

Harrisburg City School District
Amended Recovery Plan
Report for Quarter 4
April 1 – June 30, 2023



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Table of Contents

1. Authority and Purpose.....	3
2. District Demographics.....	3
3. Academic Performance.....	4
4. Administration and Governance.....	15
5. Operations.....	18
6. Financial Management.....	25
7. Revenue.....	28
8. Workforce.....	31
Act 141 Advisory Committee Meeting Minutes.....	36

1. Authority & Purpose

The Harrisburg School District has been in financial recovery as deemed by the Commonwealth of Pennsylvania's Department of Education since the inception of Act 141 in 2012. On June 17, 2019 the District was placed in receivership for a period of three years and was renewed for an additional three years effective June 17, 2022 through June 17, 2025. Section 672-A (b) (2) of the Pennsylvania Public School Code requires the submission of a quarterly report to the Secretary of Education. This report reflects the period from April 1 through June 30, 2023, which is the fourth quarter of the 2022-23 fiscal year. Progress made toward the four (4) goals and 62 initiatives of the Amended Recovery Plan approved on July 20, 2021 are included in the following sections. The Receiver acknowledges Dr. Travis Waters, Chief Recovery Officer, for providing the status update on each of the initiatives of the plan which are reflected in this report.

2. District Demographics

The District closed the 2022-23 school year with an enrollment of 6,348 students. Overall enrollment increased by five students during the 4th quarter of the school year. Enrollment in the District's cyber program, Harrisburg Virtual Learning Academy (HVLA) increased from 670 students in April to 689 students by June 2023.

Outplaced student enrollment declined from 250 students in April 2023 to 243 students by June 2023. Dauphin County Technical School has 235 Harrisburg High School students attending their consortium.

Students enrolled in charter schools declined slightly this quarter from 1,360 in April 2023 to 1,343 in late May 2023. The largest cyber charter enrollment remains at Commonwealth Charter Academy with 577 students.

3. Academic Performance

The Amended Recovery Plan contains four (4) key academic goals: 1) Improving test scores on statewide standardized tests; 2) Improving student growth as measured by the Pennsylvania Valued-Added Assessment System (PVAAS); 3) Increasing student graduation rates; and 4) Improving student attendance. An evaluation of each goal's status as of the end of the 2022-23 school year shows that three of the four academic goals have not been achieved.

Goal #1- Increase the percentage of students achieving proficient and advanced on statewide standardized tests and decrease the percentage of students scoring at basic and below basic levels. **Not Met**

Preliminary PSSA scores for the 2022-23 school year were received this quarter. Some modest gains were made in the areas of English Language Arts (ELA) and Math in Grades 3, 5 and 6 and in Grade 7 Math. Some regression was noted in both ELA and Math in Grades 4 and 8.

ELA PSSA Results:					Math PSSA Results:					Science PSSA Results:				
Percent Proficient or Advanced					Percent Proficient or Advanced					Percent Proficient or Advanced				
ELA	GRADE 3				Math	GRADE 3				NOTE: 2023 percents are estimates based on early release file. June File is ALL PSSA Results but not FAY				
	2021	2022	2023 ER	2023 June		2021	2022	2023 ER	2023 June					
District	7.7	7.4	11.9	11.8	District	4.8	4.2	7.0	7.0					
Ben Franklin	5.2	11.4	15.4	15.1	Ben Franklin	2.1	6.0	9.5	9.4					
Cougar	17.6	5.9	14.3	14.3	Cougar	5.9	0.0	4.8	4.8					
Downey	7.0	3.4	1.5	1.5	Downey	2.4	3.5	3.1	3.0					
Foose	2.8	4.5	11.1	11.1	Foose	4.2	2.3	8.5	8.3					
Melrose	13.8	8.4	15.2	15.2	Melrose	11.1	5.2	5.9	5.9					
Scott	9.1	8.0	11.6	11.4	Scott	5.6	3.6	6.9	6.8					
ELA	GRADE 4				Math	GRADE 4								
	2021	2022	2023 ER	2023 June		2021	2022	2023 ER	2023 June		2021	2022	2023 ER	2023 June
District	12.1	11.7	11.0	10.8	District	1.3	7.1	5.5	5.3	District	28.3	28.7	25.7	25.0
Ben Franklin	12.1	11.3	10.7	10.3	Ben Franklin	1.0	5.5	4.3	3.9	Ben Franklin	20.0	30.2	20.8	20.0
Cougar	13.3	9.1	16.7	16.7	Cougar	6.7	9.1	8.3	8.3	Cougar	31.2	40.9	41.7	41.7
Downey	10.2	12.3	5.2	5.1	Downey	0.0	5.0	3.3	3.3	Downey	42.6	24.6	17.0	16.7
Foose	9.5	4.2	7.6	7.5	Foose	0.0	5.6	1.1	1.1	Foose	20.7	17.1	25.0	23.9
Melrose	17.0	20.0	15.8	15.5	Melrose	2.2	15.8	11.7	11.7	Melrose	38.2	42.0	36.4	36.4
Scott	13.5	14.7	11.2	11.2	Scott	2.0	3.8	4.1	4.1	Scott	28.0	26.6	19.6	19.6

ELA	GRADE 5				Math	GRADE 5			
	2021	2022	2023 ER	2023 June		2021	2022	2023 ER	2023 June
District	6.7	13.6	15.6	15.5	District	2.4	2.4	4.2	4.1
Ben Franklin			7.5	7.3	Ben Franklin			0.0	0.0
Downey			1.9	1.9	Downey			1.9	1.8
Foose			7.1	7.1	Foose			1.5	1.5
Melrose			10.0	10.0	Melrose			1.5	1.5
Scott			5.4	5.4	Scott			2.5	2.4
Camp Curtin	1.8	8.1			Camp Curtin	0.0	0.8		
Cougar	0.0	11.8	15.4	15.4	Cougar	0.0	8.8	5.3	5.3
Marshall*	0.0	12	0	0.0	Marshall*	0.0	4.2	0	0.0
MSA	31.2	43.0	44.1	44.1	MSA	12.1	6.9	12.8	12.7
Rowland	0.9	3.4			Rowland	0.0	0.0		

