10.G. Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).</p> <p>Standard CC.3.5.9-10.H. Assess the reasoning in a text to support the author's claim for solving a technical problem.</p> <p>Standard CC.3.5.9-10.I. Compare and contrast findings presented in a text to those from other sources, etc...</p> <p>INTEGRATE KNOWLEDGE/ IDEAS</p> <p>GRADES 11-12</p> <p>Standard CC.3.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats... to solve a problem.</p> <p>Standard CC.3.5.11-12.H. Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</p> <p>Standard CC.3.5.11-12.I.</p>	<p>significant for a specific purpose and audience.</p> <p>Standard CC.3.6.9-10.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products.</p> <p>PRODUCTION & DISTRIBUTION OF WRITING</p> <p>GRADES 11-12</p> <p>Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p>Standard CC.3.6.9-10 D</p> <p>Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Standard CC.3.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products.</p> <p>RESEARCH</p> <p>GRADES 9-10</p> <p>Standard CC.3.6.9-10.F. Conduct short and more sustained research to answer a question or solve a problem.</p> <p>Standard CC.3.6.9-10.G. Gather relevant information from multiple</p>	
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		<p>Synthesize information from a range of sources into a coherent understanding.</p> <p>RANGE OF READING GRADES 9-10 and 11-12</p> <p>Standard CC.3.5.9-10.J AND Standard CC.3.5.11-12.J.</p> <p>By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p>authoritative print and digital sources, following a standard format for citation.</p> <p>Standard CC.3.6.9-10.H.</p> <p>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>RESEARCH GRADES 11-12</p> <p>Standard CC.3.6.11-12.F.</p> <p>Conduct short and more sustained research to answer a question or solve a problem.</p> <p>Standard CC.3.6.11-12.G. Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <p>Standard CC.3.6.11-12.H.</p> <p>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>RANGE OF WRITING FOR ALL GRADES 9-12</p> <p>Standard CC.3.5.9-10.I AND Standard CC.3.5.11-12.I.</p> <p>Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
<p>800 HEALTH CARE PROVIDER SKILLS.</p> <p>801 Provide the client with personal privacy, both auditory and visual consistently.</p> <p>802 RESERVED</p>	<p>CLUSTER: Health Sciences Careers (Choose Standards)</p>	<p>KEY IDEAS/DETAILS GRADES 9-10</p> <p>Standard CC.3.5.9-10.A.</p>	<p>TEXT TYPES AND PURPOSE GRADES 9-10</p> <p>Standard CC.3.6.9-10.A</p>	<p>Standard 2.1.HS.F.2</p> <p>Apply properties of rational and irrational numbers to solve real</p>

<p>803 Demonstrate unoccupied bed making techniques according to setting.</p> <p>804 Demonstrate occupied bed making techniques.</p> <p>805 Measure and record height and weight.</p> <p>806 RESERVED</p> <p>807 Assist with client bathing, peri-care and personal grooming while encouraging independence with ADLs.</p> <p>808 RESERVED</p> <p>809 Assist with dressing and undressing.</p> <p>810 Observe and report condition of the skin including measures to prevent decubitus ulcer/pressure sores/pressure ulcers/bed sores.</p> <p>811 RESERVED</p> <p>812 Assist and/or administer denture and oral care for conscious and unconscious client.</p> <p>813 RESERVED</p> <p>814 RESERVED</p> <p>815 Assist client with use of the bathroom, bedside commode (BSC), bedpan and urinal.</p> <p>816 Provide catheter care and emptying of urinary drainage bag.</p> <p>817 Apply hot and/or cold dry/moist therapy.</p> <p>818 Measure and record body temperature using various thermometers placed on specific body sites.</p> <p>819 Measure and record various pulses.</p> <p>820 Measure and record respirations.</p> <p>821 Measure and record blood pressure.</p> <p>822 Recognize parameters of blood glucose monitoring related to usage of a glucometer and report results.</p> <p>823 Describe type, degree and manage client's pain.</p> <p>824 RESERVED</p> <p>825 Apply therapeutic compression devices (i.e. anti-embolism stockings).</p> <p>826 Perform range of motion exercises with a client.</p> <p>827 RESERVED</p> <p>828 Recognize basic medical coding, billing, insurance, filing and appointment scheduling procedures in a medical office.</p>	<p>1-2-3-4-5-6</p> <p>PATHWAYS INCLUDE</p> <p>Support Services Career Pathway (Select Standards) 1-2-3-4-5</p>	<p>Cite specific textual evidence, etc....</p> <p>Standard CC.3.5.9-10B & Determine the central ideas or conclusions of a text; etc...</p> <p>Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc...</p> <p>KEY IDEAS/DETAILS</p> <p>GRADES 11-12</p> <p>Standard CC.3.5.11-12.A Cite specific textual evidence, etc....</p> <p>Standard CC.3.5.11-12.B. Determine the central ideas or conclusions of a text; etc...</p> <p>Standard CC.3.5.11-12.C. Follow precisely a complex multistep procedure, etc...</p> <p>CRAFT & STRUCTURE</p> <p>GRADES 9-10</p> <p>Standard CC.3.5.9-10.D. Determine the meaning of symbols, key terms, and other domain specific words...</p> <p>Standard CC.3.5.9-10.E Analyze the structure of the relationships among concepts in a text, etc.</p> <p>Standard CC.3.5.9-10.F Analyze the author's purpose in providing an explanation, describing a procedure...</p> <p>CRAFT & STRUCTURE</p> <p>GRADES 11-12</p> <p>Standard CC.3.5.11-12.D. Determine the meaning of symbols, key terms, and other domain specific words...</p> <p>Standard CC.3.5.11-12.E.</p>	<p>Write arguments focused on discipline specific content.</p> <p>Standard CC.3.6.9-10B Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p>TEXT TYPES AND PURPOSE</p> <p>GRADES 11-12</p> <p>Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.</p> <p>Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p>PRODUCTION & DISTRIBUTION OF WRITING</p> <p>GRADES 9-10</p> <p>Standard CC.3.6.9-10.C Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p>Standard CC.3.6.9-10 D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Standard CC.3.6.9-10.E Use technology, including the Internet, to produce, publish, and update</p>	<p>world or mathematical problems.</p> <p>Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.</p> <p>Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p>Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.</p>
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<p>829 RESERVED</p> <p>830 RESERVED</p> <p>831 RESERVED</p> <p>832 RESERVED</p> <p>833 Perform methods of collection, special handling and labeling of specimens.</p> <p>834 Describe medication administration to a client utilizing proper medical math.</p> <p>835 Describe how an EKG/ECG is performed and how it is used diagnostically.</p> <p>836 Identify proper oxygen delivery methods, hazards involved with oxygen; and proper use of a pulse oximeter.</p> <p>837 RESERVED</p>		<p>Analyze the structure of the relationships among concepts in a text.</p> <p>Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...</p> <p>INTEGRATE KNOWLEDGE/ IDEAS</p> <p>GRADES 9-10</p> <p>Standard CC.3.5.9-10.G. Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).</p> <p>Standard CC.3.5.9-10.H. Assess the reasoning in a text to support the author's claim for solving a technical problem.</p> <p>Standard CC.3.5.9-10.I. Compare and contrast findings presented in a text to those from other sources, etc...</p> <p>INTEGRATE KNOWLEDGE/ IDEAS</p> <p>GRADES 11-12</p> <p>Standard CC.3.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats... to solve a problem.</p> <p>Standard CC.3.5.11-12.H. Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</p> <p>Standard CC.3.5.11-12.I. Synthesize information from a range of sources into a coherent understanding.</p> <p>RANGE OF READING GRADES 9-10 and 11-12</p>	<p>individual or shared writing products.</p> <p>PRODUCTION & DISTRIBUTION OF WRITING</p> <p>GRADES 11-12</p> <p>Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p>Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Standard CC.3.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products.</p> <p>RESEARCH</p> <p>GRADES 9-10</p> <p>Standard CC.3.6.9-10.F. Conduct short and more sustained research to answer a question or solve a problem.</p> <p>Standard CC.3.6.9-10.G. Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <p>Standard CC.3.6.9-10.H. Draw evidence from informational texts to</p>
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		<p>Standard CC.3.5.9-10.J AND Standard CC.3.5.11-12.J. By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p>support analysis, reflection, and research. RESEARCH GRADES 11-12 Standard CC.3.6.11-12.F. Conduct short and more sustained research to answer a question or solve a problem. Standard CC.3.6.11-12.G. Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research. RANGE OF WRITING FOR ALL GRADES 9-12 Standard CC.3.5.9-10.I AND Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>
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<p>900 NUTRITION AND HYDRATION. 901 List general principles of basic nutrition. 902 Identify therapeutic diets including cultural variations. 903 Prepare and serve meal trays to clients, including fluids. 904 Provide assistance with safe positioning and feeding techniques for the dependent and sensory deprived clients. 905 Measure and record intake and output (I & O).</p>	<p>CLUSTER: Health Sciences Careers Choose Standards) 1-2-3-4-5-6 PATHWAYS INCLUDE</p>	<p>KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A. Cite specific textual evidence, etc.... Standard CC.3.5.9-10B & Determine the central ideas or conclusions of a text; etc...</p>	<p>TEXT TYPES AND PURPOSE GRADES 9-10 Standard CC.3.6.9-10.A Write arguments focused on discipline specific content. Standard CC.3.6.9-10B</p> <p>Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. Standard 2.1.HS.F.4 Use units as a way to understand problems and</p>
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906 Measure and record meal percentages.

**Support Services
Career Pathway**
(Select Standards)
1-2-3-4-5

Standard CC.3.5.9-10.C
Follow precisely a complex multistep procedure, etc...
**KEY IDEAS/DETAILS
GRADES 11-12**
Standard CC.3.5.11-12A
Cite specific textual evidence, etc....
Standard CC.3.5.11-12.B.
Determine the central ideas or conclusions of a text; etc...
Standard CC.3.5.11-12.C.
Follow precisely a complex multistep procedure, etc...
**CRAFT & STRUCTURE
GRADES 9-10**
Standard CC.3.5.9-10.D.
Determine the meaning of symbols, key terms, and other domain specific words...
Standard CC.3.5.9-10.E
Analyze the structure of the relationships among concepts in a text, etc.
Standard CC.3.5.9-10.F
Analyze the author's purpose in providing an explanation, describing a procedure...
**CRAFT & STRUCTURE
GRADES 11-12**
Standard CC.3.5.11-12.D.
Determine the meaning of symbols, key terms, and other domain specific words...
Standard CC.3.5.11-12.E.
Analyze the structure of the relationships among concepts in a text.
Standard CC.3.5.11-12.F

Write informative or explanatory texts, including the narration of technical processes, etc.
**TEXT TYPES AND PURPOSE
GRADES 11-12**
Standard CC.3.6.11-12.A
Write arguments focused on discipline specific content.
Standard CC.3.6.11-12.B
Write informative or explanatory texts, including the narration of technical processes, etc.
**PRODUCTION & DISTRIBUTION OF WRITING
GRADES 9-10**
Standard CC.3.6.9-10.C
Produce clear and coherent writing...appropriate to task, purpose, and audience.
Standard CC.3.6.9-10 D
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Standard CC.3.6.9-10.E
Use technology, including the Internet, to produce, publish, and update individual or shared writing products.
PRODUCTION & DISTRIBUTION OF WRITING

to guide the solution of multistep problems.
Standard 2.1.HS.F.5
Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
Standard 2.1.HS.F.6
Extend the knowledge of arithmetic operations and apply to complex numbers.

		<p>Analyze the author's purpose in providing an explanation, describing a procedure...</p> <p>INTEGRATE KNOWLEDGE/ IDEAS</p> <p>GRADES 9-10</p> <p>Standard CC.3.5.9-10.G.</p> <p>Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).</p> <p>Standard CC.3.5.9-10.H.</p> <p>Assess the reasoning in a text to support the author's claim for solving a technical problem.</p> <p>Standard CC.3.5.9-10.I.</p> <p>Compare and contrast findings presented in a text to those from other sources, etc...</p> <p>INTEGRATE KNOWLEDGE/ IDEAS</p> <p>GRADES 11-12</p> <p>Standard CC.3.5.11-12.G.</p> <p>Integrate and evaluate multiple sources of information presented in diverse formats... to solve a problem.</p> <p>Standard CC.3.5.11-12.H.</p> <p>Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</p> <p>Standard CC.3.5.11-12.I.</p> <p>Synthesize information from a range of sources into a coherent understanding.</p> <p>RANGE OF READING</p> <p>GRADES 9-10 and 11-12</p> <p>Standard CC.3.5.9-10.J AND Standard CC.3.5.11-12.J.</p> <p>By the end of grades 9- 10, AND 11-12, read and comprehend</p>	<p>GRADES 11-12</p> <p>Standard CC.3.6.11-12 C</p> <p>Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p>Standard CC.3.6.9-10 D</p> <p>Standard CC.3.6.11-12.D</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Standard CC.3.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products.</p> <p>RESEARCH</p> <p>GRADES 9-10</p> <p>Standard CC.3.6.9-10.F.</p> <p>Conduct short and more sustained research to answer a question or solve a problem.</p> <p>Standard CC.3.6.9-10.G. Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <p>Standard CC.3.6.9-10.H.</p> <p>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>RESEARCH</p> <p>GRADES 11-12</p>	
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<p>1000 BASIC STRUCTURES AND FUNCTIONS OF THE HUMAN BODY AND RELATED DISEASES WITH ASSOCIATED TERMINOLOGY.</p> <p>1001 Identify the basic structure and explain the function and disease processes for the Integumentary system.</p> <p>1002 Identify the basic structure and explain the function and disease processes for the Respiratory system.</p> <p>1003 Identify the basic structure and explain the function and disease processes for the Cardiovascular system.</p> <p>1004 Identify the basic structure and explain the function and disease processes for the Lymphatic/immune system.</p> <p>1005 Identify the basic structure and explain the function and disease processes for the Muscular system.</p>		<p>technical texts independently and proficiently.</p>	<p>Standard CC.3.6.11-12.F. Conduct short and more sustained research to answer a question or solve a problem.</p> <p>Standard CC.3.6.11-12.G. Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <p>Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>RANGE OF WRITING FOR ALL GRADES 9-12</p> <p>Standard CC.3.5.9-10.I AND Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
<p>1001 Identify the basic structure and explain the function and disease processes for the Integumentary system.</p> <p>1002 Identify the basic structure and explain the function and disease processes for the Respiratory system.</p> <p>1003 Identify the basic structure and explain the function and disease processes for the Cardiovascular system.</p> <p>1004 Identify the basic structure and explain the function and disease processes for the Lymphatic/immune system.</p> <p>1005 Identify the basic structure and explain the function and disease processes for the Muscular system.</p>	<p>CLUSTER: Health Sciences Careers (Choose Standards) 1-2-3-4-5-6</p> <p>PATHWAYS INCLUDE Support Services Career Pathway (Select Standards)</p>	<p>KEY IDEAS/DETAILS GRADES 9-10</p> <p>Standard CC.3.5.9-10.A. Cite specific textual evidence, etc....</p> <p>Standard CC.3.5.9-10B & Determine the central ideas or conclusions of a text; etc...</p> <p>Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc...</p>	<p>TEXT TYPES AND PURPOSE</p> <p>GRADES 9-10</p> <p>Standard CC.3.6.9-10.A Write arguments focused on discipline specific content.</p> <p>Standard CC.3.6.9-10.B Write informative or explanatory texts, including</p>	

<p>1006 Identify the basic structure and explain the function and disease processes for the Skeletal system.</p> <p>1007 Identify the basic structure and explain the function and disease processes for the Nervous system, including the Sensory Organs.</p> <p>1008 Identify the basic structure and explain the function and disease processes for the Digestive system.</p> <p>1009 Identify the basic structure and explain the function and disease processes for the Urinary system.</p> <p>1010 Identify the basic structure and explain the function and disease processes for the Reproductive system.</p> <p>1011 Identify the basic structure and explain the function and disease processes for the Endocrine system.</p> <p>1012 RESERVED</p> <p>1013 Distinguish the various directional terms, planes and regions of the human body.</p>	<p>1-2-3-4-5</p>	<p>KEY IDEAS/DETAILS GRADES 11-12 Standard CC.3.5.11-12A Cite specific textual evidence, etc.... Standard CC.3.5.11-12.B. Determine the central ideas or conclusions of a text; etc... Standard CC.3.5.11-12.C. Follow precisely a complex multistep procedure, etc... CRAFT & STRUCTURE GRADES 9-10 Standard CC.3.5.9-10.D. Determine the meaning of symbols, key terms, and other domain specific words... Standard CC.3.5.9-10.E Analyze the structure of the relationships among concepts in a text, etc. Standard CC.3.5.9-10.F Analyze the author's purpose in providing an explanation, describing a procedure... CRAFT & STRUCTURE GRADES 11-12 Standard CC.3.5.11-12.D. Determine the meaning of symbols, key terms, and other domain specific words... Standard CC.3.5.11-12.E. Analyze the structure of the relationships among concepts in a text. Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...</p>	<p>the narration of technical processes, etc. TEXT TYPES AND PURPOSE GRADES 11-12 Standard CC.3.6.11-12.A Write arguments focused on discipline specific content. Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc. PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10 Standard CC.3.6.9-10.C Produce clear and coherent writing...appropriate to task, purpose, and audience. Standard CC.3.6.9-10 D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Standard CC.3.6.9-10.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products. PRODUCTION & DISTRIBUTION OF WRITING GRADES 11-12</p>	
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			<p>sustained research to answer a question or solve a problem.</p> <p>Standard CC.3.6.11-12.G. Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <p>Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>RANGE OF WRITING FOR ALL GRADES 9-12</p> <p>Standard CC.3.5.9-10.I AND Standard CC.3.5.11-12.I.</p> <p>Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
1100 DEATH AND DYING.				
<p>1101 Discuss your own feelings and attitudes concerning death.</p> <p>1102 Research how culture and religion influence attitudes toward death.</p> <p>1103 Identify the stages of grief.</p> <p>1104 Recognize and report the common signs of a client approaching death.</p> <p>1105 Identify goals of hospice care.</p> <p>1106 Discuss various methods of postmortem care.</p>	<p><u>CLUSTER:</u> Health Sciences Careers (Choose Standards) 1-2-3-4-5-6</p> <p>PATHWAYS INCLUDE Support Services Career Pathway (Select Standards) 1-2-3-4-5</p>	<p>KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A. Cite specific textual evidence, etc....</p> <p>Standard CC.3.5.9-10B & Determine the central ideas or conclusions of a text; etc...</p> <p>Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc...</p> <p>KEY IDEAS/DETAILS GRADES 11-12 Standard CC.3.5.11-12A</p>	<p>TEXT TYPES AND PURPOSE GRADES 9-10 Standard CC.3.6.9-10.A Write arguments focused on discipline specific content.</p> <p>Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p>TEXT TYPES AND PURPOSE GRADES 11-12 Standard CC.3.6.11-12.A</p>	

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<p>1200 MEDICAL TERMINOLOGY.</p> <p>1201 Define and differentiate between roots/prefixes/suffixes.</p> <p>1202 Identify the meaning of medical abbreviations.</p> <p>1203 Differentiate the various medical specialties seen in health care settings.</p> <p>1204 Communicate both orally, and in writing, using proper medical terms and approved abbreviations.</p>			<p>digital sources, following a standard format for citation. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research. RANGE OF WRITING FOR ALL GRADES 9-12 Standard CC.3.5.9-10.I AND Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences....etc.</p>	
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THE IMPORTANCE OF SCIENCE

by gender

41%
of males



61%
of females



% of students in Health/Science classes
who see **science** as very or extremely important
to their **future career**.

Females are **more likely to pursue
Health careers: 63% vs 30%**, therefore see science
as important more often than males.

Visit the Student Research Foundation for a related student-focused research clearinghouse, with relevant information about career, academic, & life pathways. The Student Research Foundation collaborates with the Research Consortium on Health/Science Career Pathways & others to provide the community with the most current information.



Go to studentresearchfoundation.org for more information



Health/Medical Assisting Services, Other CIP Code 51.0899

Introduction – Program of Study

Medical assistants perform administrative and clinical tasks to keep the offices of physicians, podiatrists, chiropractors and other health practitioners running smoothly. They should not be confused with physician assistants, who examine, diagnose and treat patients under the direct supervision of a physician.

The duties of medical assistants vary from office to office, depending on the location and size of the practice and the practitioner's specialty. In small practices, medical assistants usually do many different kinds of tasks, handling both administrative and clinical duties and reporting directly to an office manager, physician, or other health practitioner. Those in large practices tend to specialize in a particular area, under the supervision of department administrators.

Medical assistants who perform administrative tasks have many duties. They update and file patients' medical records, fill out insurance forms and arrange for hospital admissions and laboratory services. Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms and other office procedures and terminology are recommended for success. They also perform tasks less specific to medical settings, such as answering telephones, greeting patients, handling correspondence, scheduling appointments and handling billing and bookkeeping.

Medical assistants also may arrange examining room instruments and equipment, purchase and maintain supplies and equipment, and keep waiting and examining rooms neat and clean. In addition, they function with the public; therefore, they must be well groomed and have a courteous, pleasant manner. They also must be able to put patients at ease, explain physicians' instructions, and respect the confidential nature of medical information. Clinical duties require a reasonable level of manual dexterity and visual acuity.

Medical assistants work in well lighted, clean environments. They constantly interact with other people and may have to handle several responsibilities simultaneously. Many full time medical assistants work a regular 40 hour week. However, medical assistants may work part time, evenings, or weekends.

Those individuals completing this program of study may continue their education in order to develop skills and competencies that lead to other fields of specialization. Such specialty fields

permit the individual to be employed as ophthalmic medical technologists, radiologic technicians, neurodiagnostic technologists, speech and language pathology assistants, endoscopy technicians, surgical assistants, and midwives.

Assumptions of this Program of Study

High quality programs should meet the following standards:

1. Promote positive working relationships.
2. Implement a curriculum that fosters all areas of skill development
3. Use appropriate and effective teaching approaches.
4. Provide ongoing assessments of student progress.
5. Employ and support qualified teaching staff.
6. Establish and maintain relationships and use resources of the community.
7. Provide a safe and healthy learning environment.
8. Implement strong program organization and supervision policies that result in high quality teaching and learning.
9. Integrate academic skills and aptitudes necessary for postsecondary education, gainful employment and a foundation of lifelong learning.

CIP Code

51.0899 Health/Medical Assisting Services, Other

This is a program with a combination of subject matter and experiences designed to prepare individuals for entry level employment in a minimum of three related health occupations under the supervision of a licensed health care professional. Instruction consists of core course content with clinical experiences in one or two health related occupations. The core curriculum consists of planned courses for introduction of health careers, basic anatomy and physiology, medical terminology, legal and ethical aspects of health care and communications, and at least three planned courses for the knowledge and skills for the occupational area such as medical assisting, ward clerk, nursing assisting, etc.

For more information, contact:

The Pennsylvania Department of Education
Bureau of Career and Technical Education
333 Market Street, 11th Floor
Harrisburg, PA 17126-0333
Phone: 717-346-9735
Fax: 717-783-6672
TTY: 717-783-7445

Avis - Data Dive and Building Action Plan



Building: Avis

Author: Jon Jean

Date: December 2020

<p>Vision:</p> <p>The Jersey Shore Area School District will prepare students for the next step in their life's plan.</p>	<p>The goal of this change process is to make sure that our graduates will:</p> <ul style="list-style-type: none"> • 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. <p>Current Data:</p> <p style="margin-left: 20px;">1. Acadience Reading: (2019 – 2020 data) – Benchmark Scores by Grade Level</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-left: 20px;"> <thead> <tr> <th style="text-align: left; padding: 5px;"><i>Reading Composite</i></th> <th style="text-align: center; padding: 5px;"><i>K MOY</i></th> <th style="text-align: center; padding: 5px;"><i>1st MOY</i></th> <th style="text-align: center; padding: 5px;"><i>2nd MOY</i></th> <th style="text-align: center; padding: 5px;"><i>3rd MOY</i></th> <th style="text-align: center; padding: 5px;"><i>4th MOY</i></th> <th style="text-align: center; padding: 5px;"><i>5th MOY</i></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"><i>Above BM</i></td> <td style="text-align: center; padding: 5px;">43</td> <td style="text-align: center; padding: 5px;">53</td> <td style="text-align: center; padding: 5px;">43</td> <td style="text-align: center; padding: 5px;">39</td> <td style="text-align: center; padding: 5px;">46</td> <td style="text-align: center; padding: 5px;">68</td> </tr> <tr> <td style="padding: 5px;"><i>At BM</i></td> <td style="text-align: center; padding: 5px;">21</td> <td style="text-align: center; padding: 5px;">14</td> <td style="text-align: center; padding: 5px;">38</td> <td style="text-align: center; padding: 5px;">39</td> <td style="text-align: center; padding: 5px;">21</td> <td style="text-align: center; padding: 5px;">5</td> </tr> <tr> <td style="padding: 5px;"><i>Meeting/Exceeding</i></td> <td style="text-align: center; padding: 5px;">64</td> <td style="text-align: center; padding: 5px;">68</td> <td style="text-align: center; padding: 5px;">81</td> <td style="text-align: center; padding: 5px;">78</td> <td style="text-align: center; padding: 5px;">67</td> <td style="text-align: center; padding: 5px;">73</td> </tr> <tr> <td style="padding: 5px;"><i>Below BM</i></td> <td style="text-align: center; padding: 5px;">21</td> <td style="text-align: center; padding: 5px;">11</td> <td style="text-align: center; padding: 5px;">5</td> <td style="text-align: center; padding: 5px;">9</td> <td style="text-align: center; padding: 5px;">21</td> <td style="text-align: center; padding: 5px;">23</td> </tr> <tr> <td style="padding: 5px;"><i>Well Below BM</i></td> <td style="text-align: center; padding: 5px;">14</td> <td style="text-align: center; padding: 5px;">22</td> <td style="text-align: center; padding: 5px;">14</td> <td style="text-align: center; padding: 5px;">13</td> <td style="text-align: center; padding: 5px;">13</td> <td style="text-align: center; padding: 5px;">5</td> </tr> </tbody> </table>	<i>Reading Composite</i>	<i>K MOY</i>	<i>1st MOY</i>	<i>2nd MOY</i>	<i>3rd MOY</i>	<i>4th MOY</i>	<i>5th MOY</i>	<i>Above BM</i>	43	53	43	39	46	68	<i>At BM</i>	21	14	38	39	21	5	<i>Meeting/Exceeding</i>	64	68	81	78	67	73	<i>Below BM</i>	21	11	5	9	21	23	<i>Well Below BM</i>	14	22	14	13	13	5
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2. Acadience Reading: (2020 – 2021 data) – Benchmark Scores by Grade Level

<i>Reading Composite</i>	<i>K BOY</i>	<i>1st BOY</i>	<i>2nd BOY</i>	<i>3rd BOY</i>	<i>4th BOY</i>	<i>5th BOY</i>
<i>Above BM</i>	67	29	35	45	36	26
<i>At BM</i>	8	21	29	26	27	11
<i>Meeting/ Exceeding</i>	75	50	64	71	63	37
<i>Below BM</i>	0	14	13	6	18	41
<i>Well Below BM</i>	25	36	23	23	18	22

Note: Mid-Year reading benchmarks are not administered for all third –fifth grade students, thus we used their BOY scored.

3. Acadience Math: (2019 – 2020 data) – Benchmark Scores by Grade Level

<i>Math Composite</i>	<i>K MOY</i>	<i>1st MOY</i>	<i>2nd MOY</i>	<i>3rd MOY</i>	<i>4th MOY</i>	<i>5th MOY</i>
<i>Above BM</i>	43	69	78	87	92	91
<i>At BM</i>	21	8	11	9	4	4
<i>Meeting/ Exceeding</i>	64	77	89	96	96	95
<i>Below BM</i>	25	17	8	4	0	4
<i>Well Below BM</i>	11	6	3	0	4	0

4. Acadience Math: (2020 – 2021 data) – Benchmark Scores by Grade Level

<i>Math Composite</i>	<i>K BOY</i>	<i>1st BOY</i>	<i>2nd BOY</i>	<i>3rd BOY</i>	<i>4th BOY</i>	<i>5th BOY</i>
<i>Above BM</i>	27	50	29	33	55	54
<i>At BM</i>	18	18	23	13	0	31
<i>Meeting/ Exceeding</i>	45	68	52	46	55	85
<i>Below BM</i>	32	11	35	33	36	4

Well Below BM	23	21	13	20	9	12
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Note: Acadience Math benchmarks assessments are administrated 3 times a year by the classroom teacher.

5. State Assessment Performance (2018 – 2019 data)

A. ELA%

	3 rd Grade	State Avg.	4 th Grade	State Avg.	5 th Grade	State Avg.
Proficient	41.7	45.4	57.1	36.3	9.1	42.7
Advanced	54.2	16.5	42.9	27.3	63.6	15.8
% P/A	95.9	61.9	100	63.6	72.7	58.5

B. Math%

	3 rd Grade	State Avg.	4 th Grade	State Avg.	5 th Grade	State Avg.
Proficient	37.5	29.3	40.9	27.2	30.3	27.2
Advanced	62.5	26.7	45.5	19.0	21.2	15.8
% P/A	100	56.0	86.4	46.2	51.5	43.0

C. Science%

	4 th Grade	State Avg.
Proficient	50.0	39.0
Advanced	50.0	38.8
% P/A	100	77.8

6. Future Ready State Assessment Measures

A. ELA Proficiency

Proficient or Advanced: 84%

Statewide Average: 62.1%

B. ELA Growth

Academic Growth Score: 73%

Statewide Average Growth Score: 75%

Meeting Statewide Growth Standard: 70%

* Meets or Exceeds Statewide Goal

C. Math Proficiency

Proficient or Advanced: 73.2%

Statewide Average: 45.2%

D. Math Growth

Academic Growth Score: 71%

Statewide Average Growth Score: 75.3%

Meeting Statewide Growth Standard: 70%

Meets or Exceeds Statewide Goal

E. Science Proficiency

Proficient or Advanced: 100%

Statewide Average: 66%

F. Science Growth

Academic Growth Score: 62%

Statewide Average Growth Score: 75.1%

Meeting Statewide Growth Standard: 70%

G. Increase Attendance

Percentage of Students with Regular Attendance: 97.7%

Statewide Average: 85.5%

Statewide Performance Standard: 94.1%

Note: All student group meets the standard demonstrating growth

H. Future Ready On-Track Measures: IS (Insufficient Sample)

I. Future Ready College and Career Measures

Percent Career Standards Benchmark: 100%

State Average: 89.8%

J. Decrease discipline referrals (2019 – 2020): PBIS Suite Dashboard for Avis Elementary School, August thru March

Main Data:

Year	Month	Days Count	Referral Count	ODR/School Day
2019	August	5	12	2.40
2019	September	20	88	4.40
2019	October	23	122	5.30
2019	November	18	36	2.00
2019	December	14	22	1.57
2020	January	20	30	1.50
2020	February	18	42	2.33
2020	March	22	18	0.82
2020	April	20	0	0.00
2020	May	20	0	0.00
2020	June	0	0	0.00
2020	July	0	0	0.00
Totals:		180	370	1.69

Data Table:

School Year	Enrollment	0 OD R	1 OD R	2-5 OD R	6-8 OD R	9+ OD R	%0-1 ODR	%2-5 ODR	%6+ ODR
19-20	173	106	23	28	7	0	74.57 %	16.18 %	9.25 %

K. Increase Graduation Rate: N/A

Purpose

Beginning with the end in mind, student success is the end game. The Objectives of this building action plan will serve to prepare students for the next step in their life's plan.

Objective 1: All students will perform at a proficient level or above on the State Assessments.

Exam	2021	2022	2023
Language Arts	1% increase	2% increase	2% increase
Math	1% increase	2% increase	2% increase
Science	Maintain Status	Maintain Status	Maintain Status

Objective 2: Future Ready Index Measures will demonstrate Improvement.

Criteria	2021	2022	2023
ELA Proficiency	1% increase	2% increase	2% increase
ELA Growth	2%	2%	2%
Math Proficiency	1% increase	2% increase	2% increase
Math Growth	2%	2%	2%
On Track	Maintain	Maintain	Maintain
College and Career Readiness	Maintain	Maintain	Maintain

Objective 3: Create an engaging learning environment that supports and encourages all students in preparation for college and career readiness.

	2021	2022	2023
Decrease discipline referrals	2%	2%	2%
Increase attendance	1%	1%	Maintain from 2022
Increase graduation rate	N/A	N/A	N/A

Analyze your situation and identify factors that may provide opportunities or obstacles to implementing your project. (Force Field Analysis)

Forces for Change	Forces against Change
Number of students and their needs	Only one learning support teacher
Consistent academic support from Title 1 aide and Learning Support aide	Lack of support personnel-need lunch monitor

Context	Behavioral interruptions due to repetitive disruptive behavior	Lack of support personnel- aide or substitute aide	
	Mental health of students and staff	Lack of support personnel- full time guidance counselor	
Questions	<p>1. How do we improve the learning environment of the school?</p> <ul style="list-style-type: none"> • Behavior support person to remove students while disruptions are happening, so that instruction may continue versus removing the entire classroom where instruction stops. (disruption negatively impacts the learning environment) • Bring back our 7-7:30 time for collaboration and preparation • Productive, physical, building faculty meetings • Implement health and safety measures for students and staff. • Provide support and professional development for the implementation of the use of iPads for students in grades K-5. • Provide support and professional development for planning for remote learning. • Develop essential schedules in collaboration with Title I interventionist to support staff in maximizing reading intervention services our students. <p>2. What supports do we have in place for our staff and students to be successful or/and should provide for them?</p> <ul style="list-style-type: none"> • SWPB program is school-wide (Tier 1 Positive Behavior & Supports; common expectations for key areas in the school). Student, class, grade, staff and school wide incentives. • Advanced Tiers Team provides Tier 2 Supports for students who are referred and determined that he/she would benefit from one of the intervention programs (check- in/check-out) • Title I services for students in grades K-3. Title I groups are based on universal screening data, performance in the classroom, and teacher input. Students who may be considered at-risk and/or not making progress, may be recommended to receive additional services with our Title I teachers (double-dose). • Universal screeners for reading, math, and social-emotional skills. • 1:1 device for students in K-5 for the 2020-2021 school year (improve access and connectivity to students if needing to switch to remote learning FT). • Research-based Second STEP curriculum materials were purchased last year (19-20) and we will continue to emphasize the importance of incorporating into daily/weekly lesson plans. • Online tools and apps are available that accompany curriculum materials purchased for reading, math, science, and Second STEP. • An additional primary and intermediate special education teacher as our numbers increase • Provide a speech teacher to be able to come to Data Team meetings • Quality PD is being provided based on teacher needs and feedback. • Standards based report cards have been implemented in grades K-2. • Data team meetings are held three times per year to analyze data and plan for instruction with homeroom teachers, Title I teachers, special education teachers, related service providers, principals, school counselor, and Advanced Tiers leader. • Teachers shared that they feel building principals provide immediate help and support when asked. • Provide a second full time guidance counselor at the elementary • In need of a cafeteria monitor so that reading aide and special ed aide can support and continue meeting academic needs of students 		

- Provide a Behavior support person to remove students while disruptions are happening, so that instruction may continue versus removing the entire classroom where instruction stops.
 - Additional full-time principal
3. What role do the Board of Directors, administration, staff, students and parents play to become an academically successful and engaging school building?

Board of Directors-

- Support of 1:1 implementation at the elementary level, as demonstrated by approving the use of the CARES ACT funds to purchase iPad for students in grades at K-5.
- Supported the use of additional school safety funds to purchase jet packs to increase connectivity and access for students/families.
- Staff-very supportive of each other in all aspects of the year though we are stretched thin.
- Parent-very limited due to current situation (under ideal circumstances on a regular basis we would have parents to help reinforce reading and math skills)
- Be a positive source of information for the community.

Administration-

- Implement health and safety plan and establish/communicate building level specifics related to this plan.
- Create schedules that provides and protect instructional time and the time spent with intervention teachers.
- Create classrooms and learning spaces that support teachers in achieving and meeting social distancing requirements, whenever possible.
- Support, value, and schedule time for data analysis (data teams, grade level meetings, fireside chat sessions) and goal setting.
- Attain and plan professional development for staff to support 1:1 implementation and the transition to creating remote learning environments.
- Establish pacing guide, expectations, and accountability measures for Second Step program. Provide materials for individual classrooms, support schoolwide implementation (posters posted in the halls and use of Principal toolkit to reinforce program components: establishing skills for learning and developing social-emotional skills.)
- Communicate effectively and regularly with all stakeholders.
- Continue to offer/plan family engagement nights and informational workshops.

Staff-

- Implement and reinforce health & safety plan.
- Working with the IU 17 consultants with our reading intervention model "MTSS" called ECRI. Be open to on-going professional development, including classroom visits and open dialog/feedback various individuals.
- Incorporate iPad into daily plans, learning, review, and monitoring. Learn to teach remotely using Teams.
- Incorporate online tools and apps that coordinate with our curriculum: Journeys, Every Day Math, Foss, and Second STEP.
- Include in their lesson plans when they are teaching Second STEP lessons, including indicating unit and lesson.
- Reinforce skills for learning and social-emotional skills that are being taught through the Second STEP program.
- Use universal screening data, classroom performance, and teacher observation to make data-based decisions for intervention and differentiation Data informs instruction. This

- **Support and reinforce SWPB**

Students-

- **Meet expectations of Health & Safety Plan (will be incorporated into SWPB matrix).**
- **Meet SWPB expectations.**
- **Be engaged with their learning, including monitoring their own progress, setting goals, and creating action plan steps to meet goals.**
- **Reinforce our Growth Mindset model**
- **Become aware and demonstrate “Skills for Learning” as taught through our Second STEP program (Focus, listen, self-advocate, and use self-talk).**
- **Develop “Social-Emotional Skills” taught through our Second STEP program (understand and communicate feelings, manage emotions, solve interpersonal problems, make friends and get along with others).**
- **Read daily through our Accelerated Reader program**
- **Be engaged with their learning programs, whether that be online or in person.**

Parents-

- **Communicate, and support health & safety plan.**
- **Help support their child in their learning whether they are in person or remote.**
- **Community professional development, training/s, webinar/s, etc. that are offered by the district. Attend when able.**
- **Support your child in accessing their virtual assignments, virtual meetings (if applicable), and logging into assigned applications (Connected, for instance)**
- **Provide an area for children to work at home, whether that be for completing assignments with the iPad or to complete learning modules if participating in the online learning program, JSOL.**
- **Ask their child(ren) about their learning, encourage reading and involvement with school. Minimize lengthy chunks of time online, on TV, or on devices (minimize screen time).**
- **Reach out to teacher and/or school, including the administrator, whenever there is a question, concern, or to comment about a topic. Be an advocate for their child.**
- **Be a positive voice for the school within the community**
- **Be involved whenever possible with school programs, events planned for the student body, etc. (this year though, visitors will be restricted based on health & safety plan).**

4. Where do we go for help during the improvement process?

- **We go to our colleagues.**
- **On-going PD specific to technology_(Why 1:1? TPACK; SAMR; ISTE Standards; Blending Learning Tools and Applications): MOU with Blast IU 17 to work with Rebecca Gibboney, one of their Curriculum & Online Learning Specialists.**
- **PD related to Microsoft Teams: Free training available and consult with Microsoft Educator, Karey Killian. (Potential training, not confirmed)**
- **Second STEP Training/Implementation: Training provided with the purchase of the program. Building level principals will support implementation and accountability measures.**
- **On-going Data Analysis, Goal Setting, Evaluation: Building level principals will pull data specific to grade/teacher and facilitate reflection process. This year, PVAAS reports will be used, in addition to PSSA data, and data gained from universal screeners (Reading data is pulled and compiled for teachers by our reading specialists).**

- **ELA (PSSA Achievement Scores):** Currently an asynchronous TDA professional development program has been offered to our teachers through IU 17. Work on writing curriculum K-5 with IU will resume after the pandemic.
5. How much should we budget for the improvement process?
- **Unsure, \$300,000?**
 - **Ongoing Tech. PD:** MOU with IU 17 continues (est. \$10,000 last year)-we are working on dividing the number of days (18) among the three levels. For instance, high school has 1.5 days for in-service days to focus on instructional strategies. The elementary and middle school will focus on PD offered at the second faculty meeting of the month and then support implementation by offering classroom visits with the IU curriculum/online learning specialist.
 - **PIIC Staff:** This year we are sharing the \$500 cost with the other two elementary buildings (Avis/Salladasburg) to have our district-wide librarian and gifted teacher to attend the PIIC Plus sessions through the IU. This cost allows us to have an additional day with Rebecca Gibboney. This “day” will be used to cover the cost of PD facilitated during faculty meetings.
 - **Microsoft Teams Introduction:** Free
 - **Second STEP Implementation, Year 2:** Estimated \$1900.00 to purchase the recommended picture books for the primary (K-2) and secondary (3-5) Second Step program. Also, \$435.10 to purchase Bullying Prevention kits for Grades 4 and 5.
 - **Elementary iPad, K-5, w/cases and keyboards for grades 3-5:** CARES Act Funding Expenditure (\$300,000+)
 - **21st Century Learning Center:** Grant funded (federal grant)
6. How do we structure the school to support the change, ie. physical, staffing, and programmatic structures?
- **See numbers #1 and #2 for staffing needs**

Health and Safety Measures-District 2020-2021

- **Physical** - Removing group tables, carpet; identify areas social distancing can be achieved in classrooms, lunch will be in LGA and Gymnasium/Cafeteria, Increase of signage in the building to reinforce hand washing, sanitizing, masking, social distancing, PPE equipment required: masks, desk shields for school psych., speech and language teachers, office area; face shields.
- **Staffing-** Increase staffing at main entrance upon student arrival to help with taking student temperatures and to direct flow of traffic. Increase staffing between 7-7:30 to monitor students eating breakfast in LGA and Gymnasium/Cafeteria.
- **Programmatic Structures-** Changes to our music, chorus, and band offerings. Changes to lunch distribution: grab and go hot lunches. Instructional strategies, format for instruction. Less instructional time due to needing to follow health and safety requirements; for instance, library aide will put books in a tote and not re-shelve books for three days. Wash hands on a consistent basis.
- Encouraging students to use eBooks this year.