ELA	GRADE 6				Math	GRADE 6			
	2021	2022	2023 ER	2023 June		2021	2022	2023 ER	2023 June
District	13.8	17.0	21.2	21.2	District	1.0	2.3	3.9	3.8
Camp Curtin	5.0	10.9	13.7	13.5	Camp Curtin	0.0	0.9	0.7	0.7
Cougar	9.1	11.1	12.5	12.5	Cougar	0.0	0.0	4.2	4.2
Marshall*	0.0	9.1	14.3	14.3	Marshall*	0.0	0.0	3.5	3.4
MSA	50.7	48.5	61.3	61.7	MSA	5.4	8.3	13.8	13.6
Rowland	6.6	4.3	11.3	11.3	Rowland	0.0	0.7	1.8	1.7

ELA	GRADE 7				Math	GRADE 7			
	2021	2022	2023 ER	2023 June		2021	2022	2023 ER	2023 June
District	16.5	18.1	13.9	13.8	District	2.8	1.9	3.8	3.6
Camp Curtin	5.7	5.1	5.6	5.5	Camp Curtin	0.0	0.0	0.0	0.0
Cougar	16.0	29.2	4.7	4.7	Cougar	4.0	2.1	4.7	4.7
Marshall*	0.0	5.0	27.3	27.3	Marshall*	0.0	0.0	0.0	0.0
MSA	61.9	48.9	45.8	45.8	MSA	14.3	5.7	15.3	15.3
Rowland	6.6	7.5	5.5	5.5	Rowland	0.0	0.7	0.6	0.6

ELA	GRADE 8				Math	GRADE 8				Science	GRADE 8			
	2021	2022	2023 ER	2023 June		2021	2022	2023 ER	2023 June		2021	2022	2023 ER	2023 June
District	22.6	18.0	17.8	17.7	District	3.1	1.8	1.1	1.1	District	19.0	12.3	22.9	21.7
Camp Curtin	6.0	10.7	9.1	9.0	Camp Curtin	0.0	0.0	0.8	0.7	Camp Curtin	4.4	6.1	14.4	13.1
Cougar	18.2	8.3	21.3	21.3	Cougar	0.0	0.0	0.0	0.0	Cougar	19.0	4.3	23.9	23.9
Marshall*	12.5	0.0	3.9	3.8	Marshall*	0.0	0.0	0.0	0.0	Marshall*	9.1	0.0	4.4	3.8
MSA	66.2	59.0	46.0	46.0	MSA	13.2	7.9	4.5	4.5	MSA	55.4	42.1	58.0	58.0
Rowland	13.2	9.9	11.3	11.2	Rowland	0.9	1.4	0.0	0.0	Rowland	12.4	7.7	12.9	12.4

	*N-COUNT 10 OR LESS		*N-COUNT 10 OR LESS		*N-COUNT 10 OR LESS
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Goal #2 – Increase student growth in all cohorts of students as measured in the Pennsylvania Value-Added Assessment System (PVAAS). **Not Met**

PVAAS data suggests there is evidence that the District met or exceeded growth standards in PSSA Math and ELA, with the exceptions of Keystone Algebra, PSSA Math for Grade 8 and PSSA ELA for Grade 5. The District did not meet growth expectations for Grade 6 Math and Grade 5 ELA. There is strong evidence that the District did not meet growth expectations for Grade 8 PSSA Math and the Keystone Algebra Exam.

Subject	Test/Grade	LEA/District Value-Added		District Diagnostic - Achievement Groups				
		2022	3-Year Average	1 (Lowest)	2 (Low-Mid)	3 (Middle)	4 (Mid-High)	5 (Highest)
Math	Keystone (Algebra I)	▽		●	◆	◆	◆	◆
	PSSA, Grade 4	△		●	●	●	●	●
	PSSA, Grade 5	■		○	○	○	○	
	PSSA, Grade 6	▽		◆	○	○	○	
	PSSA, Grade 7	■		○	○	○	○	
	PSSA, Grade 8	▽		◆	○	◆	○	
ELA	Keystone (Literature)	△		●	●	●	●	●
	PSSA, Grade 4	△		○	●	○	○	
	PSSA, Grade 5	▽		○	○	○	◆	
	PSSA, Grade 6	△		●	●	●	○	
	PSSA, Grade 7	■		○	○	○	○	○
	PSSA, Grade 8	■		○	◆	○	○	○
Science	Keystone (Biology)	▲		●	◆	○	○	○
	PSSA, Grade 4	■		◆	○	●	●	
	PSSA, Grade 8	■		●	◆	○	○	○

Goal #3 – Increase the Districtwide graduation rate as measured by the four-year graduation cohort. **Not Met**

After experiencing increases in the Districtwide graduation rate for the 2020-21 and 2021-22 school years, the District saw a decrease in graduation rate for the 2022-23 school year. John Harris High School continues to negatively impact the District’s graduation rate. It is important to note that this is a lagging indicator and several students who will be included in the 5-year average will receive their diplomas this summer.

2023 Grad Cohort Breakdown by School

Schools	Graduate	Non-Graduate	Total	Grad Rate
Cougar Academy	24		24	100.0%
Outplaced Students	15	39	54	27.8%
Harrisburg HS	144	128	272	52.9%
Harrisburg HS - SciTech Cmp	82	5	87	94.3%
Grand Total	265	172	437	60.6%

5-year Comparison

School Year	2023	2022	2021	2020	2019	2018
Graduation Rate	60.6%	71.4%	73.9%	68.6%	68.6%	65.1%

Goal #4 – Improve overall student attendance **Met**

The District saw a slight increase in Districtwide overall attendance rates when comparing the 2021-22 and 2022-23 school years (80.76% to 84.41%). The John Harris Campus, which historically has a low attendance rate, experienced an increase in student attendance of 71.8% to 75.37% from 2021-22 to 2022-23. The District still needs to focus on increasing student attendance above 90% as a condition for optimal learning.

2021-22 SY Attendance

Schools/District	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	EOY
Benjamin Franklin	85.33	86.65	86.13	82.95	77.94	84.44	85.38	84.65	81.32	70.03	83.31
Downey	83.53	85.37	85.46	81.87	76.95	84.37	86.63	86.58	82.73	70.7	83.19
Foose	83.7	84.03	85.39	79.61	73.9	82.35	83.95	83.8	91.09	69.24	81.46
Marshall	86.59	84.21	88.4	86.64	79.38	82.2	86.91	86.27	84.21	74.92	84.58
Melrose	87.43	87.20	88.77	84.05	78.86	87.17	89.02	88.1	87.24	82.36	86.26
Scott	81.7	84.52	88.13	82.47	78.54	82.99	87.23	86.24	85.97	75.75	83.78
Camp Curtin	79.24	81.00	82.93	77.03	69.94	79.75	80.13	80.01	76.45	63.94	77.85
Cougar Academy	88.71	89.58	90.77	86.81	84.67	89.4	90.16	91.05	90.5	82.29	88.75
Rowland	80.32	79.69	82.79	78.24	69.5	76.87	79.95	79.55	75.64	64.05	77.45
Math/Science	91.95	91.77	93.78	89.82	88.83	90.9	92.39	92.6	90.06	83.86	91.04
John Harris	77.93	76.35	79.01	72.76	67.67	70.14	72.85	69.52	67.3	51.89	71.8
SciTech	88.7	88.24	89.33	83.8	85.13	85.52	86.35	84.88	80.11	74.26	85.42
District	83.05	83.29	85.15	80.19	75.14	80.87	82.85	81.91	79.26	68.32	80.76

2022-23 SY Attendance

Schools/District	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	EOY
Benjamin Franklin	87.00	86.58	83.72	79.68	85.48	85.44	86.51	85.34	84.06	65.93	84.47
Downey	90.52	89.11	85.72	84.68	89.12	87.29	88.13	87.67	86.3	69.7	87.21
Foose	89.88	88.26	85.05	79.67	86.1	86.62	87.07	86.18	84.9	70.75	85.71
Marshall	88.78	87.16	87.47	79.84	88.08	86.81	87.02	87.75	83.71	68.07	85.88
Melrose	92.05	91.25	87.91	83.76	90.05	89.66	90.59	90.87	89.16	78.66	89.34
Scott	89.65	90.49	88.31	83.65	87.28	87	86.44	86.9	85.85	71.11	86.79
Camp Curtin	86.45	86.77	84.42	80.18	83.87	83.64	83.6	83.2	80.63	66.88	83.23
Cougar Academy	94.06	92.65	90.44	87.17	90.24	90.96	90.83	91.15	89.64	79.29	90.61
Rowland	87.83	87.96	85.94	83.13	83.53	82.31	83.1	79.85	75.13	62.6	82.51
Math/Science	94.58	94.83	92.15	90.43	91.72	91.31	92.25	92.9	91.39	80.66	92.13
John Harris	80.48	78.68	79.58	75.52	75.82	75.82	75.16	72.79	70.81	50.76	75.37
SciTech	92.12	89.55	89.23	87.76	87.74	87.15	88.36	84.67	83.62	72.77	87.54
District	88.17	87.29	85.47	81.83	85.01	84.73	85.06	83.92	82	67.45	84.41

The area of academic achievement remains the greatest challenge for the District and very little improvement has been made as evidenced by scores on state assessments. There are several mitigating factors contributing to low academic performance: Lack of student readiness, high teacher turnover, considerable numbers of novice and emergency-certified teachers, insufficient staffing in several schools, building climate issues, unskilled middle level management in many schools, lack of a guaranteed/viable curriculum and interventions, and an MTSS process that has not been implemented with fidelity across the District. After District students returned to face-to-face

instruction for the 2021-22 school year following the District's shutdown during the Covid-19 pandemic from March 2020 – August 2021, PSSA scores remained at 2020-21 pandemic levels. PSSA scores for the 2022-23 school year saw some modest gains in the areas of ELA and Math in the 3, 5 and 6 grade spans, but saw some regression in the 4th and 8th grades in both ELA and Math. Using PVAAS data, there is evidence that the District met or exceeded growth standards with the exceptions being Keystone algebra, PSSA math for 8th grade and PSSA ELA for 5th grade. It is important to note that for the District to improve academic achievement, it will need to exceed academic growth at all grade bands and improve school readiness. The biggest areas where the District falls short as it relates to the academic performance chapter of the recovery plan are the implementation of the MTSS process with fidelity across the District and the lack of a quality standards-aligned curriculum. High school curriculum is subpar and the elementary reading and math curricular resources in place are not being implemented with fidelity.

The Academic Performance chapter of the Amended Recovery Plan contains 13 initiatives. Below each initiative is a summary of actions that have occurred this quarter to address each area:

AP01 – Take action to improve Districtwide student attendance

Monthly attendance data is reported to the administration. School counselors are responsible for writing Student Attendance Improvement Plans (SAIPs) for habitually truant students, but a shortage of staff in this critical

area has hampered efforts to effectively address these issues. The District was unable to secure any Home & School Visitors for the 2022-23 school year despite repeated advertisement of these positions. Thus, responsibility for student attendance falls on school counselors who already have full caseloads.

AP02 – Increase staff attendance by enforcing existing policies and improving reporting

The District's Director of Human Resources works with school principals to enforce policies and address leave without pay. However, staff attendance overall continues to be a concern for the District. Many teachers experience burnout and low morale which leads to utilizing leave time more than desired.

AP03 – Improve accountability for student performance

The Office of Academics was restructured to provide additional support. New positions have been created include a Supervisor of Professional Development and a Director of Schools to provide additional support for principals. Additionally, school principals are tasked with developing academic goals for their buildings and reporting progress at the end of the school year. During the 2022-23 school year, principals were tasked with creating a teacher support goal on how they will support teachers with their instructional practice in the classroom. Data from Imagine Learning, Acadience, and Star Reading, and Math is shared between the central office staff and building principals. A failure elimination plan has not been implemented at this point. With the

exception of Act 13, which includes some student performance in evaluations, the District has not yet incorporated student performance into evaluations.

AP04 – Use academic data to inform instructional practices

The District is moving forward with a framework to support instructional practices. Principals and their teams were trained in Data Wise and math interventionists focus monthly on data reports and provide training to staff. Monthly grade and department level data meetings are held. The District uses Star math and reading, Imagine Learning, and Acadience for academic data sources. Onhands is used to warehouse data.

AP05 – Continue Professional Learning Communities for principals and assistant principals

Professional Learning Communities are held monthly with the inclusion of principals and assistant principals.

AP06 – Continue coaching programs in the District

An instructional coach is assigned to each school building and the District is in the process of establishing a system to monitor their effectiveness.

AP07 – Conduct annual performance evaluations of all staff

The District is working on developing an evaluation process for non-certified staff members. Certificated staff utilize the Frontline system to house formal observations and the PEERS system for summative evaluations. To

evaluate Act 93 employees, the District uses the PDE 13-2 form and for teachers, the district uses the PDE 13-1 form.

The Receiver evaluated the annual performance of both the Superintendent of Schools and the Assistant Superintendent this quarter.