Second Step – Social and Emotional Program

- **Physical** - Distribute picture books to each grade level that accompanies program (9 titles per grade level). Second STEP binders for teachers at two outlying elementary schools. Two, new, bullying prevention kits were purchased for grades 4 & 5. Posters have been made to be hung in the halls that reinforce skills.

- **Staffing** - *Classroom teachers will be key facilitators of the program. Health teachers will facilitate the bullying prevention units for grades 4 & 5. Principals will be key in supporting implementation, including establishing pacing guide and program implementation phases, reinforce skills during announcements, when meeting with students, and when recognizing students. A soft phase in for 2020-20201.
- **Programmatic Structures**- *This year, Second STEP will be indicated on weekly lesson plans that are submitted. Teachers will be provided the Summative Knowledge Assessment, designed to measure student acquisition of skills; the assessment is provided with the kit.

Data Informed –

- **Physical** - Need to incorporate PVAAS reports for 1:1 data talks and grade level meetings. Acadience Reading and Math: Universal Screening tools will continue 3x/year. Need to assess all students for EOY, MOY, and EOY, 1:1, and only students in grades K-2 for the mid-year. Student iPads can be used for STAR testing this year. Our SRSS tool used 3x/year during our grade level data team meetings. Use Second STEP accountability and evaluation tools that are available.
- **Staffing** - Building principals can pull PVAAS reports and Acadience Reading and Math reports. Title I coordinator and reading specialists pull the Acadience Reading reports. They also coordinate the testing and the STAR testing. Classroom teachers facilitates the Acadience Reading and Math working with (Strategic and Core students). SRSS assessment, and would facilitate the summative knowledge assessment for Second STEP.
- **Programmatic Structures** - Testing schedules may be modified to account for needing to socially distance during testing, which includes a place that students can wait that is 6-feet away from other students. How we administer will change due to needing clear desk shields and to spread evaluator/student. STAR testing procedure will change with the ability to utilize student iPads. *If CDT's are used, scheduling will be necessary, which will impact instructional minutes for students in grades 3-5. Scheduling of data team meetings and grade level meetings are typically built into the testing calendar.

7. How do we demonstrate pride in our school, our students, staff, and our work?

- **Facebook posts, school spirit days, community involvement, BARK Program, Monthly Articles in the Williamsport Sun-Gazette and Express, Open House videos create by our teachers. Our SWPB (BARK) program have established student and staff incentives.**

What assistance do you need, and where can you get this assistance? *

- Additional Staffing in Special Education
- Requesting that our Data Team meetings have a speech teacher present.
- Talk to Mrs. Leedy about making sure we have a speech teacher present at our Data team meetings, however, we are short with district speech teacher and contract out for services to our IU 17.
- Requesting to hire a second elementary guidance counselor to help with our student/counselor ratio. This would be an added addition to our district budget.
- Continue to advertise for lunch monitor at Avis Elementary.
- Having the necessary staff members to handle such circumstances and identified staff members that have been trained in QBS. (principal, library aide, learning support aide, our P.E. teacher)
- The district has their own in-house QBS trainers.
- Requesting to hire an additional elementary principal to help with each building. This would allow a principal to have their own building, be in the building fulltime. This would be an added addition to our district budget.

*Creates an Organizational Vision (1a) Co-facilitate creating this action plan with our staff. We can populate data ahead of time for section I. Then we are to complete force field analysis with the staff and have them answer the questions. Once the staff has collaborated to complete those two sections, then the principal and I will complete the assistance and support, action plan steps, and evaluation of sections of the action plan. The action plan will springboard our development of/revising our vision, mission, values, beliefs, and goals.

What is needed/Action Steps?	Implementation Date(s)	How will it be evaluated?
Time designated at faculty meetings in September and October to complete data analysis, complete force field analysis, and answer the follow-up questions.	10.9.2020-AM session Teachers worked in teams to complete tasks. Data is reviewed annually and after each benchmark assessment. Building plan will be updated every three years.	Collected and compiled team responses. Google Doc captures teacher input. *See action plan binder for document that compile team responses.

*Data informed decision making (1b): Need continued *access* to PVAAS reports and universal screening data. An area of need is access to SRSS data reports. Need teachers to administer the **Summative Knowledge Assessment for the Second STEP program**. If choosing to use *CDT's*, then *assistance is needed to get started, to access the assessments, and the steps that need followed once they are complete. What reports are available and how to access the reports?* Also need to *schedule data team meetings* after universal screenings, monthly grade level meetings, and individual data talks.

1. What is needed/action steps?	Implementation Date(s)	How will it be evaluated?
PVAAS reports-located at	Included in Avis data profile and shared	Reflected in building action plan.

https://pvaas.sas.com	w/teachers on 10.9.20 for data analysis. Repeated annually.	
SRSS reports-provided by Assistant Superintendent	Received 10.8.20 and shared w/staff on 10.9.20. New data received 3x/year and shared with staff at data team meetings.	Received and embedded in "Current Data" section of action plan.
Second STEP: Summative Knowledge Assessment	Assess students last marking period annually 3/26-6/4	Collection of assessment and summary of results. Share with BARK/Advanced Tiers Team.
<p>CDT's: *Determine dates of administration. *Plan staff training *Communicate to family's purpose of CDT's and dates of administration. *Share CDT data w/teachers & grade level teams. *Analysis will include implications to instruction.</p>		
	<p>20-21: Determine CDT dates and back-map communication w/families and teacher training.</p> <p>21-22 & 22-23: CDT's will then be incorporated into annual Avis testing calendar</p>	<p>CDT reports and implications to instruction.</p> <p>First comparisons will be available after PSSA's are administered and schools receive data reports.</p>
Data Analysis and Data Teams Meetings	Data team meetings are scheduled after each benchmark assessment, which are administered 3x/year.	<p>Avis Testing Calendar includes data team meetings.</p> <p>Grade level meeting agendas will be evidence for grade level mtgs. Dedicated to data analysis. Grade level mtgs. Occur after second and third benchmark assessment and at the BOY for grades that take the spring PSSA's.</p>
<p>*Builds a Collaborative Work Environment (1c): Continue to support SWPB team, Advanced Tiers Team, Social Committee, and Character Committee. Continue to facilitate Safety Committee. <i>Need to add Safety Committee to monthly calendar for teachers/staff.</i></p>		
What is needed?	Implementation Date(s)	How will it be evaluated?
Monthly calendar for staff that indicates when committees are meeting; typically, each Tuesday of the month there is a committee meeting.	<p>20-21: Monthly meetings on pause due to health & safety procedures. Teachers are working with their students in their rooms at 7:00 am.</p> <p>21-22 & 22-23: Resume meeting first Tuesday of the month.</p>	<p>*BARK meeting agendas *Annual report for IU *SWIS data *Monthly BARK rewards for student body</p>
<p>New! Gained support and funding to have our district-wide librarian and gifted teacher to</p>		

be a part of the PIIC Plus program at the IU17 which trains key staff to be instructional coaches.

What is needed/action plan?	Implementation Date(s)	How will it be evaluated?
Need to make sure Wert is registered for PIIC Plus sessions and PIIC sessions.	PIIC regular session dates: 20-21: 8/8, 9/9, 11/11, 1/13, 3/10, and 4/7 PIIC Plus session dates: 20-21: 10/1, 12/9, and 2/9/21 Q & A coaching w/specialist: 11/24/20 Renew annually PIIC membership	*Collect agendas *Recording of Q & A session on 11/24/20 *Debut of instructional coaching menu 12/1 w/elementary staff *Summary of support submitted monthly by Wert (see summary sheet)

New! Through the *PIIC Plus program*, we have gained access to the curriculum and online learning specialist at IU 17, which will support the district librarian as an instructional coach, provide direct PD to the elementary staff, and provide instructional coaching to teachers to help sustain PD.

What is needed/action plan?	Implementation Date(s)	How will it be evaluated?
Need to lock in the dates of the faculty meetings that she will facilitate tech. PD. Secure October 9 th the half day in- service training.	10.9.20: PM In-service 9.23.20, 10.28.20, 11.11.20- faculty meetings 11.24.20: Informal Q & A 12.15 & 12.17.20: Instructional coaching days in-district *Based on district MOU, # of days designated for elementary, we will continue to schedule w/specialist for 21-22 & 22-23 school year.	*Agendas *Tech. staff survey that infused planning with specialist *See "Race for Thanksgiving" checklist that includes evidence of practice. *Teacher walk throughs for remote learning days (12.1-12.4.20) *EOY survey on tech. PD

New! Need to survey staff *regarding technology, comfort with technology, etc. in order to target PD for fall 2020*. Survey will assist in developing PD plan for elementary in coordination with IU curriculum and online learning specialist.

What is need/action steps?	Implementation Date(s)	How will it be evaluated?
Generate staff survey designed to identify key areas that they are indicating	Survey sent 10.22.20 and collected 10.26.20 MOY survey-consider EOY survey-last marking period Repeat annually	* See form sent to staff: https://forms.gle/ZbMwMLwwzgfQj6EF8 (includes spreadsheet of responses) *PD agendas reflect need described by staff.

Leads Change Efforts for Continuous Improvement (1d): *Creation of an *elementary Professional Development Plan* with a focus on Professional Development. See working planning sheet. <https://docs.google.com/spreadsheets/d/1g5J9RAUwzUfCEmXJtnIqde3FQdUbbCjGSbAl-XDvnWw/edits=sharing>

What is needed?	Implementation Date(s)	How will it be evaluated?
Need to secure PD facilitator for faculty meetings and half day PD on 10/9/2020.	Confirmed	Agenda from 10.9 In-service available
Also, need to confirm # of days for elementary staff to have facilitator for PD/classroom visits/feedback sessions.	20-21: MOU provides days available for MOU. 21-22 & 22-23: Dependent on MOU with district & Blast IU 17	https://isasd-my.sharepoint.com/:b/g/personal/jberry-propst_isasd_org1/Ea4WGZ93AFdNsXbnMWtR7LUBam_btfysnJzuR0rH_vDHJw?e=znVcPr

*Implementation of Second STEP at the Elementary Level, district-wide. *Need picture books to be ordered, to arrive, label, and distribute. Achieved: Bullying Prevention kits received and delivered to teachers who will facilitate the units of study expectations, etc. For 20-21 school year (Gr. 4 & 5).*

What is needed/action steps?	Implementation Date(s)	How will it be evaluated?
Need picture books recommended to accompany Second STEP lessons.	<i>Title IV funding for 20-21 was used to purchase the books for all 3 elementary schools.</i>	<i>*Labels created to identify books purchased with Title IV funds (fall 2020). *Labels to identify Lexile level (12/2020) *Distributed to grade level teams 12/2020</i>
Need to create program implementation map for all 3 elementary schools.	<i>20-21: Avis/Sal-year one 20-21: JSE year two-this year include in lesson plans. Incorporate read aloud in January. 21-22 & 22-23: Template provided through program.</i>	<i>*See Action plan binder for Second STEP implementation guide.</i>
Need to provide staff with expectations for 20-21, such as sending home parent letter, indicating when Second STEP lessons are taught each week, and facilitating the Summative Knowledge Assessment.	<i>20-21: At BOY in-service, requested they include in lesson plans by 10/2020. Last marking period: Summative Knowledge Assessment. Expectations and communication shared annually.</i>	<i>*BOY agenda *Lesson Plans *Results of Summative Knowledge Assessment.</i>

Celebrates Accomplishments and Acknowledges Failures (1e): We also review monthly our SWPB data and review annually our Future Ready Data. Data team meetings are held

after each universal screening window and we end the meeting with comparison of data from the last several years. Climate surveys are administered to students in grades 3-5, to staff, and to families; they are available through PBIS Assessment Suite. This data is shared as well. SWPB team went through fidelity survey.

What is needed?	Implementation Date(s)	How will it be evaluated?
School Climate Surveys available through SWIS Assessment Suite.	20-21: Last 45 days of school Resume once or twice a year after 20-21. Consult with committee.	Online survey results available for following groups: *Families, teachers/faculty, and students in grades 3-5.
School reports that are available through SWIS Assessment Suite.	These reports are pulled monthly to communicate with the teachers and to determine which students earned monthly BARK reward.	SWIS suite data reports
Purchase program, similar to MS/HS Smart Futures to collect Future Ready Artifacts.	20-21: Research elem. Program/applications available. Make proposal. Evaluate if Title IV funding can be utilized for purchase. If so, implement last 2 marking periods. 21-22 & 22-23: Renew license annually to house artifacts.	Excel spreadsheet of programs/applications that can be used to collect artifacts. PO Proposal. Application can store artifacts and owners/members can view and submit artifacts.

Domain 2: Systems Leadership

Leverages Human and Financial Resources (2a): Second STEP Program Implementation: Year 2 at JSE and Year 1 at the two outlying elementary schools

What is needed?	Implementation Date(s)	How will it be evaluated?
*Designee of Title IV funding for three elementary schools. Secure funding based on program needs and teacher input.	20-21: Implement read aloud component of program and include in lesson plans. Bullying Prevention Units are new to grade 4 & 5. 21-22: Add bullying prevention for grade 3, if schedule allows. 22-23: Use assessments available to decide how to further support program.	20-21: Read aloud being distributed to grade level leaders (8-9 titles per grade level). See lesson plans. Reflection from Health & PE teachers re bullying prevention units. 21-22 & 22-23: See Second STEP Implementation guide

Technology Professional Development for Staff, including instructional coaching and empowering teacher leaders among staff.

What	is	Implemen	How will it be evaluated?
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needed/action plan?	tation Date(s)		
*Funding provided through PIIC Plus option (proposed the three elementary schools share the cost of PIIC Plus cost, which is \$500) for professional development facilitated by IU17.	20-21: New! PIIC coaching model implemented. Funded by elementary buildings. MOU with Blast IU17 has funded tech. specialist. 21-22 & 22-23: Continue offering quality, effective PD.	20-21: Staff survey and PD planning template https://docs.google.com/spreadsheets/d/1g5J9RAUwzUfCEmXJtniqde3FQdUbbCjGSbAl-XDvnWw/edit?usp=sharing ; faculty mtg. agendas.	
What is needed?	Implementation Date(s)	How will it be evaluated?	
*Working with media specialist/Microsoft Educator in another district to plan free training related to tech.	20-21: 8.24.20-shared intro. Presentation; 9.9-faculty meeting training on TEAMS; 11.11 faculty meeting; 12.9 faculty meeting 21-22 & 22-23: Will assess need to continue PD	20-21: https://jasd-my.sharepoint.com/:w/g/personal/iberry-propst_jasd_org1/Eeb_1uJ0k-FCqZPGWxCfNflBpx41V5XvM-tcl_VDzeYZVA?e=9A170y ; agendas, EOY staff survey	
*Building principals have been sharing free and low-cost professional development with staff all summer. Offered to pay the \$25.00 for teachers who decided to enroll the ISTE Summer Academy.	20-21: Avis teachers participated in the ISTE academy. 21-22 & 22-23: Continue to share PD opportunities that support professional growth.	*Staff sheet of # of participants in ISTE summer academy. *Share PD elem. Planning calendar.	
*Coordinated with superintendent, building principals, and Director of Pupil Services to secure the approval of enrolling district librarian/gifted teacher in PIIC Plus instructional coaching program at the IU.	See previous sections for more details.	See previous sections for more details.	
Ensures High Quality, High Performing Staff (2b)			
Coordinating quality professional development for all teachers focused on implementing			

technology, specifically iPad in the classroom, and planning for an array of delivery models, including students who are face-to-face, enrolled in our hybrid learning program, and preparing for online learning, when the need presents itself.

What is needed?	Implementation Date(s)	How will it be evaluated?
See technology planning document, including draft of teacher survey, shared earlier.	See previous sections	See previous sections

Provide access to instructional coaches in order to gain real-time feedback on instructional strategies and tools. Provide feedback on delivery model of instruction that includes the use of student iPad.

What is needed?	Implementation Date(s)	How will it be evaluated?
PIIC Instructional coach identified for the elementary school.	20-21: Wert 21-22 & 22-23 Continue to support PIIC role	Staffing sheet for Avis/elem.schools. PIIC agendas from sessions.
Advocating for quality tech. PD and time for classroom visits by instructional coaches.	20-21: Introduce 11.24 and formal intro. 12.2020 21-22 & 22-23: Continue to offer coaching sessions.	*Q & A sign-up sheet *Introductory flier *Coaching Menu of Supports offered *Monthly summary reports beginning 1.2021

Complies with Federal, State, and LEA Mandates (2c):
Uphold District Health & Safety Plan

What is needed?	Implementation Date(s)	How will it be evaluated?
*PPE Equipment, Procedures, Protocols, and Schedules that meet expectations for social distancing, screening of students and staff, and masking.	20-21: See health & safety plan on website; staff/student handbooks 21-22 & 22-23: Ongoing based on guidance from DOH, CDC, and PDE.	*Health & Safety Plan *Principal tracking sheet *Observation of procedures *Signage in buildings *Daily announcements to students/staff *Equipment available in office
*Support all protocols, procedures, schedules, communication, etc. to put safety at the forefront of all planning.	20-21: ongoing to staff and families (See-Saw, Microsoft Teams, District website, and one call communications) 21-22 & 22-23: Continue communication methods	*History of communications *Ipad Handbook *Remote Learning Attendance Procedures *Remote Learning Expectations *Remote Learning Schedules *Student/staff handbooks *Updated district policies
*Work with DOH, school nurse(s) and central office admin. If a student or staff member is positive for Coved.	20-21: on-going 21-22 & 22-23: Based on DOH, CDC, and PDE-adhere to all school guidelines and requirements.	*Tracking sheet specific to JSE available, as well as district tracking sheet.

*Incorporate health & safety expectations in SWPB matrix.	20-21: Partially updated to date; glean resources from Project Screen. 21-22 & 22-23: Determine if matrix needs another update based on school climate and school mandates.	*Updated matrix, dated each time a revision is made to document.
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Discipline and Retraining (SWPB)

What is needed?	Implementation Date(s)	How will it be evaluated?
When conferencing with students after receiving an ODR, reference school policy for specific infractions that are reportable in PIMS.	On-going	Reflection sheets that accompany Second STEP; ODR reports; SWIS reports
Meet SWPB expectations as outlined in fidelity survey, including administration of School Climate Surveys.	On-going and evaluated annually; School climate surveys were mentioned earlier (families, staff, and students in grades 3-5)	Annual reports to IU; School Climate Survey responses
Refer to Think Sheet provided through Second STEP program.	On-going	Reflections are shared with families, with classroom teacher, with special education teachers & filed.

Professional Development

What is needed?	Implementation Date(s)	How will it be evaluated?
Support scheduling and facilitation of all required trainings by PDE/Federal government that need to be fulfilled annually, such as homelessness training.	20-21: Homelessness training on 10.14.2020; PSSA training in the spring. 21-22 & 22-23: Plan/map required trainings on annual PD calendar	21-22: Agendas; certificates, and PD planning document, shared in earlier sections.

21st Century Learning Program

What is needed?	Implementation Date(s)	How will it be evaluated?
Support principal in meeting requirements of the program, including reporting, scheduling, and implementing program, including facilitation of parent engagement workshops.	On-going throughout the year. Parent workshops: This year, will begin in December. 21-22 & 22-23: Meet all expectations/reports/training documents.	*Reports are submitted *Training registration documents *Notes from seminars/workshops *Examples of implementation

Establishes and Implements Expectations for Students and Staff (2d)

What is needed?	Implementation Date(s)	How will it be evaluated?
Health and Safety Plan & Health		
Need staff to review, communicate, and uphold the guidelines established in health and safety plan.	20-21: Communicated ahead of time, then reviewed at BOY faculty meeting. On-going as year progresses. 21-22 & 22-23: on-going	*Faculty mtg. agendas *Emails *Observation *Sub-folder checklist
Need staff to take their temperature daily and self-report.	20-21: On-going. Nurse keeps logs of any staff required to quarantine. 21-22 & 22-23: Determine if need still exists to maintain this procedure.	Observation and principal check.
What is needed/action plan?	Implementation Date(s)	How will it be evaluated?
Health & Safety & SWPB		
Need staff to reinforce health and safety expectations of students, which will be embedded into SWPB matrix.	20-21: Health & Safety expectations reviewed with students at BOY/staff at initial in-service meeting on 8.23.20 Signage in classrooms; halls; announcements 21-22 & 22-23: reviewed annually	*Updated/new documents shared related to health and safety expectations. *Sub-folder checklist indicates need to communicate new procedures related to Health & Safety Plan *Matrix
Students will be taught expectations, including new expectations that have been added.	20-21: BOY and daily	*Daily announcements *Signage in classroom/hall *Implementation/observation of procedures related to Health & Safety
Second STEP Implementation		
Need to communicate clear expectations, as stated earlier. Accountability measures?	20-21: Weekly announcements; teachers are introducing a lesson weekly; New! Summative Knowledge Assessment in the spring. 21-22 & 22-23: on-going	Results of Summative Knowledge assessment; Student reflection sheets; observation of students in the school

Technology Implementation		
Through quality PD, expectations will be developed for use of the iPad. It has been communicated as of 8.5.2020 that online curriculum tools that go with our curriculum must be used in the classroom.	<p>20-21: BOY in-service; Ipad Handbook for elementary 9.24.2020; expectations shared on 11.3.20 as well.</p> <p>21-22 & 22-23: On- going</p>	<p>*Email communications</p> <p>*Ipad handbook</p> <p>*Tech. PD plan for 20-21</p> <p>*Faculty mtg. agendas</p> <p>*Staff tech. survey</p> <p>*Para survey re devices</p>
Data Informed Practices: <i>Teachers will be provided opportunities to analyze their student data during the data team meetings scheduled after universal screeners, at grade level meetings, and this year, during 1:1 data conversation for teachers, which will be offered virtually.</i>		
Need schedule for data team meetings, grade level meetings, and 1:1 data talk.	See previous sections	See previous sections

Communicates Effectively and Strategically (2e):

What is needed?	Implementation Date(s)	How will it be evaluated?
<i>Provide communication through our building Facebook page/district page. Need to know how to post on the district/building Facebook page.</i>	<p>20-21: Continue to need to go through tech. dept. and Joanne to share items to website. Facebook posts-on-going.</p> <p>This is an on-going need.</p>	*Examples of posts, visiting the web-site.
<i>Use staff and family newsletters to communicate information. Need to be aware of monthly calendar dates, for families and staff, including PTO events.</i>	<p>20-21: Pending; have used email, Microsoft Teams, and monthly school calendars</p> <p>On-going</p>	Examples of emails, videos, and handouts
<i>Good Newsletter Articles</i>	20-21: On going	*Article submissions
<i>Communication to our JSOL Families</i>	20-21: Email outlook group, Class Dojo, and Family Journal pages	*Examples of emails, Class Dojo posts, and Family Journal Pages.

Manages Conflict Constructively (2f)

What is needed?	Implementation Date(s)	How will it be evaluated?
Title IX		
<i>Title IX training</i>	20-21: Completed on 8.10 and 8.11.2020 21-22 & 22-23: Uphold all annual, required trainings.	*Record of training attendance
SWPB in conjunction with Second STEP		
<i>Meet with student(s) involved as reported on an ODR. Walk through Student Think Sheet provided through Second STEP, assign consequences, then begin re-training using Second STEP program skill cards and review SWPB expectations.</i>	On-going- See previous sections	Second STEP training certificates (copy). Tracking sheet for staff. *Implementation Survey and Summative Knowledge Assessment provided
Need: Follow-through on SWPB incentives and recognition.	20-21: On pause; school-wide bingo in October.	*BARK agendas *School monthly calendar
Follow-through on Second STEP recognition cards.	20-21: On pause 21-22 & 22-23: resume promotion of students	Recognition cards printed and distributed
Positive School Climate		
<i>*Plan SWPB Staff Incentives</i>	20-21: Pending, resume in December/January 21-22 & 22-23: on-going	*BARK Agendas *December 9 th Staff Incentive menu/choice board.
Advanced Tiers <i>*Support Advanced Tiers Team</i>	20-21: Quarterly 21-22 & 22-23: Resume monthly meetings	Support Process, schedule of mtgs./program

What is needed?	Implementation Date(s)	How will it be evaluated?
<i>*Support Implementation of Technology by attaining quality PD.</i>	See previous sections	See previous sections
<i>*Support Implementation of Second STEP Program. Principal Toolkit is available. Attaining picture books to accompany the lesson, as recommended by the program. Posting</i>	20-21: Posters in halls, Principal announcements shared monthly, read alouds (new for spring of 2021) *Lesson plan- mid-year check	*Second STEP training certificates (copy). Tracking sheet for staff. *Implementation Survey and Summative Knowledge Assessment provided

<i>posters in the halls to instill common language, similar to the benefit of SWPB program that instills common expectations.</i>	On-going support, funding, and training in sub-sequent years.	*Grade level read alouds: Spreadsheet of titles/grade level.
<i>*Data Informed: Support teachers in process of data analysis, give time and value to the process of using data to make informed decisions and to set goals/action plan steps in motion. Celebrate the achievements and growth and acknowledge the setbacks and "failures." Model the process of re-setting goals.</i>	Three times/year: Data team meetings after universal screening window. BOY: 21-22 1:1 goal talk (review PVAAS reports) MOY: Grade level mtgs. To reflect and compose goal sheets. Submit data reflection/goal sheets. Repeat annually	*Acadience Reading and Math summative reports. *PSSA data reports *PVAAS Reports *MOY/EOY teacher reflection sheets.
<i>*Provide teacher feedback during informal walk throughs and during observations.</i>	On-going	*PAETEP
<i>Continue to acknowledge achievements. New this year-digital cards through Punchbowl</i>	20-21: New! Punchbowl thank you cards sent to teacher leaders who led training on 11.11; continue monthly Subsequent years: Continue to use digital cards for staff recognition	*Emails receipts of digital cards
<i>Staff birthday announcements</i>	On-going	*See staff/student birthday record in announcement folder.

Ensures School Safety (2g):

What is needed?	Implementation Date(s)	How will it be evaluated?
<i>District Health & Safety Plan and Building Procedures as a result of district adoption of Health & Safety Plan</i>		
<i>Plan and Building Procedures as a result of district adoption of Health & Safety Plan</i>	See previous sections	See previous sections
<i>SWPB- Expectations established by committee creates a safe school and an environment that learning is a priority. This year, these will expand to include health and safety measures in this area.</i>		
Update SWPB matrix in collaboration with principal and chair and/or committee.	20-21: Pending Reviewed annually prior to new school year.	*Updated matrix

Second STEP- *Recognizing the value of a social-emotional program implemented in the school, promote the program. Students need the skills for learning and social-emotional skillset to be successful, help them self-advocate, and to manage their emotions.*

Need to follow implementation guide.		
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Domain 3: Leadership for Learning

Leads School Improvement Initiatives (3a)

What is needed?	Implementation Date(s)	How will it be evaluated?
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*Technology PD: See Plan linked earlier		
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Need to attain PD for one of the first two days of in-service focused on PD, even if it is designing a series of free, virtual webinars.	<p>20-21: See tech. PD calendar</p> <p>Subsequent years: update PD planning calendar for elementary annually and monthly</p>	
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What is needed?	Implementation Date(s)	How will it be evaluated?
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*Data Informed: Developed forms for review of universal screening data and a process to analyze grade level PSSA data to review point earned in each subject and eligible content area, and goal setting sheets. New this year: Design process and pull reports for PVAAS analysis.		
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Need to pull PVAAS data reports and create analysis form.	<p>20-21: Pending due to no data from spring state assessment measures</p> <p>Resume practice in subsequent years.</p>	<p>*PVAAS data sheets and teacher reflection sheets</p> <p>*Also, schedule of data talks with teachers.</p>
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*21 st Century Learning Program: Program enhancements for PE and STEAM. Also thinking of virtual options if needed (i.e. SAMS LABS STEAM at home kits).		
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Attain materials for 21 st Century and ensure PD for facilitators.	See previous sections for new programs purchased for 20-21 school year, including STEAM at home kits for remote program.	<p>*Pull data reports for all research-based programs.</p> <p>*Program schedule.</p>
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*Second STEP: Appointee for Second STEP to help secure funding to further support implementation, advocate for how the bullying prevention units can be taught (had PE teacher review material and approve using the units during health class prior to making the purchase), instrumental in creating implementation plan for next 3 years, and to make sure teachers have what they need to implement effectively; this includes having clear expectations.		
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Need to designate which read aloud will be given to each grade level and then become "required text." There are 9 titles for each grade level, K-5.	See previous sections Next steps 20-21: *Assign read alouds to each grade level and distribute.	*Read aloud schedule.
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Aligns Curricula, Instruction, and Assessments (3b)

Standards-based reporting		
Identify time period when third grade will begin this work.	20-21: January 2021-third grade create. 21-22: Third grade implement; Fourth Grade create 22-23: Fourth grade implement/Fifth Grade create 23-24: Fifth grade will implement	*Report cards that are standards-based for each grade level.
Data Informed: Use Data Dive in Section I to propel data analysis, force field, and questions to be answered by the teachers to then drive action plan development (Sept./Oct.)		
Identify faculty meetings that we will be conducting data analysis, force field session, and answering the questions, prior to October 9 th .	20-21: Completed on 10.9.20	See previous section-we have their input compiled now into one document. https://docs.google.com/document/d/1fgTKjtUylRPkvDHcdHbEfU00M-e9kF5wHn25T0rsHk4/edit?usp=sharing

Aligns Curricula, Instruction, and Assessments (3b) continued

Every Day Math: Some grades have aligned to the standards (K-2 and fourth grade) and have identified which standards need to be reinforced or taught using supplemental lessons and materials. Third grade will uncover any gaps during the development of creating a standards-based report card.		
Identify if it is recorded the math alignment work completed by K-2 and fourth grade and establish how to record this information.		
Identify time for when the math alignment process will begin for fifth grade.		
Writing: In need of writing curriculum mapping, including scope and sequence vertically and across each grade level, writing exemplars, and scoring rubrics (inner reliability).		
Writing curriculum development: on pause due to priority of providing technology PD/sustainable PD in technology.		
Writing: Teachers have identified that they need more training on TDA's.		

	Determine to what extend TDA training will be provided and when.	20-21: Shared IU training 21-22 & 22-23: Revisit need and training opportunities	*Attendance at trainings *Needs assessment *Training calendars
Second STEP: Social-Emotional Curriculum is already developed. Focus now is on attaining fidelity with consistent implementation.			
	Need clear expectations for Second STEP.	See previous sections	See previous sections
*See the Framework for Leadership for Language			
Action Steps	Implements high quality instruction (3c):		
<p><i>Lesson Plan Feedback:</i> This is needed, but we have not discussed this as an elementary admin. Team any further. This year, we do want to see Second STEP appear on lesson plans, but the only other expectations have been that standards need to be included and that they submit their plans on Mondays.</p>			
<p>Re-state lesson plan expectations, consider eventually adding evidence of TPACK, SAMR, and format of instruction, activity, etc. Next year, consider adding ISTE Standards.</p>			

Classroom environment: Expectations are now aligned to health and safety plan.

Instruction: need to support teachers in transformation of their instruction to adapt to new learning models. Planning quality PD, enlisting instructional coach(es), and giving positive feedback is a must.

Professional Responsibilities: Celebrate the professional growth demonstrated by our staff! Show gratitude for the flexibility, resilience, compassion, and determination that will be needed for an especially challenging year

Need to show gratitude daily, need to advocate for their safety, need to support them as educators.

Professional development needs assessment related to technology: Developing survey to identify top priorities for tech. PD.

Need staff PD survey related to tech.

20-21: Complete; repeat at EOY and at BOY thereafter.

<https://forms.gle/DtGCKkZ8XZtsWXtY7>

Second STEP: Implementation survey is available. Two outlying buildings can use for year one of implementation.

Need to provide implementation survey to principal of Avis/Salladasburg.

20-21: Pending
Can re-visit need for survey in subsequent years

Results of survey

Sets High Expectations for all Students (3d):

Data Informed: Data Analysis cycle will be used to promote the goal of achieving rigorous performance goals for all students. PVAAS Growth Report for all student groups will be beneficial to use for this process, for grades 3-5.

Continue to support data team meetings after universal screening windows.

See previous sections

See previous sections

Continue grade level meetings to analyze instructional practices, intervention efforts, and identify priorities/goals

between that date and next assessment window.		
Continue SWPB behavior plan that recognizes students who demonstrate expectations: Be Respectful, Act Responsibly, Remember Safety, and Keep on Learning.		
Continue to support SWPB program.	On-going	*Meeting agendas *Announcements *Fliers *Incentives menu/offerings annually *BARK manual updated annually
Second Step Acquisition of Skills under two umbrellas: Skills for Learning and Social-Emotional Skills		
Utilize Second Step Recognition Cards	See previous sections	See previous sections

Maximizes Instructional Time (3e):

This year this will be especially challenging due to health & safety plan. Lunch period may need to be extended, recess times extended across the day to allow for one class at a time on the playground, and more time at dismissal to space students. These are a few examples of the impact to instructional time. Also, due to small groups being discouraged and centers being re-configured to limit one student at each center, the instruction in the classrooms will need to change.

What is needed?	Implementation Date(s)	How will it be evaluated?
Transformational practices needed. Acquire training and PD to provide opportunities for collaboration and planning in a virtual model.	Beginning 8/20 and ongoing until needs are met.	Teacher survey.
Will monitor achievement through universal screening data and progress monitoring by our Title I specialists/related service providers/ and specialists.	Beginning 8/20 and ongoing each year.	Improved student assessment data

Domain 4: Professional and Community Leadership

Maximizes Professional Responsibilities Through Parent Involvement and Community Engagement (4a)

What is needed?	Implementation Date(s)	How will it be evaluated?
Title I: Support Title I Parent Engagement Efforts and outreach. For instance, one book and one school initiatives can still be implemented in a virtual/remote model.		

Title I: Planning meeting with coordinator and JSE reading specialists.	Ongoing every year.	Family surveys
21 st Century Learning Program; Transformational-create the parent engagement workshops to be facilitated virtually.		
21 st Century: Need program materials to re-create workshops to a virtual model.	Beginning with 2020-21 school year and continuing as long as virtual instruction is needed.	Family and teacher surveys

Shows Professionalism (4b)

*Advocate for all students.		
Continue to support data analysis to inform decision making.	Ongoing	Improved student assessment data
*Uphold standards for leaders. Uphold standards I have set for myself and to lead with integrity.		
* Continue memberships in professional organizations.	Annual memberships: PA Principals & ASCD	Membership status information
Continue to support PIIC Instructional Coaches and model of instructional coaching.	2020-21; 2021-22; 2022-23	Certificate of participation
Model of instructional coaching. Need to attend PIIC workshop that includes administrators (1/13/2021).		

Supports Professional Growth (4c):

What is needed?	Implementation Date(s)	How will it be evaluated?
*Data Analysis for Continuous Improvement Courses - PVASS courses	On going	Complete course requirements
Continuous courses/training on ECRI working with IU 17/PaTTAN Consultants	On going	

Technology PD for/with staff: *Actively seeking quality PD for technology implementation- secured facilitator for four of our faculty meetings and for a half- day of in-service on 10/9/2020. Coordinating with admin. Team to use days available through a MOU with IU17 for curriculum and online learning specialist to be available for classroom visits and provide teachers feedback when implementing newly learning material.

*Mapped out training for 8.24 and 8.25 with elementary principals.	8/2020	See MOU dates/PD spreadsheet
*Confirm elementary days available through MOU.	8/2020	See MOU dates/PD spreadsheet
*Actively pursuing training on Microsoft Teams for teachers. Reached out to elementary librarian at a local district who is also a Microsoft Educator. She may be able to provide a free introduction to TEAMS.		
*Map out Microsoft Teams Training.	Fall 2020	See PD plan
Principal is compiling training information into a TEAMS folder for teachers to access.	2020-21	See TEAMS K-5 Tech PD
Online Tools available through district-purchased curriculum		
Principal is pursuing review training on online learning tools available through curriculum, such as Journeys, Every Day Math, and Foss.	2020-21	See TEAMS K-5 Tech PD
Second STEP-*Second STEP training is available online, as are the lessons. Currently going through the modules and plan on creating a screencast for teachers who are new to the training.		
*Complete Screencast about Second STEP and/or Wake let.	2021-22	Screencast available to teachers
Adoption of PIIC Coaching Model K-12		
*Support coaching model through funding/promotion	2020-21	Availability to teachers
Select elementary designee	2020—21	Katie Wert

Use backward mapping to sketch a timeline. Determine the completion date, and work backwards to determine the start and end dates for the action steps, as well as milestones for completion of major parts of the project.

2020– 2021

1. Mid-Year Benchmarks

Present to Dr. Ulmer, Dr. Dady, Mrs. Leedy and Mr. Enders the need for additional special educations staff.

Request a speech teacher to attend our data team meeting in January 2021. Have the conversation with Mrs. Leedy about the accommodation.

Advocate for guidance and social-emotional support.

Continue to advertise for a lunch monitor for this 2020-2021 school year.

We have identified individuals (principal, library aide, LS aide, and our P.E. teacher) being trained in QBS and will be trained by our in-house trainers.

Present to Dr. Ulmer, Dr. Dady, and Mr. Enders the need for administrative support.

2. End of Year Benchmarks

Continue to have dialogue about the need for special education staffing.

We have to make sure all parties are aware of the dates of our data team meetings. We need to have a speech teacher attend our data team meetings in January of 2021. Have a conversation with Mrs. Leedy about the accommodation.

Continue to advocate for guidance and social-emotional support.

Continue to advertise for a lunch monitor for this school year.

We have identified individuals (principal, library aide, LS aide, and our P.E. teacher) being trained in QBS and will be trained by our in-house trainers.

Continue to advocate for administrative support.

2021– 2022

1. Mid-Year Benchmarks

Continue to advocate for special education support.

We have to make sure all parties are aware of the dates of our data team meetings.

Continue to advocate for guidance and social-emotional support.

Continue to provide staffing in needed areas as vacancies arise.

Continue QBS training.

Continue to advocate for administrative support.

2. End of Year Benchmarks

	<p>Continue to advocate for special education support.</p> <p>We have to make sure all parties are aware of the dates of our data team meetings.</p> <p>Continue to advocate for guidance and social-emotional support.</p> <p>Continue to provide staffing in needed areas as vacancies arise.</p> <p>Continue to support QBS.</p> <p>Continue to advocate for administrative support.</p> <p>2022 – 2023</p> <p>1. Mid-Year Benchmarks</p> <p>Continue to advocate for special education support.</p> <p>We have to make sure all parties are aware of the dates of our data team meetings.</p> <p>Continue to advocate for guidance and social-emotional support.</p> <p>Continue to provide staffing in needed areas as vacancies arise.</p> <p>Continue to support QBS.</p> <p>Continue to advocate for administrative support.</p> <p>2. End of Year Benchmarks</p> <p>Continue to advocate for special education support.</p> <p>We have to make sure all parties are aware of the dates of our data team meetings.</p> <p>Continue to advocate for guidance and social-emotional support.</p> <p>Continue to provide staffing in needed areas as vacancies arise.</p> <p>Continue to support QBS.</p> <p>Continue to advocate for administrative support.</p>
Evaluation	<p>How will you measure success*?</p> <ul style="list-style-type: none"> • Student to Teacher ratios, caseloads and support that match other buildings. • Requesting that our Data Team meetings have all relevant members present. • Determine a method for involving IU speech service in building conversations. • Increased support for guidance and social-emotional concerns. • Continue to advertise and seek fulfillment of needed staff positions as they are vacant, such as lunch monitor at Avis Elementary. • Having the necessary staff members to handle such circumstances and identified staff members that have been trained in QBS. (principal, library aide, learning support aide, our P.E. teacher) <ul style="list-style-type: none"> ○ The QBS training will allow a team to address behavioral issues that may arise

during a school day. The success of this is less distractions with instruction and disruption in the classroom.

- Requesting additional administrative support.



Data Dive and Building Action Plan

Building: Jersey Shore Elementary School

Author: Jennifer Berry-Propst

Date: December 2, 2020

<p>Vision:</p> <p>The Jersey Shore Area School District will prepare students for the next step in their life's plan.</p>	<p>The goal of this change process is to make sure that our graduates will:</p> <ul style="list-style-type: none"> A. <i>Be college and/or career ready.</i> B. <i>Be able to apply what they have learned effectively to face a wide range of challenges.</i> C. <i>Be a good communicator.</i> D. <i>Be both discipline and creative.</i> E. <i>Be an effective leader and good team member.</i> F. <i>Be able to monitor their behavior and change it when necessary.</i> G. <i>Be of high moral character and willing to serve others.</i> H. <i>Be able to set a goal, develop a plan, and work toward achievement.</i> I. <i>Be willing to persevere for the achievement of long-term goals.</i> J. <i>Be innovative and proactive.</i> K. <i>Be able to accelerate the learning they have achieved.</i> L. <i>Be a lifelong learner.</i> M. <i>Be reflective, tolerant, and inclusive while being contributing members of society.</i> <p>Current Data:</p> <p>1. Acadience Reading (2019-2020 data): Benchmark Scores by Grade Level</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th style="padding: 5px;">Reading Composite</th> <th style="padding: 5px;">K MOY</th> <th style="padding: 5px;">1st MOY</th> <th style="padding: 5px;">2nd MOY</th> <th style="padding: 5px;">3rd BOY</th> <th style="padding: 5px;">4th BOY</th> <th style="padding: 5px;">5th BOY</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Above Benchmark</td> <td style="padding: 5px;">39%</td> <td style="padding: 5px;">45%</td> <td style="padding: 5px;">45%</td> <td style="padding: 5px;">43%</td> <td style="padding: 5px;">37%</td> <td style="padding: 5px;">48%</td> </tr> <tr> <td style="padding: 5px;">At Benchmark</td> <td style="padding: 5px;">27%</td> <td style="padding: 5px;">22%</td> <td style="padding: 5px;">31%</td> <td style="padding: 5px;">28%</td> <td style="padding: 5px;">19%</td> <td style="padding: 5px;">10%</td> </tr> <tr style="background-color: #e6f2ff;"> <td style="padding: 5px;">Total Meeting/Exceeding</td> <td style="padding: 5px; color: red;">66%</td> <td style="padding: 5px; color: red;">67%</td> <td style="padding: 5px;">76%</td> <td style="padding: 5px;">71%</td> <td style="padding: 5px; color: red;">56%</td> <td style="padding: 5px; color: red;">58%</td> </tr> <tr> <td style="padding: 5px;">Below Benchmark</td> <td style="padding: 5px;">20%</td> <td style="padding: 5px;">13%</td> <td style="padding: 5px;">10%</td> <td style="padding: 5px;">9%</td> <td style="padding: 5px;">15%</td> <td style="padding: 5px;">29%</td> </tr> <tr style="background-color: #cccccc;"> <td style="padding: 5px;">Well Below Benchmark</td> <td style="padding: 5px;">14%</td> <td style="padding: 5px;">20%</td> <td style="padding: 5px;">15%</td> <td style="padding: 5px;">21%</td> <td style="padding: 5px;">29%</td> <td style="padding: 5px;">13%</td> </tr> </tbody> </table> <p style="background-color: #e6f2ff; padding: 5px;">Note: Mid-Year reading benchmarks are not administered for all third-fifth grade students, thus, we used their BOY scores. Scores in red indicate less than 70% of the students who met or exceeded the benchmark.</p>	Reading Composite	K MOY	1 st MOY	2 nd MOY	3 rd BOY	4 th BOY	5 th BOY	Above Benchmark	39%	45%	45%	43%	37%	48%	At Benchmark	27%	22%	31%	28%	19%	10%	Total Meeting/Exceeding	66%	67%	76%	71%	56%	58%	Below Benchmark	20%	13%	10%	9%	15%	29%	Well Below Benchmark	14%	20%	15%	21%	29%	13%
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2. **Acadience Math (2019-2020 data): Benchmark Scores by Grade Level**

Math Composite	K MOY	1 st MOY	2 nd MOY	3 rd MOY	4 th MOY	5 th MOY
Above Benchmark	56%	53%	62%	71%	70%	55%
At Benchmark	16%	14%	14%	9%	12%	19%
Total Meeting/Exceeding	72%	67%	76%	80%	82%	74%
Below Benchmark	19%	18%	16%	14%	9%	19%
Well Below Benchmark	8%	14%	9%	6%	10%	7%

Note: Acadience math benchmark assessments are administered 3x/year by the classroom teacher. Scores in red indicate below 70% of the students who met or exceeded the benchmark.

3. **State Assessment Performance (2018-2019 data)**

A. **ELA: % in red equates to below the state average**

	3 rd Grade	State Avg.	4 th Grade	State Avg.	5 th Grade	State Avg.
Proficient	37	29.3	35	36.3	54	42.70%
Advanced	24	26.7	22	27.3	15	16%
% Proficient/Advanced	54.46%	56.0	59.38%	63.60%	57.50%	58.50%

B. **Math:**

	3 rd Grade	State Avg.	4 th Grade	State Avg.	5 th Grade	State Avg.
Proficient	50	45.4	30	27.2	33	27.2
Advanced	8	16.5	8	19	17	15.8
% Proficient/Advanced	51.33%	61.90%	39.58%	42.20%	42.74%	43.1

C. **Science:**

	4 th Grade	State Avg.
Proficient	39	39
Advanced	30	38.8
% Proficient/Advanced	73.40%	77.80%

4. **Future Ready State Assessment Measures**

A. **ELA Proficiency**

Proficient or Advanced: 57.5%

Statewide Average: 62.1%

Note: All student groups did not meet interim goal/improvement target. *Students who were white, economically disadvantaged, and students with*

disabilities demonstrated a decrease in their performance from the previous year; All student groups decreased their performance.

B. ELA Growth

Academic Growth Score: 80.0

Statewide Average Growth Score: 75.0

Meeting Statewide Growth Standard: 70.0

Note: All student group exceeds the standard demonstrating growth.

C. Math Proficiency

Proficient or Advanced: 46.3%

Statewide Average: 45.2%

Note: All student groups did not meet interim goal/improvement target. *Students who were white and students who were classified as economically disadvantaged increased their performance from the previous year. Students with disabilities decreased their performance from the previous year.*

D. Math Growth:

Academic Growth Score: 80.0

Statewide Average Growth Score: 75.3

Meeting Statewide Growth Standard: 70.0

Note: All student group exceeds the standard demonstrating growth.

E. Science Proficiency:

Percent Proficient or Advanced: 73.7%

Statewide Average: 66.0%

Note: All student group meets interim goal/improvement target.

F. Science Growth:

Academic Growth: 75.0

Statewide Average Growth Score: 75.1

Meeting Statewide Growth Standard: 70.0

5. Increase attendance:

Percent regular attendance: 93.4%

Statewide Average: 85.8%

Note: All student group met performance standard **Growth**:

Academic Growth Score: 75.0

Statewide Average Growth Score: 75.1

Meeting Statewide Growth Standard: 70.0

Note: All Student group meets the standard demonstrating growth.

6. **Future Ready On-track Measures:** IS (Insufficient Sample)

7. **Future Ready College and Career Measures:**

Percent Career Standards Benchmark: 99.2%

Statewide Average: 89.8%

Note: All Student group exceeds performance standard.

8. **Decrease discipline referrals (2019-2020): PBIS Suite Dashboard for Jersey Shore Elementary School; August-March**

Year ▲	Month	Days Count	Referral Count	ODR/School Day
2019	August	5	34	6.80
2019	September	20	270	13.50
2019	October	22	313	14.23
2019	November	16	155	9.69
2019	December	14	82	5.86
2020	January	19	161	8.47
2020	February	18	142	7.89
2020	March	22	64	2.91

Note: Schools closed per order by Governor Wolf on Friday, March 13th, 2020.

School Y...	Enrollm...	0 ODRs	1 ODRs	2-5 O...	6-8 O...	9+ O...	% 0-1 O...	% 2-5 O...	% 6+ O...
2019-20	661	489	62	52	19	39	83.36%	7.87%	8.77%

9. **Increase graduation rate -NA**

Purpose

Beginning with the end in mind, student success is the end game. The Objectives of this building action plan will serve to prepare students for the next step in their life's plan.

Objective 1: All students will perform at a proficient level or above on the State Assessments.

Exam	2021	2022	2023
Language Arts	60% (+3)	63% (+3)	66% (+3)
Math	49% (+3)	52% (+3)	55% (+3)
Science	75% (+1.3)	76% (+1)	77% (+1)

Objective 2: Future Ready Index Measures will demonstrate Improvement.

Criteria	2021	2022	2023
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ELA Proficiency	60%	63%	66%
ELA Growth	3% increase	3% increase	3% increase
Math Proficiency	49%	52%	55%
Math Growth	3% increase	3% increase	3% increase
Science Proficiency	75%	76%	77%
Science Growth	1.3% increase	1% increase	1% increase
On Track	NA	NA	NA
College and Career Readiness	Maintain	Maintain	Maintain

Objective 3: Create an engaging learning environment that supports and encourages all students in preparation for college and career readiness.

	2021	2022	2023
Decrease discipline referrals	2%	2%	2%
Increase attendance	1%	1%	1%
Increase graduation rate	NA	NA	NA

Context

Analyze your situation and identify factors that may provide opportunities or obstacles to implementing your project. (Force Field Analysis)

Forces for Change	Forces against Change
Special educ. Services returning to neighborhood schools instead of all being housed at JSE.	Increased class sizes in grades 4 & 5
Year 2 of Second STEP implementation at JSE	Corona Virus Pandemic continues to impact time dedicated to instruction vs. time dedicated to maintaining health & safety of students and staff.
Addition of part-time reading specialist (Total: 2.5)	Logistical issues at beginning of year with hybrid program and many issues with JSOL program offered by IU.
Universal Screeners (Acadience Reading, Math, and SRSS data)	Math series has not been aligned to PA Core Standards at each grade level.
MTSS model since 15-16	Standards based reporting has not been established yet for grades 3-5.
Foundations in Core (K-2) and in Title, since 16-17	Loss of instructional time due to pandemic in 19-20 and due to

	implementation of health and safety protocols in 20-21.
Journeys Curriculum since 17-18	Grading and use of Journeys assessments can be problematic.
Foss Kits since 17-18	Insufficient funds to purchase life science materials for 3-5.
iPad K-5 (1:1) this year	Teacher and student training needed.
Accelerated Reader Program Available	Many pro's and cons to the AR program.
Title I Reading Services K-3	Reading intervention not available in grades 4 & 5
Advanced Tiers (Tier 2) Established System	Lost recognition status. Working to regain status this year through IU.
Tech. Professional Development Planning Scheduled through Rebecca, Karey and Mark	Time restraints and budget restraints limit options for tech P.D.
Standards based reporting for K-2. Will be created for grade 3 for 20-21 school year.	Outside stressors due to the pandemic are expected to impact family involvement, culture of the building, staff and student focus, etc.
WIN period for ELA/Math (MTSS)	Inconsistent use of WIN period. Need to review data-driven decision making, planning intervention/enrichment, flexible groups, etc. Need to provide comprehensive PD on MTSS model for all teachers.
21 st Century Community Learning Center (After-school program)	Last year, after-school program ceased once orders were received to close schools in March. Need plans to provide online support option if schools close again.
PIIC Plus: This year, we are paying for our district-wide librarian and gifted teacher to attend instructional coach sessions through the IU. Instructional coaching is how we plan on supporting on-going technology PD. Cost benefit: An additional day with Rebecca Gibboney to facilitate/support tech. PD.	Katie Wert has so many roles in the district, it doesn't leave much time for instructional coaching. Ideally, Katie could be made a K-5 librarian/gifted teacher/instructional coach and another position could be created for 6-12.
STEAM lab and STEAM lending library established in the 2019-20 school year.	Sanitization of materials will limit or cease student/teacher access to curriculum materials that reinforce STEAM/innovation. We also need a

		staff member to oversee the lab and lending library. (See above, if Katie were K-5).
Questions	<p>1. How do we improve the learning environment of the school?</p> <ul style="list-style-type: none"> *Implement health and safety measures for students and staff. *Provide support and professional development for the implementation of the use of iPads for students in grades K-5. *Provide support and professional development for planning for remote learning. *Develop schedules in collaboration with Title I interventionists to support staff in maximizing reading intervention services for students. * 	

- *Review purpose of W.I.N. period. Professional development: On using ongoing data to create fluid groupings of students, research-based strategies, planning for small group and/or 1:1 intervention group, planning for what the other students are doing while the teacher is meeting with small groups, and how to record a running record.
- *Provide time and give value to goal setting conversations with students; involve students in monitoring their own learning progress.
- *Celebrate the learning progress and achievements of our teachers as they increase their skills in instructional technology and in their knowledge of apps and tools that: Increase student engagement, increase probability of whole class participation, encourage collaboration and discussion, provide immediate feedback and data on acquisition of skills, etc. Also celebrate the “lift” that is needed to provide a totally new type of instruction for remote learning.
- *Provide enough materials for students to have their own manipulatives for Math, Science, etc.

2. What supports do we have in place for our staff and students to be successful or/and should provide for them?

- *SWPB program is school-wide (Tier 1 Positive Behavior & Supports; common expectations for key areas in the school). Student, class, grade, staff and school wide incentives.
- *Advanced Tiers Team provides Tier 2 Supports for students who are referred and determined that he/she would benefit from one of the intervention programs (check-in/check-out)
- *Title I services for students in grades K-3. Title I groups are based on universal screening data, performance in the classroom, and teacher input. Students who may be considered at-risk and/or not making progress, may be recommended to receive additional services with our Title I teachers (double-dose).
- *Universal screeners for reading, math, and social-emotional skills.
- *1:1 device for students in K-5 for the 2020-2021 school year (improve access and connectivity to students if needing to switch to remote learning FT).
- *Research-based Second STEP curriculum materials were purchased last year (19-20) and we will continue to emphasize the importance of incorporating into daily/weekly lesson plans.
- *Online tools and apps are available that accompany curriculum materials purchased for reading, math, science, and Second STEP.
- *PTO supports staff and student needs.
- *All FOSS kits have now been purchased for grades K-5.
- *Quality PD is being provided based on teacher needs and feedback.
- *Standards based report cards have been implemented in grades K-2.
- *All students are currently receiving free breakfast and lunch due to the pandemic.
- *21st CCLC after-school program is offered free to all students in grades 1-5.
- *Teachers started a new Care Closet at JSE this year.
- *PIIC coach is available to teachers for instructional coaching.
- *CST process is in place to refer struggling students.
- *Data team meetings are held three times per year to analyze data and plan for instruction with homeroom teachers, Title I teachers, special education teachers, related service providers, principals, school counselor, and Advanced Tiers leader.

*Teachers shared that they feel building principals provide immediate help and support when asked.

3. What role do the Board of Directors, administration, staff, students and parents play to become an academically successful and engaging school building?

I. Board of Directors:

*Support of 1:1 implementation at the elementary level, as demonstrated by approving the use of the CARES ACT funds to purchase iPad for students in grades at K-5.

*Supported the use of additional school safety funds to purchase jet packs to increase connectivity and access for students/families.

*Approval of health & safety plan (July 27, 2020).

*Support and promote learning models being offered by the school district for families.

*Be a positive source of information for the community.

*Approve donation requests that benefit programming for students and families (Cares Closet at the MS; Community Garden; STEAM lab)

*Approval of health & safety plan (July 27, 2020).

*Support and promote learning models being offered by the school district for families.

*Be a positive source of information for the community.

II. Administration: Building Level

- *Implement health and safety plan and establish/communicate building level specifics related to this plan.
- *Create schedules that provides and protect instructional time and the time spent with intervention teachers.
- *Provide materials for students to have their own set of math/science manipulatives, including seeking creative funding paths to support the use of hands-on learning safely.
- *Create classrooms and learning spaces that support teachers in achieving and meeting social distancing requirements, whenever possible.
- *Support, value, and schedule time for data analysis (data teams, grade level meetings, fireside chat sessions), goal setting, and reflection (including accountability measures).
- *Attain and plan professional development for staff to support 1:1 implementation and the transition to creating remote learning environments.
- *Establish pacing guide, expectations, and accountability measures for Second Step program. Provide materials for individual classrooms, support schoolwide implementation (posters posted in the halls and use of Principal toolkit to reinforce program components: establishing skills for learning and developing social-emotional skills.)
- *Communicate effectively and regularly with all stakeholders.
- *Advocate for students, staff, and families.
- *Continue to offer/plan family engagement nights and informational workshops.

III. Staff:

- *Implement and reinforce health & safety plan.
- *Be open to on-going professional development, including classroom visits and open dialog/feedback.
- *Incorporate iPad into daily plans, learning, review, and monitoring. Learn to teach remotely using Teams.
- *Incorporate online tools and apps that coordinate with our curriculum: Journeys, Every Day Math, Foss, and Second STEP.
- *Include in their lesson plans when they are teaching Second STEP lessons, including indicating unit and lesson.
- *Reinforce skills for learning and social-emotional skills that are being taught through the Second STEP program.
- *Use universal screening data, classroom performance, and teacher observation to make data-based decisions for intervention and differentiation Data informs instruction. This gathering of information/data also impacts referrals to Title I, for screens conducted by related service providers (speech, OT, PT), referrals to Advanced Tiers, CST, sensory room, etc.
- *Plan for W.I.N. period based on student data.
- *Positive advocates for students (growth mindset)
- *Support and reinforce SWPB

IV. Students:

- *Meet expectations of Health & Safety Plan (will be incorporated into SWPB matrix).
- *Meet SWPB expectations.
- *Be engaged with their learning, including monitoring their own progress, setting goals, and creating action plan steps to meet goals.
- *Do their best and don't give up (Growth Mindset)
- *Become aware and demonstrate "Skills for Learning" as taught through our Second STEP program (Focus, listen, self-advocate, and use self-talk).
- *Develop "Social-Emotional Skills" taught through our Second STEP program (understand and communicate feelings, manage emotions, solve interpersonal problems, make friends and get along with others).
- *Read daily
- *Be engaged with their learning program, whether that be online or in person.

V. Parents:

- * Honor, communicate, and support health & safety plan.
- *Select learning option for the first marking period by Friday, August 7, 2020.
- *Support their child in their learning whether they are in person or remote.
- *Be open to professional development, training, webinars, etc. that are offered and attend when able (whether they be offered synchronously or asynchronously).
- *Support child in accessing their virtual assignments, virtual meetings (if applicable), and logging into assigned applications (Connected, for instance)
- *Provide an area for children to work at home, whether that be for completing assignments with the iPad or to complete learning modules if participating in the online learning program, JSOL.
- *Ask their child(ren) about their learning, encourage reading and involvement with school. Minimize lengthy chunks of time online, on TV, or on devices (minimize screen time).
- *Reach out to teacher and/or school, including the administrator, whenever there is a question, concern, or to comment about a topic. Be an advocate for their child.
- *Be a positive voice for the school within the community
- *Be involved whenever possible with school programs, events planned for the student body, etc. (this year though, visitors will be restricted based on health & safety plan).

4. Where do we go for help during the improvement process?

- *On-going PD specific to technology (Why 1:1? TPACK; SAMR; ISTE Standards; Blending Learning Tools and Applications): MOU with Blast IU 17 to work with Rebecca Gibboney, one of their Curriculum & Online Learning Specialists.
- *PD related to Microsoft Teams: Free training available and consult with Microsoft Educator, Karey Killian.
- *Second STEP Training/Implementation: Training provided with the purchase of the program. Building level principals will support implementation and accountability measures.
- *PIIC Coach, Katie Wert: This year the \$500 cost with the other two elementary buildings (Avis/Salldasburg) to have our district-wide librarian and gifted teacher to attend the PIIC Plus sessions through the IU. This cost allows us to have an additional day with Rebecca Gibboney. This "day" will be used to cover the cost of PD facilitated During faculty meetings.

*On-going Data Analysis, Goal Setting, Evaluation: Building level principals will pull data specific to grade/teacher and facilitate reflection process. This year, PVAAS reports will be used, in addition to PSSA data, and data gained from universal screeners (Reading data is pulled and compiled for teachers by our reading specialists).

*ELA (PSSA Achievement Scores): Currently an asynchronous TDA professional development program has been offered to our teachers through IU 17. Work on writing curriculum K-5 with IU will resume after the pandemic.

*21st Century Learning Center: In regard to creating an online after school program, if needed (due to school closure), we would reach out to Parke Brown, and we are currently embedding tools and resources that can be used with either format and that are free or available at low cost, such as: Hooked on Science Lessons, The Cardio Fit Project, SAMSlabs take home STEAM kits, etc.

*PTO: President has reached out to offer to purchase individual student kits for classes such as art, music, and/or for individual manipulative kits.

5. How much should we budget for the improvement process?

*Ongoing Tech. PD: MOU with IU 17 continues (est. \$10,000 last year)-we are working on dividing the number of days (18) among the three levels. For instance, high school has 1.5 days for in-service days to focus on instructional strategies. The elementary and middle school will focus on PD offered at the second faculty meeting of the month and then support implementation by offering classroom visits with the IU curriculum/online learning specialist.

*PIIC Staff: This year we are sharing the \$500 cost with the other two elementary buildings (Avis/Salladasburg) to have our district-wide librarian and gifted teacher to attend the PIIC Plus sessions through the IU. This cost allows us to have an additional day with Rebecca Gibboney. This “day” will be used to cover the cost of PD facilitated during faculty meetings.

*Microsoft Teams Introduction: Free

*Second STEP Implementation, Year 2: Estimated \$1900.00 to purchase the recommended picture books for the primary (K-2) and secondary (3-5) Second Step program. Also, \$435.10 to purchase Bullying Prevention kits for Grades 4 and 5.

*Elementary iPad, K-5, w/cases and keyboards for grades 3-5: CARES Act Funding Expenditure (\$300,000+)

*21st Century Learning Center: Grant funded (federal grant)

*PPE Equipment: District cost (bid with IU)

6. How do we structure the school to support the change, i.e. physical, staffing, and programmatic structures?

	Physical	Staffing	Programmatic Structures
Health & Safety Measures: District - 2020-2021	https://www.jsasd.org/wp-content/uploads/2020/07/JSASD-Reopening-Health-and-Safety-Plan.pdf		

	<p>Health & Safety Measures: Building - 2020-2021</p>	<p>Physical: *Removing group tables, carpet; identify areas social distancing can be achieved in classrooms. * Lunch will be in classrooms. *Increase of signage in the building to reinforce hand washing, sanitizing, masking, social distancing. *PPE equipment required: masks, desk shields for school psych., speech and language teachers, office area; face shields.</p>	<p>Staffing: *Increase staffing at main entrance upon student arrival to help with taking student temperatures and to direct flow of traffic. *Increase staffing between 7-7:30 to monitor students eating breakfast in classrooms. *Increase staffing to monitor recess so teachers can have their duty-free lunch.</p>	<p>Programmatic Structures: *Changes to the master schedule to allow for more lunch periods. *Changes to our music, chorus, and band offerings. *Changes to lunch distribution: grab and go hot lunches. *Instructional strategies, format for instruction, etc. need to be reconfigured. *Less instructional time due to needing to follow health and safety requirements; for instance, library aide will put books in a tote and not re-shelve books, using gloves, for 3-4 days. Then wash hands. *Encouraging students to use eBooks this year.</p>
	<p>Technology: iPad for elementary students</p>	<p>*K-2: iPad and cases *3-5: iPad w/keyboards and cases *Smaller charging stations in the classroom rather</p>	<p>*We are enlisting instructional coaching training offered through the IU and designating our district</p>	<p>*Teachers will be learning how to incorporate the iPad into daily instruction, including: TPACK, SAMR,</p>

		then iPad carts for every room. *iPads in the classroom/1:1 will not impact where we physically offer keyboarding to limit need for sanitizing computer lab in between classes.	librarian/gifted teacher to attend the PIIC coach sessions. Thus, supporting an instructional coach model.	and preparing for the possibility of transitioning to remote learning.
	STEAM lab/STEAM lending Library/ Makerspaces/STEAM Committee	Physical: Access to materials will be on pause until a system is determined that allows for safe use and eliminates concerns with sanitization.	Staffing: *Our district librarian and gifted teacher helped to manage the signing out of materials with support of assistant principal at the elementary school. She also planned the Makerspaces for elementary libraries. *Instructional technology coach through the IU, Rebecca Gibboney enlisted for PD/coaching *STEAM Committee-volunteers *Teacher leaders attend Tech. Collaboratives at the IU w/district librarian and assistant elementary principal.	Programmatic Structures: *STEAM lab access-temporarily closed. *STEAM lending library is temporarily suspended. *Makerspaces-if we have enough materials, Makerspaces will be used in the elementary libraries using the same system for returning books (placed in bins and not re-shelved for 3-4 days). *PD focused on innovation/STEAM last year will need to be re-directed to supporting teachers in changing instructional format to account for remote learners.

	<p>Second STEP: Social-Emotional Learning Program</p>	<p>Physical: *Distribute picture books to each grade level that accompanies program (9 titles per grade level). *Second STEP binders for teachers at two outlying elementary schools. *Two, new, bullying prevention kits were purchased for grades 4 & 5. *Posters have been made to be hung in the halls that reinforce skills.</p>	<p>Staffing: *Classroom teachers will be key facilitators of the program. *Health teachers will facilitate the bullying prevention units for grades 4 & 5. *Principals will be key in supporting implementation, including establishing pacing guide and program implementation phases, reinforce skills during announcements, when meeting with students, and when recognizing students.</p>	<p>Programmatic Structures: *This year, Second STEP will be indicated on weekly lesson plans that are submitted. *Teachers will be provided the Summative Knowledge Assessment, designed to measure student acquisition of skills; the assessment is provided with the kit.</p>
	<p>Data Informed</p>	<p>Physical: *Need to incorporate PVAAS reports for 1:1 data talks and grade level meetings. *Will we use the free CDT's this year? Discuss with admin. Team and survey 3-5 teachers. *Acadience Reading and Math: Universal Screening tools will continue 3x/year.</p>	<p>Staffing: *Building principals can pull PVAAS reports and Acadience Math reports. *Title I coordinator and reading specialists pull the Acadience Reading reports. They also coordinate the testing and the STAR testing.</p>	<p>Programmatic Structures: *Testing schedules may be modified to account for needing to socially distance during testing, which includes a place that students can wait that is 6-feet away from other students. How we administer will change due to needing clear desk shields and to spread evaluator/students</p>

		<p>Physical: Need to assess all students for fall and spring, 1:1, and only students in grades K-2 for the mid-year. *Student iPads can be used for STAR testing this year. *SRSS tool used 3x/year *Second STEP accountability and evaluation tools available.</p>	<p>Staffing: *Classroom teachers facilitate the Acadience math testing, SRSS assessment, and would facilitate the summative knowledge assessment for Second STEP.</p>	<p>Programmatic Structures: (typically more than one evaluator in one room). *STAR testing procedure will change with the ability to utilize student iPads. *If CDT's are used, scheduling will be necessary, which will impact instructional minutes for students in grades 3-5. *Scheduling of data team meetings and grade level meetings are typically built into the testing calendar. If coordinating 1:1 data talk, that will require scheduling.</p>
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7. How do we demonstrate pride in our school, our students, staff, and our work?

- *Our SWPB (BARK) program have established student and staff incentives.
- *Monthly articles are posted in The Williamsport Gazette, and The Express.
- *Monthly family newsletters
- *New! Success starts here PR (Sponsored by PSBA): Launched 8.3.2020
- *Social Media Posts to Building/District Facebook page (In the new decision tree, that is my role @ elementary level)
- *New! PIGS/WIGS: Pretty Important Goals and Wildly Important Goals (Leader in Me)-let's post them!
- *New! Open House Videos created by each teacher.
- *New! Provide opportunity for families to send digital thank messages and feedback forms-post and celebrate (got the idea from a pediatrician's office; they have cut outs that are theme-based for each month and then they asked the patients, 'How was your visit? Was someone: helpful, spent more time with you, etc. Then they posted them on a bulletin board.

	<p>*New! Determine if I can create a Wake let that is linked to district home page? I could post feature stories, "Leader Boards," and share when students and staff are recognized through our SWPB program. Second STEP offers a "Success Stories Log" for teachers and staff to share examples of how the Second STEP program is having a positive effect on their students. Post and celebrate!</p>
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	<p>*New! Second STEP program provides: Recognition Tickets (You demonstrated a skill taught in Second STEP program; You demonstrated skills for learning; You showed empathy towards someone! You managed strong emotions; You solved a problem in a safe way; You were a good friend)</p>
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Assistance and Support w/action steps, timeline, and evidence of evaluation: What assistance do you need, and where can you get this assistance? *

Domain 1: Strategic/Cultural Leadership

*Creates an Organizational Vision (1a) Co-facilitate creating this action plan with our staff. We can populate data ahead of time for section I. Then we are to complete force field analysis with the staff and have them answer the questions. Once the staff has collaborated to complete those two sections, then the principal and I will complete the assistance and support, action plan steps, and evaluation of sections of the action plan. The action plan will springboard our development of/revising our vision, mission, values, beliefs, and goals.

What is needed/Action Steps?	Implementation Date(s)	How will it be evaluated?
Time designated at faculty meetings in September and October to complete data analysis, complete force field analysis, and answer the follow-up questions.	10.9.2020-AM session Teachers worked in teams to complete tasks. Data is reviewed annually and after each benchmark assessment. Building plan will be updated every three years.	Collected and compiled team responses. Google Doc captures teacher input. *See action plan binder for document that compile team responses.

*Data informed decision making (1b): Need continued *access* to PVAAS reports and universal screening data. An area of need is access to SRSS data reports. Need teachers to administer the Summative Knowledge Assessment for the Second STEP program. If choosing to use *CDT's*, then assistance is needed to get started, to access the assessments, and the steps that need followed once they are complete. What reports are available and how to access the reports? Also need to *schedule data team meetings* after universal screenings, monthly grade level meetings, and individual data talks.

What is needed/action steps?	Implementation Date(s)	How will it be evaluated?
PVAAS reports- located at https://pvaas.sas.com	Included in JSE data profile and shared w/teachers on 10.9.20 for data analysis. Repeated annually.	Reflected in building action plan.
SRSS reports- provided by Assistant Superintendent	Received 10.8.20 and shared w/staff on 10.9.20. New data received 3x/year and shared with staff at data team meetings.	Received and embedded in "Current Data" section of action plan.
Second STEP: Summative Knowledge Assessment	Assess students last marking period annually (3/26-6/4	Collection of assessment and summary of results. Share with BARK/Advanced Tiers Team.

<p>CDT's:</p> <ul style="list-style-type: none"> *Determine dates of administration. *Plan staff training *Communicate to family's purpose of CDT's and dates of administration. *Share CDT data w/teachers & grade level teams. *Analysis will include implications to instruction. 	<p>20-21: Determine CDT dates and back-map communication w/families and teacher training.</p> <p>21-22 & 22-23: CDT's will then be incorporated into annual JSE testing calendar</p>	<p>CDT reports and implications to instruction.</p> <p>First comparisons will be available after PSSA's are administered and schools receive data reports.</p>
<p>Data Analysis and Data Teams Meetings</p>	<p>Data team meetings are scheduled after each benchmark assessment, which are administered 3x/year.</p>	<p>JSE Testing Calendar includes data team meetings.</p> <p>Grade level meeting agendas will be evidence for grade level mtgs. Dedicated to data analysis. Grade level mtgs. Occur after second and third benchmark assessment and at the BOY for grades that take the spring PSSA's.</p>
<p>*Builds a Collaborative Work Environment (1c): Continue to support SWPB team, Advanced Tiers Team, Social Committee, and Character Committee. Continue to facilitate Safety Committee and STEAM Committee. <i>Need to add Safety and STEAM Committee to monthly calendar for teachers/staff.</i></p>		
<p>What is needed?</p>	<p>Implementation Date(s)</p>	<p>How will it be evaluated?</p>
<p>Monthly calendar for staff that indicates when committees are meeting; typically, each Tuesday of the month there is a committee meeting.</p>	<p>20-21: Monthly meetings on pause due to health & safety procedures requiring teachers to monitor breakfast in classrooms. BARK team met on in-service days instead.</p> <p>21-22 & 22-23: Resume meeting first Tuesday of the month.</p>	<ul style="list-style-type: none"> *BARK meeting agendas *Annual report for IU *SWIS data *Monthly BARK rewards for student body
<p>New! Need support to establish an <i>elementary student council/advisory council</i> to provide input on decisions that directly benefit/impact the student body. It would be beneficial to have them be student ambassadors for the Character Committee.</p>		
<p>What is needed/action plan?</p>	<p>Implementation Date(s)</p>	<p>How will it be evaluated?</p>
<p>Approach Character Committee to propose idea, schedule when to meet with the students, develop process of how students are selected (aligns to fall elections), and identify key projects that students can share input on and that directly impacts/benefits the student body. *Ambassadors for Character Committee.</p>	<p>20-21: On pause due to global pandemic.</p> <p>21-22: Year one of implementation</p> <p>22-23: Embedded into monthly calendar of events for teachers.</p>	<p>A handbook can be created for student council and/or included in student/faculty handbook.</p> <p>Monthly planning calendars that include meeting dates.</p> <p>Student council agendas</p> <p>Annual report of impact</p>

New! Gained support and funding to have our district-wide librarian and gifted teacher to be a part of the PIIC Plus program at the IU17 which trains key staff to be instructional coaches.

What is needed/action plan?	Implementation Date(s)	How will it be evaluated?
Need to make sure Wert is registered for PIIC Plus sessions and PIIC sessions.	<p>PIIC regular session dates: 20-21: 8/8, 9/9, 11/11, 1/13, 3/10, and 4/7</p> <p>PIIC Plus session dates: 20-21: 10/1, 12/9, and 2/9/21</p> <p>Q & A coaching w/specialist: 11/24/20</p> <p>Renew annually PIIC membership</p>	<p>*Collect agendas</p> <p>*Recording of Q & A session on 11/24/20</p> <p>*Debut of instructional coaching menu 12/1 w/elementary staff</p> <p>*Summary of support submitted monthly by Wert (see summary sheet)</p>

New! Through the *PIIC Plus program*, we have gained access to the curriculum and online learning specialist at IU 17, which will support the district librarian as an instructional coach, provide direct PD to the elementary staff, and provide instructional coaching to teachers to help sustain PD.

What is needed/action plan?	Implementation Date(s)	How will it be evaluated?
<p>Need to lock in the dates of the faculty meetings that she will facilitate tech. PD.</p> <p>Secure October 9th half day in-service training.</p>	<p>10.9.20: PM In-service</p> <p>9.23.20, 10.28.20, 11.11.20- faculty meetings</p> <p>11.24.20: Informal Q & A</p> <p>12.15 & 12.17.20: Instructional coaching days in-district</p> <p>*Based on district MOU, # of days designated for elementary, we will continue to schedule w/specialist for 21-22 & 22-23 school year.</p>	<p>*Agendas</p> <p>*Tech. staff survey that infused planning with specialist</p> <p>*See “Race for Thanksgiving” checklist that includes evidence of practice.</p> <p>*Teacher walk throughs for remote learning days (12.1-12.4.20)</p> <p>*EOY survey on tech. PD</p>

Technology Collaboratives (2019-2020 year 1; 2020-2021 year 2): Continue to grow teacher leaders by enlisting and encouraging STEAM committee members to attend quarterly tech. collaboratives facilitated by the IU.

What is needed/action steps?	Implementation Date(s)	How will it be evaluated?
Need continued PD funds for substitutes (1-2 per meeting).	<p>20-21: JSE, Avis, & Salladasburg shared fee for Wert to be registered for the PIIC/PIIC Plus coaching sessions.</p> <p>21-22 & 22-23: As long as buildings do not consolidate, then we will continue to propose this funding plan (\$500 fee)</p>	JSE budget will include PD funding that will allow us to continue this initiative.
Register STEAM teacher from after school program and teacher rep. to accompany assistant principal.	<p>20-21: Meetings have been virtual this year. AP signed up for ITC. Additional teachers on pause due to constraints on teachers planning time.</p> <p>21-22 & 22-23: Continue</p>	ITC agendas Summary report of ITC practices implemented

New! Need to survey staff *regarding technology, comfort with technology, etc. in order to target PD for fall 2020*. Survey will assist in developing PD plan for elementary in coordination with IU curriculum and online learning specialist.

What is need/action steps?	Implementation Date(s)	How will it be evaluated?
Generate staff survey designed to identify key areas that they are indicating	Survey sent 10.22.20 and collected 10.26.20 MOY survey-consider EOY survey-last marking period Repeat annually	* See form sent to staff: https://forms.gle/ZbMwMLwWzgfQj6EF8 (includes spreadsheet of responses) *PD agendas reflect need described by staff.

Leads Change Efforts for Continuous Improvement (1d): *Inspiring innovative practices through access to curriculum materials that reinforce STEAM subjects. *This includes establishment of the STEAM lab, STEAM lending library, and Makerspaces available in the elementary libraries for the 2019- 2020 school year. Goal will to expand materials to narrow student ratio and to establish protocols and procedures that adhere to safety guidelines outlined in our health and safety plan that will allow continued access for students/staff.* IU 17 has shared their list of protocols that they are developing for their lending library as did the elementary media specialist in the Milton Area School District.

What is need/action steps?	Implementation Date(s)	How will it be evaluated?
Create cleaning protocols for STEAM learning materials/Maker Spaces that align with health & safety plan approved by the board of directors.	20-21: On pause due to global pandemic. 21-22 & 22-23: Resume tasks. Include a BOY in-service.	Agendas for BOY in-service will include STEAM lab/STEAM lending library, and Maker Space protocols.
Purchase more storage bins for STEAM materials and Makerspaces.	19-20: PTO purchased storage bins and two storage carts for STEAM materials. Wert used her PTO funds to purchase storage bins for Makerspaces used in elem. Libraries. 20-21: On pause, but will re-visit at January '21 PTO meeting due to new materials being purchased with Mansfield Univ. Grant/EITC grant. 21 -22 & 22-23: Revisit based on inventory and new purchases when funding is gained.	*PTO agendas *Purchase orders *Need requests proposals, such as: https://docs.google.com/spreadsheets/d/1SwkPL9rbiD-zii2yCvRU2-gvJaxiJmfkBryTcUGhIGk/edit?usp=sharing *View ongoing inventory of STEAM materials: https://docs.google.com/spreadsheets/d/1KP4FSipeFNgu-BExT4pkxAFxoTHdB9IUxUDqTT4l8Y/edit?usp=sharing

*Creation of an *elementary Professional Development Plan* with a focus on Professional Development. See working planning sheet. <https://docs.google.com/spreadsheets/d/1g5J9RAUwzUfCEmXJtnigde3FQdUbbCjGSbAl-XDvnWw/edits=sharing>

What is needed?	Implementation Date(s)	How will it be evaluated?
Need to secure PD facilitator for faculty meetings and half day PD on 10/9/2020.	Confirmed	Agenda from 10.9 In-service available
Also, need to confirm # of days for elementary staff to have facilitator for PD/classroom visits/feedback sessions.	20-21: MOU provides days available for MOU. 21-22 & 22-23: Dependent on MOU with district & Blast IU 17	https://jasd-my.sharepoint.com/:b/g/personal/jberry-propst_jasd_org1/Ea4WGZ93AFdNsXbnMWtR7LUBam_btfysnJzuR0rH_vDHJw?e=znVcPr

*Implementation of Second STEP at the Elementary Level, district-wide. *Need picture books to be ordered, to arrive, label, and distribute. Achieved: Bullying Prevention kits received and delivered to teachers who will facilitate the units of study expectations, etc. For 20-21 school year (Gr. 4 & 5).*

What is needed/action steps?	Implementation Date(s)	How will it be evaluated?
Need picture books recommended to accompany Second STEP lessons.	<i>Title IV funding for 20-21 was used to purchase the books for all 3 elementary schools. PTO at JSE also purchased some additional copies if available on Scholastic.</i>	<i>*Labels created to identify books purchased with Title IV funds (fall 2020). *Labels to identify Lexile level (12/2020) *Distributed to grade level teams 12/2020</i>
Need to create program implementation map for all 3 elementary schools.	<i>20-21: Avis/Sal-year one 20-21: JSE year two-this year include in lesson plans. Incorporate read aloud in January. 21-22 & 22-23: Template provided through program.</i>	<i>*See Action plan binder for Second STEP implementation guide.</i>
Need to provide staff with expectations for 20-21, such as sending home parent letter, indicating when Second STEP lessons are taught each week, and facilitating the Summative Knowledge Assessment.	<i>20-21: At BOY in-service, requested they include in lesson plans by 10/2020. Last making. Period: Summative Knowledge Assessment. Expectations and communication shared annually.</i>	<i>*BOY agenda *Lesson Plans *Results of Summative Knowledge Assessment.</i>

**Social Media/Promote Positive News:* In the newest chain of command document published on 7.13.2020, I was appointed to be the first level of contact for social media communications. I currently publish family and staff newsletters, which I will continue for the 2020-2021 school year.