AP08 – Ensure high quality staff in key leadership positions

The District has been actively recruiting and hiring high-quality staff members to fill leadership positions and continues to work towards filling other vacancies. This quarter, the following administrative positions were hired: Director of Schools, Supervisor of Professional Development, Supervisor of School Improvement, and Supervisor of ELA and Social Studies.

AP09 – Implement a standards-aligned curriculum across the District

The District has completed the development and implementation of a Math and ELA curriculum for Grades K-8. The District has planned a curriculum audit K-12 for the 2023-24 school year. A curriculum review cycle will be completed based on the information provided from the audit.

AP10 – Follow MTSS (Multi-Tiered System of Supports) process with fidelity in all buildings

The District is applying for grants to hire an MTSS coordinator as well as exploring alternative methods of funding the position in the absence of a grant. The District is collaborating with Effective School Solutions in the

development of an MTSS playbook for social-emotional learning. The District applied for and received a comprehensive support grant for PaTTAN and the CAIU to support the behavioral pieces of MTSS. Academic interventions have been identified for tiers 1, 2, and 3, including assessments. While interventions have been identified, the District needs to develop a strong core instructional program which will impact the MTSS process. At this point, no building in the District has implemented MTSS with fidelity.

AP11 – Develop a continuum of learning options for District students

Cougar Academy and Harrisburg Virtual Learning Academy (HVLA) serve as options for District students. The District is in the process of developing career pathways. The District has engaged with ABC for pre-apprenticeship opportunities for 11th and 12th grade students. The District has also engaged with Hamilton Health and UPMC for healthcare opportunities. The District has hired Dr. Stacey Rossi for the position of College and Career Coordinator. The District has applied for and received the dual enrollment grant and has fostered partnerships with Harrisburg University, Temple University, and HACC. The Director of Virtual Learning, Ms. Sheri Killian, has continued to support the expansion of the HVLA program. The District is working on developing a marketing strategy to bring students back to the District. PIMS Coordinator, Mr. Rick Lejkowski, monitors monthly charter enrollment and cross-references invoices. There is an active marketing committee. The committee sent letters to all cyber charter school families and visited brick

and mortar charter schools to do outreach and assist with registration to District schools. The District continues to struggle with charter enrollments. Charter enrollments have increased by about 70 students during the 2022-23 school year with the bulk of the enrollments being special education students.

AP12 – Attract and retain students at HVLA and Cougar Academy

Attendance at both Cougar and HVLA has grown. As of June 2023, Cougar Academy and HVLA enrollment was 388 and 689 students respectively. A large number of students who enroll in HVLA are John Harris High School students. This is an indication that the building climate at John Harris needs to improve. Additionally, the District will need to identify funding options to sustain the HVLA and Cougar Academy programs.

AP13 – Review Special Education program costs and placements

The Director of Special Education, Ms. Krystal Palmer, has reviewed student outplacements and continues to communicate with families to determine the best options for placements.

4. Administration and Governance

The District is currently governed by the Receiver who models for School Board members how to appropriately conduct committee and general business meetings. School Board members have participated in the required annual trainings but will need additional support to effectively govern in the future after receivership.

The Administration and Governance chapter of the Amended Recovery Plan contains eight (8) initiatives. Below each initiative is a summary of actions that have occurred this quarter to address each area:

ADMIN01 – Annual training for all School Board members

School Board members completed their annual training for the 2022-23 school year. Annual training for the 2023-24 school year will occur after the November 2023 general election. The Receiver has provided additional support to the School Board by explaining protocols and procedures for handling Board business.

ADMIN02 – Update Board policies

The District provides policy updates to the Board as recommended by the PA School Boards Association (PSBA) and policies are approved by the Receiver at the business meetings. This quarter the following policies were revised and approved:

1. Policy 137 Home Education Programs
2. Policy 137.1 Extracurricular Participation by Home Education Students
3. Policy 137.2 Participation in Co-curricular Activities and Academic Courses by Home Education Students
4. Policy 137.3 Participation in Career and Technical Education Programs by Home Education Students
5. Policy 903 Public Participation in Board Meetings

6. Policy 800 Records Management
7. Policy 830 Security of Computerized Personal Information/Breach Notification
8. Policy 830.1 Data Governance - Storage/Security

ADMIN03 – Improve public access to District documents

All contracts, agendas, and agreements are uploaded to BoardDocs™ for public access.

ADMIN04 – Adopt an ethics policy for all District staff

Policy 300 was adopted to address this initiative. Additionally, the District's current conflict of interest policy also meets these standards.

ADMIN05 – Reorganize central office staff

An internal draft of the organizational chart has been developed by the Superintendent and shared with the Receiver, Chief Recovery Officer, and the School Board.

ADMIN06 – Develop monthly and quarterly reports to be shared with the District administration, School Board and Receiver

A weekly superintendent's report is shared with the Receiver and School Board. The Chief Financial Officer shares a monthly financial report with the Receiver, and the Superintendent updates the School Board on Recovery Plan goals at the monthly meetings. The Chief Financial Officer provides monthly

fiscal reports on all revenues, expenditure, and projections. Additionally, reports are shared on contracted transportation costs and charter costs. The Chief Financial Officer maintains a Google site where reports are shared with the central office team.

ADMIN07 – Establish a monthly meeting to discuss Recovery Plan progress

The District cabinet members meet monthly with Public Financial Management, the Receiver and Chief Recovery Officer to review progress toward Recovery plan initiatives monthly.

ADMIN08 – Develop an electronic Recovery Plan Status Dashboard

The District has developed an electronic dashboard which is updated to reflect progress toward plan initiatives.

5. Operations

There are 15 initiatives contained in the Operations chapter of the Amended Recovery Plan. Below each initiative is a summary of actions that have occurred this quarter to address each area:

OP01 – Develop a contract administration database and implement performance standards into all contracts

The District has hired a senior administrative assistant, Ms. Kellie Johnson, who supports finance and operations. This staff member is in the

process of entering contracts into the District's contract management software (OnBase). To date, the District has 765 contracts in the database and 412 are new. The District has yet to create a performance evaluation tool.

OP02 – Review significant District contracts every three years

The District has reviewed its food services, transportation, and custodial contracts during the 2022-23 school year. The District has developed an accountability tool for ESSER-funded contracts and has hired an ESSER administrator, Dr. Christy Thompson, to track expenditures and ensure expenditures follow federal regulations.

OP03 – Conduct Districtwide risk assessment

The District worked with Vulnerability Solutions Group to conduct a risk and vulnerability assessment for every District building. The Chief Operations Administrator, Mr. John Reedy, is utilizing the recommendations for next steps.