What is needed/action plan steps?	Implementation Date(s)	How will it be evaluated?
Goal would like to have mini- article/helpful tips provided by the guidance counselor (Second STEP), our district librarian/gifted teacher (eBooks, family resources), our SWPB facilitator (monthly incentives), committee members re posts or updates, etc. New! Information from our PIIC coaches, which was mentioned at our kick-off event on 8.3.2020!	20-21: NA currently. On pause. 21-22: Determine monthly submission dates from each member; then publish monthly. 22-23: Transition compilation of newsletter submissions to one of our building secretaries.	Newsletters will be posted on website and shared through Class Dojo

**Data Informed: Schedule grade level data meetings after MOY benchmark assessments and EOY benchmarks. These are separate from the data team meetings and have a different purpose. For instance, at grade level meetings, teams conduct an analysis of universal screening data, including the identification of current instructional practices during core instruction/intervention that have proven effective; then guide through goal setting process. Teachers establish personal goals and the team may or may not establish team goals/intervention practices.*

What is needed?	Implementation Date(s)	How will it be evaluated?
Next step: 1:1 analysis and goal talks.	20-21: Include 1:1 data talk at mid-year review of SLO/differentiated supervision plans. 21-22: 1:1 data talk at BOY for teachers of students in grades 3-5 and MOY and EOY for all homeroom teachers. 22-23: Embed grade level mtgs. /1:1 data talk in testing calendar.	JSE testing calendar shared annually. Monthly planning calendar for teachers; use the calendar to remind teachers of testing windows

***21st Century Learning Program:** Last year, we had researched based programs for our math (Rocket Math) and reading stations (Read Naturally Online). We also provided daily access to the library for students; they could read and they could take tests using the Accelerated Reader Program. Our health & PE center used the “Too Good for Drugs” program two days a week and PE was scheduled 3x/week. We observed a less structured PE, more similar to a recess. Also, we observed inconsistent lessons/plans for our STEAM center due to the teacher needing to take FMLA leave.

Health & Fitness: This year, we were able to purchase a program called “**Powerup Your School.**” The benefits: Lessons are ready to go, includes grade appropriate standards, aligns with academic material, and requires no equipment. In addition, we gained a supplemental program for free through the Summer Symposium, **The Cardio Fit Project**. Thus, *we need to get the program copied and bound.*

STEAM: We also are purchasing a **STEAM Course through SAMS Labs** for our STEAM station. Last year the teacher planned lessons for 1st-5th grade, but if absent, we did not have a “ready to go” program complete with lessons. To supplement the SAMS Lab STEAM Course (coding emphasis), I learned through the Summer Symposium about **Hooked on Science Lessons**. The lesson plans are free and use common, inexpensive materials available in local Dollar Trees/Dollar Marts. One final new addition, in the event of needing to transfer our entire program on line or to create a hybrid program, **SAMS offer STEAM at Home Kits**, that provide materials for 6-7 experiments/projects.

What is needed/action plan?	Implementation Date(s)	How will it be evaluated?
Need: PE classes that are more structured.	20-21: “Powerup your school” program was purchased and training was provided to two staff members. Will be implemented 12/2020 21-22 & 22-23: Power-Up program will be part of weekly schedule.	Present in weekly/monthly lesson plans.
Requested “Cardio Fit Project” program materials	20-21: Program received. By January 2021, alternate with Power-Up Program and Too Good for Drugs. 21-22 & 22-23: Cardio-Fit program will be part of weekly schedule.	Pre and post quiz available (10 questions)-administer annually at start and conclusion of lessons. *Included in weekly/monthly lesson plans.
Need: STEAM course and “ready-to-go” STEAM lesson plans. *SAMS Labs Alpha Kit *STEAM at Home Packs	20-21: Purchase kits. Delay in program start (10/5/20), pushed back PO processing. Implement marking pd. 2 & 3. 21-22 & 22-23: Implement into core program.	Program received date *Weekly/monthly lesson plans.
Copy Hooked on Science lessons and build inventory of items needed for experiments. Collect donations for experiments and work with PTO to supplement.	20-21: Request copies from Joanne. Implement in spring. 21-22 & 22-23: Compliment SAMS lab coding course.	*Binder of lessons provided to STEAM teachers of after school program. *Incorporated into weekly/monthly lesson plans

**21st Century Learning continued:*

Family Engagement: We will work on transitioning our parent program, “**Making Parenting a Pleasure Second Edition Curriculum,**” to be delivered in a virtual format.

Virtual Field Trips: At the Summer Symposium, I attended a **Hooked-on Science** workshop. It was awesome! There are **virtual PD, science programs, and science nights** that he offers. This is an area we did not get to offer our students in the 21st Century Learning Program last year.

What is needed?	Implementation Date(s)	How will it be evaluated?
Need time to create the virtual workshops.	20-21: First workshop will be offered in December and monthly thereafter. 21-22 & 22-23: Start first workshop in September and offer monthly thereafter.	*Workshop agendas *Sign-in rosters *Digital forms for parent feedback after each session.
Need to gain pricing guides on the virtual PD, science programs, and science nights that he offers	20-21: Email correspondence 8/11.20. Will re-visit in December once we know the format of our program (virtual/in-person) 21-22 & 22-23: Will review program annually and schedule one per year at a minimum.	*Program flier *Monthly school planning calendar of events for 21 st Century Program *Program feedback from students/parents.

JSE Care Closet: **New!** This year two teachers initiated a BARK Store for JSE students. By partnering with our SWPB/BARK team, the BARK store is accessible by teachers throughout the day and teachers may make donations to the store. The BARK store (similar to the MS Care Closet) meets the needs of students who may need school supplies, clothing, backpacks/lunchboxes, coats, etc. Basic hygiene products are available as well.

What is needed/action plan?	Implementation Date(s)	How will it be evaluated?
*Identify space -Closet in fifth grade room and old LS office. *Secure shelving-shelving available in warehouse and Avis building supply donated materials to hang shelves.	20-21: 10.28.20	
Communicate Program to staff introduction	20-21: 10.28.20 Provide updates quarterly and annually at BOY.	
Amazon wish -list of needed items	20-21: 10.28.20 Update wish list annually.	https://www.amazon.com/hz/wishlist/dl/invite/eoCfaOA?ref=wl_share

Celebrates Accomplishments and Acknowledges Failures (1e): See Social Media role above. Also, we also review monthly our SWPB data and review annually our Future Ready Data. Data team meetings are held after each universal screening window and we end the meeting with comparison of data from the last several years. Climate surveys are administered to students in grades 3-5, to staff, and to families; they are available through PBIS Assessment Suite. This data is shared as well. SWPB team went through fidelity survey.

What is needed?	Implementation Date(s)	How will it be evaluated?
School Climate Surveys available through SWIS Assessment Suite.	20-21: Last 45 days of school Resume once or twice a year after 20-21. Consult with committee.	Online survey results available for following groups: *Families, teachers/faculty, and students in grades 3-5.
School reports that are available through SWIS Assessment Suite.	These reports are pulled monthly to communicate with the teachers and to determine which students earned monthly BARK reward.	SWIS suite data reports
Purchase program, similar to MS/HS Smart Futures to collect Future Ready Artifacts.	20-21: Research elem. Program/applications available. Make proposal. Evaluate if Title IV funding can be utilized for purchase. If so, implement last 2 marking periods. 21-22 & 22-23: Renew license annually to house artifacts.	Excel spreadsheet of programs/applications that can be used to collect artifacts. PO Proposal. Application can store artifacts and owners/members can view and submit artifacts.

Domain 2: Systems Leadership

Leverages Human and Financial Resources (2a):

STEAM Initiatives, including STEAM Lab at JSE and STEAM lending library to increase access to students/teachers at Avis and Salladasburg Elementary, and our elementary Makerspaces Available in all three elementary libraries.

What is needed/action steps?	Implementation Date(s)	How will it be evaluated?
Creative Funding Sources that we have achieved and will continue to pursue: *Exxon Mobile Grants- annually *Mansfield University Mini-grants: offered in fall and the spring. *EITC PPL STEAM grant was received 20-21 (\$7,000) to purchase iPad for STEAM lab. *Donations approved by the board. *JSASD mini Foundation Grants	20-21: New this year! EITC PPL STEAM grant which will be used to purchase 15 iPads for the STEAM lab. *Any additional grants awarded will be used to purchase additional items for the STEAM lab/STEAM library and Makerspaces. See excel spreadsheet that compiles recommendations: https://docs.google.com/spreadsheets/d/1SwkPL9rbjD-zii2yCvRU2-gvJaxiJmfkBryTcUGhIGk/edit?usp=sharing Funding sought annually.	*Grant recipient email for PPL EITC Grant 20-21. *JSASD Teacher mini-grant to Wert for Makerspace items for 20-21. *Grant proposals for 20-21. *Grant recipient certificate from Exxon Mobil for 20-21, if applicable. Our needs, purpose, # students/staff, etc. will all be considered and reviewed by STEAM committee 26d elementary administrators in order to target funds received.

What is needed/action steps?	Implementation Date(s)	How will it be evaluated?
*21 st Century Learning Center Grant: Year 2 of 5.	This is a five- year grant, awarded in 19-20.	*Monthly, Semi-annual, and annual reports required.
*PTO: Ongoing support of school programs and initiatives.	20-21: Supported Second-STEP program by purchasing additional copies of recommended read aloud. 21-22 & 22-23: Continue partnership to support school programs/initiatives.	20-21 List of purchased titles (used Scholastic points) PTO president monthly reports, when available 21-22: & 22-23 PTO mtg. agendas/reports
*Re-purpose furniture and equipment when available, such as shelving for the STEAM lab.	20-21: Bookshelves that were too small for a classroom will be re-allocated to STEAM lab for storage 21-22 & 22-23: Re-assess storage solutions/space annually based on need, access, and schedule.	*Bookshelves being installed Future years-photos and observation.
Second STEP Program Implementation: Year 2 at JSE and Year 1 at the two outlying elementary schools		
What is needed?	Implementation Date(s)	How will it be evaluated?
*Designee of Title IV funding for three elementary schools. Secure funding based on program needs and teacher input.	20-21: Implement read aloud component of program and include in lesson plans. Bullying Prevention Units are new to grade 4 & 5. 21-22: Add bullying prevention for grade 3, if schedule allows. 22-23: Use assessments available to decide how to further support program.	20-21: Read aloud being distributed to grade level leaders (8-9 titles per grade level). See lesson plans. Reflection from Health & PE teachers re bullying prevention units. 21-22 & 22-23: See Second STEP Implementation guide
Technology Professional Development for Staff, including instructional coaching and empowering teacher leaders among staff.		
What is needed/action plan?	Implementation Date(s)	How will it be evaluated?
*Funding provided through PIIC Plus option (proposed the three elementary schools share the cost of PIIC Plus cost, which is \$500) for professional development facilitated by IU17.	20-21: New! PIIC coaching model implemented. Funded by elementary buildings. MOU with Blast IU17 has funded tech. specialist. 21-22 & 22-23: Continue offering quality, effective PD.	20-21: Staff survey and PD planning template https://docs.google.com/spreadsheets/d/1g5J9RAUwzUfCEmXJtnigde3FQdUbbCjGSbAl-XDvnWw/edit?usp=sharing ; faculty mtg. agendas.

What is needed?	Implementation Date(s)	How will it be evaluated?
*Working with media specialist/Microsoft Educator in another district to plan free training related to tech.	20-21: 8.24.20-shared intro. Presentation; 9.9-faculty meeting training on TEAMS; 11.11 faculty meeting; 12.9 faculty meeting 21-22 & 22-23: Will assess need to continue PD	20-21: https://isasd-my.sharepoint.com/:w/g/personal/iber-ry-propst_isasd_org1/Eeb_1uJ0k-FCqZPGWxCfNfIBpx41V5XvM-tcl_VDzeYZVA?e=9AI70y ; agendas, EOY staff survey
*Building principals have been sharing free and low-cost professional development with staff all summer. Offered to pay the \$25.00 for teachers who decided to enroll the ISTE Summer Academy.	20-21: More than teachers from JSE participated in the ISTE academy. 21-22 & 22-23: Continue to share PD opportunities that support professional growth.	*Staff sheet of # of participants in ISTE summer academy. *Share PD elem. Planning calendar.
*Coordinated with superintendent, building principals, and Director of Pupil Services to secure the approval of enrolling district librarian/gifted teacher in PIIC Plus instructional coaching program at the IU.	See previous sections for more details.	See previous sections for more details.
Staffing Needs across elementary and specific to JSE.		
What is needed/action steps?	Implementation Date(s)	How will it be evaluated?
Each year, we evaluate our staffing needs relating to classroom size, to program offerings, and how to better support teachers and student.	20-21: New this year! PIIC Instructional coach at the elementary level. PT reading specialist added spring of 2029. 21-22 & 22-23: See Personnel Resources and Supports Needed Planning sheet for JSE	20-21 and beyond: https://docs.google.com/spreadsheets/d/1Uwx_QcmRBm9AgbEzX-6NQ6PAvzEFjEhaUA-ilqV7MpM/edit?usp=sharing
Ensures High Quality, High Performing Staff (2b) Coordinating quality professional development for all teachers focused on implementing technology, specifically iPad in the classroom, and planning for an array of delivery models, including students who are face-to-face, enrolled in our hybrid learning program, and preparing for online learning, when the need presents itself.		
What is needed?	Implementation Date(s)	How will it be evaluated?
See technology planning document, including draft of teacher survey, shared earlier.	See previous sections	See previous sections

Provide access to instructional coaches in order to gain real-time feedback on instructional strategies and tools. Provide feedback on delivery model of instruction that includes the use of student iPad.

What is needed?	Implementation Date(s)	How will it be evaluated?
PIIC Instructional coach identified for the elementary school.	20-21: Wert 21-22 & 22-23: Continue to support PIIC role	Staffing sheet for JSE/elem.schools. PIIC agendas from sessions.
Advocating for quality tech. PD and time for classroom visits by instructional coaches.	20-21: Introduce 11.24 and formal intro. 12.2020 21-22 & 22-23: Continue to offer coaching sessions.	*Q & A sign-up sheet *Introductory flier *Coaching Menu of Supports offered *Monthly summary reports beginning 1.2021

Complies with Federal, State, and LEA Mandates (2c):
Uphold District Health & Safety Plan

What is needed?	Implementation Date(s)	How will it be evaluated?
*PPE Equipment, Procedures, Protocols, and Schedules that meet expectations for social distancing, screening of students and staff, and masking.	20-21: See health & safety plan on website; staff/student handbooks 21-22 & 22-23: Ongoing based on guidance from DOH, CDC, and PDE.	*Health & Safety Plan *Principal tracking sheet *Observation of procedures *Signage in buildings *Daily announcements to students/staff *Equipment available in office
*Support all protocols, procedures, schedules, communication, etc. to put safety at the forefront of all planning.	20-21: ongoing to staff and families (Class DoJo, Microsoft Teams, District website, and one call communications) 21-22 & 22-23: Continue communication methods	*History of communications *Ipad Handbook *Remote Learning Attendance Procedures *Remote Learning Expectations *Remote Learning Schedules *Student/staff handbooks *Updated district policies
*Work with DOH, school nurse(s) and central office admin. If a student or staff member is positive for Coved.	20-21: on-going 21-22 & 22-23: Based on DOH, CDC, and PDE-adhere to all school guidelines and requirements.	*Tracking sheet specific to JSE available, as well as district tracking sheet.
*Incorporate health & safety expectations in SWPB matrix.	20-21: Partially updated to date; glean resources from Project Screen. 21-22 & 22-23: Determine if matrix needs another update based on school climate and school mandates.	*Updated matrix, dated each time a revision is made to document.

Uphold Building Health & Safety Measures that align with district health & safety plan.
Attendance: Coordinate with school outreach worker and attendance secretary to communicate with families regarding attendance. Be a source of information for families as they navigate attendance if required to quarantine. New policy from superintendent as of 8.5.2020, will allow doctor notes to not count towards the 10 days of excused absences typically allowed by parents each school year.

What is needed?	Implementation Date(s)	How will it be evaluated?
Need access to most current guidance, policies, and laws on student attendance, communicate attendance procedures and updates with families and staff.	20-21: At BOY attendance monitoring updated to account for mandatory quarantine timelines, both from federal government, but also, new this year, doctor's notes do not count towards 10 -days of excused absences allowed. 21-22 & 22-23: Any updates are influenced by federal, state, and district updates to policy and laws.	20-21: Reflected in student handbooks *New! 10.28.2020 Elem. JSOL Attendance Update (video) https://www.jsasd.org/our-district/jersey-shore-online-learning/ *New! 12.1.2020 Remote Learning Attendance parameters shared with families. https://teach.classdojo.com/#/schools/515c50a8ebcf228441001ab3/story
Keep in close communication with school outreach worker and attendance secretary.	Ongoing-weekly contact with school outreach worker, when school is in session.	*Email correspondence *AIC documents

Discipline and Retraining (SWPB)

What is needed?	Implementation Date(s)	How will it be evaluated?
When conferencing with students after receiving an ODR, reference school policy for specific infractions that are reportable in PIMS.	On-going	Reflection sheets that accompany Second STEP; ODR reports; SWIS reports
Meet SWPB expectations as outlined in fidelity survey, including administration of School Climate Surveys.	On-going and evaluated annually; School climate surveys were mentioned earlier (families, staff, and students in grades 3-5)	Annual reports to IU; School Climate Survey responses
Refer to Think Sheet provided through Second STEP program.	On-going	Reflections are shared with families, with classroom teacher, with special education teachers & filed.

Professional Development

What is needed?	Implementation Date(s)	How will it be evaluated?
Support scheduling and facilitation of all required trainings by PDE/Federal government that need to be fulfilled annually, such as homelessness training.	20-21: Homelessness training on 10.14.2020; PSSA training in the spring. 21-22 & 22-23: Plan/map required trainings on annual PD calendar	21-22: Agendas; certificates, and PD planning document, shared in earlier sections.

21st Century Learning Program

What is needed?	Implementation Date(s)	How will it be evaluated?
Support principal in meeting requirements of the program, including reporting, scheduling, and implementing program, including facilitation of parent engagement workshops.	On-going throughout the year. Parent workshops: This year, will begin in December. 21-22 & 22-23: Meet all expectations/reports/training documents.	*Reports are submitted *Training registration documents *Notes from seminars/workshops *Examples of implementation

Donations, Board Approved Clubs, Misc.

What is needed?	Implementation Date(s)	How will it be evaluated?
Follow, communicate, uphold all school district policies as posted on the website and outlined in the school handbook. School code and admin. Regulations influence those policies.	On-going	Meeting agendas/presentations, when applicable

Establishes and Implements Expectations for Students and Staff (2d)

What is needed?	Implementation Date(s)	How will it be evaluated?
<i>Health and Safety Plan & Health</i>		
Need staff to review, communicate, and uphold the guidelines established in health and safety plan.	20-21: Communicated ahead of time, then reviewed at BOY faculty meeting. On-going as year progresses. 21-22 & 22-23: on-going	*Faculty mtg. agendas *Emails *Class Dojo messages *Observation *Sub-folder checklist
Need staff to take their temperature daily and self- report.	20-21: On-going. Nurse keeps logs of any staff required to quarantine. 21-22 & 22-23: Determine if need still exists to maintain this procedure.	Observation and principal check.

What is needed/action plan?	Implementation Date(s)	How will it be evaluated?
Health & Safety & SWPB		
Need staff to reinforce health and safety expectations of students, which will be embedded into SWPB matrix.	20-21: Health & Safety expectations reviewed with students at BOY/staff at initial in-service meeting on 8.23.20 Signage in classrooms; halls; announcements 21-22 & 22-23: reviewed annually	*Updated/new documents shared related to health and safety expectations. *Sub-folder checklist indicates need to communicate new procedures related to Health & Safety Plan *Matrix
Students will be taught expectations, including new expectations that have been added.	20-21: BOY and daily	*Daily announcements *Signage in classroom/hall *Implementation/observation of procedures related to Health & Safety
Second STEP Implementation		
Need to communicate clear expectations, as stated earlier. Accountability measures?	20-21: Weekly announcements; teachers are introducing a lesson weekly; New! Summative Knowledge Assessment in the spring. 21-22 & 22-23: on-going	Results of Summative Knowledge assessment; Student reflection sheets; observation of students in the school
Technology Implementation		
Through quality PD, expectations will be developed for use of the iPad. It has been communicated as of 8.5.2020 that online curriculum tools that go with our curriculum must be used in the classroom.	20-21: BOY in-service; Ipad Handbook for elementary 9.24.2020; expectations shared on 11.3.20 as well. 21-22 & 22-23: On-going	*Email communications *Ipad handbook *Tech. PD plan for 20-21 *Faculty mtg. agendas *Staff tech. survey *Para survey re devices
STEAM Innovation-On pause Small sub-committee this summer identified specific desired results if we are successful in attaining the PPL EITC Grant:		
*Result 3, is specific to expectations for teachers: "Each teacher will use materials in the STEAM room a minimum of 2 times per year.	20-21: On pause due to pandemic 21-22: Resume expectations 22-23: Increase access/scheduling	*Google Doc Calendar during years lab/lending library are available *Lending library history online *Walk throughs
* <i>Performance Target 2: to have students engage, collaborate, and investigate Makerspaces in grades K-2 during a dedicated period.</i>	20-21: On pause due to pandemic 21-22: resume targets 22-23: expand access	*Katie's lesson plans *Elementary schedule *Makerspace photo showcase
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What is needed/action plan?	Implementation Date(s)	How will it be evaluated?
<i>*Performance Target 3: To increase the number of teachers and students accessing the STEAM curriculum materials district-wide.</i>	20-21: On pause due to pandemic. 21-22: resume expectations 22-23: expand access	*Google Doc Calendar during years lab/lending library are available *Lending library history online *Walk throughs
Data Informed Practices: <i>Teachers will be provided opportunities to analyze their student data during the data team meetings scheduled after universal screeners, at grade level meetings, and this year, during 1:1 data conversation for teachers, which will be offered virtually.</i>		
Need schedule for data team meetings, grade level meetings, and 1:1 data talk.	See previous sections	See previous sections
<i>Communicates Effectively and Strategically (2e):</i>		
What is needed?	Implementation Date(s)	How will it be evaluated?
<i>Use staff and family newsletters to communicate information. Need to be aware of monthly calendar dates, for families and staff, including PTO events.</i>	20-21: Pending; have used email, Class Dojo, Microsoft Teams, and monthly school calendars On-going	*Examples of emails, videos, and handouts
<i>Provide communication through our building Facebook page/district page. Need to know how to post on the district/building Facebook page.</i>	20-21: Continue to need to go through tech. dept. and Joanne to share items to website. Facebook posts-on-going. This is an on-going need.	*Examples of posts, visiting the web-site.
<i>New! This year we are going to submit articles to the PSBA PR platform that was launched recently.</i>	20-21: Pending On-going in sub-sequent years.	*Article submissions
<i>*21st Century Learning: Class Dojo or new, free app by Mizzen (Ott)</i>	20-21: Pending On-going	*Examples of posts on Class Dojo
<i>Communication to our JSOL Families</i>	20-21: Email outlook group, Class Dojo, and Family Journal pages	*Examples of emails, Class Dojo posts, and Family Journal Pages.

<i>Manages Conflict Constructively (2f)</i>		
What is needed?	Implementation Date(s)	How will it be evaluated?
Title IX		
<i>Title IX training</i>	20-21: Completed on 8.10 and 8.11.2020 21-22 & 22-23: Uphold all annual, required trainings.	*Record of training attendance
SWPB in conjunction with Second STEP		
<i>Meet with student(s) involved as reported on an ODR. Walk through Student Think Sheet provided through Second STEP, assign consequences, then begin re-training using Second STEP program skill cards and review SWPB expectations.</i>	On-going- See previous sections	Second STEP training certificates (copy). Tracking sheet for staff. *Implementation Survey and Summative Knowledge Assessment provided
Communicate that I will be using these sheets with the staff and families; they can find the forms in their Second STEP program.	20-21: BOY in-service 21-22 & 22-23: on-going	Examples of think sheets, share with staff as resource to use in class room too.
Need: Follow-through on SWPB incentives and recognition.	20-21: On pause; school-wide bingo in October. BARKER store in October too 21-22 & 22-23: on-going	*BARK agendas *School monthly calendar
Follow-through on Second STEP recognition cards.	20-21: On pause 21-22 & 22-23: resume promotion of	Recognition cards printed and observe use of
Positive School Climate		
<i>*Plan SWPB Staff Incentives</i>	20-21: Pending, resume in December/January 21-22 & 22-23: on-going	*BARK Agendas *December 9 th Staff Incentive menu/choice board.
<i>Support Social Committee with membership recruitment and school luncheons</i>	20-21: On-pause 21-22 & 22-23: Resume quarterly schedule	Need dates of luncheons organized by social committee.
<i>*Support Character Committee initiatives</i>	20-21: Red Ribbon Week/pending 21-22 & 22-23: Resume quarterly initiatives	*Committee communications, Red Ribbon Week fliers, etc.
Advanced Tiers	20-21: Quarterly 21-22 & 22-23: Resume monthly meetings	Support Process, schedule of mtgs./program

What is needed?	Implementation Date(s)	How will it be evaluated?
<i>*Support Implementation of Technology by attaining quality PD.</i>	See previous sections	See previous sections
<i>*Support Implementation of Second STEP Program. Principal Toolkit is available. Attaining picture books to accompany the lesson, as recommended by the program. Posting posters in the halls to instill common language, similar to the benefit of SWPB program that instills common expectations.</i>	<p>20-21: Posters in halls, Principal announcements shared monthly, read alouds (new for spring of 2021)</p> <p>*Lesson plan- mid-year check</p> <p>On-going support, funding, and training in sub-subsequent years.</p>	<p>*Second STEP training certificates (copy). Tracking sheet for staff.</p> <p>*Implementation Survey and Summative Knowledge Assessment provided</p> <p>*Grade level read alouds: Spreadsheet of titles/grade level.</p>
<i>*Data Informed: Support teachers in process of data analysis, give time and value to the process of using data to make informed decisions and to set goals/action plan steps in motion. Celebrate the achievements and growth and acknowledge the setbacks and “failures.” Model the process of re-setting goals.</i>	<p>Three times/year: Data team meetings after universal screening window. BOY: 21-22 1:1 goal talk (review PVAAS reports) MOY: Grade level mtgs. To reflect and compose goal sheets. Submit data reflection/goal sheets. Repeat annually</p>	<p>*Acadience Reading and Math summative reports.</p> <p>*PSSA data reports</p> <p>*PVAAS Reports</p> <p>*MOY/EOY teacher reflection sheets.</p>
<i>*Provide teacher feedback during informal walk throughs and during observations.</i>	On-going	*PAETEP
<i>Continue to acknowledge achievements. New this year- digital cards through Punchbowl</i>	<p>20-21: New! Punchbowl thank you cards sent to teacher leaders who led training on 11.11; continue monthly</p> <p>Subsequent years: Continue to use digital cards for staff recognition</p>	*Emails receipts of digital cards
<i>Staff birthday announcements</i>	On-going	*See staff/student birthday record in announcement folder.

<i>Ensures School Safety (2g):</i>		
What is needed?	Implementation Date(s)	How will it be evaluated?
District Health & Safety Plan <i>and Building Procedures as a result of district adoption of Health & Safety Plan</i>		
<i>Plan and Building Procedures as a result of district adoption of Health & Safety Plan</i>	See previous sections	See previous sections
SWPB- <i>Expectations established by committee creates a safe school and an environment that learning is a priority. This year, these will expand to include health and safety measures in this area.</i>		
Update SWPB matrix in collaboration with principal and chair and/or committee members.	20-21: Pending Reviewed annually prior to new school year.	*Updated matrix
Second STEP- <i>Recognizing the value of a social-emotional program implemented in the school, promote the program. Students need the skills for learning and social-emotional skillset to be successful, help them self-advocate, and to manage their emotions.</i>		
Need to follow implementation guide.		
Domain 3: Leadership for Learning		
Leads School Improvement Initiatives (3a)		
What is needed?	Implementation Date(s)	How will it be evaluated?
*STEAM Innovation: STEAM Lab, STEAM lending library, and Makerspaces. Continue to seek creative funding paths to expand resources to reduce student ratio.		
Need protocols for STEAM materials that align with health and safety measures.	20-21: ON-pause due to pandemic 21-22 & 22-23: resume	*Completed cleaning protocol sheet for STEAM materials housed in the STEAM lab.
*Technology PD: See Plan linked earlier		
Need to attain PD for one of the first two days of in-service focused on PD, even if it is designing a series of free, virtual webinars.	20-21: See tech. PD calendar Subsequent years: update PD planning calendar for elementary annually and monthly	https://docs.google.com/spreadsheets/d/1g5J9RAUwzUfCEmXJtnigde3FQdUbbCiGSbAl-XDvnWw/edit?usp=sharing

Leads School Improvement Initiatives (3a) continued		
What is needed?	Implementation Date(s)	How will it be evaluated?
*Data Informed: Developed forms for review of universal screening data and a process to analyze grade level PSSA data to review point earned in each subject and eligible content area, and goal setting sheets. New this year: Design process and pull reports for PVAAS analysis.		
Need to pull PVAAS data reports and create analysis form.	20-21: Pending due to no data from spring state assessment measures Resume practice in subsequent years.	*PVAAS data sheets and teacher reflection sheets *Also, schedule of data talks with teachers.
*21 st Century Learning Program: Program enhancements for PE and STEAM. Also thinking of virtual options if needed (i.e. SAMS LABS STEAM at home kits).		
Attain materials for 21 st Century and ensure PD for facilitators.	See previous sections for new programs purchased for 20-21 school year, including STEAM at home kits for remote program.	*Pull data reports for all research-based programs. *Program schedule.
*Second STEP: Appointee for Second STEP to help secure funding to further support implementation, advocate for how the bullying prevention units can be taught (had PE teacher review material and approve using the units during health class prior to making the purchase), instrumental in creating implementation plan for next 3 years, and to make sure teachers have what they need to implement effectively; this includes having clear expectations.		
Need to designate which read aloud will be given to each grade level and then become "required text." There are 9 titles for each grade level, K-5.	See previous sections Next steps 20-21: *Assign read alouds to each grade level and distribute.	*Read aloud schedule.
Aligns Curricula, Instruction, and Assessments (3b)		
Standards-based reporting		
Identify time period when third grade will begin this work.	20-21: January 2021-third grade create. 21-22: Third grade implement; Fourth Grade create 22-23: Fouth grade implement/Fifth Grade create 23-24: Fifth grade will implement	*Report cards that are standards-based for each grade level.
Data Informed: Use Data Dive in Section I to propel data analysis, force field, and questions to be answered by the teachers to then drive action plan development (Sept./Oct.)		
Identify faculty meetings that we will be conducting data analysis, force field session, and answering the questions, prior to October 9 th .	20-21: Completed on 10.9.20	See previous section-we have their input compiled now into one document. https://docs.google.com/document/d/1fgTKitUyIRPkvDHcdHbEfU0QM-e9kF5wHn25T0rsHk4/edit?usp=sharing

Aligns Curricula, Instruction, and Assessments (3b) continued		
Every Day Math: Some grades have aligned to the standards (K-2 and fourth grade) and have identified which standards need to be reinforced or taught using supplemental lessons and materials. Third grade will uncover any gaps during the development of creating a standards-based report card.		
Identify if it is recorded the math alignment work completed by K-2 and fourth grade and establish how to record this information.		
Identify time for when the math alignment process will begin for fifth grade.		
Writing: In need of writing curriculum mapping, including scope and sequence vertically and across each grade level, writing exemplars, and scoring rubrics (inner reliability).		
Writing curriculum development: on pause due to priority of providing technology PD/sustainable PD in technology.		
Writing: Teachers have identified that they need more training on TDA's.		
Determine to what extend TDA training will be provided and when.	20-21: Shared IU training 21-22 & 22-23: Revisit need and training opportunities	*Attendance at trainings *Needs assessment *Training calendars
Second STEP: Social-Emotional Curriculum is already developed. Focus now is on attaining fidelity with consistent implementation.		
Need clear expectations for Second STEP.	See previous sections	See previous sections
Implements high quality instruction (3c):		
<i>Lesson Plan Feedback:</i> This is needed, but we have not discussed this as an elementary admin. Team any further. This year, we do want to see Second STEP appear on lesson plans, but the only other expectations have been that standards need to be included and that they submit their plans on Mondays.		
Re-state lesson plan expectations, consider eventually adding evidence of TPACK, SAMR, and format of instruction, activity, etc. Next year, consider adding ISTE Standards.		
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<i>Classroom environment:</i> Expectations are now aligned to health and safety plan.		
Instruction: need to support teachers in transformation of their instruction to adapt to new learning models. Planning quality PD, enlisting instructional coach(es), and giving positive feedback is a must.		
Professional Responsibilities: Celebrate the professional growth demonstrated by our staff! Show gratitude for the flexibility, resilience, compassion, and determination that will be needed for an especially challenging year		
Need to show gratitude daily, need to advocate for their safety, need to support them as educators.		
Professional development needs assessment related to technology: Developing survey to identify top priorities for tech. PD.		
Need staff PD survey related to tech.	20-21: Complete; repeat at EOY and at BOY thereafter.	https://forms.gle/DtGCKkZ8XZtsWXtY7
Second STEP: Implementation survey is available. Two outlying buildings can use for year one of implementation.		
Need to provide implementation survey to principal of Avis/Salladasburg.	20-21: Pending Can re-visit need for survey in subsequent years	Results of survey
Sets High Expectations for all Students (3d):		
<u>Data Informed:</u> Data Analysis cycle will be used to promote the goal of achieving rigorous performance goals for all students. PVAAS Growth Report for all student groups will be beneficial to use for this process, for grades 3-5.		
Continue to support data team meetings after universal screening windows.	See previous sections	See previous sections

Continue grade level meetings to analyze instructional practices, intervention efforts, and identify priorities/goals between that date and next assessment window.		
Continue SWPB behavior plan that recognizes students who demonstrate expectations: Be Respectful, Act Responsibly, Remember Safety, and Keep on Learning.		
Continue to support SWPB program.	On-going	<ul style="list-style-type: none"> *Meeting agendas *Announcements *Fliers *Incentives menu/offerings annually *BARK manual updated annually
Second Step Acquisition of Skills under two umbrellas: Skills for Learning and Social-Emotional Skills		
Utilize Second Step Recognition Cards	See previous sections	See previous sections
Maximizes Instructional Time (3e):		
<p>This year this will be especially challenging due to health & safety plan. Lunch period may need to be extended, recess times extended across the day to allow for one class at a time on the playground, and more time at dismissal to space students. These are a few examples of the impact to instructional time. Also, due to small groups being discouraged and centers being re-configured to limit one student at each center, the instruction in the classrooms will need to change.</p>		
What is needed?	Implementation Date(s)	How will it be evaluated?
Transformational practices needed. Acquire training and PD to provide opportunities for collaboration and planning in a virtual model.	Beginning 8/20 and ongoing until needs are met.	Teacher survey.
Will monitor achievement through universal screening data and progress monitoring by our Title I specialists/related service providers/ and specialists.	Beginning 8/20 and ongoing each year.	Improved student assessment data

Domain 4: Professional and Community Leadership

Maximizes Professional Responsibilities Through Parent Involvement and Community Engagement (4a)

What is needed?	Implementation Date(s)	How will it be evaluated?
PTO: Support family involvement activities and opportunities. Transformational since we need to re-think what this looks like due to health & safety plan. Virtual meetings may increase parent involvement.		
PTO: Close collaboration with PTO president and officers. Support efforts to support the school, students, and families.	Ongoing	Family surveys
Title I: Support Title I Parent Engagement Efforts and outreach. For instance, one book and one school initiatives can still be implemented in a virtual/remote model.		
Title I: Planning meeting with coordinator and JSE reading specialists.	Ongoing every year.	Family surveys
21 st Century Learning Program; Transformational-create the parent engagement workshops to be facilitated virtually.		
21 st Century: Need program materials to re-create workshops to a virtual model.	Beginning with 2020-21 school year and continuing as long as virtual instruction is needed.	Family and teacher surveys
Shows Professionalism (4b)		
*Advocate for all students.		
Continue to advocate for programs and materials for students that promote STEAM.	2020-21; 2021-22	Teacher and student surveys
Continue to support data analysis to inform decision making.	Ongoing	Improved student assessment data
*Uphold standards for leaders. Uphold standards I have set for myself and to lead with integrity.		
* Continue memberships in professional organizations.	Annual memberships: PA Principals & ASCD	Membership status information
Continue active participation in technology collaboratives at the intermediate unit.	2020-21; 2021-22; 2022-23	Principal Evaluation Rubric
Continue to support PIIC Instructional Coaches and model of instructional coaching.	2020-21; 2021-22; 2022-23	Certificate of participation

and model of instructional coaching. Need to attend PIIC workshop that includes administrators (1/13/2021).		
Collaborate with district-level instructional technology coach(es) and facilitator from IU17.	2020-21; 2021-22; 2022-23	Documentation of meetings; teacher and staff professional growth
Supports Professional Growth (4c):		
What is needed?	Implementation Date(s)	How will it be evaluated?
*Data Analysis for Continuous Improvement Course (May-August)-self	May – August 2020	Complete course requirements
*21 st Century Summer Symposium 3-day Conference: July 14-16, 2020.	July 2020	Notes from sessions attended and implementation of programs and practices that were adopted, purchased, or gleaned.
*ISTE Summer Academy. This was an optional training. In addition to enrolling in the academy, several of our teachers at Jersey Shore Elementary School registered (at least 10).	Summer 2020	Access archive of sessions. Examples of practices, programs, standards, etc. applied, shared, and implemented.
*Promoted PAECT Conference (Summer-optional)	Summer 2020	

Technology PD for/with staff: *Actively seeking quality PD for technology implementation- secured facilitator for four of our faculty meetings and for a half- day of in-service on 10/9/2020. Coordinating with admin. Team to use days available through a MOU with IU17 for curriculum and online learning specialist to be available for classroom visits and provide teachers feedback when implementing newly learning material.		
*Mapped out training for 8.24 and 8.25 with elementary principals.	8/2020	See MOU dates/PD spreadsheet
*Confirm elementary days available through MOU.	8/2020	See MOU dates/PD spreadsheet
*Actively pursuing training on Microsoft Teams for teachers. Reached out to elementary librarian at a local district who is also a Microsoft Educator. She may be able to provide a free introduction to TEAMS.		
*Map out Microsoft Teams Training.	Fall 2020	See PD plan
Principal is compiling training information into a TEAMS folder for teachers to access.	2020-21	See TEAMS K-5 Tech PD
Online Tools available through district-purchased curriculum		
Principal is pursuing review training on online learning tools available through curriculum, such as Journeys, Every Day Math, and Foss.	2020-21	See TEAMS K-5 Tech PD
Second STEP-*Second STEP training is available online, as are the lessons. Currently going through the modules and plan on creating a screencast for teachers who are new to the training.		
*Complete Screencast about Second STEP and/or Wake let.	2021-22	Screencast available to teachers
Adoption of PIIC Coaching Model K-12		
*Support coaching model through funding/promotion	2020-21	Availability to teachers
Select elementary designee	2020—21	Katie Wert

Salladasburg - Data Dive and Building Action Plan

Building: Salladasburg

Author: Jon Jean

Date: December, 2020



Area
will prepare
next step in

The goal of this change process is to make sure that 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.

Current Data:

Acadience Reading: (2019 – 2020 data) – Benchmark Scores by Grade Level

<i>Reading Composite</i>	<i>K MOY</i>	<i>1st MOY</i>	<i>2nd MOY</i>	<i>3rd MOY</i>	<i>4th BOY</i>	<i>5th BOY</i>
<i>Above BM</i>	53	41	26	49	54	42
<i>At BM</i>	17	29	26	29	18	25
<i>Meeting/Exceeding</i>	70	70	52	78	72	67
<i>Below BM</i>	14	6	15	9	14	29
<i>Well Below BM</i>	17	24	32	14	14	4

Acadience Reading: (2020 – 2021 data) – Benchmark Scores by Grade Level

<i>Reading Composite</i>	<i>K BOY</i>	<i>1st BOY</i>	<i>2nd BOY</i>	<i>3rd BOY</i>	<i>4th BOY</i>	<i>5th BOY</i>
<i>Above BM</i>	56	30	6	19	25	32
<i>At BM</i>	11	20	44	19	33	8
<i>Meeting/Exceeding</i>	67	50	50	38	58	40
<i>Below BM</i>	17	23	17	16	17	28
<i>Well Below BM</i>	17	27	33	45	25	32

Note: Mid-Year reading benchmarks are not administrated for all third –fifth grade students, thus we used their BOY scores.

Acadience Math: (2019 – 2020 data) – Benchmark Scores by Grade Level

<i>Math Composite</i>	<i>K MOY</i>	<i>1st MOY</i>	<i>2nd MOY</i>	<i>3rd MOY</i>	<i>4th MOY</i>	<i>5th MOY</i>
<i>Above BM</i>	69	35	47	77	82	58
<i>At BM</i>	14	18	24	6	11	21
<i>Meeting/Exceeding</i>	83	53	71	83	93	79
<i>Below BM</i>	3	35	15	14	7	21
<i>Well Below BM</i>	14	12	15	3	0	0

Acadience Math: (2020 – 2021 data) – Benchmark Scores by Grade Level

<i>Math Composite</i>	<i>K BOY</i>	<i>1st BOY</i>	<i>2nd BOY</i>	<i>3rd BOY</i>	<i>4th BOY</i>	<i>5th BOY</i>
<i>Above BM</i>	38	57	17	23	41	36
<i>At BM</i>	19	18	17	13	24	16
<i>Meeting/Exceeding</i>	57	75	34	46	65	52
<i>Below BM</i>	22	14	17	40	21	12

Well Below BM	22	11	50	23	15	36
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Note: Acadience Math benchmarks assessments are administrated 3 times a year by the classroom teacher.

State Assessment Performance (2018 – 2019 data)

A. ELA%

	3 rd Grade	State Avg.	4 th Grade	State Avg.	5 th Grade	State Avg.
Proficient	52	45.4	56	36.3	42.3	42.7
Advanced	24	16.5	32	27.3	19.2	15.8
% P/A	76	61.9	88	63.6	71.5	59.5

B. Math%

	3 rd Grade	State Avg.	4 th Grade	State Avg.	5 th Grade	State Avg.
Proficient	37.5	29.3	40.9	27.2	30.3	27.2
Advanced	62.5	26.7	45.5	19.0	21.2	15.8
% P/A	100	56.0	86.4	46.2	51.5	43.0

C. Science%

	4 th Grade	State Avg.
Proficient	50.0	39.0
Advanced	50.0	38.8
% P/A	100	77.8

Future Ready State Assessment Measures

A. ELA Proficiency

Proficient or Advanced: 75%

Statewide Average: 62.1%

B. ELA Growth

Academic Growth Score: 75%

Statewide Average Growth Score: 75%

Meeting Statewide Growth Standard: 70%

C. Math Proficiency

Proficient or Advanced: 65.3%

Statewide Average: 45.2%

D. Math Growth

Academic Growth Score: 79%

Statewide Average Growth Score: 75.3%

Meeting Statewide Growth Standard: 70%

E. Science Proficiency

Proficient or Advanced: 95.8%

Statewide Average: 66%

F. Science Growth

Academic Growth Score: 100%

Statewide Average Growth Score: 75.1%

Meeting Statewide Growth Standard: 70%

G. Increase Attendance

Percentage of Students with Regular Attendance: 97.7%

Statewide Average: 85.8%

Statewide Performance Standard: 94.1%

Note: All student group meets the standard demonstrating growth

H. Future Ready On-Track Measures: IS (Insufficient Sample)

I. Future Ready College and Career Measures

Percent Career Standards Benchmark: 100%

State Average: 89.8%

J. Decrease discipline referrals (2019 – 2020): PBIS Suite Dashboard for Avis Elementary School, August thru March

Main Data:

Year	Month	Days Count	Referral Count	ODR/School Day
2019	August	5	2	0.40
2019	September	20	29	1.45
2019	October	22	23	1.05
2019	November	16	15	0.94
2019	December	14	3	0.21
2020	January	19	31	1.63
2020	February	18	26	1.44
2020	March	22	5	0.23
2020	April	20	0	0.00
2020	May	19	0	0.00
2020	June	0	0	0.00
2020	July	0	0	0.00
Totals:		175	134	0.61

Data Table:

School Year	Enrollment	0 ODR	1 ODR	2-5 ODR	6-8 ODR	9+ ODR	%0-1 ODR	%2-5 ODR	%6+ ODR
19-20	170	115	22	29	3	0	80.59 %	17.06 %	2.35 %

K. Increase Graduation Rate: N/A

Beginning with the end in mind, student success is the end game. The Objectives of this building action plan will serve to prepare students for the next step in their life's plan.

Objective 1: All students will perform at a proficient level or above on the State Assessments.

Exam	2021	2022	2023
Language Arts	1% increase	2% increase	2% increase
Math	1% increase	2% increase	2% increase
Science	Maintain Status	Maintain Status	Maintain Status

Objective 2: Future Ready Index Measures will demonstrate Improvement.

Criteria	2021	2022	2023
ELA Proficiency			
ELA Growth	2%	2%	2%
Math Proficiency			
Math Growth	2%	2%	2%
On Track			
College and Career Readiness	Maintain	Maintain	Maintain

Objective 3: Create an engaging learning environment that supports and encourages all students in preparation for college and career readiness.

	2021	2022	2023
Decrease discipline referrals	2%	2%	2%
Increase attendance	1%	1%	Maintain from 2022
Increase graduation rate	N/A	N/A	N/A

Analyze your situation and identify factors that may provide opportunities or obstacles to implementing your project. (Force Field Analysis)

Forces for Change	Forces against Change
<ul style="list-style-type: none"> • Reading Interventions 	<ul style="list-style-type: none"> • No MTSS at intermediate levels (time factors for remediation - so students aren't missing core instruction) • Possibly additional staffing for MTSS?
<ul style="list-style-type: none"> • DIBELS Math Instruction (time) • Integrate DM instruction on "EDM Flex" days to focus on skills. 	<ul style="list-style-type: none"> • No State Assessment Data - will have to get creative and utilize a variety of data sources to evaluate & address gaps.
<ul style="list-style-type: none"> • Now have more available resources (Special Education, aides) 	
<ul style="list-style-type: none"> • Second Step Instruction 	

1. How do we improve the learning environment of the school?

- **Productive, physical, building faculty meetings**
- **Implement health and safety measures for students and staff.**
- **Provide support and professional development for the implementation of the use of iPads for students in grades K-5.**
- **Provide support and professional development for planning for remote learning.**
- **Develop essential schedules in collaboration with Title I interventionist to support staff in maximizing reading intervention services our students.**
- **Allow for additional time for staff collaboration as well as guidance from administration.**
- **Professional Development to enhance programs already in place (vs. NEW programs/initiatives)**
- **Individual training for TEAMS, Think Central, and ConnectED.**
- **Minimize the wait time for new student materials, login access, etc.**
- **At the beginning of the school year, “assign” one tech department staff member to each building to ensure students and staff are given access and set up to start the year.**

2. What supports do we have in place for our staff and students to be successful or/and should provide for them?

- **SWPB program is school-wide (Tier 1 Positive Behavior & Supports; common expectations for key areas in the school). Student, class, grade, staff and school wide incentives.**
- **Advanced Tiers Team provides Tier 2 Supports for students who are referred and determined that he/she would benefit from one of the intervention programs (check- in/check-out)**
- **Title I services for students in grades K-3. Title I groups are based on universal screening data, performance in the classroom, and teacher input. Students who may be considered at-risk and/or not making progress, may be recommended to receive additional services with our Title I teachers (double-dose).**
- **Universal screeners for reading, math, and social-emotional skills.**
- **1:1 device for students in K-5 for the 2020-2021 school year (improve access and connectivity to students if needing to switch to remote learning FT).**
- **Research-based Second STEP curriculum materials were purchased last year (19-20) and we will continue to emphasize the importance of incorporating into daily/weekly lesson plans.**
- **DIBELS Math**

3. What role do the Board of Directors, administration, staff, students and parents play to become an academically successful and engaging school building?

Board of Directors-

- **Support of 1:1 implementation at the elementary level, as demonstrated by approving the use of the CARES ACT funds to purchase iPad for students in grades at K-5.**
- **Supported the use of additional school safety funds to purchase jet packs**

to increase connectivity and access for students/families.

- Staff-very supportive of each other in all aspects of the year though we are stretched thin.
- Parent-very limited due to current situation (under ideal circumstances on a regular basis we would have parents to help reinforce reading and math skills)
- Be a positive source of information for the community.
- Working together to bridge the gap in communication. We need to encourage common verbiage and expectations with our SWBPS (BARK) program and Second Step.

Administration-

- Implement health and safety plan and establish/communicate building level specifics related to this plan.
- Create schedules that provides and protect instructional time and the time spent with intervention teachers.
- Create classrooms and learning spaces that support teachers in achieving and meeting social distancing requirements, whenever possible.
- Support, value, and schedule time for data analysis (data teams, grade level meetings, fireside chat sessions) and goal setting.
- Attain and plan professional development for staff to support 1:1 implementation and the transition to creating remote learning environments.
- Establish pacing guide, expectations, and accountability measures for Second Step program. Provide materials for individual classrooms, support schoolwide implementation (posters posted in the halls and use of Principal toolkit to reinforce program components: establishing skills for learning and developing social-emotional skills.)
- Communicate effectively and regularly with all stakeholders.
- Continue to offer/plan family engagement nights and informational workshops.
- Working together to bridge the gap in communication. We need to encourage common verbiage and expectations with our SWBPS (BARK) program and Second Step.

Staff-

- Implement and reinforce health & safety plan.
- Working with the IU 17 consultants with our reading intervention model "MTSS" called ECRI. Be open to on-going professional development, including classroom visits and open dialog/feedback various individuals.
- Incorporate iPad into daily plans, learning, review, and monitoring. Learn to teach remotely using Teams.
- Incorporate online tools and apps that coordinate with our curriculum: Journeys, Every Day Math, Foss, and Second STEP.
- Include in their lesson plans when they are teaching Second STEP lessons, including indicating unit and lesson.
- Reinforce skills for learning and social-emotional skills that are being taught through the Second STEP program.
- Use universal screening data, classroom performance, and teacher observation to make data-based decisions for intervention and differentiation Data informs

instruction. This

- Support and reinforce SWPB
- Working together to bridge the gap in communication. We need to encourage common verbiage and expectations with our SWBPS (BARK) program and Second Step.
- Working together to bridge the gap in communication. We need to encourage common verbiage and expectations with our SWBPS (BARK) program and Second Step.

Students-

- Meet expectations of Health & Safety Plan (will be incorporated into SWPB matrix).
- Meet SWPB expectations.
- Be engaged with their learning, including monitoring their own progress, setting goals, and creating action plan steps to meet goals.
- Reinforce our Growth Mindset model
- Become aware and demonstrate “Skills for Learning” as taught through our Second STEP program (Focus, listen, self-advocate, and use self-talk).
- Develop “Social-Emotional Skills” taught through our Second STEP program (understand and communicate feelings, manage emotions, solve interpersonal problems, make friends and get along with others).
- Read daily through our Accelerated Reader program
- Be engaged with their learning programs, whether that be online or in person.
- Working together to bridge the gap in communication. We need to encourage common verbiage and expectations with our SWBPS (BARK) program and Second Step.

Parents-

- Communicate, and support health & safety plan.
- Help support their child in their learning whether they are in person or remote.
- Community professional development, training/s, webinar/s, etc. that are offered by the district. Attend when able.
- Support your child in accessing their virtual assignments, virtual meetings (if applicable), and logging into assigned applications (Connected, for instance)
- Provide an area for children to work at home, whether that be for completing assignments with the iPad or to complete learning modules if participating in the online learning program, JSOL.
- Ask their child(ren) about their learning, encourage reading and involvement with school. Minimize lengthy chunks of time online, on TV, or on devices (minimize screen time).
- Reach out to teacher and/or school, including the administrator, whenever there is a question, concern, or to comment about a topic. Be an advocate for their child.
- Be a positive voice for the school within the community
- Be involved whenever possible with school programs, events planned for the

student body, etc. (this year though, visitors will be restricted based on health & safety plan).

- Working together to bridge the gap in communication. We need to encourage common verbiage and expectations with our SWBPS (BARK) program and Second Step.
4. Where do we go for help during the improvement process?
- Utilize specialists at the IU
 - Collaborate with neighboring school districts who have already implemented successful programs
-
- On-going PD specific to technology_(Why 1:1? TPACK; SAMR; ISTE Standards; Blending Learning Tools and Applications): MOU with Blast IU 17 to work with Rebecca Gibboney, one of their Curriculum & Online Learning Specialists.
 - PD related to Microsoft Teams: Free training available and consult with Microsoft Educator, Karey Killian. (Potential training, not confirmed)
 - Second STEP Training/Implementation: Training provided with the purchase of the program. Building level principals will support implementation and accountability measures.
 - On-going Data Analysis, Goal Setting, Evaluation: Building level principals will pull data specific to grade/teacher and facilitate reflection process. This year, PVAAS reports will be used, in addition to PSSA data, and data gained from universal screeners (Reading data is pulled and compiled for teachers by our reading specialists).
 - ELA (PSSA Achievement Scores): Currently an asynchronous TDA professional development program has been offered to our teachers through IU 17. Work on writing curriculum K-5 with IU will resume after the pandemic.
 - Utilize specialists at the IU
 - Collaborate with neighboring school districts who have already implemented successful programs
5. How much should we budget for the improvement process?
- Ongoing Tech. PD: MOU with IU 17 continues (est. \$10,000 last year)-we are working on dividing the number of days (18) among the three levels. For instance, high school has 1.5 days for in-service days to focus on instructional strategies. The elementary and middle school will focus on PD offered at the second faculty meeting of the month and then support implementation by offering classroom visits with the IU curriculum/online learning specialist.
 - PIIC Staff: This year we are sharing the \$500 cost with the other two elementary buildings (Avis/Salladasburg) to have our district-wide librarian and gifted teacher to attend the PIIC Plus sessions through the IU. This cost allows us to have an additional day with Rebecca Gibboney. This “day” will be used to cover the cost of PD facilitated during faculty meetings.
 - Microsoft Teams Introduction: Free Second STEP Implementation, Year 2: Estimated \$1900.00 to purchase the recommended picture books for the primary (K-2) and secondary (3-5) Second Step program. Also, \$435.10 to purchase Bullying Prevention kits for Grades 4 and 5.

- **Elementary iPad, K-5, w/cases and keyboards for grades 3-5: CARES Act Funding Expenditure (\$300,000+)**
- **21st Century Learning Center: Grant funded (federal grant)**

6. How do we structure the school to support the change, i.e. physical, staffing, and programmatic structures?

Health and Safety Measures-District 2020-2021

Physical - Removing group tables, carpet; identify areas social distancing can be achieved in classrooms, lunch will be in Gymnasium/Cafeteria, Increase of signage in the building to reinforce hand washing, sanitizing, masking, social distancing, PPE equipment required: masks, desk shields for school psych., speech and language teachers, office area; face shields.

Staffing- Increase staffing at main entrance upon student arrival to help with taking student temperatures and to direct flow of traffic. Increase staffing between 7-7:30 to monitor students eating breakfast in Gymnasium/Cafeteria. Teachers take their students to their rooms at 7:00 am.

Programmatic Structures- Changes to our music, chorus, and band offerings. Changes to lunch distribution: grab and go hot lunches. Instructional strategies, format for instruction. Less instructional time due to needing to follow health and safety requirements; for instance, library aide will put books in a tote and not re-shelve books for three days. Wash hands on a consistent basis. Encouraging students to use eBooks this year.

Second Step – Social and Emotional Program

Physical - Distribute picture books to each grade level that accompanies program (9 titles per grade level). Second STEP binders for teachers at two outlying elementary schools. Two, new, bullying prevention kits were purchased for grades 4 & 5. Posters have been made to be hung in the halls that reinforce skills.

Staffing - *Classroom teachers will be key facilitators of the program. Health teachers will facilitate the bullying prevention units for grades 4 & 5. Principals will be key in supporting implementation, including establishing pacing guide and program implementation phases, reinforce skills during announcements, when meeting with students, and when recognizing students. A soft phase in for 2020-20201.

Programmatic Structures- *This year, Second STEP will be indicated on weekly lesson plans that are submitted. Teachers will be provided the Summative Knowledge Assessment, designed to measure student acquisition of skills; the assessment is provided with the kit.

Data Informed –

Physical - Need to incorporate PVAAS reports for 1:1 data talks and grade level meetings. Acadience Reading and Math: Universal Screening tools will continue 3x/year. Need to assess all students for EOY, MOY, and EOY, 1:1, and only students in grades K-2 for the mid-year. Student iPads can be used for STAR testing this year. Our SRSS tool used 3x/year during our grade level data team meetings. Use Second STEP accountability and evaluation tools that are available.

Staffing - Building principals can pull PVAAS reports and Acadience Reading and Math reports.

Title I coordinator and reading specialists pull the Acadience Reading reports. They also coordinate the testing and the STAR testing. Classroom teachers facilitates the Acadience Reading and Math working with (Strategic and Core students). SRSS assessment, and would facilitate the summative knowledge assessment for Second STEP.

Programmatic Structures - Testing schedules may be modified to account for needing to socially distance during testing, which includes a place that students can wait that is 6-feet away from other students. How we administer will change due to needing clear desk shields and to spread evaluator/student. STAR testing procedure will change with the ability to utilize student iPads. *If CDT's are used, scheduling will be necessary, which will impact instructional minutes for students in grades 3-5. Scheduling of data team meetings and grade level meetings are typically built into the testing calendar.

- Now that support personnel are in place in all buildings, district lines should be reinforced so that students are placed back in their home schools. This would promote equity across the district.

- 7. How do we demonstrate pride in our school, our students, staff, and our work?
 - **Facebook posts, school spirit days, community involvement, BARK Program, Monthly Articles in the Williamsport Sun-Gazette and Express, Open House videos create by our teachers. Our SWPB (BARK) program have established student and staff incentives**

 - More defined roles
 - a. Administrators
 - b. Curriculum
 - c. Grade Level Leaders
 - d. SWPBS

 - Teachers understand the “chain of command”, but overall are confused how to address specific concerns (too many obstacles)
 - improve communication between teachers/staff, administration, and superintendent (as well as administrator to administrator across the district)
 - Looming concern of school closures, which affects all stakeholders.

Support

What assistance do you need, and where can you get this assistance? *

- Continue to collaborate with our consultants from IU17 Blast and PaTTAN, Erin Hamilton and/or Pam Kastner with our MTSS model/ (ECRI)
- Continue to collaborate with our consultants from the IU 17 Blast in the areas of Acadience Reading and Acadience Math
- Continue to achieve beyond the 80% (Core), 15% (Strategic), and 5% (Intensive) with the MTSS model.
- Any additional training coming from (PaTTAN or/and IU 17) which has a laser focus on our safety nets for our students.
- An additional aide to help with individualizing our MTSS/Acadience Math time. This will allow us to have a laser focus on our intensive and strategic students to move them to Core instruction within our classroom (become fluent readers) and fluent in their

Acadience Math subsets.

- Continue to put money in the budget to send our teachers to our IU 17 or PaTTAN for the necessary trainings.
- Use IU 17 Blast and/or PaTTAN as a great resource to continue with our fidelity of our MTSS model and Acadience Math/Reading.
- Allocate some of our Title money
- Use of possible grants that could be earmarked for these particular programs

*Creates an Organizational Vision (1a) Co-facilitate creating this action plan with our staff. We can populate data ahead of time for section I. Then we are to complete force field analysis with the staff and have them answer the questions. Once the staff has collaborated to complete those two sections, then the principal and I will complete the assistance and support, action plan steps, and evaluation of sections of the action plan. The action plan will springboard our development of/revising our vision, mission, values, beliefs, and goals.

What is needed/Action Steps?	Implementation Date(s)	How will it be evaluated?
Time designated at faculty meetings in September and October to complete data analysis, complete force field analysis, and answer the follow-up questions.	10.9.2020-AM session Teachers worked in teams to complete tasks. Data is reviewed annually and after each benchmark assessment. Building plan will be updated every three years.	Collected and compiled team responses. Google Doc captures teacher input. *See action plan binder for document that compile team responses.

*Data informed decision making (1b): Need continued access to PVAAS reports and universal screening data. An area of need is access to SRSS data reports. Need teachers to administer the **Summative Knowledge Assessment for the Second STEP program**. If choosing to use *CDT's*, then assistance is needed to get started, to access the assessments, and the steps that need followed once they are complete. What reports are available and how to access the reports? Also need to schedule data team meetings after universal screenings, monthly grade level meetings, and individual data talks.

*See the Framework for Leadership for Language

Action Steps	1. What is needed/action	Implementation Date(s)	How will it be evaluated?
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steps?		
PVAAS reports-located at https://pvaas.sas.com	Included in Salladasburg data profile and shared w/teachers on 10.9.20 for data analysis. Repeated annually.	Reflected in building action plan.
SRSS reports-provided by Assistant Superintendent	Received 10.8.20 and shared w/staff on 10.9.20. New data received 3x/year and shared with staff at data team meetings.	Received and embedded in "Current Data" section of action plan.
Second STEP: Summative Knowledge Assessment	Assess students last marking period annually 3/26-6/4	Collection of assessment and summary of results. Share with BARK/Advanced Tiers Team.
CDT's: *Determine dates of administration. *Plan staff training *Communicate to family's purpose of CDT's and dates of administration. *Share CDT data w/teachers & grade level teams. *Analysis will include implications to instruction.	20-21: Determine CDT dates and back-map communication w/families and teacher training. 21-22 & 22-23: CDT's will then be incorporated into annual Salladasburg testing calendar	CDT reports and implications to instruction. First comparisons will be available after PSSA's are administered and schools receive data reports.
Data Analysis and Data Teams Meetings	Data team meetings are scheduled after each benchmark assessment, which are administered 3x/year.	Avis Testing Calendar includes data team meetings. Grade level meeting agendas will be evidence for grade level mtgs. Dedicated to data analysis. Grade level mtgs. Occur after second and third benchmark assessment and at the BOY for grades that take the spring PSSA's.

*
Builds a Collaborative Work Environment (1c): Continue to support SWPB team, Advanced Tiers Team, Social Committee, and Character Committee. Continue to facilitate Safety Committee. *Need to add Safety Committee to monthly calendar for teachers/staff.*

What is needed?	Implementation Date(s)	How will it be evaluated?
Monthly calendar for staff that indicates when committees are meeting; typically, each Tuesday of the month there	20-21: Monthly meetings on pause due to health & safety procedures. Teachers are working with their students in	*BARK meeting agendas *Annual report for IU *SWIS data *Monthly BARK rewards for

is a committee meeting.	their rooms at 7:00 am. 21-22 & 22-23: Resume meeting first Tuesday of the month.	student body
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New! Gained support and funding to have our district-wide librarian and gifted teacher to be a part of the PIIC Plus program at the IU17 which trains key staff to be instructional coaches.

What is needed/action plan?	Implementation Date(s)	How will it be evaluated?
Need to make sure Wert is registered for PIIC Plus sessions and PIIC sessions.	PIIC regular session dates: 20-21: 8/8, 9/9, 11/11, 1/13, 3/10, and 4/7 PIIC Plus session dates: 20-21: 10/1, 12/9, and 2/9/21 Q & A coaching w/specialist: 11/24/20 Renew annually PIIC membership	*Collect agendas *Recording of Q & A session on 11/24/20 *Debut of instructional coaching menu 12/1 w/elementary staff *Summary of support submitted monthly by Wert (see summary sheet)

New! Through the *PIIC Plus program*, we have gained access to the curriculum and online learning specialist at IU 17, which will support the district librarian as an instructional coach, provide direct PD to the elementary staff, and provide instructional coaching to teachers to help sustain PD.

What is needed/action plan?	Implementation Date(s)	How will it be evaluated?
Need to lock in the dates of the faculty meetings that she will facilitate tech. PD. Secure October 9 th half day in- service training.	10.9.20: PM In-service 9.23.20, 10.28.20, 11.11.20- faculty meetings 11.24.20: Informal Q & A 12.15 & 12.17.20: Instructional coaching days in-district *Based on district MOU, # of days designated for elementary, we will continue to schedule w/specialist for 21-22 & 22-23 school year.	*Agendas *Tech. staff survey that infused planning with specialist *See "Race for Thanksgiving" checklist that includes evidence of practice. *Teacher walk throughs for remote learning days (12.1-12.4.20) *EOY survey on tech. PD

New! Need to survey staff *regarding technology, comfort with technology, etc. in order to target PD for fall 2020.* Survey will assist in developing PD plan for elementary in coordination with IU curriculum and online learning specialist.

What is need/action steps?	Implementation Date(s)	How will it be evaluated?
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Generate staff survey designed to identify key areas that they are indicating	Survey sent 10.22.20 and collected 10.26.20 MOY survey-consider EOY survey-last marking period Repeat annually	* See form sent to staff: https://forms.gle/ZbMwMLwwzgfQj6EF8 (includes spreadsheet of responses) *PD agendas reflect need described by staff.
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Leads Change Efforts for Continuous Improvement (1d): *Creation of an *elementary Professional Development Plan* with a focus on Professional Development. See working planning sheet. <https://docs.google.com/spreadsheets/d/1g5J9RAUwzUfCEmXJtnigde3FQdUbbCjGSbAl-XDvnWw/edits=sharing>

What is needed?	Implementation Date(s)	How will it be evaluated?
Need to secure PD facilitator for faculty meetings and half day PD on 10/9/2020.	Confirmed	Agenda from 10.9 In-service available
Also, need to confirm # of days for elementary staff to have facilitator for PD/classroom visits/feedback sessions.	20-21: MOU provides days available for MOU. 21-22 & 22-23: Dependent on MOU with district & Blast IU 17	http://jsasd-my.sharepoint.com/:b/g/personal/berry-propst.jsasd.org/Ea4WGWZ93AFdNsXbMWtR7LUBam.btfynl zuR0rHvDHJw?e+znVcPr

*Implementation of Second STEP at the Elementary Level, district-wide. *Need picture books to be ordered, to arrive, label, and distribute. Achieved: Bullying Prevention kits received and delivered to teachers who will facilitate the units of study expectations, etc. For 20-21 school year (Gr. 4 & 5).*

What is needed/action steps?	Implementation Date(s)	How will it be evaluated?
Need picture books recommended to accompany Second STEP lessons.	<i>Title IV funding for 20-21 was used to purchase the books for all 3 elementary schools.</i>	*Labels created to identify books purchased with Title IV funds (fall 2020). *Labels to identify Lexile level (12/2020) *Distributed to grade level teams 12/2020
Need to create program implementation map for all 3 elementary schools.	20-21: <i>Avis/Sal-year one</i> 20-21: <i>JSE year two-this year include in</i>	*See Action plan binder for Second STEP implementation guide.

	<p><i>lesson plans.</i> <i>Incorporate read aloud in January.</i> 21-22 & 22-23: <i>Template provided through program.</i></p>	
<p>Need to provide staff with expectations for 20-21, such as sending home parent letter, indicating when Second STEP lessons are taught each week, and facilitating the Summative Knowledge Assessment.</p>	<p>20-21: <i>At BOY in-service, requested they include in lesson plans by 10/2020.</i> <i>Last marking. period: Summative Knowledge Assessment.</i> <i>Expectations and communication shared annually.</i></p>	<p><i>*BOY agenda</i> <i>*Lesson Plans</i> <i>*Results of Summative Knowledge Assessment.</i></p>

Celebrates Accomplishments and Acknowledges Failures (1e): We also review monthly our SWPB data and review annually our Future Ready Data. Data team meetings are held after each universal screening window and we end the meeting with comparison of data from the last several years. Climate surveys are administered to students in grades 3-5, to staff, and to families; they are available through PBIS Assessment Suite. This data is shared as well. SWPB team went through fidelity survey.

What is needed?	Implementation Date(s)	How will it be evaluated?
School Climate Surveys available through SWIS Assessment Suite.	20-21: Last 45 days of school Resume once or twice a year after 20-21. Consult with committee.	Online survey results available for following groups: *Families, teachers/faculty, and students in grades 3-5.
School reports that are available through SWIS Assessment Suite.	These reports are pulled monthly to communicate with the teachers and to determine which students earned monthly BARK reward.	SWIS suite data reports
Purchase program, similar to MS/HS Smart Futures to collect Future Ready Artifacts.	20-21: Research elem. Program/applications available. Make proposal. Evaluate if Title IV funding can be utilized for purchase. If so, implement last 2 marking periods. 21-22 & 22-23: Renew	Excel spreadsheet of programs/applications that can be used to collect artifacts. PO Proposal. Application can store artifacts and owners/members can view

	license annually to house artifacts.	and submit artifacts.
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Domain 2: Systems Leadership

Leverages Human and Financial Resources (2a): Second STEP Program Implementation: Year 2 at JSE and Year 1 at the two outlying elementary schools

What is needed?	Implementation Date(s)	How will it be evaluated?
*Designee of Title IV funding for three elementary schools. Secure funding based on program needs and teacher input.	<p>20-21: Implement read aloud component of program and include in lesson plans. Bullying Prevention Units are new to grade 4 & 5.</p> <p>21-22: Add bullying prevention for grade 3, if schedule allows.</p> <p>22-23: Use assessments available to decide how to further support program.</p>	<p>20-21: Read aloud being distributed to grade level leaders (8-9 titles per grade level). See lesson plans. Reflection from Health & PE teachers re bullying prevention units.</p> <p>21-22 & 22-23: See Second STEP Implementation guide</p>

Technology Professional Development for Staff, including instructional coaching and empowering teacher leaders among staff.

What is needed/action plan?	Implementation Date(s)	How will it be evaluated?
*Funding provided through PIIC Plus option (proposed the three elementary schools share the cost of PIIC Plus cost, which is \$500 for professional development facilitated by IU17.	<p>20-21: New! PIIC coaching model implemented. Funded by elementary buildings. MOU with Blast IU17 has funded tech. specialist.</p> <p>21-22 & 22-23: Continue offering quality, effective PD.</p>	<p>20-21: Staff survey and PD planning template</p> <p>https://docs.google.com/spreadsheets/d/1g5J9RAUwzUfCEmXJtnige3FQdUbbCjGSbAlXDvnWw/edit?usp=sharing</p> <p>faculty meetings agendas</p>

What is Needed?	Implementation Date(s)	How will it be evaluated?
*Working with media specialist/Microsoft Educator in another district to plan free training related to tech.	<p>20-21: 8.24.20-shared intro. Presentation; 9.9-faculty meeting training on TEAMS; 11.11 faculty meeting; 12.9 faculty meeting</p>	<p>20-21: https://jasd-my.sharepoint.com/:w/g/personal/jberry-propst_jasd_org1/Eeb_1uJ0k-FCqZPGWxCfNflBpx41V5XvM-tcl_VDzeYZVA?e=9AI70y; agendas, EOY staff survey</p>

	21-22 & 22-23: Will assess need to continue PD	
*Building principals have been sharing free and low-cost professional development with staff all summer. Offered to pay the \$25.00 for teachers who decided to enroll the ISTE Summer Academy	20-21: Salladasburg teachers participated in the ISTE academy. 21-22 & 22-23: Continue to share PD opportunities that support professional growth	*Staff sheet of # of participants in ISTE summer academy. *Share PD elem. Planning calendar.
*Coordinated with superintendent, building principals, and Director of Pupil Services to secure the approval of enrolling district librarian/gifted teacher in PIIC Plus instructional coaching program at the IU.	See previous sections for more details.	See previous sections for more details.

Ensures High Quality, High Performing Staff (2b)

Coordinating quality professional development for all teachers focused on implementing technology, specifically iPad in the classroom, and planning for an array of delivery models, including students who are face-to-face, enrolled in our hybrid learning program, and preparing for online learning, when the need presents itself.

What is needed?	Implementation Date(s)	How will it be evaluated?
See technology planning document, including draft of teacher survey, shared earlier.	See previous sections	See previous sections

Provide access to instructional coaches in order to gain real-time feedback on instructional strategies and tools. Provide feedback on delivery model of instruction that includes the use of student iPad.

What is needed?	Implementation Date(s)	How will it be evaluated?
PIIC Instructional coach identified for the elementary school.	20-21: Wert 21-22 & 22-23 Continue to support PIIC role	Staffing sheet for Salladasburg/elem.schools . PIIC agendas from sessions.
Advocating for quality tech. PD and time for classroom visits by instructional coaches.	20-21: Introduce 11.24 and formal intro. 12.2020 21-22 & 22-23: Continue to offer coaching sessions.	*Q & A sign-up sheet *Introductory flier *Coaching Menu of Supports offered *Monthly summary reports

beginning 1.2021

Complies with Federal, State, and LEA Mandates (2c):
Uphold District Health & Safety Plan

What is needed?	Implementation Date(s)	How will it be evaluated?
*PPE Equipment, Procedures, Protocols, and Schedules that meet expectations for social distancing, screening of students and staff, and masking.	20-21: See health & safety plan on website; staff/student handbooks 21-22 & 22-23: Ongoing based on guidance from DOH, CDC, and PDE.	*Health & Safety Plan *Principal tracking sheet *Observation of procedures *Signage in buildings *Daily announcements to students/staff *Equipment available in office
*Support all protocols, procedures, schedules, communication, etc. to put safety at the forefront of all planning.	20-21: ongoing to staff and families (See-Saw, Microsoft Teams, District website, and one call communications) 21-22 & 22-23: Continue communication methods	*History of communications *Ipad Handbook *Remote Learning Attendance Procedures *Remote Learning Expectations *Remote Learning Schedules *Student/staff handbooks *Updated district policies
*Work with DOH, school nurse(s) and central office admin. If a student or staff member is positive for Coved.	20-21: on-going 21-22 & 22-23: Based on DOH, CDC, and PDE-adhere to all school guidelines and requirements.	*Tracking sheet specific to Salladasburg available, as well as district tracking sheet.
*Incorporate health & safety expectations in SWPB matrix.	20-21: Partially updated to date; glean resources from Project Screen. 21-22 & 22-23: Determine if matrix needs another update based on school climate and school mandates.	*Updated matrix, dated each time a revision is made to document.

Discipline and Retraining (SWPB)

What is needed?	Implementation Date(s)	How will it be evaluated?
When conferencing with students after receiving an ODR, reference school policy for specific infractions	On-going	Reflection sheets that accompany Second STEP; ODR reports; SWIS reports

that are reportable in PIMS.		
Meet SWPB expectations as outlined in fidelity survey, including administration of School Climate Surveys.	On-going and evaluated annually; School climate surveys were mentioned earlier (families, staff, and students in grades 3-5)	Annual reports to IU; School Climate Survey responses
Refer to Think Sheet provided through Second STEP program.	On-going	Reflections are shared with families, with classroom teacher, with special education teachers & filed.

Professional Development

What is needed?	Implementation Date(s)	How will it be evaluated?
Support scheduling and facilitation of all required trainings by PDE/Federal government that need to be fulfilled annually, such as homelessness training.	20-21: Homelessness training on 10.14.2020; PSSA training in the spring. 21-22 & 22-23: Plan/map required trainings on annual PD calendar	21-22: Agendas; certificates, and PD planning document, shared in earlier sections.

21st Century Learning Program

What is needed?	Implementation Date(s)	How will it be evaluated?
Support principal in meeting requirements of the program, including reporting, scheduling, and implementing program, including facilitation of parent engagement workshops.	On-going throughout the year. Parent workshops: This year, will begin in December. 21-22 & 22-23: Meet all expectations/reports/training documents.	*Reports are submitted *Training registration documents *Notes from seminars/workshops *Examples of implementation

Establishes and Implements Expectations for Students and Staff (2d)

What is needed?	Implementation Date(s)	How will it be evaluated?
<i>Health and Safety Plan & Health</i>		

Need staff to review, communicate, and uphold the guidelines established in health and Safety plan.	<i>20-21: Communicated ahead of time, then reviewed at BOY faculty meeting. On-going as year progresses. 21-22 & 22-23: on-going</i>	<i>*Faculty mtg. agendas *Emails *Observation *Sub-folder checklist</i>
Need staff to take their temperature daily and self-report.	<i>20-21: On-going. Nurse keeps logs of any staff required to quarantine. 21-22 & 22-23: Determine if need still exists to maintain this procedure.</i>	<i>Observation and principal check.</i>
What is needed/action plan?	Implementation Date(s)	How will it be evaluated?
Health & Safety & SWPB		
Need staff to reinforce health and safety expectations of students, which will be embedded into SWPB matrix.	<i>20-21: Health & Safety expectations reviewed with students at BOY/staff at initial in-service meeting on 8.23.20 Signage in classrooms; halls; announcements 21-22 & 22-23: reviewed annually</i>	<i>*Updated/new documents shared related to health and safety expectations. *Sub-folder checklist indicates need to communicate new procedures related to Health & Safety Plan *Matrix</i>
Students will be taught expectations, including new expectations that have been added.	<i>20-21: BOY and daily</i>	<i>*Daily announcements *Signage in classroom/hall *Implementation/observation of procedures related to Health & Safety</i>
Second STEP Implementation		
Need to communicate clear expectations, as stated earlier. Accountability measures?	<i>20-21: Weekly announcements; teachers are introducing a lesson weekly; New! Summative Knowledge Assessment in the spring. 21-22 & 22-23: on-going</i>	<i>Results of Summative Knowledge assessment; Student reflection sheets; observation of students in the school</i>
Technology Implementation		

Through quality PD, expectations will be developed for use of the iPad. It has been communicated as of 8.5.2020 that online curriculum tools that go with our curriculum must be used in the classroom.	<p>20-21: BOY in-service; Ipad Handbook for elementary 9.24.2020; expectations shared on 11.3.20 as well.</p> <p>21-22 & 22-23: On- going</p>	<p>*Email communications</p> <p>*Ipad handbook</p> <p>*Tech. PD plan for 20-21</p> <p>*Faculty mtg. agendas</p> <p>*Staff tech. survey</p> <p>*Para survey re devices</p>
Data Informed Practices: <i>Teachers will be provided opportunities to analyze their student data during the data team meetings scheduled after universal screeners, at grade level meetings, and this year, during 1:1 data conversation for teachers, which will be offered virtually.</i>		
Need schedule for data team meetings, grade level meetings, and 1:1 data talk.	See previous sections	See previous sections

Communicates Effectively and Strategically (2e):

What is needed?	Implementation Date(s)	How will it be evaluated?
<i>Provide communication through our building Facebook page/district page. Need to know how to post on the district/building Facebook page.</i>	<p>20-21: Continue to need to go through tech. dept. and Joanne to share items to website. Facebook posts-on-going.</p> <p>This is an on-going need.</p>	*Examples of posts, visiting the web-site.
<i>Use staff and family newsletters to communicate information. Need to be aware of monthly calendar dates, for families and staff, including PTO events.</i>	<p>20-21: Pending; have used email, Microsoft Teams, and monthly school calendars</p> <p>On-going</p>	Examples of emails, videos, and handouts
<i>Good Newsletter Articles</i>	20-21: On going	*Article submissions
<i>Communication to our JSOL Families</i>	20-21: Email outlook group, Class Dojo, and Family Journal pages	*Examples of emails, Class Dojo posts, and Family Journal Pages.

Manages Conflict Constructively (2f)

What is needed?	Implementation Date(s)	How will it be evaluated?
Title IX		
<i>Title IX training</i>	20-21: Completed on 8.10 and 8.11.2020 21-22 & 22-23: Uphold all annual, required trainings.	*Record of training attendance
SWPB in conjunction with Second STEP		
<i>Meet with student(s) involved as reported on an ODR. Walk through Student Think Sheet provided through Second STEP, assign consequences, then begin re-training using Second STEP program skill cards and review SWPB expectations.</i>	On-going- See previous sections	Second STEP training certificates (copy). Tracking sheet for staff. *Implementation Survey and Summative Knowledge Assessment provided
Need: Follow- through on SWPB incentives and recognition.	20-21: On pause; school-wide bingo in October.	*BARK agendas *School monthly calendar
Follow-through on Second STEP recognition cards.	20-21: On pause 21-22 & 22-23: resume promotion of students	Recognition cards printed and distributed
Positive School Climate		
<i>*Plan SWPB Staff Incentives</i>	20-21: Pending, resume in December/January 21-22 & 22-23: on-going	*BARK Agendas *December 9 th Staff Incentive menu/choice board.
Advanced Tiers <i>*Support Advanced Tiers Team</i>	20-21: Quarterly 21-22 & 22-23: Resume monthly meetings	Support Process, schedule of mtgs./program

What is needed?	Implementation Date(s)	How will it be evaluated?
<i>*Support Implementation of Technology by attaining quality PD.</i>	See previous sections	See previous sections

<p><i>*Support Implementation of Second STEP Program. Principal Toolkit is available. Attaining picture books to accompany the lesson, as recommended by the program. Posting posters in the halls to instill common language, similar to the benefit of SWPB program that instills common expectations.</i></p>	<p>20-21: Posters in halls, Principal announcements shared monthly, read alouds (new for spring of 2021)</p> <p>*Lesson plan- mid-year check</p> <p>On-going support, funding, and training in sub-sequent years.</p>	<p>*Second STEP training certificates (copy). Tracking sheet for staff.</p> <p>*Implementation Survey and Summative Knowledge Assessment provided</p> <p>*Grade level read alouds: Spreadsheet of titles/grade level.</p>
<p><i>*Data Informed: Support teachers in process of data analysis, give time and value to the process of using data to make informed decisions and to set goals/action plan steps in motion. Celebrate the achievements and growth and acknowledge the setbacks and "failures." Model the process of re-setting goals.</i></p>	<p>Three times/year: Data team meetings after universal screening window.</p> <p>BOY: 21-22 1:1 goal talk (review PVAAS reports)</p> <p>MOY: Grade level mtgs. To reflect and compose goal sheets. Submit data reflection/goal sheets.</p> <p>Repeat annually</p>	<p>*Acadience Reading and Math summative reports.</p> <p>*PSSA data reports</p> <p>*PVAAS Reports</p> <p>*MOY/EOY teacher reflection sheets.</p>
<p><i>*Provide teacher feedback during informal walk throughs and during observations.</i></p>	<p>On-going</p>	<p>*PAETEP</p>
<p><i>Continue to acknowledge achievements. New this year-digital cards through Punchbowl</i></p>	<p>20-21: New! Punchbowl thank you cards sent to teacher leaders who led training on 11.11; continue monthly</p> <p>Subsequent years: Continue to use digital cards for staff recognition</p>	<p>*Emails receipts of digital cards</p>
<p><i>Staff birthday announcements</i></p>	<p>On-going</p>	<p>*See staff/student birthday record in announcement folder.</p>

Ensures School Safety (2g):

What is needed?	Implementation Date(s)	How will it be
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		evaluated?
<i>District Health & Safety Plan and Building Procedures as a result of district adoption of Health & Safety Plan</i>		
<i>Plan and Building Procedures as a result of district adoption of Health & Safety Plan</i>	See previous sections	See previous sections
<i>SWPB- Expectations established by committee creates a safe school and an environment that learning is a priority. This year, these will expand to include health and safety measures in this area.</i>		
Update SWPB matrix in collaboration with principal and chair and/or members.	20-21: Pending Reviewed annually prior to new school year.	*Updated matrix
<i>Second STEP- Recognizing the value of a social-emotional program implemented in the school, promote the program. Students need the skills for learning and social-emotional skillset to be successful, help them self-advocate, and to manage their emotions.</i>		
Need to follow implementation guide.		