OP04 – Develop and implement a multiyear transportation improvement plan

The District has received the completed analysis from PFM using their consultant Robert Schoch. The consultant made several recommendations which the District is in the process of incorporating into its daily duties and management. The District has re-engaged PFM and Mr. Schoch who will be working to further refine the District's transportation over the summer of

2023. This includes flow of traffic at schools, walking zones, special education eligibility, maximizing use of seating capacity, and implementing the transportation software completely with a new transportation upgrade.

Due to Boyo Transportation suddenly going out of business, the District was forced to find a contractor to cover the 52 special education transportation runs. During this process the District engaged Krise Transportation and its current provider of regular education transportation, Krapf. Through the negotiations, the District selected Krapf. All District transportation services will now be under one provider as of July 1, 2023.

A detailed analysis was performed prior to the new Krapf contract on the 52 special education runs that Boyo had for the 2022-23 school year. Through this analysis, the District was able to reduce ten runs for the upcoming 2023-24 school year.

OP05 – Develop a Districtwide communication plan

A communications assessment plan was completed in 2020 and the District is continuing to work on finalizing a Districtwide communications plan. The District has contracted with Beth Trapani Communications to help complete the communications plan. Additionally, Beth Trapani supports the Public Relations Coordinator, Ms. Kirsten Keys, with crisis communications.

OP06 – Finalize and maintain position control system

The Office of Human Resources has developed a staffing tracker in the eFinance system which is updated monthly.

OP07 – Ensure high quality staff in the Office of Human Resources

The Pennsylvania Association of School Personnel Administrators (PASPA) has completed an audit of HR office practices and procedures. PASPA has made recommendations for improvement of the Office of Human Resources. The Director of Human Resources, Ms. Heidi Zula, is currently in the process of reviewing and implementing PASPA's recommendations.

OP08 – Document all Office of Human Resources procedures and review all Districtwide policies

The Office of Human Resources is currently in the process of reviewing and implementing PASPA's recommendations.

OP09 – Improve monitoring and reporting of Human Resources information in documents shared with the Receiver

The Director of Human Resources is working on improving monitoring/reporting in conjunction with the PASPA audit.

OP10 – Conduct exit interviews

The District is conducting exit interviews for staff members who leave and storing the responses on a spreadsheet. The District still needs to create a tracking system to quantify the data.

OP11 – Develop a Districtwide recruitment strategy

The District is working with Color and Culture to recruit out-of-state teachers. Color and Culture will recruit nationwide for hard to fill special education, math, science, and ELD positions. A new collective bargaining agreement was approved by the Receiver with raises to make the District more competitive with surrounding school districts. Assistant Director of Human Resources, Ms. Vina Milligan, attends job fairs to recruit staff to the District.

OP12 – Rewrite position descriptions for all District staff

Job descriptions have been reviewed and rewritten as necessary prior to posting.

OP13 – Clarify roles and responsibilities between District and contracted food service staff

The District Food Service Coordinator's Job description was updated. All Food Service employees received multiple training sessions throughout the year 2022-23 school year. A documented training schedule and records are available for the 2022-23 school. Records are kept per employee.

OP14 – Improve District oversight of Food Service management company

OVS (Reimbursable Breakfast and Lunch "2310") training is covered monthly by the food service management company, Southwest Food Excellence, in addition to the regular training schedule.

The Coordinator of Food Services (COFS) and General Manager of the food service management company meet weekly to discuss Primero Edge software, counting and claiming, personnel and equipment issues, catering, menus, food quality, a la cart sales along with any other concerns at the time.

The COFS performs a yearly on-site review of all 12 campuses required by PDE and the results of this inspection type report are then discussed with the entire food service management team.

In addition to the DFSS's yearly review the FSMC performs an official PDE on site review every month for all 12 schools which is then discussed line by line in a team setting with DFSS and FSMC team every month. This meeting with the entire FSMC team occurs monthly in which all other current concerns are addressed by campus.

The food service website is updated on an as-needed basis. Updates begin in August for the upcoming school year; menus are updated on the website quarterly.

OP15 – Monitor Point of Sale system to ensure correct counts for reimbursement

The District generates a daily edit check worksheet from the reports section in Primero Edge and verifies the daily counts match with the school calendar with the designated serving days per month.

The District then verifies the number of breakfasts and lunches daily at all campuses and ensures counts do not exceed daily enrollment. Any day that shows a 98% participation or greater the DFSC contacts the school's attendance office to verify attendance on that specific day.

The company checks daily counts for any anomalies (shortages or overages). In the event there are concerns, anomalies are sent to the General Manager of the food service management company for correction or explanation.

The General Manager keeps a daily record of breakfast & lunch counts via Excel spreadsheet to help verify any changes that need to be made before the month's end.

The General Manager compares production records, which are entered by kitchen managers daily into Titan menu systems, with daily counts in Primero Edge.

If the breakfast or lunch counts need updating, Primero Edge is contacted via the support team to help add or remove counts.

Once the General Manager and the DFSC agree that breakfast, lunch, and snack monthly claims are correct, the edited check summary is then sent

to Chief Operations Administrator, John Reedy, for final approval. Upon approval, the claim is then submitted to PDE.

All claim submissions are due to PDE 60 days after the claim month is over. At the start of each school year the number of serving days per month is entered in the School Nutrition Program application. Enrollment per building is verified every 5 years by PDE. This number ensures the District's participation in the community eligibility program (CEP) allowing students reimbursable breakfasts and lunch every day.

6. Financial Management

The District has made substantial progress in this area. The District has been able to adhere to its fund balance policy and has increased its fund balance over the past year. The 2021-22 audited financial statements were returned with no findings. This is the first time in recent memory that the District had zero findings on its yearly audit. The District can still improve in its timeline to complete its yearly audit. The District has hired additional qualified staff to assist in its financial management.

The Financial Management chapter of the Amended Recovery Plan has 10 initiatives. Below each initiative is a summary of actions that have occurred this quarter to address each area:

FM01 – Utilize a multi-year financial projection to guide budget decisions

The District works with a contractor, Public Financial Management (PFM), to develop multi-year financial projections. The District has presented a balanced budget for the 2023-24 school year. This balanced budget does not require a tax increase.

FM02 – Adhere to existing fund balance policy

The District has successfully adhered to the policy and will continue to do so in future years. The Chief Financial Officer prepares a fund balance report annually and has shared it with the Superintendent, CRO, and Receiver.