Domain 3: Leadership for Learning

Leads School Improvement Initiatives (3a)

What is needed?	Implementation Date(s)	How will it be evaluated?
*Technology PD: See Plan linked earlier		
Need to attain PD for one of the first two days of in-service focused on PD, even if it is designing a series of free, virtual webinars.	20-21: See tech. PD calendar Subsequent years: update PD planning calendar for elementa	https://docs.google.com/spreadsheets/d/1g5J9RAUwzUfCEmXJtnigde3FQdUbbCjGSbALXDvnWw/edit?usp=sharing

	ry annually and monthly	
What is needed?	Implementation Date(s)	How will it be evaluated?
*Data Informed: Developed forms for review of universal screening data and a process to analyze grade level PSSA data to review point earned in each subject and eligible content area, and goal setting sheets. New this year: Design process and pull reports for PVAAS analysis.		
Need to pull PVAAS data reports and create analysis form.	20-21: Pending due to no data from spring state assessment measures Resume practice in subsequent years.	*PVAAS data sheets and teacher reflection sheets *Also, schedule of data talks with teachers.
*21 st Century Learning Program: Program enhancements for PE and STEAM. Also thinking of virtual options if needed (i.e. SAMS LABS STEAM at home kits).		
Attain materials for 21 st Century and ensure PD for facilitators.	See previous sections for new programs purchased for 20-21 school year, including STEAM at home kits for remote program.	*Pull data reports for all research-based programs. *Program schedule.
*Second STEP: Appointee for Second STEP to help secure funding to further support implementation, advocate for how the bullying prevention units can be taught (had PE teacher review material and approve using the units during health class prior to making the purchase), instrumental in creating implementation plan for next 3 years, and to make sure teachers have what they need to implement effectively; this includes having clear expectations.		
Need to designate which read aloud will be given to each grade level and then become "required text." There are 9 titles for each grade level, K-5.	See previous sections Next steps 20-21: *Assign read alouds to each grade level and distribute.	*Read aloud schedule.
Aligns Curricula, Instruction, and Assessments (3b)		
Standards-based reporting		
Identify time period when third grade will	20-21: January 2021-third grade create. 21-22: Third grade implement; Fourth Grade	*Report cards that are standards-based for each grade level.

begin this work.	create 22-23: Fourth grade implement/Fifth Grade create 23-24: Fifth grade will implement	
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Data Informed: Use Data Dive in Section I to propel data analysis, force field, and questions to be answered by the teachers to then drive action plan development (Sept./Oct.)

Identify faculty meetings that we will be conducting data analysis, force field session, and answering the questions, prior to October 9th.	20-21: Completed on 10.9.20	See previous section-we have their input compiled now into one document. https://docs.google.com/document/d/1fgTKjtUyIRPkvDHcdHbEfU00M-e9kF5wHn25T0rsHk4/edit?usp=sharing
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Aligns Curricula, Instruction, and Assessments (3b) continued

Every Day Math: Some grades have aligned to the standards (K-2 and fourth grade) and have identified which standards need to be reinforced or taught using supplemental lessons and materials. Third grade will uncover any gaps during the development of creating a standards-based report card.

Identify if it is recorded the math alignment work completed by K-2 and fourth grade and establish how to record this information.		
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Identify time for when the math alignment process will begin for fifth grade.		
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Writing: In need of writing curriculum mapping, including scope and sequence vertically and across each grade level, writing exemplars, and scoring rubrics (inner reliability).

Writing curriculum development: on pause due to priority of providing technology PD/sustainable PD in technology.		
Writing: Teachers have identified that they need more training on TDA's.		
Determine to what extend TDA training will be provided and when.	20-21: Shared IU training 21-22 & 22-23: Revisit need and training opportunities	*Attendance at trainings *Needs assessment *Training calendars
Second STEP: Social-Emotional Curriculum is already developed. Focus now is on attaining fidelity with consistent implementation.		
Need clear expectations for Second STEP.	See previous sections	See previous sections

Implements high quality instruction (3c):

<i>Lesson Plan Feedback:</i> This is needed, but we have not discussed this as an elementary admin. Team any further. This year, we do want to see Second STEP appear on lesson plans, but the only other expectations have been that standards need to be included and that they submit their plans on Mondays.		
Re-state lesson plan expectations, consider eventually adding evidence of TPACK, SAMR, and format of instruction, activity, etc. Next year, consider adding ISTE Standards.		
<i>Classroom environment:</i> Expectations are now aligned to health and safety plan.		
Instruction: need to support teachers in transformation of their instruction to adapt to new learning models. Planning quality PD, enlisting instructional coach(es), and giving positive feedback is a must.		
Professional Responsibilities: Celebrate the professional growth demonstrated by our staff! Show gratitude for the flexibility, resilience, compassion, and		

determination that will be needed for an especially challenging year		
Need to show gratitude daily, need to advocate for their safety, need to support them as educators.		
Professional development needs assessment related to technology: Developing survey to identify top priorities for tech. PD.		
Need staff PD survey related to tech.	20-21: Complete; repeat at EOY and at BOY thereafter.	https://forms.gle/DtGCKkZ8XZtsWXtY7
Second STEP: Implementation survey is available. Two outlying buildings can use for year one of implementation.		
Need to provide implementation survey to principal of Avis/Salladasburg.	20-21: Pending Can re-visit need for survey in subsequent years	Results of survey

Sets High Expectations for all Students (3d):

<p><u>Data Informed:</u> Data Analysis cycle will be used to promote the goal of achieving rigorous performance goals for all students. PVAAS Growth Report for all student groups will be beneficial to use for this process, for grades 3-5.</p>		
Continue to support data team meetings after universal screening windows.	See previous sections	See previous sections
Continue grade level meetings to analyze instructional practices, intervention efforts, and identify priorities/goals between that date and next assessment window.		
Continue SWPB behavior plan that recognizes students who demonstrate expectations: Be Respectful, Act Responsibly, Remember Safety, and Keep on Learning.		

Continue to support SWPB program.	On-going	*Meeting agendas *Announcements *Fliers *Incentives menu/offerings annually *BARK manual updated annually
Second Step Acquisition of Skills under two umbrellas: Skills for Learning and Social-Emotional Skills		
Utilize Second Step Recognition Cards	See previous sections	See previous sections

Maximizes Instructional Time (3e):

This year this will be especially challenging due to health & safety plan. Lunch period may need to be extended, recess times extended across the day to allow for one class at a time on the playground, and more time at dismissal to space students. These are a few examples of the impact to instructional time. Also, due to small groups being discouraged and centers being re-configured to limit one student at each center, the instruction in the classrooms will need to change.

What is needed?	Implementation Date(s)	How will it be evaluated?
Transformational practices needed. Acquire training and PD to provide opportunities for collaboration and planning in a virtual model.	Beginning 8/20 and ongoing until needs are met.	Teacher survey.
Will monitor achievement through universal screening data and progress monitoring by our Title I specialists/related service providers/ and specialists.	Beginning 8/20 and ongoing each year.	Improved student assessment data

Domain 4: Professional and Community Leadership

Maximizes Professional Responsibilities Through Parent Involvement and Community Engagement (4a)

What is needed?	Implementation Date(s)	How will it be evaluated?
Title I: Support Title I Parent Engagement Efforts and outreach. For instance, one book and one school initiatives can still be implemented in a virtual/remote model.		
Title I: Planning	Ongoing every year.	Family surveys

meeting with coordinator and JSE reading specialists.		
21 st Century Learning Program; Transformational-create the parent engagement workshops to be facilitated virtually.		
21 st Century: Need program materials to re-create workshops to a virtual model.	Beginning with 2020-21 school year and continuing as long as virtual instruction is needed.	Family and teacher surveys

Shows Professionalism (4b)

*Advocate for all students.		
Continue to support data analysis to inform decision making.	Ongoing	Improved student assessment data
*Uphold standards for leaders. Uphold standards I have set for myself and to lead with integrity.		
* Continue memberships in professional organizations.	Annual memberships: PA Principals & ASCD	Membership status information
Continue to support PIIC Instructional Coaches and model of instructional coaching.	2020-21; 2021-22; 2022-23	Certificate of participation
Model of instructional coaching. Need to attend PIIC workshop that includes administrators (1/13/2021).		

Supports Professional Growth (4c):

What is needed?	Implementation Date(s)	How will it be evaluated?
*Data Analysis for Continuous Improvement Courses - PVASS courses	On going	Complete course requirements
Continuous courses/training on ECRI working with IU 17/PaTTAN Consultants	On going	
Technology PD for/with staff: *Actively seeking quality PD for technology implementation- secured facilitator for four of our faculty meetings and for a		

half- day of in-service on 10/9/2020. Coordinating with admin. Team to use days available through a MOU with IU17 for curriculum and online learning specialist to be available for classroom visits and provide teachers feedback when implementing newly learning material.		
*Mapped out training for 8.24 and 8.25 with elementary principals.	8/2020	See MOU dates/PD spreadsheet
*Confirm elementary days available through MOU.	8/2020	See MOU dates/PD spreadsheet
*Actively pursuing training on Microsoft Teams for teachers. Reached out to elementary librarian at a local district who is also a Microsoft Educator. She may be able to provide a free introduction to TEAMS.		
*Map out Microsoft Teams Training.	Fall 2020	See PD plan
Principal is compiling training information into a TEAMS folder for teachers to access.	2020-21	See TEAMS K-5 Tech PD
Online Tools available through district-purchased curriculum		
Principal is pursuing review training on online learning tools available through curriculum, such as Journeys, Every Day Math, and Foss.	2020-21	See TEAMS K-5 Tech PD
Second STEP-*Second STEP training is available online, as are the lessons. Currently going through the modules and plan on creating a screencast for teachers who are new to the training.		
*Complete Screencast about Second STEP and/or Wake let.	2021-22	Screencast available to teachers
Adoption of PIIC Coaching Model K-12		
*Support coaching model through funding/promotion	2020-21	Availability to teachers
Select elementary designee	2020—21	Katie Wert

Use backward mapping to sketch a timeline. Determine the completion date, and work backwards to determine the start and end dates for the action steps, as well as milestones for completion of major parts of the project.

2020– 2021

1. Mid-Year Benchmarks

Possibly look at being recognized from PAFPC (Pennsylvania Association of Federal Programs Coordinators). Shows significant growth with your Title 1 students on the PSAA's.

We will continue to utilize Erin Hamilton (IU 17) and Pam Kastner (PaTTAN) to help us use the ERCI program with fidelity.

- Erin Hamilton and/or Pam Kastner will come to the school to sit in to observe our teachers and give any feedback to them if needed and at times using the ERCI sheet.
- There will be dates set aside in our school calendar for Erin to come to our school to continue her trainings with the staff
- We have access to Pam Kastner for any additional insight or guidance.

Look at the data tables from Acadience Reading, Acadience Math, and our SRSS model

We (grade level teachers and I) will look at students "Benchmark Scores Table" and "Class Overview"

We will discuss their individual prescription cards and what needs to be addressed with every individual student.

We will look at what students we need to focus on to move from intensive to strategic or from strategic to core.

We (Grade level teachers, Title 1, Counselor, School Psychologist, and Principal) will look at our SRSS internal and external data to see if any of our students can benefit from our School-wide Positive Behavioral Interventions and Supports (supports appropriate behavior) or our newly implemented Second Step Program (Social-Emotional Learning – creates a successful learning environment)

We want to see growth between benchmarks while using a continued progress monitor system to make sure students are showing growth or if the prescription needs to be adjusted.

Our (MOY) mindset is to look at moving our students beyond the 80/15/5 model while trying to eliminate the 5% intensive, moving them to become fluent readers.

2. End of Year Benchmarks

We will continue to utilize Erin Hamilton (IU 17) and Pam Kastner (PaTTAN) to help us use the ERCI program with fidelity.

At the end of the year we will have end of the year meetings with Erin and Pam to see where we need to go while setting up trainings and meeting for the next school year.

- Erin Hamilton and/or Pam Kastner will be in touch with me and the reading teacher if anything trainings come up during the summer.

Look at the data tables from Acadience Reading, Acadience Math, and our SRSS model

We (grade level teachers and I) will look at students “Benchmark Scores Table” and “Class Overview”

They meet with grade levels above and below while having fruitful conversations about the data and what particular teacher they need to be paired with. In addition, the future teacher will have a better idea on where to start with his/her group.

Teachers will have a better look at what students they will need to focus on to move from intensive to strategic or from strategic to core right for the start of the new school year.

We (Grade level teachers, Title 1, Counselor, School Psychologist, and Principal) will look at our SRSS internal and external data to see if any of our students can benefit from our School-wide Positive Behavioral Interventions and Supports (supports appropriate behavior) or our newly implemented Second Step Program (Social-Emotional Learning – creates a successful learning environment). This will help the present grade level teacher to fill out a document call “Prep for Success” this will go to the next school year’s teacher. Both will discuss the document.

Our EOY goal for our Acadience Reading, Acadience Math, and MTSS is to have accomplished our goal of 80/15/5 or possibly better than the standard numbers of 80/15/5.

Our EOY for ERCI is to continue to see growth and working towards fidelity within the program.

2021 – 2022

1. Mid-Year Benchmarks

MTSS groups will work closely with Erin to see how the system is working and to make any necessary adjustments with instruction, progress monitoring, and/or grouping of our students.

We will continue to utilize Erin Hamilton (IU 17) and Pam Kastner (PaTTAN) to help us use the ERCI program with fidelity and continue to refine our MTSS model.

Look at possibly implementing CDT to help us identify students' deficits while strengthen them through the process of remediation and having a laser focus on giving students a prescription card.

Get the necessary CDT trainings for our teachers so they can have the ability to decipher the data to better understand where their students' deficits are.

Have mid-year meetings with Erin and Pam to see where we need to go while setting up trainings and meeting for the school year.

- Erin Hamilton and/or Pam Kastner will be in touch with me and the reading teacher if necessary trainings come up during the summer or during the school year.

Continue to look at the data tables from Acadience Reading, Acadience Math, and our SRSS model during benchmarking time.

We (grade level teachers and I) will look at students "Benchmark Scores Table" and "Class Overview"

Once they have the data they can prescribe individual cards for students to work on their identified deficit/s in certain content areas.

Teachers will have a better look at what students they will need to focus on to move from intensive to strategic or from strategic to core right for the start of the new school year.

We (Grade level teachers, Title 1, Counselor, School Psychologist, and Principal) will look at our SRSS internal and external data to see if any of our students can benefit from our School-wide Positive Behavioral Interventions and Supports (supports appropriate behavior) or our newly implemented Second Step Program (Social-Emotional Learning – creates a successful learning environment). This will help the present grade level teacher to fill out a document call "Prep for Success" this will go to the next school year's teacher. Both will discuss the document.

Our EOY goal for our Acadience Reading, Acadience Math, and MTSS is to have accomplished our goal of 80/15/5 or possibly better than the standard numbers of 80/15/5. Possibly move all students that are identified intensive to strategic.

Our EOY for ERCI is to continue to see growth and working towards fidelity within the program.

2. End of Year Benchmarks

As a collective group (Reading teacher, K-2 teachers, Erin Hamilton, Pam Kastner, aides, and I) will meet at the end of the school year to discuss on our Glows and Grows for the school year and what we need to do to address the grows for the coming school year.

(In-house trainings, seminars, trainings at the IU, or possibly visit a school that has it implemented)

- Erin Hamilton and/or Pam Kastner will be in touch with me and the reading teacher if anything trainings come up during the summer.

We will continue to utilize Erin Hamilton (IU 17) and Pam Kastner (PaTTAN) to help us use the ERCI program with fidelity and refining our MTSS model.

We (grade level teachers and I) will look at students EOY “Benchmark Scores Table” and “Class Overview” from Acadience Reading, Acadience Math, and our SRSS model

They meet with grade levels above and below while having productive conversations about the data and what particular teacher they need to be paired with. In addition, the future teacher will have a better idea on where to start with his/her group. (Prep for Success) document

Teachers will have a better idea at what students they will need to focus on when to moving from intensive to strategic or from strategic to core right for the start of the new school year.

We (Grade level teachers, Title 1, Counselor, School Psychologist, and Principal) will look at our SRSS internal and external data to see if any of our students can benefit from our School-wide Positive Behavioral Interventions and Supports (supports appropriate behavior) or our newly implemented Second Step Program (Social-Emotional Learning – creates a successful learning environment). This will help the present grade level teacher to fill out a document call “Prep for Success” this will go to the next school year’s teacher. Both will discuss the document.

Our EOY goal for our Acadience Reading, Acadience Math, and MTSS is to have accomplished our goal of 80/15/5 or possibly better than the standard numbers of 80/15/5. Possibly move all students from intensive to strategic.

Our EOY for ERCI is to continue to see growth and working towards fidelity within the program.

2022 – 2023

1. Mid-Year Benchmarks

MTSS groups will work closely with Erin to see how the system is working and to make any necessary adjustments with instruction (look at the Core) instruction in the classroom), progress monitoring, grouping of our students and/or the system itself.

We will continue to utilize Erin Hamilton (IU 17) and Pam Kastner (PaTTAN) to help us use the ERCI program with fidelity and continue to refine our MTSS model.

CDT are implemented and teachers are using the data to help identify their students' deficits. Teachers developing prescription cards for their students.

Have mid-year meetings with Erin and Pam to see where we need to go while setting up trainings and meeting for the school year.

- Erin Hamilton and/or Pam Kastner will be in touch with me and the reading teacher if necessary trainings come up during the summer or during the school year.

Continue to look at the data tables from Acadience Reading, Acadience Math, and our SRSS model during benchmarking time.

We (grade level teachers and I) will look at students "Benchmark Scores Table" and "Class Overview"

Once they have the data they can prescribe individual cards for students to work on their identified deficit/s in certain content areas.

Teachers will have a better look at what students they will need to focus on to move from intensive to strategic or from strategic to core right for the start of the new school year.

We (Grade level teachers, Title 1, Counselor, School Psychologist, and Principal) will look at our SRSS internal and external data to see if any of our students can benefit from our School-wide Positive Behavioral Interventions and Supports (supports appropriate behavior) or our newly implemented Second Step Program (Social-Emotional Learning – creates a successful learning environment). This will help the present grade level teacher to fill out a document call "Prep for Success" this will go to the next school year's teacher. Both will discuss the document.

Our EOY goal for our Acadience Reading, Acadience Math, and MTSS is to have accomplished our goal of 80/15/5 or possibly better than the standard numbers of 80/15/5. Possibly move all students that are identified intensive to strategic.

Our EOY for ERCI is to continue to see growth and working towards fidelity within the program.

2. End of Year Benchmarks

As a collective group (Reading teacher, K-2 teachers, Erin Hamilton, Pam Kastner, aides, and I) will meet at the end of the school year to discuss on our Glows and Grows for the school year and what we need to do to address the grows for the coming school year.

(In-house trainings, seminars, trainings at the IU, or possibly visit a school that has it implemented)

- Erin Hamilton and/or Pam Kastner will be in touch with me and the reading teacher if anything trainings come up during the summer.

We will continue to utilize Erin Hamilton (IU 17) and Pam Kastner (PaTTAN) to help us use the ERCI program with fidelity and refining our MTSS model.

Look at data from the past three years to see any significant patterns from our models used while making necessary changes or continue to work towards fidelity with our existing model we have in place.

We (grade level teachers and I) will look at students EOY “Benchmark Scores Table” and “Class Overview” from Acadience Reading, Acadience Math, and our SRSS model

They meet with grade levels above and below while having productive conversations about the data and what particular teacher they need to be paired with. In addition, the future teacher will have a better idea on where to start with his/her group. (Prep for Success) document

Teachers will have a better idea at what students they will need to focus on when to moving from intensive to strategic or from strategic to core right for the start of the new school year.

We (Grade level teachers, Title 1, Counselor, School Psychologist, and Principal) will look at our SRSS internal and external data to see if any of our students can benefit from our School-wide Positive Behavioral Interventions and Supports (supports appropriate behavior) or our newly implemented Second Step Program (Social-Emotional Learning – creates a successful learning environment). This will help the present grade level teacher to fill out a document call “Prep for Success” this will go to the next school year’s teacher. Both will discuss the document.

Our EOY goal for our Acadience Reading, Acadience Math, and MTSS is to have accomplished our goal of 80/15/5 or possibly better than the standard numbers of 80/15/5. Possibly move all students from intensive to strategic.

Our EOY for ERCI is to continue to see growth and working towards fidelity within the program.



Data Dive and Building Action Plan

Building: Jersey Shore Area Middle School

Author: Keith Veldhuis

Date: 12/01/20

<p>Vision:</p> <p>The Jersey Shore Area School District will prepare students for the next step in their life's plan.</p>	<p>The goal of this change process is to make sure that our graduates will:</p> <ul style="list-style-type: none"> 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. 																								
<p>Purpose</p>	<p>Beginning with the end in mind, student success is the end game. The Objectives of this building action plan will serve to prepare students for the next step in their life's plan.</p> <p>Objective 1: All students will perform at a proficient level or above on the State Assessments.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: left;">Exam</th> <th>2018</th> <th>2019</th> <th>2021</th> <th>2022</th> <th>2023</th> </tr> </thead> <tbody> <tr> <td>Language Arts</td> <td>62.7</td> <td>64.7</td> <td>67</td> <td>70</td> <td>73</td> </tr> <tr> <td>Math</td> <td>37.3</td> <td>38.7</td> <td>41</td> <td>44</td> <td>48</td> </tr> <tr> <td>Science</td> <td>48.6</td> <td>59.9</td> <td>63</td> <td>67</td> <td>71</td> </tr> </tbody> </table>	Exam	2018	2019	2021	2022	2023	Language Arts	62.7	64.7	67	70	73	Math	37.3	38.7	41	44	48	Science	48.6	59.9	63	67	71
Exam	2018	2019	2021	2022	2023																				
Language Arts	62.7	64.7	67	70	73																				
Math	37.3	38.7	41	44	48																				
Science	48.6	59.9	63	67	71																				

Objective 2: Future Ready Index Measures will demonstrate Improvement.

Criteria	2018	2019	2021	2022	2023
ELA Proficiency	62.7	64.7	67	70	73
ELA Growth	50.0	71.0	75	81	87
Math Proficiency	37.3	38.7	41	44	48
Math Growth	59.3	64.0	70	76	82
On Track (7Math)	37.8	42.1	45	48	51
College and Career Readiness	99.5	100.0	100.0	100.0	100.0

Objective 3: Create an engaging learning environment that supports and encourages all students in preparation for college and career readiness.

	2018	2019	2021	2022	2023
Decrease discipline referrals	Major = 449 Minor = 120 Total = 569	Major = 358 Minor = 65 Total = 423	'19-20 (March) Major = 266 Minor = 45 Total = 311	Major = 300 Minor = 60 Total = 360	Major = 275 Minor = 60 Total = 335
Increase attendance	91.8	92.9	93.4	93.9	94
Increase graduation rate	NA	NA	NA	NA	NA

Context

Analyze your situation and identify factors that may provide opportunities or obstacles to implementing your project. (Force Field Analysis)

The chart below was developed by the Middle School staff. Staff members brainstormed their ideas individually. Then as mixed groups (4) picked their top 5 forces. The numbers (x#) signify the number of groups that identified the force as one of their top 5. The lists below are ranked by the most commonly identified forces to least.

Forces for Change	Forces against Change
Come Alive: building relationships between students & students and students & adults. (x4)	Understaffed (x4) <ul style="list-style-type: none"> Cuts to EAs (x3) Sharing special education teachers (x3) Lack of Alt. Ed/Online Education (x2) Lack of flexibility w/ schedule (x2)

Middle School Team Concept (x3)	Standardized testing (x2)
Admin that listen to and support staff & their initiatives (x3)	Limited time to collaborate across grade levels (x2)
Admin supporting the value of our students & their education (x2)	Inconsistent messages to different teams – COVID related/small group meetings (x2)
Teacher ability to make choices & decisions regarding curriculum and instruction. (x2)	Lack of Meaningful & relevant PD (technology)
Access to Technology for students & teachers (x2)	Accommodations & recommendations for our support students (including non-identified)
Care Closet & Community Connections (x2)	Staff Morale – feeling underappreciated by external entities
Personalized Learning Time (starting at 8:00/when they arrive)	Value of ROCK Stars/incentives
Teachers that take risks	

Questions

The Middle School Staff completed these questions in 4 mixed groups. The common responses were listed first with the number of groups giving the response identified by (x#).

1. How do we improve the learning environment of the school?

- Increase staffing (x3)
 1. to help with flexibility and scheduling (x2)
 2. Increase EA opportunities (FCS, Tech Ed, Languages)
- Continue Technology 1:1 & PD (x2)
- Consistent Positive Communication (from top down) (x2)
- Increase Flexible Seating options to help with flexible groupings
- Continue Come Alive & Care Closet
- Continue SWPB

2. What supports do we have in place for our staff and students to be successful or/and should provide for them?

- Come Alive/PLT (x2)
- Technology
- Supportive Admin
- Support Professional Decisions
- Common Plan Time
- Care Closet/Backpack Program
- ROCK/SRSS Homework Club

	<ul style="list-style-type: none"> • Counseling staff <p>3. What role do the Board of Directors, administration, staff, students and parents play to become an academically successful and engaging school building?</p> <ul style="list-style-type: none"> • Admin: Provide resources for Come Alive, Advanced Tiers & Care Closet • Open lines of communication • Common Goal / On same page (x2) • Respect and value staff and district initiatives openly and publicly • Decisions made based on students & what is best for them <p>4. Where do we go for help during the improvement process?</p> <ul style="list-style-type: none"> • Proper Chain of Command • School Board • Administration Team • Colleagues • Professional Development • Grants <p>5. How much should we budget for the improvement process?</p> <ul style="list-style-type: none"> • Cost of additional staff members • Enough to add in-house virtual education to save money so we can hire more staff • Depends on the initiatives we choose to focus on <p>6. How do we structure the school to support the change, ie. physical, staffing, and programmatic structures?</p> <ul style="list-style-type: none"> • Add Staff to give building freedom to support student needs (x4) <ol style="list-style-type: none"> 1. Special Education Teacher & Aide (x3) 2. EAs (increase/return program offerings; no shared staff) (x3) • More in-person trainings • More flexible and collaborative seating for students <p>7. How do we demonstrate pride in our school, our students, staff, and our work?</p> <ul style="list-style-type: none"> • Positive Social Media Presence (x4) • Recognition of positive classroom experiences & achievements • Spirit Days (x2) • Acknowledgement of all success • Incentives • ROCK/Come Alive
Assistance and Support:	What assistance do you need, and where can you get this assistance? *

Domain 1: Strategic/Cultural Leadership

1b: Uses Data For Informed Decision Making

- develops the capacity of staff & other stakeholders to use data for decision-making
 - *IU17 Training for PVAAS & CDT Trainings*

1d: Leads Change Efforts for Continuous Improvement

- Systematically examines the status quo, identifies beneficial changes, and leads the change process to successful completion
 - Admin & Board support through the years
 - Providing the time to see efforts through the process

Domain 2: Systems Leadership

2a: Leverages Human and Financial Resources

- Uses data & feedback to assess success of funding & programs and utilizes resources to maximize the efficiency of school operations
 - Admin & Board support for the purchase of curriculum, pursuit of professional development
 - Staffing needs met

2d: Establishes and Implements Expectations for Students and Staff

- Establishes & implements clear expectations structures, rules, and procedures for students and staff
 - Personalized Interventions being supported by staff
 - Allowing for the continuation of Come Alive & Personalized Learning Time in our schedules

2e: Communicates Effectively and Strategically

- Ensures that staff & stakeholders are aware of school goals and progress towards them
 - Feedback & Support from Admin
 - Time to meet and discuss progress toward vision/goals of MS

Domain 3: Leadership for Learning

3a: Leads School Improvement Initiatives

- Develops, implements, monitors and evaluates improvement plan
 - Continues support and check-ins on progress
 - Constructive feedback from Superintendent

3b: Aligns Curricula, Instruction, and Assessments

- Ensures the adopted curricula, instruction, & assessments are SAS aligned
 - Superintendent Leadership through the curriculum review cycle
 - MS Departments have a voice

3e: Maximizes Instructional Time

- Monitors effect of master schedule
 - Support to increase EA teachers time in MS

	<p>Domain 4: Professional and Community Leadership 4c: Supports Professional Growth</p> <ul style="list-style-type: none"> • PD is aligned with C/I/A needs while recognizing peoples’ strengths <ul style="list-style-type: none"> ○ Direction to appropriate PD for staff <p>*See the Framework for Leadership for Language</p>
Action Steps	<p>Use backward mapping to sketch a timeline. Determine the completion date, and work backwards to determine the start and end dates for the action steps, as well as milestones for completion of major parts of the project.</p> <p>Please see chart below. It lists the Action Steps for the Middle school and identifies what year those steps would be addressed.</p>
Evaluation	<p>How will you measure success*?</p> <p>Domain 1: Strategic/Cultural Leadership 1b, d: Various PD offerings are provided to staff to increase competency with and implementation of Data Informed decisions. A tool is created/implemented to track the progress of the data being used to inform building decisions and tracking progress.</p> <p>Domain 2: Systems Leadership 2 a, d, e: Needed resources are determined, purchased and implemented with proper PD over the course of the 3 years. Staff are positioned appropriately in roles that will help them ensure our students are successful. The progress toward goals and initiatives have been communicated to all stakeholders.</p> <p>Domain 3: Leadership for Learning 3 a, b, e: The MS building schedule, C/I/A, and PD have all lead to improving the student academic and behavioral data. The data will have been monitored and practices adjusted to ensure continuous improvement.</p> <p>Domain 4: Professional and Community Leadership 4 b, c: While holding high standards of professionalism throughout the building, negative attitudes and practices will be challenged appropriately with support and professional development (as needed). All efforts of plan will lead to continuous growth of all staff throughout the building.</p> <p>*See the Framework for Leadership for Language</p>

JSAMS Action Steps & Tentative Timeline for Implementation

Action Steps	2020-2021	2021-2022	2022-2023
Complete & Appropriate Middle School Program Offerings			
1. Family Consumer Science			
a. Teacher Hired	X		
b. Curriculum Reinstated		X	
c. Schedule Developed to be included into EA rotation		X	
2. Intro to Pathways			
a. Curriculum expanded to reflect all HS Pathways		X	
b. May require more class periods		X	X
c. Schedule Developed to be kept with EA rotation (expand rotation)		X	X
3. Languages			
a. Explore the option of adding Spanish back to the MS			X
4. EA Rotation Expanded			
a. Provide EAs throughout the day to increase rigor and frequency			X
b. Increase availability of MS Staff to only be at MS			X
Math Curriculum Development			
1. Phase 1:			
a. Establish Intent	X		
b. Review & Evaluate Data	X		
c. Conduct Needs Assessment	X		
d. Review Best Practices & SAS Model Curriculums	X		
e. Investigate Available Teaching Tools	X		
f. Report Out	X		
2. Phase 2:			
a. Identify Essential Outcomes (PA Standards)		X	
b. Develop C/I/A Aligned Map		X	
c. Select Instruction & Assessment Materials		X	
d. Audit Assessment		X	
e. Report Out		X	
3. Phase 3:			
a. Purchase Curriculum Materials			X
b. Provide Ongoing PD			X
			X

<ul style="list-style-type: none"> c. Provide Additional Coaching/Trainings d. Implement Curriculum e. Collect & Review Student Data f. Monitor Implementation of C/I/A g. Report Out 			<ul style="list-style-type: none"> X X X X
Special Education <ul style="list-style-type: none"> 1. Inclusive Practices <ul style="list-style-type: none"> a. Professional Development b. Co-Teaching Model Expanded & Developed 2. Staffing Adjustments to Reflect Population <ul style="list-style-type: none"> a. Split Team Learning Support b. Supplemental Learning Support c. Emotional Support 3. Modifications & Accommodations Professional Development <ul style="list-style-type: none"> a. Supplemental LS in Included Classrooms 	<ul style="list-style-type: none"> X X X X X X 	<ul style="list-style-type: none"> X X X X X X 	<ul style="list-style-type: none"> X X X X
School-Wide Positive Behavior <ul style="list-style-type: none"> 1. Come Alive <ul style="list-style-type: none"> a. Continue to Emphasis Positive Relationships b. Increase Opportunities & Focus on Passion Projects 2. Social Emotional Learning Curriculum <ul style="list-style-type: none"> a. Improve Implementation of Second Step b. Increase Digital Citizenship Curriculum 3. Implementation of Tier I, II, III Interventions <ul style="list-style-type: none"> a. Increase Relevant Incentives b. Decrease Discipline Referrals c. Increase Personalized Interventions (see below) 	<ul style="list-style-type: none"> X X X X X X X X X 	<ul style="list-style-type: none"> X X X X X X X X X 	<ul style="list-style-type: none"> X X X X X X X X X
Personalized Interventions <ul style="list-style-type: none"> 1. Building-Wide Systematic MTSS Model Developed <ul style="list-style-type: none"> a. Utilization of Personal Learning Time Period b. Data Informed Groups (PD on the following): <ul style="list-style-type: none"> i. PVAAS Data ii. CDT's iii. Standard Mastery vs Work Completion 2. At-Risk Student Identification <ul style="list-style-type: none"> a. Academic & Behavioral Intervention Implementation <ul style="list-style-type: none"> i. Check-In, Check-Out ii. Mentoring iii. Homework Club/Bulldog Academy iv. Development of More Offerings 	<ul style="list-style-type: none"> X X X X X X X X X 	<ul style="list-style-type: none"> X X X X X X X X X 	<ul style="list-style-type: none"> X



Data Dive and Building Action Plan

Building: Jersey Shore Area Senior High School

Author: Steven Keen / Elizabeth Segraves

Date: December 1, 2020

<p>Vision:</p> <p><i>The Jersey Shore Area School District will prepare students for the next step in their life's plan.</i></p>	<p>Jersey Shore Area School District Mission:</p> <p>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.</p> <p>Jersey Shore Area School District Vision:</p> <p>The Jersey Shore Area School District will prepare students for the next step in their life's plan.</p> <p>The goal of this change process is to make sure that our graduates will:</p> <ul style="list-style-type: none"> • 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.
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Jersey Shore Area Senior High School Mission-Belief Statement

WE BELIEVE that healthy student/teacher relationships arise from learning environments with VARIED INSTRUCTION, CLEAR EXPECTATIONS, CONSISTENT DISCIPLINE, and POSITIVE REINFORCEMENT. These practices FOSTER intrinsic MOTIVATION, increased FOCUS, and life-longer LEARNERS. We further believe that meaningful RELATIONSHIPS between staff, parents (family), and students are best accomplished by establishing a culture of mutual RESPECT, RESPONSIBILITY, ACCOUNTABILITY, and RESOURCEFULNESS as modeled by the school board, administration, teachers and support staff.

Purpose

Beginning with the end in mind, student success is the end game. The Objectives of this building action plan will serve to prepare students for the next step in their life’s plan.

Objective 1: All students will perform at a proficient level or above on the State Assessments.

Exam	2019	2021	2022	2023
Language Arts	82.0	<i>83.0</i>	<i>84.0</i>	<i>85.0</i>
Math	78.0	<i>79.0</i>	<i>81.0</i>	<i>82.0</i>
Science	71.0	<i>72.0</i>	<i>73.0</i>	<i>74.0</i>

Objective 2: Future Ready Index Measures will demonstrate Improvement.

Criteria	2019	2021	2022	2023
ELA Proficiency	82.0	<i>83.0</i>	<i>84.0</i>	<i>85.0</i>
ELA Growth	72.0	<i>73.0</i>	<i>74.0</i>	<i>75.0</i>
Math Proficiency	78.0	<i>79.0</i>	<i>81.0</i>	<i>82.0</i>
Math Growth	79.0	<i>80.0</i>	<i>81.0</i>	<i>82.0</i>
On Track	86.3	<i>88.0</i>	<i>90.30</i>	<i>92.0</i>
College and Career Readiness	99.4	<i>99.6</i>	<i>99.7</i>	<i>99.8</i>

Objective 3: Create an engaging learning environment that supports and encourages all students in preparation for college and career readiness.				
	2019	2021	2022	2023
Decrease discipline referrals	356 referrals 151 students	<i>5%</i>	<i>5%</i>	<i>5%</i>
Increase attendance	86.3	<i>88.0</i>	<i>90.30</i>	<i>92.0</i>
Increase graduation rate	88.1	<i>89.0</i>	<i>90.0</i>	<i>91.0</i>

Context	Analyze your situation and identify factors that may provide opportunities or obstacles to implementing your project. (Force Field Analysis)	
	Forces for Change	Forces against Change
	Technology coaching	Limited communication
	Improve Online Learning Community 1:1 initiative	Limited time
	Connection from HS to work/college - Career Pathway Model	Lack of guidance on curriculum development
	Administrative support	Lack of standard expectations for programs
	Well educated staff	Reduction in budgets
	Willingness to work together	Loss of staff
	School Community / Compassion	Lack of coordinated planning
		Graduation requirements
		Lack of Growth Opportunities
		Fixed Mindset

Questions	<p>1. How do we improve the learning environment of the school?</p> <ul style="list-style-type: none"> • Foster the development of key literacy skills, identify how to help students achieve growth • Proper training for integration of technology with set expectations for their use among faculty • Continue & grow the SWPB program • Collaboration time with peers • More connections to career coaching/work • Re-alignment of Career Pathway Model grades 5-12 • Focused systems approach to education K-12
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2. What supports do we have in place for our staff and students to be successful or/and should provide for them?

Have:

- SAP (Student Assistance Program)
- Technology coaches
- Teacher community, PLC time
- SSIP (State Systemic Improvement Plan Grant Initiative)
- Food pantry @ HS with the Love Center
- Occupational Advisory Committees
- Business, Industry, Community Organizational Partnerships
- JSEF (Jersey Shore Education Foundation)
- Professional Development Opportunities
- Differentiated Supervision Opportunities

Need:

- Front load PD that is specific to the needs/school year
- More Schoology training
- PD: Teaching with Technology
- Schoology training for students, same for all
- More support for technology department / Personnel
- SOP for teachers and students regarding technology
- More Faculty – Specific curriculum positions (Health/Medical Assisting, English, Elective-based position (Art)) to appropriately staff the new and current curriculum needs at the high school.
- More Staff – Secretarial - (Athletic / CTE)
- Administrative Responsibilities Separated (Principal & Director)

3. Role of the following in an academically successful and engaging school building?

- **Board of Directors:** work with administration and community to develop and approve policies that drive the school district based on proven educational practices; support administrative recommendations; create and promote a positive atmosphere that values education in our community; support programs with funding; Support educational program and community growth.
- **Administration:** facilitate procedures/operations; support staff; provide educational leadership that fosters academic and program growth; advocate for the needs of the building/staff, communicate with staff, support opportunities for growth

- **Staff:** need to be acknowledged, continue to learn, facilitate student learning, model disciplined thinking, motivate and inspire students, implement curriculum; advocate to administration on behalf of students; follow the expectations and protocols; promote the development of 21st century workplace skills, academic achievement, and technical skills.
- **Students:** prepared, understand expectations, actively participate, attendance, take academic risks, take ownership of their education, engage in the learning process.
- **Parents:** support their child and work cooperatively with the district to monitor the child's academics, encourage students to challenge themselves; provide a positive and nurturing environment, actively participate

4. Where do we go for help during the improvement process?

- We are to work together as a team, with the guidance of upper administration. A clear vision with goals should be set. Then determine what resources are needed and from where these can come. There are many strengths within the district, these can be added to with the right PD, grant funding for initiatives, and community support. The district can also utilize partnerships with the IU, colleges, and local businesses.

5. How much should we budget for the improvement process?

- This will depend on our goals. The high school needs additional staff to better support student learning and smaller class sizes. We also need to budget for professional development that targets instructional strategies shown to increase student achievement. Funds are always needed to support technology. Provide financial support for new and growing programs.