FM03 – Develop a five-year facility utilization plan

The Pennsylvania Economy League completed enrollment projections for 10 years. The District has worked with Crabtree Rohrbaugh & Associates to complete a 10-year facility plan. The Superintendent has developed a facility usage plan that is currently being evaluated for feasibility.

FM04 – Develop a multi-year capital planning and budgeting process

The District has received the 10-year capital plan from the architect of record. The District currently has \$99 million in identified capital needs over the next 10 years. The current capital reserve budget stands at \$19 million. Because of the District's inability to borrow due to Policy #630, there is a significant discrepancy between funds needed and available funding. The District must determine building purposes and develop a plan of prioritization.

FM05 – Develop a comprehensive action plan for addressing and correcting audit findings from annual independent audits

As of the FY2021-22 independent audit, the District had no new findings, and all prior year findings were no longer applicable.

FM06 – Contract with an independent financial advisory firm

The District has drafted an RFP for financial advisory services but cannot currently release it because the District is unable to borrow money per Policy #630. Raymond James currently serves in the role of financial advisor for the District.

FM07 – Review existing debt management policy

Policy #630 has been adopted as of February 2023. Policy #630 limits the District's debt service costs to no more than 10% of operating revenues and limits outstanding debt to no more than 10% of the full assessed valuation of the District.

FM08 – Ensure highly qualified staff in the Office of Business Services

The District has hired a high quality Chief Financial Officer, Dr. Marcia Stokes, Director of Finance, Nicole Fry, and Chief Operations Administrator, John Reedy. The District currently has four vacancies in the business office: Two purchasing specialists, one benefits accountant, and one payroll specialist.

FM09 – Document all Office of Business Services processes and implement a policy around document retention

The District has partnered with Boyer & Ritter and 425 Consulting to develop desktop procedures to document processes and procedures. The payroll specialist's desktop procedures have been completed. Other desktop procedures are in process. Updating for eFinance procedures is in process.

FM10 – Improve monitoring and reporting of financial information in documents shared with the Receiver

The Chief Financial Officer provides a monthly financial update on budget to actual, cash flow, transportation costs, and charter school tuition to the Receiver. The Assistant Superintendent provides charter enrollments.

7. Revenue

The District has made progress in increasing revenue. While the District's real estate tax collection rate has only seen a slight increase over the previous year and the taxes have not been raised to the Act 1 index, the District saw a substantial increase in BEF for the 2022-23 school year because of Level Up funds. Additionally, the District has contracted with a grant writing service, Community Centered Consulting (CCC), to write grants. Furthermore, the District was able to hire a full-time person to complete ACCESS claims. The District will need to continue to increase revenue in the coming years to maintain balanced budgets with increased operating costs.

The Revenue chapter of the Amended Recovery Plan encompasses nine (9) initiatives. Below each initiative is a summary of actions that have occurred this quarter to address each area:

R01 – Increase real estate taxes annually to the Act 1 index as deemed necessary by the Receiver

The District's millage rate remained flat from 2019-20 to 2021-22. For the 2022-23 fiscal year, the District raised taxes 1 mil to 30.78 mils, or 3.4% which is below the Act 1 Index. The District has proposed a 0% tax increase for the 2023-24 fiscal year due to the ability to balance the budget by reducing expenditures. Taxes will continue to be raised as deemed necessary by the Chief Financial Officer and the Receiver.

R02 – Improve the current year real estate tax collection rate

The District has connected with the City's treasurer's office to work on tax bills and improve collection rates. The 2021-22 current year tax collection rate was 89% which is a small increase over the previous year.

R03 – Develop partnerships with tax-exempt entities to generate voluntary payments

The District has performed an analysis of potential organizations that may be interested in entering into voluntary or shared services agreements with the District. The District then intends to do outreach to those organizations.

R04 – Receive Special Education funding contingency annually

The District has applied for special education contingency funding for the 2021-22 school year and the 2022-23 school year. The District has not received funding.

R05 – Increase reimbursement for Social Security contributions paid on behalf of employees

The District has corrected prior deficiencies and is currently fully collecting social security reimbursements. This is due to the District correctly identifying employees paid with federal funds and employees paid with no federal funds.

R06 – Increase Medicaid ACCESS Revenue

The District has hired Mrs. Sheri Moyer, a full-time employee, who will be dedicated to processing ACCESS claims. This was a position the District was previously unable to fill.

R07 – Continue to support grant-writing professional

The District has contracted with Community Centered Consulting (CCC) to write grants. John Hanson of (CCC) has submitted multiple federal and state grant applications that could possibly bring significant revenues to the District. A dual enrollment grant was awarded to the District in the amount of \$75,000. Additional grant applications submitted include the COPS grant (school violence prevention), and the Innovative Approaches to Literacy Grant, and a Mental Health Awareness Grant.

R08 – Sell vacant District buildings

The District is working towards renovating the Steele Elementary School building and negotiating deals for the sale of the land where the former Woodward building was located. The District is also in the process of selling a small rowhome at 1916 Kensington Street to a local resident. The William Penn building was for sale but due to concerns about purchaser ability to obtain appropriate project funding, the building has not been sold. The current plans for the building call for the building to be demolished and develop a plan for the use of the land.

R09 – Allocate windfall revenues and budgetary resources among priorities outlined in the Recovery Plan

This initiative allows the Receiver to assign any excess revenues over expenditures in a given budget cycle toward items needed appropriate, such as salary increases or improving fund balance. The District and the Receiver will continue to evaluate savings opportunities and apply funds as needed. This has allowed the District to build the Capital Reserve Fund and establish the Internal Service Fund (health insurance).

8. Workforce

The District has made progress in this area. There is a new 2-year collective bargaining agreement with Harrisburg Education Association (HEA) that includes a 4.65% salary increase in year one and a 4.75% increase in year two. The salary increases are above the 1.5% called for in the Amended

Recovery Plan. However, to stay competitive with local school districts and to help fill open positions, the increases were necessary. The District also finalized a multi-year agreement with AFSCME that offers substantial salary increases. The AFSCME agreement will expire in 2025, the same year that the HEA agreement expires. Additionally, the District completed a study with the Pennsylvania School Boards Association (PSBA) to determine competitive salary ranges for its Act 93 employees. Some Act 93 employees received substantial raises which should help the District to be competitive with surrounding school districts. The District has made additional progress in this chapter of the recovery plan by recommending and approving new contracts with METZ Environmental Services for district custodial services and Southwest Foodservice Excellence for food service. Both contracts were the results of the RFP process.