6. How do we structure the school to support the change, ie. physical, staffing, and programmatic structures?

- **PHYSICAL:** Classrooms need to be updated. Our seating especially. We are 1:1, but do not have proper charging stations, or other types of technology that can complement the use and support of iPads. Science labs are outdated. The cafeteria is too small for the size of our student population. It would be great to have a makerspace. Update to the library with a writing lab. The addition of a sports complex would be a great benefit to the student population and attract more families to the district. Increase the scope, size, and functionality of the CTE program labs

	<ul style="list-style-type: none"> • STAFF: separate principal and CTE director into two administrative positions. More teaching staff to better support students and programs which are stretched thin by the limited faculty. Additional guidance counselor. • PROGRAMMING: alignment of 7-12, connection between Middle School programs and High School Pathways. Update curriculum to reflect current research and better align with the needs of students in the workforce and college. Reduce credit requirements to open opportunities. Additional programming with nursing, agriculture, and security. <p>7. How do we demonstrate pride in our school, our students, staff, and our work?</p> <ul style="list-style-type: none"> • SWPB team works to support student recognition with weekly drawings, student of the month, and periodic special giveaways • Administration recognize teachers and provide for support when needed • Student clubs and organizations work to support school pride and community • Organized use of social media to show the community the positive in the building
<p>Assistance and Support:</p>	<p>What assistance do you need, and where can you get this assistance? *</p> <p>Domain 1: Strategic/Cultural Leadership</p> <p>School Leadership will continue to work with the faculty, staff, and students to develop and promote a positive school climate that directly relates to the district vision/mission. Various data points will be used to identify areas for improvement. Assistance is needed to thoroughly implement a SWPB program which can come with support from other administration and district administration.</p> <p>Domain 2: Systems Leadership</p> <p>We need assistance in creating and sustaining a budget that meets the needs of our staff and students. Yearly budget cuts are expected, so our programs suffer. We cannot effect change in some key areas without the right financial support. We also need more focused, structured time with our faculty to allow for us to clearly communicate expectations, changes, and provide PD that leads to a improve learning environment. Help with this would come from the support and understanding of the</p>

	<p>business manage and school board.</p> <p>Domain 3: Leadership for Learning</p> <p>Work with the teachers to evaluate curriculum to identify improvements using the structured curriculum cycle. Having the ability to spend adequate time with the faculty to provide feedback and have discussions on key educational topics is important. However, time is limited with teachers having assigned responsibilities from their arrival until student dismissal. Through our own continued professional growth, we can model this type of leadership by working with teachers and other administration to affect change.</p> <p>Domain 4: Professional and Community Leadership</p> <p>None at this time.</p> <p>*See the Framework for Leadership for Language</p>
Action Steps	<p>Use backward mapping to sketch a timeline. Determine the completion date, and work backwards to determine the start and end dates for the action steps, as well as milestones for completion of major parts of the project.</p> <p>2020– 2021</p> <p>Objective 1) Increased proficiency</p> <ul style="list-style-type: none"> • Action Step: Focus PD on instruction technology and best instructional practices for online learning (August to May) <p>Objective 2) Improvement to Future Ready Index Measures</p> <ul style="list-style-type: none"> • Action Step: improve communication regarding programs/opportunities <ul style="list-style-type: none"> ○ Interview of students who are Level II completers, use this information to share program info with students • Action Step: further integration of skill development into the curriculum <ul style="list-style-type: none"> ○ Evaluate the standards currently integrated and what others can be added • Action Step: 70% of students enrolled in identified pathway <ul style="list-style-type: none"> ○ Focus on clear pathway course selection process, targeting 8th grade entering 9th grade ○ Align pathway system with 8th grade courses. <p>Object 3) Engaging Learning Environment</p> <ul style="list-style-type: none"> • Action Step: increased contact with families regarding attendance

- Personal calls to parents when students are absent with three unexcused absences or more (Guidance Counselors and/or Administration)
- Share information on school programs
- Action Step: expand the SWPB Program
 - Increase the types of recognition provided
 - Addition of teacher recognition (weekly)

Mid-Year Benchmarks

Winter Keystone Data

CDT Data

Teacher survey for PD

Coaches reflection & Meeting with IU 17

MAXX Teaching Strategies

SWIS data

2. End of Year Benchmarks

Winter Keystone Data

CDT Data

Teacher survey for PD

Coaches reflection & Meeting with IU 17

MAXX Teaching Strategies

SWIS data analysis

2021 – 2022

Objective 1) Increased proficiency

- Action Step: Focus PD on instructional strategies which are shown to lead to growth for students, literacy strategies, and others as identified through an evaluation of the previous years data(August to May)

Objective 2) Improvement to Future Ready Index Measures

- Action Step: improve communication regarding programs/opportunities
 - Posters around School

- Videos for website
- Connection to 7/8 grade programs
- Action Step: further integration of skill development into the curriculum
 - Identify specific College/Career standards which can be integrated across the curriculum
- Action Step: 80% of students enrolled in identified pathway
 - Evaluate course pathway programming and identify what changes can be made to better align the programs and course progression for students

Object 3) Engaging Learning Environment

- Action Step: increased contact with families regarding attendance
 - Improve information posted on website and in student handbook (simplify, easier to understand)
 - More integration of student outreach
- Action Step: expand the SWPB Program
 - Creation of Check-in/Check-out program
 - Expand program connection to the Renaissance Club

1. Mid-Year Benchmarks

Winter Keystone Data

CDT Data

Pre-NOCTI Assessment

Teacher survey for PD

Coaches reflection & Meeting with IU 17

BCTE TAP Goals

Continued implementation of MAXX Strategies

SWIS data

2. End of Year Benchmarks

Winter Keystone Data

CDT Data

NOCTI Assessment

Industry Certification-Students

Teacher survey for PD

Coaches reflection & Meeting with IU 17

BCTE TAP Goals

Continued implementation of MAXX Strategies

SWIS data analysis

2022 – 2023

Objective 1) Increased proficiency

- Action Step: Focus PD on area of need as determined by an evaluation of the previous years programs and survey of faculty needs (August to May)

Objective 2) Improvement to Future Ready Index Measures

- Action Step: improve communication regarding programs/opportunities
 - Pathway Open house integrated into the 9th grade orientation
 - Development of a career fair when the pathways are connected to local/regional employers
- Action Step: further integration of skill development into the curriculum
 - Evaluate the standards currently integrated and what others can be added
 - Potential to bring in representatives from businesses to interact with students regarding expectations in the workplace and needed skills
- Action Step: 90% of students enrolled in identified pathway
 - Continue to align the pathway program and improve the course selection process
 - Individual meetings with student/guidance counselor to explore the pathway programs

Object 3) Engaging Learning Environment

- Action Step: increased contact with families regarding attendance
 - Create partnerships with local organizations which can help us support improved attendance, connect these also to the SWPB program
- Action Step: expand the SWPB Program
 - Focus on the steps necessary to achieve Tier 1 recognition

1. Mid-Year Benchmarks Winter Keystone Data

	<p>CDT Data</p> <p>Pre-NOCTI Assessment</p> <p>Teacher survey for PD</p> <p>Coaches reflection & Meeting with IU 17</p> <p>BCTE TAP Goals</p> <p>Continued implementation of MAXX Strategies</p> <p>SWIS data</p> <p>2. End of Year Benchmarks</p> <p>Winter Keystone Data</p> <p>CDT Data</p> <p>NOCTI Assessment</p> <p>Industry Certification-Students</p> <p>Teacher survey for PD</p> <p>Coaches reflection & Meeting with IU 17</p> <p>BCTE TAP Goals</p> <p>Continued implementation of MAXX Strategies</p> <p>SWIS data analysis</p>
Evaluation	<p>How will you measure success*?</p> <p>Overall, success will be measured by determining if the action step has been achieved based upon an evaluation of the mid-year and end-of-year benchmarks. Throughout the implementation of the Building Action Plan, HS Administration will:</p> <p>Domain 1: Strategic/Cultural Leadership</p> <p>Through a clear focus on the HS vision/mission, we will work to communicate</p>

areas of targeted improvement along with the action steps associated with these areas. Data dives will occur throughout the school year to determine the impact of the action steps on the areas of change. Faculty and staff will be integrated into this process through an invitation to join in any committee meetings associated with the action steps.

Domain 2: Systems Leadership

Financial and building resources which can support change will be determined during the budgeting process. The role of the faculty in this process will be communicated throughout the year, starting with the opening in service time. During bi-monthly meetings, we will share progress toward achieving these goals along with surveying the faculty periodically in relation to the objectives and action steps. Empower faculty and staff to foster growth opportunities within each goal area.

Domain 3: Leadership for Learning

Through the school improvement planning process the HS will focus on identifying how to continue to improve curriculum and instruction, which is an action step. PD will target the needs of the school through an evaluation of data. This process will also integrate department leadership who will contribute to the discussion on curriculum alignment and the integration of new instructional strategies. To support the best use of our teachers time, HS administration will evaluate the daily schedule at the end of each school year to identify where improvements can be made.

Domain 4: Professional and Community Leadership

High School leadership will continue to work with local community members and organization to provide and expand on existing opportunities for the student body. We will seek out further connections as we strive to achieve our goals. Administration will continue to find ways to improve communication with parents/families and other stakeholders as well as present a positive image of what is occurring at the high school level.

*See the Framework for Leadership for Language



JERSEY SHORE AREA SCHOOL DISTRICT

LEARNING | GROWING | SUCCEEDING

Jersey Shore Online Learning Cost and Savings Projections January 2021

2019-2020 JSOL Costs

	Enrollment	JSASD Cost per student	JSASD Total Cost	Charter Cost per student	Charter Cost	Savings
Special Education	3	\$3,000	\$9,000	\$25,849	\$77,547	\$68,547
Regular Education	31	\$3,000	\$93,000	\$12,266	\$380,246	\$287,246
					Total:	\$355,793

2020-2021 JSOL Costs

	Enrollment	JSASD Cost per student	JSASD Total Cost	Charter Cost per student	Charter Cost	Savings
Special Education	33	\$3,000	\$99,000	\$25,849	\$853,017	\$754,017
Regular Education	176	\$3,000	\$528,000	\$12,266	\$2,158,816	\$1,630,816
					Total:	\$2,384,833

2020-2021 Cyber/Charter Projections

2019-2021 Actual expense - \$2,570,293.00

	Enrollment	Cyber/Charter per student	Total Cost to JSASD	What if Scenarios... Future Savings for Regular Education returns to JSOL
Special Education	21	\$25,849	\$542,829	5 students - \$46,330
Regular Education	102	\$12,266	\$1,251,132	10 students - \$92,660
Sugar Valley Special Education	28	\$25,849	\$732,772	15 students - \$138,990
Sugar Valley Regular Education	56	\$12,266	\$686,896	20 students - \$185,320
		Total:	\$3,213,629	Savings would increase with special education students.



Jersey Shore Area School District SCHOOL CALENDAR

2021-2022

Draft: Dec. 22, 2020

AUGUST				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

August 17-18, 2021 Teacher induction
 August 20, 2021 In-service flex
 August 23-25, 2021 In-service
 August 26, 2021 First student day
 (4-4)

SEPTEMBER				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

September 6, 2021 Schools closed
 (21-0) / (25-4)

OCTOBER				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

October 8, 2021 In-service
 October 11, 2021 Act 80 Day
 October 29, 2021 End of Marking Period 1
 October 29, 2021 2-hour early dismissal
 (20-1) / (45-5)

NOVEMBER				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

November 5, 2021 Report Card distribution
 November 22-23, 2021 Act 80 Day
 11/22 12:30 p.m.-8 p.m. Parent Conferences
 11/23 7:45 a.m.-3:15 p.m. Parent Conferences
 November 24-29, 2021 Schools closed
 (18-0) / (63-5)

DECEMBER				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

December 22, 2021 2-hour early dismissal (staff and students)
 December 23-31, 2021 Schools closed
 (16-0) / (79-5)

JANUARY				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

January 3-14, 2022 Keystone Testing, Wave 2
 January 14, 2022 2-hour early dismissal
 January 17, 2022 Act 80 Day
 January 17, 2022 End of Marking Period 2
 January 21, 2022 Report Card distribution
 (21-0) / (100-5)

FEBRUARY				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

February 18, 2022 In-service
 February 21, 2022 Schools closed
 (18-1) / (118-6)

MARCH				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

March 11, 2022 Act 80 Day
 March 23, 2022 End of Marking Period 3
 March 25, 2022 2-hour early dismissal
 (23-0) / (141-6)

APRIL				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

April 1, 2022 Report Card distribution
 April 14-19, 2022 Schools closed
 April 25-29, 2022 PSSA Testing, Grades 3-8 English/Language Arts
 (17-0) / (158-6)

MAY				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

May 2-13, 2022 PSSA Testing, Grades 3-8 Mathematics & Science
 May 16-26, 2022 Keystone Testing Algebra I, Biology, Literature
 May 27-30, 2022 Schools closed
 (20-0) / (178-6)

JUNE				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

June 2, 2022 Last student day
 June 3, 2022 2-hour early dismissal
 June 11, 2022 In-service
 Graduation
 (2-1) / (180-7)

- teacher induction
- first student day
- in-service day/no school for students
- schools closed
- Act 80 day/no school for students
- 2-hour early dismissal
- end of marking period
- report cards distributed

Weather Make-up Days:

The district has been approved to use 5 Flexible Instructional Days in the 2021-2022 School Year. These will be used for the first five emergency cancellation days.

- April 14: 6th make-up
- April 19: 7th make-up

All other weather make-up days will be added to the end of the calendar.



Book	Board Policy Manual
Section	100 Programs
Title	Extracurricular Participation by Charter/Cyber Charter Students
Code	140.1
Status	
Legal	<ol style="list-style-type: none">1. 24 P.S. 1719-A2. 24 P.S. 1743-A3. 24 P.S. 1749-A4. Pol. 122 - Extracurricular Activities5. Pol. 123 - Interscholastic Athletics6. Pol. 140 - Charter Schools7. Pol. 218 - Student Discipline8. 24 P.S. 5119. Pol. 204 - Attendance

Authority

The Board shall approve participation in the district's extracurricular activities and interscholastic athletic programs by a student enrolled in a charter or cyber charter school **who meets all the conditions stated in Board policy and** the charter or cyber charter school does not provide the same extracurricular activity or interscholastic athletic program. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)

The Board shall not provide individual transportation for students enrolled in charter or cyber charter schools who participate in the district's extracurricular activities or interscholastic athletic programs. When the district provides transportation to and from an away competition, game, event or exhibition and requires district students to use district transportation, charter/cyber charter students shall be required to use the transportation provided by the district.

The Board may require the charter or cyber charter school to pay the cost of the expenses for its students' participation in the district's extracurricular activities or interscholastic athletic programs.

Guidelines

Charter and cyber charter school students shall be given an equal opportunity to compete for positions and participate in extracurricular activities and interscholastic athletic programs.

A charter or cyber charter school student may only participate in extracurricular activities and interscholastic athletic programs at the school building closest to the charter or cyber charter school, or at the school building the student would be assigned to if s/he was enrolled in the

school district.

The following conditions shall govern participation in the district's extracurricular activities and interscholastic athletic programs by eligible charter and cyber charter school students, who shall:

1. Be a resident of the school district.
2. Meet the required eligibility criteria.[4][5]
3. Maintain appropriate insurance coverage, consistent with the coverage requirements for district students.[5]
4. Comply with Board policies and school rules and regulations regarding extracurricular activities, interscholastic athletics, and student discipline.[4][5][7]
5. Comply with policies, rules and regulations of the activity's governing organization.[8]
6. Meet attendance and reporting requirements established for all participants of the activity or program.[9]
7. Meet the requirements for physical examinations, physical fitness and any height and/or weight restrictions.[5]
8. Comply with all requirements and directives of the district staff, coaches and administrators involved with the extracurricular activity or interscholastic athletic program.

If a class for credit held during the school day by the school district is required for participation in activities that take place outside of the class, charter/cyber charter students shall not be eligible to participate in such activities.

Delegation of Responsibility

The **building principal or designee** shall ensure that charter and cyber charter students have access to information regarding the district's extracurricular activities and interscholastic athletic programs.

The building principal or designee shall receive and review written verification from the charter or cyber charter school that a student has met and continues to meet the established eligibility criteria for an extracurricular activity or interscholastic athletic program.

The **building principal or designee** shall distribute information regarding eligibility criteria and student participation in extracurricular activities and interscholastic athletics to all affected by them.



Book	Board Policy Manual
Section	100 Programs
Title	Migrant Students
Code	142
Status	
Legal	<ol style="list-style-type: none">1. 24 P.S. 13262. 24 P.S. 13273. 20 U.S.C. 6391 et seq4. 34 CFR 200.81-200.885. Pol. 105 - Curriculum6. Pol. 112 - Guidance Counseling7. Pol. 113 - Special Education8. Pol. 114 - Gifted Education9. Pol. 115 - Career and Technical Education10. Pol. 333 - Professional Development <p>22 PA Code 403.1</p>

Authority

The Board establishes a program to address the needs and provide appropriate services to migrant students attending district schools. [\[1\]](#) [\[2\]](#) [\[3\]](#) [\[4\]](#)

Guidelines

The district program for migrant students shall include procedures to:

1. Identify migrant students and assess their educational and related health and social needs.
2. Ensure migrant students have the appropriate educational opportunities to meet the same academic standards required of all students.
3. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes. [\[5\]](#) [\[6\]](#) [\[7\]](#) [\[8\]](#) [\[9\]](#)
4. Provide parents/guardians an opportunity for meaningful participation in the program.
5. Provide advocacy and outreach programs for migrant students and their families.

6. Provide professional development for district staff. [10]

The district shall provide materials to parents/guardians regarding their role in improving the academic achievement of their child.

Delegation of Responsibility

The Superintendent or designee shall develop procedures to notify and involve parents/guardians in the development, implementation and evaluation of the district's program for migrant students.



Book	Board Policy Manual
Section	100 Programs
Title	Student Services
Code	146
Status	
Legal	<ol style="list-style-type: none">1. 22 PA Code 4.132. 22 PA Code 12.413. Pol. 100 - Comprehensive Planning4. Pol. 112 - Guidance Counseling5. Pol. 113 - Special Education6. Pol. 209 - Health Examinations-Screenings7. Pol. 210 - Medications8. Pol. 210.1 - Possession/Use of Asthma Inhalers/Epinephrine Auto-Injectors9. 24 P.S. 154710. 22 PA Code 12.4211. Pol. 236 - Student Assistance Program12. Pol. 115 - Career and Technical Education13. Pol. 227 - Controlled Substances/ParaphernaliaPol. 209.1 - Food Allergy ManagementPol. 235.1 - SurveysPol. 808 - Food Services

Authority

The Board directs that every six (6) years, the district shall develop a written plan for implementing a comprehensive and integrated K-12 program of student services, based on the needs of students. **The plan shall be made available for public inspection and comment in the district's administrative offices and on the District Website for a minimum of twenty-eight (28) days prior to approval by the Board.** [\[1\]](#)[\[2\]](#)[\[3\]](#)

The Board directs that the student services plan **shall** be reviewed and revised as necessary. [\[2\]](#)

Guidelines

Services offered by community agencies in district schools shall be coordinated by and be under the general direction of the school district. [\[2\]](#)

The following categories of services shall be provided by the district and included in the student services plan: [\[2\]](#)

1. Developmental services that address students' needs throughout their district enrollment, which include: guidance counseling, psychological services, health services, home and school visitor services, and social work services that support students in addressing academic, behavioral, health, personal and social development issues. [\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)
2. Diagnostic, intervention and referral services for students experiencing problems attaining educational achievement appropriate to their learning potential.
3. Consultation and coordination services for students who are experiencing chronic problems that require multiple services by teams or specialists.

The district shall plan and provide for a Student Assistance Program (SAP) in accordance with applicable law and regulations. [\[9\]](#)[\[10\]](#)[\[11\]](#)

The district's student services shall: [\[2\]](#)

1. Be an integral part of the instructional program at all levels of the school system.
2. Provide information to students and parents/guardians about the educational opportunities of the school's instructional program and how to access those opportunities.
3. Provide career information and assessments to inform students and parents/guardians about work and career options available to individual students. [\[4\]](#)[\[12\]](#)
4. Provide basic health services required by law for students and provide information to parents/guardians about the health needs of their children. [\[6\]](#)[\[7\]](#)[\[8\]](#)[\[13\]](#)

Delegation of Responsibility

The Superintendent or designee shall be responsible to develop, implement and monitor a student services plan that complies with state regulations and is available to all students.

The Superintendent or designee shall ensure that all persons delivering student services are specifically licensed or certified as required by law or regulations. [\[2\]](#)



Book	Board Policy Manual
Section	200 Pupils
Title	Withdrawal From School
Code	208
Status	
Legal	<ol style="list-style-type: none">1. 22 PA Code 11.132. 22 PA Code 12.13. 24 P.S. 13264. 24 P.S. 13275. Pol. 204 - Attendance6. 22 PA Code 11.4

Purpose

The Board affirms that even though law requires attendance of only **students of compulsory school age**, it is in the best interests of both students and the community that students complete the educational program that will equip them with required skills and increase their chances for a successful life beyond school. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)

Authority

The Board directs that whenever a student wishes to withdraw, efforts should be made to determine the underlying reason for such action. District resources and staff shall be utilized to assist the student in pursuing career goals.

No student of compulsory school age will be permitted to withdraw without the written consent of a parent/guardian and supporting justification.

The Board shall approve the withdrawal of students attending college full-time. [\[6\]](#)

Guidelines

Counseling services shall be made available to any student who states an intention to withdraw permanently.

Information shall be given to help a withdrawing student define educational and life goals and develop a plan for achieving those goals.

Students shall be informed about the tests for General Educational Development.

Delegation of Responsibility

The **building principal** shall ensure the timely return of all district-owned supplies and equipment in the possession of the student.



Book	Board Policy Manual
Section	200 Pupils
Title	Class Rank
Code	214
Status	
Legal	1. Pol. 216 - Student Records 24 P.S. 510

Purpose

The Board acknowledges the necessity for a system of computing grade point averages and class rank for secondary school students to inform students, parents/guardians and others of their relative academic placement among their peers.

Authority

The Board authorizes a system of class rank, by grade point average, for students in grades 9-12. All students shall be ranked together.

Class rank shall be computed by the final grade in all subjects for which credit is awarded.

Any two (2) or more students whose computed grade point averages are identical shall be given the same rank. The rank of the student who immediately follows a tied position will be determined by the number of students preceding and not by the rank of the proceeding person.

A student's grade point average and rank in class shall be entered on the student's record and transcripts and shall be subject to Board policy on release of student records.[1]

Delegation of Responsibility

The Superintendent or designee shall develop **administrative regulations** for computing grade point averages and assigning class rank to implement this policy.

APPENDIX C

Assistant Superintendent's Objective Performance Standards

2020-2021

The Assistant Superintendent's Objective Performance Standards are as follows:

- 1) The Assistant Superintendent will assist the Superintendent in providing instructional leadership to building principals and ongoing oversight of the performance of each district school and to that end will assist in submitting building action plans to the Board of Directors by January 1, 2021.**

- 2) The Assistant Superintendent will develop an updated New Teacher Induction Plan and submit such plan to the Superintendent for anticipated implementation for the 2021-2022 school year.**

- 3) The Assistant Superintendent will update the All-Hazards plan to meet current safety and security measures and integrate current health and safety procedures.**

December 22, 2020

Mr. Mark Wall
 Jersey Shore Area School District
 175 A&P Drive
 Jersey Shore, PA 17740

RE: JSASD- Avis Elementary School 10 Year Warranty Renewal

Dear Mr. Wall:

Weatherproofing Technologies, Inc. is pleased to present our proposal for a ten (10) year warranty renewal for Avis Elementary School located at 1088 3rd Street, Jersey Shore, PA 17740. The scope of work is based on a turnkey operation as specified and bid by the AEPA/KPN (Contract # KPN/AEPA IFB #017-F). Any questions regarding the bidding of the AEPA/KPN contract or our performance should be directed to Jeffrey Kimball at the Central Susquehanna Intermediate Unit.

All necessary repairs required to permit the issuance of the ten (10) year warranty renewal are included. These repairs were determined based on a visual inspection as well as an infrared scan of the roof areas. Upon completion of the repairs, a warranty renewal will be provided for an additional ten (10) years from the date of issuance.

REPAIR SCOPE

1. Repair all open flashings.
2. Coat all flashings with Alumanation 301 aluminum coating.
3. Refasten any loose metal flashings.
4. Clean debris from around all roof drains.
5. Walk all roof areas and provide miscellaneous preventative maintenance repairs.

PROJECT INVESTMENT:

Jersey Shore Area School District	Project Investment
Avis Elementary School - Required Roof Repairs for a 10 Year Warranty Renewal - 10 Year Warranty Renewal with Housekeeping and Preventative Maintenance in Years 4 and 9.	\$24,142.46

Please Note:

- Payment terms for this project would be 2% 10, Net 30. If all payments are made within 10 days of submittal of payment applications, this represents a potential savings of \$482.84.

- This price is valid for 60 days. After this time, project conditions are subject to reassessment.
- This Proposal is an offer by WTI to provide the Scope of Work set forth above to the Customer on the terms and conditions set forth herein and in WTI's standard terms and conditions (a copy of which may be obtained at <http://www.tremcoroofing.com/files/share/terms/TandCWTI.pdf>), which are hereby incorporated by reference (together, the "Terms and Conditions"). The Terms and Conditions will govern the Work to the exclusion of any other or different terms, including in any customer purchase order, unless otherwise expressly agreed in writing pursuant to a Master Agreement or similar contract with Customer signed by an authorized representative of WTI.

Respectfully Submitted,

A handwritten signature in blue ink, appearing to read "Christopher Hall", written in a cursive style.

Christopher Hall
Construction Manager
Weatherproofing Technologies, Inc.

December 22, 2020

Mr. Mark Wall
Jersey Shore Area School District
175 A&P Drive
Jersey Shore, PA 17740

RE: JSASD- Jersey Shore Middle School: 10 Year Warranty Renewal on Areas 1-6 and 8-10

Dear Mr. Wall:

Weatherproofing Technologies, Inc. is pleased to present our proposal for a ten (10) year warranty renewal for Jersey Shore Middle School located at 601 Thompson St, Jersey Shore, PA 17740. The scope of work is based on a turnkey operation as specified and bid by the AEPA/KPN (Contract # KPN/AEPA IFB #017-F). Any questions regarding the bidding of the AEPA/KPN contract or our performance should be directed to Jeffrey Kimball at the Central Susquehanna Intermediate Unit.

All necessary repairs required to permit the issuance of the ten (10) year warranty renewal are included. These repairs were determined based on a visual inspection as well as an infrared scan of the roof areas. Upon completion of the repairs, a warranty renewal will be provided for an additional ten (10) years from the date of issuance.

REPAIR SCOPE (Roof Areas 1-6 and 8-10)

1. Repair all open flashings.
2. Coat all flashings with Alumanation 301 aluminum coating.
3. Refasten any loose metal flashings.
4. Remove and replace 5 roof drain lead flashings.
5. Clean debris from around all roof drains.
6. Replace identified wet insulation on Roof Areas 1, 3, 4, 5, and 6 per the IR Scan Drawing.
 - a. Remove existing wet insulation down to the concrete roof deck.
 - b. Install new polyisocyanurate insulation and wood fiber board insulation in Low Rise Foam Insulation Adhesive to match the existing insulation height.
 - c. Install three (3) plies of BURmastic Composite Ply HT adhered in BURmastic Cold Adhesive.
 - d. Extend the three (3) ply membrane twelve inches out onto the existing primed roof surface.
 - e. Seal leading edges of the patch with 6 inch burmesh adhered in and covered with ELS.
7. Clean and remove all debris from the roof.
8. Walk all roof areas and provide miscellaneous preventative maintenance repairs.

PROJECT INVESTMENT:

Jersey Shore Area School District	Project Investment
Jersey Shore Middle School (Roof Areas 1-6 and 8-10) <ul style="list-style-type: none">- Required Roof Repairs for a 10 Year Warranty Renewal- 10 Year Warranty Renewal with Housekeeping and Preventative Maintenance in Years 4 and 9.	\$54,143.21

Please Note:

- Payment terms for this project would be 2% 10, Net 30. If all payments are made within 10 days of submittal of payment applications, this represents a potential savings of \$1,082.86.
- This price is valid for 60 days. After this time, project conditions are subject to reassessment.
- This Proposal is an offer by WTI to provide the Scope of Work set forth above to the Customer on the terms and conditions set forth herein and in WTI's standard terms and conditions (a copy of which may be obtained at <http://www.tremcoroofing.com/files/share/terms/TandCWTI.pdf>), which are hereby incorporated by reference (together, the "Terms and Conditions"). The Terms and Conditions will govern the Work to the exclusion of any other or different terms, including in any customer purchase order, unless otherwise expressly agreed in writing pursuant to a Master Agreement or similar contract with Customer signed by an authorized representative of WTI.

Respectfully Submitted,



Christopher Hall
Construction Manager
Weatherproofing Technologies, Inc.

December 22, 2020

Mr. Mark Wall
 Jersey Shore Area School District
 175 A&P Drive
 Jersey Shore, PA 17740

RE: JSASD- Jersey Shore High School: 10 Year Warranty Renewal on Areas 1-5

Dear Mr. Wall:

Weatherproofing Technologies, Inc. is pleased to present our proposal for a ten (10) year warranty renewal for Jersey Shore High School located at 701 Cemetery St, Jersey Shore, PA 17740. The scope of work is based on a turnkey operation as specified and bid by the AEPA/KPN (Contract # KPN/AEPA IFB #017-F). Any questions regarding the bidding of the AEPA/KPN contract or our performance should be directed to Jeffrey Kimball at the Central Susquehanna Intermediate Unit.

All necessary repairs required to permit the issuance of the ten (10) year warranty renewal are included. These repairs were determined based on a visual inspection as well as an infrared scan of the roof areas. Upon completion of the repairs, a warranty renewal will be provided for an additional ten (10) years from the date of issuance.

REPAIR SCOPE (Roof Areas 1-5)

1. Repair all open flashings.
2. Coat all flashings with Alumanation 301 aluminum coating.
3. Refasten any loose metal flashings.
4. Fill pitch pockets
5. Clean debris from around all roof drains.
6. Walk all roof areas and provide miscellaneous preventative maintenance repairs.

PROJECT INVESTMENT:

Jersey Shore Area School District	Project Investment
Jersey Shore High School (Areas 1-5) - Required Roof Repairs for a 10 Year Warranty Renewal - 10 Year Warranty Renewal with Housekeeping and Preventative Maintenance in Years 4 and 9.	\$43,637.12

Please Note:

- Payment terms for this project would be 2% 10, Net 30. If all payments are made within 10 days of submittal of payment applications, this represents a potential savings of \$872.74.
- This price is valid for 60 days. After this time, project conditions are subject to reassessment.
- This Proposal is an offer by WTI to provide the Scope of Work set forth above to the Customer on the terms and conditions set forth herein and in WTI's standard terms and conditions (a copy of which may be obtained at <http://www.tremcoroofing.com/files/share/terms/TandCWTL.pdf>), which are hereby incorporated by reference (together, the "Terms and Conditions"). The Terms and Conditions will govern the Work to the exclusion of any other or different terms, including in any customer purchase order, unless otherwise expressly agreed in writing pursuant to a Master Agreement or similar contract with Customer signed by an authorized representative of WTI.

Respectfully Submitted,



Christopher Hall
Construction Manager
Weatherproofing Technologies, Inc.

Prepared for: Mark Wall, Jersey Shore Area School District
175 A&P Dr.
Jersey Shore, PA 17740
Office: 570-398-5055 | Mobile: 570-279-2241
Email: mwall@jsasd.org

**In-Stock & Currently Available.
Contact ASAP to Secure Vehicle.**

2021 F-250 4x4 SD Regular Cab 8' box 142" WB SRW XL (F2B)

Price Level: 115



**Turn-key Quote Includes:
Service Body, Western Plow & Amber Safety Lighting**



Ford | Ram | Dodge | Chrysler | Jeep | Toyota | Isuzu

Client Proposal

Prepared by:
Jordan DiClemente
Office: 717-354-4901
Email: jdiclemente@newhollandauto.com
Quote ID: 12-9-20-1
Date: 12/09/2020



Prepared for: Mark Wall

Jersey Shore Area School District

Prepared by: Jordan DiClemente

12/09/2020



New Holland Auto Group | 508 West Main Street New Holland Pennsylvania | 17557

2021 F-250 4x4 SD Regular Cab 8' box 142" WB SRW XL (F2B)

Price Level: 115 | Quote ID: 12-9-20-1

Warranty

Standard Warranty

Basic

Distance 36,000 miles Months 36 months

Powertrain

Distance 60,000 miles Months 60 months

Corrosion Perforation

Distance Unlimited miles Months 60 months

Roadside Assistance

Distance 60,000 miles Months 60 months

Prices and content availability as shown are subject to change and should be treated as estimates only. Actual base vehicle, package and option pricing may vary from this estimate because of special local pricing, availability or pricing adjustments not reflected in the dealer's computer system. See salesperson for the most current information.

Prepared for: Mark Wall

Jersey Shore Area School District

Prepared by: Jordan DiClemente

12/09/2020



New Holland Auto Group | 508 West Main Street New Holland Pennsylvania | 17557

2021 F-250 4x4 SD Regular Cab 8' box 142" WB SRW XL (F2B)

Price Level: 115 | Quote ID: 12-9-20-1

As Configured Vehicle

Code	Description	MSRP
Base Vehicle		
F2B	Base Vehicle Price (F2B)	\$37,020.00
Packages		
600A	Order Code 600A <i>Includes:</i> - Engine: 6.2L 2-Valve SOHC EFI NA V8 Flex-Fuel - Transmission: TorqShift-G 6-Spd Auto w/SelectShift - GVWR: 10,000 lb Payload Package - Wheels: 17" Argent Painted Steel Includes painted hub covers/center ornaments. - HD Vinyl 40/20/40 Split Bench Seat Includes center armrest, cupholder and driver's side manual lumbar. - Radio: AM/FM Stereo w/MP3 Player Includes 4 speakers. - SYNC Communications & Entertainment System Includes enhanced voice recognition with 911 Assist, 4.2" LCD center stack screen, AppLink and 1 smart-charging USB-C port.	N/C
Powertrain		
996	Engine: 6.2L 2-Valve SOHC EFI NA V8 Flex-Fuel	Included
44S	Transmission: TorqShift-G 6-Spd Auto w/SelectShift	Included
X3E	Electronic-Locking w/3.73 Axle Ratio	\$390.00
STDGV	GVWR: 10,000 lb Payload Package	Included
Wheels & Tires		
TBM	Tires: LT245/75Rx17E BSW A/T <i>Spare may not be the same as road tire.</i>	\$165.00
64A	Wheels: 17" Argent Painted Steel <i>Includes painted hub covers/center ornaments.</i>	Included
Seats & Seat Trim		
A	HD Vinyl 40/20/40 Split Bench Seat <i>Includes center armrest, cupholder and driver's side manual lumbar.</i>	Included
Other Options		
142WB	142" Wheelbase	STD
PAINT	Monotone Paint Application	STD

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12/09/2020



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2021 F-250 4x4 SD Regular Cab 8' box 142" WB SRW XL (F2B)

Price Level: 115 | Quote ID: 12-9-20-1

As Configured Vehicle (cont'd)

Code	Description	MSRP
90L	Power Equipment Group <i>Deletes passenger-side lock cylinder. Includes upgraded door trim panel.</i> <i>Includes:</i> - Accessory Delay - Trailer Tow Mirrors w/Power Heated Glass <i>Includes manual folding, manually telescoping and heated convex spotter mirror.</i> - Advanced Security Pack <i>Includes SecuriLock Passive Anti-Theft System (PATS) and inclination/intrusion sensors.</i> - Power Locks - Power Tailgate Lock - Power Front Seat Windows <i>Includes 1-touch up/down driver/passenger window.</i> - Remote Keyless Entry	\$865.00
473	Snow Plow Prep Package Requires Extra Extra Heavy-Duty Alternator (67E) when ordered with Upfitter Switches (66S) and 110V/400W Outlet (43C). <i>Includes computer selected springs for snowplow application. Note 1: Restrictions apply; see Supplemental Reference or Body Builders Layout Book for details. Note 2: May result in deterioration of ride quality when vehicle is not equipped with snowplow.</i>	\$250.00
41P	Transfer Case & Fuel Tank Skid Plates	\$100.00
67E	240 Amp Alternator	\$85.00
52B	Trailer Brake Controller <i>Verified to be compatible with select electric over hydraulic brakes. Includes smart trailer tow connector.</i>	\$270.00
18B	Platform Running Boards	\$320.00
43C	110V/400W Outlet Requires Extra Extra Heavy-Duty Alternator (67E) when ordered with Upfitter Switches (66S) and Snow Plow Pkg. (473) or Snow Plow/Camper Pkg. (47B). <i>Includes 1 in-dash mounted outlet.</i>	\$175.00
66S	Upfitter Switches (6) Requires Extra Extra Heavy-Duty Alternator (67E) when ordered with 110V/400W Outlet (43C) and Snow Plow Pkg. (473) or Snow Plow/Camper Pkg. (47B) and 6.2L Gas engine (996); or Dual Alternators (67A) when ordered with 110V/400W Outlet (43C) and Snow Plow Pkg. (473) or Snow Plow/Camper Pkg. (47B) and Diesel engine (99T); or Dual Extra Heavy-Duty Alternator (67B) when ordered with 110V/400W Outlet (43C) and Snow Plow Pkg. (473) or Snow Plow/Camper Pkg. (47B) and 7.3L Gas engine (99N). <i>Located in overhead console.</i>	\$165.00
587	Radio: AM/FM Stereo w/MP3 Player <i>Includes 4 speakers.</i> <i>Includes:</i> - SYNC Communications & Entertainment System <i>Includes enhanced voice recognition with 911 Assist, 4.2" LCD center stack screen, AppLink and 1 smart-charging USB-C port.</i>	Included

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Prepared for: Mark Wall

Jersey Shore Area School District

Prepared by: Jordan DiClemente

12/09/2020



New Holland Auto Group | 508 West Main Street New Holland Pennsylvania | 17557

2021 F-250 4x4 SD Regular Cab 8' box 142" WB SRW XL (F2B)

Price Level: 115 | Quote ID: 12-9-20-1

As Configured Vehicle (cont'd)

Code	Description	MSRP
Emissions		
425	50-State Emissions System	STD
Interior Colors		
AS_01	Medium Earth Gray	N/C
Primary Colors		
Z1_01	Oxford White	N/C

Upfit Options

NHA	New Holland Auto Advantage <i>FREE - Completely Detailed Vehicle FREE - Delivery to Your Location FREE - Full Tank of Fuel FREE - PA Municipal Tags</i>	\$0.00
SB696	8' Knapheide 696-2 Service Body - Installed <i>8FT SRW SERVICE BODY: Knapheide 696 Steel Service Body. 56" CA, 97.25" Long, 78" wide, 40" high side packs, 14.5" deep compartments and 49" wide cargo area.</i> <i>Includes: * Standard Knapheide 696-2 service body features * 78" wide Galva-Grip recess bumper w/ Spray-On Liner * LED Stop, Tail, Turn & Backup Lights * Aluminum fuel fill cup * 7-way flat pin trailer plug socket * Backup alarm * Factory painted Knapheide blend white * Removal of factory pickup bed (if applicable) * Reinstall factory backup camera (if applicable)</i>	\$7,043.00
MVP	8' 6" Western MVP Plus Plow - Installed <i>Includes: * Rubber Deflector (Optional) * Hand Held Controller (Standard)</i>	\$5,428.00
LS Amber	Amber Safety LED Lighting Package - Installed <i>Includes: * (1) LED Mini Light Bar (mounted to Drill-Free Cab Mount) * (1) Drill-Free Light Bar Cab Mount Platform (attaches to the third brake light OEM location)</i>	\$785.00

SUBTOTAL	\$53,061.00
Destination Charge	\$1,695.00

Prices and content availability as shown are subject to change and should be treated as estimates only. Actual base vehicle, package and option pricing may vary from this estimate because of special local pricing, availability or pricing adjustments not reflected in the dealer's computer system. See salesperson for the most current information.

Prepared for: Mark Wall

Jersey Shore Area School District

Prepared by: Jordan DiClemente

12/09/2020



New Holland Auto Group | 508 West Main Street New Holland Pennsylvania | 17557

2021 F-250 4x4 SD Regular Cab 8' box 142" WB SRW XL (F2B)

Price Level: 115 | Quote ID: 12-9-20-1

As Configured Vehicle (cont'd)

Code	Description	MSRP
TOTAL		\$54,756.00

COSTARS Pricing Next Page

Prepared for: Mark Wall

Jersey Shore Area School District
Prepared by: Jordan DiClemente
12/09/2020



New Holland Auto Group | 508 West Main Street New Holland Pennsylvania | 17557

2021 F-250 4x4 SD Regular Cab 8' box 142" WB SRW XL (F2B)

Price Level: 115 | Quote ID: 12-9-20-1

Pricing Summary - Single Vehicle

	MSRP
<i>Vehicle Pricing</i>	
Base Vehicle Price	\$37,020.00
Options & Colors	\$2,785.00
Upfitting	\$13,256.00
Destination Charge	\$1,695.00
Subtotal	\$54,756.00
<i>Pre-Tax Adjustments</i>	
Description	
COSTARS #25-117 Municipal Vehicle Discount	-\$10,474.00
Total	\$44,282.00

Customer Signature

Acceptance Date

**In-Stock & Currently Available.
Contact ASAP to Secure Vehicle.**

**Turn-key Quote Includes:
Service Body, Western Plow & Amber Safety Lighting**



Ford | Ram | Dodge | Chrysler | Jeep | Toyota | Isuzu

Prices and content availability as shown are subject to change and should be treated as estimates only. Actual base vehicle, package and option pricing may vary from this estimate because of special local pricing, availability or pricing adjustments not reflected in the dealer's computer system. See salesperson for the most current information.

RESOLUTION

WHEREAS, on June 27, 2006, the Pennsylvania legislature passed Act 1 of Special Session 2006, entitled the "Taxpayer Relief Act" (hereinafter "Act 1");

WHEREAS, Act 1 requires school districts to limit tax increases to the level set by an inflation index unless the tax increase is approved by voters in a referendum or the school district obtains from the Department of Education or a court of common pleas certain referendum exceptions;

WHEREAS, Act 1 does, however, allow a board of school directors to elect to adopt a resolution indicating that it will not raise the rate of any tax for the support of the public schools for the following fiscal year by more than its index, provided this resolution must be adopted no later than 110 days prior to the date of the election immediately preceding the upcoming fiscal year;

WHEREAS, the Jersey Shore Area School District index for the 2021-2022 fiscal year is 4.1%;

WHEREAS, the Jersey Shore Area School District Board of Directors has made the decision that it shall not raise the rate of any tax for the support of the public school for the 2021-2022 fiscal year by more than its index.

AND NOW, on this 25th day of January, 2021 it is hereby RESOLVED by the Jersey Shore Area School District (hereinafter "District") Board of Directors (hereinafter "Board") the following:

1. The Board certifies that it will not increase any school district tax for the 2021-2022 school year at a rate that exceeds the index as calculated by the Pennsylvania Department of Education.
2. The Board certifies that it will comply with the procedures set forth in Section 687, of the Pennsylvania Public School Code (hereinafter "School Code"), 24 P.S. §6-687, for the adoption of its proposed and final budget.
3. The Board certifies that increasing any tax at a rate less than or equal to the index will be sufficient to balance its final budget of the 2021-2022 fiscal year.
4. The Administration of the District will submit the District's information on a proposed increase in the rate of a tax levied for the support of the District to the Pennsylvania Department of Education on the uniform form prepared by the Pennsylvania Department of Education no later than five days after the Board's adoption of this Resolution.
5. The Administration of the District will send a copy of this Resolution to the Pennsylvania Department of Education no later than five days after the Board's adoption of this Resolution.
6. The Board understands and agrees that by passing this Resolution it is not eligible to seek referendum exceptions under Section 333(f) of Act 1 and is not eligible to

request approval from the voters through a referendum to increase a tax rate by more than the index as established for the 2021-2022 fiscal year.

7. Once this Resolution is passed, the Administration of the District is not required to comply with the preliminary budget requirements set forth in paragraphs (a) and (c) of Section 311 of Act 1. Provided, however:
 - (a) The Board understands and agrees that, upon receipt of the information submitted by the District as set forth in paragraphs 4 and 5 above, the Pennsylvania Department of Education shall compare the District's proposed percentage increase in the rate of the tax with the index.
 - (b) Within ten days of the receipt of this information, the Pennsylvania Department of Education shall inform the District whether its proposed tax rate increase is less than or equal to the index.
 - (c) If the Pennsylvania Department of Education determines that the District's proposed increase in the rate of the District's tax exceeds the index, the District is subject to the preliminary budget requirements as set forth in paragraph (a) and (c) of Section 311 of Act 1.

JERSEY SHORE AREA SCHOOL DISTRICT
Jersey Shore, Pennsylvania

By: _____
Craig Allen, President

ATTEST:

Benjamin J. Enders, Secretary

(SEAL)



Book	Board Policy Manual
Section	100 Programs
Title	Jersey Shore Online Learning
Code	124.1
Status	
Cross References	5. Policy 217 - Graduation 4. Policy 137.1 - Extracurricular Participation by Home Education Students 3. Policy 122 - Extracurricular Activities 2. Policy 212 - Reporting Student Progress
Adopted	February 10, 2014
Last Revised	January 28, 2019

Purpose

The Jersey Shore Area School District, in conjunction with BLaST Intermediate Unit 17, offers district students the opportunity to enroll in the program of online courses as a means of fulfilling their educational requirements. Jersey Shore Online Learning students are full-time Jersey Shore Area School District students who may participate in academic, co-curricular, athletic, and social activities available to all District students. A student's progress and achievement will be monitored and assessed throughout his/her enrollment in the program.

Jersey Shore Online Learning may also be utilized as an educational program for alternative or disciplinary educational placements.

Definitions

Jersey Shore Online Learning, an online learning program service through BLaST Intermediate Unit 17 and Capital Area Intermediate Unit 15 designed to assist local school districts in providing and managing an online learning curriculum.

Delegation of Responsibility

The Superintendent and/or designee(s) shall develop administrative regulations that implement the requirements of this policy, including enrollment procedures, grading guidelines, attendance guidelines, and termination procedures.

Guidelines

Parents/Guardians desiring to enroll their student in Jersey Shore Online Learning as the major source of course work must meet with the Superintendent or designee(s) (Administration and/or Guidance Counselor) to discuss the program requirements and begin the enrollment process prior to enrolling into Jersey Shore Online

Learning.

The following eligibility and procedures will be followed by the student and/or parent/guardian:

1. The student must be a Jersey Shore Area School District resident in grades K-12.
2. Parents/Guardians must follow District enrollment procedures, District policies, and School-district guidelines.
3. Parents/Guardians and student must meet with Jersey Shore Area School District designated personnel to determine a course of study.

The student's progress shall be monitored by the student's Guidance Counselor and program teacher. At any time, a student may be required to return to school for lack of course work completed or unsatisfactory grades. [2]

A student may elect, with parental permission, to take part of his/her course requirements through Jersey Shore Online Learning and attend on-site classes for the remaining courses.

As a Jersey Shore Area School District student, a Jersey Shore Online Learning student is eligible to participate in interscholastic athletics and any other extracurricular activities, providing eligibility requirements are met. Jersey Shore Online Learning participants who are placed in the program for disciplinary reasons will generally not be eligible for participation in interscholastic athletics or other extra-curricular activities. [3,4]

Students enrolled in Jersey Shore Online Learning must meet the graduation requirements established by the district. The student shall receive a Jersey Shore Area High School diploma and shall be eligible to participate in graduation activities. [5]



Book	Board Policy Manual
Section	100 Programs
Title	Class Size
Code	126
Status	
Legal	24 P.S. 510

Authority

Class size shall be determined by the Board after consultation with the Superintendent and designated administrators.

Delegation of Responsibility

The Superintendent shall develop administrative regulations for determining class size, which shall take into account:

1. Subject matter.
2. Type of instruction.
3. Ability of students.
4. Age group of students.
5. Use of aides.
6. Use of special facilities and equipment.



Book	Board Policy Manual
Section	100 Programs
Title	Assessment System
Code	127
Status	
Legal	<ol style="list-style-type: none">1. 22 PA Code 4.122. 22 PA Code 4.513. 22 PA Code 4.524. Pol. 102 - Academic Standards5. 22 PA Code 12.416. 22 PA Code 4.47. 20 U.S.C. 63118. Pol. 138 - English as a Second Language/Bilingual Education Program9. Pol. 212 - Reporting Student Progress10. Pol. 103.1 - Nondiscrimination - Qualified Students with Disabilities11. Pol. 113 - Special Education

Purpose

The Board recognizes its responsibility to develop and implement an assessment system that will determine the degree to which students are achieving academic standards and provide information for improving the educational program.

Authority

The Board shall approve an assessment system for use in district schools to assess individual attainment of state and local academic standards, and to identify those students not attaining academic standards and provide assistance. The Board shall approve an assessment system at least once every six (6) years, which shall be implemented no later than one (1) year after the approval date. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)

The Board reserves the right to review district assessment measures and to approve those that serve a legitimate purpose without infringing upon the personal rights of the students or parents/guardians. [\[3\]](#)[\[5\]](#)

The Board directs the Superintendent or designee to grant requests to review state assessments from parents/guardians to determine whether the state assessments conflict with the parents'/guardians' religious beliefs. Parent/Guardian requests shall be submitted at least two (2) weeks prior to the administration of state assessments. The district shall ensure the security of

the assessment documents. [6]

If, upon inspection of a state assessment, a parent/guardian finds the assessment to be in conflict with their religious beliefs, the parent/guardian shall have the right to have their child excused from that state assessment, upon written request to the Superintendent stating the objection. [6]

Delegation of Responsibility

The Superintendent or designee shall recommend various methods of assessment and evaluation based on his/her professional judgment, generally accepted professional practice, staff input and state regulations. [1][2][3]

The Superintendent or designee shall provide summary information to the public regarding student achievement, including results of assessments, in accordance with federal and state law and regulations. [3]

The Superintendent or designee shall provide information regarding the achievement of academic standards to the PA Department of Education when requested; such information shall not include student names, identification numbers or individually identifiable information. [3]

The Superintendent or designee shall recommend improvements in the educational program, curriculum and instructional practices based upon student assessment results. [3]

Guidelines

Parents/Guardians shall receive information regarding their child's state assessment scores and may obtain an explanation of assessment results from qualified school personnel. [7][8][9]

The district shall provide assistance to students not attaining academic standards at the proficient level. The district shall inform students and parents/guardians about how to access such assistance. [3][5]

Students with disabilities and students participating in ESL/Bilingual Education programs shall participate in assessments, with appropriate accommodations when necessary. [2][10][11][8]



Book	Board Policy Manual
Section	100 Programs
Title	English as a Second Language/Bilingual Education Program
Code	138
Status	

Legal

1. [42 U.S.C. 2000d et seq](#)
 2. Pol. 102 - Academic Standards
 3. Pol. 103 - Discrimination/Title IX Sexual Harrassment Affecting Students
 4. [22 PA Code 4.26](#)
 5. [20 U.S.C. 6801 et seq](#)
 6. Pol. 103.1 - Nondiscrimination - Qualified Students with Disabilities
 7. Pol. 100 - Comprehensive Planning
 8. Pol. 333 - Professional Development
 9. [22 PA Code 11.11](#)
 10. Pol. 200 - Enrollment of Students
 11. Pol. 304 - Employment of District Staff
 12. [20 U.S.C. 6812](#)
 13. [20 U.S.C. 6826](#)
 14. [20 U.S.C. 6841](#)
 15. Pol. 113 - Special Education
 16. Pol. 114 - Gifted Education
 17. [20 U.S.C. 6842](#)
 18. [22 PA Code 4.51](#)
 19. [22 PA Code 4.51a](#)
 20. [22 PA Code 4.51b](#)
 21. [22 PA Code 4.51c](#)
 22. [22 PA Code 4.52](#)
 23. Pol. 127 - Assessment System
 24. Pol. 217 - Graduation
 25. [20 U.S.C. 1703](#)
 26. Pol. 115 - Career and Technical Education
 27. Pol. 122 - Extracurricular Activities
 28. Pol. 123 - Interscholastic Athletics
 29. [20 U.S.C. 7012](#)
 30. Pol. 212 - Reporting Student Progress
 - 34 [CFR Part 200](#)
- Pol. 105.1 - Review of Instructional Materials by Parents/Guardians and Students

Purpose

In accordance with the Board's philosophy to provide a quality educational program to all students, the district shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The goal of the program shall be to increase the English language proficiency of eligible students so that they can attain the academic standards adopted by the Board and achieve academic success. Students who have Limited English Proficiency (LEP) shall be identified, assessed and provided instruction, and shall be provided an equal opportunity to achieve their maximum potential in educational programs and

extracurricular activities, consistent with federal and state laws and regulations. [1][2][3]

Authority

The Board shall approve a written program plan of educational services for students whose dominant language is not English. The program plan shall include English as a Second Language (ESL) or bilingual/bicultural instruction. The ESL/Bilingual Education program shall be based on effective research-based theory, implemented with sufficient resources and appropriately trained staff, and evaluated periodically. [3][4][5][6]

The Board may address LEP students and programs in the district's comprehensive planning process, and shall include appropriate training for professional staff in the Professional Development Plan as necessary to provide an appropriate ESL/Bilingual Education program in compliance with law and regulations. [7][8]

The Board may contract with BLAST Intermediate Unit No. 17 for ESL/Bilingual Education services and programs.

Delegation of Responsibility

The Superintendent or designee shall implement and supervise an ESL/Bilingual Education program that ensures appropriate instruction in each school and complies with federal and state laws and regulations.

The Superintendent or designee, in conjunction with appropriate stakeholders, shall develop administrative regulations regarding the ESL/Bilingual Education program.

Guidelines

The district shall establish procedures for identifying and assessing the needs of students whose dominant language is not English. The Home Language Survey shall be completed for each student upon enrollment in the district, and shall be filed in the student's permanent record folder through graduation. [5][9][10]

The ESL/Bilingual Education program shall be designed to provide instruction that meets each student's individual needs, based on the assessment of English proficiency in listening, speaking, reading and writing. Adequate content area support shall be provided while the student is learning English, to assure achievement of academic standards. [2]

Certified employees and appropriate support staff, when necessary, shall provide the ESL/Bilingual Education program. The district shall ensure that all teachers in the ESL/Bilingual Education program hold the appropriate certification and can demonstrate academic language proficiency both in English and in the language used for instruction in their classroom. [11]

The ESL/Bilingual Education program shall be evaluated periodically to ensure all components are aligned and working effectively to facilitate the acquisition of the English language and achievement of academic standards, and shall be revised when necessary to ensure greater student achievement. [12][13][14]

Students who are English Language Learners (ELL) may be eligible for special education services when they have been identified as a student with a disability and it is determined that the disability is not solely due to lack of instruction or proficiency in the English language. [6][15]

Students who are ELL may be eligible for gifted education services, when identified in accordance with law, regulations and Board policy. The district shall ensure that assessment of a student for gifted education services screens for intervening factors, such as LEP, that may be masking gifted abilities. [16]

Students participating in ESL/Bilingual Education programs who are eligible for special education

services shall continue receiving ESL/Bilingual Education instruction, in accordance with their Individualized Education Program (IEP) or Gifted Individualized Education Plan (GIEP), at the appropriate proficiency and developmental level. [6][15][16]

Students participating in ESL/Bilingual Education programs shall be required, with accommodations, to participate in assessments and meet established academic standards and graduation requirements adopted by the Board. [2][12][13][14][17][18][19][20][21][22][23][24]

Students shall have access to and be encouraged to participate in all academic and extracurricular activities available to district students. [25][26][27][28]

Students shall exit from the ESL/Bilingual Education program in accordance with state required exit criteria. [13]

The district shall monitor ELL who exit from the ESL/Bilingual Education program. [14]

Family Engagement and Communication

Communications with parents/guardians shall be in the mode and language of communication preferred by the parents/guardians. [1][29]

At the beginning of each school year, or within fourteen (14) days of enrollment during the school year, the district shall notify parents/guardians of students enrolled in ESL/Bilingual Education programs regarding the instructional program provided to their student. [29]

Parents/Guardians shall be regularly apprised of their student's progress, including achievement of academic standards and assessment results. [23][30]

Parents/Guardians shall be notified of their right to opt the student out of supplemental ESL/Bilingual Education programs/opportunities provided through federal funding, in accordance with applicable law. [29]

The district shall notify parents/guardians of students in ESL/Bilingual Education programs within thirty (30) days, or within fourteen (14) days of enrollment, if the district fails to meet annual measurable performance objectives, as required by law. [29]

The district shall maintain an effective means of outreach to encourage parental involvement in the education of their children. [12][13][29]



Book	Board Policy Manual
Section	100 Programs
Title	Charter Schools
Code	140
Status	
Legal	<ol style="list-style-type: none">1. 24 P.S. 1702-A2. 24 P.S. 1703-A3. 24 P.S. 1715-A4. 24 P.S. 1717-A5. 24 P.S. 1718-A6. 65 Pa. C.S.A. 701 et seq7. 24 P.S. 1720-A8. 24 P.S. 1723-A9. 24 P.S. 1724-A10. 24 P.S. 1728-A11. 24 P.S. 1729-A12. 24 P.S. 1727-A13. 24 P.S. 1726-A14. 24 P.S. 1719-A24 P.S. 1701-A et seq

Purpose

In order to provide students, parents/guardians and community members an opportunity to establish and maintain schools that operate independently from this school district, the Board shall evaluate applications submitted for charter schools located within the district, in accordance with the requirements of law and those established by the Board. [\[1\]](#)

The Board and administration shall work cooperatively with individuals and groups submitting proposals and applications for charter schools.

Definitions

Appeal Board means the State Charter School Appeal Board established by the Charter School Law. [\[2\]](#)

Board of Trustees of a charter school shall be classified as public officials. [\[3\]](#)

Charter School means an independent, nonsectarian public school established and operated under a charter from the local Board in which students are enrolled or attend. A charter school must be organized as a public, nonprofit corporation; and charters may not be granted to any for-profit entity nor to support home education programs. [\[2\]](#)[\[3\]](#)[\[4\]](#)

Local Board of Directors (Board) means the Board of Directors of the school district in which a proposed or approved charter school is located. [\[2\]](#)

Regional Charter School means an independent public school established and operated under a charter from more than one local Board and approved by an affirmative vote of a majority of all Board members of each of the school districts involved. [\[2\]](#)[\[5\]](#)

Authority

The Board shall evaluate submitted applications for charter schools based on the criteria established by law, regulations and any additional criteria required by the Board. [\[4\]](#)

A charter school application shall be approved or denied by a majority vote of all Board members at a public meeting, in accordance with the provisions of law. Written notice of the Board's decision shall be sent to the applicant, Department of Education and the Appeal Board, including reasons for denial and a clear description of application deficiencies if the application is denied. The Board shall evaluate denied applications that are revised and resubmitted. [\[4\]](#)[\[6\]](#)

Upon approval of a charter application, the Board and the charter school's Board of Trustees shall sign the written charter, which shall be binding on both. The charter shall be for a period of three (3) to five (5) years and may be renewed for five-year periods by the Board. [\[7\]](#)

The Board shall not cap nor limit the number of district students enrolling in a charter school, unless agreed to by the charter school as part of the written charter. [\[8\]](#)

The Board may approve a leave of absence for up to five (5) years for a district employee to work in a charter school located in the district of employment or in a regional charter school in which the employing district is a participant, and the employee shall have the right to return to a comparable position in the district. The Board at its discretion may grant tenure to a temporary professional employee on leave from this district to teach in a charter school located in the district, upon completion of the appropriate probation period. [\[9\]](#)

The Board shall annually assess whether each charter school is meeting the goals of its charter and shall require each charter school to submit an annual report no later than August 1 of each year. [\[10\]](#)

The Board shall conduct a comprehensive review prior to granting a five-year renewal of the charter. [\[10\]](#)

The Board shall have ongoing access to the records and facilities of the charter school to ensure that the charter school is in compliance with its charter, Board policy and applicable laws. [\[10\]](#)

In cases where the health or safety of the charter school's students, staff or both is at serious risk, the Board may take immediate action to revoke a charter. [\[11\]](#)

The Board affirms that the Board of Trustees and the charter school shall be solely liable for any and all damages and costs of any kind resulting from any legal challenges involving the operation of a charter school. The local Board shall not be held liable for any activity or operation related to the program of a charter school. [\[12\]](#)

A charter school shall execute a "hold harmless" agreement indemnifying and insuring/agreeing to

defend the school district in any and all kinds of liability areas so that the school district and Board are protected in any litigation related to the operation of a charter school.

Delegation of Responsibility

Applications for charter schools shall be submitted to the Superintendent or designee, who shall be responsible for communicating and cooperating with all applicants.

The Superintendent or designee shall be responsible to assist applicants with plans for technical assistance and contracted services that may be provided by the district.

Guidelines

A charter school shall be subject to all federal and state laws and regulations prohibiting discrimination in admissions, employment and operation on the basis of disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry or need for special education services. [\[3\]](#)

Transportation

The district shall provide transportation to resident students attending a charter school located in the district, a regional charter school of which the district is a member, and a charter school located within ten (10) miles outside district boundaries, in accordance with distance requirements established for district students. [\[13\]](#)

Transportation shall be provided to charter school students on the dates and periods that the charter school is in session, regardless of whether transportation is provided to district students on those days.

Applications

Applications for charter schools must contain all the information specified in the Charter Schools Law and any additional information required by the Board. [\[4\]](#) [\[14\]](#)

Applications for charter schools shall be submitted to the Board by November 15 of the school year preceding the school year in which the school will be established. [\[4\]](#)

Within forty-five (45) days of receipt, the Board shall hold at least one (1) public hearing on the charter application, in accordance with law. At least forty-five (45) days must pass between the first public hearing and the final decision of the Board. No later than seventy-five (75) days after the first public hearing, the Board shall grant or deny the application. [\[4\]](#)

Insurance/Risk Management

The charter school shall adequately protect against liability and risk through an active risk management program approved by the Board. The program shall include proof of purchase of insurance coverages as required by the Board. [\[14\]](#) [\[12\]](#)

Minimum coverages and levels of appropriate coverages shall be established in the charter.

A charter school shall operate in a manner that minimizes the risk of injury and harm to students, employees and others.



Book	Board Policy Manual
Section	100 Programs
Title	Tutoring
Code	116
Status	
Legal	<ol style="list-style-type: none">1. 22 PA Code 4.122. 22 PA Code 4.523. 22 PA Code 11.224. 24 P.S. 13275. 22 PA Code 11.316. 24 P.S. 1117. 23 Pa. C.S.A. 6344 <p>24 P.S. 1205.1 24 P.S. 1332 24 P.S. 1333 22 PA Code 11.33 23 Pa. C.S.A. 6301 et seq</p>

Purpose

The Board recognizes that some students may require special help beyond the regular classroom program.

Guidelines

Wherever possible within the working day, each teaching staff member shall assist assigned students in the remediation of individual learning difficulties. [\[1\]](#)[\[2\]](#)

In cases where extra help is desirable and the parents/guardians request such assistance, the building principal or designee may recommend that the parents/guardians secure tutorial services for the student from a list of available tutors maintained by the school.

Excusal From School

Upon the written request of the parent/guardian, a student may be excused during school hours for tutoring in a field not offered in the district curriculum if such excusal does not interfere with the student's regular program of studies. [\[3\]](#)

The tutor's qualifications must be approved by the Superintendent. [\[3\]](#)

The district may establish reasonable conditions for excusal of a student for such tutoring. [3]

Private Tutoring

The instructional program for students not enrolled in public schools due to private tutoring by a properly qualified private tutor shall comply with state law and regulations. [4] [5]

A properly qualified private tutor shall mean a person who is certified by the Commonwealth to teach in Pennsylvania public schools; who is teaching one (1) or more children who are members of a single family; who provides the majority of instruction to such child or children; and who is receiving a fee or other consideration for instructional services. [4]

Each private tutor shall file with the Superintendent a copy of his/her Pennsylvania certification, state and federal criminal history information and child abuse history clearance. No person who would be disqualified from school employment by the provisions of 24 P.S. § 1-111(e) may be a private tutor. [6] [4] [7]

Annually, the parent/guardian shall provide written assurance to the Superintendent that all instructional requirements are being met. [5]

When the Superintendent receives a complaint that a student is not being provided the required instruction or that a student is not making satisfactory progress, the Superintendent may request evidence of the student's academic progress and documentation that instruction is being provided for the required number of days and hours. [5]

Evidence of satisfactory progress may include samples of student work, assessments, progress reports, report cards and evaluations. Documentation of instructional time may include logs maintained by the tutor or parent/guardian, attendance records, or other records indicating the dates and times instruction was provided. [5]



Book	Board Policy Manual
Section	100 Programs
Title	Homebound Instruction
Code	117
Status	
Legal	1. 24 P.S. 1329 2. 22 PA Code 11.25

Authority

The Board shall provide homebound instruction to students confined to home or hospital for physical disability, illness, injury, urgent reasons, or when such confinement is recommended for psychological or psychiatric reasons. The period of homebound instruction for an individual shall not exceed three (3) months. [\[1\]](#)[\[2\]](#)

Delegation of Responsibility

Application for homebound instruction shall certify the nature of the illness or disability, state the probable duration of the confinement and be recommended by the Superintendent. [\[1\]](#)[\[2\]](#)

The Superintendent shall develop procedures to safeguard the privacy of each child placed on homebound instruction.

The Superintendent or designee may request approval from the Department of Education to extend the period of homebound instruction for an individual, which shall be re-evaluated every three (3) months. [\[2\]](#)

Guidelines

The Board shall provide homebound instruction only for those confinements expected to last at least ten (10) school days. Exceptions may be recommended by the Superintendent.

The program of homebound instruction provided to each student shall be in accordance with the standards established by the state.

The Board reserves the right to withhold homebound instruction when any one (1) of the following occurs:

1. The instructor's presence in the place of a student's confinement presents a hazard to the health of the teacher.
2. A parent/guardian or other adult in authority is not present with the student during the hours of instruction.

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3. The condition of the student precludes any benefit from such instruction.



Book	Board Policy Manual
Section	100 Programs
Title	Extracurricular Activities
Code	122
Status	
Legal	<ol style="list-style-type: none">1. 22 PA Code 12.12. 24 P.S. 53223. 24 P.S. 14254. 20 U.S.C. 4071 et seq5. 24 P.S. 5116. Pol. 103 - Discrimination/Title IX Sexual Harassment Affecting Students7. Pol. 103.1 - Nondiscrimination - Qualified Students with Disabilities8. Pol. 110 - Instructional Supplies9. Pol. 218 - Student Discipline10. 24 P.S. 532311. Pol. 123.1 - Concussion Management12. Pol. 123.2 - Sudden Cardiac Arrest13. 22 PA Code 12.424 P.S. 5321 et seq

Purpose

The Board recognizes the educational values inherent in student participation in extracurricular activities and supports the concept of student organizations for such purposes as building social relationships, developing interests in a specific area, and gaining an understanding of the elements and responsibilities of good citizenship.

Definitions

For purposes of this policy, extracurricular activities shall be those programs that are sponsored or approved by the Board and are conducted wholly or partly outside the regular school day; are marked by student participation in the processes of initiation, planning, organizing, and execution; and are equally available to all students who voluntarily elect to participate. [\[1\]](#)

For purposes of this policy, an athletic activity shall mean all of the following: [\[2\]](#) [\[3\]](#)

1. An athletic contest or competition, other than interscholastic athletics, that is sponsored by or associated with the school, including cheerleading, club-sponsored sports activities and

sports activities sponsored by school-affiliated organizations.

2. Noncompetitive cheerleading that is sponsored by or associated with the school.
3. Practices, interschool practices and scrimmages for all athletic activities.

Authority

The Board shall make school facilities, supplies and equipment available and shall assign staff members for the support of extracurricular activities for students. Such availability and assignment shall be in accordance with the Equal Access Act. [4][5][6][7]

The Board encourages secondary level students to pursue clubs and interests that may not be related directly to any of the curriculum programs offered in the district. In pursuit of such goal and in compliance with law, the Board maintains a limited open forum in which secondary students may meet for voluntary student-initiated activities unrelated directly to the curriculum, regardless of the religious, political, philosophical or other content of the speech related to such activities.

Any extracurricular activity shall be considered under the sponsorship of this Board when it has been approved by the Board upon recommendation of the Superintendent.

The Board shall maintain the program of extracurricular activities at no cost to participating students, except that:

1. The Board's responsibility for provision of supplies shall carry the same exemptions as listed in the Board's policy on regular school supplies. [8]
2. Students may assume all or part of the costs for travel and attendance at extracurricular events and trips.
3. Where eligibility requirements are necessary or desirable, the Board shall be informed and must approve the establishment of eligibility standards before they are operable.

Off-Campus Activities

This policy shall also apply to student conduct that occurs off school property and would otherwise violate the Code of Student Conduct if any of the following circumstances exist: [9]

1. The conduct occurs during the time the student is traveling to and from school or traveling to and from school-sponsored activities, whether or not via school district furnished transportation.
2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.
3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.
4. The conduct has a direct nexus to attendance at school or a school-sponsored activity, for example, a transaction conducted outside of school pursuant to an agreement made in school, that would violate the Code of Student Conduct if conducted in school.
5. The conduct involves the theft or vandalism of school property.
6. There is otherwise a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.

Delegation of Responsibility

Each school year, prior to participation in an athletic activity, every student athlete and their parent/guardian shall sign and return the acknowledgement of receipt and review of the following: [\[3\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)

1. Concussion and Traumatic Brain Injury Information Sheet.
2. Sudden Cardiac Arrest Symptoms and Warning Signs Information Sheet.

The Superintendent or designee shall develop administrative regulations to implement the extracurricular activities program. All student groups shall adhere to Board policy and administrative regulations.

Guidelines

Guidelines shall ensure that the program of extracurricular activities:

1. Assesses the needs and interests of and is responsive to district students.
2. Invites the participation of parents/guardians and community in developing extracurricular activities. Such participation shall be in accordance with the Equal Access Act. [\[4\]](#)
3. Involves students in developing and planning extracurricular activities.
4. Ensures provision of competent guidance and supervision by staff.
5. Guards against exploitation of students.
6. Provides a variety of experiences and diversity of organizational models.
7. Provides for continuing evaluation of the program and its components.
8. Ensures that all extracurricular activities are open to all students and that all students are fully informed of the opportunities available to them. [\[1\]](#)[\[13\]](#)

Equal Access Act

The district shall provide secondary students the opportunity for noncurriculum-related student groups to meet on the school premises during noninstructional time for the purpose of conducting a meeting within the limited open forum on the basis of religious, political, philosophical, or other content of the speech at such meetings. Such meetings must be voluntary, student-initiated, and not sponsored in any way by the school, its agents or employees. [\[4\]](#)

Noninstructional time is the time set aside by the school before actual classroom instruction begins, after actual classroom instruction ends, or during the lunch hour.

The meetings of student groups cannot materially and substantially interfere with the orderly conduct of the educational activities in the school.

The Superintendent or designee shall establish the length of sessions, number per week, and other limitations deemed reasonably necessary.

The district retains the authority to maintain order and discipline on school premises in order to protect the well-being of students and employees and to ensure that student attendance at such meetings is voluntary.



Book	Board Policy Manual
Section	100 Programs
Title	Interscholastic Athletics
Code	123
Status	
Legal	<ol style="list-style-type: none">1. 22 PA Code 4.272. 24 P.S. 1601-C et seq3. 34 CFR 106.414. Pol. 103 - Nondiscrimination/Discriminatory Harrassment - School and Classroom Practices5. Pol. 103.1 - Nondiscrimination - Qualified Students with Disabilities6. 24 P.S. 5117. Pol. 204 - Attendance8. Pol. 218 - Student Discipline9. 24 P.S. 532310. 24 P.S. 142511. Pol. 123.1 - Concussion Management12. Pol. 123.2 - Sudden Cardiac Arrest13. 22 PA Code 12.114. 22 PA Code 12.415. 24 P.S. 1603-C24 P.S. 5321 et seq

Purpose

The Board recognizes the value of a program of interscholastic athletics as an integral part of the total school experience for all district students and as a conduit for community involvement.

The program fosters the growth of school loyalty within the student body as a whole and stimulates community interest.

The game activities and practice sessions provide opportunities to teach the values of competition, sportsmanship, and teamwork.

Definition

For purposes of this policy, the program of interscholastic athletics shall include all activities

relating to competitive or exhibition sport contests, games or events involving individual students or teams of students when such events occur between schools within this district or outside this district.

Authority

It shall be the policy of the Board to offer opportunities for participation in interscholastic athletic programs to male and female students on as equal a basis as is practicable and without discrimination, in accordance with law and regulations. [1][2][3][4][5]

The Board shall approve a program of interscholastic athletics and require that all facilities utilized in that program, whether or not the property of this Board, properly safeguard both players and spectators and are kept free from hazardous conditions. [6]

The Board shall determine the standards of eligibility to be met by all students participating in an interscholastic program. Such standards shall require that each student, before participating in any interscholastic activity, be covered by student accident insurance; be free of injury; and undergo a physical examination by a licensed physician. [6]

The Board further adopts those eligibility standards set by the Constitution of the Pennsylvania Interscholastic Athletic Association.

The Board directs that no student may participate in interscholastic athletics who has not: [6]

1. Met the requirements for academic eligibility.
2. Complied with the requirements of the Athletic Handbook.
3. Complied with the requirements of the Code of Conduct for Interscholastic Athletics and Board policies and administrative regulations related to student discipline.
4. Attended school regularly. [7]
5. Been in attendance on the day of the athletic event or practice for the hours required.
6. Returned all school athletic equipment previously used.
7. Adhered to applicable discipline standards. [8]

Off-Campus Activities

This policy shall also apply to student conduct that occurs off school property and would otherwise violate the Code of Student Conduct if any of the following circumstances exist: [8]

1. The conduct occurs during the time the student is traveling to and from school or traveling to and from school-sponsored activities, whether or not via school district furnished transportation.
2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.
3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.
4. The conduct has a direct nexus to attendance at school or a school-sponsored activity, for example, a transaction conducted outside of school pursuant to an agreement made in school, that would violate the Code of Student Conduct if conducted in school.

5. The conduct involves the theft or vandalism of school property.
6. There is otherwise a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.

Delegation of Responsibility

Each school year, prior to participation in an interscholastic athletic activity, every student athlete and their parent/guardian shall sign and return the acknowledgement of receipt and review of the following: [\[9\]](#) [\[10\]](#) [\[11\]](#) [\[12\]](#)

1. Concussion and Traumatic Brain Injury Information Sheet.
2. Sudden Cardiac Arrest Symptoms and Warning Signs Information Sheet.

The Superintendent or designee shall annually prepare, approve and present to the Board for its consideration a program of interscholastic athletics, which shall include a complete schedule of events. The Superintendent shall inform the Board of changes in that schedule as they occur.

The Superintendent or designee shall disseminate rules for the conduct of students participating in interscholastic athletics. Such rules shall be in conformity with regulations of the State Board of Education, the P.I.A.A. and the school district.

The Superintendent shall ensure that similar athletic programs are offered to both sexes in proportion to the district's enrollment.

The Superintendent shall ensure that interscholastic athletics are open to all eligible students and that all students are fully informed of the opportunities available to them. [\[13\]](#) [\[14\]](#)

Guidelines

Male/Female Athletic Opportunities Report

By October 15 of each year, on the designated disclosure form, the Superintendent or designee shall report to the PA Department of Education the interscholastic athletic opportunities and treatment for male and female secondary school students for the preceding school year. [\[15\]](#)

By November 1 of each year, the completed disclosure form shall be made available for public inspection during regular business hours and posted on the district's website. [\[15\]](#)

The availability of the completed disclosure form shall be announced by posting a notice on school bulletin boards, in the school newspaper, on any electronic mailing list or list serve, and by any other reasonable means. [\[15\]](#)



Book	Board Policy Manual
Section	100 Programs
Title	Sudden Cardiac Arrest
Code	123.2
Status	
Legal	<ol style="list-style-type: none">1. 24 P.S. 14252. Pol. 123 - Interscholastic Athletics3. Pol. 122 - Extracurricular Activities Pol. 822 - Automated External Defibrillator (AED)/Cardiopulmonary Resuscitation (CPR)

Authority

The Board recognizes the importance of ensuring the safety of students participating in the district's athletic programs. This policy has been developed to provide guidance for prevention and recognition of sudden cardiac arrest in student athletes. [\[1\]](#)

Definition

Athletic activity shall mean all of the following: [\[1\]](#)

1. Interscholastic athletics. [\[2\]](#)
2. An athletic contest or competition, other than interscholastic athletics, that is sponsored by or associated with the district, including cheerleading, club-sponsored sports activities and sports activities sponsored by school-affiliated organizations. [\[3\]](#)
3. Noncompetitive cheerleading that is sponsored by or associated with the district. [\[3\]](#)
4. Practices, interschool practices and scrimmages for all athletic activities, as defined above. [\[2\]](#)[\[3\]](#)

Delegation of Responsibility

Each school year, prior to participation in an athletic activity, every student athlete and their parent/guardian shall sign and return the acknowledgement of receipt and review of the Sudden Cardiac Arrest Symptoms and Warning Signs Information Sheet that includes information about electrocardiogram testing. [\[1\]](#)

Guidelines

The school shall hold an informational meeting prior to the start of each athletic season for all competitors regarding the symptoms and warning signs of sudden cardiac arrest and information

about electrocardiogram testing. In addition to the student athletes, such meetings may include parents/guardians, coaches, other appropriate school officials, physicians, cardiologists, and athletic trainers. [\[1\]](#)

Removal From Play

A student who, as determined by a game official, coach from the student's team, certified athletic trainer, licensed physician, or other official designated by the district, exhibits signs or symptoms of sudden cardiac arrest while participating in an athletic activity shall be removed by the coach from participation at that time. [\[1\]](#)

Any student known to have exhibited signs or symptoms of sudden cardiac arrest prior to or following an athletic activity shall be prevented from participating in athletic activities. [\[1\]](#)

Return to Play

The coach shall not return a student to participation until the student is evaluated and cleared for return to participation in writing by a licensed physician, certified registered nurse practitioner or cardiologist. [\[1\]](#)

Training

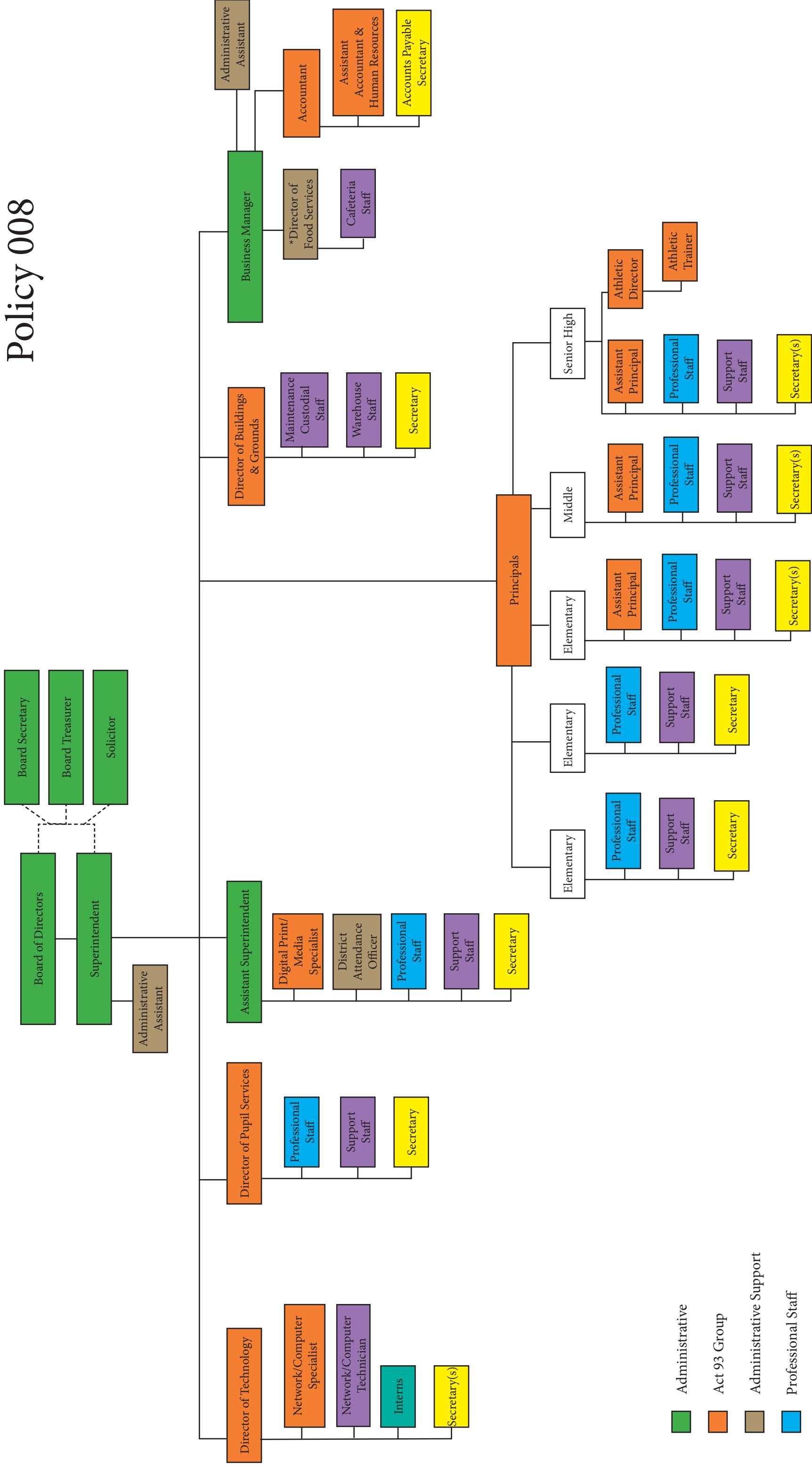
All coaches shall annually, prior to coaching an athletic activity, complete the sudden cardiac arrest training course offered by a provider approved by the PA Department of Health. [\[1\]](#)

Penalties

A coach found in violation of the provisions of this policy related to removal from play and return to play shall be subject to the following minimum penalties: [\[1\]](#)

1. For a first violation, suspension from coaching any athletic activity for the remainder of the season.
2. For a second violation, suspension from coaching any athletic activity for the remainder of the season and for the next season.
3. For a third violation, permanent suspension from coaching any athletic activity.

Policy 008



- Administrative
- Act 93 Group
- Administrative Support
- Professional Staff
- Support Staff
- Secretary
- Interns

*Contracted Services