The Workforce chapter of the Amended Recovery Plan contains seven (7) initiatives. Below each initiative is a summary of actions that have occurred this quarter to address each area:

WF01 – Offer affordable salary increases to staff

The District has finalized multi-year agreements with AFSCME and HEA. The HEA agreement is a two-year agreement with raises of 4.65% in year one and 4.75% in year two. The AFSCME agreement is a three-year agreement. AFSCME employees received a market adjustment in the first year of the

contract. Both agreements are scheduled to expire in 2025. PSBA completed a salary study for Act 93 and contracted employees. Some Act 93 and contracted employees received salary adjustments based on the findings of the study.

WF02 – Reduce future growth in healthcare costs

Because of an increase in healthcare costs, the District completed a plan redesign to stay within the renewable increase limits outlined within the recovery plan and the HEA contract. Furthermore, over the past few years, the District has incurred a healthcare deficit. The District intends to hire an actuary to determine the root cause of the deficit. Currently, the District is completing a dependent verification audit. This should help to make sure the District is not covering unqualified dependent and former employees. The District is exploring options to reduce future healthcare costs through membership in a healthcare consortium. The District is reviewing Lincoln Benefit Trust as a consortium. The District is in the process of reviewing healthcare costs before a final decision is made. The District has run a deficit the past few years.

WF03 – Review and control workers’ compensation costs

The District has established a Workplace Safety committee that meets monthly. The committee reviews claims, trends, and makes safety related

recommendations. The District is now self-funded and has seen a decrease in workers' compensation claims.

WF04 – Monitor and reduce overtime costs

Through the collective bargaining process, the payment of significant overtime for some AFSCME employees has been eliminated. The Director of Human Resources has created procedures to ensure overtime pay is processed based on rules established in the AFSCME collective bargaining agreement. Previously, AFSCME employees were paid overtime for working more than 8 hours in a day. Because of this practice, AFSCME employees were able to work less than 40 hours per week and still claim overtime.

WF05 – Contribute to healthcare reserves.

The District has established a self-insurance fund for health care costs. Since the 2021-22 fiscal year, the District has contributed \$4.5 million to the self-insured fund.

WF06 – Evaluate all staff positions

The Director of Human Resources monitors the staff tracking system and ensures the District has a vacancy available before hiring new staff members. The CFO has recently completed a review of current and unfilled positions and eliminated vacant positions as part of the 2023-24 budget process. The District will continue reviewing staffing needs with building and department leaders as part of the budget process.

WF07 – Explore managed competition for cafeteria and custodial functions

The District has entered into multi-year contracts with its custodial and food service providers after the RFP review process was conducted. METZ Environmental Services was the successful bidder for custodial services and Southwest Foodservice Excellence was the successful bidder for food services.

Act 141 Advisory Committee

Meeting Minutes

April 13, 2023

5:00 p.m.

In Attendance:

Committee Members: Jim Thompson, Doug Thompson Leader, Beth Light, Tim Wendling, Christine Anderson (Zoom), Eugene Spells, Dr. Marisol Craig, Eric Turman, Dr. Travis Waters, and Dr. Lori Suski,

Director of IT: Adam Nornhold

- Dr. Waters shared the revised academic goals for the Scranton Area School District's Recovery Plan with the committee. Scranton recently exited financial recovery and is now in a monitoring status. Dr. Waters shared that he and Dr. Suski are interested in revising the Harrisburg School District's academic goals because the plan was written prior to and during the COVID-19 pandemic when there was no human capital crisis like the District is currently experiencing. School climate concerns have also taken precedence since the return to in-person learning.
- Dr. Waters also shared York City School District's amended academic goals. They, too, recently exited financial recovery and are in monitoring status. York has only four (4) goals which are broad and focus more on putting supports, structures, and procedures in place rather than on achieving a certain percentage of proficiency on PSSA/Keystone Exams. Dr. Suski explained why the academic goals were amended in Scranton and York and that their plans were financial first before academics.
- Mr. Thompson commented that Harrisburg SD has had academic goals since 2012 that have not changed much, and that turnover in administration and lack of a consistent curriculum have not helped the District to make progress. Mr. Thompson said that the state has had ten years and HBGSD was deemed moderately financially distressed. Mr. Thompson asked where this leaves our students.
- Dr. Suski said that a trauma-attuned model is necessary and that we must believe our kids can learn. Dr. Waters asked why kids are not achieving. We need high quality teachers and administrators. Education is a partnership between community and school. Social-emotional learning is important, but what will we do to correct the problem for kids being behind?

- Dr. Craig said that kids and parents don't see the value in education. We need to educate the parents. Mr. Thompson Leader said the biggest struggle is getting parents engaged in the learning process. Parents often do not attend disciplinary meetings for their kids.
- Mr. Spells commented on the reinstatement of middle school athletics as a way to engage parents. At Camp Curtin they reinstated student council. A state representative is coming to visit. Kids are visiting SciTech, DCTS, and John Harris. They are looking at conversations/exposure to careers. Mr. Spells feels that we have a lot of things in place already but it's the systemic implementation K-12.
- Mr. Thompson Leader said that it is not just about careers, but exposure to different activities. He said that students are barely doing coding at MMSA; applications – focusing too much is worrisome – it's more about exposure and engagement. Great to see middle school sports back (volleyball). Theater is not just acting; there are tangential jobs people can do.
- Dr. Waters said that a decision must be made about how to amend the Recovery Plan and asked if the committee was interested in doing a combination of York and Scranton as models for revised academic goals. Dr. Waters advocated for a combination focused on growth and getting students reading on grade level by third grade.
- Dr. Craig indicated that safety nets must be in place as well as a triage for kids moving in. She said that the District should be strategic in selecting kids for participation in these programs.
- Dr. Waters said a strong Multi-Tiered System of Supports (MTSS) is needed. Dr. Craig said that data is collected on students by the authority to retain kids in grade level is needed.
- Mr. Thompson Leader commented that trauma is multi-generational, and that programs and resources are available, but people don't trust. Dr. Craig said that schools should be open to the community as a hub.
- Mr. Wendling said that the public doesn't trust schools in general. It is important to continuously promote positive news.
- Mr. Spells said kids in Harrisburg are going to do what you expect them to do. It's all about expectation. We need to be clear and communicate consistently with the community about the expectation so that parents come around. Mr. Spells stated that he loves Camp Curtin and has seen growth because of what has been implemented. Students look forward to the consistency of seeing their principal, notice what he is wearing, and ask questions about life.
- Mr. Thompson returned the discussion back to Ready to EnRoll and the data-driven reason for this subcommittee of Communities Practicing Resiliency (CPR). 80% of kids entering kindergarten were below grade level. CPR went back to partner and find resources. Mr. Thompson commented that he did not see a data-driven process in the amended goals that Dr. Waters

shared from the two other school districts. Mr. Thompson reminded the committee that the requirement is that we have the ability to update the measures, but it can't just be checking the box.

- Dr. Waters said that we must address early childhood here.
- Mr. Thompson Leader said that there are federal programs that work with kids from birth to age 5. His wife works for a community health organization that helps parents. The kids get books. It is a nurse/family partnership. We need to work with birth through age 2. Dr. Craig said that Hamilton Health has a program.
- Mr. Spells said that students coming from poverty don't have the same resources. What does that look like for us to establish that foundation? Dr. Waters said that we cannot generalize.
- Ms. Light asked how do we fill the gap?
- Mr. Spells said that the District should not take on additional responsibilities that are not ours because we have outside agencies who can do this outreach. Dr. Suski said that the community has been pushing back about bringing in outside groups to support families.
- Mr. Turman said that the focus should be on systems because we only have a year and a half left until the decision will be made whether the District can exit receivership. Dr. Waters agreed that there should be an internal goal of all students reading on grade level by third grade. Mr. Thompson Leader recommended that be addressed in the comprehensive plan. Dr. Suski agreed that and the parent engagement piece should be addressed in the comprehensive plan.
- Mr. Thompson Leader commented that there is still state oversight for five (5) years after receivership. Dr. Waters said that if we are going to rewrite goals, we should add the Grade 3 Reading component. Mr. Thompson said that we did some smart, data-driven things by bringing Grade 5 back to the elementary level. We cannot allow students to exit elementary school without being able to read. Dr. Craig is doing research on middle school schedules and the possibility of bringing Reading and ELA classes for those who need it. Dr. Waters mentioned the need for flexible grouping. Ms. Light said that MTSS must be implemented with fidelity with data meetings and students accelerating at an appropriate pace. Dr. Waters said quality interventions are necessary.
- Dr. Waters thanked the committee for their input and said that he believes that he and Dr. Suski now have direction. The meeting adjourned at 6:12 p.m.
- The next meeting is scheduled for Thursday, May 11, 2023, at 5:00 p.m. in the Lincoln Administration Building Board Room.

Act 141 Advisory Committee
Meeting Minutes
May 11, 2023
5:00 p.m.

In Attendance:

Committee Members: Darnise Anderson, Christine Anderson (Zoom), Dr. Andria Saia, Dr. Tamara Willis, Eugene Spells, Melanie Cook, Michele Rolko, Doug Thompson Leader, Dr. Marisol Craig, Dr. Travis Waters, Dr. Lori Suski

Director of IT: Adam Nornhold

- Dr. Waters welcomed everyone to the meeting and asked if anyone had any questions regarding the 3rd quarter report that Dr. Suski recently submitted to the judge. No one had any questions.
- Dr. Waters reviewed three strategic priorities that he and Dr. Suski gleaned from the prior month's committee meeting discussions: 1) Culture and Climate; 2) Early Childhood; and 3) College and Career Readiness.
- Dr. Waters asked that the committee divide into three small groups to focus on reviewing the ideas listed below each priority and to draft a possible goal statement for their assigned priority.
- See small groups listed in the document below along with the proposed academic goal suggested by each group.
- The committee reconvened at 5:55 p.m. to share out their proposed goals. Dr. Waters indicated that these draft goals would be shared with the internal Act 141 team at their upcoming meeting on May 22, 2023.
- The meeting adjourned at 6:00 p.m.
- The next meeting is now scheduled for Thursday, June 15, 2023, at 5:00 p.m. in the Board Room of the Lincoln Administration Building.

Harrisburg School District's Amended Recovery Plan
Proposed Revised Academic Goals

For consideration as part of the discussion:

- **Develop measurable goals and eventual action steps**
- **Setting conditions/establishing a foundation for practice**
- **More flexibility to provide evidence to prove goal completion**
- **Policies and procedures**
- **Focus on talent management and professional development**
- **Sustainability**
- **What's within our control that we can complete in two school years?**

1. Culture & Climate (Strategic Priority)

(Eugene Spells, Melanie Cook, Christine Anderson)

- Welcoming environment
- Safe
- Orderly
- Promotes learning
- Bully-free
- Sense of belonging
- Learning mode (in-person vs. virtual)
- PBIS
- Safety monitors/protocols
- Academic/instructional focus

GOAL: The Harrisburg School District will create an environment where all stakeholders feel welcome, accepted, and valued when interacting with all School District entities.

2. Early Learning (Strategic Priority)

(Marisol Craig, Michele Rolko, Doug Thompson Leader)

- Focus on early literacy
- Social-emotional learning
- Community partnerships and resources
- School readiness
- Family engagement
- Policy to commit to sustainability

GOAL: The Harrisburg School District will establish and implement a comprehensive system and processes to support early learning (birth to age 4) and Grades K – 2.

3. College & Career Readiness (Strategic Priority)

(Tamara Willis, Andria Saia, Darnise Anderson)

- Standards-aligned curriculum
- Data to drive instruction
- Evidence-based instructional practices
- Career pathways
- Apprenticeships/internships
- Community partnerships
- Service learning projects
- Industry-based certifications

GOAL: The Harrisburg School District will establish and implement a comprehensive system and process to support transition to post-secondary opportunities (school, work, military, entrepreneurship).

Act 141 Advisory Committee
Meeting Minutes
June 15, 2023
5:00 p.m.

In Attendance:

Committee Members: Darnise Anderson, Christine Anderson, Eugene Spells, Beth Light, Doug Thompson Leader, Jim Thompson, Eric Turman, Dr. Travis Waters, Dr. Lori Suski

Director of IT: Adam Nornhold

- Dr. Waters welcomed everyone and reviewed the draft amended goals of the Recovery Plan with the committee.
- The committee recommended that Goal #3 be truncated with a separate goal for graduation if needed.
- Mr. Thompson recommended that the sale of other District property be referenced in the amended initiative.
- Mr. Turman shared the draft of the Comprehensive Plan public-facing document with the committee, but due to the limited time, this was moved to the first meeting of the 2023-24 school year.
- The meeting was adjourned at 6:05 p.m.
- The next meeting will be held on September 14, 2023, at 5:00 p.m.